

## **Institutional Effectiveness 2023-2024**

**Program:** Instructional Leadership EDS

**College and Department:** College of Education, Department of Curriculum & Instruction

**Contact:** Jeremy Wendt

### **Mission:**

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

### **Attach Curriculum Map (Educational Programs Only):**

Attached Files: See Appendix 1

## **PO 1: Content & Pedagogical Knowledge**

### **Define Outcome:**

1. Candidates for the INSL EdS in C&I will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.
2. Candidates for the INSL EdS in C&I will apply ethical research, compliance, practice and understanding in their coursework and degree program.

### **Assessment Methods:**

1. State licensure exams. Candidates take state-mandated licensure exams in order to be recommended for licensure. The Praxis Leadership Exam assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.

2. CITI training modules - Candidates for the INSL EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding. The CITI training modules: Enhance the integrity and professionalism of medical, healthcare, technology, and higher education communities, staff, and students conducting research or other compliance-related activities in the United States and globally; educate members, administrators and organizational leadership of ethics committees and compliance entities to enable them to conduct their oversight and credentialing duties effectively, efficiently and professionally; promote ethical research at organizations where research is conducted through the education of research administrators and organizational leadership.

**Criteria for Success (Thresholds for Assessment Methods):**

1. PRAXIS Leadership Exam Scores - Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Performance at a level above or comparable to the state mean on the Praxis Examination will be defined as TTU candidates having a mean score above or equal to the state mean. Praxis scores are generally reported a year behind due to a delay with state reporting.
2. CITI training modules - Candidates for the INSL EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding with a minimum 80% score on the modules.

**Link to 'Tech Tomorrow' Strategic Plan:**

1.A Experiential Learning, 2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

**Results and Analysis:**

*Results 1: Candidate Content and Pedagogical Knowledge*

PRAXIS SCORES II:

Pass rates for Praxis exam (MA & EdS):

Table 1. School Leaders Licensure Assessment PRAXIS (6990)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	27	85.19	162.44	461	92.41	168.19
2020-2021	25	96	169.24	694	94.52	168.78
2021-2022	28	92.86	165.61	679	94.99	168.37
2022-2023	14	92.86	165.93	564	92.73	167.65

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis. 100% success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program.

In 2023-2024, C&I MA/EdS graduates had a 100% completion rate for the CITI training modules. The department's goal is to achieve the 100% completion rate annually.

**Use of Results to Improve Outcomes:**

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis. 100% success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For instructional leadership, literacy and trauma-informed practice modules were integrated to remain current and ensure proper training and preparation for Praxis exams and state requirements.

**PO 2: Effective Research Experience**

**Define Outcome:**

Candidates for the INSL EdS in C&I will demonstrate research methods knowledge and skill as reflected by passing grades on the culminating research project. A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

**Assessment Methods:**

Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is finalized in CUED 7910. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes. (Comprehensive Exam - In August 2021, traditional comprehensive examinations were replaced by the culminating research project and will assess all candidates' content and pedagogical knowledge in a more authentic and in-depth application)

**Criteria for Success (Thresholds for Assessment Methods):**

Pass rates/percentages in the research course rubric will indicate if the majority of students have met or exceeded departmental and university graduate school requirements.

**Link to 'Tech Tomorrow' Strategic Plan:**

1.A Experiential Learning, 2.B Research, Scholar, Intellect, and Creativity

**Results and Analysis:**

*Results Outcome 2: Effective Field Research Experience*

Research Course Grades (CUED 7910)

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2020-21	95.70%	0%	0%	0%	0%	4.30%	0%
2021-22	78.90%	16.50%	2.80%	0.00%	0.90%	0.90%	0.00%
2022-23	58.10%	19.40%	9.70%	3.20%	3.20%	6.40%	0%
2023-24	70.00%	15.00%	15.00%	0.00%	0.00%	0.00%	0.00%

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics. Refinements to the course content and delivery by faculty have been minor and no major changes have been made to the research rubric. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings. When improvements are identified (as needed), those are addressed in terms of curricular integrations, program of study changes, or faculty development. Research grades and project completion was successful and no additional major changes were applied this academic year.

**Use of Results to Improve Outcomes:**

A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes. Research projects, impacts, and curricular changes are addressed in several formalized settings. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings. When improvements are identified (as needed), those are addressed in terms of curricular integrations, program of study changes, or faculty development. Research grades and project completion was successful and no additional major changes were applied this academic year.

Attached Files: See Appendix 2

## **Summative Evaluation:**

### *Outcome 1 & Outcome 2*

Multiple changes will be made to the assessment plan, specifically related to the Comprehensive Exam.

1. Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses.
2. The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

### *Outcome 2: Effective Research Experience*

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

- High School Students' Sports Participation as a Predictor of Mental Health During the COVID-19 Pandemic
- Economic Status, Rurality, & Population as Predictors of 3rd Grade Students' TCAP Retake Success
- Using Positive Peer Support to Increase Social-Emotional Behavior in an Individual Who Has Autism: A Single-Case Research Design

Example research papers from the qualitative research course:

- East Tennessee Teachers' Perspectives on Computer Science Integration in the Elementary Classroom: An Interpretive Case Study
- Rural Early Childhood Educators' Perspectives on Trauma-Informed Practices: An Interpretivist Case Study in a Middle Tennessee School
- Navigating the Transition: Teacher Perspectives on the Obstacles to Successful Transition to Adulthood for Students with Disabilities in Rural Tennessee
- Tennessee Teacher's Perspectives on Neurodivergency in the Classroom: An Interpretive Case Study of High School General Education Teachers in Middle Tennessee

## **Assessment Plan Changes:**

## **List of Appendices:**

Appendix 1: Instructional Leadership EdS Curriculum Map

Appendix 2: PO2 Results - Spring 2024 CUED 6300 Grading Rubric

## Appendix 1: Instructional Leadership EdS Curriculum Map

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
<b>Tennessee Instructional Leadership Standards</b>			
<b>TILS Standard A: Instructional Leadership for Continuous Improvement. An ethical and effective instructional leader facilitates professional practice that continually improves each student's learning.</b>			
<b>Indicators:</b>	<a href="#">Link to all INSL Courses Descriptions</a>		
1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement.	INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.	INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student's achievement and growth.	INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Empowers educators to develop and execute interventions to address each student's learning needs, grounded in multiple sources of data (academic, social, and/or emotional).	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous school improvement.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
<b>Tennessee Instructional Leadership Standards</b>			
<b>TILS Standard B: Culture for Teaching and Learning. An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment providing equitable educational opportunities and culturally responsive practices conducive to learning and growth for each student.</b>			
<b>Indicators:</b>	<a href="#">Link to all INSL Courses Descriptions</a>		
1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for a culture conducive to teaching and learning.	INSL 6520 Human Resources, Management & Public Relations INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.	INSL 6520 Human Resources, Management & Public Relations INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Fosters a safe, respectful, and orderly environment that cultivates an inclusive, caring, and supportive school community for each student.	INSL 6520 Human Resources, Management & Public Relations INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Takes measures to actively involve families in the culturally responsive education of each student.	INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success regardless of race, class, culture and language, gender and sexual orientation, and disability or special status.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form



TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
<b>Tennessee Instructional Leadership Standards</b>			
<b>TILS Standard C: Professional Learning and Growth. An ethical and effective instructional leader develops capacity of each educator by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.</b>			
<b>Indicators:</b>	<a href="#">Link to all INSL Courses Descriptions</a>		
1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth.	INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations, INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the Tennessee Standards for Professional Learning.	INSL 7530 Assessment & Evaluation: Improvement in Teaching	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
5. Collaborates with others to recruit, induct, support, retain, and develop effective educators using various strategies based on multiple sources of data.	INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
6. Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.	INSL 6510 School Leadership, Law & Ethics INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching, INSL 7010, INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form

**TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS**

**Tennessee Instructional Leadership Standards**

**TILS Standard D: Resource Management. An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.**

**Indicators:**

TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS	Course Name & Description	Course Key Assignments	Clinical Experiments
<b>Tennessee Instructional Leadership Standards</b>			
<b>TILS Standard D: Resource Management. An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.</b>			
<b>Indicators:</b>	<a href="#">Link to all INSL Courses Descriptions</a>		
1. Strategically and equitably utilizes community resources and partners to support the school's shared mission, vision, and goals.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
2. Includes a diverse set of educators and stakeholders in school improvement decisions.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations INSL 7530 Assessment & Evaluation: Improvement in Teaching INSL 7010 INSL INSL 7400	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
3. Establishes, communicates, and enforces a set of standard operating procedures and routines that are equitable, culturally responsive, and aligned with district, state, and federal policy.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form
4. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.	INSL 6510 School Leadership, Law & Ethics, INSL 6520 Human Resources, Management & Public Relations, INSL 6560 Technology for Administrators	Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form	45 hours in-school clinical hours: Clinical Activities Report of Experiences (CARE), TTU Individual Action Plan, Lead and Literacy Action Plan, Candidate Self-Reflection Field Experience Evaluation Form; LEA Mentor Field Experience Evaluation Form

Appendix 2: PO2 Results - Spring 2024 CUED 6300 Grading Rubric

**CUED 6300 Writing (and Grading)  
Rubric**

NAME:							
TITLE:							
<b>Guide to Writing and Evaluating a Research Proposal Paper, Revised</b> 8/12/22							
RIG HT	WR ON G	POI NT S	SECTION/QUESTIO NS AND DIRECTIONS	Chapters 1 & 3 (with Ch. 2 Revisions)		72	
				Chapter 2		28	
		EA RN ED		GRADE:			

		<u>Title</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Does the title imply the correct <i>scope</i> of the study and nature of the <i>relationship(s)/ difference(s)</i> ? Does the title <i>name or include the key variables</i> ? Is the title as <i>short</i> as possible?	2 pts
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

		<u>Abstract (limit to approx. 120-150 words)</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Does the abstract contain all of the following elements: introduction, purpose, methods? Is adequate detail provided on: introduction, purpose, methods? Use subheadings for each of these components (Note: for the final paper the abstract will also contain the results). Does this section express ideas with good English usage and style?	2 pts
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

		<u>Chapter 1</u>	
		<u>Introduction</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Does the section provide a <b>context</b> for the research from the literature? <b>(including, but not limited to articles in your literature review)</b> Is there supporting evidence (e.g. statistics from school or state databases, previous research, media)?	
<input type="checkbox"/>	<input type="checkbox"/>		


Does this section provide a good context for the study (including history leading up to the current trend)?  
 In addition to providing the context, has "the problem" to be investigated been identified?  
 Is the purpose of the study stated?  
 Does the introduction consist of paraphrases rather than numerous and unnecessary quotations?  
 This introduction needs to be about 4-5 pages BEFORE the research question.  
 Do citations in this chapter follow APA style?  
 Does this section express ideas with good English usage and style?

6 6 pts

**Research Questions**


Are most, if not all, the **questions** about **relationship(s)/ difference(s)** between variables?  
 Are all the questions written in **good form** naming **independent** and **dependent** variables?  
 Are **all variables** in the study **named** in the questions?  
 Are all variables potentially **measurable**?  
 Do the questions represent an important, **complete**, logical, cohesive **set**?  
 Are there any **other obvious questions**, possibly raised or implied elsewhere, that are **left out**?  
 Do most, if not all, the questions name **at least two variables**?  
 Do the questions just ask the same thing a lot of different (**redundant**) ways?  
 Does this section express ideas with good English usage and style?

5 5 pts

**Hypotheses**


Are all hypotheses **conjectural statements** about relationship(s)/ difference(s) between variables?  
 Are all the hypotheses written in **good form** naming **independent** and **dependent** variables?  
 Are **all** the variables in the study **included** in the hypotheses?


Are all the variables potentially **measurable**?

Is there a hypothesis **corresponding** to each question in the Research Questions?

Do the hypotheses represent an important, **complete**, logical, cohesive **set**?

Are there **other obvious hypotheses**, possibly suggested or implied elsewhere, that are **left out**?

Are some of the hypotheses stating the same thing different ways (**redundant**)?

Are **all** of the hypotheses stated in the **research, scientific, or alternate** form?

If any of the hypotheses are stated in a **directional** form, is there **justification**?

Does this section express ideas with good English usage and style?

5 5 pts

**Problem Statement & Significance Statement**


Does this focus on the specific "problem"?

Does this section explain why you are doing this research?

Does this section provide evidence (with sources) that this is indeed a problem?

Does the significance statement address each of these: practical problem, theory, and knowledge base?

This section needs to be not less than half a page in length.

Does this section express ideas with good English usage and style?

6 6 pts

**Definitions**

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Are ALL the **variables** in the study **operationally defined**?

An **operational definition** tells how a variable will be **measured** or **manipulated in this study**.


Are all other **technical terms** defined with a dictionary or a "text book" definition?

Are there **references** for the definitions where needed?

Does this section express ideas with good English usage and style?

2 2 pts

**First Submission: Chapter 2**

**Review of Literature**


The whole literature review should be between 10 and 15 pages in length.  
Is the review *representative* and based heavily (75%) upon *research-based primary sources*?  
At a minimum, are there at least 15 *research-based* articles (including dissertations/theses) reviewed?  
At least 10 articles must have been published within the last 10 years.  
(Most of these research-based articles must be quantitative studies)

6 6 pts


Is there a well written introduction to the literature review?  
Does this section include a clear mapping of how the literature review was conducted?  
For example, databases searched, keywords identified, and timeline for the searches.  
Does the introduction outline how the whole literature review section is organized?  
(Describe/highlight all the subheadings used in this section).

3 3 pts


Is the review of literature a synthesis of research studies and NOT an annotated bibliography?  
Is there adequate *detail* on all articles reviewed? See below:  
Do not include in **your review of literature** the **reviews of literature of others** you might be citing.  
There must be a minimum of a *full paragraph* of detail on each article cited (not just conclusions).  
**For paragraphs/pages of detail above include** such topics/aspects as problem, hypotheses, procedures, instruments, populations, variables, design, **faults**, statistical methods, statistical **results**, **discussion**, and conclusions.

7 7 pts

		4

4 pts

Are the literature review sources relevant to the study?  
 Does the review *comprehensively* and adequately cover *all variables* mentioned in the problem?  
 If not, are the gaps/deficits in the literature highlighted/discussed?)

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Does the review show how each of the articles informs the student's own research problem (e.g. informing the research questions, significance)?

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Does the student identify methodological limitations/strengths in each of the articles reviewed and hence how the articles are used to refine the student's own methodology?

		3
		5

3 pts

Is the review *well organized* with *subheadings and transitions* to help the reader?  
 Use about 4-5 **relevant** subheadings throughout this section.  
***Do not* use journal article titles or other bibliographic information in the narrative or as headings.**  
 Does the review consist of paraphrases rather than **numerous and unnecessary quotations**?  
 Is there a well written summary of the major literature findings (citing all sources again)?  
 Does this section express ideas with good English usage and style? See "Organisation of the Paper."

5 pts

**Final Submission: Chapter 2 Revisions (Up to 5 points)**

	5

Were ALL suggested changes and comments upon first grading of Chapter 2 addressed?

5

**Chapter 3**  
**Methodology**  
**Introduction**


Is there a well written introduction to the methodology section?  
 Does this section briefly describe the *sequence of major steps* in methods section?  
 Does this section express ideas with good English usage and style?

3

3 pts

**Sample (sometimes referred to as Participants or Subjects)**


Does this section describe *how participants will be chosen* for inclusion in this study?

Does this section describe how participants will be *assigned to groups*, if needed?

Are the anticipated *demographic characteristics* of participants described?

*Demographics* are such factors as race, gender, SES, receiving free lunches. Etc.

Does this section express ideas with good English usage and style?

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4

4 pts

**Design**


Is the *general* type of research strategy (book chapter title) identified?

Is the *specific* design or strategy (section within chapter) identified?

Are the above described *choices right or suitable* for the problem, hypotheses, and data?

Does this section express ideas with good English usage and style?

4

4 pts

**Measurement and Instrumentation**


Is the *reliability* of each and every measure established?

Is the *validity* of each and every measure established?

If *externally* developed measures are used, are the *(1) reliability* and *(2) validity procedures* and *results* (coefficients) reported?

Are reliability and validity studies cited and *referenced properly*?

If *instruments are to be developed*, did the investigator describe fully the *methods/procedures* that will be used to establish the *(1) reliability* and *(2) validity* of the instruments?

Were *all* measures used in this research covered in this section?

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Does this section express ideas with good English usage and style?

6 6 pts

**Delimitations (optional)**

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Does the writer make clear what closely related *questions or variables are not being addressed*?

**Materials**

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Are *materials, equipment, technology, or any apparatus* described briefly and adequately?

This section should **NOT** include *measurement instruments*!

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If materials, etc. are *commercially available* are they *properly referenced*?

--	--

If materials, etc. are "*locally developed*" is descriptive information included as an *appendix*?

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Are the materials, equipment, technology, or any apparatus of *high quality*?

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Does this section express ideas with good English usage and style?

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If there are *no materials* for the study is it stated in this section?

2 2 pts

**Data Collection**

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Does this section describe where *every* data element will be obtained?

Data elements include *treatment group, gender, ability, test results, etc.*

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Is there an explanation of how *all* the data will be *organized* into a data base (*spreadsheet*)?

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Is there a description of *all* the *column labels* (variables) in the spreadsheet?

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Is the data base *organized* so that analysis will be possible and facilitated?

**Do not** describe *measurement or data analysis* in this section.

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Does this section express ideas with good English usage and style?

5 5 pts

**Limitations**

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Are all of the "text book" limitations for this *general* type of research included?




3

3 pts

Are all of the “text book” limitations for the *specific* research design included?  
 Are the *internal* and *external* threats to validity mentioned, where appropriate?  
 Are all the *limitations that are unique* to this student’s endeavor included?  
 Does this section express ideas with good English usage and style?

**Data Analysis/Statistical Procedures**


3

3 pts

Are the statistical procedures/data analysis plans:  
*Appropriate* to the problem, hypotheses, design, measures, and data?  
*Described clearly* and in *enough detail* to be followed?  
 Does the student describe the process of data screening/cleaning and tests of assumptions before running the analysis (e.g. tests of normality, homogeneity of variance, etc.)?  
 Does this section express ideas with good English usage and style?

**References and Paper Organization**  
**References**


3

3 pts

Does the reference list begin on a new page with the title "References"?  
 Does this section follow the APA style for each reference entry and for formatting?  
 Are all the references in the narrative in the reference list?  
 - Is the reference list double spaced?  
 - Is the reference list in alphabetical order?  
 - Are authors' names spelled correctly in both the narrative and reference list?

**Organization**

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Does the paper follow the 7th edition of the APA manual?

			Is there a table of contents, and is it formatted correctly?
			Do the appendices, if any, follow the APA style?
			Are all paragraphs correctly indented?
			Are the headings (three levels) formatted properly?
			Do in-text citations follow the APA style?
			Does each chapter start on a new page?
			All quotations must be properly introduced (do not start a sentence with a quotation). Quotations over 40 words should be in block style.
			Literature review should all be in past tense. Do not use researchers' (authors') first names in the paper. Do not begin a sentence with a digit.
			Is the paper in correct tense?
	6	6 pts	
			Is there evidence of <b><i>plagiarism</i></b> anywhere in the paper? If so assign an "F" for the paper/course.
<b>Chapters 1&amp;3 Total</b>	<b>72</b>		
<b>Chapter 2 Total</b>	<b>28</b>	100 pts	

**The following section applies for the second part of the research sequence, and NOT for this proposal.**

<b><u>Chapter 4: Data Presentation &amp; Analysis</u></b>		
		Introduction (no heading needed)
		Is there a well written introduction to the chapter?
		Does this section express ideas with good English usage and style?
	2	2 pts

**Presentation of Data**


Is data displayed and presented in a thoroughly representative manner?

Is data organized so that it flows clearly?

Is there information on how data was collected and how much?

Is there evidence that enough data was collected?

Does the section include descriptive summary/visual charts?

Is data selectively reduced rather than using a “data dump”?

Does this section express ideas with good English usage and style?

6 6 pts

**Data Analysis**


Is there clear representation of analytic strategy?

Does this section include descriptive summaries/visual charts outlining coding/categories/definitions?

Does this section describe how analytic decisions were made and the connection between data, coding, categorization, and themes?

Does this section explicitly restate and clearly answer each of the research questions?

Does this section express ideas with good English usage and style?

10 10 pts

**Chapter 5: Summary, Discussion, and Recommendations**

- Introduction (no heading needed)

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- Is there a well written introduction to the chapter?

2 2 pts

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**Summary of Findings (about 1 page)**


Is there a well written summary of the findings of the study?

Are all research questions thoroughly addressed with adequate detail?

Are major themes discussed and connected to the original problem statement(s)?

Does this section express ideas with good English usage and style?

**4** 4 pts

**Discussion of Results and Conclusions (about 3 pages)**


Is there a discussion of the major findings of the study?

Is there a discussion of how the methodology worked/didn't work?

Are limitations addressed?

Is relevant literature cited in the discussion? (at least 5 studies cited)

(The discussion places the findings of the study within the context of the existing literature).

Are the major conclusions of the study stated clearly? (not going beyond information contained in your paper)

Does this section express ideas with good English usage and style?

**7** 7 pts

**Implications (or Recommendations)**


Knowledge (How does the study contribute to knowledge or theory?)

Policy (How does the study contribute to policy?)

Practice (How does the study contribute to practice/practitioners?)

Participants (How might study give back to research participants and/or the communities of which they are a part of?)

Does this section express ideas with good English usage and style?

**5** 5 pts

