

Institutional Effectiveness 2023-2024

Program: Special Education BS

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

Contact: Jeremy Wendt, Chairperson

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: Praxis

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

Assessment Methods:

State licensure exams. Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject 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.

Criteria for Success (Thresholds for Assessment Methods):

Praxis: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by meeting or exceeding a passing score as set by the State Board of Education. Additionally, candidates will score at or above state and national means in their respective discipline on the Praxis exam.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

Results and Analysis:

With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2023-2024).

Student Learning Outcome 1: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education. PRAXIS content exams: All candidates must pass their respective Praxis content exam prior to entering residency I/student teaching. Praxis summary reports show EPP scores compared to State and National averages, as well as a breakdown of our candidates in each quartile. All summary reports are posted on the EPP's website. See tables below for Special Education PRAXIS data.

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS (5543)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2020-2021	32	100	172.59	520	87.88	169.55
2021-2022	37	86.49	170.14	759	89.46	170.6
2022-2023	16	93.75	170.19	902	90.13	171.12
2023-2024	11	91	167	449	86.86	169

Table 2. SPED Core Knowledge Severe/Profound PRAXIS (5545)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2021-2022	21	95.24	172.9	318	95.28	175.13
2022-2023	11	100	171	314	97.45	176.93
2023-2024	7	100	174	253	97.6	178.57

For 2023-2024, candidates taking the 5543 Praxis exam had a higher pass rate than the state of TN. However, the mean was slightly lower than the state of TN. Although the pass rate was 100%, the candidates taking the 5545 Praxis had a slightly lower mean than the state average.

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, edTPA, and ATR. 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 special education, several changes were approved by faculty: additional practicum course credit hours; additional credit hours for content tied specifically to areas of concern on the Praxis; ATR integrations into coursework to ensure future preparedness for the classroom.

PO 2: edTPA**Define Outcome:**

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

Assessment Methods:

Performance-based subject-specific assessment. The edTPA is a performance-based assessment that assesses teaching behaviors that focus on student learning. edTPA is a proprietary, nationwide assessment, developed by SCALE/Stanford and administered by Pearson. It is available in 27 individual content areas as a multiple-measures system that includes two primary components: 1) teaching-related performance tasks embedded in clinical practice that focus on planning, instruction, assessment, academic language, and analysis of teaching; 2) a three to five day documented learning segment. edTPA was nationally validated in 2013 to establish validity and reliability. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

Criteria for Success (Thresholds for Assessment Methods):

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

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Results and Analysis:

edTPA: edTPA is a performance-based assessment used to measure pedagogical skills and pedagogical content knowledge. It shows what candidates can do, rather than what they plan to do. It is holistic and reflective as candidates integrate learning from across the curriculum and examine teaching practices. The portfolio includes 15 rubrics across 3 tasks (planning, instruction, and assessment) to demonstrate teacher effectiveness. In 2017, the Tennessee State Board of Education voted to require edTPA of all teacher candidates seeking licensure in the state. This requirement went into effect January 1, 2019; however, Tennessee Tech progressively implemented edTPA in 2012 for all programs with strong support for both candidates and faculty. Currently, candidates complete the edTPA during the residency II/student teaching clinical experience; each rubric is scored on a 5-point scale. However, TTU mean portfolios scores have slightly decreased across the four-year period. Additionally, TTU’s total mean score has dipped slightly, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See tables below for edTPA data.

Table 1. Total mean scores for TTU, State, and National Levels edTPA

Year	TTU	State	National
2019-2020	47	45.8	43.7
2020-2021	45.5	45.2	43.1
2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8
2023-2024	47.2	45.2	42.7

Table 2. edTPA data for Special Education

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2019-2020	15	47.4	2019-2020	275	45.4	2019-2020	6174	44.2
2020-2021	14	47.4	2020-2021	205	45.3	2020-2021	3397	43.7
2021-2022	15	44.5	2021-2022	331	44	2021-2022	3727	42.6
2022-2023	32	46.3	2022-2023	328	43.9	2022-2023	3301	42.6
2023-2024	4	43.5	2023-2024	212	44.1	2023-2024	3044	42.5

During the 2023-2024 academic year, the total mean score for TTU was considerably higher than State and National total mean scores. TTU only had 4 candidates scored in Special Education. Regarding total mean scores for Special Education portfolios, TTU was comparatively higher than the national mean score, but slightly lower than the state of TN mean score.

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, edTPA, and ATR. 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 special education, several changes were approved by faculty: additional practicum course credit hours; additional credit hours for content tied specifically to areas of concern on the Praxis; ATR integrations into coursework to ensure future preparedness for the classroom.

PO 3: ATR Rubric

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the ATR rubric.

Assessment Methods:

Based on the needs of licensure students and data analysis, the College of Education chose a new instrument to replace the TEAM evaluation that has been in place for over a decade. The

new instrument, the Aspiring Teacher Rubric (ATR), is a national norm-referenced performance evaluation tool developed by the National Institute for Excellence in Teaching.

The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium’s Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

Criteria for Success (Thresholds for Assessment Methods):

ATR: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above state and national means in their respective discipline on the ATR rubric.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

Results and Analysis:

Based on the needs of licensure students and data analysis, the College of Education chose a new instrument to replace the TEAM evaluation that has been in place for over a decade. The new instrument, the Aspiring Teacher Rubric (ATR), is a national norm-referenced performance evaluation tool developed by the National Institute for Excellence in Teaching.

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Accreditation of Educator Preparation (CAEP).

The ATR measures across twelve data points for each candidate observation in a K-12 classroom. Moving forward, the program outcomes will reflect a target of maintaining a passing score and exceeding state and national norms when they are available. The first year will provide a baseline for future data analyses.

			Average - Instructional Plans	Average - Assessment	Average - Standards and Objectives	Average - Presenting Instructional Content	Average - Activities and Materials	Average - Questioning	Average - Academic Feedback	Average - Teacher Knowledge of Students	Average - Thinking and Problem-Solving	Average - Environment	Average - Engaging Students and Managing Behavior	Average - Professionalism and Ethical Behavior
Special Education	2020-2024	21	3.81	3.52	3.24	3.42	3.75	3.18	3.49	4.00	3.29	3.86	3.49	3.81

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, edTPA, and ATR. 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 special education, several changes were approved by faculty: additional practicum course credit hours; additional credit hours for content tied specifically to areas of concern on the Praxis; ATR integrations into coursework to ensure future preparedness for the classroom.

Summative Evaluation:

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with Office of Teacher Education to build practice test sessions into courses across curriculum.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and ATR data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

Assessment Plan Changes:**List of Appendices:**

Appendix 1: Special Education BS Curriculum Map

