

Curriculum and Instruction BS : 2018-2019

Providing Department:

Curriculum and Instruction BS

Department/Unit Contact:

Jeremy Wendt

Mission/Vision Statement:

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.

Program Goal 1 (PG1): Faculty Excellence

Define Goal:

Program Goal 1 (PG1): C&I will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

Intended Outcomes / Objectives:

Each faculty member will demonstrate excellence through - Teaching: number of courses taught, enrollment in each course, and appropriate teaching evaluations. Advisement: number of advisees. Research/Scholarship: publications, grants funded or continuing, presentations at international, national, state, or regional professional organizations, manuscripts submitted for publication, grant applications submitted, and research in progress. Service: service activities to the department, college, university, and community.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment (PG1) Faculty Performance Objectives

Frequency of Assessment:

Annually

Rationale:

(PG1) Faculty Performance Objectives (Conducted annually each spring semester)

Program Goal 1: Each faculty member will submit a Faculty Performance Objectives annually to the chairperson of the department discussing their efforts for the previous calendar year in the areas of teaching, research, and service. An overall summary of the department's progress will be included in a departmental annual report from the chair to the Dean of the College of Education. The report will address the following indicators. Teaching: number of courses taught, enrollment in each course, and appropriate teaching evaluations. Advisement: number of advisees. Research/Scholarship: publications, grants funded or continuing, presentations at international, national, state, or regional professional organizations, manuscripts submitted for publication, grant applications submitted, and research in progress. Service: service activities to the department, college, university, and community.

RELATED ITEM LEVEL 2

Results: PG1: Faculty Excellence

Results:

Professional Activity	Approximate Number
Grant involvement: PI/Co-PI/Senior Personnel	41
International Presentations	28
State/National/Intl Publications	52
Textbooks/Chapters	17
State/National/Intl Leadership Roles	80

Grants were applied for and received by many faculty members. A sampling of grant categories included: Access and Diversity; Quality Enhancement Program; URECA; Faculty Research; Tennessee Higher Ed Commission STEM; Tennessee Early Childhood Pilot Program; NSF Noyce Teacher Scholarship Program. C&I faculty also served as Co-PI and senior personnel on numerous other projects.

Additionally, IDEA unit summary reports are attached and are overwhelmingly positive. These attribute to the concept of faculty excellence based on the achievement and success of the individual faculty members.

Community/Professional Service

Faculty members are extremely active and well represented at the local, state, and national level for their service. This connection to the education field is vital for the success of the College of Education and is valued highly by the department. C&I faculty are in leadership roles for many organizations including: TTU's Habitat for Humanity, Student Tennessee Education Association, International Literacy Association, Tennessee Association for the Education of Young Children, National Association for Multicultural Education, TN National Association for Multicultural Education, Society for Information Technology and Teacher Education, Tennessee Council of Teachers of English, Tennessee Association of Middle Schools, and many others.

Sample grant projects from C&I:

PI: Jeffrey Boles, Chemistry

Project Inspire STEM Teacher Residency 2014-2020

National Science Foundation (NSF) Noyce Application

Co-PIs: Jeremy Wendt, C&I; Hamilton County Schools; PEF Chattanooga

(Funded: \$2,878,880)

PI: Martha Howard (Associate Professor, C&I)

Drs. Martha Howard and Amy Callender have been awarded approximately \$7 million in grant funding to provide Early Intervention services to eligible infants and toddlers with TEIS (Tennessee Early Intervention System) and the BRIDGES program. The grant serves eight Upper Cumberland counties over the course of several years.

The C&I department is also home to the newly launched Jere Whitson Freedom School: A 6-week summer literacy and cultural enrichment program offered free to 40 children from low-income families. Through a research-based and multicultural curriculum, the program aims to promote love of books and learning, to enhance reading skills, and to foster participants' belief in their ability to make a difference in self, family, community, nation, and world.

Selected Journals: SRATE Journal; Educational Action Research; Journal of International Students; Teacher Education & Practice; International Journal of Interdisciplinary Educational Studies; Journal of Sport and Human Performance; Mathematics Teacher; Journal of School Psychology; Education and Training in Autism and Developmental Disabilities

Attachments:

Fall18_1_Unit Summary Report - Course Evaluations - Campus Labs.pdf; Fall18_2_Unit Summary Report - Course Evaluations - Campus Labs.pdf; Fall18_3_Unit Summary Report - Course Evaluations - Campus Labs.pdf; Spring19_1_Unit Summary Report - Course Evaluations - Campus Labs.pdf; Spring19_2_Unit Summary Report - Course Evaluations - Campus Labs.pdf; Spring19_3_Unit Summary Report - Course Evaluations - Campus Labs.pdf

Program Goal 2 (PG2): Undergraduate Research

Define Goal:

Program Goal 2 (PG2): Increase faculty/student undergraduate research activity.

Intended Outcomes / Objectives:

Undergraduate faculty/students will participate in and receive acknowledgements for research projects (Student Research Day, URECA, conference presentations). The goals related to the number of projects, initiatives, and participants will be discussed in departmental and college faculty meetings.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment (PG2): Undergraduate Research

Frequency of Assessment:

Annually

Rationale:

(PG2) The number of undergraduate faculty/students participating in and receiving acknowledgements for research projects (Student Research Day, URECA, conference presentations). Faculty and students will participate in undergraduate research that is relevant to the field of education. The goals related to the number of projects, initiatives, and participants will be discussed in departmental and college faculty meetings.

RELATED ITEM LEVEL 2

Results: PG2: Undergraduate Research

Results:

In 2018-2019, C&I undergraduates worked with faculty on several research projects including QEP, EDGE, and CISE that are all coordinated through Academic Affairs. The level of undergraduate research has remained consistent, but it is still slightly below the targeted goals for the department. However, an overall increase in the amount of undergraduate research over the past five years has been observed.

2018-2019
Amber Spears
Stephanie Wendt
Queen Ogbomo

Dr. Ogbomo and Spears were both awarded Excellence in Creative Inquiry awards for 2018-2019.

Dr. Jennifer Meadows was chosen as an EDGE Faculty Fellow for the 2018-2019 year.

Attachments:

Program Goal 3 (PG3): Enrollment and Program Effectiveness

Define Goal:

Program Goal 3 (PG3): Increase undergraduate enrollment while maintaining program effectiveness and accreditation.

Intended Outcomes / Objectives:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment (PG3): Enrollment Data

Frequency of Assessment:

Annually

Rationale:

(PG3) Institutional research data on enrollment will be used to assess trends for 1,3, and 5 years. These will be presented in the C&I annual report. The annual report is sent to the Dean's office and shared with the faculty. Strategies for increasing enrollment are discussed in concentration meetings, faculty meetings, College of Education Executive Leadership Council meetings and at the university level.

RELATED ITEM LEVEL 2

Results: PG3: Enrollment and Program Effectiveness

Results:

C&I's overall undergraduate enrollment remained essentially the same in the 2018-2019 school year. Measures have been put in place to increase and maintain minimum enrollment numbers. These include, but are not limited to:

- The chair, faculty, and staff have committed to set up tabletop displays of all graduate and undergraduate programs at conferences. This year we have displayed and given out information at six area conferences and two national conferences. In addition, regional meetings and interest sessions have been offered as requested for school districts.
- C&I implemented an aggressive digital geofencing campaign to recruit new students in high-need endorsement areas and untapped markets
- The College hired a Marketing/Recruitment position to specifically target programs and high-need areas.
- The department has invested in digital signage to advertise programs, distributed graduate and undergraduate flyers to over 300 Tennessee schools in our service area, and commissioned additional concentration-specific posters, rack cards, banners, and mailing forms to advertise graduate/undergraduate programs.

The College of Education and the Department, along with Career Services, collaboratively worked on the 4th annual College of Education Career Fair on Tennessee Tech's campus. 50 employers and over 300 attendees were present at the event in addition to graduate programs, advisors, faculty and administrators.

Attachments:

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Define Goal:

Candidates in curriculum and instruction will have sufficient content and pedagogical knowledge in their teaching area.

Intended Outcomes / Objectives:

Student Learning Outcome 1 (SLO1): Candidates in curriculum and instruction will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment (SLO1) Candidate Content and Pedagogical Knowledge

Frequency of Assessment:

Ongoing

Rationale:

PRAXIS II Scores (Administered continuously)

Student Learning Outcome 1: Teacher candidates must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nationwide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge. The TEAM rubric includes 19 indicators with 5 indicators specific to content knowledge. edTPA includes 15 indicators with 7 specific to content knowledge.

RELATED ITEM LEVEL 2

Results: (SLO1): Candidate Content and Pedagogical Knowledge

Results:

Candidates demonstrate content knowledge and positive impact on student learning and development via a variety of assessments such as Praxis licensure exams, the TEAM rubric, and edTPA. The data sets are evaluated continually, with in-depth review bi-annually college wide.

Detailed data files are located in the file folder. Documentation includes:

Admission to Teacher Education

Practicum Evaluations

Residency Evaluations

Site Evaluations

Total Teacher Candidate Completer + Licensure Info

edTPA Mean Scores

TEAM Eval Mean scores

PRAXIS SCORES: Candidates demonstrate content knowledge through a passing score on their Praxis II Content Knowledge exam before entering residency I. Passing cut-scores are determined by the Tennessee State Board of Education (SBOE) and vary by program.

TEAM EVALUATION DATA: Candidate content knowledge and impact on student learning and development are assessed on the TEAM rubric. P-12 mentor teachers and university supervisors score candidates on a scale of 1 (significantly below expectations) to 5 (significantly

above expectations) throughout the residency placement. Several criteria on the TEAM rubric relate directly to candidate content knowledge and impact on P-12 students learning and development: Standards and Objectives, Presenting Instructional Content, and Teacher Content Knowledge [Instruction domain]; Instructional Plans, Student Work, and Assessment [Planning domain]; and Expectations [Environment domain].

edTPA DATA: Another way the EPP monitors selection at completion is through the edTPA. Candidates' impact on P-12 student learning is demonstrated by scores earned on the edTPA during residency. Task 3 Assessment specifically relates to the assessment of student learning. Rubrics 11-15 in this task evaluate candidates' ability to analyze student learning, provide feedback to students, analyze students' academic language understanding and use, and the candidates' use of assessment to inform instruction.

Attachments:

2018-2019 Praxis Tests ALL.pdf; AY 2016-2017 Praxis 5017 ELED CIA Report.pdf; AY 2016-2017 Praxis 5018 ELED Content Knowledge Report.pdf; AY 2016-2017 Praxis 5024 Education of Young Children Report.pdf; AY 2016-2017 Praxis 5038 English Content Knowledge Report.pdf; AY 2016-2017 Praxis 5146 Middle School Content Knowledge Report.pdf; AY 2016-2017 Praxis 5161 Math Content Knowledge Report.pdf; AY 2016-2017 Praxis 5203 TREE Report.pdf; AY 2016-2017 Praxis 5235 Biology Report.pdf; AY 2016-2017 Praxis 5245 Chemistry Report.pdf; AY 2016-2017 Praxis 5265 Physics Content Knowledge Report.pdf; AY 2016-2017 Praxis 5354 SPED Core Knowledge and Apps Report.pdf; AY 2016-2017 Praxis 5361 English to Speakers of Other Lang Report.pdf; AY 2016-2017 Praxis 5543 SPED Mild to Mod Report.pdf; AY 2016-2017 Praxis 5545 SPED Sev to Prof Report.pdf; AY 2016-2017 Praxis 5571 Earth and Space Sci Content Knowledge Report.pdf; AY 2016-2017 Praxis 5621 PLT EC.pdf; AY 2016-2017 Praxis 5622 PLT K6.pdf; AY 2016-2017 Praxis 5623 PLT 5_9.pdf; AY 2016-2017 Praxis 5624 PLT 7_12.pdf; AY 2016-2017 Praxis 5691 SPED PreK_EC Report.pdf; AY 2016-2017 Praxis 5911 Economics Report.pdf; AY 2016-2017 Praxis 5921 Geography Report.pdf; AY 2016-2017 Praxis 5931 Gov_Poli Sci Report.pdf; AY 2016-2017 Praxis 5941 World and US History Content Knowledge Report.pdf; AY 2016-2017 Praxis 6011 School Leaders Lic Assessment Report.pdf; DAF 2017-2018 edTPA Scores.xlsx; EdTPA; Fall 2019 DAF 2018-2019 Overview PDF.pdf; Praxis Results; PraxisResults; TEAM; TEAM and edTPA Candidate Results

Student Learning Outcome 2 (SLO2): Candidate Professional Disposition

Define Goal:

Candidates in curriculum and instruction will demonstrate professional dispositions for teachers and other school personnel.

Intended Outcomes / Objectives:

Student Learning Outcome 2 (SLO2): Candidates in curriculum and instruction will demonstrate professional dispositions for teachers and other school personnel by meeting or exceeding the median on an internally created professional disposition rubric. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nationwide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: (SLO2): Candidate Professional Disposition

Frequency of Assessment:

Each Semester

Rationale:

Candidates' professional dispositions are rated at multiple levels by professors, advisors, mentors, and educators as an indicator of the candidate's readiness for the profession. In addition to dispositional assessments required to enter the Teacher Education Program, dispositions are also required before entering residency I (Benchmark 3: one assessment from public school teacher and one assessment from a junior level instructor) and again prior to residency II (Benchmark 4: one assessment from a senior level instructor). These disposition assessments demonstrate candidates' understanding of professional standards, policies, and procedures. Candidate dispositions are evaluated on collaboration, communication, scholarship, respect, responsibility, and reflection and scored as exceeds (3 points), meets (2 points), and below (1 point) expectations.

RELATED ITEM LEVEL 2

Results: (SLO2): Candidate Professional Disposition

Results:

Candidates' professional dispositions are rated at multiple levels by professors, advisors, mentors, and educators as an indicator of the candidate's readiness for the profession. In addition to dispositional assessments required to enter the Teacher Education Program, dispositions are also required before entering residency I (Benchmark 3: one assessment from public school teacher and one assessment from a junior level instructor) and again prior to residency II (Benchmark 4: one assessment from a senior level instructor). These disposition assessments demonstrate candidates' understanding of professional standards, policies, and procedures. Candidate dispositions are evaluated on collaboration, communication, scholarship, respect, responsibility, and reflection and scored as exceeds (3 points), meets (2 points), and below (1 point) expectations.

Attachments:

2017-2018 Practicum Mentor Summative Evaluations IE.xlsx; DAF 2017-2018 edTPA Scores.xlsx; DAF 2017-2018 Mentor Summative TEAM Evaluations.xlsx; Interviews and Dispositions; SP 18 Res II Dispositions.xlsx; Spring 2019 Res II Dispositions.xlsx

Student Learning Outcome 3 (SLO3): edTPA results

Define Goal:

Candidates in curriculum and instruction will demonstrate teaching ability in planning, instruction, and assessment.

Intended Outcomes / Objectives:

Student Learning Outcome 3 (SLO3): Candidates will demonstrate teaching ability in planning, instruction, and assessment by meeting or exceeding the required testing for edTPA.

DRILL DOWN-----
RELATED ITEM LEVEL 1

Assessment (SLO3): edTPA

Frequency of Assessment:

Annually

Rationale:

- (SLO3) The edTPA exam is a national norm referenced exam that gauges the classroom performance of a candidate in relation to licensure and teacher preparedness.

RELATED ITEM LEVEL 2

Results (SLO3): edTPA results

Results:

Attachments:

DAF 2017-2018 edTPA Scores (3).xlsx