

# Curriculum and Instruction MA/EDS: 2018-2019

**Providing Department:**

Curriculum and Instruction MA EDS

**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:**

(PG1): The Department of Curriculum and Instruction will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

**Intended Outcomes / Objectives:**

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:**

<b>Professional Activity</b>	<b>Approximate Number</b>
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 Goals 2 (PG2): Effective Research Experiences**

### **Define Goal:**

(PG2): The Department of Curriculum and Instruction will provide effective and supportive applied research experiences.

### **Intended Outcomes / Objectives:**

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment (PG2): Effective Research Experiences**

#### **Frequency of Assessment:**

Ongoing

#### **Rationale:**

- (PG2) Applied Research  
Program Goal 2: Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in FOED 6920 or FOED 6980 and the research is conducted and written up in CUED 6900. 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.

RELATED ITEM LEVEL 2

### **Results: (PG2): Effective Research Experiences**

#### **Results:**

Each semester, across our graduate programs, students complete a set of core research courses. Attached are grade distributions from each of the core research courses based on candidate success. In addition, comprehensive examinations are completed across all concentrations.

#### **Attachments:**

Comp Results for reports F15toM18.xlsx; Research Core Course Results; Research Course Grades to 2017; Research Course Grades to M18.xlsx; Research\_Course\_Grades\_Sp19.xlsx

## **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. Candidates in non-licensure programs will demonstrate content knowledge on comprehensive examinations.

DRILL DOWN-----

RELATED ITEM LEVEL 1

## **Assessment (SLO1): Candidate Content and Pedagogical Knowledge**

### **Frequency of Assessment:**

Each Semester

### **Rationale:**

(SLO1) PRAXIS II Scores and Comprehensive Examinations (Administered each semester)  
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. Comprehensive examinations will also assess all candidates' content and pedagogical knowledge. Both exams have pedagogical-specific domains.

Performance at a level above or comparable to the state mean on the Praxis II Examination will be defined as TTU candidates having a mean score above or equal to the state mean.

For purposes of the assessment of Pedagogical Content Knowledge, TTU candidate performance is expected to score equal to or above the average median score for each respective domain on licensure or comprehensive examinations.

## RELATED ITEM LEVEL 2

### **Results: (SLO1): Candidate Content and Pedagogical Knowledge**

#### **Results:**

Comprehensive exam results for graduate students in the department are attached. Program area review takes place in individual areas based on the information revealed in the comprehensive exam process and rubrics. In addition, Praxis scores are included for those programs that have tests.

#### **Attachments:**

2016-2017 C&I IE LSCI INSL READ SP Praxis; 2018-2019 Praxis 5301 Reading Sp.pdf; 2018-2019 Praxis 5311 LSCI.pdf; 2018-2019 Praxis 6011 INSL.pdf; AY 2016-2017 Praxis 5301 Reading Sp Report.pdf; AY 2016-2017 Praxis 5311 LSCI Report.pdf; CI\_Praxis\_Grad\_14-15.2.xlsx; CI\_Praxis\_Grad\_14-15.3.xlsx; CI\_Praxis\_Grad\_14-15.xlsx; Comp Exams; Comp Results for reports F15toM18.xlsx; Comp Results for reports F15toM19.xlsx; Comprehensive Exam Results; Fall 2019 DAF 2018-2019 Overview PDF.pdf

### **Student Learning Outcome 2 (SLO2): Candidate Professional Dispositions**

#### **Define Goal:**

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

#### **Intended Outcomes / Objectives:**

(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 nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge. Candidates in non-licensure programs will demonstrate professional dispositions on the disposition component of their comprehensive examinations.

DRILL DOWN-----

RELATED ITEM LEVEL 1

## **Assessment (SLO2): Candidate Professional Dispositions**

### **Frequency of Assessment:**

Ongoing

### **Rationale:**

Student Learning Outcome 2: Candidates' professional dispositions will be assessed with a new norm-referenced, national disposition assessment.