Curriculum and Instruction BS: 2019-2020

Definition of Unit
Providing Department:
Curriculum and Instruction BS

Department/Unit Contact:
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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): Learner-centered education
Define Goal:

Program Goal 1 (PG1): Increase innovative, interdisciplinary courses and programs across the department, college, and university annually.

Intended Outcomes / Objectives:

Outcome 1: Student enrollment will increase 10% annually in new, innovative, interdisciplinary courses/programs.

DRILL DOWN--
RELATED ITEM LEVEL 1
Assessment (PG1): Learner-centered education
Frequency of Assessment:
Annually

Rationale:

(PG1) Learner-centered education

PG1: Learner-centered education
Results:

In the 2019-2020 academic year, the SERVICE certificate program was established at the graduate and undergraduate level. The Students Engaging, Responding, Volunteering & Impacting Communities Everywhere (SERVICE) Certificate Program is an interdisciplinary service learning certificate at TTU that offers undergraduate and graduate students across the University the opportunity to identify and participate in service learning opportunities that have lasting community impacts. This certificate is offered by the Department of Curriculum & Instruction to recognize and promote students' efforts in service learning. The SERVICE Program reinforces TTU's mission of developing student capacity in service and outreach to benefit the people of Tennessee and the nation. Students majoring in any college/school at TTU are eligible to participate in the program.

Undergraduate SERVICE Certificate

The Undergraduate SERVICE Certificate requires 18 credit of coursework (or equivalent) and is easy for students to attain if planned early. The certificate requires 9 credit-hours of coursework to come from within the College of Education and provides the option for the additional 9 hours to be attained from any TTU unit with appropriate service learning courses/options available. Service Learning opportunities are available in a number of courses offered by the Department of Curriculum & Instruction (see attached course list and descriptions), but students can also accumulate hours by self-identifying and pursuing service learning opportunities in the community.

Up to 9 credit hours of the 18 required can be certified by completing the equivalent of 135 clock hours (1 credit hour = 15 clock hours) of service learning. These hours must be pre-approved by the TTU Office of Service Learning (Michelle Huddleston) who will track hours accumulated and maintain records of completion. Students will be able to count these hours in the certificate by enrolling in a Service Learning course (zero credits; no cost) in the semester in which hours are completed.

Graduate SERVICE Certificate

The Graduate SERVICE Certificate requires 15 credit hours of coursework (or equivalent) and is easy for students to attain if planned early. The certificate requires 9 credit-hours of coursework to come from within the College of Education and provides the option for the additional 6 hours to be attained from any TTU unit with appropriate service learning courses/options available. Service Learning opportunities are available in a number of courses offered by the Department of Curriculum & Instruction (see attached course list and descriptions), but students can also accumulate hours by self-identifying and pursuing service learning opportunities in the community.

Up to 6 credit hours of the 15 required can be certified by completing the equivalent of 90 clock hours (1 credit hour = 15 clock hours) of service learning. These hours must be pre-approved by

the TTU Office of Service Learning (Michelle Huddleston) who will track hours accumulated and maintain records of completion. Students will be able to count these hours in the certificate by enrolling in a Service Learning course (zero credits; no cost) in the semester in which hours are completed.

Attachments:

Program Goal 2 (PG2): Innovative education
Define Goal:

Program Goal 2 (PG2): Develop and implement technologically-infused programs that are aligned to accreditation and licensure standards.

Intended Outcomes / Objectives:

Student Learning Outcome 2: Student enrollment in new technologically-infused courses and programs will increase by 5% annually.

DRILL DOWN---
RELATED ITEM LEVEL 1
Assessment (PG2): Innovative education
Frequency of Assessment:
Annually

Rationale:

(PG2)

RELATED ITEM LEVEL 2
PG2: Innovative education
Results:

This past spring Tennessee Tech University received approval for the first Computer Science Education (CSED) program in the state. As computer science (CS) standards are disseminated to K-12 TN school districts, teacher education programs across the state are left with the challenge of ensuring pre-service teachers and in-service teacher returning to graduate school are prepared

to enter the classroom with the skills and knowledge necessary to align instruction with the new standards. 90% of parents want their children to learn CS, however, only 35% of high schools across the country teach it (code.org, 2018). TN tech has taken the first step in the state to ensure we prepare teachers to be computer science literate in hopes of combating the shortage of CS teachers in our community. Our youth will never know a life absent of computers. Due to this fact alone, the importance of integrating computer science into education is not only practical but essential. Our approach here at Tennessee Tech is to investigate how computers and logic intersect everyday thinking and learning. Computer science and computer coding are frequently misclassified as the same entity. The study of computer science is much broader and encapsulates theory and concepts around computing. Computer coding can be considered a skill, however, learning any skillful act is reliant upon concepts and knowledge bases to fuel deep learning. It is not enough to simply provide teachers with cutting edge CS technologies accompanied by scripted lesson plans and curriculum. The program aims to prepare educators to understand CS pedagogical approaches as they relate to foundational CS concepts, so their proficiencies do not rely on a specific technology or platform. The TN Department of Education has approved four separate pathways including undergraduate, graduate, job-embedded, and post-baccalaureate CSED program curriculums. We know any of the CSED degree pathways will open a variety of professional pathways for our aspiring teacher hoping to make a change in their communities. Our graduates will be prepared for careers in educational technology, K-12 education, curriculum design, instructional technology, online learning, and educational consulting.

Attachments:

Program Goal 3 (PG3): Engaged education
Define Goal:

Program Goal 3 (PG3): Develop and expand experiences that emphasize diversity and build global awareness, such as international travel, study abroad, and experiential learning experiences.

Intended Outcomes / Objectives:

Assessment (PG3): Engaged education

Frequency of Assessment:

Annually

Rationale:

PG3

PG3: Engaged education

Results:

Two major changes in 2019-2020 that were driven by this program goal:

Faculty coordinated and initiated an overseas student teaching opportunity through the Global Gateway for Teachers program. This program has had several inquiries and one participant in the 2019-2020 academic year.

As part of an effort to ensure all majors complete a course with objectives related to language and cultural diversity in education, ESLP 3100 was developed and infused into programs of study. All secondary and middle school education students are now completing the course as part of their program of study. Enrollment has climbed from 3 students to 20 students, with an additional increase expected as the students move through the updated program.

Course description

This course is an integration of concepts fundamental to meeting the needs of students with diverse backgrounds. Particular focus will be given to language and cultural diversity in EL populations in secondary educational settings. The course will explore: research-based instructional strategies, language acquisition theories, stages of language acquisition, WIDA resources and requirements, ESL

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 nation-wide 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 (1).pdf; 2019-2020 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 (1).xlsx; EdTPA.pdf; Fall 2019 DAF 2018-2019 Overview PDF (1).pdf; Praxis Results.pdf; PraxisResults.pdf; TEAM and edTPA Candidate Results.pdf; TEAM.pdf

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 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: (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.

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 (2).xlsx; DAF 2017-2018 Mentor Summative TEAM Evaluations.xlsx; Interviews and Dispositions (1).pdf; SP 18 Res II Dispositions.xlsx; Spring 2019 Res II Dispositions.xlsx; Spring 2020 DAF Admit to TEP DISPOSITIONS Final.xlsx; Spring 2020 DAF Clinical Teaching DISPOSITIONS Final.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.

Assessment (SLO3): edTPA
Frequency of Assessment:

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.

Results (SLO3): edTPA results
Results:

Attachments:
AGED 2020 comparison of scores.docx; Art 2020 comparison of scores .docx; ECED 2020 comparison of scores .docx; ELED 2020 comparison of scores .docx; ELL 2020 comparison of scores .docx; Fall 2019 DAF Series #3 ECED.docx; FCS 2020 comparison of scores .docx; Lib Sp 2020 comparison of scores .docx; Mid Child 2020 comparison of scores .docx; PA 2020 comparison of scores .docx; PE 2020 comparison of scores .docx; SEED 2020 comparison of scores .docx; SPED 2020 comparison of scores .docx; WL 2020 comparison of scores .docx