

## Curriculum and Instruction MA/EDS: 2019-2020

### Definition of Unit

#### 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): Learner-centered education

#### Define Goal:

Increase innovative, interdisciplinary courses and programs across the department, college, and university annually.

#### Intended Outcomes / Objectives:

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

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: Learner-centered education**

**Results:**

**Attachments:**

### **Program Goal 2 (PG2): Innovative education**

**Define Goal:**

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): 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: Innovative education**

### **Results:**

### **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. 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.

## **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.

