

## **Institutional Effectiveness Report 2019-20**

**Program:** MDS Middle School

**College and Department:** College of Education, 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.

### **Program Goals**

PG 1: This program will prepare effective teacher candidates to apply their content and pedagogical knowledge and skills to contribute to the academic and developmental growth of diverse P-12 students.

### **Student Learning Outcomes**

SLO 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.

SLO 2: 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.

SLO 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

### **Assessment Methods**

*SLO 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.*

- 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.

*SLO 2: 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.*

- 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, nation-wide 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.

*SLO 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.*

- Tennessee Educator Acceleration Model (TEAM). In 2011 the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric—a comprehensive student outcomes-based statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State. This program uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance and application of content knowledge and pedagogical skills during clinical practice. The TEAM rubric evaluates educators across three primary domains: instruction, planning, environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The program chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee.

## **Results**

*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. Statistical results for TTU were available for the academic years 2017-2018 and 2018-2019.

*For the 2018-2019 academic year, TTU had four candidates complete the English to Speaker of Other Languages exam. Since the number of candidates was below five, no statistical results were provided on the candidates' performances.*

Table 1. English to Speaker of Other Languages PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	8	100	182.88	310	94.19	175.4
2018-2019	4	–	–	329	97.57	174.81

*For the 2018-2019 academic year, the Middle School Social Studies and Middle School English Language Arts each had 5 or less candidates scored. No statistical results were reported to compare with State or National levels.*

TTU had 12 candidates complete the Middle School Science exam. TTU had a total mean score of 151.88, which was lower than the State level (164.6). There were 99 candidates across the State and 6,990 candidates across the Nation. The median score for TTU was 169, which was higher than State (155) and National (159) levels. The National average performance range was 146-171.

Table 2. Middle School Science PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	4	–	–	66	57.58	153.29
2018-2019	8	62.5	151.88	99	60.61	153.13

Table 3. Middle School Social Studies PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	2	–	–	33	84.85	166.67
2018-2019	2	–	–	62	77.42	160.16

Table 4. Middle School English Language Arts PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	1	–	–	66	46.97	161.48
2018-2019	3	–	–	89	42.7	161.01

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	9	77.78	173.89	166	66.87	165.18

2018-2019	15	80	169.73	225	59.56	164.6
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Table 5. Middle School Math PRAXIS

\*Tables may display limited amounts of data due to few data reported.

TTU had 15 candidates complete the Middle School Math 6-8 exam. TTU had a total mean score of 169.73, which was comparatively lower than the State (153.13) level. There were 225 candidates across the State and 13,252 candidates across the Nation. The median score for TTU was 172, which was higher than the State (168) and National (170) levels. The National average performance range was 157-180.

*Student Learning Outcome 2: 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.* 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 will go 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. Over the past two years (2017-2018, 2018-2019), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Middle School ELA, History/Social Studies, Math, and Science portfolios completed by our Middle School candidates across the years aforementioned.

*For the 2018-2019 academic year*, the total mean score for TTU (48.0) was higher than State (45.9) and National (43.8) total mean scores. TTU had 1 candidate scored in English Language Learners, whereas the State and National levels had 36 and 648 candidates scored, respectively. Regarding total mean scores for English Language Learners, TTU (58.0) was comparatively higher than both the State (51.5) and National (47.8) levels.

Table 6: edTPA for English Language Learners

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	2	51.0	2017-2018	24	46.8	2017-2018	709	48.8
2018-2019	1	58.0	2018-2019	36	51.5	2018-2019	648	47.8

*For the 2018-2019 academic year, the total mean score for TTU (48.0) was higher than State (45.9) and National (43.8) total mean scores. TTU had 0 candidates scored in Middle School ELA, whereas the State and National levels had 15 and 524 candidates scored, respectively. Since no candidates from TTU scored in Middle School ELA, a total mean score was reported. TTU had 1 candidate scored in Middle School History/Social Studies, whereas the State and National levels had 10 and 481 candidates scored, respectively. Regarding total mean scores for Middle School History/Social Studies portfolios, TTU (46.0) was comparatively higher than both the State (38.1) and National (44.3) levels. TTU had 5 candidates scored in Middle School Math, whereas the State and National levels had 58 and 737 candidates scored, respectively. Regarding total mean scores for Middle School Math portfolios, TTU (51.4) was comparatively higher than both the State (45.0) and National (44.2) levels. TTU had 5 candidates scored in Middle School Science, whereas the State and National levels had 16 and 475 candidates scored, respectively. Regarding total mean scores for Middle School Science portfolios, TTU (49.4) was comparatively higher than both the State (47.5) and National (45.3) levels.*

*Student Learning Outcome 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric*

TEAM: In 2011, the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric – a comprehensive, student outcomes-based, statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State (TEAM Rubric). The EPP uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance during clinical experiences. The TEAM rubric evaluates educators across 3 primary domains: instruction, planning, and environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The TEAM rubric aligns with InTASC standards 1-8, demonstrating candidate mastery of Learner and Learning, Content, and Instructional Practice standards. First, the TEAM domain of Instruction (broken into 12 specific components) closely aligns to InTASC standards 1-5. Second, the TEAM domain of Planning (3 components) aligns to InTASC standards 6-8. Lastly, the TEAM domain of Environment (4 components) aligns to InTASC standards 2-3. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASC standards 1-8.

The EPP chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee. Residency candidates are formally evaluated 3 times by a university supervisor and 2 times by a mentor teacher using the TEAM rubric, for a total of 5 TEAM evaluations across the residency year. Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 1,212 evaluations) Instruction = 3.53, Planning = 3.48, Environment = 3.77; 2018-2019 (n = 821 evaluations) Instruction = 3.67, Planning = 3.61, Environment = 4.08. The 2-year trend of university supervisor evaluations shows a gradual increase in mean scores across all 3 domains. Similarly, student teachers are formally evaluated 2 times by the university supervisor and once by the mentor teacher, for a total of 3 formal TEAM evaluations across student teaching (due to the 1-semester time limit

versus 1.5 semesters in residency). See TEAM Evaluation Data for aggregate and disaggregate TEAM data across 3 years for both residency and student teaching.

Table 8. ELL TEAM data

Year	N	TTU		
		Instruction	Planning	Environment
2017-2018	8	3.4	3.3	3.5
2018-2019	3	2.3	1.9	3.1

Middle School English Language Arts did not have any evaluation results provided.

Middle School Science 2018-2019 did not have statistical figures provided.

Middle School Social Studies 2018-2019 did not have statistical figures provided.

### **Modifications for Improvement**

To ensure preparedness for residency experiences and licensure exams, the SEED 4872 course description was updated to a “B or better” statement for MDS licensure candidates. Future success will be evaluated based on completion of residency for those who meet minimum grade requirements. Previously, only a passing grade in this course was required to move forward in the program. We have seen some success in quite a few “B or better” courses, mostly in courses that are connected to practicum or field experience. We feel that mastery (indicated by a “B” or better) is vital to the success of future teachers. In theory, our licensure candidates will be more successful. If a student didn’t make a “B”, they would retake the course or move out of licensure into another concentration.

### **Appendices**

1. Curriculum Map

## Appendix 1: Curriculum Map

Program: English as a Second Language PreK-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
InTASC	1	2	3	4	5
Licensure Standards TN	1	2, 3, 5	2, 3	1, 3	1, 2, 3
TESOL International Association	1	2, 3, 5	2, 3	1, 3	1, 2, 3
<i>Course &amp; Assignment:</i>					
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation			Virtual Field Experiences, Problem-Based Learning, Group Activities	Problem-Based Learning, Virtual Field Experiences, LRC Tour, Copyright / Fair Use Activity	Problem-Based Learning, Virtual Field Experiences
FOED 2011 Intro to Teaching & Technology	Text Readings, Group Activities	Text Readings, Group Activities	Text Readings, Group Activities	Education Buzzwords Activity, Text Readings, Group Activities, Annotated Bibliography, Disposition, Interactive Whiteboard Activities, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities
EDPY 2200 Educational Psychology OR	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction		
CFS 3600 Fam Cmnty Prof Partnerships	Readings, WP, Journal & PIF	Readings, Journal, PIF, WP, Visit & Discussion	Readings, WP, Open House, Journal & Visit	Readings & Journal	
CUED 4700 Edu Data and Assessment	Battelle for Kids; edTPA Task 3			TVAAS review	
ECSP 4100 Dev Approp Pract/K-4	HW, CS, Activity Matrices & Integrated Unit	HW & Activity Matrices	HW & Integrated Unit	Integrated Unit	HW, Integrated Unit, Activity Matrices & CS
FOED 3010 Integr Inst Tech into Clsrm	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)
FOED 3840 Field Experiences in ESL	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Lesson Plan
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives
READ 3313 Literacy-Special Populations	Case-Studies, Lesson Planning, and Class Reporting	Annotated Bibliography of Children's literature.	Case-Studies, Lesson Planning, and Class Reporting	Case Studies, Lesson Planning, and Class Reporting, Writing Workshop	Annotated Bibliography of Children's literature.
SPED 3050 Universal Design for SPED	Lesson Plan	Lesson Plan	Lesson Plan	Modified Course Agreement/Lesson Plan	Lesson Plan
ESLP 4100 or 5100 ESL Methods & Materials for PreK-12	Study Guides/Multicultural Event	Cultural Exploration Project/ Study Guides	Cultural Exploration Project/Study Guides	Cultural Exploration Project/Study Guides	Study Guides/Multicultural Event
ESLP 4200 or 5200 ESL Assessment/Reading and Writing	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations
ENGL 4511 Intro/Descriptive Linguistics OR TEAE 4500 Linguistics				Project presentations	Project presentations
SEED 4871 Residency I	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM
SEED 4872 Professional Seminar I	Assignments: Assessment Project, Lesson Plan, Theorist Presentation, Weekly Discussion Questions	Assignments: Assessment Project, Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions
SEED 4881 Residency II	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM
SEED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics
SPED 3000 Persons W/Disability Reg Clsrm	IRIS Modules	IRIS Modules	IRIS Modules	Modified Course Agreement	

Program: English as a Second Language PreK-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
InTASC	6	7	8	9	10
Licensure Standards TN	4	3	3	2, 5	2, 5
TESOL International Association	4	3	3	2, 5	2, 5
<i>Course &amp; Assignment:</i>					
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation	Virtual Field Experience		Problem-Based Learning, Virtual Field Experiences, Group Activities	Becoming a Professional, Intro to TEAM Teacher Evals, Copyright / Fair Use Activity	Problem-Based Learning, Service Learning
FOED 2011 Intro to Teaching & Technology	Pre-Test / Post-Test, Text Readings, Group Activities	Text Readings, Group Activities, Interactive Whiteboard Activities, Multimedia Presentation, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities, Interactive Whiteboard Activities, iCube Tour, Multimedia Presentation	Text Readings, Group Activities, Disposition, Case Studies	Website Construction, Multimedia Presentation, Text Readings, Group Activities, Annotated Bibliography, Interactive Whiteboard Activities, Teacher Interview
EDPY 2200 Educational Psychology OR					
CFS 3600 Fam Cmnty Prof Partnerships		Readings & Journal			Readings, Journal, PIF & Discussion
CUED 4700 Edu Data and Assessment	Battelle for Kids; TEAM Rubric formative and summative assessment pieces; edTPA Task 3	Battelle for Kids; edTPA Task 3	edTPA Task 3		
ECSP 4100 Dev Approp Pract/K-4	CS	HW & Integrated Unit		HW & CS	HW & CS
FOED 3010 Integr Inst Tech into Clsm	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)		
FOED 3840 Field Experiences in ESL	Lesson Plan	Lesson Plan	Lesson Plan	Reflection Paper	Mentor teacher collaboration/evaluation
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Lesson Plan, TEAM
READ 3313 Literacy-Special Populations	Case-Studies, Lesson Planning, and Class Reporting	Annotated Bibliography of Children's literature	Annotated Bibliography of Children's literature	Case-Studies, Lesson Planning, and Class Reporting, Curriculum Evaluation, PLC	Case Studies, Lesson Planning, and Class Reporting, Writing Workshop, Curriculum Evaluation, PLC
SPED 3050 Universal Design for SPED	Modified Course Agreement/Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	
ESLP 4100 or 5100 ESL Methods & Materials for PreK-12	Study Guides/Instructional Strategies Test	Cultural Exploration Project/Instructional Strategies Test	Instructional Strategies Test/Strategy Presentation	Cultural Exploration Project/Teaching Philosophy	Multicultural Event/Cultural Exploration Project
ESLP 4200 or 5200 ESL Assessment/Reading and Writing	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations
ENGL 4511 Intro/Descriptive Linguistics OR TEAE 4500 Linguistics					
SEED 4871 Residency I	Assignments: Lesson Plan, Instruction; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM
SEED 4872 Professional Seminar I	Assignments: Assessment Project, Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Journal Presentation, Weekly Discussion Questions	Assignments: Journal Presentation, Mock Interview, Weekly Discussion Questions	Assignments: Theorist Presentation, Weekly Discussion Questions
SEED 4881 Residency II	Assignments: Lesson Plan, Instruction; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM	Assignments: Lesson Plan, Instruction, Self-Assessment; TEAM
SEED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	
SPED 3000 Persons W/Disability Reg Clsm	Modified Course Agreement				