

Institutional Effectiveness Report 2019-2020

Program: Special Education

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. There was an increase in the number of TTU

candidates who took the PRAXIS across the 2017-2018 and 2018-2019 academic years. See Table 1, Table 2, Table 3, and Table 4 below for Special Education PRAXIS data.

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	13	100	173.69	393	85.75	169.44
2018-2019	10	100	168.7	366	84.43	168.56

Table 2. SPED Core Knowledge Severe/Prof PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	13	100	173.08	130	96.92	177.41
2018-2019	13	100	177.69	136	99.26	177.9

Table 3. SPED Core Knowledge & Application PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	8	100	173.88	123	97.56	176.26
2018-2019	12	100	167.92	107	95.33	173.26

Table 4. Preschool ECE PreK-3 PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	7	100	170.57	86	100	173.02
2018-2019	13	100	172.85	87	94.12	172.29

For the 2018-2019 academic year, a total of 10 TTU candidates completed PRAXIS for SPED Core Knowledge Mild/Moderate. The total mean score was 168.7, with a pass rate of 100 percent. At the State level, a total of 366 candidates completed PRAXIS for the same content area. The total mean score was 168.56, comparatively lower than TTU's mean score, with a pass rate of 84.43 percent. A total of 13 TTU candidates completed PRAXIS for SPED Core Knowledge Severe/Prof. The total mean score was 177.69, with a pass rate of 100 percent. At the State level, a total of 136 candidates completed PRAXIS for the same content area. The total mean score was 177.9, comparatively higher than TTU's mean score, with a pass rate of 99.26 percent. A total of 12 TTU candidates completed PRAXIS for SPED Core Knowledge & Application. The total mean score was 167.92, with a pass rate of 100 percent. At the State level, a total of 107 candidates completed PRAXIS for the same content area. The total mean score was 173.26, comparatively higher than TTU's mean score, with a pass rate of 95.33 percent. Lastly, a total of 13 TTU candidates completed PRAXIS for Preschool ECE PreK-3. The total mean score was 172.85, with a pass rate of 100 percent. At the State level, a total of 87 candidates completed PRAXIS for the same

content area. The total mean score was 172.29, comparatively lower than TTU’s mean score, with a pass rate of 94.12 percent.

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 and 2018-2019), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Special Education portfolios completed by our Special Education candidates. See Table 1 and Table 2 below for edTPA data.

Table 1. Total mean scores for TTU, State, and National levels

	TTU	State	National
2017-2018	47.9	46.3	44.1
2018-2019	48.0	45.9	43.8

Table 2. edTPA data for Special Education

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	11	46.4	2017-2018	176	46.3	2017-2018	6,175	43.1
2018-2019	14	46.3	2018-2019	236	45.3	2018-2019	6,558	44.1

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 14 candidates scored in Special Education, whereas the State and National levels had 236 and 6,558 candidates scored, respectively. Regarding total mean scores for Special Education portfolios, TTU (46.3) was comparatively higher than both the State (45.3) and National (44.1) 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. See Table 1 below for TEAM data.

Table 1. TEAM data

Year	N	TTU		
		Instruction	Planning	Environment
2017-2018	47	3.5	3.6	4.1
2018-2019	1,486	3.8	3.7	4.1

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 = 47 evaluations) Instruction = 3.5, Planning = 3.6, Environment = 4.1; and 2018-2019 (n = 1,486 evaluations) Instruction = 3.8, Planning = 3.7, Environment = 4.1. The 2-year trend of university supervisor evaluations shows a gradual increase in mean scores across Instruction and Planning domains, while the Environment domain maintained a mean score of 4.1. 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 2 years for both residency and student teaching.

Modifications for Improvement

Faculty recognized a need to recruit underrepresented candidates into the Special Education licensure area. Strategies were developed and early implementation will take place in 2020. Percentage changes should be realized in 2-3 years. From the undergrad standpoint, of 49 students in Spring 2021, 3 were students of color and 10 were male. There have been several different strategies utilized within the past year to recruit underrepresented candidates. Most notably, The College of Education applied for and received a grant to pay for coursework for current teachers to add a Special Education endorsement to their licensure. Of the candidates recruited for this program, several were male students. Additionally, a

graduate partnership program was formed with Hamilton County School District to help teachers' aides become licensed teachers. In the first year, eight candidates participated, and nearly all of the recommended participants were members of minority groups. The Praxis information in the coming year will hopefully provide data regarding this initiative.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Program: Special Education Comprehensive K-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
Council for Exceptional Children Standards	1	1	2	3 & 5	3 & 5
TN Literature Standards: READ 3313 Literacy for Special Populations	2	3	2	1	3
Courses & Assignments					
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
SPED 2010 Intro to Special Education/ SPED 6010 Surv-Disab Char Proc Meth/SPED	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study
SPED 3050 Universal Design for SPED <i>Implementation Standard 1: Comprehensive</i>	IRIS Modules, Article Summaries, Chapter Review, Co-Teaching Strategies, Lesson Planning; Modified Course Agreement	Chapter Review, IRIS Modules, Lesson Planning, Modified Course Agreement, and Case Study/IEP	Chapter Rewrite; IRIS Modules; Co-Teaching Strategies; Lesson Planning; Rewritten Text; Modified Course Agreement; and Case Study	Chapter Rewrite; IRIS Modules; Article Summaries/Reflectives; Lesson Planning; Modified Course Agreement; and Case Study	Built-in Practicum; Lesson Planning
SPED 4030 App Behav Analy for Teachers/ SPED 6040 Youth w/ Emotional Disturbance		Behavior Intervention Plan	Functional Behavior Assessment		
SPED 4200 Tchng Stu-Autism Spec Disordr/ SPED 5200 Tch Stu w/ Autism Spect Disordr <i>Implementation Standard 1: Comprehensive</i>	Autism - Case Study	Autism - Case Study	Autism - Case Study	Autism - Case Study	
SPED 3020 Charact of Persons Compre/Disa/ SPED 5340 Systematic Instr-Disability	Comp Case Study/ IEP	Comp Case Study/ IEP		Comp Case Study/ IEP	Comp Case Study/ IEP
SPED 3031 Phys Mgmt/Support Serv-Impr/ SPED 6060 Ed-Orth & Motor Impaired	OI - Case Study	OI - Case Study	OI - Case Study	OI - Case Study	OI - Case Study
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.
EDPY 2210 Educational Psychology	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		
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 3810 Field Exp in Edu	Lesson Plan Context for Learning	Lesson Plan	Lesson Plan and Context for Learning	Lesson Plan, Context for Learning	Lesson Plan
CUED 4700 Edu Data and Assessment	Battelle for Kids; edTPA Task 3			TVAAS review	
CFS 3600 Fam Cmnty Prof Partnerships	Readings, WP, Journal & PIF	Readings, Journal, PIF, WP, Visit & Discussion	Readings, WP, Open House, Journal & Visit	Readings & Journal	
SPED 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
SPED 4872 Professional Seminar I/ SPED 6320 Assess Persons w/ Disab <i>Implementation Standard 1: Comprehensive</i>	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments
SPED 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
SPED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics

Program: Special Education Comprehensive K-12	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
	6	7	8	9	10
	4	5	5	6	7
Council for Exceptional Children Standards	4	5	5	6	7
TN Literature Standards: READ 3313 Literacy for Special Populations	2 & 4	3 & 4	3 & 4	5	5
Courses & Assignments					
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
SPED 2010 Intro to Special Education/ SPED 6010 Surv-Disab Char Proc Meth/SPED	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study	Philosophy of SPED; Field Experience; Case Study	Field Experience; Case Study	Field Experience Presentation; Case Study Presentation	Field Experience Presentation; Case Study Presentation
SPED 3050 Universal Design for SPED <i>Implementation Standard 1: Comprehensive</i>	Chapter Rewrite; IRIS Modules; Lesson Planning; and Modified Course Agreement	Chapter Rewrite; Fry Readability; Analysis of Errors; Modified Course Agreement	Analysis of Errors; Lesson Planning; Modified Course Agreement	CEC Code of Ethical Conduct; Procedural Safeguards; Articles Summaries/Reflectives; and Lesson Planning	CEC Code of Ethical Conduct; Procedural Safeguards
SPED 4030 App Behav Analy for Teachers/ SPED 6040 Youth w/ Emotional Disturbance	Functional Behavior Assessment	Behavior Intervention Plan, Functional Behavior Assessment	Management Plan, Behavior Intervention Plan, Functional Behavior Assessment		
SPED 4200 Tchng Stu-Autism Spec Disordr/ SPED 5200 Tch Stu w/ Autism Spect Disordr <i>Implementation Standard 1: Comprehensive</i>		Autism - Case Study	Autism - Case Study		Autism - Case Study
SPED 3020 Charact of Persons Compre/Disa/ SPED 5340 Systematic Instr-Disability	Comp Case Study/ IEP	Comp Case Study/ IEP	Comp Case Study/ IEP		Comp Case Study/ IEP
SPED 3031 Phys Mgmt/Support Serv-Impr/ SPED 6060 Ed-Orth & Motor Impaired		OI - Case Study	OI - Case Study		
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
EDPY 2210 Educational Psychology					
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)		
FOED 3810 Field Exp in Edu	Lesson Plan, Context for Learning, Case Study	Lesson Plan and Case Study	Lesson Plan and Case Study	Lesson Plan and Self-assessment with TEAM rubric	Lesson Plan
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		
CFS 3600 Fam Cmnty Prof Partnerships		Readings & Journal			Readings, Journal, PIF & Discussion
SPED 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
SPED 4872 Professional Seminar I/ SPED 6320 Assess Persons w/ Disab <i>Implementation Standard 1: Comprehensive</i>	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments
SPED 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
SPED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	