

Institutional Effectiveness Report 2021-22

Program: Elementary 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

Nearly all data reported to the university by testing organizations is reported one calendar year behind IE reporting cycles, therefore the most recent data for most indicators is 2020-2021.

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. See Table 1 below for PRAXIS data.

Table 1. Elementary Education: Content Knowledge PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|--------|-------|-----------|--------|
| | N | Pass Rate | Mean | N | Pass Rate | Mean |
| 2017-2018 | 182 | 88.46 | 170.38 | 1,739 | 77.98 | 169.43 |
| 2018-2019 | 149 | 89.93 | 170.21 | 1,673 | 73.16 | 166.6 |
| 2019-2020 | 5 | 60 | 158 | 229 | 49.78 | 157.64 |
| 2020-2021 | 164 | 87.8 | - | 1605 | 73.21 | - |

For the 2020-2021 academic year, available results were on the Content Knowledge section. The mean score recorded (164) was higher than the 2018-2019 academic year. The State of TN changed the exam code in 2019-2020, only resulting in the reporting of 5 candidates taking the exam during 2019-2020.

No statistical results were available for the 2019-2020 academic year for the Curriculum Instruction and Assessment section.

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 three years (2018-2019, 2019-2020, 2020-2021), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in both Elementary Literacy and Elementary Math portfolios completed by our Elementary Education candidates. See Table 1, Table 2, and Table 3 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 |
| 2019-2020 | 47.0 | 45.8 | 43.7 |
| 2020-2021 | 45.5 | 45.2 | 43.1 |

Table 2. edTPA data for Elementary Literacy

| TTU | | | State | | | National | | |
|-----------|----|------|-----------|-----|------|-----------|-------|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 81 | 49.0 | 2017-2018 | 323 | 47.3 | 2017-2018 | 4,165 | 45.3 |
| 2018-2019 | 63 | 49.8 | 2018-2019 | 380 | 47.3 | 2018-2019 | 4,334 | 44.4 |
| 2019-2020 | 59 | 48.8 | 2019-2020 | 559 | 46.9 | 2019-2020 | 4,045 | 44.2 |
| 2020-2021 | 52 | 47.1 | 2020-2021 | 326 | 46.0 | 2020-2021 | 2,494 | 43.1 |

Table 3. edTPA data for Elementary Math

| TTU | | | State | | | National | | |
|-----------|----|------|-----------|-----|------|-----------|-------|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 71 | 48.6 | 2017-2018 | 319 | 47.6 | 2017-2018 | 3,838 | 45.5 |
| 2018-2019 | 77 | 49.7 | 2018-2019 | 384 | 47.5 | 2018-2019 | 4,301 | 44.9 |
| 2019-2020 | 64 | 49.8 | 2019-2020 | 361 | 47.4 | 2019-2020 | 3,869 | 44.9 |
| 2020-2021 | 80 | 46.6 | 2020-2021 | 278 | 45.3 | 2020-2021 | 2,286 | 43.6 |

For the 2020-2021 academic year, the total mean score for TTU (45.5) was higher than State (45.2) and National (43.1) total mean scores. Regarding total mean scores for Elementary Literacy portfolios, TTU (47.1) was comparatively higher than both the State (46.0) and National (43.1) levels. Regarding total mean scores for Elementary Math portfolios, TTU (46.6) was comparatively higher than both the State (45.3) and National (43.6) 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 for TEAM data.

Table 1. TEAM data

| Year | N | TTU | | |
|---|-------|-------------|----------|-------------|
| | | Instruction | Planning | Environment |
| 2017-2018 | 737 | 3.6 | 3.6 | 3.9 |
| 2018-2019 | 1,486 | 3.8 | 3.7 | 4.1 |
| 2019-2020 | 1,069 | 3.8 | 3.8 | 4.1 |
| TEAM data was not available for reporting in the 2020-2021 year | | | | |

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 = 737 evaluations) Instruction = 3.6, Planning = 3.6, Environment = 3.9; 2018-2019 (n = 1,486 evaluations) Instruction = 3.8, Planning = 3.7, Environment = 4.1; and 2019-2020 (n = 1,069 evaluations) Instruction = 3.8, Planning = 3.8, Environment = 4.1. The 3-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).

Modifications for Improvement

ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student score have been strong over the past three years.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

| Program: Elementary Education K-5 | CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) | | | | |
|--|--|--|---|---|---|
| | Learner Development | Learning Differences; Standard 7: Practicum/Clinical Experiences | Learning Environment | Content Knowledge | Application of Content |
| | 1 | 2 | 3 | 4 | 5 |
| International Literacy Association | Standard 1: Foundational Knowledge; Standard 7: Practicum/Clinical Experiences | Standard 2: Curriculum & Instruction | Standard 5: Learners & the Literacy Environment | Standard 2: Curriculum & Instruction; Standard 3: Assessment & Evaluation | Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences |
| National Science Teacher Association http://www.nsta.org/preservice/docs/2012_NSTAPreserviceScienceStandards.pdf | Std. 2 Content Pedagogy | Std. 2 Content Pedagogy, Std. 3 Learning Environment | Std. 3 Learning Environments | Std 1 Content Knowledge | Std. 2 Content Pedagogy |
| National Council Teachers Mathematics (Professional Standards for Teaching Mathematics, 1991) | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment | Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning |
| National Council of Social Studies | 4 | 4 | 4 | 1 | 2 |
| National Association of Education of Young Children | Standard 1: Promoting Child Development & Learning | Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum | Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum | Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families | Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum |
| Council for Exceptional Children | Standard 5: Instructional Planning and Practices | Standard 5: Instructional Planning and Practices | Standard 5: Instructional Planning and Practices | | Standard 3: Curricular Content Knowledge, Standard 4: Assessment |
| Course & Assignment: | | | | | |
| 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 |
| 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 |
| 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 | | |
| READ 3311 Literacy I | LP, RA, Literacy Analysis, TS & Literature Circles | LP, Literature Circles, TS & Literary Analysis | LP, Literature Circles, Literary Analysis & TS | Children's Literature Project, Literary Analysis, Lesson Plan, Literature Circles | Literature Circles, Literary Analysis, Children's Literature Project, Lesson Plans |
| FOED 3810 Field Exp in Edu | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM |
| 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 |
| ESLP 4100 ESL M,M for Pre K-12 | Study Guides | Cultural Exploration Project | Cultural Exploration Project | Cultural Exploration Project/Study Guides | Multicultural Event |
| CUED 4700 Edu Data and Assessment | Battelle for Kids; edTPA Task 3 | | | TVAAS review | |
| ELED 3140 Teaching of Social Studies | Lesson Plan, Starter, Standards Presentation | Lesson Plan, Standards Presentation | Lesson Plan, Starter | Lesson Plan, Standards Presentation | Lesson Plan, Standards Presentation |
| ELED 3152 Teaching of Mathematics | Lesson Plan, Demo Activities | Lesson Plan, Demo Activities | Lesson Plan, Demo Activities | Lesson Plan, Demo Activities | Lesson Plan, Demo Activities |
| ELED 4142 Teaching of Science | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack | Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack |
| FOED 3800 Field Exp in Edu | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM |
| 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) |
| SPEd 3000 Persons W/Disability Reg Clsrm | IRIS Modules | IRIS Modules | IRIS Modules | Modified Course Agreement | |
| CUED 4800 Student Engagement | | | Initiating Communication Project | Initiating Communication Project | |
| ELED 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 |
| ELED 4872 Professional Seminar I | | Assessment Project | | | Assessment Project |
| ELED 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 |
| ELED 4882 Professional Seminar II | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics |

| Program: Elementary Education K-5 | CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) | | | | |
|--|---|---|---|---|--|
| | Assessment | Planning/ Instruction | Instructional Strategies | Professional Learning & Ethical Practice | Leadership & Collaboration |
| | 6 | 7 | 8 | 9 | 10 |
| International Literacy Association | Standard 3: Assessment & Evaluation; Standard 7: Practicum/Clinical Experiences | Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences | Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences | Standard 4: Diversity & Equity | Standard 5: Learners & the Literacy Environment; Standard 6: Professional Learning & Leadership |
| National Science Teacher Association http://www.nsta.org/preservice/docs/2012_NSTAPreserviceScienceStandards.pdf | Std. 2 Content Pedagogy, Std. 3 Learning Environment Std. 5 Impact on Student | Std. 2 Content Pedagogy | Std. 2 Content Pedagogy | Std. 4 Safety Std. 6 Professional Knowledge & Skills | Std. 6 Professional Knowledge & Skills |
| National Council Teachers Mathematics (Professional Standards for Teaching Mathematics, 1991) | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning | Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning | Standard 6: Analysis of Teaching and Learning | |
| National Council of Social Studies | 3 | 2 | 3 | 5 | 5 |
| National Association of Education of Young Children | Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families | Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum | Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum | | Standard 1: Promoting Child Development & Learning |
| Council for Exceptional Children | Standard 3: Curricular Content Knowledge, Standard 4: Assessment | | | | |
| Course & Assignment: | | | | | |
| 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 |
| 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 | |
| EDPY 2200 Educational Psychology OR | | | | | |
| READ 3311 Literacy I | Lesson Plan, Literacy Analysis, Writing Minilessons, Literacy Strategy Presentation | Lesson Plan, Literacy Strategy Presentation, Writing Minilesson | Lesson Plan, Literacy Strategy Presentation, Children's Literature Project, Writing Minilesson | Lesson Plan, Reading Horizons Certification | Community Literacy Partnership (Family Literacy Night) |
| FOED 3810 Field Exp in Edu | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Lesson Plan TEAM | TEAM |
| ECSP 4100 Dev Approp Pract/K-4 | CS | HW & Integrated Unit | | HW & CS | HW & CS |
| ESLP 4100 ESL M,M for Pre K-12 | Article Revis | Cultural Exploration Project/Instructional Strategies Test | Instructional Strategies Test | Cultural Exploration Project/ Teaching Philosophy | Multicultural Event |
| 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 | | |
| ELED 3140 Teaching of Social Studies | Lesson Plan, Standards Presentation | Lesson Plan, Standards Presentation | Lesson Plan, Standards Presentation | Lesson Plan | |
| ELED 3152 Teaching of Mathematics | Lesson Plan, Demo Activities | Lesson Plan, Demo Activities | Lesson Plan, Demo Activities | Lesson Plan | |
| ELED 4142 Teaching of Science | Lesson Plan, Engaging in Science Concepts Project | Lesson Plan, Engaging in Science Concepts Project, Family STEM Night | Lesson Plan, Engaging in Science Concepts Project, Family STEM Night | Lesson Plan, Engaging in Science Concepts Project | Family STEM Night |
| FOED 3800 Field Exp in Edu | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Context for Learning, Lesson Plan TEAM | Lesson Plan TEAM | TEAM |
| 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) | | |
| SPEED 3000 Persons W/Disability Reg Clsm | Modified Course Agreement | | | | |
| CUED 4800 Student Engagement | | | | | |
| ELED 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 |
| ELED 4872 Professional Seminar I | | | | | |
| ELED 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 |
| ELED 4882 Professional Seminar II | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | |