

**Institutional Effectiveness**  
**2022-2023**

**Program:** Curriculum and Instruction MA

**College and Department:** College of Education, Department of Curriculum and Instruction MA

**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.

**Attach Curriculum Map (Educational Programs Only): \*See Appendix 1.**

**CANDIDATE CONTENT AND PEDAGOGICAL KNOWLEDGE**

**Define Outcome:**

1. Candidates for the MA in C&I will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.
2. Candidates for the MA in C&I will apply ethical research, compliance, practice and understanding in their coursework and degree program.

**Assessment Methods:**

1. 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.
2. CITI training modules - Candidates for the INSL EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding. The CITI training modules: Enhance the integrity and professionalism of medical, healthcare, technology, and higher education communities, staff, and students conducting research or other compliance-related activities in the United States and

globally; educate members, administrators and organizational leadership of ethics committees and compliance entities to enable them to conduct their oversight and credentialing duties effectively, efficiently and professionally; promote ethical research at organizations where research is conducted through the education of research administrators and organizational leadership.

**Criteria for Success (Thresholds for Assessment Methods):**

1. PRAXIS II Scores - 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. 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. Praxis II scores are generally reported a year behind due to a delay with state reporting.
2. CITI training modules - Candidates for the MA will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding with a minimum 80% score on the modules.

**Results and Analysis:**

*Outcome 1: Candidate Content and Pedagogical Knowledge*

*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 2021-22.*

**PRAXIS SCORES II:**

Pass rates for Praxis exam:

Table 1. Pass Rates for PRAXIS Exam – MA/EdS

	2019-2020	2020-2021	2021-2022	2022-2023
Total N	73	100	93	88
# Pass	56	83	71	65
% Pass	76.71%	83.00%	76.34%	73.86%

**COMPREHENSIVE EXAM:**

	Pass	Fail	Rewrite	Total
2018-19	20	0	2	22
2019-20	10	0	1	11
2020-21	43	0	17	70

In 2022-2023, C&I MA/EdS graduates had a 100% completion rate for the CITI training modules. The department's goal is to achieve the 100% completion rate annually.

## **Use of Results to Improve Outcomes:**

### *Outcome 1 & Outcome 2*

Multiple changes will be made to the assessment plan, specifically related to the Comprehensive Exam.

1. Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses.
2. The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

## **EFFECTIVE RESEARCH EXPERIENCE**

### **Define Outcome:**

- Candidates for the MA in C&I will demonstrate research methods knowledge and skill as reflected by passing grades on the culminating research project.
- A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

### **Assessment Methods:**

1. Culminating research project - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in CUED 6300 (quantitative) or CUED 6310 (qualitative) and the research is conducted and written up in CUED 6305 or 6315. 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.
2. (Comprehensive Exam - In August 2021, traditional comprehensive examinations were replaced by the culminating research project and will assess all candidates' content and pedagogical knowledge in a more authentic and in-depth application)

### **Criteria for Success (Thresholds for Assessment Methods):**

Pass rates/percentages in the research course rubric will indicate if the majority of students have met or exceeded departmental and university graduate school requirements.

## Results and Analysis:

### *Outcome 2: Effective Research Experience*

#### Research I Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2019-20	64.50%	27.30%	3.60%	0%	1.80%	2.70%	0%
2020-21	70.60%	15.50%	7.50%	1.60%	1.60%	3.20%	0%
2021-22	64.40%	27.30%	3.80%	0.80%	1.50%	2.30%	0.00%
2022-23	54.40%	28.20%	9.70%	0%	2.80%	4.90%	0%

#### Research II Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2019-20	90.70%	6.70%	1.30%	0%	0%	1.30%	0%
2020-21	95.70%	0%	0%	0%	0%	4.30%	0%
2021-22	78.90%	16.50%	2.80%	0.00%	0.90%	0.90%	0.00%
2022-23	73.70%	21.90%	2.60%	0.00%	0.00%	1.80%	0.00%

## Use of Results to Improve Outcomes:

### *Outcome 2: Effective Research Experience*

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1. Gamification Versus Traditional Instruction and High School Environmental Science Achievement
2. Functional Communication Training: Comparing the Use of Communication Boards and Sign Language on Reducing Echolalia
3. Students' Perceptions of Learning and Engagement: Quizzizz in Math Instruction

Example research papers from the qualitative research course:

1. How Elementary Teachers Perceive Inclusion and Students' Learning in the Inclusive Classroom: An Interpretive Case Study in a Rural Middle Tennessee School
2. An Interpretive Case Study: How Elementary School Teachers, Guidance Counselors, and Principals View the Impact of Social-Emotional Learning in a Middle Tennessee School

**Summative Evaluation:**

*Outcome 1 & Outcome 2*

Multiple changes will be made to the assessment plan, specifically related to the Comprehensive Exam.

1. Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses.
2. The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

*Outcome 2: Effective Research Experience*

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1. Gamification Versus Traditional Instruction and High School Environmental Science Achievement
2. Functional Communication Training: Comparing the Use of Communication Boards and Sign Language on Reducing Echolalia
3. Students' Perceptions of Learning and Engagement: Quizzizz in Math Instruction

Example research papers from the qualitative research course:

1. How Elementary Teachers Perceive Inclusion and Students' Learning in the Inclusive Classroom: An Interpretive Case Study in a Rural Middle Tennessee School
2. An Interpretive Case Study: How Elementary School Teachers, Guidance Counselors, and Principals View the Impact of Social-Emotional Learning in a Middle Tennessee School

**Assessment Plan Changes:**

## Appendix 1: Curriculum Map, Curriculum and Instruction, MA

Program: Reading M.A.		InTASC Standards										
		Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration	
Subject	Course & Assignment:	1	2	3	4	5	6	7	8	9	10	
ELED	7400 The Literacy Language Arts Program	Technology Based Story	Technology Based Story	Technology Based Story	Technology Based Story	Technology Based Story	Technology Based Story	Technology Based Story	Technology Based Story			
READ	6100 Uses of Technology in Literacy Education	Tech Integration		Tech Integration	Tech Integration			Tech Integration	Tech Integration	Tech Integration		
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study		Case Study	Case Study	Case Study	Case Study	Case Study	
	6340 Literacy in the Elementary School	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	
	6350 Literacy in the Secondary School	Cross-curricular		Cross-curricular	Cross-curricular			Cross-curricular	Cross-curricular	Cross-curricular		
	6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis								
	6800 Field Experiences in Literacy	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R		Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	
	7370 Linguistics: Theory & Application for Education	Virtual Presentation	Virtual Presentation		Virtual Presentation						Virtual Presentation	Virtual Presentation
	7500 Leadership in Literacy Education	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project
FOED OR EDPY	FOED 6920 Educational Research OR									Research Proposal	Research Proposal	
	FOED 6980 Qualitative Research in Education OR									Research Proposal	Research Proposal	
	EDPY 6310 Educational Statistics OR									Research Proposal	Research Proposal	
	EDPY 6350 Measurement & Assessment									Research Proposal	Research Proposal	
CUED	6900 Problems in Curriculum (OR READ 6900)	Problem Paper				Problem Paper				Problem Paper	Problem Paper	

  

Program: Reading M.A.		International Literacy Association						
		Foundational Knowledge	Curriculum & Instruction	Assessment & Evaluation	Diversity & Equity	Learners & the Literacy Environment	Professional Learning & Leadership	Practicum/Clinical Experiences
Subject	Course & Assignment:	1	2	3	4	5	6	7
ELED	7400 The Literacy Language Arts Program	Technology-based	Technology-based	Technology-based	Technology-based	Technology-based	Technology-based	
							Tech Integration Paper	
READ	6100 Uses of Technology in Literacy Education							
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study	Case Study	Case Study	Case Study
	6340 Literacy in the Elementary School	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards
	6350 Literacy in the Secondary School	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project
	6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis	Case Analysis	Case Analysis	Case Analysis	Case Analysis
	6800 Field Experiences in Literacy	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection
	7370 Linguistics: Theory & Application for Education	Virtual Presentation			Virtual Presentation			Virtual Presentation
7500 Leadership in Literacy Education	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project			Professional Development & Coaching Project	Professional Development & Coaching Project	
FOED OR EDPY	FOED 6920 Educational Research OR	Research Proposal					Research Proposal	
	FOED 6980 Qualitative Research in Education OR	Research Proposal					Research Proposal	
	EDPY 6310 Educational Statistics OR	Research Proposal					Research Proposal	
	EDPY 6350 Measurement & Assessment	Research Proposal					Research Proposal	
CUED	6900 Problems in Curriculum (OR READ 6900)	Problem Paper		Problem Paper	Problem Paper		Problem Paper	

Appendix 1, Curriculum Map, Curriculum and Instruction, MA

Program: Reading M.A.		TN EPP Literacy Standards				
		Content knowledge	Language & Literacy Rich Environment	Curriculum & Instruction	Assessment & Evaluation	Professional Learning & Leadership
Subject	Course & Assignment:	1	2	3	4	5
ELED	7400 The Literacy Language Arts Program	Technology Based Story				
READ	6100 Uses of Technology in Literacy Education	Tech Integration	Tech Integration	Tech Integration		Tech Integration
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study	Case Study
	6340 Literacy in the Elementary School	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards
	6350 Literacy in the Secondary School	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular
	6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis	Case Analysis	
	6800 Field Experiences in Literacy		Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R
	7370 Linguistics: Theory & Application for Education	Virtual Presentation	Virtual Presentation		Virtual Presentation	Virtual Presentation
	7500 Leadership in Literacy Education	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project
FOED OR EDPY	FOED 6920 Educational Research OR					Research Proposal
	FOED 6980 Qualitative Research in Education OR					Research Proposal
	EDPY 6310 Educational Statistics OR					Research Proposal
	EDPY 6350 Measurement & Assessment					Research Proposal
	6900 Problems in Curriculum (OR READ 6900)					Problem Paper