

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

**Program:** Early Childhood Education BS

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

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

**EARLY CHILDHOOD BS OUTCOME 1**

**Define Outcome:**

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.

**Assessment Methods:**

State licensure exams (Praxis). 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.

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

Praxis: With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023). 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.

**Link to 'Tech Tomorrow' Strategic Plan:**

2.A Technology Infused Programs, 2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

**Results and Analysis:**

*With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023).*

*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 candidates who took the ECE PreK-3 praxis across the four years listed. TTU maintained higher total mean scores when compared to State level scores for the three of the four reported academic years.

Table 1. Early Childhood Education: Content Knowledge PRAXIS (5025)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	20	100	173	229	87.34	169.41
2020-2021	19	94.74	171.95	393	86.77	169.23
2021-2022	27	92.59	166.63	375	85.07	168.2
2022-2023	26	96.15	171.62	317	87.7	170.35

*For the 2022-2023 academic year, available results were on the Content Knowledge section. The mean score recorded (171.62) was higher than the previous academic year.*

**Use of Results to Improve Outcomes:**

In response to TN state licensure changes, the ECED faculty are making sweeping changes to the program's coursework, objectives and program of study. Candidates will be dual-licensed and will be able to teach in multiple education settings. The updates should prepare students to pass a series of new Praxis exams and will be reassessed when the data is available.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

## **EARLY CHILDHOOD BS OUTCOME 2**

### **Define Outcome:**

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.

### **Assessment Methods:**

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, nationwide 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.

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

edTPA: 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.

### **Link to 'Tech Tomorrow' Strategic Plan:**

1.A Experiential Learning, 2.A Technology Infused Programs, 2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

### **Results and Analysis:**

*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 went 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 four years (2019-2020, 2020-2021, 2021-2022, 2022-2023), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Early Childhood Education portfolios completed by our Early Childhood Education candidates. However, TTU mean portfolios scores have slightly decreased across the four-year period. Additionally, TTU's total mean score has dipped slightly, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See Table 1 and Table 2 below for edTPA data.

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

Year	TTU	State	National
2019-2020	47	45.8	43.7
2020-2021	45.5	45.2	43.1
2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8

Table 2. edTPA data for Early Childhood Education: Content Knowledge

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2019-2020	10	44.4	2019-2020	163	44.1	2019-2020	3943	41
2020-2021	20	44.2	2020-2021	173	44	2020-2021	2462	41.4
2021-2022	16	44.4	2021-2022	189	43.9	2021-2022	2986	44.1
2022-2023	18	44.9	2022-2023	187	45	2022-2023	2417	41.7

For the 2022-23 academic year, the total mean score for TTU (46.6) was higher than State (45.1) and National (42.8) total mean scores. TTU had 18 candidates scored in Early Childhood Education, whereas the State and National levels had 187 and 2,417 candidates scored, respectively. Regarding total mean scores for Early Childhood Education portfolios, TTU (44.9) was comparatively equal to the State (45.0) and higher than National (41.7) levels.

**Use of Results to Improve Outcomes:**

In response to TN state licensure changes, the ECED faculty are making sweeping changes to the program's coursework, objectives and program of study. Candidates will be dual-licensed and will be able to teach in multiple education settings. The updates should prepare students to pass a series of new Praxis exams and will be reassessed when the data is available.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

**EARLY CHILDHOOD BS OUTCOME 3****Define Outcome:**

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

**Assessment Methods:**

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.

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

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

**Link to 'Tech Tomorrow' Strategic Plan:**

1.A Experiential Learning,2.A Technology Infused Programs,2.B Research, Scholar, Intellect, and Creativity,4.B Programs, Certificates, and Training

**Results and Analysis:**

*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 for ECED - Res I & II

TTU				
Year	N	Instruction	Planning	Environment
2019-2020	11	3.8	3.76	3.97
2020-2021	26	3.91	3.96	4.13
2021-2022	22	4.12	4.12	4.13
2022-2023	28	3.97	4	4.08

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. The 3-year trend of university supervisor evaluations shows little change 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. The ECED candidates have shown slight improvements in each category over the past four academic years.

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

In response to TN state licensure changes, the ECED faculty are making sweeping changes to the program's coursework, objectives and program of study. Candidates will be dual-licensed and will be able to teach in multiple education settings. The updates should prepare students to pass a series of new Praxis exams and will be reassessed when the data is available.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

### **Summative Evaluation:**

In response to TN state licensure changes, the ECED faculty are making sweeping changes to the program's coursework, objectives and program of study. Candidates will be dual-licensed and will be able to teach in multiple education settings. The updates should prepare students to pass a series of new Praxis exams and will be reassessed when the data is available.

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### **Assessment Plan Changes:**

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With

Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.



# Appendix 1: Curriculum Map, Early Childhood Education BS, Traditional

Program: <b>Early Childhood BS (Traditional)</b>	ECDEP: Integrate, Assess, Support and Support Connections (IAASS)												Transition Educator Preparation License (TEPL) & ECDEP for the Education of Young Children (EDEC) Teacher Preparation Plan										Early Childhood Special Education (ECSE) Teacher Preparation Plan									
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives			
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# Appendix 2: Curriculum Map, Early Childhood Education, TPB - MA + ECED Licensure

Program: <b>Early Childhood (MA) with Early Childhood Licensure</b>	ECDEP: Integrate, Assess, Support and Support Connections (IAASS)												Transition Educator Preparation License (TEPL)										EDEC: Integrate, Assess, Support and Support Connections (IAASS)										Early Childhood Special Education (ECSE)									
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives										
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# Appendix 3: Curriculum Map, Early Childhood Education, TPB MA + ECSP Licensure

Program: <b>Early Childhood (MA) with Early Childhood Licensure</b>	ECDEP: Integrate, Assess, Support and Support Connections (IAASS)												Transition Educator Preparation License (TEPL)										EDEC: Integrate, Assess, Support and Support Connections (IAASS)										Early Childhood Special Education (ECSE)									
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives											
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