

UNIT REPORT

Curriculum and Instruction MA**EDS - Final Annual Report**

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Curriculum and Instruction MA/EDS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Curriculum and Instruction MA EDS

Department/Unit Contact: Jeremy Wendt

Mission/Vision/Goal Statement:

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 Goal 1 (PG1): Faculty Excellence

Progress: Completed

Define Goal:

(PG1): The Department of Curriculum and Instruction will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

Program Goals 2 (PG2): Effective Research Experiences

Progress: Completed

Define Goal:

(PG2): The Department of Curriculum and Instruction will provide effective and supportive applied research experiences.

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Progress: Completed

Define Goal:

Student Learning Outcome 1 (SLO1): Candidates in curriculum and instruction will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge. Candidates in non-licensure programs will demonstrate content knowledge on comprehensive examinations.

Student Learning Outcome 2 (SLO2): Candidate Professional Dispositions

Progress: Completed

Define Goal:

(SLO2) Candidates in curriculum and instruction will demonstrate professional dispositions for teachers and other school personnel by meeting or exceeding the median on an internally created professional disposition rubric. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based

assessment of teaching quality, will also be used to assess candidates' content knowledge. Candidates in non-licensure programs will demonstrate professional dispositions on the disposition component of their comprehensive examinations.

Assessment (PG1): Faculty Performance Objectives

Goal/ Outcome/ Objective: PG1

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Annually

Rationale:

(PG1) Faculty Performance Objectives (Conducted annually each spring semester)

Program Goal 1: Each faculty member will submit a Faculty Performance Objectives annually to the chairperson of the department discussing their efforts for the previous calendar year in the areas of teaching, research, and service. An overall summary of the department's progress will be included in a departmental annual report from the chair to the Dean of the College of Education. The report will address the following indicators. Teaching: number of courses taught, enrollment in each course, and appropriate teaching evaluations. Advisement: number of advisees. Research/Scholarship: publications, grants funded or continuing, presentations at international, national, state, or regional professional organizations, manuscripts submitted for publication, grant applications submitted, and research in progress. Service: service activities to the department, college, university, and community.

Assessment (PG2): Effective Research Experiences

Goal/ Outcome/ Objective: PG2

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Ongoing

Rationale:

(PG2) Applied Research

Program Goal 2: Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in FOED 6920 or FOED 6980 and the research is conducted and written up in CUED 6900. 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.

Assessment (SLO1): Candidate Content and Pedagogical Knowledge

Goal/ Outcome/ Objective: SLO1

Type of Tool: Certification Exam

Exit Exam

Frequency of Assessment: Ongoing

Rationale:

(SLO1) PRAXIS II Scores and Comprehensive Examinations (Administered each semester)

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.

Comprehensive examinations will also assess all candidates' content and pedagogical knowledge. Both exams have pedagogical-specific domains.

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.

For purposes of the assessment of Pedagogical Content Knowledge, TTU candidate performance is expected to score equal to or above the average median score for each respective domain on licensure or comprehensive examinations.

Assessment (SLO2): Candidate Professional Dispositions

Goal/ Outcome/ Objective: SLO2

Type of Tool: Exit Exam

Frequency of Assessment: Ongoing

Rationale:

Student Learning Outcome 3: Candidates' professional dispositions will be assessed with a new norm-referenced, national disposition assessment.

Results: Program Goal 1: Faculty Excellence

Goal/Objective/Outcome Number: Program Goal 1: Faculty Excellence

Results:

Professional Activity	Approximate Number
Grant involvement: PI/Co-PI/Senior Personnel	54
International Presentations	32
State/National/Intl Publications	63
Textbooks/Chapters	22
State/National/Intl Leadership Roles	91

Grants were applied for and received by many faculty members. A sampling of grant categories included: Access and Diversity; Improving Teacher Quality; Quality Enhancement Program; URECA; Faculty Research; Tennessee Higher Ed Commission STEM; Tennessee Early Childhood Pilot Program; NSF Noyce Teacher Scholarship Program. C&I faculty also served as Co-PI and senior personnel on numerous other projects.

Additionally, IDEA unit summary evaluations are included for the entire department. These are overwhelmingly positive and reflective of faculty excellence.

Community/Professional Service

Faculty members are extremely active and well represented at the local, state, and national level for their service. This connection to the education field is vital for the success of the College of Education and is valued highly by the department. C&I faculty are in leadership roles for many organizations including: TTU's Habitat for Humanity, Student Tennessee Education Association, Tennessee Reading Association, International Literacy Association, Tennessee Association for the Education of Young Children, National Association for Multicultural Education, Society for Information Technology and Teacher Education, Tennessee Council of Teachers of English, Tennessee Association of Middle Schools, and many others.

Sample grant projects from C&I:

PI: Jeffrey Boles, Chemistry
 Project Inspire STEM Teacher Residency 2014-2020
 National Science Foundation (NSF) Noyce Application
 Co-PIs: Jeremy Wendt, C&I; Hamilton County Schools; PEF Chattanooga
 (Funded: \$2,878,880)

PI: Martha Howard (Associate Professor, C&I)
 Drs. Martha Howard and Amy Callender have been awarded approximately \$7 million in grant funding to provide Early Intervention services to eligible infants and toddlers with TEIS (Tennessee Early Intervention System) and the BRIDGES program. The grant will serve eight Upper Cumberland counties over the course of several years.

PI: Dr. Janet Isbell: (Associate Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Amber Spears, Alicia Laffoon, Troy Smith

(Funded: \$75,000)

PI: Missy Comer (Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Kathy Brashears, Buddy Martin

(Funded: \$75,000)

PI: Julie Baker (Associate Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Mike Gotcher, Allen Driggers, Darek Potter, Cephas Ablakwa, Ginger Thomas

(Funded: \$75,000)

Sample publications from C&I:

Chitiyo: Chapter: HIV/AIDS and the socio-emotional development of children in South Africa.

Greathouse: Books:

*Adolescent Literature as a complement to the content areas: Science and Math

*The online classroom: Resources for effective middle level virtual education.

Selected Journals: SRATE Journal; Educational Action Research; Journal of International Students; Teacher Education & Practice; International Journal of Interdisciplinary Educational Studies; Journal of Sport and Human Performance; Mathematics Teacher; Journal of School Psychology; Education and Training in Autism and Developmental Disabilities

Attachments: Attached Files

[☐ IDEA Unit Summary Report - Course Evaluations - Campus Labs.pdf](#)

Results: Program Goals 2 (PG2): Effective Research Experiences

Goal/Objective/Outcome Number: Program Goals 2 (PG2): Effective Research Experiences

Results:

Each semester, across our graduate programs, students complete a set of core research courses. Attached are grade distributions from each of the core research courses based on candidate success. In addition, comprehensive examinations are completed across all concentrations.

Attachments: Attached Files

[☐ Research Core Course Results](#)

[☐ Research Course Grades to 2017](#)

[☐ Research Course Grades to M18.xlsx](#)

[☐ Comp Results for reports F15toM18.xlsx](#)

Results: Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Goal/Objective/Outcome Number:

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Results:

Comprehensive exam results for graduate students in the department are attached. Program area review takes place in individual areas based on the information revealed in the comprehensive exam process and rubrics. In addition, Praxis scores are included for those programs that have tests.

Attachments: Attached Files

- [CI Praxis Grad 14-15.2.xlsx](#)
- [CI Praxis Grad 14-15.3.xlsx](#)
- [CI Praxis Grad 14-15.xlsx](#)
- [Comprehensive Exam Results](#)
- [2016-2017 C&IE LSCI INSL READ SP Praxis](#)
- [Comp Exams](#)
- [Comp Results for reports F15toM18.xlsx](#)
- [AY 2016-2017 Praxis 5311 LSCI Report.pdf](#)
- [AY 2016-2017 Praxis 5301 Reading Sp Report.pdf](#)