

Institutional Effectiveness Report

2018-19

Program: Curriculum & Instruction EdS

College and Department: College of Education – Curriculum and Instruction

Contact: Jeremy Wendt

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

PG1: Faculty Excellence - C&I will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

Student Learning Outcomes

SLO1: Candidate Content and Pedagogical Knowledge - Candidates in curriculum and instruction will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.

SLO2: Effective Research Field Experience – EdS Candidates in curriculum and instruction will demonstrate research methods knowledge, skill, and application as reflected by passing grades on the culminating field 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

PG1: Faculty Excellence

1. Faculty Performance Objectives - Each faculty member submits 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. The report addresses 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.

SLO1: Candidate Content and Pedagogical Knowledge

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. Comprehensive Exam - Comprehensive examinations will also assess all candidates' content and pedagogical knowledge.

SLO2: Effective Research Experience

1. Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in Research I (FOED 6820, FOED 6920, or FOED 6980) and the research is conducted and written up in Research II (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.

Results

PG1: Faculty Excellence

Professional Activity	Approximate Number
Grant involvement: PI/Co-PI/Senior Personnel	41
International Presentations	28
State/National/Intl Publications	52
Textbooks/Chapters	17
State/National/Intl Leadership Roles	80

Grants were applied for and received by many faculty members. A sampling of grant categories included: Access and Diversity; 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 reports are attached and are overwhelmingly positive. These attribute to the concept of faculty excellence based on the achievement and success of the individual faculty members.

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, International Literacy

Association, Tennessee Association for the Education of Young Children, National Association for Multicultural Education, TN 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 serves eight Upper Cumberland counties over the course of several years.

The C&I department is also home to the newly launched Jere Whitson Freedom School: A 6-week summer literacy and cultural enrichment program offered free to 40 children from low-income families. Through a research-based and multicultural curriculum, the program aims to promote love of books and learning, to enhance reading skills, and to foster participants' belief in their ability to make a difference in self, family, community, nation, and world.

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

SLO1: Candidate Content and Pedagogical Knowledge

PRAXIS SCORES II:

Pass rates for Praxis exam:

	2017-18
Total N	16
# Pass	14
% Pass	87%

COMPREHENSIVE EXAM:

	Pass	Fail	Rewrite	Total
2017-18	3	0	0	3
2018-19	5	0	1	6

SLO2: Effective Field Research Experience

CUED 7910 Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2017-18	75.0%	8.3%	0%	0%	0%	16.7%	0%
2018-19	83.3%	8.3%	0%	0%	0%	8.3%	0%

Modifications for Improvement:

PG1: Diversity

Program Goal 1 will be replaced in 2019-20 with a new Program Goal related to Diversity. The College of Education Recruitment, Retention, and Diversity Committee established three goals/related objectives resulting in a 5-year Recruitment and Diversity Plan with goals to:

- recruit and retain diverse candidates (10 objectives),
- prepare candidates to teach/serve diverse student populations (6 objectives), and
- ensure clinical experiences prepare candidates to work with diverse student populations (7 objectives).

SLO1: Candidate Content and Pedagogical Knowledge

Educational demands indicated the need for a new Ed.S. concentration in partnership Exercise Science (a different department in the College of Education). Paperwork and successful completion of the concentration should result in additional students for C&I at the Ed.S. level. Results will be measurable in graduates for the 2022 academic year.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Program: Reading Ed.S.		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	ELED 7400 The Literacy Language Arts Program	Technology-based Storytelling	Technology-based Assignment	Technology-based Assignment	Technology-based Assignment	Technology-based Assignment	Technology-based Assignment	Technology-based Assignment	Technology-based Assignment		
READ	READ 6100 Uses of Technology in Literacy Education	Tech Integration Paper		Tech Integration Paper	Tech Integration Paper			Tech Integration Paper	Tech Integration Paper	Tech Integration Paper	
	READ 6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study		Case Study	Case Study	Case Study	Case Study	Case Study
	READ 6340 Literacy in the Elementary School	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection
	READ 6350 Literacy in the Secondary School	Cross-curricular project		Cross-curricular project	Cross-curricular project			Cross-curricular project	Cross-curricular project	Cross-curricular project	
	READ 6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis						Case Analysis	Case Analysis
	READ 7370 Linguistics: Theory & Application for Education	Virtual Presentation	Virtual Presentation		Virtual Presentation					Virtual Presentation	Virtual Presentation
	READ 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
CUED	CUED 7800 Laboratory & Field Experiences in Education	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project		Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project
	7910 Advanced Research Project in Education	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper		Problem Paper	Problem Paper	Problem Paper

Program: Reading Ed.S.		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 Assignment	Technology-based Assignment	Technology-based Assignment		
READ	6100 Uses of Technology in Literacy Education	Tech Integration Paper	Tech Integration Paper	Tech Integration Paper		Tech Integration Paper
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study	Case Study
	6340 Literacy in the Elementary School	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection
	6350 Literacy in the Secondary School	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	
	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
CUED	7800 Laboratory & Field Experiences in Education		Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project	Demographic/Requirement/Reflection Evaluation Project
	7910 Advanced Research Project in Education	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper