

Institutional Effectiveness Report 2018-19

Program: MDS Middle School

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

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

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.
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.
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

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. 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.
3. 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

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. Statistical results for TTU were available for the academic years 2017-2018.

For the 2017-2018 academic year, TTU had 8 candidates complete the English to Speaker of Other Languages exam. The passing total mean score was 182.88, which was higher than the State (175.4) level. The State had a total of 310 candidates scored. TTU's median score (185) was comparatively higher than the median score at the State (176) level.

Table 1. English to Speaker of Other Languages PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|--------|-------|-----------|-------|
| | N | Pass Rate | Mean | N | Pass Rate | Mean |
| 2017-2018 | 8 | 100 | 182.88 | 310 | 94.19 | 175.4 |

For the 2017-2018 academic year, the Middle School Science, Middle School Social Studies, and Middle School English Language Arts each had 5 or less candidates scored. No statistical results were reported to compare with State or National levels. TTU had 11 candidates complete the Middle School Math 6-8 exam. TTU had a total mean score of 173.89, which was higher than the State total mean score of 165.18. In regards to the median score, TTU had a higher median score of 181 compared to the State median score of 169.5.

Table 2. Middle School Science PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|------|-------|-----------|--------|
| | N | Pass Rate | Mean | N | Pass Rate | Mean |
| 2017-2018 | 4 | – | – | 66 | 57.58 | 153.29 |

Table 3. Middle School Social Studies PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|------|-------|-----------|--------|
| | N | Pass Rate | Mean | N | Pass Rate | Mean |
| 2017-2018 | 2 | – | – | 33 | 84.85 | 166.67 |

Table 4. Middle School English Language Arts PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|------|-------|-----------|--------|
| | N | Pass Rate | Mean | N | Pass Rate | Mean |
| 2017-2018 | 1 | – | – | 66 | 46.97 | 161.48 |

Table 5. Middle School Math PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|--------|-------|-----------|--------|
| | N | Pass Rate | Mean | N | Pass Rate | Mean |
| 2017-2018 | 9 | 77.78 | 173.89 | 166 | 66.87 | 165.18 |

*Tables may display limited amounts of data due to few data reported.

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.

For the 2017-2018 academic year, the total mean score for TTU (47.9) was higher than State (46.3) and National (44.1) total mean scores. TTU had 2 candidates scored in English Language Learners, whereas the State and National levels had 24 and 709 candidates scored, respectively. Regarding total mean scores for English Language Learners, TTU (51.0) was comparatively higher than both the State (46.8) and National (48.8) levels.

Table 6. Total mean scores for TTU, State, and National levels

| | TTU | State | National |
|-----------|------|-------|----------|
| 2017-2018 | 47.9 | 46.3 | 44.1 |

Table 7. edTPA data for English Language Learners

| TTU | | | State | | | National | | |
|-----------|---|------|-----------|----|------|-----------|-----|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 2 | 51.0 | 2017-2018 | 24 | 46.8 | 2017-2018 | 709 | 48.8 |

For the 2017-2018 academic year, the total mean score for TTU (47.9) was higher than State (46.3) and National (44.1) total mean scores. TTU had 1 candidate scored in Middle School ELA, whereas the State and National levels had 15 and 494 candidates scored, respectively. Regarding total mean scores for Middle School ELA portfolios, TTU (54.0) was comparatively higher than both the State (51.5) and National (48.0) levels. TTU had 0 candidates scored in Middle School History/Social Studies, whereas the State and National levels had 21 and 415 candidates scored, respectively. Since no candidates from TTU scored in Middle School History/Social Studies, a total mean score was not reported. TTU had 3 candidates scored in Middle School Math, whereas the State and National levels had 42 and 710 candidates scored, respectively. Regarding total mean scores for Middle School Math portfolios, TTU (47.3) was comparatively higher than both the State (45.3) and National (43.9) levels. TTU had 2 candidates scored in Middle School Science, whereas the State and National levels had 25 and 453 candidates scored, respectively. Regarding total mean scores for Middle School Science portfolios, TTU (50.0) was comparatively higher than both the State (46.3) and National (46.0) levels.

Table 8. edTPA data for Middle Childhood ELA

| TTU | | | State | | | National | | |
|-----------|---|------|-----------|----|------|-----------|-----|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 1 | 54.0 | 2017-2018 | 15 | 51.5 | 2017-2018 | 494 | 48.0 |

Table 9. edTPA data for Middle Childhood History/Social Studies

| TTU | | | State | | | National | | |
|-----------|---|------|-----------|----|------|-----------|-----|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 0 | – | 2017-2018 | 21 | – | 2017-2018 | 415 | – |

Table 10. edTPA data for Middle Childhood Math

| TTU | | | State | | | National | | |
|-----------|---|------|-----------|----|------|-----------|-----|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 3 | 47.3 | 2017-2018 | 42 | 45.3 | 2017-2018 | 710 | 43.9 |

Table 11. edTPA data for Middle Childhood Science

| TTU | | | State | | | National | | |
|-----------|---|------|-----------|----|------|-----------|-----|------|
| Year | N | Mean | Year | N | Mean | Year | N | Mean |
| 2017-2018 | 2 | 50.0 | 2017-2018 | 25 | 46.3 | 2017-2018 | 453 | 46.0 |

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.

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 = 1,212 evaluations) Instruction = 3.53, Planning = 3.48, Environment = 3.77

Table 12. TEAM data

| TTU | | | | |
|-----------|---|-------------|----------|-------------|
| Year | N | Instruction | Planning | Environment |
| 2017-2018 | 8 | 3.4 | 3.3 | 3.5 |

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 = 8 evaluations) Instruction = 3.4, Planning = 3.3, Environment = 3.5

Middle School English Language Arts did not have any evaluation results provided.

Middle School Math 2017-2018 (n = 17 evaluations) Instruction = 3.6, Planning = 3.5, Environment = 4.0.

Table 13. TEAM data for Middle School Math

| TTU | | | | |
|-----------|----|-------------|----------|-------------|
| Year | N | Instruction | Planning | Environment |
| 2017-2018 | 17 | 3.6 | 3.5 | 4.0 |

Middle School Science 2017-2018 did not have statistical figures provided.

Middle School Social Studies 2017-2018

Modifications for Improvement

English as a Second Language (ESLP 3100) was integrated into the curriculum to better prepare MDS majors for more diverse students in schools. The course was voted into all MDS programs with students to be enrolled in 2019-2020. Impact is to be evaluated when MDS student reach the classroom in 2021-2022.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

| Program: English as a Second Language PreK-12 | CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) | | | | |
|--|---|---|---|--|---|
| | Learner Development | Learning Differences | Learning Environment | Content Knowledge | Application of Content |
| InTASC | 1 | 2 | 3 | 4 | 5 |
| Licensure Standards TN | 1 | 2, 3, 5 | 2, 3 | 1, 3 | 1, 2, 3 |
| TESOL International Association | 1 | 2, 3, 5 | 2, 3 | 1, 3 | 1, 2, 3 |
| <i>Course & Assignment:</i> | | | | | |
| 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 |
| 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 |
| 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 | | |
| CFS 3600 Fam Cmnty Prof Partnerships | Readings, WP, Journal & PIF | Readings, Journal, PIF, WP, Visit & Discussion | Readings, WP, Open House, Journal & Visit | Readings & Journal | |
| CUED 4700 Edu Data and Assessment | Battelle for Kids; edTPA Task 3 | | | TVAAS review | |
| 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 |
| 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) |
| FOED 3840 Field Experiences in ESL | Context for Learning, Lesson Plan, TEAM | Context for Learning, Lesson Plan, TEAM | Context for Learning, Lesson Plan, TEAM | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Lesson Plan |
| FOED 3810 Field Exp in Edu | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives |
| READ 3313 Literacy-Special Populations | Case-Studies, Lesson Planning, and Class Reporting | Annotated Bibliography of Children's literature. | Case-Studies, Lesson Planning, and Class Reporting | Case Studies, Lesson Planning, and Class Reporting, Writing Workshop | Annotated Bibliography of Children's literature. |
| SPED 3050 Universal Design for SPED | Lesson Plan | Lesson Plan | Lesson Plan | Modified Course Agreement/Lesson Plan | Lesson Plan |
| ESLP 4100 or 5100 ESL Methods & Materials for PreK-12 | Study Guides/Multicultural Event | Cultural Exploration Project/ Study Guides | Cultural Exploration Project/Study Guides | Cultural Exploration Project/Study Guides | Study Guides/Multicultural Event |
| ESLP 4200 or 5200 ESL Assessment/Reading and Writing | Study Guides/Individual Presentations | Study Guides/Individual Presentations | Study Guides/Individual Presentations | Study Guides/Individual Presentations | Study Guides/Individual Presentations |
| ENGL 4511 Intro/Descriptive Linguistics OR TEAE 4500 Linguistics | | | | Project presentations | Project presentations |
| SEED 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 |
| SEED 4872 Professional Seminar I | Assignments: Assessment Project, Lesson Plan, Theorist Presentation, Weekly Discussion Questions | Assignments: Assessment Project, Lesson Plan, Weekly Discussion Questions | Assignments: Lesson Plan, Weekly Discussion Questions | Assignments: Lesson Plan, Weekly Discussion Questions | Assignments: Lesson Plan, Weekly Discussion Questions |
| SEED 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 |
| SEED 4882 Professional Seminar II | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics |
| SPED 3000 Persons W/Disability Reg Clsrm | IRIS Modules | IRIS Modules | IRIS Modules | Modified Course Agreement | |

| Program: English as a Second Language PreK-12 | CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) | | | | |
|--|---|--|---|---|--|
| | Assessment | Planning/ Instruction | Instructional Strategies | Professional Learning & Ethical Practice | Leadership & Collaboration |
| InTASC | 6 | 7 | 8 | 9 | 10 |
| Licensure Standards TN | 4 | 3 | 3 | 2, 5 | 2, 5 |
| TESOL International Association | 4 | 3 | 3 | 2, 5 | 2, 5 |
| <i>Course & Assignment:</i> | | | | | |
| 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 |
| 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 |
| EDPY 2200 Educational Psychology OR | | | | | |
| CFS 3600 Fam Cmnty Prof Partnerships | | Readings & Journal | | | Readings, Journal, PIF & Discussion |
| 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 | | |
| ECSP 4100 Dev Approp Pract/K-4 | CS | HW & Integrated Unit | | HW & CS | HW & CS |
| 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) | | |
| FOED 3840 Field Experiences in ESL | Lesson Plan | Lesson Plan | Lesson Plan | Reflection Paper | Mentor teacher collaboration/evaluation |
| FOED 3810 Field Exp in Edu | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Context for Learning, Lesson Plan, TEAM, Goals and Objectives | Lesson Plan, TEAM |
| READ 3313 Literacy-Special Populations | Case-Studies, Lesson Planning, and Class Reporting | Annotated Bibliography of Children's literature | Annotated Bibliography of Children's literature | Case-Studies, Lesson Planning, and Class Reporting, Curriculum Evaluation, PLC | Case Studies, Lesson Planning, and Class Reporting, Writing Workshop, Curriculum Evaluation, PLC |
| SPED 3050 Universal Design for SPED | Modified Course Agreement/Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan | |
| ESLP 4100 or 5100 ESL Methods & Materials for PreK-12 | Study Guides/Instructional Strategies Test | Cultural Exploration Project/Instructional Strategies Test | Instructional Strategies Test/Strategy Presentation | Cultural Exploration Project/Teaching Philosophy | Multicultural Event/Cultural Exploration Project |
| ESLP 4200 or 5200 ESL Assessment/Reading and Writing | Study Guides/Individual Presentations | Study Guides/Individual Presentations | Study Guides/Individual Presentations | Study Guides/Individual Presentations | Study Guides/Individual Presentations |
| ENGL 4511 Intro/Descriptive Linguistics OR TEAE 4500 Linguistics | | | | | |
| SEED 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 |
| SEED 4872 Professional Seminar I | Assignments: Assessment Project, Lesson Plan, Weekly Discussion Questions | Assignments: Lesson Plan, Weekly Discussion Questions | Assignments: Lesson Plan, Journal Presentation, Weekly Discussion Questions | Assignments: Journal Presentation, Mock Interview, Weekly Discussion Questions | Assignments: Journal Presentation, Theorist Presentation, Weekly Discussion Questions |
| SEED 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 |
| SEED 4882 Professional Seminar II | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | edTPA Rubrics | |
| SPED 3000 Persons W/Disability Reg Clsm | Modified Course Agreement | | | | |