

Institutional Effectiveness Report 2019-20

Program: Elementary Education

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

PG 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

SLO 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.

SLO 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.

SLO 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

SLO 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.

- 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.

SLO 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.

- 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, nation-wide 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.

SLO 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.

- 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. There was a decrease in the number of candidates

that took the Elementary Education Content Knowledge and Curriculum Instruction & Assessment over two academic years: 2017-2018 and 2018-2019. The Content Knowledge pass rate for the college fluctuated over the aforementioned years. Data available for the Curriculum Instruction and Assessment indicated an increase in both the pass mean score (167.8 to 169.31) and an increase in the pass rate (96.75% to 98.17%). See Table 1 and Table 2 below for PRAXIS data.

Table 1. Elementary Education: Content Knowledge PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	182	88.46	170.38	1,739	77.98	169.43
2018-2019	149	89.93	170.21	1,673	73.16	166.6

Table 2. Elementary Education: Curriculum Instruction and Assessment PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	154	96.75	167.8	1,170	95.81	171.38
2018-2019	109	98.17	169.31	942	95.54	171.17

For the 2017-2018 academic year, TTU had 182 candidates take the Content Knowledge section of the Elementary Education exams. At the State level, there were 1,739 candidates who took the exam. TTU's mean score was 170.38, which was higher than the mean passing score at the State level (169.43). A total of 161 candidates from TTU passed the exam, which indicated an 88.46% pass rate. TTU's pass rate was higher than the State level (77.98%). The Curriculum Instruction and Assessment in the 2017-2018 academic year had 154 candidates. A total of 149 candidates passed the exam, indicating a 96.75% pass rate. The mean score of the candidates who took the exam was 167.8, with a median of 167. TTU mean and median scores were lower than those at the State level, which were 171.38 and 172, respectively.

For the 2018-2019 academic year, TTU had 149 candidates take the Content Knowledge exams, which was a decrease from the number of candidates in the 2017-2018 academic year. In regards to the State level, 1,673 candidates were scored with a total mean of 166.6. At the National level, 16,665 candidates were scored with a total median score of 169. The average performance range at the National level was 160-169.

TTU had 109 candidates take the Curriculum Instruction and Assessment section. The 2018-2019 academic year recorded a mean score of 169.31, which was an increase from the previous academic year. In regards to the State level, 942 candidates were scored with a total mean of 171.17, a score roughly two points higher than TTU. At the National level, 9,694 candidates were scored with a median score of 171.17. The average performance range at the national level was 162-179.

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. Over the past two years (2017-2018 and 2018-2019), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in both Elementary Literacy and Elementary Math portfolios completed by our Elementary Education candidates. See Table 1, Table 2, and Table 3 below for edTPA data.

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

	TTU	State	National
2017-2018	47.9	46.3	44.1
2018-2019	48.0	45.9	43.8

Table 2. edTPA data for Elementary Literacy

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	81	49.0	2017-2018	323	47.3	2017-2018	4,165	45.3
2018-2019	63	49.8	2018-2019	380	47.3	2018-2019	4,334	44.4

Table 3. edTPA data for Elementary Math

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	71	48.6	2017-2018	319	47.6	2017-2018	3,838	45.5
2018-2019	77	49.7	2018-2019	384	47.5	2018-2019	4,301	44.9

For the 2018-2019 academic year, the total mean score for TTU (48.0) was higher than State (45.9) and National (43.8) total mean scores. TTU had 63 candidates scored in Elementary Literacy, whereas the State and National levels had 380 and 4,334 candidates scored, respectively. Regarding total mean scores for Elementary Literacy portfolio, TTU (49.8) was comparatively higher than both the State (47.3) and National (44.4) levels. The data for Elementary Math were similar, with TTU having 77 candidates scored, and State and National levels having 384 and 4,301 candidates scored, respectively. Regarding total mean scores for Elementary Math portfolios, TTU (49.7) was comparatively higher than both the State (47.5) and National (44.9) levels.

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. See Table 1 for TEAM data.

Table 1. TEAM data

Year	N	TTU		
		Instruction	Planning	Environment
2017-2018	737	3.6	3.6	3.9
2018-2019	1,486	3.8	3.7	4.1

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 = 737 evaluations) Instruction = 3.6, Planning = 3.6, Environment = 3.9; and 2018-2019 (n = 1,486 evaluations) Instruction = 3.8, Planning = 3.7, Environment = 4.1. The 2-year trend of university supervisor evaluations shows a gradual increase 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.

Modifications for Improvement

New minors were voted in and approved for students across the department, including ELED. The minors in ESLP and SPED will give ELED candidates additional opportunities for add-on endorsements and new career pathways in high-need teacher shortage areas. An increase in add-on endorsements should be evident with the 2022 candidates.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Program: Elementary Education K-5	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Learner Development	Learning Differences; Standard 7: Practicum/Clinical Experiences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
International Literacy Association	Standard 1: Foundational Knowledge; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction	Standard 5: Learners & the Literacy Environment	Standard 2: Curriculum & Instruction; Standard 3: Assessment & Evaluation	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences
National Science Teacher Association http://www.nsta.org/preservice/docs/2012_NSTAPreserviceScienceStandards.pdf	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy, Std. 3 Learning Environment	Std. 3 Learning Environments	Std 1 Content Knowledge	Std. 2 Content Pedagogy
National Council Teachers Mathematics (Professional Standards for Teaching Mathematics, 1991)	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment	Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning
National Council of Social Studies	4	4	4	1	2
National Association of Education of Young Children	Standard 1: Promoting Child Development & Learning	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum
Council for Exceptional Children	Standard 5: Instructional Planning and Practices	Standard 5: Instructional Planning and Practices	Standard 5: Instructional Planning and Practices		Standard 3: Curricular Content Knowledge, Standard 4: Assessment
Course & Assignment:					
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
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
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		
READ 3311 Literacy I	LP, RA, Literacy Analysis, TS & Literature Circles	LP, Literature Circles, TS & Literary Analysis	LP, Literature Circles, Literary Analysis & TS	Children's Literature Project, Literary Analysis, Lesson Plan, Literature Circles	Literature Circles, Literary Analysis, Children's Literature Project, Lesson Plans
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM
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
ESLP 4100 ESL M,M for Pre K-12	Study Guides	Cultural Exploration Project	Cultural Exploration Project	Cultural Exploration Project/Study Guides	Multicultural Event
CUED 4700 Edu Data and Assessment	Battelle for Kids; edTPA Task 3			TVAAS review	
ELED 3140 Teaching of Social Studies	Lesson Plan, Starter, Standards Presentation	Lesson Plan, Standards Presentation	Lesson Plan, Starter	Lesson Plan, Standards Presentation	Lesson Plan, Standards Presentation
ELED 3152 Teaching of Mathematics	Lesson Plan, Demo Activities	Lesson Plan, Demo Activities	Lesson Plan, Demo Activities	Lesson Plan, Demo Activities	Lesson Plan, Demo Activities
ELED 4142 Teaching of Science	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack
FOED 3800 Field Exp in Edu	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM
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)
SPEd 3000 Persons W/Disability Reg Clsrm	IRIS Modules	IRIS Modules	IRIS Modules	Modified Course Agreement	
CUED 4800 Student Engagement			Initiating Communication Project	Initiating Communication Project	
ELED 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
ELED 4872 Professional Seminar I		Assessment Project			Assessment Project
ELED 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
ELED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics

Program: Elementary Education K-5	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
	6	7	8	9	10
International Literacy Association	Standard 3: Assessment & Evaluation; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences	Standard 4: Diversity & Equity	Standard 5: Learners & the Literacy Environment; Standard 6: Professional Learning & Leadership
National Science Teacher Association http://www.nsta.org/preservice/docs/2012_NSTAPreserviceScienceStandards.pdf	Std. 2 Content Pedagogy, Std. 3 Learning Environment Std. 5 Impact on Student	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy	Std. 4 Safety Std. 6 Professional Knowledge & Skills	Std. 6 Professional Knowledge & Skills
National Council Teachers Mathematics (Professional Standards for Teaching Mathematics, 1991)	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning	Standard 6: Analysis of Teaching and Learning	
National Council of Social Studies	3	2	3	5	5
National Association of Education of Young Children	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to Build a Curriculum		Standard 1: Promoting Child Development & Learning
Council for Exceptional Children	Standard 3: Curricular Content Knowledge, Standard 4: Assessment				
Course & Assignment:					
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
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	
EDPY 2200 Educational Psychology OR					
READ 3311 Literacy I	Lesson Plan, Literacy Analysis, Writing Minilessons, Literacy Strategy Presentation	Lesson Plan, Literacy Strategy Presentation, Writing Minilesson	Lesson Plan, Literacy Strategy Presentation, Children's Literature Project, Writing Minilesson	Lesson Plan, Reading Horizons Certification	Community Literacy Partnership (Family Literacy Night)
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Lesson Plan TEAM	TEAM
ECSP 4100 Dev Approp Pract/K-4	CS	HW & Integrated Unit		HW & CS	HW & CS
ESLP 4100 ESL M,M for Pre K-12	Article Revis	Cultural Exploration Project/Instructional Strategies Test	Instructional Strategies Test	Cultural Exploration Project/ Teaching Philosophy	Multicultural Event
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		
ELED 3140 Teaching of Social Studies	Lesson Plan, Standards Presentation	Lesson Plan, Standards Presentation	Lesson Plan, Standards Presentation	Lesson Plan	
ELED 3152 Teaching of Mathematics	Lesson Plan, Demo Activities	Lesson Plan, Demo Activities	Lesson Plan, Demo Activities	Lesson Plan	
ELED 4142 Teaching of Science	Lesson Plan, Engaging in Science Concepts Project	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night	Lesson Plan, Engaging in Science Concepts Project	Family STEM Night
FOED 3800 Field Exp in Edu	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Lesson Plan TEAM	TEAM
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)		
SPEED 3000 Persons W/Disability Reg Clsm	Modified Course Agreement				
CUED 4800 Student Engagement					
ELED 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
ELED 4872 Professional Seminar I					
ELED 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
ELED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	