

**Institutional Effectiveness  
2024-2025**

**Program:** Curriculum & Instruction EdS

**College and Department:** College of Education & Human Sciences, 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):**

Attached Files: See Appendix 1

## **Student Learning Outcome 1: Content & Pedagogical Knowledge**

### **Define Outcome:**

1. Candidates for the EdS in C&I will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.
2. Candidates for the EdS in C&I will apply ethical research, compliance, practice and understanding in their coursework and degree program.

### **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. CITI training modules - Candidates for the C&I EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding. The CITI training modules: Enhance the integrity and professionalism of medical, healthcare, technology, and higher education communities, staff, and students conducting research or other compliance-related activities in the United States and globally; educate members, administrators and organizational leadership of ethics committees and compliance entities to enable them to conduct their oversight and credentialing duties effectively, efficiently and professionally; promote ethical research at organizations where research is conducted through the education of research administrators and organizational leadership.

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

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. CITI training modules - Candidates for the EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding with a minimum 80% score on the modules.

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

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

**Results and Analysis:**

PRAXIS SCORES II:

Pass rates for Praxis exam:

Table 1. Pass Rates for PRAXIS Exam – MA/EdS

	2020-2021	2021-2022	2022-2023
Total N	100	93	88
# Pass	83	71	65
% Pass	83.00%	76.34%	73.86%

With a minor change in reporting, the college was able to separate the MA PRAXIS exam info from the EdS. Although the EdS numbers are small, it gives a more accurate count for each area.

Pass Rates for PRAXIS Exam – EdS (C&I)

Year	2023-2024	2024-2025
Total Test Takers	7	
Total Passed	6	
Pass Rate	85.71%	

In 2024-2025, C&I MA/EdS graduates had a 100% completion rate for the CITI training modules. The department's goal is to achieve the 100% completion rate annually.

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis. 100% success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program.

**Use of Results to Improve Outcomes:**

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Part of the continuous improvement cycle is facilitated through the Data and Assessment Forums (DAF). DAFs are

convened monthly with EPP-wide participation. The goal is to facilitate systematic, collective analysis and review of performance, program quality, and EPP operations to initiate data-driven changes. At DAF meetings, program stakeholders analyze trends in candidate/completer data to identify areas of strength and improvement disaggregated by program, race/ethnicity, and gender. DAF groups are divided by content area to support focused discussion and to evaluate trends across programs. Strategic decisions are mapped at the DAF and are documented for the purposes of monitoring, follow up, and closing the continuous improvement loop. Licensure programs are designed to ensure candidates develop and demonstrate discipline-specific content knowledge and skills through a state-managed approval process, adhering to standards outlined in the Tennessee Educator Preparation Policy. Candidates must pass Praxis, edTPA, and ATR and complete coursework aligned with InTASC and specialty area standards. Evidence displays how the regularly reviewed and updated courses incorporate current educational practices such as trauma-informed curriculum and local literacy mandates. These programs are consistently evaluated in DAFs and ELCs using aggregated and disaggregated data to maintain high standards and address any variations in performance across different demographics. Success on these nationally norm-referenced indicators is vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. Several changes were implemented to ensure continuous growth and improvement to meet the needs of students and stakeholders: For example, additional ATR integrations into coursework to ensure future preparedness for the classroom.

## **Student Learning Outcome 2: Effective Research Experience**

### **Define Outcome:**

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.

### **Assessment Methods:**

Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is finalized in CUED 7910. 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.

(Comprehensive Exam - In August 2021, traditional comprehensive examinations were replaced by the culminating research project and will assess all candidates' content and pedagogical knowledge in a more authentic and in-depth application)

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

Pass rates/percentages in the research course rubric will indicate if the majority of students have met or exceeded departmental and university graduate school requirements.

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

2.B Research, Scholar, Intellect, and Creativity

### **Results and Analysis:**

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics. Refinements to the course content and delivery by faculty have been minor and no major changes have been made to the research rubric. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings. When improvements are identified (as needed), those are addressed in terms of curricular integrations, program of study changes, or faculty development. Research grades and project completion were successful and no additional major changes were applied this academic year.

## Research Course Grades (CUED 7910)

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2022-23	58.10%	19.40%	9.70%	3.20%	3.20%	6.40%	0%
2023-24	70.00%	15.00%	15.00%	0.00%	0.00%	0.00%	0.00%
2024-25	76.90%	19.20%	0.00%	0.00%	0.00%	3.90%	0.00%

### Use of Results to Improve Outcomes:

An elaborate and thorough rubric (included in evidence) 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. Research projects, impacts, and curricular changes are addressed in several formalized settings. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings.

In response to ongoing challenges observed in students' academic writing—particularly within the Literature Review section—several targeted instructional improvements were implemented to better support student learning and performance. The standalone Literature Review assignment was revised to increase its point value and emphasize its significance within the overall project. This revision provides students with multiple opportunities for feedback and revision prior to submitting their final proposal, encouraging more meaningful engagement with the research process.

To strengthen students' academic writing skills—both across the full paper and within the Literature Review specifically—a required in-depth APA module was added to the courses. This resource equips students with essential knowledge of citation practices and formatting. It is paired with a structured paper template that outlines expectations for organization, tone, and style across major sections of the project, helping students approach their writing with greater clarity, confidence, and correctness. Students were also permitted to use generative AI tools at appropriate stages of the writing process—such as for brainstorming, organization, and improving grammar and flow. This use is closely guided by faculty oversight to ensure academic

integrity and originality. The structured integration of AI has allowed students more time to actively engage in drafting and revising their work, while helping them focus more on the core content of their research projects.

Additionally, the Assessment of Assessments committee conducted a comprehensive review and revision of the grading rubric for the qualitative courses. The updated rubric provides clearer performance expectations and better alignment with current evaluation standards, supporting grading consistency and reinforcing core course learning outcomes. To support student success in the latter stages of the project, faculty prioritized meeting individually with each student to ensure appropriate data analysis and to clarify expectations for the final paper. These one-on-one meetings have strengthened students' understanding of data interpretation and improved the quality of the final two chapters—Data Analysis and Discussion—by helping students articulate findings with greater depth and alignment to their research questions.

Since implementing these changes, faculty have observed notable improvements in students' Literature Review sections—particularly in source synthesis, academic voice, and APA adherence—as well as in the clarity, coherence, and analytical depth of the final chapters. These instructional strategies were first introduced in Fall 2024 and further refined in Spring 2025 in response to faculty reflection, student needs, and initial outcomes. Enhancements such as improved scaffolding, individualized support, and responsible AI use have been fine-tuned to strengthen student engagement, writing quality, and alignment with program learning goals. Looking ahead, continued efforts will focus on maintaining high levels of individualized support, deepening students' understanding of qualitative research processes, and further refining these targeted improvements to enhance students' final paper submissions. These ongoing improvements reflect a commitment to continuous refinement of instruction and a desire to cultivate student writing confidence and research competency.

Below are some examples of research studies that were very innovative and successful:

- Educator and Administrator Perspectives on Academic and Social Accommodations and Services Provided to Students with Autism Spectrum Disorder: An Interpretive Case Study at a Tennessee University
- Empathy and Friendship Between Pre-K Students and Younger: A Qualitative Study of Teacher Perspectives on the Peer Buddy System in an Early Childhood Setting in Tennessee
- Stakeholder Views of Benefits and Barriers within Carceral Post-Secondary Education Programs: An Interpretive Case Study in Tennessee
- Teachers' Experiences with Mathematics Anxiety and Strategies they Utilize to Mitigate it: An Interpretive Case Study in a Middle Tennessee School

- Teachers' Perspectives on the Impact of Collaborative Learning on Intrinsic Motivation and Cognitive Engagement in Middle and High School ESL Classrooms in a Small Urban Setting: A Qualitative Case Study



**Summative Evaluation:***Outcome 1 & Outcome 2*

Multiple changes have been made to the assessment plan, specifically related to the Comprehensive Exam.

1. Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses. Successful completion of the CITI training allows candidates to demonstrate ethical research, compliance, practice and understanding.
2. The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

*Outcome 2: Effective Research Experience*

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

**List of Appendices:**

Appendix 1: Curriculum Map

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[illegible]

Program: Reading Ed.S.		International Literacy Association Standards						
		Foundational Knowledge	Curriculum & Instruction	Assessment & Evaluation	Diversity & Equity	Learners & the Literacy Environment	Professional Learning & Leadership	Practicum/Clinical Experiences
Subject	Course & Assignment:	1	2	3	4	5	6	7
ELED	7400 The Literacy Language Arts Program	Technology-based Assignment	Technology-based Assignment		Technology-based Assignment	Technology-based Assignment		
READ	6100 Uses of Technology in Literacy Education					Tech Integration Paper		
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	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	Professional Standards Reflection	
	6350 Literacy in the Secondary School	Cross-curricular project	Cross-curricular project	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	Case Analysis	Case Analysis	
	7370 Linguistics: Theory & Application for Education	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	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	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	

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