Institutional Effectiveness
2024-2025

Program: Elementary Education BS
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:
State Licensure Exam

Define Outcome:

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.

Assessment Methods:

State licensure exams (Praxis). 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.

Criteria for Success (Thresholds for Assessment Methods):

Praxis: With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2023-2024). 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.

Link to 'Tech Tomorrow' Strategic Plan:

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

Results and Analysis:

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. See Table 1 below for PRAXIS data.

Table 1. Elementary Education: Content Knowledge PRAXIS (Combined subject areas with average N and pass rate percentage)

Year	TTU		State	
	N	Pass Rate	N	Pass Rate
2021-2022	171	80.12	1526	69.53
2022-2023	150	81.33	1539	67.06
2023-2024	80	75	1056	76
2024-2025				

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 regular reviews 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 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. Several changes were implemented to ensure continuous growth and improvement to meet the needs of students and stakeholders: Additional ATR integrations into coursework to ensure future preparedness for the classroom.

Student Learning Outcome 2:
Subject-Specific Assessment

Define Outcome:
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.

Assessment Methods:
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.

Criteria for Success (Thresholds for Assessment Methods):
edTPA: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by meeting or exceeding a passing score as set by the State Board of Education. Additionally, candidates will score at or above state and national means in their respective discipline on the edTPA nationally normed rubric.

Link to 'Tech Tomorrow' Strategic Plan:
1.A Experiential Learning,2.A Technology Infused Programs,2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:
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. However, TTU mean portfolios scores have slightly decreased across the four-year period. Additionally, TTU's total mean score has dipped slightly, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See Table 1 and Table 2 below for edTPA data.

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

Year	TTU	State	National
2022-2023	46.6	45.1	42.8
2023-2024	47.2	45.2	42.7
2024-2025			

Table 2. edTPA data for Elementary Literacy

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	47	46.5	2022-2023	409	45.7	2022-2023	2779	42.6
2023-2024	47	47.6	2023-2024	396	45.9	2023-2024	2721	42.6
2024-2025								

Table 2. edTPA data for Elementary Math

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	69	47.7	2022-2023	375	45.5	2022-2023	2259	42
2023-2024	52	47.3	2023-2024	309	45.2	2023-2024	2242	41.9
2024-2025								

For the 2024-2025 academic year, the total mean score for TTU was higher than State and National total mean scores, indicating continued success in our goals within the licensure program. Regarding total mean scores for Elementary Literacy portfolios, TTU

was comparatively higher than both the State and National levels. Regarding total mean scores for Elementary Math portfolios, TTU was comparatively higher than both the State and National levels.

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. Success on these nationally norm-referenced indicators is vital to accreditation and licensure in the department for our candidates. One piece 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 (Education Leadership Council) 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 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. Several changes were implemented to ensure continuous growth and improvement to meet the needs of students and stakeholders: For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

Student Learning Outcome 3:
ATR Rubric

Define Outcome:
Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the ATR rubric.

Assessment Methods:

- Based on the needs of licensure students and data analysis, the College of Education chose a new instrument to replace the TEAM evaluation that has been in place for over a decade. The new instrument, the Aspiring Teacher Rubric (ATR), is a national norm-referenced performance evaluation tool developed by the National Institute for Excellence in Teaching.
- The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium's Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

Criteria for Success (Thresholds for Assessment Methods):
ATR: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above state and national means in their respective discipline on the ATR rubric.

Link to 'Tech Tomorrow' Strategic Plan:
1.A Experiential Learning,2.A Technology Infused Programs,2.B Research, Scholar, Intellect, and Creativity,4.B Programs, Certificates, and Training

Results and Analysis:
The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium's Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The ATR measures across twelve data points for each candidate observation in a K-12 classroom. Moving forward, the student learning outcomes will reflect a target of maintaining a passing score and exceeding state and national norms when they are available. The first year will provide a baseline for future data analyses.

		Total N	Average - Instructional Plans	Average - Assessment	Average - Standards and Objectives	Average - Presenting Instructional Content	Average - Activities and Materials	Average - Questioning	Average - Academic Feedback	Average - Teacher Knowledge of Students	Average - Thinking and Problem-Solving	Average - Environment	Average - Engaging Students and Managing Behavior	Average - Professionalism and Ethical Behavior
Elementary Education	2023-2024	338	4.04	3.91	4.08	3.88	4.06	3.61	3.78	4.11	3.69	4.35	3.83	4.42
	2024-2025	133	4.07	3.91	4.15	3.89	4.11	3.64	3.72	4.07	3.68	4.33	4.45	3.97

Use of Results to Improve Outcomes:

The ATR measures across twelve data points for each candidate observation in a K-12 classroom. Moving forward, the student learning outcomes will reflect a target of maintaining a passing score and exceeding state and national norms when they are available. The first year will provide a baseline for future data analyses. Formerly, all licensure candidates were evaluated based on the TEAM evaluation for professional educators. Candidates struggled in several specific categories due to the differences in evaluation for pre-service teachers versus in-service teachers. For several years, faculty and admin had observed this difficulty in evaluation areas such as environment, where pre-service teachers have no control over a mentor teacher's classroom environment. As the more applicable instrument was pilot tested and adopted, faculty and admin agreed that candidates would have more specific and richer feedback through the change of instruments. Moving forward, data towards success and completion will be analyzed annually with a target of maintaining a passing score and exceeding state and national norms when they are available. For licensure programs, specific areas of concern and difficulty will be evaluated by faculty in the monthly Data and Assessment Forum meetings with the goal of improving indicators towards the exemplary category on the rubric.

Two specific areas of concern from faculty (as identified in the college-wide data and assessment forums (DAF)) were Questioning and Thinking/Problem-Solving. Targeted changes to courses will increase these categories in the rubric by the next IE data cycle.

Changes were implemented to ensure continuous growth and improvement to meet the needs of students and stakeholders: Additional ATR integrations into coursework to ensure future preparedness for the classroom. Faculty recommendations also indicated that to achieve advanced ratings on the NIET "Questioning" indicator, candidates should intensify the cognitive demand of their questions, consistently probe for reasoning and evidence, widen participation through structured routines, and invite more student generated inquiry.

University Supervisors: Focus on targeted improvements in areas with slightly lower ratings, implement regular feedback mechanisms, monitor yearly trends, and engage both candidates and mentor teachers equally in the feedback process.

Candidates/Faculty: Targeted interventions recommended include: Incorporate specific instruction in methods courses for time management, organizational skills, and stress the importance of punctuality and attendance. Provide students with the opportunity to practice reflection within the classroom. This can be accomplished by modeling metacognition. Continue to use positive reinforcement in the classroom with preservice teachers. Probing Student Thinking: Teachers often accept initial answers without probing evidence; encouraging students to explain or quote text will strengthen comprehension checks. Differentiate scaffolds so advanced students face sufficient challenge while struggling learners receive targeted aids.

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. 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.

Summative Evaluation:
ELED candidates score substantially higher on the Praxis when compared to the national scores. ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student scores have been strong over the past three years. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric.

List of Appendices:
Appendix 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	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
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 Plannng and Practices	Standard 5: Instructional Plannng and Practices	Standard 5: Instructional Plannng 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	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	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	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, Literary Analysis, Writing Minilesson, 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 Reviws	Cultural Exploration Project/Instructional Strategies Test	Instuructional Strategies Test	Cultural Exploration Project/ Teaching Philosophy	Mulicultural 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
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SPED 3000 Persons W/Disability Reg Clsrm	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	