Institutional Effectiveness
2024-2025

Program: Secondary 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: 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 Praxis exam.

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. Some content areas have 5 or fewer candidates, which impacts reporting for the State Report Card. However, all areas are listed below. See tables below for SEED PRAXIS data on selected concentrations.

Table 1. Biology: Content Knowledge PRAXIS (5235)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	11	90.91	161.91	129	72.09	154.65
2023-2024	3	*	*	58	42	145.50
2024-2025						

Table 2. World & U.S. History: Content Knowledge PRAXIS (5941)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	18	72.22	159.61	264	59.09	156.98
2023-2024	15	46.67	154	172	51.74	157
2024-2025						

For the 2024-2025 academic year, TTU had 5 or less candidates take the Chemistry, Government/Political Science, French, German, Geography, Physics, Speech, Theater, Economics, and Earth and Space Science PRAXIS exams. Therefore, no statistical information was reported at the state level. Of the secondary program, TTU performed at a higher mean in Mathematics and English. However, in World & US History, the TTU pass rate fell below the state pass rate. In Biology, there wasn't enough data to report/compare against the state rates.

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 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.

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):
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.

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

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 went 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. Additionally,

TTU's total mean score has increased annually, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See tables 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 Secondary English-Language Arts

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	16	49.6	2022-2023	192	48.1	2022-2023	2143	45.8
2023-2024	8	48.6	2023-2024	125	46.9	2023-2024	1855	45.2
2024-2025			2024-2025			2024-2025		

Table 3. edTPA data for History/Social Studies

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	8	47.9	2022-2023	125	46.1	2022-2023	1963	44.7
2023-2024	8	47.9	2023-2024	116	46.2	2023-2024	1738	45.2
2024-2025			2024-2025			2024-2025		

Table 4. edTPA data for Mathematics

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	16	42.1	2022-2023	117	39.6	2022-2023	1734	39
2023-2024	2	46.5	2023-2024	60	40.2	2023-2024	1614	38.8
2024-2025			2024-2025			2024-2025		

Table 5. edTPA data for Secondary Science

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	12	46.4	2022-2023	107	44.3	2022-2023	1507	42.3
2023-2024	2	48.5	2023-2024	46	44	2023-2024	1242	42.3
2024-2025			2024-2025			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. Each of the secondary areas had higher mean averages than the state of TN and the national averages.

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.

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 expectations on the ATR rubric.

Link to 'Tech Tomorrow' Strategic Plan:
1.A Experiential Learning,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
Secondary Education	2023-2024	73	3.88	3.71	3.97	3.77	3.81	3.56	3.60	3.78	3.67	4.07	3.49	4.19
	2024-2025	41	3.49	3.28	3.39	3.2	3.39	3.02	3	3.29	3	3.85	3.98	3.17

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 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.

Summative Evaluation:

Minor changes were implemented in individual specialty areas to help refine curriculum and increase pass rates/scores on Praxis, edTPA, and the new ATR. For example, in the prior academic year, a new practicum course was designed and approved to help implement pedagogical strategies and address a gap in the number of hours candidates spend in the classroom.

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

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Program: Biology 6-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
Course & Assignment:	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
National Science Teacher Association http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.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
CUED 6150 Middle School Curriculum+4:21	Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 2 – Analysis of This We Believe and Promoting Harmony; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.
SEED 6210 Secondary School Prog	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review
FOED 6020 Perspectives in American Education **OR** FOED 7020 Philosophy & Public Policy	Peer Journal Responses: Students respond to peer journals to experience collaboration with other professionals with a view to foster learner growth and development.	Weekly Journaling Activities: Students demonstrate understanding that learners bring assets to learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values through weekly practices of connecting their own experiences, prior learning, community values, etc. during journaling activities.	Weekly Participation & Peer Engagement: Students are encouraged to become thoughtful and responsive listeners and observers through weekly engagement with peers and are expected to observe and respond in a thoughtful way a minimum of five times each week for a participation grade.	Midterm Paper: Students are encouraged to recognize the potential of bias in his/her representation of the discipline and are expected to appropriately address problems of bias through analysis of their experiences of American education in their education biography midterm papers.	Weekly Readings and Research: Students are constantly exploring how to use disciplinary knowledge as a lens to address local and global issues through their critical engagement weekly with readings regarding the history of American education.
CUED 6430 Production of Instructional Materials	Copyright and Fair Use; VR and AR in the classroom			Copyright and Fair Use; VR and AR in the classroom	Copyright and Fair Use; VR and AR in the classroom
FOED 6920 Educational Research **OR**	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
FOED 6980 Qualitative Research in Education	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
CUED 6900 Problems in Curriculum	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper
FOED 6320 Educational Applications for Teachers	Learning Styles/Self Assessment, Learning Styles/Self Assessment Discussion	Learning Styles/Self Assessment, Learning Styles/Self Assessment Discussion		Bloom's Weblesson, Final WebQuest, WebQuest Evaluations	Bloom's Weblesson, Bloom's Weblesson Reviews, WebQuest Evaluations, Final WebQuest
EDPY 7200 Advanced Educational Psychology	Chapter Concept Teaching & Review				
SPED 6010 Surv-Disab Char Proc Meth/SPED	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study
READ 6350 Secondary School Reading Program	Cross-curricular project		Cross-curricular project	Cross-curricular project	
SEED 5123 Mtrls/Meth-Tch the Sciences	Assignments: Lesson Plan, Questioning Project	Assignments: Lesson Plan, Questioning Project	Assignments: Journal Presentation, Lesson Plan, Activity Presentation	Assignments: Journal Presentation, Lesson Plan, Activity Presentation, Lab Safety Course/Quiz	Assignments: Lesson Plan, Questioning Project
CUED 6800 Field Experience	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
CUED 6880 Student Teaching	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics

Program: Biology 6-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
Course & Assignment:	6	7	8	9	10
National Science Teacher Association http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf	Std. 2 Content Pedagogy, Std. 3 Learning Environment Std. 5 Impact on Student Learning	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy	Std. 4 Safety Std. 6 Professional Knowledge & Skills	Std. 6 Professional Knowledge & Skills
CUED 6150 Middle School Curriculum+4:21					
SEED 6210 Secondary School Prog	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review
FOED 6020 Perspectives in American Education **OR** FOED 7020 Philosophy & Public Policy	Instructor Pedagogy: Students observe instructor pedagogy that understands and models multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	American Teacher Planning: Through critical engagement with the movie "American Teacher" the student is expected to demonstrate how learning theory, human development, cultural diversity, and individual differences and impact ongoing planning.	Instrutor Pedagogy: Students observe instructor pedagogy that is committed to exploring how the use of new and emerging technologies can support and promote student learning and are encouraged to incorporate these into their own practice.	Weekly Reflections: The students are engaged in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others through weekly reflection activities.	Leadership Readings Students read accounts of community involvement in schooling and explore the historical development of leadership structures in public schools in the United States.
CUED 6430 Production of Instructional Materials		Copyright and Fair Use; ⊠ VR and AR in the classroom	Interactive Programs (Classflow)		Google Classroom, Develop and maintain a LMS for your classroom
FOED 6920 Educational Research **OR**	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
FOED 6980 Qualitative Research in Education	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
CUED 6900 Problems in Curriculum	Problem Paper		Problem Paper	Problem Paper	Problem Paper
FOED 6320 Educational Applications for Teachers		Sir Ken Robinson Discussion, TED Talk Discussion, Instructional Movie Production	INTERNET Apps Research Discussion, Digital Photography Pedagogy Discussion, iPad Apps Research Discussion		Final WebQuest
EDPY 7200 Advanced Educational Psychology		Chapter Review Present & Myth-buster			
SPED 6010 Surv-Disab Char Proc Meth/SPED	Philosophy of SPED; Field Experience; Article Summaries; Chapter Presentation; Case Study	Philosophy of SPED; Field Experience; Case Study	Field Experience; Case Study	Field Experience Presentation; Case Study Presentation	Field Experience Presentation; Case Study Presentation
READ 6350 Secondary School Reading Program		Cross-curricular project	Cross-curricular project	Cross-curricular project	
SEED 5123 Mtrls/Meth-Tch the Sciences	Assignments: Lesson Plan, Questioning Project	Assignments: Journal Presentation, Lesson Plan, Activity Presentation, Questioning Project	Assignments: Journal Presentation, Lesson Plan, Activity Presentation, Questioning Project	Assignments: Journal Presentation	Assignments: Community Outreach Project
CUED 6800 Field Experience	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Lesson Plan TEAM	TEAM
CUED 6880 Student Teaching	Assignments: Lesson Plan, Instruction TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics