

**Institutional Effectiveness
2023-2024**

Program: Special 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. 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:

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 tables below for Special Education PRAXIS data.

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS (5543)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	16	93.75	170.19	902	90.13	171.12
2023-2024	11	91	167	449	86.86	169
2024-2025						

Table 2. SPED Core Knowledge Severe/Profound PRAXIS (5545)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	11	100	171	314	97.45	176.93
2023-2024	7	100	174	253	97.6	178.57
2024-2025						

For 2024-2025, candidates taking the 5543 Praxis exam had a higher pass rate than the state of TN. However, the mean was slightly lower than the state of TN. Although the pass rate was 100%, the candidates taking the 5545 Praxis had a slightly lower mean than the state average.

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:

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

Results and Analysis:

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 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 tables below for edTPA data.

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

Year	TTU	State	National
2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8
2023-2024	47.2	45.2	42.7
2024-2025			

Table 2. edTPA data for Special Education

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2021-2022	15	44.5	2021-2022	331	44	2021-2022	3727	42.6
2022-2023	32	46.3	2022-2023	328	43.9	2022-2023	3301	42.6
2023-2024	4	43.5	2023-2024	212	44.1	2023-2024	3044	42.5
2024-2025			2024-2025			2024-2025		

During the 2023-2024 academic year, the total mean score for TTU was considerably higher than State and National total mean scores. TTU only had 4 candidates scored in Special Education. Regarding total mean scores for Special Education portfolios, TTU was comparatively higher than the national mean score, but slightly lower than the state of TN mean score.

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 are 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 state and national means in their respective discipline on the ATR rubric.

Link to 'Tech Tomorrow' Strategic Plan:

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.

			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
Special Education	2023-2024	21	3.81	3.50	3.24	3.62	3.71	3.19	3.43	4.00	3.29	3.86	3.43	3.81
	2024-2025	6	4.33	4.33	4.17	3.83	3.83	3.67	3.33	3.67	3.33	4.17	4.33	3.67

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:

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with the Office of Teacher Education to build practice test sessions into courses across curriculum.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and ATR data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

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: Special Education Comprehensive K-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
Council for Exceptional Children Standards	1	1	2	3 & 5	3 & 5
TN Literature Standards: READ 3313 Literacy for Special Populations	2	3	2	1	3
Courses & Assignments					
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation			Virtual Field Experiences, Problem-Based Learning, Group Activities	Problem-Based Learning, Virtual Field Experiences, LRC Tour, Copyright / Fair Use Activity	Problem-Based Learning, Virtual Field Experiences
FOED 2011 Intro to Teaching & Technology	Text Readings, Group Activities	Text Readings, Group Activities	Text Readings, Group Activities	Education Buzzwords Activity, Text Readings, Group Activities, Annotated Bibliography, Disposition, Interactive Whiteboard Activities, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities
SPED 2010 Intro to Special Education/ 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
SPED 3050 Universal Design for SPED <i>Implementation Standard 1: Comprehensive</i>	IRIS Modules, Article Summaries, Chapter Review, Co-Teaching Strategies, Lesson Planning; Modified Course Agreement	Chapter Review, IRIS Modules, Lesson Planning, Modified Course Agreement, and Case Study/IEP	Chapter Rewrite; IRIS Modules; Co-Teaching Strategies; Lesson Planning; Rewritten Text; Modified Course Agreement; and Case-Study	Chapter Rewrite; IRIS Modules; Article Summaries/Reflectives; Lesson Planning; Modified Course Agreement; and Case-Study	Built-in Practicum; Lesson Planning
SPED 4030 App Behav Analy for Teachers/ SPED 6040 Youth w/ Emotional Disturbance		Behavior Intervention Plan	Functional Behavior Assessment		
SPED 4200 Tchng Stu-Autism Spec Disordr/ SPED 5200 Tch Stu w/ Autism Spect Disordr <i>Implementation Standard 1: Comprehensive</i>	Autism - Case Study	Autism - Case Study	Autism - Case Study	Autism - Case Study	
SPED 3020 Charact of Persons Compre/Disa/ SPED 5340 Systematic Instr-Disability	Comp Case Study/ IEP	Comp Case Study/ IEP		Comp Case Study/ IEP	Comp Case Study/ IEP
SPED 3031 Phys Mgmt/Support Serv-Impr/ SPED 6060 Ed-Orth & Motor Impaired	OI - Case Study	OI - Case Study	OI - Case Study	OI - Case Study	OI - Case Study
READ 3313 Literacy-Special Populations	Case-Studies, Lesson Planning, and Class Reporting	Annotated Bibliography of Children's literature.	Case-Studies, Lesson Planning, and Class Reporting	Case Studies, Lesson Planning, and Class Reporting, Writing Workshop	Annotated Bibliography of Children's literature.
EDPY 2210 Educational Psychology	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		
FOED 3010 Integr Inst Tech into Clsrm	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)
FOED 3810 Field Exp in Edu	Lesson Plan Context for Learning	Lesson Plan	Lesson Plan and Context for Learning	Lesson Plan, Context for Learning	Lesson Plan
CUED 4700 Edu Data and Assessment	Battelle for Kids; edTPA Task 3			TVAAS review	
CFS 3600 Fam Cmnty Prof Partnerships	Readings, WP, Journal & PIF	Readings, Journal, PIF, WP, Visit & Discussion	Readings, WP, Open House, Journal & Visit	Readings & Journal	
SPED 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
SPED 4872 Professional Seminar I/ SPED 6320 Assess Persons w/ Disab <i>Implementation Standard 1: Comprehensive</i>	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments
SPED 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
SPED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics

Program: Special Education Comprehensive K-12					
	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
	6	7	8	9	10
Council for Exceptional Children Standards	4	5	5	6	7
TN Literature Standards: READ 3313 Literacy for Special Populations	2 & 4	3 & 4	3 & 4	5	5
Courses & Assignments					
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation	Virtual Field Experience		Problem-Based Learning, Virtual Field Experiences, Group Activities	Becoming a Professional, Intro to TEAM Teacher Evals, Copyright / Fair Use Activity	Problem-Based Learning, Service Learning
FOED 2011 Intro to Teaching & Technology	Pre-Test / Post-Test, Text Readings, Group Activities	Text Readings, Group Activities, Interactive Whiteboard Activities, Multimedia Presentation, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities, Interactive Whiteboard Activities, iCUBE Tour, Multimedia Presentation	Text Readings, Group Activities, Disposition, Case Studies	Website Construction, Multimedia Presentation, Text Readings, Group Activities, Annotated Bibliography, Interactive Whiteboard Activities, Teacher Interview
SPED 2010 Intro to Special Education/ 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
SPED 3050 Universal Design for SPED <i>Implementation Standard 1: Comprehensive</i>	Chapter Rewrite; IRIS Modules; Lesson Planning; and Modified Course Agreement	Chapter Rewrite; Fry Readability; Analysis of Errors; Modified Course Agreement	Analysis of Errors; Lesson Planning; Modified Course Agreement	CEC Code of Ethical Conduct; Procedural Safeguards; Articles Summaries/Reflectives; and Lesson Planning	CEC Code of Ethical Conduct; Procedural Safeguards
SPED 4030 App Behav Analy for Teachers/ SPED 6040 Youth w/ Emotional Disturbance	Functional Behavior Assessment	Behavior Intervention Plan, Functional Behavior Assessment	Management Plan, Behavior Intervention Plan, Functional Behavior Assessment		
SPED 4200 Tchng Stu-Autism Spec Disordr/ SPED 5200 Tch Stu w/ Autism Spect Disordr <i>Implementation Standard 1: Comprehensive</i>		Autism - Case Study	Autism - Case Study		Autism - Case Study
SPED 3020 Charact of Persons Compre/Disa/ SPED 5340 Systematic Instr-Disability	Comp Case Study/ IEP	Comp Case Study/ IEP	Comp Case Study/ IEP		Comp Case Study/ IEP
SPED 3031 Phys Mgmt/Support Serv-Impr/ SPED 6060 Ed-Orth & Motor Impaired		OI - Case Study	OI - Case Study		
READ 3313 Literacy-Special Populations	Case-Studies, Lesson Planning, and Class Reporting	Annotated Bibliography of Children's literature	Annotated Bibliography of Children's literature	Case-Studies, Lesson Planning, and Class Reporting, Curriculum Evaluation, PLC	Case Studies, Lesson Planning, and Class Reporting, Writing Workshop, Curriculum Evaluation, PLC
EDPY 2210 Educational Psychology					
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)		
FOED 3810 Field Exp in Edu	Lesson Plan, Context for Learning, Case Study	Lesson Plan and Case Study	Lesson Plan and Case Study	Lesson Plan and Self- assessment with TEAM rubric	Lesson Plan
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		
CFS 3600 Fam Cmnty Prof Partnerships		Readings & Journal			Readings, Journal, PIF & Discussion
SPED 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
SPED 4872 Professional Seminar I/ SPED 6320 Assess Persons w/ Disab <i>Implementation Standard 1: Comprehensive</i>	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments	Authentic Case Study w/ lessons and assessments
SPED 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
SPED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	