

**Institutional Effectiveness
2024-2025**

Program: Early Childhood 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

PO 1: Praxis

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 (2022-2023). 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.A Technology Infused Programs, 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. There was a decrease in the number of candidates who took the ECE PreK-3 praxis across the years listed. TTU maintained higher total mean scores when compared to state level scores for the three of the four reported academic years.

Table 1. Early Childhood Education: Content Knowledge PRAXIS (5025)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	26	96.15	171.62	317	87.7	170.35
2023-2024	16	100	174.5	197	85	171
2024-2025						

For the 2024-2025 academic year, available results were on the Content Knowledge Praxis section. The mean score recorded was higher than the previous academic year and was also higher than the state average. This aligns with the department's goal of meeting or exceeding the mean scores and passing rates of 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 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.

PO 2: edTPA

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 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.A Technology Infused Programs, 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. Over the past

four years, TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Early Childhood Education portfolios completed by our Early Childhood Education candidates. 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 Early Childhood Education: Content Knowledge

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2022-2023	18	44.9	2022-2023	187	45	2022-2023	2417	41.7
2023-2024	12	44.6	2023-2024	155	44.8	2023-2024	1686	41.3
2024-2025			2024-2025			2024-2025		

For the 2024-2025 academic year, the total mean score for TTU was slightly lower than the State and several points higher than the National total mean scores.

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.

PO 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 program 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	
1		Total N													
2	Early Childhood Education	2023-2024	54	4.08	3.81	4.11	4.02	4.15	3.87	3.85	4.25	3.72	4.42	3.91	4.50
3		2024-2025	33	4.47	4.17	4.35	4.33	4.39	4.16	4.32	4.45	4.07	4.52	4.7	4.06
4															
5															
6															
7															
8															

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 program 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:

In response to TN state licensure changes, the ECED faculty are making sweeping changes to the program's coursework, objectives and program of study. Candidates will be dual-licensed and will be able to teach in multiple education settings. The updates should prepare students to pass a series of new Praxis exams and will be reassessed when the data is available.

ECED candidates score substantially higher on the Praxis when compared to the national scores. ECED 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 ECED (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.

Assessment Plan Changes:**List of Appendices:**

Appendix 1: Curriculum Map

Appendix 1: Curriculum Map

Program: Early Childhood PreK-3		CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
		Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
YEAR	Course & Assignment:	1	2	3	4	5
FRESHMAN YEAR	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
SOPHOMORE YEAR	HEC 2200 Development of Young Children: Conception to Age 6	Text readings, in class discussions, case study		Mostly face-to-face, some multimedia information, a few online components, hands on case study		
	HEC 3520 Parent Education and Child Guidance	PBS, Test & Application	Test, Application & CS	Application & Test		PBS & Test
	MUS 1074 Music to Meet Except Ed Needs	Reports			Performance	Activities, Reflection, Discussion & MC
	CFS 2400 Children with Special Needs	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Class Participation	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Oral Presentation, FE/Practicum, Portfolio
JUNIOR YEAR	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, LP, Assignments & Observations	Context For Learning, LP, Assignments & Observations	Context For Learning, LP, Assignments & Observations	LP, Assignments & Observations	LP, Assignments & Observations
	ECSP 4100 Dev Approp Pract/K-4	Homework, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Activity Matrices, Explicit Mini Lesson, & Integrated Unit	HW & Integrated Unit	Homework, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Quizzes, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit
	ECSP 3001 Curriculum for Infants, Toddlers & Preschoolers	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam
	ECSP 3211 Practicum: Procedures for Infants, Toddlers & Preschoolers	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Assessment Administration
	ECED 3301 Math, Science, Social Studies for the Young Child	HW, Presentation, Readings, RL & Exam		HW, Presentation, Readings, Exam, AC & II	HW, Presentation, Readings, RL, Exam, AC, II & SS	HW, Presentation, Readings, Exam, AC, RL, II & SS
	ECED 3310 Practicum: Concepts for Young Children	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday
	ECSP 4000 Developmentally Appropriate Practices: Birth-Preschool		Field Experience & Presentation	Field Experience	Midterm & Field Experience	Field Experience
	ESLP 4100 ESL Methods & Materials for PreK-12	SG, Philosophy & C. Exploration	SG, Philosophy, C. Exploration, Event & Strategy	Philosophy, Strategy, SG & Event		SG, Philosophy, C. Exploration & Strategy
	CFS 3600 Fam Cmnty Prof Partnerships	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Welcome Packet, Open House Plan, On Site Visit
SENIOR YEAR	ECSP 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
	ECSP 4872 Professional Seminar I	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Lesson Plan Study, Case Study Discussions, edTPA Practice,
	ECSP 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
	ECSP 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics
	ECSP 4300 Assessment of Young Children	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals

Program: Early Childhood PreK-3		CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
		Assessment	Planning for Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
YEAR	Course & Assignment:	6	7	8	9	10
FRESHMAN YEAR	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
SOPHOMORE YEAR	HEC 2200 Development of Young Children: Conception to Age 6		Text readings, article readings, lecture and online components, case study			
	HEC 3520 Parent Education and Child Guidance	PBS & Test	PBS, Test & Application	Application, PBS & Test	CS, DVD & Test	
	MUS 1074 Music to Meet Except Ed Needs		MC	Reports, MC & Performance		
	CFS 2400 Children with Special Needs	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum
JUNIOR YEAR	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	LP, Assignments & Observations	LP, Assignments & Observations	LP, Assignments & Observations	Context For Learning & LP	Assignments
	ECSP 4100 Dev Approp Pract/K-4	Homework, Quizzes, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	HW & Integrated Unit	Homework, Quizzes, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Activity Matrices, Explicit Mini Lesson, & Integrated Unit
	ECSP 3001 Curriculum for Infants, Toddlers & Preschoolers	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study
	ECSP 3211 Practicum: Procedures for Infants, Toddlers & Preschoolers	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary
	ECED 3301 Math, Science, Social Studies for the Young Child	HW, Presentation, Readings, RL, Exam & AC	HW, Presentation, Readings, Exam, AC & II			HW, Presentation, Readings, RL & Exams
	ECED 3310 Practicum: Concepts for Young Children		STEM Safari & Fab Friday		STEM Safari & Fab Friday	
	ECSP 4000 Developmentally Appropriate Practices: Birth-Preschool	Field Experience	Field Experience	Field Experience	Field Experience	Field Experience
	ESLP 4100 ESL Methods & Materials for PreK-12			SG, Philosophy, C. Exploration & Strategy		
	CFS 3600 Fam Cmnty Prof Partnerships	Welcome Packet, Open House Plan, On Site Visit	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities
SENIOR YEAR	ECSP 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
	ECSP 4872 Professional Seminar I	Lesson Plan Study, edTPA Practice	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Lesson Plan Study, Case Study Discussions, edTPA Practice
	ECSP 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
	ECSP 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	
	ECSP 4300 Assessment of Young Children	Instrument Administration & Exam	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exam	Team Planning, Presentation & Instrument Administration

Program: Early Childhood PreK-3		Tennessee Educator Preparation Literacy Standards (TEPLS)				
		Content Knowledge	Language and Literacy Rich Environments	Curriculum and Instruction	Assessment and Evaluation	Professional Learning and Leadership
YEAR	Course & Assignment:	1	2	3	4	5
FRESHMAN YEAR	FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation					
	FOED 2011 Intro to Teaching & Technology					
SOPHOMORE YEAR	HEC 2200 Development of Young Children: Conception to Age 6					
	HEC 3520 Parent Education and Child Guidance					
	MUS 1074 Music to Meet Except Ed Needs					
	CFS 2400 Children with Special Needs	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	Exams, Youtube Vids, Infectious Disease Folder, Oral Presentation, Anticipation Guide, FE/Practicum, Portfolio	FE/Practicum, Portfolio
JUNIOR YEAR	READ 3311 Literacy I	LP, Literary Analysis, Literature Circles & TS	LP, RA, Literature Circles, TS & Literary Analysis	LP, Literature Circles, TS & Literary Analysis	LP & RA	LP, Literary Analysis, TS & Literature Circles
	FOED 3810 Field Exp in Edu	LP, Assignments, Observations & Context For Learning	Context For Learning, LP, Assignments & Observations	Context For Learning & LP	LP, Assignments & Observations	LP, Assignments, Observations & Context For Learning
	ECSP 4100 Dev Approp Pract/K-4	Homework, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Homework, Quizzes, Activity Matrices, Explicit Mini Lesson, Classroom Observation Reflection, Interactive Writing Reflection & Integrated Unit	Activity Matrices, Explicit Mini Lesson, and Integrated Unit
	ECSP 3001 Curriculum for Infants, Toddlers & Preschoolers	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Reader Reflections/Classroom Work, Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study, Exam	Article Presentation/Activity, Early Childhood Classroom Design, Integrated Preschool Unit, Infant/Toddler Study
	ECSP 3211 Practicum: Procedures for Infants, Toddlers & Preschoolers	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary	Research of Assessment, Research of Program, Observation Records, Journal of Activities, Assessment Administration, Video and Commentary
	ECED 3301 Math, Science, Social Studies for the Young Child	HW, Presentation, Readings, RL, Exam, AC, II & SS	HW, Presentation, Readings, RL, Exam, AC & SS			HW, Presentation, Readings, RL & Exam
	ECED 3310 Practicum: Concepts for Young Children					
	ECSP 4000 Developmentally Appropriate Practices: Birth-Preschool		Field Experience			
	ESLP 4100 ESL Methods & Materials for PreK-12	SG, Philosophy, C. Exploration, Strategy & Event	SG, Philosophy, C. Exploration, Event & Strategy	SG, Philosophy, Event, Strategy & C. Exploration	SG, Strategy & Philosophy	SG, Philosophy & C. Exploration
	CFS 3600 Fam Cmnty Prof Partnerships	Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities	Weekly Journals, Welcome Packet, Open House Plan, On Site Visit, Readers/Speakers/Class Activities
SENIOR YEAR	ECSP 4871 Residency I					
	ECSP 4872 Professional Seminar I	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal	Participation, Lesson Plan Study, Case Study Discussions, edTPA Practice, Reflective Journal
	ECSP 4881 Residency II					
	ECSP 4882 Professional Seminar II					
	ECSP 4300 Assessment of Young Children	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals	Exams, Admin. of Instrumentation, Active Learning Presentation, Show and Tell, Calc. Child Age/Journals