

**Institutional Effectiveness
2024-2025**

Program: Multidisciplinary Studies 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: 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. See Tables below for PRAXIS data. There was insufficient numbers of candidates for Middle School ELA, Middle School Social Studies, and Computer Science Education.

Table 1. MDS: Content Knowledge - Middle School ELA PRAXIS (5047)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	25	92	171.76	254	71.65	162.58
2023-2024	13	77	167	177	59	160
2024-2025						

Table 2. MDS: Content Knowledge - Middle School Math PRAXIS (5164)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	25	92	171.76	254	71.65	162.58
2023-2024	13	77	167	177	59	160
2024-2025						

Table 3. MDS: Content Knowledge - Middle School Science PRAXIS (5442)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2022-2023	8	28.5	147.29	109	61.47	153.8
2023-2024	6	66	154	73	54.79	153.8
2024-2025						

Table 4. MDS: Content Knowledge - Middle School SS PRAXIS (5089)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2021-2022	28	92.86	172.29	710	94.93	173.72
2022-2023	20	100	165.3	1044	93.01	173.21
2023-2024						
2024-2025						

Table 5. MDS: Content Knowledge - K-12 ESL PRAXIS (5362)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2021-2022	28	92.86	172.29	710	94.93	173.72
2022-2023	20	100	165.3	1044	93.01	173.21
2023-2024						
2024-2025						

Table 6. MDS: Content Knowledge - K-12 Computer Science PRAXIS (5652)

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

three years, TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Middle Childhood Math portfolios completed by our Middle School candidates across the three years aforementioned.

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 Middle Childhood ELA

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2021-2022	2	60	2021-2022	14	51.3	2021-2022	352	45.1
2022-2023	-	-	2022-2023	14	49.4	2022-2023	319	46.4
2023-2024	-	-	2023-2024	7	-	2023-2024	265	45
2024-2025			2024-2025			2024-2025		

Table 3. edTPA data for Middle Childhood History/Social Studies

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2021-2022	-	-	2021-2022	10	47.7	2021-2022	285	44.9
2022-2023	-	-	2022-2023	15	49	2022-2023	288	44.9
2023-2024	1	58	2023-2024	9	-	2023-2024	271	45.7

2024-2025			2024-2025			2024-2025		
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Table 4. edTPA data for Middle Childhood Math

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2021-2022	2	50.5	2021-2022	58	46.7	2021-2022	545	44.3
2022-2023	5	49.4	2022-2023	67	45.9	2022-2023	420	43.8
2023-2024	6	48.2	2023-2024	53	46	2023-2024	353	43.3
2024-2025			2024-2025			2024-2025		

Table 5. edTPA data for Middle Childhood Science

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2021-2022	-	-	2021-2022	27	45.3	2021-2022	381	43.5
2022-2023	-	-	2022-2023	29	45	2022-2023	318	43.9
2023-2024	-	-	2023-2024	11	43.2	2023-2024	225	44.6
2024-2025			2024-2025			2024-2025		

Table 6. edTPA data for English Language Learners

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean

2021-2022	4	49.3	2021-2022	49	48.5	2021-2022	280	44.8
2022-2023	1	43	2022-2023	28	47.2	2022-2023	223	45.1
2023-2024	-	-	2023-2024	19	45.9	2023-2024	153	43.4
2024-2025			2024-2025			2024-2025		

For the 2024-2025 academic year, the total mean scores were reported for TTU in Middle Childhood Math and Social Studies. In Middle Childhood Math and in candidate overall edTPA scores, the mean was well above the state and national average. Since TTU had no candidates (or no available data) scored during the 2024-2025 year for the other categories, no mean score data were reported.

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:

PO 3: 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 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.

		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
Multidisciplinary Studies	2023-2024	34	4.06	4.03	4.12	3.88	4.09	3.65	3.85	3.94	3.82	4.29	3.88	4.59
	2024-2025	7	4	3.83	3.57	3.57	3.71	3.57	3.71	4.29	3.43	4	4.14	3.86

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:

The availability and request for high-demand computer science education courses was initiated by faculty and integrated into several Middle School programs of study. More career pathways and educational expertise can be built and evaluated through this program modification as well as meet the demand for the State of TN's new computer science education requirements at the middle and high school levels. Faculty across the specialty areas (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: English as a Second Language PreK-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
InTASC	1	2	3	4	5
Licensure Standards TN	1	2, 3, 5	2, 3	1, 3	1, 2, 3
TESOL International Association	1	2, 3, 5	2, 3	1, 3	1, 2, 3
<i>Course & Assignment:</i>					
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
EDPY 2200 Educational Psychology OR	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction		
CFS 3600 Fam Cmnty Prof Partnerships	Readings, WP, Journal & PIF	Readings, Journal, PIF, WP, Visit & Discussion	Readings, WP, Open House, Journal & Visit	Readings & Journal	
CUED 4700 Edu Data and Assessment	Battelle for Kids; edTPA Task 3			TVAAS review	
ECSP 4100 Dev Approp Pract/K-4	HW, CS, Activity Matrices & Integrated Unit	HW & Activity Matrices	HW & Integrated Unit	Integrated Unit	HW, Integrated Unit, Activity Matrices & CS
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 3840 Field Experiences in ESL	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Lesson Plan
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives
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.
SPED 3050 Universal Design for SPED	Lesson Plan	Lesson Plan	Lesson Plan	Modified Course Agreement/Lesson Plan	Lesson Plan
ESLP 4100 or 5100 ESL Methods & Materials for PreK-12	Study Guides/Multicultural Event	Cultural Exploration Project/ Study Guides	Cultural Exploration Project/Study Guides	Cultural Exploration Project/Study Guides	Study Guides/Multicultural Event
ESLP 4200 or 5200 ESL Assessment/Reading and Writing	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations
ENGL 4511 Intro/Descriptive Linguistics OR TEAE 4500 Linguistics				Project presentations	Project presentations
SEED 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
SEED 4872 Professional Seminar I	Assignments: Assessment Project, Lesson Plan, Theorist Presentation, Weekly Discussion Questions	Assignments: Assessment Project, Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions
SEED 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
SEED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics
SPED 3000 Persons W/Disability Reg Clsrm	IRIS Modules	IRIS Modules	IRIS Modules	Modified Course Agreement	

Program: English as a Second Language PreK-12	CCSSO's Interstate Teacher Assessment and Support Consortium (INTASC)				
	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
InTASC	6	7	8	9	10
Licensure Standards TN	4	3	3	2, 5	2, 5
TESOL International Association	4	3	3	2, 5	2, 5
<i>Course & Assignment:</i>					
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
EDPY 2200 Educational Psychology OR					
CFS 3600 Fam Cmnty Prof Partnerships		Readings & Journal			Readings, Journal, PIF & Discussion
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		
ECSP 4100 Dev Approp Pract/K-4	CS	HW & Integrated Unit		HW & CS	HW & CS
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 3840 Field Experiences in ESL	Lesson Plan	Lesson Plan	Lesson Plan	Reflection Paper	Mentor teacher collaboration/evaluation
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Lesson Plan, TEAM
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
SPED 3050 Universal Design for SPED	Modified Course Agreement/Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	
ESLP 4100 or 5100 ESL Methods & Materials for PreK-12	Study Guides/Instructional Strategies Test	Cultural Exploration Project/Instructional Strategies Test	Instructional Strategies Test/Strategy Presentation	Cultural Exploration Project/Teaching Philosophy	Multicultural Event/Cultural Exploration Project
ESLP 4200 or 5200 ESL Assessment/Reading and Writing	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations	Study Guides/Individual Presentations
ENGL 4511 Intro/Descriptive Linguistics OR TEAE 4500 Linguistics					
SEED 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
SEED 4872 Professional Seminar I	Assignments: Assessment Project, Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Weekly Discussion Questions	Assignments: Lesson Plan, Journal Presentation, Weekly Discussion Questions	Assignments: Journal Presentation, Mock Interview, Weekly Discussion Questions	Assignments: Journal Presentation, Theorist Presentation, Weekly Discussion Questions
SEED 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
SEED 4882 Professional Seminar II	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	
SPED 3000 Persons W/Disability Reg Clsrm	Modified Course Agreement				