

Institutional Effectiveness Report 2021-22

Program: MDS Middle School

College and Department: College of Education, 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.

Program Goals

PG 1: This program will prepare effective teacher candidates to apply their content and pedagogical knowledge and skills to contribute to the academic and developmental growth of diverse P-12 students.

Student Learning Outcomes

SLO 1: 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.

SLO 2: 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.

SLO 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods

SLO 1: 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.

- 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.

SLO 2: 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.

- 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.

SLO 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

- Tennessee Educator Acceleration Model (TEAM). In 2011 the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric—a comprehensive student outcomes-based statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State. This program uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance and application of content knowledge and pedagogical skills during clinical practice. The TEAM rubric evaluates educators across three primary domains: instruction, planning, environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The program chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee.

Results

Nearly all data reported to the university by testing organizations is reported one calendar year behind IE reporting cycles, therefore the most recent data for most indicators is 2020-2021.

Student Learning Outcome 1: 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. 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. Statistical results for TTU were available for the academic years 2018-2019, 2019-2020. The academic year 2020-2021 did not have an exam in which more than five candidates were scored; therefore, no statistical results were provided.

For the 2020-2021 academic year, all the four sections had less than five candidates. No statistical scores were reported to compare with at the State and National levels.

Student Learning Outcome 2: 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. edTPA: edTPA is a performance-based assessment used to measure pedagogical skills and pedagogical content knowledge. It shows what candidates can do, rather than what they plan to do. It is holistic and reflective as candidates integrate learning from across the curriculum and examine teaching practices. The portfolio includes 15 rubrics across 3 tasks (planning, instruction, and assessment) to demonstrate teacher effectiveness. In 2017, the Tennessee State Board of Education voted to require edTPA of all teacher candidates seeking licensure in the state. This requirement will go into effect January 1, 2019; however, Tennessee Tech progressively implemented edTPA in 2012 for all programs with strong support for both candidates and faculty. Currently, candidates complete the edTPA during the residency II/student teaching clinical experience; each rubric is scored on a 5-point scale. Over the past three years (2017-2018, 2018-2019, and 2019-2020), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Middle School ELA, History/Social Studies, Math, and Science portfolios completed by our Middle School candidates across the three years aforementioned. The exception was Middle School Science in 2019-2020, which did not exceed State or National levels for total mean score.

For the 2020-2021 academic year, the total mean score for TTU (45.5) was higher than State (45.2) and National (43.1) total mean scores. Since TTU had no candidates (or no available data) scored during the 2020-2021 year, no mean score data were reported. From 2019-2020: TTU had 0 candidates scored in Middle School ELA, whereas the State and National levels had 13 and 524 candidates scored, respectively. Since no candidates from TTU scored in Middle School ELA, a total mean score was not reported. TTU had 2 candidates scored in Middle School History/Social Studies, whereas the State and National levels had 14 and 419 candidates scored, respectively. Regarding total mean scores for Middle School History/Social Studies portfolios, TTU (49.5) was comparatively higher than both the State (46.9) and National (45.1) levels. TTU had 5 candidates scored in Middle School Math, whereas the State and National levels had 55 and 734 candidates scored, respectively. Regarding total mean scores for Middle School Math portfolios, TTU (49.0) was comparatively higher than both the State (44.9) and National (43.2) levels. TTU had 1 candidate scored in Middle School Science, whereas the State and National levels had 15 and 430 candidates scored, respectively. Regarding total mean scores for Middle School Science portfolios, TTU (43.0) was comparatively lower than both the State (45.4) and National (44.3) levels.

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

	TTU	State	National
2017-2018	47.9	46.3	44.1
2018-2019	48.0	45.9	43.8
2019-2020	47.0	45.8	43.7
2020-2021	45.5	45.2	43.1

Table 2. edTPA data for Middle Childhood ELA

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	1	54.0	2017-2018	15	51.5	2017-2018	494	48.0
2018-2019	0	–	2018-2019	15	–	2018-2019	524	–
2019-2020	0	–	2019-2020	13	–	2019-2020	524	–
2020-2021 Data was 0 or not available at time of reporting								

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

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	0	–	2017-2018	21	–	2017-2018	415	–
2018-2019	1	46.0	2018-2019	10	38.1	2018-2019	481	44.3
2019-2020	2	49.5	2019-2020	14	46.9	2019-2020	419	45.1
2020-2021 Data was 0 or not available at time of reporting								

Table 4. edTPA data for Middle Childhood Math

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	3	47.3	2017-2018	42	45.3	2017-2018	710	43.9
2018-2019	5	51.4	2018-2019	58	45.0	2018-2019	737	44.2
2019-2020	5	48.5	2019-2020	55	46.6	2019-2020	734	45.5
2020-2021 Data was 0 or not available at time of reporting								

Table 5. edTPA data for Middle Childhood Science

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	2	50.0	2017-2018	25	46.3	2017-2018	453	46.0

2018-2019	5	49.4	2018-2019	16	47.5	2018-2019	475	45.3
2019-2020	1	43.0	2019-2020	15	45.4	2019-2020	430	44.3
2020-2021 Data was 0 or not available at time of reporting								

Table 6. edTPA data for English Language Learners

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	2	51.0	2017-2018	24	46.8	2017-2018	709	48.8
2018-2019	1	58.0	2018-2019	36	51.5	2018-2019	648	47.8
2019-2020	0	–	2019-2020	33	–	2019-2020	583	–
2020-2021 Data was 0 or not available at time of reporting								

For the 2020-2021 academic year, the total mean score for TTU (45.5) was higher than State (45.2) and National (43.1) total mean scores. Since TTU had no candidates (or no available data) scored during the 2020-2021 year, no mean score data were reported.

TEAM: In 2011, the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric – a comprehensive, student outcomes-based, statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State (TEAM Rubric). The EPP uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance during clinical experiences. The TEAM rubric evaluates educators across 3 primary domains: instruction, planning, and environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The TEAM rubric aligns with InTASC standards 1-8, demonstrating candidate mastery of Learner and Learning, Content, and Instructional Practice standards. First, the TEAM domain of Instruction (broken into 12 specific components) closely aligns to InTASC standards 1-5. Second, the TEAM domain of Planning (3 components) aligns to InTASC standards 6-8. Lastly, the TEAM domain of Environment (4 components) aligns to InTASC standards 2-3. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASC standards 1-8.

The EPP chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee. Residency candidates are formally evaluated 3 times by a university supervisor and 2 times by a mentor teacher using the TEAM rubric, for a total of 5 TEAM evaluations across the residency year. Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 1,212 evaluations) Instruction = 3.53, Planning = 3.48, Environment = 3.77; 2018-2019 (n = 821 evaluations) Instruction = 3.67, Planning = 3.61, Environment = 4.08; and 2019-2020 (n = 695 evaluations) Instruction = 3.78, Planning = 3.68, Environment = 4.09. The 3-year trend of university

supervisor evaluations shows a gradual increase in mean scores across all 3 domains. Similarly, student teachers are formally evaluated 2 times by the university supervisor and once by the mentor teacher, for a total of 3 formal TEAM evaluations across student teaching (due to the 1-semester time limit versus 1.5 semesters in residency). See TEAM Evaluation Data for aggregate and disaggregate TEAM data across 3 years for both residency and student teaching.

2020-2021: Middle School English Language Arts did not have any evaluation results provided.

2020-2021: Middle School Math did not have any evaluation results provided.

Middle School Math 2017-2018 (n = 17 evaluations) Instruction = 3.6, Planning = 3.5, Environment = 4.0; 2018-2019 (n = 39 evaluations) Instruction = 4.1, Planning = 4, Environment = 4.3; and 2019-2020 (n = 21 evaluations) Instruction = 4, Planning = 3.8, Environment = 4.3.

Table 7. TEAM data for Middle School Math

TTU				
Year	N	Instruction	Planning	Environment
2017-2018	17	3.6	3.5	4.0
2018-2019	39	4.1	4.0	4.3
2019-2020	21	4.0	3.8	4.3

Middle School English Language Arts did not have any evaluation results provided.

2020-2021: Middle School Science did not have any evaluation results provided.

Middle School Science 2017-2018 and 2018-2019 did not have statistical figures provided. The 2019-2020 evaluation was presented as follows (n = 5 evaluations) Instruction = 4.3, Planning = 3.9, Environment = 4.6.

Table 8. TEAM data for Middle School Science

TTU				
Year	N	Instruction	Planning	Environment
2017-2018	–	–	–	–
2018-2019	–	–	–	–
2019-2020	5	4.3	3.9	4.6

2020-2021: Middle School Social Studies did not have any evaluation results provided.

Middle School Social Studies 2017-2018 and 2018-2019 did not have statistical figures provided. The 2019-2020 evaluation was presented as follows (n = 5 evaluations) Instruction = 3.4, Planning = 3.3, Environment = 3.3.

Table 9. TEAM data for Middle School Social Studies

TTU				
Year	N	Instruction	Planning	Environment
2017-2018	–	–	–	–
2018-2019	–	–	–	–
2019-2020	5	3.4	3.3	3.3

Modifications for Improvement

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.

Appendices

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				