

Continuous Improvement Documentation/Minutes

PROGRAM/EPP: Middle Grades Program

Meeting Date: Friday, October 30, 2019

Members Present: Joanne Previts, Miriam Jordan, and Nancy Mizelle

Assessment Changes/Modifications

Assessment/Objective	Data/Data Analysis	Changes Recommended	Action	Progress Monitoring
<ul style="list-style-type: none"> • Reestablish relationship with A&S faculty who teach courses for Middle Grades teacher candidates <ul style="list-style-type: none"> ○ Share updates and concerns ○ Share assessments ○ Share data ○ Determine any changes that need to be made • Revisit MAT assessments and revise as needed 	<ul style="list-style-type: none"> • This relationship needs to be revived to include new faculty and to ensure that the program continues to meet the needs of candidates • Completion of the FY19 SMART report revealed that some of the MAT assessments had drifted and were not assessing candidates on AMLE standards as expected. 	<ul style="list-style-type: none"> • The Interim Dean for A&S has asked to meet with the COE Administration and so this Objective will be put on hold until after than meeting and the MG Program is given permission to move forward with contacting A&S faculty about a meeting. • Faculty determined that changes were needed so that MAT candidates were being assessed with the same assessments as the Initial candidates 	<ul style="list-style-type: none"> • This Objective is on hold. When the Middle Grades faculty is given permission to move forward, the timeline for completion will be modified. • Faculty teaching MAT courses agreed to make changes where possible given the semester had started and concluded to do a comprehensive review of the MAT assessments toward the end of the 	<ul style="list-style-type: none"> • The discussion continues between the COE and A&S administration and so a meeting of Middle Grades and A&S faculty has been delayed until spring. The Program plans to hold at least one meeting with A&S faculty in spring. • Meeting on October 30 with faculty teaching MAT courses.

<ul style="list-style-type: none"> • Convert the Middle Grades M.Ed. program to a fully online format to offer as an additional option. • Work with Shanda to ensure that we recruit at least 6 M.Ed candidates for the 2020-2021 cohort. <p><u>In Response to External Policies and Standards</u></p> <ul style="list-style-type: none"> • Lesson Observation Instrument clarified and Standards stamped. 	<ul style="list-style-type: none"> • Enrollment in the program continues to be low. This move is being made to encourage program growth. • At least 6 candidates are needed to make the program feasible. • Wording is awkward in places; the levels of achievement need to be clearly described; and the different elements aligned AMLE and INTASC standards. 	<p>and in ways that are clearly aligned with AMLE standards.</p> <ul style="list-style-type: none"> • The content of the program will remain; the format will change. • Shanda will focus on recruiting specifically for that program; Nancy will actively recruit across the state. • These changes will be made to prepare for CAEP and to provide a better assessment instrument for our next AMLE SPA review. 	<p>semester after experiencing the assessments they were using.</p> <ul style="list-style-type: none"> • This action will take place in close collaboration with our Early Childhood colleagues so that we can maintain the current cross-listed courses that support both programs. • Email will be sent to Middle Grades principals statewide; formerly accepted students will be contacted. • This work will be completed collaboratively across the unit so that the instrument can be used by multiple programs. Yet, the Middle Grades faculty will take a first step by aligned each element with the INTASC and AMLE Standards at the standard/element level. 	<ul style="list-style-type: none"> • Thinking about this change will begin in spring, 2020, but work on changes will occur no earlier than summer 2020 to prepare for implementation in summer 2021. • Beginning in January applicants will be monitored through data from Graduate Admissions. • This first step has been completed and submitted to the unit for discussion. Further modification will need to be completed with others across programs, but
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<ul style="list-style-type: none"> • Dyslexia – Awareness of: PSC writing a rule • Undergraduate initial certification program limited to 120 hours 	<ul style="list-style-type: none"> • Programs across the state have been directed to infuse coursework to ensure that program completers have an <i>awareness of dyslexia</i>. How this will be defined is still unclear as PSC is still in the process of “writing a rule.” • Statewide programs are being told that they need to limit their program to 120 hours. It remains unclear, however, how proposed changes in the core and other possible considerations (e.g., do the GC1Y and GC2Y courses count in the total hours for 	<ul style="list-style-type: none"> • In the meantime, the Middle Grades faculty is considering ways that the program can respond to this new program expectation. • To show a good faith effort, the Middle Grades program has determined that it would first eliminate EDMG 4150 from the senior spring semester and “redistribute” the content to seminar during the junior year. This solution 	<ul style="list-style-type: none"> • Currently, we believe that there is room in two courses: EDRD 3214 and EDEX 3210 (both required in candidates’ Program of Study) to include the content needed for this <i>Awareness</i>. • We continue to look for other solutions and will talk with colleagues in other programs to see if they have suggestions. 	<p>Middle Grades will use the stamped instrument during Spring 2020.</p> <ul style="list-style-type: none"> • This conversation will continue in spring as EDRD 3214 and EDEX 3210 are being taught and at the end of the semester with candidates to determine their awareness of dyslexia based on their experience in the different courses. • We will monitor this situation closely – watching the Task Force that is working on and making recommendations about the core.
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	<p>candidates?) affect the decisions we need to make about reducing or not the number of hours we have currently in our Middle Grades program.</p>	<p>does cause a problem though in that so doing will reduce the number of hours for candidates during senior spring to 11—not considered a full load, sufficient for financial aid.</p>		
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**Middle Grades Education Program
October 30, 2019
Meeting Minutes**

Noteworthy News

Housekeeping

- Timekeeper:
- Minutes: Joanne

Focus for Today:

- Undergraduate enrollment update
 - Currently: Approximately 20 applicants for fall 2020
- Searches: Currently:
 - Lecture Position: 6 applicants
 - Limited Term Lecturer for MG: 1 applicant
- Middle Grades MAT Program Reflection and Planning update
 - Standards stamping: AMLE and INTASC
 - “EDMG 5214 and 5245: At the end of the semester, faculty will note changes that need to be made in texts and assignments. Key data will be retained with integrity.
 - Differentiated instruction lesson plan removed from EDMG 5214

- Classroom management plan included in EDMG 5245 (fall course)
- Readings added to support the Theory Graphic Organizer assignment
- All objectives stamped with AMLE and INTASC standards (standard & element)

- EDMG 5001

- Teacher Work Sample added
- Instruction and Assessment focus
- New text/readings
- Differentiated instruction
- Classroom management reinforced”

- Undergraduate mandates and issues:

- Dyslexia – Awareness of: PSC writing a rule

- EDRD 3214
- EDEX 3210

- Undergraduate initial certification program limited to 120 hours

- Under consideration is one solution:
 - Eliminate EDMG 4150 from spring senior
 - Content from this course to be “redistributed” to seminar course during junior year

- AMLE-aligned/INTASC Lesson Observation Instrument

- ❖ Grant

- Research and Assessment

- Nancy will write an IRB for the MAT grant; those interested are welcome to join the study

- Program Modification: Candidates:

- Year-long residency: modifications for the structure of the program:
 - Summer I (June and July semester): 5214, 5254, 6111

- Fall: 5001, 5202, 6242
 - Spring: 5960, 6150 (and edTPA)
 - Summer II: four content courses
- Program and Faculty Development: Brainstorming and Planning
 - Standards stamping: Lesson Observation Form
 - Completed
 - Will begin to use spring 2020

Goal(s) for Fall Semester:

- Reestablish relationship with Arts & Sciences faculty
- Revisit MAT assessments and revise as needed

Upcoming Events:

AMLE – November 7-9, 2019

Next Meeting: Data Meeting – DECEMBER 10th 9:00 – 12:00 pm