

Continuous Improvement Documentation/Minutes

PROGRAM/EPP: Middle Grades Program

Meeting Date: Tuesday, December 10, 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 	<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 	<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 	<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 	<ul style="list-style-type: none"> • A meeting between the COE and A&S administration and the Middle Grades and Secondary Program Coordinators has been set for December 12th to provide the A&S administration greater insight into our program needs. The Program continues to plan to hold at least one meeting with A&S faculty in spring. • A review of the

<p>assessments and revise as needed</p> <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 	<p>FY19 SMART report revealed that some of the MAT assessments had drifted and were not assessing candidates on AMLE standards as expected.</p> <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 	<p>that changes were needed so that MAT candidates were being assessed with the same assessments as the Initial candidates 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 	<p>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 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; 	<p>MAT courses taught in fall and the ones to be taught in spring showed that the assessments in place mirrored those in the undergrad program and clearly aligned with AMLE standards. It will be critical to continue this review process through spring and until the faculty teaching the MAT courses is consistent.</p> <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
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<p>at least 6 M.Ed candidates for the 2020-2021 cohort.</p> <ul style="list-style-type: none"> • Submit the Governance paperwork for the MAT program – GREAT grant <p><u>In Response to External Policies and Standards</u></p> <ul style="list-style-type: none"> • Lesson Observation Instrument clarified and Standards stamped. 	<p>program feasible.</p> <ul style="list-style-type: none"> • To create a year-long residency as the grant describes, it is necessary to reorder the courses in the program – not change the content, just change the order in which candidates take the courses. • Wording is awkward in places; the levels of achievement need to be clearly described; and the different elements aligned AMLE and INTASC standards. 	<p>specifically for that program; Nancy will actively recruit across the state.</p> <ul style="list-style-type: none"> • These changes are needed just for candidates enrolled in the GREAT grant cohorts, but they are needed to create the experience for candidates that is described in the grant. • These changes will be made to prepare for CAEP and to provide a better assessment instrument for our next AMLE SPA review. 	<p>formerly accepted students will be contacted.</p> <ul style="list-style-type: none"> • This work will be completed in early spring to move it through governance to prepare for the first cohort in summer 2020. • 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. 	<p>applicants will be monitored through data from Graduate Admissions.</p> <ul style="list-style-type: none"> • This proposal should go to the Graduate Committee in February. • 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 Middle Grades will use the stamped instrument during Spring 2020.
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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 candidates?) affect the decisions we need to make about reducing or not the number of hours we have currently in our Middle Grades 	<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 does cause a problem though in that so doing will reduce the number of hours for candidates during senior spring to 	<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. 	<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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	program.	11—not considered a full load, sufficient for financial aid.		
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**Middle Grades Education Program
December 10, 2019
Agenda**

Updates

- ❖ Assessment Committee
- ❖ MAT meeting

Focus for Today:

- ❖ Fall Data
 - Review and Analysis
 - Format for SMART
 - Note any modifications that are needed
- ❖ Spring Data Points
 - Confirmed
- ❖ Fall 2020 Cohort Interview Schedule

Complete This Semester:

- ❖ Reestablishing relationships with Arts & Sciences
- ❖ SMART Report: Collecting data for FY
- ❖ Review unit data: edTPA; GACE; Initial Candidate Assessment; CAPS; Completer Perception; PBDA

Goal(s) for Next Semester:

- ❖ Governance Proposal for MAT – Grant related
- ❖ Search resolutions (permanent lecturer position; limited-term position)
- ❖ Meeting with A&S faculty

Upcoming Events

Grades posted – December 18, 2019

Spring semester classes begin – January 6, 2020

Fall 2020 Cohort applications due – January 17, 2020

PAGE Academic Bowl – January 25, 2020

Accomplished this semester:

- ❖ Governance Proposal for MED – program modifications to go online
- ❖ SREB collaborative grant

Next Meeting: January 17, 2020 from 9 to 11 a.m.