

Continuous Improvement Documentation/Minutes

PROGRAM/EPP: Middle Grades Program

Meeting Date: Friday, February 21, 2020

Members Present: Joanne Previts, Miriam Jordan, Rachael Bray, Lu Wang, Mike Newton 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 	<ul style="list-style-type: none"> • At the December 12th meeting with the Interim Dean for A&S the Middle Grades program was asked to submit a chart to show the different courses needed from A&S in each semester by the Undergraduate and MAT programs. The MG Program was given permission to move forward with contacting A&S faculty about a meeting. • Faculty determined that changes were needed so that MAT 	<ul style="list-style-type: none"> • Coursework document submitted to Dr. Carrie Cook on January 7, 2020 as per request in the December 12, 2019 meeting. With the permission given to move forward with a meeting with faculty, Middle Grades will plan a meeting to happen before the end of spring 2020. • Faculty teaching MAT courses agreed to make 	<ul style="list-style-type: none"> • The December 12th meeting was held and was helpful in providing A&S administration greater insight into our program needs. After sending two Doodle polls, a meeting of A&S and COE faculty was set for March 30th at 3:00 in Kilpatrick -- the time that was most convenient for the greatest total faculty. • A review of the MAT courses taught in fall and

<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. • Submit the Governance paperwork for the MAT program— GREAT grant The nature of the change in the program 	<p>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 program feasible. • To create a year-long residency as the grant describes, it is 	<p>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 specifically for that program; Nancy will actively recruit across the state. • These changes are needed just for candidates enrolled 	<p>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. • An email was sent statewide to all Middle Grades principals in early February and formerly accepted students are being contacted. • This work will be completed in early spring 	<p>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. This process is ongoing.</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. • Applicants are now being monitored through data from Graduate Admissions. • This proposal should go to the Graduate
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<p>(the reordering of courses only) does not necessitate a submission of a Governance change.</p> <p><u>In Response to External Policies and Standards</u></p> <ul style="list-style-type: none"> Lesson Observation Instrument clarified and Standards stamped. Dyslexia – Awareness of: PSC writing a rule 	<p>necessary to reorder the courses in the program—not change the content, just change the order in which candidates take the courses.</p> <ul style="list-style-type: none"> Wording is awkward in places; the levels of achievement need to be clearly described; and the different elements aligned AMLE and INTASC standards. Programs across the state have been directed to infuse coursework to ensure that program completers have an 	<p>in the GREAT grant cohorts, but they are needed to create the experience for candidates that is described in the grant.</p> <ul style="list-style-type: none"> These changes will be made to prepare for CAEP and to provide a better assessment instrument for our next AMLE SPA review. In the meantime, the Middle Grades faculty is considering ways that the program can respond to this 	<p>to move it through governance to prepare for the first cohort in summer 2020.</p> <ul style="list-style-type: none"> 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. Currently, we believe that there is room in two courses: EDRD 3214 and EDEX 3210 (both required 	<p>Committee in February.</p> <ul style="list-style-type: none"> 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. This conversation will continue in spring as EDRD 3214 and EDEX 3210 are being taught and at the
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<ul style="list-style-type: none"> • Undergraduate initial certification program limited to 120 hours 	<p><i>awareness of dyslexia.</i> How this will be defined is still unclear as PSC is still in the process of “writing a rule.”</p> <ul style="list-style-type: none"> • 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 program. 	<p>new program expectation.</p> <ul style="list-style-type: none"> • 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 11—not considered a full load, sufficient for financial aid. 	<p>in candidates’ Program of Study) to include the content needed for this <i>Awareness.</i></p> <ul style="list-style-type: none"> • We continue to look for other solutions and will talk with colleagues in other programs to see if they have suggestions. 	<p>end of the semester with candidates to determine their awareness of dyslexia based on their experience in the different courses.</p> <ul style="list-style-type: none"> • We will monitor this situation closely – watching the Task Force that is working on and making recommendations about the core.
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Middle Grades Education Program
February 21, 2020
Minute notes

Focus for Today:

❖ Fall 2020 Cohort Update

Nancy updated the status of admissions to the middle grades 2020-21 cohort.

- 100 students have applied.
- There is a concern for equitable admittance to all programs with a goal of about 25 per cohort.
- This is still playing out, with acceptances and program preferences entering into the picture.
- The consensus of those present is that it would not be appropriate, and it would be counterproductive to accept students into the program just to fill spaces.
- We expect acceptance letters to go out next week and there will be a short turn- around time.

❖ Search updates

❖ Karynne Kleine has accepted the position of limited term assistant professor to work with the GREAT grant. The lecturer position search is still ongoing.

❖ A&S Faculty meeting

- Who? When? Where? Critical Issues?
- Nancy met with Dr. Carrie Cook, Dr. Desha Williams, and Dr. Holley Roberts in December. She reported that Dr. Cook is anxious to build the bridge with COE and is supportive of these efforts. She, Dr. Cook, wants to know more about the courses for which we need support. She has approved of us meeting with Arts and Sciences faculty and our goal is to have one meeting this semester. Our target plan is to host it in Kilpatrick 221 before the end of March. We need to send out a scheduling poll to determine the best time to hold the meeting.
- The list of A&S faculty that we would like to invite includes:
- Department Chairs: Drs. Indiren Pillay, biological and environmental sciences; Chavonda Mills, Chemistry, Physics and Astronomy; Matthew Pangborn, English; Aaron MacKinnon, History and Geography; Robert Blumenthal, Mathematics; Min Su Kim, government and sociology
- We also suggested inviting: Drs. Abney, Santarone, and Samples-mathematics; Farhrer and Godwin- government and economics; Callender - English; Busch - chemistry; Mead, S Mutiti and C Mutiti - biological and environmental science.

❖ [I would like to add Dr. Flores – chemistry.

- A goal of this meeting is to share our data with an emphasis on how the disciplinary content knowledge taught in A&S is related to that data.

Suggested data includes: GACE, EdTPA, dispositional information and employer survey.

- ❖ MAT – Placements
 - Getting placements confirmed ahead of the start of the placement semester is a concern. We need to work out a process that assures that students know placements at beginning of semester. The consensus of the group was that this information should be obtained and confirmed in the semester prior to placement.
 - Must have placements in time to get in the 100 hours.
- ❖ Website miscues [Notify Nancy](#) if you see any miscues on the MG website.
- ❖ In fall need to have two versions of EDMG 5960: One with 3 hours listed, and one with 6 hours listed.

Goals for Spring Semester:

- ❖ Meeting with A&S faculty
- ❖ Grant-related IRB Proposal submitted and approved
- ❖ Search resolutions (permanent lecturer position; limited-term position)

Upcoming Events

[EdTPA upload on 3/23](#). [MAT and BS Students arrive at 8:30 and unload at 9:00.](#)

2020 Exit Portfolio Presentations

Junior Day – February 29, 2020 [Joann Previts](#) will represent MG.

Spring Fest – March 7, 2020 [Miriam Jordan](#) will represent MG.

Georgia College
John H. Lounsbury College of Education
Middle Grades Program
Arts & Science Course Requirements

Middle Grades Undergraduate Program		
Fall	Spring	Summer
MAED 3100 Mathematical Investigations*	MAED 4080 Concepts in Algebra** MAED 4510 Concepts in Geometry**	

GEOG 4500 Comparative Regional Geography*	HIST 4415 Georgia: Colony and State** A 3000- or 4000-level HIST, POLS, ECON, GEOG, SOCI, or CRJU course**	
PHSC 4010 Integrated Physical Science*	A 3000- or 4000-level BIOL, CHEM, GEOL, PHSC, or PHYS course**	
ENGL 4448 Adolescent Literature*	ENGL 4116 Structure of Present Day English*	
Middle Grades Master of Arts in Teaching (MAT) Program		
Fall	Spring	Summer
		MAED 5001 Middle Grades Mathematics I*** MAED 5002 Middle Grades Mathematics II***
		BIOL 5012 Middle Grades Life Sciences*** PHSC 5012 Middle Grades Physical Sciences***

*One section for 15 to 25 Cohort students depending on the year

**Seats to accommodate 3 to 10 Cohort students; they choose their second area and so it is difficult to predict how many will choose each discipline

***Currently we need 2 sections of each of the MAT program courses. Beginning in summer 2021 for 3 summers we will need 3 sections to serve students enrolled in the Residency program being served by the GREAT grant.