

## **Operational Plan for Middle Grades Program**

### **Section A**

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### **Welcome to Middle Grades!**

The primary goal of our Middle Grades program is to equip teachers for the 21<sup>st</sup> century learning environment. We offer a rigorous program, embedded with multiple opportunities for hands-on experience, in a variety of learning environments. A typical Middle School graduate will have spent over 300 hours in the classroom ranging from rural settings to urban settings, as they seek to educate the whole child using best-practice instruction and time-honored pedagogies. In addition, the program provides Social Emotional Learning lessons for Middle School teacher candidates as well as Character Education experiences which result in a Character Plus Certifications for every student graduating with a Middle School degree.

### **Program Mission Statement**

Greenville University middle school teacher graduates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning. Our program will develop dispositions that support the teaching of our students.

### **Programmatic Faith Integration**

As students move and work in the classroom on a daily basis, they extend grace, dignity and hope to all students, regardless of gender, race, or cultural background. Following the example of Christ ‘the great teacher’ as found in Matthew 19:14, ‘Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.’ Our students go forth into classrooms as servants of Christ and serve *all* of God’s children. As a result, they may differentiate learning, offer support for the social and emotional needs of children, and extend Christ’s mercy to all.

## Section B

**Program/Major Objectives:** *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students should be able to:

### **The Greenville College Teacher Education Program Outcomes:**

**Outcome #1:** Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

**Outcome #2:** Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

**Outcome #3:** Be able to create positive learning environments for students from varied cultural milieus.

**Outcome #4:** Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

**Outcome #5:** Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

**Outcome #6:** Be able to use a variety of assessment strategies and techniques to assure positive student development.

**Outcome #7:** Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.

**Outcome #8:** Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

**Outcome #9:** Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

**Outcome #10:** Exemplify in planning and demonstrate in practice the dispositions articulated by Unit faculty as necessary for all teacher education candidates.

**Outcome #11:** Be able to communicate effectively in both written and spoken modes with all constituents.

**Outcome #12:** Be a model of hope --consistent with the Mission Statement of Greenville University to be a “Christ-centered” college in the liberating arts and sciences.

### **Middle School Education - Fulfillment of the SLOs**

Contained in the Middle School Education program, we are enabling the teacher candidates to fulfill the mission of GU by providing experiences that support and encourage teacher candidates in developing in the areas of our student learning objectives. These experiences include work completed within the courses teacher candidates participate in as well as their experiences completing field and clinical work in P-12 classrooms. Our teacher candidates reflect on their role as a future teacher and what it means to be a model of hope for their students. Our candidates gain an understanding of how the teaching profession is part of the larger human services

entity. We help teacher candidates fulfill our SLOs by carefully structuring projects and integrating related field experiences into the coursework.

### **Middle School Education - Connections to Greenville University as a Whole**

Many of the courses offered in the middle education content areas also meet requirements within the general education curriculum. In addition, teacher candidates benefit from the broader liberal art general education as they must create and develop interdisciplinary units for their students, consider how theory and research drives instructional decisions, use data to determine student needs as well as appropriate instruction, and be prepared to educate the whole child. Alumni surveys provide evidence that are teacher candidates are successful teachers in a profession that naturally encompasses the attributes of character and service. Successful alumni not only serve to represent Greenville University in a positive way but are also more likely to contribute to the University in a number of ways.

Section C

| Program Learning Objectives                    | Core Required Courses / Learning Opportunities |     |     |     |     |         |           |         |                  | Middle Grades Education Courses |     |     |     |     |
|--|--|-----|-----|-----|-----|---------|-----------|---------|------------------|---------------------------------|-----|-----|-----|-----|
|  | 101  | 202 | 280 | 282 | 333 | 340/418 | Clinicals | Seminar | Student Teaching | 342                             | 431 | 432 | 436 | 472 |
| PO 1   |  |     |     | I   |     | D       | M         | M       | M                |                                 | D   |     | D   | D   |
| PO 2   |  | I   | I   | D   | D   | D       | M         | M       | M                | D                               | D   | D   | D   | D   |
| PO 3   | I  | I   |     |     | D   | D       | M         | M       | M                | D                               | D   | D   | D   | D   |
| PO 4   | I  |     | I   | D   |     | D       | M         | M       | M                | D                               | D   | D   | D   | D   |
| PO 5   | I  |     |     |     |     | D       |           | M       | M                | D                               | D   |     | D   | D   |
| PO 6   |  |     |     |     | I   | D       | M         | M       | M                | D                               | D   | D   | D   | D   |
| PO 7   | I  | I   | I   |     |     | D       |           | M       | M                | D                               | D   | D   | D   | D   |
| PO 8   | I  | I   |     | D   |     | D       |           | M       | M                | D                               | D   | D   |     |     |
| PO 9   | I  | I   |     |     | D   |         |           |         | M                | D                               | D   | D   | D   | D   |
| PO 10  |  | I   | D   | D   |     |         | M         |         | M                |                                 | D   | D   | D   | D   |
| PO 11  | I  |     | D   |     |     | D       | M         |         | M                |                                 | D   |     | D   | D   |
| PO 12  | I  |     |     |     | D   |         |           |         | M                |                                 | D   |     | D   | D   |
| Key: I = Introduced D = Developed M = Mastered |  |     |     |     |     |         |           |         |                  |                                 |     |     |     |     |

Section D

| SLOs                                       | Charlotte Danielson  | InTASC Standard | Program Objective | Level of Mastery (IDM) | Term           | Course number | Key Learning Activities  | Benchmark | Assessment method |
|--|----------------------|-----------------|-------------------|------------------------|----------------|---------------|--|-----------|-------------------|
| <b>Cycle One (at in the Initial Level)</b> |                      |                 |                   |                        |                |               |  |           |                   |
| 1,2,4,6                                    | 4a,4e,4f,4d,4f       | 9,10            | 3,4,5,7,8,9,11,12 | I                      | Fall/Interterm | 101           | Personal Analysis Paper (9), Field Experience Reflection (10)  | >70%      | Rubrics           |
| 1,5  | 1b, 4a,4e,4f.        | 2,9             | 2,3,8,9,10        | I                      | Interterm      | 202           | Research Project (2), Cooperating Teacher Evaluation Paper (9) | >70%      | Rubrics           |
| <b>Cycle Two (at the Developing Level)</b> |                      |                 |                   |                        |                |               |  |           |                   |
| 2,4,6                                      | 1b, 4c,4d,4f         | 2,10            | 2,4,7,10,11       | I/D                    | Fall/Spring    | 280           | Diverse Learner Presentation (2), IEP Team Simulation (10)     | >70%      | Rubrics           |
| 2,4,6                                      | 1b,1c,1e,3c,3a,3c,3f | 1,5,            | 1,2,4,8,9,10      | I/D                    | Fall/Spring    | 282           | Reflection paper on Neuroscience and                           | >70%      | Rubrics           |

|  |                                     |                      |                 |     |             |                    |  |      |         |
|--|-------------------------------------|----------------------|-----------------|-----|-------------|--------------------|--|------|---------|
|  |                                     |                      |                 |     |             |                    | Student Learning (1), Theory Presentation (5)                |      |         |
|  | 1a,1e,3c,3a,3c,3f,1f,3d,1b,1e,3b,3c | 4,5,6,7,8            |                 |     |             | 431, 432, 436, 472 |  |      |         |
|  |                                     |                      | 1,2,3,4,5       |     |             | 450,451, 418,      |  |      |         |
| <b>Cycle Three (at the Developing Level)</b> |                                     |                      |                 |     |             |                    |  |      |         |
| 2,4,6  | 2a,3c                               | 3                    | 2,3,6,9,12      | I/D | Fall/Spring | 333                | CMP T1 (3), Data Collection Project (C.D)                    | >70% | Rubrics |
| 2,3  | no field                            | 6                    | 1,2,3,5,6,10    | I/D | FALL/Spring | 340/418            | Formative Assesment, Performance, Intrepative Assessment (3) | >70% | Rubrics |
|  | 1a,1e,3c,3a,3c,3f,1f,3d,1b,1e,3b,3c | 4,5,6,7,8            |                 |     |             | 431, 432, 436, 472 |  |      |         |
|  |                                     |                      | 6,7             |     |             | 413,417            |  |      |         |
| <b>Cycle Four (at the Mastery Level)</b>     |                                     |                      |                 |     |             |                    |  |      |         |
| 2,4,6  | 1,2,3,4                             | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,6,10,11 | M   | Fall/Spring | 410                | edTPA  | >70% | Rubrics |



|             |         |                      |                            |   |             |     |       |      |         |
|-------------|---------|----------------------|----------------------------|---|-------------|-----|-------|------|---------|
| 1,3,5,6     | 1,2,3,4 | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,5,6,7,8            | M | Fall/Spring | 482 | edTPA | >70% | Rubrics |
| 1,2,3,4,5,6 | 1,2,3,4 | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,5,6,7,8,9,10,11,12 | M | FALL/Spring | 421 | edTPA | >70% | Rubrics |
|             |         |                      |                            |   |             |     |       |      |         |

### Description of Assessment Process

Greenville University’s School of Education employs multiple measures to ensure that students are meeting learning objectives. The quality of the educational programs is demonstrated through the review of individual course assessments and program assessments.

Student learning outcomes are available to all stakeholders and constituents and are communicated through Impact Measures, which include Impact on P-12 Learning and Development, Indicators of Teaching Effectiveness, Satisfaction of Employees and Employment Milestones, and Satisfaction of Completers. End of Semester Program Assessment Reports are completed at the end of fall and summer semesters and the End of Year Program Assessment Report is completed at the end of the spring semester.

Course Evaluation data are compiled at the end of every course through the IASystem and the complete evaluations are then published to the Instructor, Program Administrator, and Dean, for their review. Faculty Course Assessment Reports (FCARs) are completed by the instructor, or teacher of record, after each block or semester. Student Feedback and Instructor Reflection are reviewed by the

instructor and Proposed Actions for Course Improvement are then devised and added to the FCAR. The completed FCARs are submitted to the Program Administrator and shared to the Institutional Research for Improvement course for review.

Alumni Survey Data, Senior Survey Data from the Greenville University National Survey of Student Engagement (NSSE), and Standardized Test Scores (edTPA, Content Area, Exit Interviews, and ACT) are all compiled and assembled into the Annual Reporting Measures for Academic Year. This report is shared at the department level, committee level, and also published on the Greenville University website. Faculty discussion regarding the reported data is held during the department meeting when the report is presented. Operational Plans for each program are completed by the Program Coordinator annually and course objectives are broken down to be evaluated annually on a cyclical basis. The Dean of the College Social Sciences and Education as well as the Dean of Assessment and Institutional Research are responsible for program assessment oversight and program alignment.

All of these information sources reveal whether or not students are achieving the program goals and objectives and any exceptions or trends. Impact Measures are reported annually and disaggregated by program. The *Impact on P-12 Learning and Development* provides Greenville University program completers' data demonstrating their students' growth or attainment on two or more assessments, measured with two or more points in time. The *Indicators of Teaching Effectiveness* table and graph indicates the average of a cohort's edTPA score, disaggregated by content handbook, and compares it to the state's average scores. A comprehensive table is included comparing all handbooks against state and national data for the academic year. Student's academic

strength is reported by program for average ACT/SAT score, high school GPA, Postsecondary Transfer GPA, Postsecondary Graduate GPA and Cumulative GPA.

The *Satisfaction of Employees and Employment Milestones* report measures employer satisfaction of Greenville University graduates as well as the success of graduates in securing employment. Surveys are sent to employers one year after the program completers graduated utilizing a Likert Scale to measure the employers' evaluation of the SOE's effectiveness to prepare teachers who possess both the professional content knowledge and disposition to be successful. Satisfaction of Completers is a survey from the state of Illinois which is sent to alumni who have completed an initial licensure program through the School of Education. The purpose of the survey is to measure their satisfaction with the teacher preparation program using a Likert Scale.

### **Assessment Timetable**

An End of Semester Assessment Report is prepared by the Program Coordinator for each program bi-annually and presented at a faculty meeting for discussion and review. Each report lists assessment methods and benchmarks and designates one assignment that best represents an objective at the Introductory, Developmental, and Mastery levels. An analysis is then performed to discuss the actual findings and the desired results. An explanation of program changes and the impact on student learning is explored as well as the changes made to the program after the previous assessment effort. The findings are all shared and discussed at the end of the semester faculty meeting. At the conclusion of the spring semester, the End of Year Assessment Report includes a full reflection of the

academic year, fall, interterm, and spring. This report includes two semesters of data to reflect upon. Learning objectives are examined and compared between the fall and spring semesters. Plans for the course moving forward are listed and discussed.

Course Evaluation data is collected online through the IASystem and reported at the conclusion of each block and semester. This evaluation lists the students' response rate, an overall summative rating (0=lowest, 5=highest), and a Challenge and Engagement Index (1=lowest; 7=highest). Students are surveyed on summative items such as course content, instructor contribution and effectiveness. Open-ended questions

Faculty Course Assessment Reports (FCARs) include a final grade distribution, separated by the entire class and major students only. A table is provided to list the program objective number and its corresponding course objective. The assignment for each course objective is listed along with the benchmark and the number and percent of students meeting or not meeting the benchmark. Any modifications made to the course based on previous assessment data are listed along with student feedback and reflection. The instructor then examines the results of the objectives along with the student feedback and devises proposed actions for course improvement if deemed necessary.

End of Semester Assessment Reports and End of Year Assessment Reports are prepared and presented at faculty meetings. This allows the sharing of responsibility for meeting course and program objectives. Our assessment cycle is comprised of defining and documenting student learning outcomes, assessing those outcomes, and analyzing results to plan for changes in the course or program.