

Middle Level Education

Goal 1

Develop and implement strategies to address recruitment and retention.

Objective 1a: Meet with key stakeholders to target populations across the state in order to increase awareness of the program and conduct specific recruiting activities.

Objective 1b: Develop strategies and instruments that capture the retention, recruitment, and placement/success of students after graduation.

Rationale: Data indicates that the middle level program has a high retention and graduation rate. However, it is unclear as to how students are deciding to enter the middle school education program, the best strategies/practices that are being used to retain students, and the best method to track students and their success once they leave the program.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> • Middle School Advisory Council • Program Director • Program Completers • Preservice Middle Level Teachers • Advising • IRB • Graduate Assistant 	<ul style="list-style-type: none"> • Host Middle School Advisory Council meetings. • Develop and send survey post cards or emails to program completers. • Host pre-graduation/post program completion focus groups with preservice teachers. • Work with advising to develop instruments that can be used to track students 	<ul style="list-style-type: none"> • Meeting minutes indicating ideas represented for recruitment, retention, and tracking of middle school preservice teachers and program completers. • Focus group transcripts indicating program completers' perceptions of recruitment, retention, and tracking of middle level program completers. • Minutes from advising meetings that indicate 	<ul style="list-style-type: none"> • Data that indicates the recruitment, retention, and tracking of middle level preservice and program completers. • Developed instruments used for the tracking of the recruitment, retention, and tracking of middle level preservice teachers. 	<ul style="list-style-type: none"> • Data reporting that gives empirical evidence to support recruitment, retention, and tracking of middle level preservice teachers.

	upon entrance and exit of the program.	instruments being gathered/created to track students' recruitment, retention, and post-graduation activities.		
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Goal 2

Develop and implement strategies to increase student awareness and proficiency in culturally responsiveness.

Objective 2a: Provide best practices for preservice teachers to become proficient in culturally responsiveness.

Objective 2b: Track and gather data that indicates the development of culturally responsiveness over the course of the middle program degree completion.

Rationale: In an effort to demonstrate proficiency in diversity for CAEP, the middle school program will engage students in culturally responsiveness through practicum placements, action research, and course work. Engaging students in culturally responsive practices will enable the middle level candidate to implement such practices in environments where biases have not been addressed or environments that serve diverse populations. Such proficiency will increase candidate viability for employment and improve recruitment of marginalized populations to the middle school program.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> • Middle School Advisory Council • Program Director • Advising • BSED • EPPC • RFT • Director of School and Community Partnerships • Field Placement Office • Data Assessment/Taskstream Coordinator 	<ul style="list-style-type: none"> • Find potential schools that will allow for specific practicum placements where students can engage in culturally responsiveness. • Create a program change to add MID 421 into the professional education requirements for middle level preservice teachers (this will not increase the number of hours for program completion). • Work in conjunction with the BSED initiative to provide 	<ul style="list-style-type: none"> • Agreements that indicate middle level preservice teachers will be able to complete practicum placements in diverse and non-diverse school settings. • Program change submitted to the EPPC. • Meeting minutes indicating the progression of finding professional development for culturally responsiveness. • Documentation of Siwatu’s survey being implemented into Taskstream. 	<ul style="list-style-type: none"> • Intense instruction in culturally responsiveness to include feedback provided for students in MID 421 and MID 439 during their practicum placements. • Professional development opportunity provided for middle level candidates in which they learn culturally responsive practices. • Opportunities for middle level preservice teachers to engage in action research and present/publish their findings about culturally responsive practices within their specific content area. • Data collected to indicate middle level preservice teachers’ 	<ul style="list-style-type: none"> • Specified practicum placements. • Increased employment in diverse settings. • MID 421 added to the middle level professional education block beginning in fall 2019. • Peer-reviewed presentations and publications for preservice middle level teachers. • Written publication detailing accurate collection of students’ proficiency in a culturally

	<p>professional development in culturally responsiveness to preservice teachers.</p> <ul style="list-style-type: none">• Implement Siwatu's (2007) culturally responsive self-efficacy survey on the middle school Taskstream template.		<p>self-efficacy in culturally responsiveness.</p>	<p>responsive disposition.</p>
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Goal 3**Sustain and increase partnerships with various school districts.**

Objective 3a: Increase the number of candidates enrolled in the yearlong internship program.

Objective 3b: Increase the number of school districts (to include rural and out-of-area school districts) that are hosting yearlong internship candidates.

Rationale: By promoting the continuous development of collaboration between school districts across the state through the increase of students who are in yearlong internship and school districts that are willing to host students, the middle level program will continue to help the college of education in the accreditation process by providing evidence for CAEP Standard 2.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> • Middle School Advisory Council • Program Director • Program Completers • Preservice Middle Level Teachers • Director of School and Community Partnerships • Field Placement Office • University Supervisors • Cooperating Teachers • Advising 	<ul style="list-style-type: none"> • Host middle school advisory council meetings in which participants that include key stakeholders within different educational settings express their thoughts on strengthening the yearlong internship and practicum placements. • Meet with Director of School and Community Partnerships to brainstorm strategies for sustaining and increasing the number of schools involved with the yearlong internship. • Conduct surveys and focus group interviews with students in the yearlong internship program to help modify program expectations. 	<ul style="list-style-type: none"> • Meeting minutes indicating the recommendations made from each of the committees. • Developed and refined plan based upon the recommendations from various stakeholders. • Program change submitted to EPPC to indicate change in course schedules to filter students into yearlong internship. • Analysis of gathered data from hey stakeholders in relation to yearlong internship improvement. 	<ul style="list-style-type: none"> • Increased enrollment and participation in the yearlong internship from all stakeholders. • New degree plan requirements that take effect in fall 2019. • Program review report. 	<ul style="list-style-type: none"> • Enrollment and participation data.

	<ul style="list-style-type: none"> • Conduct surveys and focus group interviews with university supervisors/cooperating teachers in the yearlong internship program to help modify program expectations. • Meet with advising to arrange schedules for students to be in the yearlong internship. 			
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