# READING, FOUNDATIONS AND TECHNOLOGY

A Review of Department Programs for
Continuous Improvement Initiatives

Annual Report
2018-2019

College of Education
Reading, Foundations and Technology
Departmental Annual Report, 2018-2019

A. Academic Programs
   a. Develop a table that includes the name of each program in your department, its level (BSEd, MSEd, certificate, etc.) and the enrollment head count and SCH for the past 5 years. This information is available on the Dashboard. See sample table below.

| Program | Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Increasing Static Decreasing |
|---------|-------|---------|---------|---------|---------|---------|------------------------------|
| Literacy/Reading | MSED | 174/883 | 84/895 | 103/1185 | 111/1174 | 118/1227 | Increasing |
| Literacy Grad Cert | CERT | | 2/9 | 1/13 | 3/21 | 1/6 | Decreasing |
| Dyslexia Grad Cert | CERT | | | | | 20/60 | Static |
| Educational Technology | MSED | 108/674 | 54/628 | 51/564 | 51/514 | 39/468 | Decreasing |
| Ed Technology Grad Cert | CERT | 18/89 | 7/66 | 2/12 | 2/20 | 1/12 | Decreasing |
| Middle School | BSED | 229/2795 | 140/3168 | 140/3249 | 157/3133 | 131/3181 | Static |
| MAT | MA | 183/1169 | 76/847 | 63/620 | 46/538 | 48/539 | Static |
| MAT-Joplin | MA | 47/207 | 21/193 | 15/130 | 7/80 | 6/37 | Decreasing |
| MATL | MA | | 8/75 | 28/338 | 30/373 | 24/286 | Decreasing |
| SETL | EdS | | 6/54 | 10/127 | 7/86 | 7/79 | Static |

   b. Develop a table that includes the name and level of all the programs in your department and the number of graduates for each of the past 5 years.

| Program | Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19[1] | Increasing Static Decreasing |
|---------|-------|---------|---------|---------|---------|----------|------------------------------|
| Literacy/Reading | MSED | 23 | 21 | 24 | 24 | 19 | |
| Educational Technology | MSED | 18 | 17 | 10 | 22 | 7 | |
| Middle School | BSED | 21 | 30 | 16 | 32 | 8 | |
| MAT | MA | 12 | 15 | 20 | 14 | 8 | |
| MAT – Joplin | MA | 1 | 6 | 4 | 4 | 0 | |
| MATL | MA | | | 0 | 10 | 8 | |
| SETL | EdS | | | 0 | 3 | 1 | |

1 Includes Su18 and Fa18 only. 2017-18 column has been corrected to include Sp18 numbers. No attempt was made to go back more than one year.

c. **Develop a table that includes the name and level of all the programs in your department and the number of diverse candidates for each of the past 5 years**.

| Program | Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Increasing Static Decreasing |
|---|---|---|---|---|---|---|---|
| Literacy/Reading | MSED | 6 | 5 | 5 | 5 | 7 | Static |
| Educational Technology | MSED | 20 | 16 | 9 | 12 | 6 | Decreasing |
| Middle School | BSED | 18 | 18 | 15 | 15 | 14 | Static |
| MAT | MA | 17 | 11 | 8 | 9 | 9 | Static |
| MAT-Joplin | MA | 5 | 5 | 3 | 1 | 2 | Static |
| MATL | MA | | | 1 | 0 | 0 | Static |
| SETL | EdS | | | 1 | 0 | 0 | Static |

d. **What conclusions do you draw from the above three tables regarding enrollments, recruitment efforts needed, number of diverse candidates, etc.**

An analysis of the data for 2018-19 academic year indicated that five of ten programs listed declined in headcount and credit hour production. Only one program, Literacy, was categorized as *Increasing*. Even so, the increase was slight at best; however, the five year trend for both headcount and credit hour production has shown improvement over the five year period. The first cohort for the newly approved Dyslexia Graduate Certificate began coursework in Sp19. A second cohort will begin coursework in Su19.

When reviewing the number of diverse candidates since 2014-15, enrollment has been fairly static in all programs, except Educational Technology. From a high of 20 students in 2014-15, the enrollment of diverse candidates has declined to six in 2018-19. The mean enrollment over the five years is 12.6 students of diversity. While the percent of faculty of diversity remains high in RFT and especially in Educational Technology (66%), this does not seem to be variable impacting the enrollment of students of diversity.

Recruitment, enrollment and retention are a focus of program improvement efforts. Each program has developed a Continuous Improvement Quality Assurance Program (CIQAPP) that includes goals and objectives for each program. Recruitment, enrollment and retention are the main focus for each program. In Su19, programs will review goals found in the CIQAPP, evaluate strategies and activities and determine next directions for 2019-20. CIQAPPs will be revised based on the evaluation of the program regarding efforts to recruit, enroll and retain students in their programs. With declining enrollments in higher education and colleges of education, program faculty must commit to addressing these issues in order to keep programs viable in the future.

**Literacy/Reading**
The focus of Literacy for 2018-2020 has been to revise the program and meet accreditation requirements in their Specialized Professional Association (SPA), International Literacy Association (ILA). Courses were revised and assessments (eight total) were created to measure students growth during their time in the program. Preliminary results are positive.

The program coordinator and faculty have attended recruiting fairs in order to increase enrollment in the program per activities identified in the CIQAPP. A component addressing recruitment of candidates of diversity should be added to the CIQAPP for the 2019-20 academic year. A goal for recruitment of diverse candidates, such as 5%, with a final goal of 20% by 2024 over the next three years could ensure a diverse population.

**Educational Technology**

Enrollment and credit hour production have declined in Educational Technology since the 2014-15 academic year. Program faculty have taken a proactive approach by first identifying goals for recruitment, enrollment and retention, which are found in the CIQAAP, and by attending recruiting events through the university and networking at major conferences. While diversity stands at 20.9% on average over the last five years, in 2018-19, diversity enrollment had dropped to 15.4%. This illustrates an area that should be monitored through the continuous improvement model to ensure high levels of candidates in Educational Technology come from diverse populations. As stated above, 66% of the instructors in Educational Technology program are from diverse populations, which should be a positive factor in recruiting students of diversity.

The 2017-18 academic year brought a renewed emphasis on keeping the program relevant, especially in the ever changing environment of technology. EDT 520 was revised to focus G Suites; however, it is evident that this change in curriculum did not fulfill the need of candidates enrolled in this course. Further study is required to keep this course relevant for the needs of candidates in the Elementary and Early Childhood Education candidates. One instructor was tasked with studying issues associated with educational technology in order for the program to remain relevant in the future. Regular meetings with an advisory council are valuable for gaining knowledge of what public school teachers and students need in terms of technology training for the classroom.

**Middle School**

During the 2017-18 academic year, the program coordinator revised certification requirements in the Middle School Program. This action required the deletion of several programs, which were replaced by four content strands that meet MoDESE requirements. The changes were approved through governance at MSU and new matrixes were submitted to MoDESE, which were subsequently approved, as well.

The Middle School Program, in effect, has become a site-based program. Students do much of their work in a public school setting. Of note is the year-long internship where students complete the practicum and student teaching requirements in the same building. These are high need middle schools in an urban setting.

The program coordinator has engaged candidates in professional activities designed to teach about how to contribute the profession at a higher level than just being a classroom teacher. Students attend national conferences and make scholarly presentations regarding their work.

The middle school CIQAPP is focused on recruitment, enrollment and retention. When total enrollment is compared to total enrollment of candidates of diversity over the five year period, approximately 10% of the middle school candidates are from diverse backgrounds. A goal for

recruitment of diverse candidates, such as 5%, with a final goal of 20% by 2024 over the next three years could ensure an increasingly diverse population.

An important component of the middle school program is teacher certification. Teacher certification is awarded in four areas: language arts, social studies, mathematics and sciences. The tables found in Attachment F represent the progress of students toward earning teacher certification in the middle school program.

**Master of Arts in Teaching (MAT)**
The MAT Program has been in decline over the past five years. The MAT CIQAPP is focused on recruitment, enrollment and retention. A new coordinator began work with the MAT program and quickly initiated strategies to increase enrollment. Concurrently, MoDESE changed the process for alternative certification by using the MOCA as an assessment of content knowledge and an undergraduate degree in or related to the area of certification as benchmarks for certification and entrance into the MAT. Pieces are in place to facilitate enrollment into the MAT program in a manner that eliminates taking additional content courses, costing thousands of dollars in tuition and a major time commitment by the candidate. The admissions process to the MAT is currently under study with recommendations coming in 2019. ZOOM continues to be used to increase accessibility in the program for students living more than 30 miles from campus. While 13.6% of the total enrollment over the past five years are from diverse populations, strategies to recruit candidates from diverse populations should be addressed in the CIQAPP.

The MAT Program is one of two programs that lead to teacher certification in the RFT Department. These data are monitored by the department as well as enrollment. The following table presents the number of MAT students by cohort who become certified, 2010-2018.

Teaching, Master of Arts in-MAT

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | |
| 2010-11 | 46 | 0 | 1 | 18 | 1 | 0 | 2 | 0 | 0 | 47.8% |
| 2011-12 | 35 | | 0 | 1 | 14 | 3 | 1 | 0 | 1 | 57.1% |
| 2012-13 | 37 | | | 1 | 2 | 12 | 3 | 2 | 0 | 54.1% |
| 2013-14 | 35 | | | | 0 | 13 | 7 | 0 | 0 | 57.1% |
| 2014-15 | 23 | | | | | 1 | 7 | 6 | 1 | 65.2% |
| 2015-16 | 20 | | | | | | 1 | 5 | 4 | 50.0% |
| 2016-17 | 15 | | | | | | | 2 | 2 | 26.7% |
| 2017-18 | 14 | | | | | | | | 0 | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

Retention is a vital concern for each program. A component of that, with completion, is the number of students who earned Missouri teacher certification in an expected time frame. For example,

one would expect students in the 2010-11 cohort to be certified within 3 semesters. The data does not indicate that is happening. The consequences of these findings should be studied.

**Master of Arts in Teaching and Learning (MATL)**
In past years, the MATL and SETL programs have started one new cohort per year. For the 2019-2020 academic year, however, we have worked hard to start three new cohorts—one in Nixa, one in Springfield, and one in West Plains. At this time, interest in the cohort in West Plains area may not yield enough teachers to start a cohort, but the cohorts in Nixa and Springfield are confirmed. In the future, direct contact with school districts in the area will continue to create more site-based cohorts—as we have done in the past. Conversations are already underway for more local cohorts for the 2020-2021 academic year.

The first graduates for the MATL occurred in 2018. In 2018-19, there were two Springfield cohorts—one in its first year, and the other in its second. As noted above, more cohorts in other locations are planned, while maintaining the existing sites. This program's CIQAPP focuses on recruitment, enrollment and retention. Over the last five years, 17.8% of candidates were from diverse populations, which is higher than the percentage for the teacher workforce in Missouri. While this is healthy, additional focus should be placed on recruiting diverse candidates.

**Specialist in Education Teacher Leadership**
This EdS program enhances the knowledge, skills and dispositions of candidates in teacher leadership roles in the public schools. These individuals do not want to be a principal or administrator, but want to contribute to the leadership capacity at the teacher level in order to effect school improvement initiatives. A CIQAPP was developed to focus on recruitment and enrollment. As program faculty visit schools interested in starting a cohort, the discussion must include recruitment of diverse candidates. Since 2016-17, 2.5% of candidates are identified with a diverse population.

> e. **Briefly describe departmental plans to incrementally increase enrollments in individual programs or in the department as a whole.**

**Literacy (See Appendix A)**
The Literacy Program is pleased with current enrollment, noting that most courses are filled to capacity with many courses requiring additional sections. However, the program would like to continue growing. Program faculty met with the literacy program advisory committee, comprised of current and past graduate students, in spring 2019. The information gained during this meeting allowed faculty to determine strengths and areas for improvement for the program, which will help us continue to adapt to student needs. The program faculty plans to continue meeting with the advisory committee on a regular basis to determine how to continually grow the program. The program coordinator regularly attends recruiting events off campus, but has seen a greater increase in enrollment from visiting undergraduate courses on campus. The program coordinator will continue to attend recruiting events off campus, as well as expand the courses visited on campus to continue to increase student enrollment in the literacy program.

**Educational Technology (See Appendix B)**
Based on goals and objectives in the CIQAPP, a review was conducted of the number of hours required for the EDT Graduate Certificate. Program faculty in consultation with the advisory council recommended decreasing the number of credit hours required to earn the certificate while ensuring the appropriate knowledge and skills are included for a rigorous and meaningful experience. A program change passed through governance in 2018; the required number of credit hours has been reduced to 12 in order to make the Ed Tech Graduate Certificate more appealing, while still maintaining rigor and content. This should effectively increase enrollment, but at this time, there is not enough data to compare.

Additionally, the EDT Program Coordinator attends recruitment events at education fairs and career fairs at various on and off campus events and locations; speaks to ELE 302, SEC 302, RDG 318, EDC 345, and GEP 101 classes to recruit those students to the Accelerated Master's Program; speaks to the ELI classes to recruit international students into the EDT programs; and meets individually with prospective students face-to-face, and via telephone conferences.

In coordination with the Graduate College's new CRM Program, we have successfully streamlined the new graduate student inquiry process and shortened the response times to those inquiries.

**Middle School (See Appendix C)**
The program uses several recruitment methods to attract potential students. The Program Coordinator attends the Major's Fair, serves on the Living Learning Community committee, and organizes the Middle School MAP conference where students from marginalized populations come to the Missouri State campus for a tour and attend classes prepared by middle school preservice teachers. Students who are a part of the Collegiate Middle Level Association attend the Transfer Day in the spring; some of the members of this group also attend and present at the national conference for middle level education where program brochures and recruitment items are distributed. Advisement attends Fall Showcase, Admitted Student Day, and Summer Visit Day. They also have prospective meetings with visiting high school and transfer students who come to campus and conduct in-class visits to local community colleges.

**MAT** (see Attachment E)
Based on goals and objectives in the CIQAPP, a review of the application and admission process was conducted. Findings from the review indicated that the application and admission process was not operating efficiently and effectively. For example, applications were in the system but were not moving forward in a timely manner, if at all. A committee of individuals recommended and implemented changes to the process, which included the involvement of more individuals with expertise in admissions and certification. As of this writing, the coordinator predicts approximately 20 students will enroll in the Su19 cohort, which would be an improvement over recent years, and candidates are currently being accepted for the Su20 cohort.

| COHORT | N-Spfd | N - Joplin | N - West Plains |
|--------|--------|------------|-----------------|
| **Su15** | 15 | 11 | -- |
| **Su16** | 16 | 12 | -- |
| **Su17** | 17 | -- | 8 |
| **Su18** | 18 | -- | -- |
| **Su19** | 20 | -- | -- |

**MATL/SETL (See Appendix D)**
Based on goals and objectives identified in the CIQAPP, recruitment and retention will remain a critical focus for the coming years. While brochures and recruiting fairs are staples of the process to increase enrollment, personal contact by the program director is essential in building a deep understanding of the program. A review of student evaluations indicates the value of this degree. Students indicated it deeply changed how they thought about teaching and learning and the effects in the classroom were meaningful.

### B. Assessments for Data-Driven Decision Making

Assessments, both at the unit (EPP) and program level, have been designed and entered in the Taskstream system, if initial certification is included in the program (i.e., MAT and Middle School). Each program has key assessments related to state and national standards. Programs annually review their data in order to ensure standards are being met and continuous improvement occurs. In addition, the MSED-Literacy adheres to the International Literacy Association SPA standards, which requires the program to use assessments aligned to these standards. Eight new assessments were developed during the 2017-18 academic year. The EDT program is making course, program, and assessment changes which will enable it to make application for membership to the International Society for Technology in Education SPA. Once achieved, SPA membership reviews must be resubmitted on a regular basis to ensure programs are using data to continuously improve their programs.

Programs regularly review program data in order to determine the effectiveness of sustaining and improving quality for candidates. Coordinators, with the department head, reviewed data that included enrollment, graduation rates, certification rates, if applicable, number returning to the department and no return. In one case, for example, an analysis of the data found that 86 candidates had not returned to one program from 2013 to 2016. Efforts were made to contact these individuals to encourage them to complete the program. Another review of data based on headcounts was completed as well. As the categories for reporting program data were discussed, program coordinators were able to identify issues and develop strategies to address specific issues.

An example of program changes based on a review of data is EDC 345. In conjunction with the BSED Assessment Committee and BSED Director, Dr. Roberts initiated a change to pre-requisites to EDC 345 that will better serve students and faculty and improve data collection procedures.
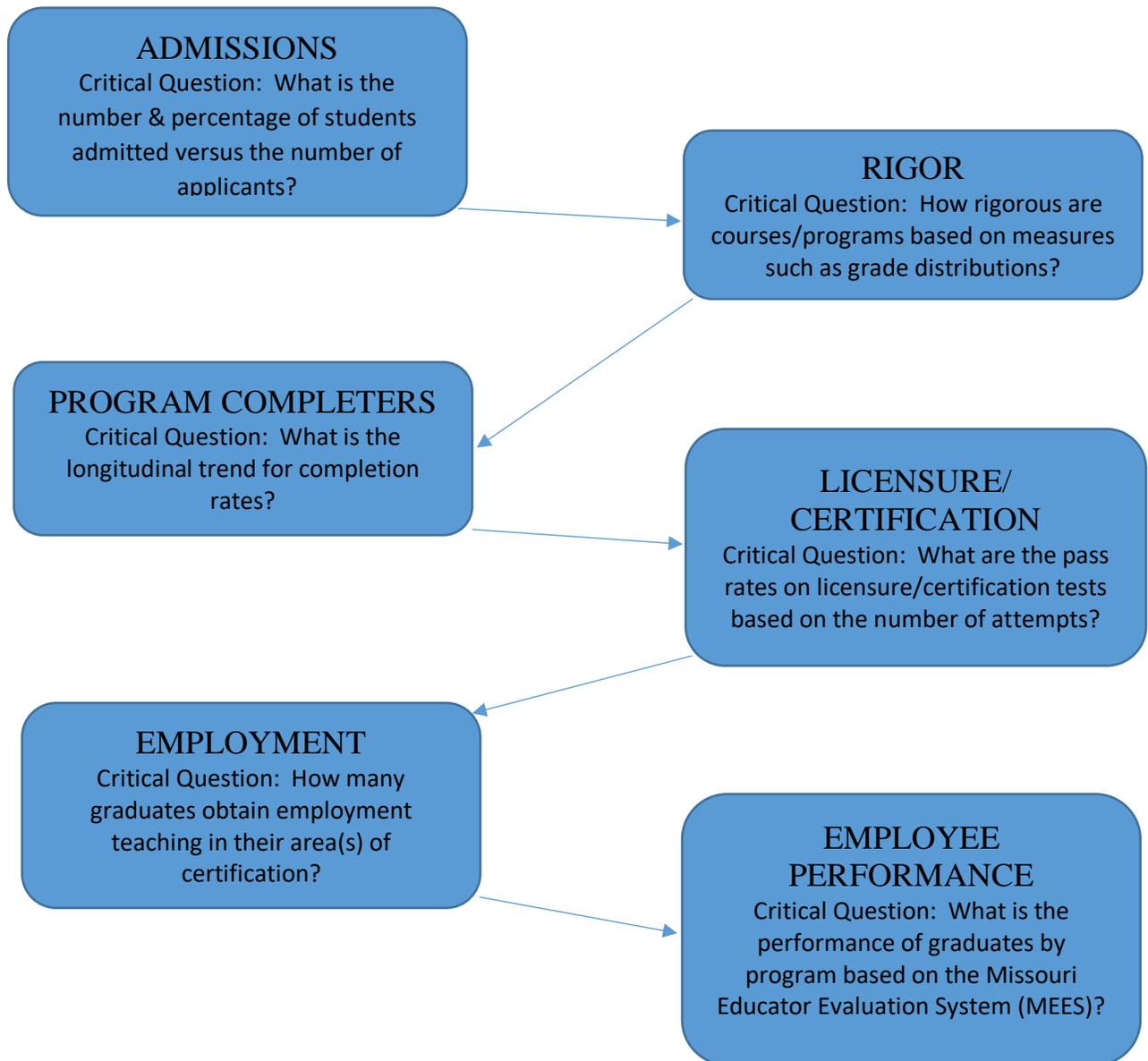
A formal structure exists for the RFT Assessment Plan. The assessment plan is comprehensive, taking the candidate from admission to employment and performance as the teacher of record.

Critical questions have been included in the figure to encourage discussion among constituents as to how these components can effectively be evaluated in order to improve program level services.



If we have data, let's look at data.
If all we have are opinions, let's go with mine."

– Jim Barksdale, Netscape CEO

# Reading, Foundations and Technology Department

# Program Assessment Plan

**ADMISSIONS**
Critical Question: What is the number & percentage of students admitted versus the number of applicants?

**RIGOR**
Critical Question: How rigorous are courses/programs based on measures such as grade distributions?

**PROGRAM COMPLETERS**
Critical Question: What is the longitudinal trend for completion rates?

**LICENSURE/ CERTIFICATION**
Critical Question: What are the pass rates on licensure/certification tests based on the number of attempts?

**EMPLOYMENT**
Critical Question: How many graduates obtain employment teaching in their area(s) of certification?

**EMPLOYEE PERFORMANCE**
Critical Question: What is the performance of graduates by program based on the Missouri Educator Evaluation System (MEES)?

### C. Faculty Resources
#### a. Develop a table that lists each program in your department and the full-time FTE and part-time FTE allocated to each program listed. Also include the percentage of full-time vs. part-time FTE. See sample table below.

| Department/ Program | Level | Full-time FTE Springfield | Part-time FTE Springfield | Full-time FTE off-site | Part-time FTE off-site | %FT/%PT Springfield | % courses taught full-time vs part-time Springfield |
|---|---|---|---|---|---|---|---|
| **RFT** | **Department** | **16[1]** | **13** | **1** | **8** | **55.2%/44.8%** | **66.5%/33.5%** |
| Educational Technology | MSED/Service Courses[3] | 3 | 0 | 0 | 0 | 100%/0% | 100%/0% |
| Foundations[4] | Services Courses | 5 | 10 | 0 | 1 | 33.3%/66.7% | 49.1%/50.9% |
| Literacy | MSED/Service Courses | 7 | 3 | .5[2] | 5 | 70.0%/30.0% | 80.0%/20.0% |
| Middle School | BSED | 1 | 0 | .5 | 2 | 100%/0% | 100%/0% |

[3] Service courses offered for programs housed in other departments should be listed as such, e.g. foundations, literacy/reading, Special Education.

[4] Foundations includes the following: MAT, MATL, SETL, and service courses with the prefixes SFR, SEC and EDC.

#### b. What conclusions do you draw from this data? Briefly describe any faculty resources needed, including how this would affect program quality and enrollment?

The departmental totals found in the table above indicates an almost even split between full-time FTE and part-time FTE; however, full-time faculty teach the vast majority of courses at 66.5% v. 33.5%, respectively. Educational Technology has the highest percentage of courses taught by full-time faculty (93%), while Foundations has the lowest percentage taught by full-time faculty (55%). EDC 345 is a contributing factor to this low percentage. One full-time faculty and 4 per course instructors taught 17 sections during 2017-2018 academic year including the summer semester. Of the total number of sections, the full-time faculty member taught 6 sections. An assessment is embedded in this course, which is important for meeting accreditation standards. One additional full-time faculty member would increase the consistency of instruction and assessment across the number of sections for this course. This need has been submitted as part of the COE Strategic Hiring Plan.

#### c. How would you propose funding the needed resources?

The College of Education Strategic Hiring Plan ranks the priority of program position requests. There is a need for an EDC 345 instructor, which is part of the COE Strategic Hiring Plan. This

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[1] Includes one instructor

[2] Full-Time West Plains

need will be addressed in order of priority for the College. Another option is to reassign a faculty member from another program to teach EDC 345.

### D. Quality of Programs and Advising
#### a. Describe how the department evaluates teaching effectiveness.

RFT uses the standard College of Education student evaluation forms. Emails and visits from students in reference to a faculty member are also given consideration. Once a year, faculty prepare an Annual Review form of which one part is a report on their teaching load with a reflection on their performance. The matrix below shows the criteria for teaching effectiveness in the RFT departmental guidelines for promotion and tenure:

**Teaching** is defined as course instruction that is conducted under the auspices of MSU. It includes on-campus, off-campus, online teaching, blended courses, study away programs; research advisement in which instruction is the primary objective (directing Seminar projects, directing or advising RFT and/or College or University student committees, such as University Honors Distinction projects); thesis committees; dissertation committees; preparation and/or development of course materials and assessments; development of new courses and online courses, procurement and preparation of class and laboratory equipment and supplies; program direction, advisement, paper or project grading and supervision of practice, fieldwork, and internship experiences.

The following standards are offered as guidelines–quality work that is different than the minimums specified can be justified by the level of overall quality of teaching represented in the faculty member's teaching accomplishments.

**Provide evidence/documentation of the following.**

| Required Criteria as identified from the Faculty Handbook |
|---|
| 1. High student evaluations and/or student feedback based on university course evaluations (not to count for more than 50% of teaching) (on a 5 pt. scale, >4.00 where 5 is the highest; <2.0 where 1 is the highest) |
| 2. Course syllabi reflect current research, theory, applicable standards and evidence-based practices and are revised regularly. Content and applications of the syllabi follow an appropriate sequence in both basic and advanced programs |
| 3. Active leadership or engagement in continuing improvements in curriculum design, course development, program review, program and/or course assessments, and evaluation studies. Actively leading, participating and/or collaborating with program faculty related to program issues could include but is not limited to; committing to and completing share of group tasks in timely manner, sharing relevant information with other program faculty in a timely manner, contributing to program and departmental discussions and related tasks. |
| 4. Appropriately accessible and responsive to students through a variety of means (e.g., office hours, electronic communication) |

| | |
|---|---|
| 5. | Provide evidence of student feedback and responses to student questions in a timely, efficient, and effective manner. |
| 6. | Provide evidence of knowledge and use of a variety of appropriate teaching strategies and evaluation methods with grading and feedback in regards to student work in a timely, efficient, and effective manner. |

In addition to meeting Required Criteria for teaching as identified in the Faculty Handbook 1.1.3.1, General Criteria 3.2.3, Teaching Criteria 3.2.3.1, and Faculty Evaluation of Teaching 4.2.1, the faculty member should provide documentation of:

**FOR TENURE (since coming to Missouri State University)**
At least five of the Additional Criteria listed below.
**FOR PROMOTION TO ASSOCIATE PROFESSOR (since last promotion)**
At least seven of the Additional Criteria listed below.
**FOR PROMOTION TO PROFESSOR (since last promotion)**
At least seven of the Additional Criteria listed below.
**Provide evidence/documentation of the following.**

| Additional Criteria (selected by faculty member; see required number above) | |
|---|---|
| 1. | Development of web-based, online, or blended courses |
| 2. | Providing opportunities for out-of-class application, experiential learning, field work, or service learning |
| 3. | Academic advising including number of advisees, portfolios, seminar advisement, and special projects. |
| 4. | Continual professional education, advanced study, e.g. certificates, certificates of completion, etc. |
| 5. | Honors and awards for teaching |
| 6. | Positive written comments by students (unsolicited, exclusive of university course evaluations) |
| 7. | Faculty-generated student mid-semester and/or end of semester anonymous Likert-scale surveys or other evaluation measures where results are analyzed and used as a means to make decisions about classroom climate, student engagement, expectations and rigor, and/or instruction. |
| 8. | Student outcome data related to course objectives and program assessments used to improve course instruction and outcome data |
| 9. | Peer evaluations and/or observational feedback by appropriate program faculty resulting in improved teaching practices or positive peer evaluations and/or observational feedback by appropriate program faculty |
| 10. | Presentations related to teaching, e.g. guest lectures, campus presentations, community presentations, K12 presentations, etc. |
| 11. | Effective use of instructional technology in course design and/or in the classroom such as Blackboard, etc. |
| 12. | Effective use of resources, coursework, and instructional strategies in the classroom that are explicitly related to issues of diversity, cultural competence/proficiency, and/or equity |

| | |
|---|---|
| 13. | Chair of thesis or doctoral committee |
| 14. | Member of thesis or doctoral committees |
| 15. | Excellence in teaching including enhancement of higher-order thinking skills, high-impact teaching strategies, and/or scholarly student outcomes |
| 16. | B- 12+ involvement relevant to teaching in schools and/or agencies |
| 17. | Meeting departmental/university responsibilities in regard to program and course design and implementation (e.g., collaboration with peers, completion of tasks in a timely manner) |
| 18. | Applying theory to practice inherent to the specific discipline |
| 19. | Using university and/or teacher-generated evaluation data in planning and implementing instruction |
| 20. | Creating and/or modifying courses to meet SPA/CAEP requirements and/or providing data for a SPA or CAEP report. |

These guidelines were revised and approved by RFT faculty on May 18, 2018 to better clarify teaching responsibilities for faculty.

**b. Describe departmental processes to assist faculty with less than adequate teaching effectiveness.**

Faculty with low teaching averages discuss growth areas with department head and/or program coordinator. Based on these discussions, supports are agreed upon on an individual basis. Examples of these supports include mentoring by faculty who are successful in the target area, team teaching, or course reassignment. Other resources might include the FCTL.

**c. Describe how your department supports per course faculty to teach more effectively.**

In Fa17, per course instructors completed a face-to-face interview with the program coordinator and department head in order to determine their qualifications for teaching in the program. Per course instructors are monitored by the program coordinator and/or faculty within the program. For example, the Literacy Program Coordinator works individually with per course instructors to provide an overall orientation and then provides support throughout the semester. Observations of content faculty, student evaluations, and student comments and concerns are taken into consideration during evaluation. Per course faculty who are not meeting expectations discuss issues with the program coordinator and the department head in order to determine the appropriate interventions. If the program coordinator and/or department head decide a per course instructor is ineffective to the point where it would be detrimental to students, the per course instructor is not rehired. In addition, the office of the Associate Provost holds a new per course orientation each fall and spring.

E. Faculty Research and Scholarship
   a. Complete the table below with the numbers of books, book chapters, refereed journal articles, presentations and grants submitted or awarded during 2018-19.

| 2018-2019 | N | Publisher or Name of Journal | Name of Conference/ Sponsor | Funding Agency/Amt Funded |
|---|---|---|---|---|
| # of Books | 3 | deMarrais, K., Brewer, T. J., Herron, B., Atkinson, J. C., Lewis, J. B. (2019). Philanthropy, Hidden Strategy, and Collective Resistance: A Primer for Concerned Educators. Gorham, Maine: Myers Education Press. https://myersedpress.presswarehouse.com /browse/book/9781975500719/Philanthropy-Hidden-Strategy-and-Collective-Resistance<br><br>Jones, S. P., Sheffield, E. C. (2018). Why Kids Love (and Hate) School: Reflections on Practice (pp. 197). Gorham, Maine: Myers Education Press. https://myersedpress.presswarehouse.com /<br><br>Lee, K. (2018). Transnationalism and shifting ethnolinguistic identities. The TESOL encyclopedia of English language teaching. New York, NY: Wiley. | | |
| # of Book Chapters | 1 | Jones, S. P. In Eric Sheffield and Jessica Heybach (Ed.), When undergraduate students read Huxley's Brave New World and Plato's The Republic in an educational foundations course. Information Age Publishing. | | |
| # of Refereed International/ National Journal Articles | 7 | Wilson-Hail, C. K., Hurst, B., Chang, C.-W., Cooper, W. (2019). Accreditation in education: One institution's examination of faculty perceptions. Critical Questions in Education, 10(1), 18-28.<br><br>Chang, C.-W., Pearman, C. J. (2019). Instant Reminder: The Impact of E-Communication on First Year College Students. International Journal of Technology in Teaching and Learning, 14(1), 42-54. https://sicet.org/main/wp-content/uploads/2019/03/4_Ching-Wen_Chang.pdf | | |

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| | | Lewis, K. (2018). Lessons learned: Applying principles of Reading Recovery in the classroom. The Reading Teacher, 71(6), 727-734.<br><br>Nixon, S. B., Hurst, B., Lee, K., Chang, C.-W. Content Area Literacy Strategies: The Top Six Strategies Teachers Chose. Reading Horizons: A Journal of Literacy and Language Arts, 35. https://scholarworks.wmich.edu/reading_horizons/<br><br>Malo-Juvera, V., Correll, P., Cantrell, S. C. (2018). A mixed methods investigation of teachers' self-efficacy for culturally responsive instruction. Teaching and Teacher Education. Teaching and Teacher Education, 74, 146-156.<br><br>Goswick, J., MacGregor, C. J., Hurst, B., Wall, T., White, R. (2018). Lessons identified by the Joplin school leadership after responding to a catastrophic tornado. Journal of Contingencies and Crisis Management, 26(4), 554-553. dx.doi.org/10.1111/1468-5973.12216<br><br>Hurst, B., Lewis, K., Franklin, K. Tenure and Promotion Process Comparison to a Dissertation: I Got the Job! Now what?. International Journal of Progressive Education.<br><br>Jean-Charles, A. (2018). Understanding Students of Color and Power Relations Through Social and Community Inquiry. International Journal of Progressive Education, 14(6), 1-17. ijpe.penpublishing.net/makale/755 | | |
| **# of Refereed Regional/ State Journal Articles** | 1 | Hurst, B. (2018). Writing for The Missouri Reader. The Missouri Reader, 42(2), 6-8. joom.ag/8cML | | |
| **# of Peer-reviewed International/ National Presentations** | 21 | | Dotts, Brian W (Presenter & Author), Atkinson, Jamie C (Presenter Only), Critical Questions in Education Conference, "Teaching How Fascism Works in the Age of Trump," Academy of Educational Studies, Savannah, GA. (March 5, 2019). | |

| | | | Atkinson, Jamie C (Chair), American Educational Studies Association Conference, "Philanthropy, Hidden Strategy, and Collective Resistance: A Primer for Concerned Educators," American Educational Studies Association, Greenville, SC. (November 9, 2018). | |
| | | | Atkinson, Jamie C (Presenter & Author), American Educational Studies Association Conference, "Educator Know Thyself: Critical Philosophical Work in Teacher Education," American Educational Studies Association, Greenville, SC. (November 8, 2018). | |
| | | | Atkinson, Jamie C (Presenter & Author), Critical Questions in Education Symposium, "Ideology, Cultural Wars, and Civility: Dewey's Democratic Education As Resistance," Academy for Educational Studies, Kansas City, MO. (October 29, 2018). | |
| | | | Cantrell, Susan C (Presenter & Author), Correll, Pamela (Presenter & Author), Annual Meeting of the Literacy Research Association, "Family collaboration and professional learning: How teachers think, practice, and change.," Literacy Research Association, Indian Wells, California. (November 30, 2018). | |
| | | | Correll, Pamela (Presenter & Author), Stormer, Kimberly (Presenter & Author), Reznicek, Hannah (Presenter Only), Bowles, Amy (Presenter Only), Hankel, Macy (Presenter Only), Association Middle Level Education National Conference, "Active Learning: An Introduction to Culturally Responsive Instruction," Association Middle Level Education, Orlando, FL. (October 25, 2018). | |
| | | | Stormer, Kimberly (Presenter & Author), Correll, Pamela (Presenter & Author), Vorel, Adam (Presenter | |

| | | | Only), Riemann, Taylor (Presenter Only), Association Middle Level Education National Conference, "We Can't Teach What We Don't Know! Engaging Preservice Teachers in Culturally Responsive Pedagogy," Association Middle Level Education, Orlando, FL. (October 24, 2018). | |
| | | | Jean-Charles, Alex, Goodwin, David R, International Congress of Qualitative Inquiry - ICQI 2019, "Portraiture and Consciousness in Qualitative Method," International Congress of Qualitative Inquiry, Champaign, IL. (May 17, 2019). | |
| | | | Jones, Steven Paul, Critical Questions in Education Symposium, "Academy Conversation: Sharing the American story with students," Academy for Educational Studies, Kansas City, MO. (October 2018). | |
| | | | Jones, Steven Paul, Critical Questions in Education Symposium, "Teacher renewal in a graduate program," Academy for Educational Studies, Kansas City, MO. (October 2018). | |
| | | | Jones, Steven Paul, Critical Questions in Education Symposium, "The Public Square: Civility in schools," Academy for Educational Studies, Kansas City, MO. (October 2018). | |
| | | | Jones, Steven Paul, Critical Questions in Education Symposium, "Where we went wrong: Tying civil disorder to our rejection of Socrates' "City of sows" in Plato's Republic," Academy for Educational Studies, Kansas City, MO. (October 2018). | |
| | | | Lee, Kewman M. (Presenter & Author), 2018 Literacy Research Association (LRA) 68th Annual Conference, "Global Social Languages beyond Boundaries of a Variety of Languages and Cultures," Literacy Research Association, | |

Indian Wells, CA. (November 29, 2018).

Lee, Kewman M. (Presenter & Author), The 6th International Workshop on Advanced Learning Sciences 2018 (IWALS 2018), "Learning Social Languages in Global Online Affinity Spaces," IWALS, Pittsburgh, PA. (June 2018).

Lewis, Kayla (Presenter & Author), Nixon, Sarah B (Presenter & Author), Critical Questions in Education Symposium, "Using Culturally Authentic Native American Literature to Start the Conversation," Academy for Educational Studies, Kansas City, MO. (October 29, 2018).

Gallavan, Nancy (Presenter & Author), Bowles, Freddie (Presenter & Author), Pearman, Cathy J (Presenter & Author), Association of Teacher Educators Summer Conference, "Documenting the presence and power associated with the Model Code of Ethics for Educators in teacher preparation and practice," Association of Teacher Educators, Albuquerque, NM. (August 2018).

Herron, Jason P. (Presenter & Author), Herron, Marsha D. (Presenter & Author), Irion, Grace (Presenter & Author), Haines, Melody (Presenter & Author), Stormer, Kimberly J. (Author Only), National Conference on Learner-Centered Teaching, "Group Differences on Self-Regulation and Academic Persistence Related to Status of First Generational College Students," Langston University, Purdue University, and University of Kentucky, Tulsa Oklahoma. (November 2018).

Quinonez, Karen (Presenter & Author), Wheeler, Cole (Presenter & Author), Robinson, Dalton (Presenter & Author), Stormer, Kimberly (Coordinator/Organizer),

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| | | | Association Middle Level Education National Conference, "Active Learning: An Introduction to Culturally Responsive Instruction," Association Middle Level Education, Orlando, FL. (October 25, 2018). | |
| | | | Correll, Pamela (Presenter & Author), Stormer, Kimberly (Presenter & Author), Reznicek, Hannah (Presenter Only), Bowles, Amy (Presenter Only), Hankel, Macy (Presenter Only), Association Middle Level Education National Conference, "Active Learning: An Introduction to Culturally Responsive Instruction," Association Middle Level Education, Orlando, FL. (October 25, 2018). | |
| | | | Stormer, Kimberly (Presenter & Author), Correll, Pamela (Presenter & Author), Vorel, Adam (Presenter Only), Riemann, Taylor (Presenter Only), Association Middle Level Education National Conference, "We Can't Teach What We Don't Know! Engaging Preservice Teachers in Culturally Responsive Pedagogy," Association Middle Level Education, Orlando, FL. (October 24, 2018). | |
| **# of Peer-reviewed State/ Regional Presenta-tions** | 5 | | Chang, Ching-Wen, McLean, Annice, the 33rd annual Showcase on Teaching and Learning, "Grading in Blackboard the Painless way," FCTL, Springfield. (August 15, 2018). | |
| | | | McLean, Annice, Chang, Ching-Wen, The Innovation Institute: Infusing Learning with Technology Conference, "Application of Artificial Intelligence Tools in the Classroom," eMINTS, Springdale, AR. (June 7, 2018). | |
| | | | McLean, Annice, Chang, Ching-Wen, The Innovation Institute: Infusing Learning with Technology Conference, "Digital Tools to Build Focused Learning through Team- | |

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| | | building Activities.," eMINTS, Springdale, AR. (June 7, 2018).<br><br>Chang, Ching-Wen, McLean, Annice, The Innovation Institute: Infusing Learning with Technology Conference, "Engaging students in Documenting their Learning," eMINTS, Springdale, AR. (June 7, 2018).<br><br>Lewis, Kayla, Missouri Association of Reading Recovery Educators Conference, "Building Scaffolds for Students Who Struggle," Missouri Association of Reading Recovery Educators, Branson, MO. (December 6, 2018). | |
| **# of State Presentations** | | | |
| **# of Grants submitted** | | | |
| **# of grants awarded** | | | Chang, Ching-Wen, "Graduate College Individual Program Recruitment Plan ($10,000)," Sponsored by Graduate College and College of Education, Missouri State University, $10,000.00. (December 2017 - December 2019).<br><br>Chang, Ching-Wen, McLean, Annice, "Curriculum Innovation Award Faculty Center of Teaching and Learning," Sponsored by FCTL, Missouri State |

| | | | University, $2,580.00. (January 14, 2019 - August 15, 2019). Nixon, Sarah B, Roland Young (Co-Principal), "Enhancing Critical Thinking Skills through a Collaborative Literacy Experience," Sponsored by COMMUNITY FOUNDATION OF THE OZARKS, Local, $2,500.00. (August 1, 2018 - May 31, 2019). |
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| **Other** | | | |

### F. Student Achievements

| Publications | Presentations | Other |
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### G. Faculty Awards and Achievements

| Faculty Member | Award | Agency |
|---|---|---|
| Dr. Ching-Wen Chang | Certified Distance Educator Award | MSU Outreach (December 2018) |
| Annice H. McLean | Ally Ambassador | FCTL (December 2018) |
| | Certified Distance Educator Award | MSU Online (November 2018) |

| | Curriculum Innovations Grant | FCTL (November 2018) |
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| Dr. Tuesda Roberts | FCTL Diversity Scholar Program | FCTL (September, 2018) |
| Dr. Jamie Atkinson | Nomination of book for the 2020 Society of Professors of Education Outstanding Book Award | Society of Professors of Education |
| Dr. Kimberly Stormer | FCTL Teaching Award in Diversity | FCTL (2018-2019) |

**ATTACHMENT A**

**LITERACY**

**CONTINUOUS IMPROVEMENT QUALITY ASSURANCE PROGRAM PLAN**

# Literacy Program

## Goal 1

## Develop and implement strategies to address recruitment and retention.

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

Objective 1b:  Monitor and review candidate progress by semester through personal contact and curriculum plan updates.

Rationale:  Enrollment in the literacy program has remained strong over time.  In Fa12, 44 majors were enrolled in the program.  Since that time, a steady increase overtime has occurred with 95 majors enrolled in Fa18.  From Fa12 to Fa18, faculty have increased from six to seven to reflect this increase in enrollment.  In Sp19, a graduate certificate in dyslexia will be offered, which will impact enrollment in a positive way.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|--------|-----------|---------|---------|-------------------|
| • Director of Community and School Partnerships<br>• Program coordinator and faculty<br>• Literacy Advisory Council<br>• Graduate Assistant | • Meet with DSCP to discuss strategies to recruit candidates<br>• Create Literacy Advisory Council and present program data<br>• Attend recruitment fairs<br>• Create recruiting video for Graduate Literacy Program<br>• Work with "A Bear in Every Building" team to help promote Graduate Literacy Program<br>• Follow up with students who have expressed interest in Graduate Literacy program, but have not yet enrolled. | • Minutes of meeting with DSCP.<br>• Minutes of meeting with LAC<br>• Completed recruiting video | • Develop recruiting plan | • Increased enrollment and retention |

**Goal 2**

**Meet all accreditation standards and requirements for the International Literacy Association Specialized Professional Association.**

Objective 2a:  Evaluate current standing of program components and assessments as they relate to SPA standards in order to develop a plan for the program to be accredited by ILA.

Objective 2b:  Develop reliable and valid assessments aligned to ILA standards in order to measure program effectiveness.

Rationale:  The current assessment model does not meet ILA expectations.  Requirements for accreditation have changed over time and the program has not adequately responded to these changes.  In order to meet these expectations, new assessments will be created and aligned to ILA standards, and be course specific.  Current assessments are too broad in their current form.  Program faculty will further evaluate the program and implement activities designed to meet ILA accreditation requirements.   The program is still considered effective in producing excellent teachers with solid knowledge, skills and dispositions in literacy.  The drift away from ILA expectations will be addressed in order to have national accreditation.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • Program coordinator<br>• Literacy faculty<br>• ILA approved consultant | • Evaluate current program and assessments<br>• Develop timeline indicating actions taken by the program over time.<br>• Develop more focused assessments | • Timeline<br>• Assessments<br>• ILA SPA Report | • Program faculty involvement in meeting accreditation requirements, i.e., assessments<br>• ILA accreditation | • Final accreditation report indicates program is meeting all standards by February, 2020 |

**ATTACHMENT B**

**EDUCATIONAL TECHNOLOGY**

**CONTINUOUS IMPROVEMENT QUALITY ASSURANCE PROGRAM PLAN**

# Educational Technology Program

## Goal 1

**Develop and implement strategies to address recruitment and retention.**

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

Objective 1b:  Monitor and review candidate progress by semester through personal contact and curriculum plan updates.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • Director of Community and School Partnerships | • Meet with DCSP to discuss his recommendations after reviewing program data and resources | • Strategies to implement a statewide recruiting plan and to address any retention issues | • Increased enrollment in the program | • Enrollment and retention data and graduation rates |
| • Program coordinator & faculty | • Continue to monitor and report candidate progress | • Have contact with each candidate in the program by semester to discuss candidate's progress | • Increased retention and expected progress toward completing the degree | |
| • EdTech Advisory Council | • Develop strategies to positively impact recruitment and retention | | | |

Rationale:  The EDT-MS program enrollment has been solid from Fa12 to Fa17, with a high of 49 students (Fa14) to a low of 34 students (Fa16 & Fa17).   In Fa18, enrollment increased to 35 candidates enrolled in the program.  In

Fa15, the number of faculty increased from two to three faculty members.  The program faculty is aware of enrollment trends and is determined to develop and implement initiatives that meet the needs of candidates in order to grow the program over time.

**Goal 2**

**Review graduate certificate in Educational Technology and the accelerated program in order to develop recommendations for improving access to the certificate.**

Objective 2a:  Review the number of hours required by the certificate to ensure the appropriate knowledge and skills are included for a rigorous and meaningful experience.

Objective 2b:  Review accelerated master's program for broader enrollment opportunities.

Rationale:  Currently the graduate certificate requires 16 to 17 credit hours to complete the certificate.  Many graduate certificates throughout the COE and University are from 9 to 12 credit hours.  In order to make the Ed Tech graduate certificate more appealing while still maintaining rigor and content, program faculty in consultation with the advisory council studied the feasibility of decreasing the number of credit hours required to earn the certificate.  The results of the study resulted in recommendations that were approved through governance process for the 2019-2020 academic year.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • Program coordinator, program faculty, EdTech advisory council<br>• Course instructors | • Study certificate requirements<br>• Study accelerated master's program<br>• Present in ELE 302/SEC 302, EDC 345 and GEP 101 | • Recommendations presented to RFT department head<br><br>• Broader student awareness of graduate certificate and accelerated master's program | • Potential decrease in credit hours for the graduate certificate<br>• Increase students taking accelerated master's option | • Number of hours required to complete the certificate<br>• Enrollment in accelerated masters program |

**Goal 3**

**Ensure alignment with technology used in public school districts.**

Objective 3a:  Survey current and anticipated technology use in public schools.

Objective 3b:  Develop short-term, long-range responses to technology use in public schools.

Rationale:  Technology use changes frequently in the public schools.  Hardware, software and apps—what's hot and what is not—presents a challenge for EDT faculty.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • EDT Advisory Council, EDT faculty, Department Head | • Survey selected area technology directors in public schools in order to determine trends in public schools<br>• Student evaluations of EDT courses | • Strategic plan for EDT program | • Relevant educational experiences in EDT | • Increase satisfaction from participants<br>• Positive perceptions of EDT program |

**ATTACHMENT C**

**MIDDLE SCHOOL**

**CONTINUOUS IMPROVEMENT QUALITY ASSURANCE PROGRAM PLAN**

# 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><li>Middle School Advisory Council</li><li>Program Director</li><li>Program Completers</li><li>Preservice Middle Level Teachers</li><li>Advising</li><li>IRB</li><li>Graduate Assistant</li></ul> | <ul><li>Host Middle School Advisory Council meetings.</li><li>Develop and send survey post cards or emails to program completers.</li><li>Host pre-graduation/post program completion focus groups with preservice teachers.</li><li>Work with advising to develop instruments that can be used to track students upon entrance and exit of the program.</li></ul> | <ul><li>Meeting minutes indicating ideas represented for recruitment, retention, and tracking of middle school preservice teachers and program completers.</li><li>Focus group transcripts indicating program completers' perceptions of recruitment, retention, and tracking of middle level program completers.</li><li>Minutes from advising meetings that indicate instruments being gathered/created to track students' recruitment, retention, and post-graduation activities.</li></ul> | <ul><li>Data that indicates the recruitment, retention, and tracking of middle level preservice and program completers.</li><li>Developed instruments used for the tracking of the recruitment, retention, and tracking of middle level preservice teachers.</li></ul> | <ul><li>Data reporting that gives empirical evidence to support recruitment, retention, and tracking of middle level preservice teachers.</li></ul> |

**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 |
|---|---|---|---|---|
| • Middle School Advisory Council<br>• Program Director<br>• Advising<br>• BSED<br>• EPPC<br>• RFT<br>• Director of School and Community Partnerships<br>• Field Placement Office<br>• Data Assessment/Taskstream Coordinator | • Find potential schools that will allow for specific practicum placements where students can engage in culturally responsiveness.<br>• 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).<br>• Work in conjunction with the BSED initiative to provide professional development in culturally responsiveness to | • Agreements that indicate middle level preservice teachers will be able to complete practicum placements in diverse and non-diverse school settings.<br>• Program change submitted to the EPPC.<br>• Meeting minutes indicating the progression of finding professional development for culturally responsiveness.<br>• Documentation of Siwatu's survey being implemented into Taskstream. | • Intense instruction in culturally responsiveness to include feedback provided for students in MID 421 and MID 439 during their practicum placements.<br>• Professional development opportunity provided for middle level candidates in which they learn culturally responsive practices.<br>• 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.<br>• Data collected to indicate middle level preservice teachers' self-efficacy in culturally responsiveness. | • Specified practicum placements.<br>• Increased employment in diverse settings.<br>• MID 421 added to the middle level professional education block beginning in fall 2019.<br>• Peer-reviewed presentations and publications for preservice middle level teachers.<br>• Written publication detailing accurate collection of students' proficiency in a culturally responsive disposition. |

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| | preservice teachers.<br>• Implement Siwatu's (2007) culturally responsive self-efficacy survey on the middle school Taskstream template. | | | |

**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 |
|---|---|---|---|---|
| • Middle School Advisory Council<br>• Program Director<br>• Program Completers<br>• Preservice Middle Level Teachers<br>• Director of School and Community Partnerships<br>• Field Placement Office<br>• University Supervisors<br>• Cooperating Teachers<br>• Advising | • 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.<br>• Meet with Director of School and Community Partnerships to brainstorm strategies for sustaining and increasing the number of schools involved with the yearlong internship.<br>• Conduct surveys and focus group interviews with students in the yearlong internship program to help modify program expectations. | • Meeting minutes indicating the recommendations made from each of the committees.<br>• Developed and refined plan based upon the recommendations from various stakeholders.<br>• Program change submitted to EPPC to indicate change in course schedules to filter students into yearlong internship.<br>• Analysis of gathered data from hey stakeholders in relation to yearlong internship improvement. | • Increased enrollment and participation in the yearlong internship from all stakeholders.<br>• New degree plan requirements that take effect in fall 2019.<br>• Program review report. | • Enrollment and participation data. |

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| | • Conduct surveys and focus group interviews with university supervisors/cooperating teachers in the yearlong internship program to help modify program expectations.<br>• Meet with advising to arrange schedules for students to be in the yearlong internship. | | | |

**ATTACHMENT D**

**MASTER OF ARTS IN TEACHING AND LEARNING**

**EDUCATION SPECIALIST IN TEACHER LEADERSHIP**

**CONTINUOUS IMPROVEMENT QUALITY ASSURANCE PROGRAM PLAN**

## Master of Arts in Teaching and Learning

## Specialist in Teacher Leadership

**Goal 1**

**Develop and implement strategies to address recruitment and retention.**

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

Objective 1b:  Monitor and review candidate progress by semester through personal contact and curriculum plan updates.

Rationale:  The MATL and SETL are relatively new programs begun in 2015.  For the MATL, 51 candidates have applied and been accepted to the program.  The enrollment from 2015 to 2018 ranged from 8 to 17 candidates.  For the SETL, 19 candidates have applied and been accepted to the program.  The enrollment from 2015 to 2018 ranged from 4 to 6 candidates.  The programs are offered at specific locations, currently Springfield Public Schools and Nixa Public Schools.  Candidates from adjoining districts could enroll in the cohort.  Both programs offer a viable alternative to other graduate programs designed for those who want to be school administrators; therefore, efforts must be made to inform more public schools teachers regarding the value of these degrees.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • MATL/SETL Coordinator<br>• Director of School and Community Partnerships<br>• MATL/SETL Advisory Council<br>• MATL/SETL Candidates | • Meet with DSCP to develop strategies to recruit candidates<br>• Create an MATL AC to advise on recruitment and retention issues | • Minutes of meetings documenting roles and responsibilities and recruitment materials (both print and web-based)<br>• Minutes of meeting documenting ideas and strategies for AC members for recruitment and retention | • Increased enrollment<br>• Increased retention rates<br><br>• Targeted list of strategies | • Enrollment Data<br>• Retention Data<br>• Action Plan |

**Goal 2**

**Develop partnerships with the public schools to address teacher leadership.**

Objective 2a:  Identify opportunities for candidates to demonstrate expertise in teaching and learning.

Objective 2b:  Identify opportunities for candidates to demonstrate expertise in teacher leadership.

Rationale:  Candidates are preparing to provide leadership capacity within their schools in the area of teaching and learning.   Candidates will practice leadership in the school where they are teaching.  This will increase instructional leadership capacity within the candidate's building.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • Program Coordinator<br>• Candidate Advice<br>• School Administrators | • Program coordinator and candidate will meet with school administrator in order to determine appropriate activities to practice teacher leadership skills.<br>• Program coordinator, candidate and school administrator develop an assessment plan for activity. | • A list of activities for the teacher to demonstrate leadership skills.<br>• Feedback provided to the candidate by the program coordinator and school administrator regarding the candidate's ability to provide teacher leadership. | • Candidate who can provide positive effects for other teachers and the school.<br>• Increased capacity for instructional leadership by teacher. | • |

**ATTACHMENT E**

**MASTER OF ARTS IN TEACHING**

**CONTINUOUS IMPROVEMENT QUALITY ASSURANCE PROGRAM PLAN**

# Master of Arts in Teaching

## Goal 1

**Develop and implement strategies to address recruitment and retention.**

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

Objective 1b:  Monitor and review candidate progress by semester through personal contact and curriculum plan updates.

Objective 1c:  Continue formal study of MAT candidates.

Rationale:  The MAT, for many years, had a healthy enrollment for a graduate program at MSU.  At one time, it was the second largest graduate program on campus.  In recent years, enrollment numbers have declined. Activities and strategies to recruit and retain candidates will be developed to better serve more students in Missouri.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • MAT Candidates<br>• MAT Director<br>• MAT Advisory Council<br>• Director of School and Community Partnerships<br>• RFT Graduate Assistant<br>• Michelle Brown, former MAT candidate conducting research on MAT retention issues | • Meet with DSCP to discuss strategies to recruit candidates<br><br>• Meet with MAT AC to develop strategies for recruitment and retention<br><br>• Extend research study through the 2019-2020 academic year<br><br>• Develop instrument to survey current MAT candidates at different points in the program regarding issues associated with retention | • Minutes of meeting documenting roles, responsibilities and recruitment materials (both physical and web-based)<br>• Minutes of meeting documenting ideas and strategies for advisory council members for recruitment and retention<br>• Contact Michelle Brown in order to establish guidelines for continuing the student, i.e., IRB, etc.<br>• Survey | • Increased enrollment<br>• Increased retention rates<br><br>• Targeted list of strategies<br><br>• Updated report presented to Advisory Council<br><br>• Data analysis and findings reported to Advisory Council and Program Coordinator | • Enrollment Data<br>• Retention Data<br><br><br>• Action plan with summative report at the end of academic year<br><br>• Updated list of reasons for non-completion/recommendations for improvements<br><br>• Survey data |

**Goal 2**

**Develop and implement a rigorous research model appropriate to classroom teachers.**

Objective 2a: Increase the number of research studies completed on time.

Objective 2b: Increase candidates' knowledge and skills in research and assessment.

Rationale: Candidates identified the current research model as one reason for not completing the program. They do not feel confident about the research component. In order to improve persistence to graduation and provide a meaningful research experience, a new model of research appropriate to practicing classroom teachers should be developed and implemented.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • MAT Candidates<br>• MAT Director<br>• MAT Advisory Council<br>• Director of School and Community Partnerships | • Identify an appropriate research course aligned to the mission of the MAT.<br><br>• Develop appropriate research activities for MAT candidates.<br><br>• Develop a rubric(s) to evaluate research study and presentation. | Artifacts:<br>• Guidelines for Action Research<br>• Candidate's research study<br>• Candidate's research presentation | • Candidates demonstrate proficiency in the following areas based on their research study<br>  o Knowledge of teaching and learning<br>  o Implementation and/or evaluation of curriculum<br>  o Critical thinking<br>  o Effective communication<br>  o Assessment<br>  o Professionalism | • Candidates' research studies completed and presented to the program coordinator.<br>• Candidates' scores on presentation and study rubrics |

**Goal 3**

**Increase persistence to graduation for MAT candidates by cohort.**

Objective 3a:  Increase the number of MAT candidates completing degree requires by cohort on-time.

Objective 3b:  Candidates indicate stronger supports from program.

Rationale:  A review of data indicates that approximately 50% of students in the Springfield cohorts, 2001-2015, graduated.  A study of MAT candidates identified as non-completers participated in a study that investigated reasons for this phenomenon.  Major reasons included finances, educational fatigue, lack of confidence to complete research, job, time, health and family issues.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOME | OUTCOME INDICATORS |
|---|---|---|---|---|
| • MAT Candidates<br>• MAT Director<br>• MAT Advisory Council<br>• Director of School and Community Partnerships | • Semester review of candidates' program of study by cohort<br>• Identify internal and external supports for MAT candidates that address the major reasons why candidates do not complete the degree<br>• Develop an instrument to survey candidates regarding internal and external issues affecting their progress. Time to | • Summary report of candidate progress by cohort.<br><br>• Develop a packet of materials that identify resources addressing the major reasons why candidates do not complete the degree.<br><br>• Survey instrument. | • Increased number of MAT candidates graduating on- time.<br><br>• Fewer students expressing concerns about graduating on time. | • Graduation rates as reported by cohort |

| | administer TBD. | | | |
|---|---|---|---|---|

**ATTACHMENT F**

**MIDDLE SCHOOL PROGRAM**

**CERTIFICATION RATES BY CONTENT AREA**

### Mid School Ed/Lang Art&Math-BSED

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | | 100.0% |
| 2011-12 | 2 | | 0 | 0 | 1 | 0 | 0 | 0 | 0 | | 50.0% |
| 2012-13 | 4 | | | 0 | 0 | 1 | 1 | 0 | 0 | | 50.0% |
| 2013-14 | 4 | | | | 0 | 1 | 1 | 0 | 0 | | 50.0% |
| 2014-15 | 6 | | | | | 0 | 1 | 1 | 1 | | 50.0% |
| 2015-16 | 4 | | | | | | 0 | 0 | 3 | | 75.0% |
| 2016-17 | 2 | | | | | | | 0 | 0 | | 0.0% |
| 2017-18 | 1 | | | | | | | | 0 | | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

### Mid School Ed/Lang Art&Sci-BSED

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | | 66.7% |
| 2011-12 | 3 | | 0 | 0 | 2 | 0 | 0 | 0 | 0 | | 66.7% |
| 2012-13 | 0 | | | NA | NA | NA | NA | NA | NA | | NA |
| 2013-14 | 1 | | | | 0 | 0 | 0 | 0 | 0 | | 0.0% |
| 2014-15 | 1 | | | | | 0 | 0 | 0 | 1 | | 100.0% |
| 2015-16 | 1 | | | | | | 0 | 0 | 1 | | 100.0% |
| 2016-17 | 0 | | | | | | | NA | NA | | NA |
| 2017-18 | 1 | | | | | | | | 0 | | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

**Mid School Ed/Lang Art&SS-BSED**

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | |
| 2010-11 | 8 | 0 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 87.5% |
| 2011-12 | 9 | | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 88.9% |
| 2012-13 | 4 | | | 0 | 1 | 1 | 0 | 1 | 0 | 75.0% |
| 2013-14 | 8 | | | | 0 | 0 | 4 | 1 | 0 | 62.5% |
| 2014-15 | 2 | | | | | 0 | 0 | 1 | 0 | 50.0% |
| 2015-16 | 4 | | | | | | 0 | 1 | 2 | 75.0% |
| 2016-17 | 8 | | | | | | | 0 | 1 | 12.5% |
| 2017-18 | 4 | | | | | | | | 0 | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

**Mid School Ed/Lang Art-BSED**

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | |
| 2010-11 | 0 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2011-12 | 0 | | NA | NA | NA | NA | NA | NA | NA | NA |
| 2012-13 | 0 | | | NA | NA | NA | NA | NA | NA | NA |
| 2013-14 | 0 | | | | NA | NA | NA | NA | NA | NA |
| 2014-15 | 0 | | | | | NA | NA | NA | NA | NA |
| 2015-16 | 0 | | | | | | NA | NA | NA | NA |
| 2016-17 | 0 | | | | | | | NA | NA | NA |
| 2017-18 | 5 | | | | | | | | 0 | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

**Mid School Ed/Math&Sci-BSED**

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 12 | 0 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | | 100.0% |
| 2011-12 | 11 | | 0 | 5 | 5 | 1 | 0 | 0 | 0 | | 100.0% |
| 2012-13 | 9 | | | 0 | 3 | 4 | 0 | 0 | 0 | | 77.8% |
| 2013-14 | 7 | | | | 0 | 1 | 3 | 1 | 0 | | 71.4% |
| 2014-15 | 13 | | | | | 0 | 0 | 8 | 2 | | 76.9% |
| 2015-16 | 15 | | | | | | 0 | 1 | 9 | | 66.7% |
| 2016-17 | 5 | | | | | | | 0 | 2 | | 40.0% |
| 2017-18 | 2 | | | | | | | | 0 | | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

**Mid School Ed/Math&SS-BSED**

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 5 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | | 100.0% |
| 2011-12 | 5 | | 0 | 2 | 2 | 1 | 0 | 0 | 0 | | 100.0% |
| 2012-13 | 5 | | | 0 | 1 | 3 | 0 | 0 | 0 | | 80.0% |
| 2013-14 | 3 | | | | 0 | 0 | 2 | 0 | 1 | | 100.0% |
| 2014-15 | 6 | | | | | 0 | 2 | 2 | 0 | | 66.7% |
| 2015-16 | 4 | | | | | | 0 | 0 | 4 | | 100.0% |
| 2016-17 | 4 | | | | | | | 0 | 0 | | 0.0% |
| 2017-18 | 2 | | | | | | | | 0 | | 0.0% |

Source: COE Office of Assessment, Accreditation and Data Management, 2019

Mid School Ed/Math-BSED

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 0 | NA | NA | NA | NA | NA | NA | NA | NA | | NA |
| 2011-12 | 0 | | NA | NA | NA | NA | NA | NA | NA | | NA |
| 2012-13 | 0 | | | NA | NA | NA | NA | NA | NA | | NA |
| 2013-14 | 0 | | | | NA | NA | NA | NA | NA | | NA |
| 2014-15 | 0 | | | | | NA | NA | NA | NA | | NA |
| 2015-16 | 0 | | | | | | NA | NA | NA | | NA |
| 2016-17 | 0 | | | | | | | NA | NA | | NA |
| 2017-18 | 6 | | | | | | | | 0 | | 0.0% |

Source:  COE Office of Assessment, Accreditation and Data Management, 2019

Mid School Ed/Science-BSED

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 0 | NA | NA | NA | NA | NA | NA | NA | NA | | NA |
| 2011-12 | 0 | | NA | NA | NA | NA | NA | NA | NA | | NA |
| 2012-13 | 0 | | | NA | NA | NA | NA | NA | NA | | NA |
| 2013-14 | 0 | | | | NA | NA | NA | NA | NA | | NA |
| 2014-15 | 0 | | | | | NA | NA | NA | NA | | NA |
| 2015-16 | 0 | | | | | | NA | NA | NA | | NA |
| 2016-17 | 0 | | | | | | | NA | NA | | NA |
| 2017-18 | 1 | | | | | | | | 0 | | 0.0% |

Source:  COE Office of Assessment, Accreditation and Data Management, 2019

**Mid School Ed/SS&Sci-BSED**

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 4 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | | 75.0% |
| 2011-12 | 8 | | 0 | 0 | 5 | 1 | 0 | 0 | 0 | | 75.0% |
| 2012-13 | 3 | | | 0 | 3 | 0 | 0 | 0 | 0 | | 100.0% |
| 2013-14 | 5 | | | | 0 | 0 | 3 | 1 | 0 | | 80.0% |
| 2014-15 | 5 | | | | | 0 | 3 | 1 | 0 | | 80.0% |
| 2015-16 | 4 | | | | | | 0 | 1 | 2 | | 75.0% |
| 2016-17 | 3 | | | | | | | 0 | 1 | | 33.3% |
| 2017-18 | 2 | | | | | | | | 0 | | 0.0% |

Source:  COE Office of Assessment, Accreditation and Data Management, 2019

**Mid School Ed/Social Sci-BSED**

| Admit to TE Academic Year | N Admitted | # Recommended for Certification | | | | | | | | | Recommendation % thru Su18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | |
| 2010-11 | 0 | NA | NA | NA | NA | NA | NA | NA | NA | | NA |
| 2011-12 | 0 | | NA | NA | NA | NA | NA | NA | NA | | NA |
| 2012-13 | 0 | | | NA | NA | NA | NA | NA | NA | | NA |
| 2013-14 | 0 | | | | NA | NA | NA | NA | NA | | NA |
| 2014-15 | 0 | | | | | NA | NA | NA | NA | | NA |
| 2015-16 | 0 | | | | | | NA | NA | NA | | NA |
| 2016-17 | 0 | | | | | | | NA | NA | | NA |
| 2017-18 | 2 | | | | | | | | 0 | | 0.0% |

Source:  COE Office of Assessment, Accreditation and Data Management, 2019