

## Application for State Approval of Teacher Preparation Specialty Programs

**Michigan Department of Education, Office of Professional Preparation Services**

**P.O. Box 30008, Lansing, Michigan 48909**

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**Directions:**

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page (Page 1) that is signed by the dean or director.
- All correspondence regarding this application should be addressed to the appropriate consultant identified in Attachment 1.

<b>I. Application Information</b>	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (Attachment 2)	Social Studies – Elementary RX
Date of this Application	November 1, 2010
Name and Title of Dean/Director	Shawn Quilter, Acting Dean
Signature of Dean/Director	

<b>II. Contact Information for Questions Related to This Application</b>	
Contact Person's Name and Title	Linda Lewis-White, Professor
Contact Person's Phone Number	(734) 487-7120 x2623
Contact Person's Fax Number	(734) 487-2101
Contact Person's E-Mail Address	llewiswh@emich.edu

<b>III. Type of Request for Approval</b>	<b>(Indicate One)</b>
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	XX
Experimental program	
Program amendment (See Section IX for guidelines)	

#### IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees related to this specialty program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Russ Olwell	History	204 Hoyt Ypsilanti, MI 48197	rolwell@emich.edu	(734) 487-1018	
Brigid Beaubien	Early Childhood/ Social Studies	313 Porter Ypsilanti, MI 48197	bbeaubi1@emich.edu	(734) 487-7120 x2620	(734) 487-2101
Ethan Lowenstein	Curriculum /Social Studies	313 Porter Ypsilanti, MI 48197	ethan.lowenstein@emich.edu	(734) 487-7120 x2584	(734) 487-2101

#### V. Program Information

SOCIAL STUDIES – ELEMENTARY (RX) PROGRAM SUMMARY	
<b>Program Summary</b>	<p><b>Philosophy, Rationale, and Objectives</b></p> <p>Eastern Michigan University, an NCATE school, is a multipurpose university whose roots date back to 1849, when the Michigan Legislature designated it as Michigan’s first institution to educate teachers to serve the public schools. The university is committed to excellence in teaching, the extension of knowledge through basic and applied research and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, we maximize educational opportunities and personal and professional growth for students from diverse backgrounds. We provide a student-focused learning environment that positively affects the lives of students and the community.</p> <p>Early in the 1990’s faculty from the College of Education and the College of Arts and Sciences worked closely together to develop a cohesive conceptual framework and mission statement that would serve all of the programs, which produced teacher candidates. Since 1992, a <a href="#">conceptual framework</a>, which identifies 22 benchmarks or outcomes in which teacher candidates must show proficiency (including knowledge, skills, and dispositions), has guided the professional educator program at Eastern Michigan University.</p>

The conceptual framework is informed by a variety of sources: vision and mission statements, goals, knowledge bases, candidate proficiencies, and assessment processes and outcomes. The conceptual framework is not static but fluid and has seen several revisions as our vision and understanding have become clearer, as well as in response to changes in national and state standards.

It is the mission of the College of Education to create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive and contributing participants and leaders in a democratic and diverse society. From the mission statement, faculty in the college's Department of Teacher Education, along with input from the various departments in the College of Arts and Sciences, developed a program theme statement for the initial teacher preparation program: *Caring professional educators for a diverse and democratic society.*

The Social Studies Group Major is one of five majors available for students pursuing certification at the elementary level. While the major is housed in the Department of Teacher Education, the courses for the Social Studies Group Major are taught in the following departments in the College of Arts and Sciences: History and Philosophy, Political Science, Geography, and Economics.

The goal of the Social Studies Group Major for Elementary Education Initial Certification Program and the Post Baccalaureate Initial Teacher Certification Program is to prepare teacher candidates for initial teacher certification in elementary education who have breadth and depth in Social Studies. Candidates have in-depth knowledge of the various disciplines that inform the social studies (History, Political Science, Geography and Economics) as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. Additionally, candidates have substantive knowledge of the pedagogy needed to function competently, ethically, and effectively in an elementary setting. To meet this goal and to address the conceptual framework, the benchmarks, and standards of the National Council for the Social Studies, the CSEET and the PSMT, students majoring in Social Studies within the elementary initial teacher certification program, receive a well-rounded education, which includes general education requirements, a Liberal Arts Major in Elementary Education, and a Professional Education sequence.

### **CURRICULA**

EMU has an approved Elementary Education program in which the Content Standards for Elementary Teachers and the Professional Standards for Michigan Teachers are met. This includes standards for curriculum,

pedagogy, assessment, and technology.

Course selection and course development for the social studies program is based on the Standards for the Preparation of Teachers of Social Studies (RX) Elementary, CSEET and PSMT standards, and the results of the current MTTC exam for the RX. The coursework is divided among four major disciplines in the social studies: history, political science, geography, and economics. There are five courses that develop an understanding of history: HIST 123 and 124: United States History, HIST 109 and 110: World History, and HIST 313: Michigan History. Political Science knowledge is developed in PLSC 112: American Government, and PLSC 305: Law and Policy in a Constitutional Democracy. An understanding of geography concepts is developed through three courses: GEOG 107: Introduction to Geography; GEOG 110 World Regions; and, GEOG 320: Geography of the United States and Canada. Two electives in Economics develop knowledge and understanding of economic concepts. Students may select one course from ECON 100: Introduction to Economic Problems and Policies; ECON 200: The American Economy; or, ECON 201: Principles of Macroeconomics; and select one course from ECON 375: Economic History of the United States; ECON 303 Consumer Economics; or ECON 385 Development Economics. In addition to these content based courses, the major includes two methods courses: HIST/CURR 308: Integrate Social Studies Methods and HIST/TED 480 Methods of Teaching Elementary and Middle School History and Social Studies.

The curricula for the initial elementary education teacher certification program with a specialization in social studies (RX) leading to the bachelor's degree consists of:

1. A Social Studies Group Major;
2. A major in Liberal Arts for Elementary Education Teachers (including courses which represent multicultural and global perspectives); and
3. A required group of professional education courses (including coursework in educational technology and assessment).

Students actively engage in the methods of inquiry that are appropriate to the disciplines in the Social Studies Group Major. The use of technology is integrated throughout the program both for research and work production. Satisfactory completion of the required course work for elementary certification and the Social Studies Group Major will satisfy the requirements for a baccalaureate degree and eligibility for recommendation for the State of Michigan Provisional Elementary Certificate. Post-baccalaureate students will receive a certificate of program completion and eligibility for recommendation for the State of Michigan Provisional Elementary Certificate. Additionally, successful completion of the Social Studies Group major qualifies the individual for full licensure to teach Social Studies K-5, and 6-8. Students who complete the EMU academic program, successfully

complete student teaching, and pass all the required MTTC appropriate subject area tests for their major are considered to be highly qualified teachers. Candidate proficiencies are aligned with the expectations of professional, state, and institutional standards.

Candidates develop substantive knowledge and understanding of the paradigms (content knowledge and pedagogical knowledge) that guide inquiry in the disciplines. Candidates are exposed to a variety of instructional methods (direct, in-direct, hands-on, etc.) and the use of technology for instruction and work production throughout the program. Through early fieldwork in grade-level specific content courses they develop the pedagogical knowledge to: 1) assess learners' prior knowledge and to use formative and summative assessments to make instructional decisions, 2) make decisions about the appropriateness of content for a given class, age or developmental level, or learner, and 3) select an appropriate instructional approach that will transform subject area content and make it meaningful to elementary level students.

The demonstration of knowledge of content to be taught is shown in several different ways. Satisfactory quality (as measured by grade point average) is a requirement for admission to and retention in the initial certification program for all candidates. Candidates demonstrate proficiency in the content being taught through various gateway assessments (part of the unit's assessment system for accreditation) and during fieldwork and the student teaching experience. In all instances, students must take and pass all applicable tests of the Michigan Test for Teacher Certification. Data gathered from the various gateway assessments and the MTTC is analyzed and used for program improvement at regular intervals.

### **Differences Between Elementary and Secondary Social Studies Program**

The most significant difference between the elementary and secondary Social Studies Majors (RX) is that the Social Studies Major for elementary certification is a group major meaning that the major is made up of courses across several disciplines. The secondary Social Studies Major (RX) is a comprehensive major, in which students have a core of courses from across the social studies disciplines and a concentration (or minor) in one of the disciplines. Candidates seeking certification at the elementary level have two methods courses that prepare them to 1) teach social studies as an integrated discipline, and 2) teach the appropriate social studies concepts and content at each grade level K-8.

### **Multicultural and Global Perspectives**

The Department of Teacher Education has a strong commitment to multicultural and global perspectives. Curriculum, field experiences, and

clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity (gender, age, language, culture, ethnicity, religious) and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation.

EMU's Department of Teacher Education is dedicated to a diversity model that enables teacher candidates to develop their own cultural proficiency. Our goal is to graduate teachers who are culturally competent and who are able to differentiate their instruction to meet the needs of all students. Issues of diversity are addressed across the curriculum and are assessed at strategic points in the program. This is best illustrated in our conceptual framework document:

**V. Educators for a *diverse and democratic* society celebrate *diversity* in schools and communities. They prepare students for active participation in a *democracy* through nurturing critical thinking, creative thinking and problem solving within communities.**

**S. Adapt instruction and assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.).**

**T. Create opportunities to encourage (K-12) students to value and respect diversity.**

**U. Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.**

**V. Clarify, monitor and assist (K-12) students in achieving standards of student conduct in a democratic environment.**

Students are evaluated specifically in the area of diversity through their professional dispositions. The evaluation of professional dispositions occurs at three points in the program, EDPS 322, CURR 304, and RDNG 310. The evaluation of student dispositions in EDPS 322 and CURR 304 are formative, and the evaluation in RDNG 310 is summative.

The following abbreviated documents are highlighted to show where diversity is addressed in the EMU Benchmarks and in various gateway

assessments.		
PSMT	EMU Benchmarks (Outcomes)	Shared Assessments
<p><b>2. Instructional Design and Assessment</b> Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principle).</p>	<p>A. Set realistic high expectations for learning and persist in helping all students to reach them.</p> <p>F. Establish learning goals that are appropriate for (K-12) students and emphasize critical thinking, creativity and problem solving.</p> <p>G. Understand the theoretical and applied aspects of the teaching-learning process. (Pedagogy)</p> <p>I. Design activities using a variety of instructional strategies</p> <p>J. Use traditional and alternative assessment strategies continuously to ensure (K-12) student learning and refine teaching practices.</p> <p>L. Consider a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, research, learning theory, policies,</p>	<p>Curriculum Unit Classroom</p> <p>Assessment Plan (CAP)</p> <p>Student Teaching Unit</p> <p>Student Teaching Assessment</p>

		<p>community, prior experiences, etc.).</p> <p>S. Adapt instruction and assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.)</p> <p>T. Create opportunities to encourage (K-12) students to value and respect diversity.</p>		
	<p><b>4. Effective Learning Environments:</b> Management and monitoring of time, relationships, students, and classrooms to enhance learning.</p>	<p>B. Develop (K-12) student cooperation, interpersonal skills and self-esteem in a safe environment</p> <p>V. Clarify, monitor and assist (K-12) students in achieving standards of student conduct in a democratic environment.</p>	<p><i>Field Experience Evaluations*</i></p> <p>Student Teaching Evaluation</p>	
	<p><b>5. Responsibilities and Relationships to the School, Classroom, and Student</b> Systematic reflection to organize and improve teaching and develop effective relationships.</p>	<p>C. Know the importance of interacting positively with (K-12) students and their families.</p> <p>M. Use systematic means to examine the relationship between teaching actions and student success.</p> <p>R. Demonstrate professional dispositions: adherence to</p>	<p><i>Dispositions Evaluation</i></p> <p>Student Teaching Evaluation</p>	

	<p>professional ethics, collaboration, and commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.</p>		
<p><b>6. Responsibilities and Relationships to the Greater Community</b> Participation in professional, local, state, national, and global learning communities</p>	<p>Q. Understand the ethical dimensions of teaching in a culturally diverse democratic society.</p> <p>U. Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.</p>	<i>Social Foundations Essay</i>	

\*Assessments in italics represent shared formative assessments not included in the gateway assessment plan for this program.

**Assessment 3: Lesson Planning Portfolio**

The lesson-planning portfolio represents lesson plans across disciplines prepared in courses across departments. Summaries of each data set are presented below. As different departments had different procedures and timelines for development of assessments, dates vary.

Social Studies Planning: Cumulative since FA 2007

CURR Unit	Unacceptable (1 pts)	Acceptable (2 pts)	Target (3 pts)	Mean
Social studies	36	257	252	
Integrating and applying knowledge for instruction	35	281	241	
Adaptation to diverse students	40	283	234	
Active engagement in learning	36	272	248	
Communication to foster collaboration	35	280	242	

	Collaboration with families, colleagues, and community agencies	40	331	128	2.18
	<p><b>Multiple Assessment Methods</b></p> <p>Within the program candidates are taught various assessment strategies through three courses HIST/CURR 308: Integrate Social Studies Methods, HIST/TED 480 Methods of Teaching Elementary and Middle School History and Social Studies, and EDPS 341 Introduction to Assessment and Evaluation. In HIST/CURR 308 and HIST/TED 480 students learn assessment and evaluation strategies that are appropriate to social studies. In EDPS 340, students develop competencies in assessment and evaluation across the many disciplines taught in elementary school.</p>				
<b>Program Coursework</b>	<a href="#">See Attachment 3</a>				

<b>VI. Content Guidelines/Standards Matrix</b>
<a href="#">See Attachment 4</a>

<b>VII. Supporting Documentation</b>	
<b>Field Experiences</b>	<p><b>Because the <a href="#">field experiences</a> are new there is no data available.</b></p> <p>For several years education faculty at EMU has been studying the field experiences that are required in the various programs. The implementation of the Proficiency Standards for Michigan Teachers and the Content Standards for Elementary Education Teachers gave a perfect impetus to make significant changes in the field experiences, the assignments in the field experience, and how they would be supervised.</p> <p>In the old field experience model, there was no guarantee that students had a variety of experiences or even completed the required number of hours. Another concern was the lack of correlation between the course and the fieldwork experience.</p> <p>With the development of the new elementary education program, the teacher education faculty, along with other methods faculty and the special education faculty developed a sequence of field experiences as well as two new field experience courses. The new field experiences PRCT 304 and PRCT 310 were designed specifically for this program and will not be implemented until Fall 2010 when it is expected that the new elementary education program will be</p>

	<p>implemented.</p> <p>In schools and school districts where we are developing active partnerships, EMU faculty will supervise the new field experiences (practica). PRCT 304 is designed to focus at the K-3 level in inclusive classrooms. Faculty from Teacher Education and Special Education are working together to create ways in which both faculty members teach the practicum. All students are required to take this practicum with their CURR 304. PRCT 310 is designed to focus at the 4-6-grade level. Reading faculty will supervise this field experience. All students are required to take this practicum with their RDNG 310 course. Students seeking endorsements in their content area major or minors will complete field experience hours at middle school grade level during their methods course.</p> <p>Field experiences are also situated within the professional sequence of content method courses: CURR/HIST 308 and HIST/TED 480 (as well as other courses throughout the Elementary Education Program). These field experiences allow candidates to not only gain important application skills in their major disciplines but also integrate the other disciplines taught in elementary schools. In these experiences candidates teach and reflect on content-specific lessons.</p> <p>There is no data for these new courses and field experiences to share at this time. However, we will be collecting data from exit surveys, observations of students by the supervising faculty member and the cooperating teacher in the field as well as their gateway assignments. Data will then be used to fine-tune the field experiences as well as to determine if we are in alignment with the CSET and PSMT.</p> <p>Upon completion of the majority of the major/minor courses and all of the professional education courses students have a 14-week student teaching experience EDUC 492 in an elementary school (Grades K-5).</p> <p>Teacher candidates are assigned to K-5 schools with master teachers where they teach all content areas. During the student teaching experience candidates develop a grade appropriate unit in their major content area. Candidates then teach and assess the unit in their student teaching assignment. After the unit they reflect upon their teaching and discuss modifications to the unit with the cooperating teacher and the university supervisor.</p>
<p><b>Instructional Methods</b></p>	<p>Candidates develop substantive knowledge and understanding of the paradigms (content knowledge and pedagogical knowledge) that guide inquiry in the disciplines. Candidates are exposed to a variety of instructional methods (direct, in-direct, hands-on, etc.) and the use of technology for instruction and work production throughout the program. Through early</p>

	fieldwork in grade-level specific content courses they develop the pedagogical knowledge to: 1) assess learners' prior knowledge and to use formative and summative assessments to make instructional decisions, 2) make decisions about the appropriateness of content for a given class, age or developmental level, or learner, and 3) select an appropriate instructional approach that will transform subject area content and make it meaningful to elementary level students.
<b>Course Descriptions</b>	<ul style="list-style-type: none"> <li>• <a href="#">See Attachment 3.</a></li> </ul>
<b>Syllabi</b>	<ul style="list-style-type: none"> <li>• See Syllabi Folder</li> </ul>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• <a href="#">See Attachment 5</a></li> </ul>
<b>Technology</b>	<p>Technology resources are utilized throughout the teacher preparation program. The faculty models the use of technology through the integration of various technology tools into their instruction. Students are required to demonstrate proficiency in basic computer skills. They are required to use various computer applications in the course of their content area and professional sequence course work. These applications range from the simple use of a word processing application to write a paper to the use of web-based instructional materials for courses to hybrid course using face-to-face and web-based instruction blended to fully online courses. Students learn to use content area specific technology, such as a GSP in geography and Excel in math. Additionally, students are required to integrate the use of technology into their lesson planning. Elementary teacher candidates are required to use technology in a variety of ways throughout the program. Each methods course has a LIVETEXT assignment that must be created and uploaded electronically.</p> <p>In the Appendices Folder, references to technology and technology uses is cited in the following course syllabi:</p> <ul style="list-style-type: none"> <li>• CURR-HIST 308 Course objectives <ul style="list-style-type: none"> <li>Identify and develop strategies that make effective use of technology and integrate interactive media and telecommunication into the social studies (e.g. PowerPoint, the internet, etc.).</li> <li>Virtual field trip</li> </ul> </li> </ul> <p>In addition to these, the approved elementary education program has courses that have required assignments that use technology. The following are methods courses that use technology in a variety of ways to teach and to demonstrate competency;</p> <p>EDPS 322 – Assignments 4 and 5  SPGN 251 – online and multimedia assignments  HLED 320 – Teaching Integration Assignment using LIVETEXT  CURR 304 – Creation of a Class Newsletter</p>

	EDPS 340 – Data analysis of test scores; CAP RDNG 310 – Lesson Cycle that contains a technology component MATH 381 – Use of LIVETEXT for a case study report; when to use computational tools BIOT 303 – Lesson planning and analysis of lesson taught HIST/CURR 308 - Virtual field trip.



