

BOARD OF EXAMINERS REPORT

N C A T E

National Council for Accreditation of Teacher Education

CONTINUING ACCREDITATION VISIT TO:

**Eastern Michigan University
Ypsilanti, Michigan
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**SUMMARY FOR PROFESSIONAL EDUCATION UNIT
NCATE 2000 Standards**

Institution: Eastern Michigan University

| Standards | | Team Findings | |
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| | | Initial | Advanced |
| 1 | Candidate Knowledge, Skills and Dispositions | M | M |
| 2 | Assessment System and Unit Evaluation | M | M |
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| 4 | Diversity | M | M |
| 5 | Faculty Qualifications, Performance, and Development | M | M |
| 6 | Unit Governance and Resources | M | M |

M = Standard Met
NM = Standard Not Met

I. Introduction

Eastern Michigan University (EMU) is a public multipurpose comprehensive metropolitan university located 40 miles west of Detroit and 10 miles east of Ann Arbor. Designated in 1849 as the Michigan State Normal School, the university continues its emphasis today on educator preparation. The university occupies 803 acres and 129 buildings and in the fall of 2003 served 23,710 graduate and undergraduate students (17,982 undergraduates and 5,728 graduate students). Undergraduate students are 60 percent female, graduate students are 58% female. Eighty-four percent of the EMU student population is white, 12% African-American, 2.1% Latino-American, 1.3% Asian, and 1% Native American. Most students are from the state of Michigan, but 47 states and 117 countries are also represented among the student body. The university is comprised of five colleges: Arts and Sciences, Business, Education, Health and Human Services, and Technology. The institution offers baccalaureate degrees (400 majors, minors, and concentrations), masters degrees (85 degree/certificate programs), the specialist degree in leadership, special education administration, and curriculum development/assistive technology, Ed.D in educational leadership, and the Ph.D. in clinical psychology. The university offers courses and programs in Detroit, Flint, Grand Rapids, Jackson, Livonia, Monroe, Traverse City, Brighton and Washtenaw County through compressed video, the Internet, and other modes of instruction.

The mission statement for EMU indicates that the institution 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, the institution maximizes educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master’s, and doctoral programs. The institution provides a student-focused learning environment that positively affects the lives of students and the community. The university extends its commitment beyond the campus boundaries to the wider community through service initiatives and partnerships of mutual interest addressing local, regional, national and international opportunities and challenges” (Undergraduate Catalog, p. 5). In addition to its stated mission, EMU has adopted eight institutional values: Teaching and Learning, Excellence, Human Dignity and Respect, Diversity, Scholarship and Intellectual Freedom, Public Engagement, Leadership and Participatory Decision-Making, and Integrity. Eight guiding principles support the institution mission and values: Accessibility, Relevancy, Responsiveness to Change, Flexibility, Quality, Collaboration, Accountability, and Affordability.

The College of Education (COE) has prepared educators for more than 150 years. For several years, the COE has been the nations’ largest producer of professional education personnel. Programs are offered at the bachelors, masters, specialists, and doctoral degree levels. The stated mission of the COE is to “create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking, and problem-solving abilities of students so that they may become ethical, productive, contributing participants and leaders in a democratic and diverse society” (2003-2005 Graduate Catalog, p. 103). Candidates in the COE are racially diverse (15.2% initial programs; 10.6% advanced programs.) Racial diversity is also represented in COE faculty (21.1%).

The unit (defined as the COE) offers initial programs in the following areas: early childhood, elementary education, secondary education (biology, business services and technology education, chemistry, comprehensive communication and theatre arts, computer science, earth science,

economics, French, general science, geography, German language and literature, history, language literature and writing, marketing education, mathematics, physics, political science, psychology, social studies, sociology, Spanish, vocational business, vocational education and vocational marketing education), K-12 (art, Japanese language and culture, music – instrumental and vocal, physical education, and technology and design education). Initial programs are also offered in special education (emotionally impaired, hearing impaired, cognitively impaired, physically or otherwise health impaired, visually impaired, and speech-language pathology). Initial programs can be completed at the undergraduate level or as a post-baccalaureate candidate. Advanced programs resulting in the MS degree are offered in the following areas: early childhood, elementary education, middle level education, business education, technology education, secondary education, physical education, music education, common learnings in curriculum, art education, reading, educational technology, emotionally impaired, hearing impaired, learning disabilities, physically or otherwise health impaired, cognitively impaired, visually impaired, school counselor, and educational leadership. Advanced programs resulting in the specialist degree are offered in administration and supervision of special education programs, curriculum development in special education and educational leadership. The doctorate is offered in educational leadership.

The unit offers programs at several off campus locations: Brighton, Detroit, Flint, Grand Rapids, Jackson, Livonia, Monroe, and Washtenaw County. One team member visited the Livonia site. Candidates in the Urban Teacher Program in Detroit were interviewed by speaker phone. One program (Master of Arts in Educational Media and Technology) is offered totally on-line. Several advanced program courses are also offered on-line. Faculty who teach in the Educational Media and Technology program were interviewed via a chat room. Candidates in an on-line course were interviewed via a live chat. It is primarily full time faculty who teach both off campus and via the web. The instrument to evaluate instruction and courses used in on-campus courses is also used for all distance and web delivery courses.

The unit has instituted several changes since the last NCATE visit:

1. 1997-98. Program changes were instituted in several majors, and minors: physical education, political science, economics, geography, and social studies (majors) and in physical education, adapted physical education (minors). Modification of the “reconfiguration” of initial programs occurred. Several advanced programs (early childhood education, speech pathology) were revised. Astronomy and industrial arts programs were deleted from the programming. English as a Second Language, industrial technology (since deleted), and technology and design were added programs.

2. 1997-98. The conceptual frameworks was modified. The Urban Teacher Program in Detroit was expanded. The CLIMB project with Washtenaw Community College was initiated to bring/retain minority students into the initial program. Advising was revised to focus more on group vs. individual advising. Increased and improved advising materials were made available to candidates in print and on line.

3. 1998-99. Changes in various professional/pedagogy courses and course sequencing were initiated. The special education program was converted from elementary/secondary to K-12 certification. Refinement of the conceptual frameworks continued and greater incorporation of

conceptual frameworks were emphasized in catalog materials, web site materials, promotional materials, syllabi, etc. Initial program advising was enhanced. Organizational changes were planned to address issues related to forthcoming new facilities.

4. 1999-00. The COE took occupancy of the Porter Building. Re-structuring of the Office of Collaborative Education occurred. COE Clinics were created. A vastly increased/enhanced set of computers/technology were acquired and placed in laboratories, classrooms, and offices. Significant professional development for faculty and staff related to technology applications was provided. The Teacher Quality grant/project was initiated. Identification of desired dispositions and assessment of dispositions for initial and advanced programs was initiated. Continued phase-in of FETE (pre-student teaching field experiences) was underway. Revisions in requirements for post-baccalaureate teacher certification students (general education in particular) were implemented. Modification of the social studies major was approved. A cooperative doctoral program with Grand Valley State University was initiated. Assessments and rubrics were designed for the pedagogy sequence in the initial program. Implementation of the John W. Porter Chair in Urban Education occurred. The COE Advising Coordinator position resulted in numerous enhancements to the advising processes. Use of the Educational Benchmarking Inc. bench marking assessment was implemented.

5. 2000-01. Additional modifications in the conceptual frameworks were approved. Additional program changes made, especially in response to low Michigan Tests for Teacher Certification (MTTC) scores. Phase-in of the FETE course was completed. Dramatic increases in the numbers of minority students and men were noted. The “Comer Project” resulted in approximately 30 partner schools in Detroit. Additional technology was acquired.

6. 2001-02. Additional changes in conceptual frameworks (both initial and advanced) were approved. Substantial program modifications were approved in majors in earth-space science, biology, physics, geography, and special education. The state approved “clean up” of MTTC test rosters (thus permitting elimination of inappropriate persons attributed to EMU). Surveys of first major program completers and their immediate supervisors were initiated. Electronic communications involving student teachers, university supervisors, and cooperating teachers were implemented. Numbers of under-represented persons in the faculty and student body were increased. Increased numbers of College of Arts and Science faculty were involved in P-12 school activities. An Interim Assistant dean for advising was appointed, additional full-time advising staff were acquired, a COE advising advisory board was established, and increased advising activities were accomplished. The Urban Teacher Program was expanded to Flint, as well as Detroit.

7. 2002-03. Data gathering related to the assessment system was initiated. SPA reports were submitted and responses were received. A revised student teaching unit (based on the Teacher Quality model) was implemented. Additional substantial technology enhancements were instituted. An all-time high number of COE credit hours were generated. Admissions to the initial program by under-represented populations remained high, along with number of students admitted to programs with a high need for teachers. Efforts to “internationalize” the curriculum were increased. The NCATE Institutional Report and Exhibit materials were prepared.

This visit was a joint NCATE/State visit. Initial and advanced programs were reviewed during the visit. There were no state team members, only a Michigan Department of Education consultant.

Conceptual Framework

Introduction

In 1993, the Basic Elementary and Secondary Committee (BESE) of the Department of Teacher Education created a multi-department, multi-college steering committee to guide the collaborative development of a conceptual framework for initial teacher preparation programs. Representatives from all key constituent groups (P-12, colleges outside of the College of Education (COE), and all departments within the COE) identified beliefs and values that became the foundation for the conceptual framework at both initial and advanced levels. Values and beliefs emphasized within the conceptual framework require candidates to become *caring* individuals who are committed to all students' learning within supportive learning communities. Candidates must be *student-focused* and persistent in pursuing high developmentally appropriate expectations for all students. They must be *knowledgeable* regarding content and pedagogy including use of technology. The conceptual framework stresses *reflective* practice, *demonstration of professional dispositions* and effective communication skills, and the ability to plan instruction for diverse students. Candidates are expected to *prepare students for active participation in democracy* through nurturing critical thinking, creative thinking, and problem solving. The unit's mission: "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" was also taken into consideration and incorporated into the conceptual framework. Feedback was obtained from individuals and groups over the course of the next two years. In 1996, the conceptual framework was formally approved. During the 1997 NCATE visit, the conceptual framework was still not fully implemented and a weakness (lack of articulation of the conceptual framework by some candidates and faculty) was listed in the team report. This concern resulted in the adoption of a revised theme, "Caring Professional Educators for a Diverse and Democratic Society" for initial programs. The current conceptual framework articulates the role of teachers as caring educators and the responsibility of teachers to celebrate diversity and to prepare students for active participation in democracy.

Key to the conceptual framework is the incorporation of the INTASC Standards knowledge, skills, and dispositions with institutional outcomes that are expected of all initial program candidates. The conceptual framework includes 22 broad goals clustered in five categories:

- I. Caring educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students.**
 - A. Set realistic high expectations for learning and persist in helping all students to reach them.
 - B. Develop (P-12) student cooperation, interpersonal skills and self-esteem in a safe environment.
 - C. Know the importance of interacting positively with (P-12) students and their families.

II. Professional educators are knowledgeable regarding content, pedagogy, and educational technologies.

- D. Understand the central concepts, tools of inquiry and structures of the disciplines he or she teaches. (Content)
- E. Have knowledge of district, state and national curriculum standards or documents.
- F. Establish learning goals that are appropriate for (P-12) students and emphasize critical thinking, creativity and problem solving.
- G. Understand the theoretical and applied aspects of the teaching-learning process. (Pedagogy)
- H. Create meaningful learning experiences that are appropriate for (P-12) students and guide students to successful achievement of critical thinking, creativity and problem solving goals both within and across disciplines.
- I. Design activities using a variety of instructional strategies.
- J. Use traditional and alternative assessment strategies continuously to ensure (P-12) student learning and refine teaching practices.
- K. Use instructional technology to enhance learning and personal/professional productivity.

III. Professional educators are reflective in their practice.

- L. Consider a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, research, learning theory, policies, community, prior experiences, etc.).
- M. Use systematic means to examine the relationship between teaching actions and student success.

IV. Professional educators demonstrate professional dispositions and communication skills.

- N. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well being.
- O. Communicate clearly and effectively in interpersonal situations.
- P. Communicate clearly and effectively in writing.
- Q. Understand the ethical dimensions of teaching in a culturally diverse democratic society.
- R. Demonstrate professional dispositions: adherence to professional ethics, collaboration, and commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.

- 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 (P-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 (P-12) students in achieving standards of student conduct in a democratic environment.

At the same time development of the initial program conceptual framework was underway, parallel efforts were underway to develop a conceptual framework for advanced programs. The ad hoc Graduate Certification Program Committee initiated work related to the development of the advanced program conceptual framework in 1993-1994. Further development and refinement of the advanced program conceptual framework was undertaken by the Committee on Advanced Programs in 1994-1995. The theme for advanced programs at this time was “Eastern Michigan University advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society.” Additional discussion about the advanced program theme over the next eight years resulted in a revised theme, “Inquiry, advocacy, and leadership in education for a diverse and democratic society”, and the addition of four roles for which advanced program candidates should be prepared: educational leader, reflective inquirer, collaborative community member, and student-oriented professional. It is believed that advanced program candidates are able to go beyond educating students in their own classroom and become leaders in a variety of professional environments. Specific outcomes are delineated for advanced program candidates:

Students will solve problems and make decisions in professional practice through the use of:

- research
- reflective inquiry
- knowledge of learning and development
- knowledge of diversity and cultural context
- knowledge of subject matter and/or professional knowledge.

Students will demonstrate leadership by:

- communicating effectively
- working collaboratively
- using technology effectively
- engaging in exemplary professional practice
- advocating for children and young adults

- engaging in continuous professional development

Students will demonstrate professional dispositions:

- adherence to professional ethics: demonstrates adherence to standards of ethical conduct, fulfills professional obligations, assumes responsibility for own decisions
- collaboration: works effectively with professional colleagues, parents, and other adults
- commitment to diversity: values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
- leadership and initiative: assumes leadership roles in improving professional practice, goes beyond what is expected, actively seeks solutions to problems
- professional advocacy: serves as an advocate in schools and in the broader community to enhance educational opportunities for all students
- professional demeanor: deals with conflict appropriately, posed and professional behavior, responsive to professional feedback.
- self-reflection: reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties or deficiencies in one's professional practice, seeks after knowledge and professional development
- student focus: focuses professional decision-making around student needs rather than personal preferences.

Individual programs also have specified goals related directly to professional standards and/or discipline requirements.

Shared Vision

Although faculty in the unit have not yet formally adopted a stated “vision”, the CEO dean has articulated a vision that is built upon four assumptions:

1. The preparation and continuing education of teachers, other school personnel, and the other professionals prepared in the College of Education in the 21st Century should be a collaborative effort involving many partners.
2. Technology is changing the way students learn at all levels and it has changed and is changing “the way the world works.” As a result, preparation programs of the 21st Century need to redefine the way professionals are prepared.
3. The College of Education of the 21st Century should support career-long professional development for professionals.
4. The College of Education of the 21st Century should very much be a part of the “community”- responsive to future work force needs, education needs, social needs, and career preparation needs.
5. Organizational effectiveness, collaboration and partnerships, learning community, professional leaders, professional development, well-being, faculty development, technology, inquiry, diversity, excellence, relations with alumni/friends and professionals, and resources are key components related to the vision.

The initial program is undergirded by a professional knowledge base that incorporates research, theory, and the “wisdom of practice” focusing on teachers as caring individuals (Noddings, 2001; Comer, 1989; Delpit, 1995; Gay, 2000; Pena and Amrein 1999). Candidate knowledge of content and pedagogy is also stressed (Grossman, Wilson and Shulman, 1989; Murray and Porter, 1996; Thornton, 2000; and Darling-Hammond 1994; Lowenberg, 2000; and Armour and Fernandez-Balboa, 2001). Child development, effective instructional design and classroom organization and management, authentic assessment, and educational technologies as instructional tools are included equally in the initial program knowledge base, each with an impressive array of supportive research. Reflection is stressed through the constructivist focus for initial programs. Fullan’s (1993) writings related to professional ethics as well as a focus on multicultural perspectives (Zeichner, et al., 1998) are stressed throughout the initial program knowledge base.

The advanced level conceptual framework knowledge base also draws upon research, theory, and wisdom of practice. The work and writings of Darling-Hammond (1997), Garmston and Wellman (1999), Lambert et al (2002), Schmoker (1999), Sergiovanni (1996), Murphy (2002) and others support the educational leader focus. The constructivist research serves as the supportive knowledge base for the focus on reflective inquirer. Noddings (2001), Comer (1989), Gay (2000), Delpit (1995), Pena and Amrein (1999) provided the foundation for the focus on the student centered professional. Collaborative community member is related to the research by Zimpher (2002), Howey (2002), and Bekko and Paine (2002). The “democratic imperative” summarized by Banks (2000) and his description of multicultural citizenship education (2001) form the foundation research for the focus on preparing advanced candidates for a diverse and democratic society. Dede (1998), Means and Golan (1998), Roshelle et al. (2000) and Jonasses (2000) provide the foundation for an emphasis on technology. Fullan (1993), Cox (1982) and Hansen (2001) stress emphasis on professional dispositions. Content area standards and/or learned society expectations also contribute to the knowledge base for each of the advanced programs.

Faculty and administrators from throughout the campus, candidates, and P-12 colleagues were generally quite knowledgeable about the conceptual framework for initial and/or advanced programs. While not always able to repeat the exact phrases used to articulate the themes for each level, constituents were able to provide examples of key elements of the conceptual framework as found in courses, field experiences, and candidate expectations. Elements of both the initial and advanced program conceptual frameworks reflect key words within the unit mission: intellectual curiosity, creativity, critical and reflective thinking, problem-solving, ethical, productive and contributing participants and leaders in a democratic and diverse society.

Coherence

Initial and advanced program conceptual frameworks are reflected in course syllabi; expectations for candidate demonstration of knowledge, skills, and dispositions during field/clinical experiences; course related assignments and activities; and assessments. The dean and associate dean in the College of Arts and Sciences reported that the conceptual framework has fostered closer relationships between the two colleges (arts and sciences and education). Faculty meet formally and informally to discuss implications of the conceptual framework in courses and programs.

The Standards and Benchmarks for Teacher Preparation ensure coherence of the curriculum, instruction, field experiences, clinical practice and assessment across all educator preparation programs. General education, professional education and pedagogical content form a well-sequenced program of studies for initial program candidates. Specified program outcomes for both initial and advanced programs are addressed in required courses and field experiences, and are demonstrated through multiple performance assessments. Constituents from throughout the university serve on governance committees that review and approve curricula and programs. The conceptual framework is imbedded within the work of these committees and the course/program approval process.

Professional Commitments and Dispositions

The unit clearly articulates expected professional dispositions for initial and advanced program candidates. The dispositions and their assessments are described in Standard One under the “Dispositions” narrative.

Commitment to Diversity

Commitment to diversity is visible in the conceptual framework, the knowledge bases that undergird programs, candidate knowledge, skills and dispositions outcomes, coursework, some assessments, and field experiences in diverse settings for initial and advanced programs. The COE has a long history of commitment and leadership within the university and community related to diversity initiatives. At the initial level, candidates are required to complete a group diversity project, and the unit taught during student teaching must adapt instruction to accommodate the learning of all students. Recent graduate surveys and employer surveys at the initial level include questions related to the ability to teach all students. A likert scale of 1 to 5 is used to rate each item (5 = strongly agree, 1 = strongly disagree).

| | <u>Candidate</u> | | <u>Employer</u> | |
|--|------------------|-------------|-----------------|-------------|
| | 2000 | 2001 | 2000 | 2001 |
| Item 15 Create opportunities, value, respect | 4.0 | 4.1 | 4.3 | 4.3 |

The Education Benchmark Inc. Survey has two items relating to diversity for which initial candidates self rate the degree to which they were prepared to perform a specific activity using a 7 point likert scale (7 = extensive, 4 = moderate, 1 = not at all). Results for a three-year period are presented below:

| | 2000 | 2001 | 2002 |
|---|-------------|-------------|-------------|
| Teach children <u>from</u> diverse ethnic backgrounds | 5.21 | 5.01 | 5.14 |
| Teach children <u>with</u> diverse ethnic backgrounds | 5.09 | 4.92 | 5.05 |

Similar data exists for advanced program candidates.

| | <u>Candidate</u> | | <u>Employer</u> | |
|---|----------------------|-----|----------------------|-----|
| | 2000-01/01-02 | | 2000-01/01-02 | |
| Item 7 Provide optimum learning experiences | 3.6 | 3.9 | 4.2 | 4.2 |

Commitment to Technology

The unit is committed to the preparation of candidates who can use “instructional technology to enhance learning and personal/professional productivity.” Initial and advanced program candidates are required to complete required coursework in technology. Faculty successfully model use of technology as an instructional tool. Candidates in initial and advanced programs demonstrated use of technology during site visits and verbally reported on technology coursework as well as applications of technology to class projects, field experiences, etc. The College of Education has recently renovated an older building on campus. It provides state-of-the art access to technology for faculty and candidates in initial and advanced programs.

Candidate Proficiencies Aligned with Professional and State Standards

At both the initial and advanced levels, all applicable programs have submitted materials to demonstrate alignment with the standards of the specialized professional associations. Initial programs are aligned with INTASC standards. Many advanced programs for teachers are aligned with NBPTS standards.

At the initial level, all programs have submitted materials to demonstrate alignment with state content standards, including the objectives of the various tests of the Michigan Tests for Teacher Certification. All initial programs are aligned with the Entry-Level Standards for Michigan Teachers. Applicable advanced programs have submitted materials to demonstrate alignment with state content standards, including the objectives of the various tests of the Michigan Tests for Teacher Certification.

1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all candidates learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A. Level: Initial and advanced

B. Findings:

Eastern Michigan University (EMU) has a long history of preparing teachers to teach in the public schools of Michigan. This history of teacher preparation is evident in the passion with which the unit's administration and faculty pursue the preparation of today's teachers. The unit has presented convincing evidence to demonstrate that candidates in all programs, at both the initial and advanced level, have adequate knowledge, skills, and dispositions to become well-educated, reflective and principled educators. The conceptual framework theme for the initial program is "Caring professional educators for a diverse and democratic society." For the advanced program the conceptual framework theme is "Inquiry, advocacy, and leadership in education for a diverse and democratic society."

Eastern Michigan University is open to candidates who have the potential to succeed academically as determined by a review of official high school records and/or college records. Admission to the University is based on a combination of factors including, but not limited to, the review of high school or college grade point average (GPA), high school or college curriculum and scores on a standardized tests. Separate admission is required to be admitted to the College of Education (COE). Some programs are designed to include more than one college. Initial program education candidates progress through five stages (see narrative for Standard One "Professional and Pedagogical Knowledge and Skills for Teacher Candidates for a detailed description of each of the five stages) that are designed to ensure a quality program and to outline the COE's requirements to be met by each teacher preparation candidate. Master's level candidates must hold an undergraduate degree from an accredited institution, have a minimum GPA 2.75 undergraduate GPA or 3.0 in the last half of the undergraduate work or 3.3 GPA in 12 semester hours or more of work at the graduate level or a minimum 50th percentile on the GRE writing. International candidates must have a minimum score of 550 on the TOEFL. These criteria are outlined in printed documents and on the COE Website made available to all candidates and each step is clearly defined.

The components of the EMU conceptual framework, knowledge, pedagogical skills, and dispositions, are based upon Michigan Department of Education Standards, the INTASC Standards and the standards of national specialty professional associations (SPAs). Initial and advanced programs are assessed regularly with the EMU Professional Educator Assessment System (PEAS). The PEAS has benchmarks that are identified at six major points including 1) Admission to the University, 2) Admission to specific program, 3) Retention in program, 4) Mid-program assessments, 5) Near exit assessments of candidates, and 6) Post-completion candidate and supervisor assessments.

Content Knowledge for Teacher Candidates

Initial Programs

At Eastern Michigan University (EMU), initial teachers are prepared in four broad categories:

- (a) elementary (including early childhood education);
- (b) secondary;
- (c) K-12 (covering all grade levels); and
- (d) special education (covering all grade levels).

Teachers are certified in the State of Michigan as elementary or secondary with additional endorsements in various teaching fields. Elementary certificates cover all subjects in K-5 and subject areas in grades 6-8 in which the candidate has completed a major or minor. Secondary certificates cover subject fields in grades 7-12 in which the candidate has completed a major or minor.

Every prospective teacher in the unit must complete a major of at least 30 semester hours in a content area that is identified as a teachable field and a minor of at least 20 semester hours in a content area that is a teachable field. The exceptions are these: (a) prospective elementary teachers may take three minors instead of a major and a minor; (b) some secondary/K-12 fields call for an extended major with no minor; and (c) broad fields majors require at least 36 hours of content, appropriately distributed, and broad fields minors require at least 24 hours of content, appropriately distributed.

In Michigan, successful completion of an approved minor qualifies the individual for full licensure to teach in that field. Most completers of EMU's initial teacher preparation programs exit with the credentials to teach in two or more fields. All have at least 50 semester hours of content in one or more teaching fields, not including approximately that much more content in general education.

The quality of the academic content of each of the teaching majors and teaching minors in the initial preparation program is directly influenced by three factors:

(a) **SPA Standards.** All eligible programs have submitted materials to the NCATE-affiliated Specialized Professional Associations (SPA's), either directly or through the State periodic review process. In addition, the initial teacher preparation program in music education is accredited by the National Association of Schools of Music. In addition, other programs (e.g., art education) attend closely to the recommendations of relevant national associations, even though the organizations are not SPA-recognized. In order to address/meet the requirements of the SPA's, the eligible programs have attended to the subject-matter content expectations of these national organizations. At the time of the site visit, all programs were either approved or in the rejoinder review process.

(b) **MDE Program Standards.** The Michigan Department of Education (MDE) has a set of content standards for each teaching field, aligned with the state's Curriculum Frameworks for K-12 teaching/learning. These standards must be met before any new teacher preparation program is approved and must be met as part of the state's program approval process.

In addition, the MDE teacher preparation program standards for each teaching field are used as the basis for the subject-field test in that field of the Michigan Test for Teacher Certification (MTTC). In order for candidates to be successful on any MTTC specialty test, they must have mastered a body of knowledge related to the test objectives and to the content standards for the teaching field.

(c) **Institutional.** The curriculum for each teaching field must meet institutional requirements. These include such matters as the quantity of upper-division course work required in the major and minor and the content requirements of the EMU Teacher Preparation Outcomes and Benchmarks.

The demonstration of knowledge of the 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 teacher preparation program for all candidates.

Various programs have additional mid-point checks. Some programs (e.g., physical education) have a capstone seminar or the equivalent. All candidates must take and pass all applicable tests of the Michigan Tests for Teacher Certification before being recommended for licensure. The chart below illustrates the subject test pass rates from October 1999 to July 2003 administrations of this assessment (The data reported is not adjusted to count for repeated failures of the same test and it should be noted that only candidates who pass the exam can be recommended for licensure, therefore in Michigan, the pass rate of “program completers” is 100%):

EMU MTTC Subject Area - Pass Rates in Comparison with State Pass Rates (Rank Teaching Field EMU State Difference)

| Test Date | EMU Subject Test Pass Rates | State Pass Rates |
|--------------------------|------------------------------------|-------------------------|
| October 1999 | 83.52 % | 82.03 % |
| January 2000 | 84.65 % | 83.57 % |
| April 2000 | 84.29 % | 83.15 % |
| July 2000 | 80.21 % | 81.77 % |
| October 2000 | 82.20 % | 81.59 % |
| January 2001 | 84.57 % | 83.34 % |
| April 2001 | 84.53 % | 83.15 % |
| July 2001 | 86.52 % | 83.06 % |
| October 2001 | 86.65 % | 82.88 % |
| January 2002 | 90.35 % | 83.86 % |
| April 2002 | 85.56 % | 80.66 % |
| July 2002 | 83.29 % | 80.37 % |
| October 2002 | 83.49 % | 80.02 % |
| January 2003 | 86.06 % | 80.72 % |
| April 2003 | 84.88 % | 79.40 % |
| July 2003 | 83.20 % | 77.53 % |
| Overall Pass Rate | 84.60 % | 81.69 % |

The charts below illustrate the basic skills test pass rates for reading, writing and mathematics from October 1999 to July 2003 administrations of this assessment:

Summary Results for Eastern Michigan University Michigan on the MTTC Basic Skills Test

| BS - Reading | EMU Pass Rates | State Pass Rates | Number of Examinees EMU | Number of Examinees State |
|----------------------------|-----------------------|-------------------------|--------------------------------|----------------------------------|
| October 1999 | 97% | 95% | 299 | 2833 |
| January 2000 | 95% | 95% | 481 | 3065 |
| April 2000 | 96% | 97% | 409 | 3199 |
| July 2000 | 93% | 94% | 476 | 3924 |
| October 2000 | 97% | 97% | 382 | 3154 |
| January 2001 | 92% | 93% | 448 | 3042 |
| April 2001 | 97% | 97% | 470 | 3431 |
| July 2001 | 94% | 94% | 518 | 3897 |
| October 2001 | | | | |
| January 2002 | | | | |
| April 2002 | 96% | 96% | 332 | 3680 |
| July 2002 | 93% | 93% | 333 | 4179 |
| October 2002 | 95% | 96% | 298 | 3247 |
| January 2003 | 93% | 94% | 328 | 3385 |
| April 2003 | 96% | 96% | 317 | 3740 |
| July 2003 | 89% | 91% | 366 | 4278 |
| 16 Month Cum./Total | 94 % | 95 % | 5457 | 49054 |

Summary Results for Eastern Michigan University on the MTTC Basic Skills Test

| BS - Mathematics | EMU Pass Rates | State Pass Rates | Number of Examinees EMU | Number of Examinees State |
|-------------------------|-----------------------|-------------------------|--------------------------------|----------------------------------|
| October 1999 | 86% | 87% | 311 | 2999 |
| January 2000 | 87% | 88% | 501 | 3250 |
| April 2000 | 85% | 86% | 441 | 3386 |
| July 2000 | 88% | 89% | 521 | 4208 |
| October 2000 | 84% | 86% | 398 | 3315 |
| January 2001 | 89% | 88% | 474 | 3229 |
| April 2001 | 83% | 84% | 497 | 3627 |
| July 2001 | 84% | 87% | 577 | 4228 |
| October 2001 | | | | |
| January 2002 | | | | |
| April 2002 | 89% | 84% | 357 | 3987 |
| July 2002 | 88% | 86% | 365 | 4573 |
| October 2002 | 86% | 84% | 312 | 3477 |

| | | | | |
|----------------------------|-------------|-------------|-------------|--------------|
| January 2003 | 85% | 89% | 353 | 3693 |
| April 2003 | 83% | 82% | 356 | 4007 |
| July 2003 | 85% | 84% | 392 | 4656 |
| 16 Month Cum./Total | 86 % | 86 % | 5855 | 52635 |

Summary Results for Eastern Michigan University MTTC Basic Skills Test

| BS - Writing | EMU Pass Rates | State Pass Rates | Number of Examinees EMU | Number of Examinees State |
|----------------------------|-----------------------|-------------------------|--------------------------------|----------------------------------|
| October 1999 | 91% | 91% | 314 | 2934 |
| January 2000 | 95% | 94% | 491 | 3164 |
| April 2000 | 90% | 91% | 427 | 3277 |
| July 2000 | 90% | 91% | 498 | 4054 |
| October 2000 | 91% | 93% | 393 | 3268 |
| January 2001 | 92% | 94% | 463 | 3117 |
| April 2001 | 93% | 94% | 482 | 3491 |
| July 2001 | 91% | 92% | 531 | 3951 |
| October 2001 | | | | |
| January 2002 | | | | |
| April 2002 | 89% | 93% | 341 | 3728 |
| July 2002 | 88% | 93% | 334 | 4259 |
| October 2002 | 86% | 92% | 295 | 3263 |
| January 2003 | 85% | 92% | 333 | 3431 |
| April 2003 | 83% | 92% | 319 | 3837 |
| July 2003 | 85% | 89% | 368 | 4360 |
| 16 Month Cum./Total | 92 % | 92 % | 5589 | 50134 |

Initial program completers are assessed using the Initial Program Completer Survey. Candidates use a five point likert scale (5= strongly agree, 3 = neutral, and 1 = strongly disagree to indicate the degree they were prepared to apply varied knowledge, skills, and dispositions. Results from 2001-2002 survey are presented below:

2001- 2002: Initial Program Completer's Supervisor's Survey Results

The graduate was prepared to:

| | N* | Avg. | sd |
|--|-----------|-------------|-----------|
| 1. teach content in his/her discipline (major / minor) | 92 | 4.6 | 0.53 |
| 2. apply learning and developmental theories when planning for instruction | 92 | 4.4 | 0.61 |
| 3. use curriculum standards when teaching | 92 | 4.4 | 0.61 |
| 4. use a variety of instructional strategies effectively | 92 | 4.3 | 0.73 |
| 5. establish appropriate, high level learning goals for candidates | 92 | 4.3 | 0.81 |

| | | | |
|---|----|-----|------|
| 6. make appropriate use of a variety of assessment strategies to measure student learning | 92 | 4.1 | 0.87 |
| 7. create learning experiences that focus on critical thinking, problem-solving, and creativity | 90 | 4.2 | 0.72 |
| 8. consider the broader purposes of schools when planning for instruction | 92 | 4.1 | 0.80 |
| 9. provide a safe, supportive environment for candidates | 92 | 4.4 | 0.80 |
| 10. maintain an orderly, productive classroom environment | 92 | 4.3 | 0.91 |
| 11. develop student cooperation and interpersonal skills | 92 | 4.4 | 0.62 |
| 12. develop positive interactions with families and communities | 92 | 4.1 | 0.78 |
| 13. relate to colleagues in a professional, productive manner | 92 | 4.6 | 0.68 |
| 14. make instructional decisions that take into account prior experiences and diverse student needs | 90 | 4.2 | 0.79 |
| 15. create opportunities for candidates to value and respect diversity | 90 | 4.3 | 0.68 |
| 16. modify his/her teaching as a result of student understanding | 90 | 4.4 | 0.77 |
| 17. use technology to enhance student learning and his/her own professional productivity | 84 | 4.1 | 0.80 |
| 18. communicate effectively with candidates, colleagues, administrators, and families | 90 | 4.5 | 0.62 |
| 19. communicate effectively in writing | 90 | 4.2 | 0.68 |
| 20. engage in ongoing opportunities for professional development | 90 | 4.6 | 0.54 |
| 21. recognize and demonstrate professional dispositions, ethics, and behaviors appropriate to the profession (i.e. responsibility, teachability, commitment, initiative, professional ethics, and student focus.) | 90 | 4.5 | 0.72 |

*N does not equal total surveys returned as some questions were left blank or marked NA.

Initial program completer’s supervisors compare EMU program completers to graduates of other institutions. Supervisors use a five point likert scale (5= strongly agree, 3 = neutral, and 1 = strongly disagree to indicate the degree to which initial program candidates were prepared to apply varied knowledge, skills, and dispositions. Results from 2001-2002 surveys are presented below:

2001 – 2002: Supervisor’s Comparison of Initial Program Completers to Graduates of Other Institutions

Compared to graduates from other institutions this graduate was prepared to:

| | N* | Avg. | sd |
|--|-----------|-------------|-----------|
| 1. teach content in his/her discipline (major / minor)..... | 84 | 3.9 | 0.80 |
| 2. apply learning and developmental theories when planning for instruction | 84 | 3.7 | 0.81 |
| 3. use curriculum standards when teaching..... | 84 | 3.8 | 0.88 |
| 4. use a variety of instructional strategies effectively | 84 | 4.0 | 0.90 |

| | | | |
|--|----|-----|------|
| 5. establish appropriate, high level learning goals for candidates.... | 84 | 3.9 | 0.92 |
| 6. make appropriate use of a variety of assessment strategies to measure student learning..... | 84 | 3.7 | 0.89 |
| 7. create learning experiences that focus on critical thinking, problem-solving, and creativity..... | 84 | 3.8 | 0.98 |
| 8. consider the broader purposes of schools when planning for instruction..... | 84 | 3.7 | 0.90 |
| 9. provide a safe, supportive environment for candidates | 84 | 3.6 | 0.93 |
| 10. maintain an orderly, productive classroom environment..... | 84 | 3.7 | 1.00 |
| 11. develop student cooperation and interpersonal skills | 84 | 3.8 | 0.96 |
| 12. develop positive interactions with families and communities..... | 84 | 3.8 | 0.98 |
| 13. relate to colleagues in a professional, productive manner | 84 | 3.8 | 1.05 |
| 14. make instructional decisions that take into account prior experiences and diverse student needs..... | 82 | 3.7 | 0.90 |
| 15. create opportunities for candidates to value and respect diversity..... | 82 | 3.7 | 0.93 |
| 16. modify his/her teaching as a result of student understanding .. | 82 | 3.8 | 1.00 |
| 17. use technology to enhance student learning and his/her own professional productivity | 82 | 3.7 | 0.88 |
| 18. communicate effectively with candidates, colleagues, administrators, and families | 82 | 3.7 | 0.96 |
| 19. communicate effectively in writing | 82 | 3.8 | 0.91 |
| 20. engage in ongoing opportunities for professional development..... | 82 | 4.0 | 0.79 |
| 21. recognize and demonstrate professional dispositions, ethics, and behaviors appropriate to the profession (i.e. responsibility, teachability, commitment, initiative, professional ethics, and student focus.)..... | 82 | 3.9 | 1.01 |

*N does not equal total surveys returned as some questions were left blank or marked NA.

Advanced program completers are assessed using the Advanced Program Completer Survey. Candidates use a five point likert scale (5= strongly agree, 3 = neutral, and 1 = strongly disagree) to indicate the degree they were prepared to apply varied knowledge, skills, and dispositions. Results from 2001-2002 survey are presented below:

2001 – 2002: Advanced Program Completer’s Survey Results

I was prepared to:

| | N* | Avg. | sd |
|---|----|------|------|
| 1. perform with a higher level of expertise in my degree area ... | 97 | 4.2 | 0.81 |
| 2. expand my repertoire of instructional strategies..... | 95 | 4.2 | 0.78 |
| 3. expand my repertoire of assessment strategies | 97 | 3.9 | 0.98 |
| 4. use research to inform problem-solving and decision-making | 97 | 3.9 | 0.88 |

| | | | |
|--|----|-----|------|
| in the classroom..... | | | |
| 5. engage in reflective inquiry regarding teaching practices | 95 | 4.0 | 0.80 |
| 6. apply learning and developmental theories to observation, problem-solving and decision-making in the classroom..... | 96 | 4.1 | 0.77 |
| 7. provide optimal learning experiences for candidates from diverse cultural and experiential backgrounds | 96 | 3.9 | 0.89 |
| 8. work collaboratively with colleagues | 96 | 4.1 | 0.85 |
| 9. use technology to inform and enhance practice | 96 | 3.7 | 1.00 |
| 10. advocate for children and young adults | 96 | 4.1 | 0.77 |
| 11. engage in ongoing opportunities for professional development..... | 97 | 4.2 | 0.81 |
| 12. take a leadership role in my profession..... | 97 | 4.0 | 0.90 |
| 13. demonstrate dispositions (attitudes / behaviors) appropriate to the profession..... | 97 | 4.2 | 0.79 |

*N does not equal total surveys returned as some questions were left blank or marked NA.

Advanced Programs for Teachers

Advanced programs for teachers include master's degree programs in early childhood education, elementary education, middle level education, business education, technology education, secondary education, educational media and technology, art education, physical education, music education, common learnings in curriculum (K-12), reading, and special education (cognitively impaired, emotionally impaired, hearing impaired, learning disabilities, physically or otherwise health impaired, and visually impaired).

Master's degree programs are at least 30 semester hours long. Some of these (e.g., the pedagogy track in physical education, music education, art education) have explicit requirements for additional subject-matter content. Others (e.g., secondary education) have additional subject matter as an option. Many (e.g., early childhood education, elementary education) infuse additional content with pedagogy in the required courses in the program.

National professional standards influence the quality of the content for the advanced programs. Music education is approved by The National Association for Schools of Music (NASM) and SPA approvals have been sought for programs in early childhood education, middle level education, educational media and technology, physical education, special education, and reading.

Advanced programs for candidates include content addressing the goals of advanced programs as outlined in the Conceptual Frameworks for advanced programs.

Demonstration of Knowledge of Content

A detailed discussion of assessment procedures to assure in-depth knowledge of content by candidates in advanced teacher preparation programs is found in Standard 2. These include teacher-made tests and other local assessments, grade point averages, capstone experiences and seminars, papers and projects, theses, field and clinical experiences, standardized tests, and others. Candidates

who do not perform at the expected levels are then expected, in general, to repeat the assessment, often with intervening remedial work, until the expected level is reached.

Content Knowledge for Other Professional School Personnel

The programs for "other professional school roles" offered by EMU include a master's program in school counseling; specialist-level programming in special education administration or curriculum; and master's, specialist, and doctoral programs in educational leadership. Documentation, interviews and observations reflect that programs are in compliance with all relevant standards and candidates learn the central concepts, tools of inquiry, and structures of their respective fields.

The school counseling program is accredited by the Council on Accreditation of Counseling-Related Programs (CACREP) through 2005. All eligible programs in special education are approved by the Council for Exceptional Children (CEC). Materials related to graduate programs in education leadership are under review by the Educational Leadership Constituent Council (ELCC).

The state standards for school counselors are embodied in Administrative Rules. Similarly, the state standards for special education leadership roles are also found in Administrative Rules. Compliance with state standards in these fields is demonstrated through the program approval process. Michigan does not license school administrators and there are no state standards for principals, superintendents, etc. EMU's educational leadership programs are guided in many ways by the former state standards for administrators.

Program requirements are found in the EMU Graduate Catalog for the following advanced programs: school counselors; special education leadership roles; and educational leadership master's, specialist, and doctoral levels. The master's programs range in length from 37 semester hours of EDLD courses for educational leadership to 48 semester hours (primarily COUN courses) for school counselors. The specialist programs are 32 semester hours in length. The doctoral program is at least 60 semester hours beyond the master's program.

School counselor licensure requires candidates to take and pass the guidance and counseling test of the Michigan Test for Teacher Certification. The 100 percent pass rule applies to program candidates in school counseling. The school counseling program requires not only extensive content in school counseling, but study of research methodology as well. The special education leadership program requires a thesis or independent study. The portfolio for master's candidates in educational leadership includes artifacts related to research. The specialist program in educational leadership requires 12 semester hours of applied research course work, and the doctoral program in educational leadership is inquiry-intensive.

Capstone, integrative experiences are found in as the internship in the school counseling and special education leadership programs, the portfolio assessment in the educational leadership master's program, the internship and field research study of the educational leadership specialist program, and the dissertation of the educational leadership doctoral program.

Pedagogical Content Knowledge for Teacher Candidates

Initial Level

Unit teacher candidates have a strong background in general education, a teaching major, and a teaching minor in academic disciplines. Course work varies by program area, as described below.

Elementary candidates take a sequence of courses intended to integrate content and pedagogy. These include MATH 108 and MATH 109 (Mathematics for Elementary Teachers I, II), PHY 100 [Physical] Science for Elementary Teachers, ESSC 202 [Earth] Science for Elementary Teachers, BIOL 303 [Biological] Science for the Elementary Teacher, CHEM 101 [Chemical] Science for Elementary Teachers, TEDU 253 Technology Education for Children, HLED 320 Health Education in the Elementary Grades, PHED 257 Physical Education for the Classroom Teacher, MATH 381 The Teaching of Mathematics K-6, RDNG 300 Early Literacy and RDNG 310 Literacy Across the Curriculum in the Intermediate Grades, ART 300 Art Integration for the Elementary Teacher, and MUSC 320 Elementary Music Education. These "special methods" courses are taught in the relevant academic department by professional education faculty members housed in the academic departments whose responsibilities usually include teaching both "content" and "methods."

Interviews and surveys reflect EMU's candidates' strong interaction between "content" faculty members and "special methods" faculty members. CURR 304 Curriculum and Methods: Elementary, which serves a very important function in this sequence, is required of all elementary candidates. In addition to the uses of technology that are modeled in the courses mentioned above (and other major/minor and general education courses taken by elementary candidates), each elementary candidate must take EDMT 330 Instructional Applications of Media and Technology. Evidence reflects that EMU is in compliance with standards of the Association for Childhood Education International and with Michigan Department of Education standards for elementary teachers as reflected in Michigan Administrative Rules 390.1121 through 390.1126 and with the objectives for the Elementary Test of the Michigan Test for Teacher Certification.

Entry Level Standards for Michigan Teachers call for attention to pedagogical content knowledge, in particular Entry Level Standard 3 (knowledge of content and pedagogy) and Entry Level Standard 7 (technology). The previously described body of pedagogical content knowledge contributes to the accomplishment of EMU's "Outcomes and Benchmarks," especially Part II, items D through K, inclusive. Meeting minutes reflect that the program for elementary candidates has been reviewed by the Basic Programs Committee and by the College of Education Council for compliance with institutional expectations.

The assessment of the elementary candidate's knowledge of and skills in pedagogical content knowledge is accomplished in several ways including performance assessments during the course of the program, assessments in student teaching, and performance on the Elementary Test of the Michigan Test for Teacher Certification.

In the secondary and K-12 teaching fields, candidates take one or more "special methods" courses. (e.g., Methods and Materials for Teaching Biology). In all instances, the "special methods" courses are taught in the academic department of the major (or, in a few instances, in a closely-related

academic department). The "special methods" courses are taught by professional education faculty members who are housed in the academic departments and who usually have a responsibility for teaching both "content" and "methods." This feature of EMU permits strong interaction between "content" faculty members and "special methods" faculty members.

The "teaching" major in a subject and the "liberal arts" major in the same subject (identified by separate codes in the EMU record-keeping system) often differ from each other in terms of the content - especially required pedagogical content knowledge. For example, the major for preparing teachers of English requires course work in writing that is not required of the liberal arts counterpart.

CURR 305 Curriculum and Methods: Secondary, which serves a very important function in this sequence, is taken by most, but not all, secondary/K-12 candidates. In addition to the uses of technology that are modeled in the courses mentioned above (and other major/minor and general education courses taken by secondary/K-12 candidates), most, but not all, secondary and K-12 candidates must take EDMT 330 Instructional Applications of Media and Technology.

The exceptions to the courses mentioned in the previous paragraph include, for CURR 305, (a) music education, where MUSC 332 Instrumental Music in the Public Schools (for instrumental) or MUSC 330 Music Education in the Elementary School and MUSC 331 Music Education in the Secondary School (for vocal) serves the same purpose; (b) marketing education, where BEDU 367 Curriculum in Marketing Education addresses many of the same issues; (c) technology and design education and vocational education, where TEDU 350 Curriculum in Technology and Industrial-Vocational Education addresses these issues; and (d) physical education, where PHED 415 Curriculum and Instruction in Physical Education essentially serves this purpose. The exceptions for EDMT 330 Instructional Applications of Media and Technology include (a) music education, (b) business education, (c) marketing education, (d) technology and design education, (e) vocational education, and (f) physical education. (In practice, most music education candidates take EDMT 330.)

Content decisions support the compliance with standards of the SPA's that cover secondary and P-12 programs in computer science, the science teaching fields, the social studies teaching fields, special education, and technology education. In addition, state standards in such fields as English and mathematics are aligned with national standards such that one review satisfies both state and national processes. Music education is accredited by NASM.

The Entry Level Standards for Michigan Teachers call for attention to pedagogical content knowledge, in particular Entry Level Standard 3 (knowledge of content and pedagogy) and Entry Level Standard 7 (technology). The content described above contributes to the accomplishment of EMU's "Outcomes and Benchmarks", especially Part II, items D through K, inclusive. Meeting minutes indicate that programs for secondary and K-12 candidates have been reviewed by the Basic Programs Committee and by the College of Education Council.

The assessment of the secondary/K-12 candidate's knowledge and skills in pedagogical content knowledge is accomplished in several ways including performance assessment during the course of the program and assessments in student teaching.

Many of the "content" courses in the special education fields also include "methods" of working with people who have the particular disability under consideration. In addition, each special education candidate must also prepare as either a general education elementary teacher or a general education secondary teacher. As a result, the special education candidates get much, if not all, of the same pedagogical content that is described above in the "elementary" and "secondary/K-12" sections. The special education programs are in full compliance with the expectations of the Council for Exceptional Children (CEC). Special education programs are in good standing with state requirements as well.

The assessment of the special education candidate's knowledge and skills in pedagogical content knowledge is accomplished in several ways including performance assessments during the course of the program, performance on the particular special education specialty test of the Michigan Test for Teacher Certification and assessments in both the special education student teaching experience and the general education student teaching experience.

Advanced Level

Advanced programs for teachers include master's degree programs in early childhood education, elementary education, middle level education, business education, technology education, secondary education, educational media and technology, art education, physical education, music education, common learnings in curriculum (K-12), reading, and special education (cognitively impaired, emotionally impaired, hearing impaired, learning disabilities, physically or otherwise health impaired, and visually impaired).

At least one course in technology is required in all advanced programs. Topics in relevant technology are infused into other course work. Course work related to technology may be selected as electives in the program.

Meeting minutes show compliance with SPA's, and state, and institutional standards. Program review for pedagogical content knowledge for advanced programs for teachers is performed by the Advanced Programs Committee.

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Initial Level

Prospective teachers at EMU learn a strong body of professional and pedagogical knowledge. The details of what is learned legitimately vary by level of student to be taught and, to some degree, by teaching specialty. Learning experiences have been structured into developmentally-appropriate phases. Learning experiences, for record keeping purposes and to assign teaching (and assessment) responsibilities, have been organized into "courses." Course titles, course descriptions, and syllabi describe the learning that is expected to take place.

The body of professional and pedagogical knowledge for elementary learning experiences is clustered into several "phases" to insure appropriate sequencing of learning experiences.

The Pre-admission phase is intended to provide sufficient learning on topics related to "the learner and the community" to assure success in later learning experiences. In terms of record keeping, this phase consists of three courses (a total of eight semester credit hours) that may be taken prior to formal admission to the initial teacher preparation program. The courses in this phase are:

EDPS 322 Human Development and Learning (4 hrs)
FETE 201 Field Experience I (1 hr)
SPGN 251 Education of Candidates with Exceptionalities (3 hrs)

Participation in the remaining phases of the initial teacher preparation program requires formal admission to and retention in the initial teacher preparation program.

Phase I learning experiences include topics on "technology, diversity and teaching environments." These topics are organized into four courses (a total of 11 semester credit hours.) Elementary candidates may take Phase I and Phase II courses concurrently. The courses in Phase I include:

TEDU 253 Technology Education for Children (3 hrs)
HLED 320 Health Education in the Elementary Grades (2 hrs)
RDNG 300 Early Literacy (3 hrs)
SOFD 328 Schools in a Multicultural Society (3 hrs)

Phase II learning experiences include topics on "curriculum and assessment." These courses are organized into three courses (a total of seven semester credit hours):

CURR 304 Curriculum and Methods: Elementary (3 hrs)
FETE 301 Field Experience II: Elementary (1 hr)
EDPS 340 Introduction to Assessment and Evaluation (3 hrs)

Prerequisite controls are planned to prohibit a candidate from moving to Phase III until Phases I and II have been completed.

Phase III learning experiences include topics on "methods and technology." These courses are organized into three (or four) courses for a total of seven to ten semester credit hours related to "methods and technology." These courses may be taken concurrently with Phase IV courses. The Phase III courses are:

*BIOL 303 Life Science for Elementary Teachers (3 hrs)
MATH 381 The Teaching of Mathematics, K-6 (3 hrs)
EDMT 330 Instructional Applications of Media and Technology (2 hrs)
PHED 257 Physical Education for the Classroom Teacher (2 hrs)

*BIOL 303 may be used as a general education course or as part of the elementary science major. Only if it has not been taken for one of those purposes is it required here.

Phase IV learning experiences address topics in "literacy, culture, and the arts." These experiences are organized into the following four courses (a total of 10 semester credit hours.)

RDNG 310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

FETE 401 Field Experience III: Elementary (1 hr)

ART 300 Art Integration for the Elementary Teacher (4 hrs)

MUSC 320 Elementary Music Education (2 hrs)

Phase V learning experiences of Phase V, Student Teaching as outlined in Standard 3 of this report.

The learning experiences included in the "professional studies" component of the program for elementary candidates include, but are not limited to, the learning experiences expected under the standards of the Association for Childhood Education International.

The learning experiences for elementary candidates that address professional and pedagogical knowledge and skills are aligned with the Michigan Department of Education standards for elementary teachers as reflected in Michigan Administrative Rules 390.1121 through 390.1126 and with the objectives for the Elementary Test of the Michigan Test for Teacher Certification. In addition, the Entry Level Standards for Michigan Teachers call for attention to pedagogical content knowledge, in particular Entry Level Standard 3 (knowledge of content and pedagogy) and Entry Level Standard 7 (technology). Learning experiences of our courses are aligned with both national INTASC and state Entry-Level standards.

The body of professional and pedagogical knowledge and skills contribute to the accomplishment of EMU's "Outcomes and Benchmarks". Minutes reflect that the program for elementary candidates has been reviewed by the Basic Programs Committee and by the College of Education Council for compliance with institutional expectations.

The assessment of the elementary candidate's knowledge of and skills in professional and pedagogical knowledge and skills is accomplished through performance assessments during the course of the program, assessments in student teaching, and performance on the Elementary Test of the Michigan Test for Teacher Certification. While performance assessment data exists, it was not aggregated or easily accessible during the site visit. Elementary candidates have a 100 percent pass rate on the Michigan Test for Teacher Certification.

Secondary/K-12. The body of professional and pedagogical knowledge learning experiences is clustered into several "phases" to insure appropriate sequencing of learning experiences.

The Pre-admission phase is intended to provide sufficient learning on topics related to "the learner and the community" such as to assure success in later learning experiences.

In terms of record keeping, this phase consists of three courses (a total of eight semester credit hours) that may be taken prior to formal admission to the initial teacher preparation program. The courses in this phase are:

EDPS 322 Human Development and Learning (4 hrs)

FETE 201 Field Experience I (1 hr)
SPGN 251 Education of Candidates with Exceptionalities (3 hrs)

Participation in the remaining phases of the initial teacher preparation program requires formal admission to and retention in the initial teacher preparation program.

Phase I learning experiences include topics on "curriculum, assessment, and the social context." These topics are organized into four courses (a total of 10 semester credit hours):

SOFD 328 Schools in a Multicultural Society (3 hrs)
CURR 305 Curriculum and Methods: Secondary (3 hrs)
FETE 302 Field Experience II: Secondary (1 hr)
EDPS 340 Introduction to Assessment and Evaluation (3 hrs)

Phase II learning experiences, organized into four courses (a total of nine semester hours), include topics on "content methods, literacy, and technology." These are:

RDNG 311 Teaching Reading in the Secondary School (3 hrs)
FETE 402 Field Experience III: Secondary (1 hr)
EDMT 330 Instructional Applications of Media and Technology (2 hrs)
(Varies by teaching field) Methods of teaching (3 hrs)

Phase III learning experiences of Phase III, Student Teaching, are discussed under Standard 3 of this report.

Although the vast majority of secondary/K-12 candidates follow the pattern given above, there are exceptions. The exceptions occur in business education, marketing education, vocational education, technology and design education, music education, physical education, and art education. Some are quite small differences (e.g., four hours of special methods in art education). A number of these programs substitute for CURR 305 and FETE 302 one or more other experiences generally related to curriculum in the specialty.

Computer science, the science teaching fields, the social studies teaching fields, and technology education learning experiences are included in the "professional studies" component of the program for secondary/K-12 candidates are aligned with the learning experiences expected under the standards of various SPA's (plus NASM) covering the secondary and K-12 teaching fields. Some of the learning experiences are aligned with State standards for particular teaching fields.

This body of learning experiences serves in particular to address the Entry Level Standards for Michigan Teachers, especially Entry Level Standard 3 (knowledge of content and pedagogy) and Entry Level Standard 7 (technology). Learning experiences of courses are aligned with both national INTASC and state Entry-Level standards.

The previously described body of professional and pedagogical knowledge and skills contributes to the accomplishment of EMU's "Outcomes and Benchmarks". Meeting minutes reflect

that programs for secondary and K-12 teaching fields have been reviewed by the Basic Programs Committee and by the College of Education Council for compliance with institutional expectations.

The assessment of the secondary/K-12 candidate's knowledge of and skills in professional and pedagogical knowledge and skills is accomplished with performance assessments during the course of the program and assessments in student teaching. Once again, data was not systematically organized or accessible during the site visit. Data for a single candidate could be created, but aggregated data across all candidates in the program at a given time does not currently exist. Computer software has recently been purchased to facilitate data aggregation. A COE administrative position has been created to implement the software system.

Special Education. Every person endorsed in special education must also be either an "elementary" teacher or a "secondary" teacher. The "professional studies" requirements for special education teachers are essentially the same as those for either a general education elementary teacher or a general education secondary teacher. In those instances where there are exceptions, the special education candidate has mastered the learning experiences associated with the exception through course work in special education.

Advanced Level

Advanced programs for teachers include master's degree programs in early childhood education, elementary education, middle level education, business education, technology education, secondary education, educational media and technology, art education, physical education, music education, common learnings in curriculum (K-12), reading, and special education (cognitively impaired, emotionally impaired, hearing impaired, learning disabilities, physically or otherwise health impaired, and visually impaired.)

These programs, while they differ appreciably from each other, contain large quantities of learning experiences related to professional and pedagogical knowledge and skills. Compliance with standards--SPA's, NASM and CACREP, state, and institutional—for professional and pedagogical knowledge and skills for advanced programs for teachers is the same as has been previously discussed, with the exception that local review has been performed by the Advanced Programs Committee instead of by the Basic Programs Committee. Similarly, the assessment of candidate knowledge and skills in professional and pedagogical knowledge and skills for advanced programs for teachers is the same as has been previously discussed, except that the assessment has been against the local goals for the advanced programs.

Professional and Pedagogical Knowledge and Skills for Other School Personnel

Candidates for other professional school roles have an adequate understanding of professional knowledge in their field as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

The programs for "other professional school roles" offered by EMU include a master's program in school counseling; specialist-level programming in special education administration or curriculum; and masters, specialist, and doctoral programs in educational leadership.

The Michigan Department of Education, Office of Professional Preparation Services, Periodic Review/Program Evaluation of Specialty-Area Programs report dated November 15, 2003 documents compliance with relevant standards.

The school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the state of Michigan. The technology and design program meets International Technology Education Association (ITEA) standards. Eligible programs in special education are approved by the Council for Exceptional Children (CEC).

Materials related to graduate programs in education leadership have been submitted to the Educational Leadership Constituent Council (ELCC). The state standards for school counselors are embodied in Administrative Rules. Similarly, the state standards for special education leadership roles are also found in Administrative Rules. Compliance with state standards in these fields is demonstrated through the periodic review process.

Michigan does not license school administrators, so there are no state standards for principals, superintendents, etc. Functionally, EMU's educational leadership programs are guided by the former state standards for administrators. At the local level, all programs are in compliance with requirements of the EMU Graduate School. Programs are expected to be in compliance with the goals/outcomes for the advanced programs.

Candidates solve problems and make decisions in professional practice through the use of: research, reflective inquiry, knowledge of learning and development. Candidates will demonstrate leadership by using technology effectively.

Minutes reflect that all programs have been reviewed by the Advanced Programs Committee and by the College of Education Council for compliance with all local expectations.

Candidates collect and analyze data. In the master's, specialist, and doctoral programs in educational leadership, respectively, the experiences include a portfolio, a field-based research study, and study of research methodology and the dissertation. In the school counselor program, all candidates take course work in assessment and research methodology. In the special education leadership program, there is a thesis/independent study requirement. Aggregated data for performance measures in advanced programs were not available during the on-site visit. Faculty and candidates were quite articulate, however, regarding assessment expectations and candidate performance.

Structured reflection on one's practice is an important component in most programs. In the master's program in educational leadership, there is a relevant portfolio requirement. The doctoral program calls for a supervised internship as well as course work in both ethics and team building.

The school counselor program includes a variety of self-exploration activities as well as supervised practicum and internship experiences. The special education leadership program requires an internship.

Advanced program candidates in educational leadership have a required course in technology. Specialist candidates in the same field have several research-related courses that are required. The special education leadership candidates take course work in assistive technology.

Dispositions for All Candidates

Initial program candidates are expected to possess ten professional dispositions:

1. **Adherence to professional ethics:** demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.
2. **Collaboration:** works effectively with professional colleagues and other adults
3. **Commitment to Diversity:** values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
4. **Commitment to Teaching:** valuing the profession of teaching; belief one can make a difference; enthusiastic attitude regarding schools, teaching, candidates, and parents
5. **Emotional maturity:** deals with frustration appropriately, poised and professional in demeanor
6. **Initiative:** independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems
7. **Responsibility:** attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments
8. **Responsiveness to professional feedback:** receptiveness and responsiveness to professional feedback
9. **Self-reflection:** reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties or deficiencies in one's teaching
10. **Student focus:** focuses professional decision-making around student needs rather than personal preference, respects candidates as valued human beings

Assessment of dispositions in initial program candidates is articulated in the EMU Professional Educator Assessment System Implementation Plan. Three key sources of assessment information are 1) observations from professors, 2) observations from teachers in whose classrooms candidates participate in field experiences, and 3) observations from the cooperating teacher and university supervisor during student teaching. Dispositions are also to be assessed at the beginning and end of the program. During EDPS 322, candidates complete the Personal Assessment of Professional Dispositions. This assessment is not graded but faculty are to document that it has been completed. During CURR 304 or 305, the professor completes the Evaluation of Professional Behaviors for Teacher Preparation Form. Candidates are to include this assessment in their portfolio. During FETE 301/302 and FETE 401/402, classroom teachers complete the FETE Field Experience observation form. Candidates are to include a copy of this assessment in their portfolio and it is considered as part of the course evaluation. During RDNG 310 for elementary candidates and the content methods course for secondary candidates, faculty complete the Eastern Michigan University Evaluation of Professional Behaviors for Teacher Preparation form. This form is used as a recommendation for student teaching and candidates may include this in the portfolio. During student teaching, the cooperating teacher and university supervisor complete recommendation forms assessing both teaching performance and professional dispositions. Professional dispositions must be deemed satisfactory in order to pass student teaching. At the end of student teaching, candidates complete the Personal Assessment of Professional Dispositions for the second time. This assessment must also be included within the portfolio. In cases where significant concerns are noted a professional development plan may be required prior to admission to student teaching. If faculty, field supervisors, or others believe that a candidate has professional dispositions that will impair candidate performance during the student teaching semester, a “Red Flag” form is completed and the candidate is not allowed to proceed to student teaching. Each of these forms uses rubrics and/or likert ratings to evaluate candidate dispositions. While samples of each of these assessments were provided during the on-site visit, no aggregated data was available.

Section IV-R of the EMU Professional Education Assessment System Implementation Plan targets five questions from the Educational Benchmarking Inc. Survey (EBIS) administered in 2000 as indicators for dispositions. The EBIS asks candidates to rate how well education courses address specific outcomes/benchmarks using a 7 point likert scale to rank performance: 1= not at all, 4 = moderate, and 7 = extremely well. This assessment does not directly assess candidate proficiency related to dispositions. On item 11 (collaboration with colleagues), candidates mean score rating of coursework was 5.43. On item 13 (professional development) the mean score rating was 5.12. Professional ethics (item 16) was rated 4.30. Two questions, item 54 (ability of fellow candidates to work in teams and item 56 (commitment of fellow candidates to the teaching profession) required candidates to indicate satisfaction with each item. The mean rating for item 54 was 5.60 while the rating for item 56 was 5.77.

A Program Completer Survey and Program Completer’s Supervisor Survey are also used to assess initial program candidate dispositions. Candidates rated the degree to which the preparation program prepared them to # 20 engage in professional development and # 21 demonstrate professional dispositions using a five point likert scale (5 = strongly agree, 1 = strongly disagree). Candidate ratings for each item are as follows:

| | | |
|--|-------------|-------------|
| | 2000 | 2001 |
| 20 Engage in professional development | 4.2 | 4.1 |
| 21 Demonstrate professional dispositions, etc. | 4.3 | 4.4 |
| N = (typical number of responses to each item) | 224.0 | 362.0 |

Supervisor ratings of program completers for the same two items were as follows:

| | | |
|--|-------------|-------------|
| | 2000 | 2001 |
| 20 Engage in professional development | 4.7 | 4.6 |
| 21 Demonstrate professional dispositions, etc. | 4.8 | 4.5 |
| N =(typical number of responses) | 85 | 92 |

When supervisors were asked to compare these same variables for EMU candidates with beginning teachers from other institutions using a five point likert scale (1 = much less prepared, 3 = similarly prepared, 5 = much more prepared), the mean ratings for EMU candidates were as follows: engage in opportunities for ongoing professional development 4.0 (more prepared) and recognize and demonstrate professional dispositions 3.9.

CURR 304/305 requires candidates to reflect on teaching. Currently faculty rate candidate's ability to reflect on specific aspects of teaching using a two-pronged evaluation: well developed or needs improvement. Summary data from this Reflective Analysis Report for the spring 2003 semester follows:

| Score | Reflecting on Opening | Reflecting on Objectives | Constructing Meaning | Assessing Learning | Diversity in Learning | Summary Reflection |
|-------------------|-----------------------|--------------------------|----------------------|--------------------|-----------------------|--------------------|
| Well Developed | 74 | 77 | 81 | 77 | 77 | 80 |
| Needs Improvement | 13 | 10 | 6 | 10 | 10 | 7 |

The institution interprets this data as indicating that the majority of candidates are able to successfully reflect on their teaching of a direct lesson.

Additional assessments of dispositions listed (but for which summary data were not available) in the EMU Professional Education Assessment System Implementation Plan include the following: admissions biography, admissions social/emotional adjustment study, admissions freedom from probation document, FETE 201 examination of beliefs and attitudes about working with others different from themselves, FETE 301/302 reflection and a student teaching unit. Several items on the midsemester student teacher evaluation form also assess professional dispositions.

While the unit has clearly described dispositions for initial candidates there currently is minimal data that documents systematic assessment of the stated dispositions for initial program candidates.

Advanced. At the advanced program level, EMU believes teachers and other education professionals are change agents in the schools and communities in which they work and that they

must demonstrate collaborative partnerships with candidates, colleagues, parents, and the broad community. The professional dispositions for advanced programs are:

1. Adherence to professional ethics: demonstrates adherence to standards of ethical conduct, fulfills professional obligations, and assumes responsibility for own decisions;
2. Collaboration: works effectively with professional colleagues, parents, and other adults;
3. Commitment to diversity: values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
4. Leadership and initiative: assumes leadership roles in improving professional practice, goes beyond what is expected, and actively seeks solutions to problems.
5. Professional advocacy: serves as an advocate in schools and in the broader community to enhance educational opportunities for all candidates.
6. Professional demeanor: deals with conflict appropriately, posed and professional behavior, responsive to professional feedback.
7. Self-reflection: reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties of deficiencies in one's professional practice, seeks after knowledge and professional development.
8. Student focus: focuses professional decision-making around student needs rather than personal preference, respects candidates as valued human beings.

Advanced program dispositions are assessed using the Advanced Program Completer Survey. Candidates use a five point likert scale (5= strongly agree, 3 = neutral, and 1 = strongly disagree) to indicate the degree they were prepared to apply varied knowledge, skills, and dispositions. Results from 2000-2001 and 2001-2002 surveys are presented below:

| | 2001 | 2002 |
|---|-------------|-------------|
| I was prepared to: | | |
| 1 perform, higher level of expertise, degree area | 4.1 | 4.2 |
| 2 expand repertoire of instructional strategies | 4.0 | 4.2 |
| 3 expand repertoire of assessment strategies | 3.9 | 3.9 |
| 4 use research to inform problem-solving, decision-making | 3.7 | 3.9 |
| 5 engage in reflective inquiry re teaching practices | 4.1 | 4.0 |
| 6 apply learning and developmental theories | 3.9 | 4.1 |
| 7 provide optimal learning experiences, candidates, diverse backgrounds | 3.6 | 3.9 |
| 8 work collaboratively with colleagues | 4.1 | 4.1 |
| 9 use technology to inform and enhance practice | 3.6 | 3.7 |
| 10 advocate for children and young adults | 3.9 | 4.1 |
| 11 engage in ongoing opportunities for professional development | 4.0 | 4.2 |
| 12 take a leadership role in my profession | 3.9 | 4.0 |
| 13 demonstrate appropriate dispositions (attitudes/behaviors) | 4.1 | 4.2 |
| N = (typical number of responses to each item) | 74.0 | 97.0 |

Candidate supervisors rated candidates on these same items. Results follow:

| | | |
|---|------|------|
| The graduate was prepared to: | | |
| 1 perform, higher level of expertise, degree area | 4.1 | 4.3 |
| 2 expand repertoire of instructional strategies | 4.5 | 4.4 |
| 3 expand repertoire of assessment strategies | 4.3 | 4.2 |
| 4 use research to inform problem-solving, decision-making | 4.2 | 4.2 |
| 5 engage in reflective inquiry re teaching practices | 4.4 | 4.2 |
| 6 apply learning and developmental theories | 4.4 | 4.4 |
| 7 provide optimal learning experiences, candidates, diverse backgrounds | 4.2 | 4.2 |
| 8 work collaboratively with colleagues | 4.3 | 4.4 |
| 9 use technology to inform and enhance practice | 4.0 | 4.3 |
| 10 advocate for children and young adults | 4.5 | 4.4 |
| 11 engage in ongoing opportunities for professional development | 3.9 | 4.3 |
| 12 take a leadership role in my profession | 4.3 | 4.3 |
| 13 demonstrate appropriate dispositions (attitudes/behaviors) | 4.2 | 4.5 |
| N = (typical number of responses to each item) | 22.0 | 29.0 |

Advanced program candidates and supervisors in the EDLD program also completed surveys in 2000-2001 and 2001-2002:

Candidate Survey Results

| | 2000-01 | 2001-02 |
|----------------------------------|----------------|----------------|
| My program of study helped me in | | |

| | | |
|--|------|------|
| 1 professional and ethical leadership | 4.3 | 4.3 |
| 2 information management and evaluation | 3.8 | 3.9 |
| 3 curriculum, instruction, supervision, and the learning environment | 4.0 | 4.0 |
| 4 professional development and human resources | 3.8 | 3.6 |
| 5 student personnel services | 3.4 | 3.3 |
| 6 organizational management | 4.2 | 3.9 |
| 7 Interpersonal relationships | 4.1 | 3.8 |
| 8 financial management and resource allocation | 3.7 | 3.8 |
| 9 technology and information systems | 3.8 | 3.6 |
| 10 community and media relations | 4.0 | 3.7 |
| 11 educational law, public policy, and political systems | 3.9 | 4.2 |
| N = (typical number of responses to each item) | 23.0 | 31.0 |

Supervisor Survey Results

| | 2000-01 | 2001-02 |
|--|---------|---------|
| This student's program of study has prepared them in: | | |
| 1 professional and ethical leadership | 4.8 | 4.5 |
| 2 information management and evaluation | 4.5 | 4.4 |
| 3 curriculum, instruction, supervision, and the learning environment | 4.6 | 4.2 |
| 4 professional development and human resources | 4.7 | 4.2 |
| 5 student personnel services | 4.5 | 4.0 |
| 6 organizational management | 4.7 | 4.5 |
| 7 interpersonal relationships | 4.7 | 4.3 |
| 8 financial management and resource allocation | 4.3 | 4.3 |
| 9 technology and information systems | 4.7 | 4.1 |
| 10 community and media relations | 4.5 | 4.2 |
| 11 educational law, public policy, and political systems | 4.5 | 4.4 |
| N = (typical number of responses to each item) | 13.0 | 10.0 |

Candidates in the School Counseling program are expected to adhere to American Counseling Association Ethics.

Student Learning for Teacher Candidates

Several types of information document the success of initial program candidates in relationship to the learning of P-12 candidates. A 56 item Student Teaching Evaluation form is used by faculty supervisors and cooperating teachers to evaluate candidate performance during the student teaching semester. Currently aggregated data for these ratings is not available. It is anticipated, however, that data will be collected and analyzed each semester not only for each individual candidate (to determine pass/fail in student teaching) but to indicate program strengths and weaknesses as reflected through performance in student teaching.

During the student teaching semester (beginning fall 03), all initial programs candidates are required to complete a Teacher Work Sample (TWS). The TWS requires candidates to 1) use

information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment, 2) set significant, challenging, varied, and appropriate learning goals, 3) use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction, 4) design instruction for specific learning goals, student characteristics and needs, and learning contexts, 5) use regular and systematic evaluations of student learning to make instructional decisions, 6) use assessment data to profile student learning and communicate information about student progress and achievement, and 7) reflect on his or her instruction and student learning in order to improve teaching practice. Pilot testing of the TWS began in the fall of 2000 with 50 student teachers. Revisions of the prompt and rubric occurred in the spring of 2001 and an additional pilot of the revised TWS was conducted with approximately 150 candidates across ten different institutions using the TWS as part of the Renaissance Partnership Project. During the fall 2001 semester approximately 500 student teachers across the ten institutions piloted the TWS. EMU has implemented the TWS for all student teachers fall 2003. No aggregated data (student gain scores) were available at the time of the on-site visit. In the future, the unit plans to collect, aggregate and report data from the TWS at the end of semester.

Surveys of program graduates and their employers are regularly conducted. Results from these surveys are summarized in the narrative for Standard 2.

Student Learning for Other School Personnel

Several examples illustrate how advanced program candidates provide evidence that learning and/or appropriate learning environments are being provided in P-12 settings. EDMT 602 requires candidates to teach a lesson using technology and submit a reflection paper evaluating effectiveness of the methods and strategies used. In CURR 650, candidates must create an action research project that develops a case study of an individual learner. Developmental theory, student work samples and triangulated multiple forms of data must be used to create a student profile. The Early Childhood Education program requires a 100 clock-hour field experience. During the field experience, candidates must keep an ongoing log of actual experiences with children. At the end of the field experience, candidates summarize and reflect upon the experience in a 3 to 5 page paper. Photos, samples of children's work, and observational notes are included as part of the summary. The Reading program requires candidates to complete field experiences in the on-campus Reading Clinic. While completing the field experience, candidates must administer diagnostic and screening assessments on candidates who participate in the clinic. Lesson plans, and final reports for each student candidates interact with must be submitted for review.

Overall Assessment of Standard

Programs provide opportunities for candidates to develop the knowledge, skills and dispositions addressed in the conceptual framework and state and national standards. Candidates' performance is reviewed at critical check points in the assessment system and data is being used to determine if candidates may continue to progress in their programs. Review of key candidate assessment tasks reflects the unit's conceptual framework and state and national standards. Evaluation tools reflect the conceptual framework.

The unit and its faculty collect a significant quantity of data on candidate performance. Some of this data is collected at the unit level through the Office of Academic Services (e.g., admissions and certification data), and other data are collected or compiled at the program level. A review of available data indicated that programs vary with regard to how much assessment data are collected, compiled, analyzed and reported. However, the preponderance of evidence indicates that candidates meet performance expectations related to knowledge, skills, and dispositions reflected in this standard.

C. Recommendation:

Initial - Met
Advanced - Met

D. Areas for Improvement:

New

Initial and Advanced: Aggregated data related to assessment system decision points was inconsistent across the unit and not easily accessible.

Rationale:

Initial and Advanced: Data is being generated in many places in the assessment process, however the data is not easily accessible or aggregated for use in decision making. Data acquisition is not consistent across units.

Corrected

Lack of articulation of the conceptual framework by some candidates/faculty.

Rationale:

Candidate knowledge of the conceptual framework is reflected in documents, surveys, interviews of candidates, graduates, cooperating teachers, and school administrators.

Continued

None

2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs

A. Level: Initial and advanced

B. Findings:

Eastern Michigan University (EMU) has been developing an assessment system since the fall of 1999. The faculty over this period of time has been engaged in seven types of activities including: selecting and finalizing EMU Teacher Preparation Outcomes, aligning outcomes with course assessments, identifying and evaluating important dispositions, pilot testing selected program assessments and revising these assessments, creating and pilot testing assessments that require teacher candidates to measure their effect on student achievement in the classroom, and developing rubrics to evaluate assessments. Each of these developments has been shared with an Advisory Board, lecturers, and faculty representing disciplines outside of the College of Education (COE). In addition to these activities, a separate assessment system has been developed for initial and advanced program candidates.

There are six major decision points in the preparation of initial teacher candidates at EMU where assessment occurs. Each of these has been correlated with outcomes/benchmarks that are aligned with key elements of the conceptual framework. Assessment benchmarks include requirements for assessments related to state standards and where appropriate, are aligned with national professional organization standards. Data have not yet been collected (or, in some cases, reported) in all instances.

Stage/Assessment Device Outcome/Benchmark Addressed

1. Admission to the University

Freshman admission:

| | | |
|------------------|------|---------|
| HS GPA | II-D | Content |
| ACT or SAT score | II-D | Content |

Transfer (and post-baccalaureate) admission:

| | | |
|-------------|------|---------|
| College GPA | II-D | Content |
|-------------|------|---------|

2-A. Admission to the initial teacher preparation program

| | | |
|--|------|-----------------------------|
| Completion of 56 semester hrs credit | II-D | Content |
| 2.5 GPA in major | II-D | Content |
| Competence in speaking (speech course grade) | IV-O | Interpersonal communication |

| | | |
|---|-------------------|--------------------------------|
| Reading ability (Basic Skills Test, et al.) | II-D | Content |
| Written expression | IV-P | Writing |
| Completion of Gen Ed requirements | IV-P | Writing |
| | II-D | Content |
| Autobiography | IV-P | Writing |
| | IV-R | Dispositions |
| Basic Skills Test | | |
| IV-P Writing | | |
| Mathematical computation | II-D | Content |
| Gen Ed requirements in math/science | II-D | Content |
| Basic Skills Test | II-D | Content |
| Health status | | |
| Tuberculosis test | State requirement | |
| Speech and hearing screening | IV-O | Interpersonal Communication |
| Social/emotional adjustment | | |
| conduct, obligations, good citizen | IV-R | Dispositions |
| Freedom from probation | IV-R | Dispositions |

2-B. Admission to a particular program, where applicable

Special education:
 SPGN 251 with C or better
 Completion, intro course in specialty w/C or better
 Formal application
 Letter of recommendation

| | | |
|----------|------|---------|
| Music: | | |
| Audition | II-D | Content |
| Other | | |

3-A. Retention in Program

| | | |
|---------------------------------------|------|----------------------|
| Maintain > 2.5 GPA, overall, in major | II-D | Content (and others) |
|---------------------------------------|------|----------------------|

3-B. Retention in a Particular Program, Where Applicable

| | | |
|--------------------------------|------|--------------|
| Special education: | | |
| > 2.5 cumulative GPA in major | II-D | Content |
| All major courses, C or better | II-D | Content |
| Subjective indicators | IV-R | Dispositions |

4-A. Mid-program Assessments of Students - General

| | | |
|--|-------|-------------------------------|
| 1. Group Diversity Project (EDPS 322) | I-A | Expectations |
| (Investigate impact of six variables [e.g., gender, race, language] on development and classroom learning.) | I-B | Develop Cooperation, etc. |
| | II-G | Pedagogy |
| | III-L | Instructional Decisions |
| | V-S | Adapts Instruction |
| | V-T | Value Diversity |
| 1.a. Exception: special education ¹ | | |
| 2. Cultural Autobiography (FETE 201) (Analyze personal life experiences using course concepts and field experiences and to apply new insights to classroom practice) | III-L | Instructional Decisions |
| 2.a. Exceptions: special education ² physical education ³ music education ⁴ | | |
| 3. Lesson design/adaptation activity (SPGN 251) (Prepare a lesson plan and then provide modifications that will make the lesson appropriate for a student with specific disabilities) | V-S | Adapts Instruction |
| 3. Examinations (SPGN 251) | I-C | Interact, Students & Families |
| | IV-N | Larger Community |

¹Majors in the special education fields do not take EDPS 322. Instead, they take EDPS 325, Life Span Human Growth and Development. As a result, they do not participate in the assessment activities associated with EDPS 322.

²Majors in the special education fields do not take FETE 201. As a result, they do not participate in the assessment activities associated with FETE 201.

³Physical education candidates do not take FETE 201. As a result, they do not participate in the assessment activities associated with FETE 201.

⁴Music education students do not take FETE 201. As a result, they do not participate in the assessment activities associated with FETE 201.

Adapts Instruction

| | | |
|---|-------|-------------------------------|
| 4. Analytic Writing Project (SOFD 328) | IV-P | Written Communication |
| (Proficiency in analyzing purposes of schools; articulate a position on ethical issues presented to teachers) | IV-Q | Ethical Dimensions |
| | V-T | Value Diversity |
| | V-U | Purpose of Schools |
| 5. Reflective lesson design (CURR 304/305) | I-A | Expectations |
| | II-G | Pedagogy |
| | III-L | Instructional Decisions |
| | V-S | Adapts Instruction |
| 5. Reflective Analysis Paper (CURR 304/305) | III-L | Instructional Decisions |
| | IV-R | Dispositions |
| | V-V | Student Conduct |
| 5. Curriculum Unit (CURR 304/305) | I-C | Interact, Students & Families |
| (Produce unit plan that incorporates 10 specified components) | II-D | Content |
| | II-E | Standards |
| | II-F | Learning Goals |
| | II-G | Pedagogy |
| | II-H | Learning Experiences |
| | II-I | Instructional Strategies |
| | II-J | Assessment Strategies |
| | II-K | Technology |
| | IV-N | Larger Community |
| | V-S | Adapts Instruction |
| | V-T | Value Diversity |
| 5. Three planning/reflection questions (CURR304/305) (10specified components) | II-D | Content |
| | II-E | Standards |
| | II-F | Learning goals |
| | II-G | Pedagogy |
| | IV-N | Larger Community |
| | V-S | Adapts Instruction |
| | V-T | Value Diversity |

5.a. Exceptions:
business and technology education programs⁵

⁵Candidates in several programs offered through the Department of Business and Technology Education do not take CURR 304/305. As a result, they do not participate in the assessment activities associated with CURR 304/305.

physical education⁶
 music education⁷

| | | |
|--|--|---|
| 6. Classroom Assessment Plan (EDPS 340) (Unit assessment plan, teacher-made test, authentic performance assessment, reflection) | I-A II-D II-E II-F II-G II-J II-K V-S | Expectations Content Standards Learning goals Pedagogy Assessment Strategies Technology Adapts Instruction |
| 6.a. Exceptions: special education ⁸ physical education ⁹ music education ¹⁰ | | |
| 7. Variety of reflections (FETE 301/302) (Student/teacher interactions) | II-G II-H II-I V-S | Pedagogy Learning Experiences Instructional Strategies Adapts Instruction |
| 7. Graded Assignment #2 (FETE 301/302) | IV-R | Dispositions |
| 7. Graded Assignment #3: Teaching a Child (FETE301/302) | II-G II-J III-M | Pedagogy Assessment Strategies Teaching and Success |
| 7.a. Exceptions: special education ¹¹ | | |

⁶Candidates in physical education do not take CURR304/305. As a result, they do not participate in the assessment activities associated with CURR 304/305.

⁷Candidates in music education do not take CURR304/305. As a result, they do not participate in the assessment activities associated with CURR 304/305.

⁸Candidates in the special education majors do not take EDPS 340. As a result, they do not participate in the assessment activities associated with CURR 304/305.

⁹Candidates in physical education do not take EDPS340. As a result, they do not participate in the assessment activities associated with EDPS 340.

¹⁰Candidates in music education do not take EDPS340. As a result, they do not participate in the assessment activities associated with EDPS 340.

¹¹Candidates in the special education majors do not take FETE 301/302. As a result, they do not participate in the assessment activities associated with FETE 301/302.

physical education¹²
 business and technology education programs¹³
 music education¹⁴

| | | |
|---|--------------|--|
| 8. Electronic Portfolio (EDMT 330) (Ability to create technological products | II-I II-K | Instructional Strategies Technology |
| to enhance learning and personal/ professional productivity; self-reflections) | | |

8.a. Exceptions:
 special education¹⁵
 physical education¹⁶
 business and technology education programs¹⁷
 music education¹⁸

| | | |
|---|--|---|
| 9. Expository Reading Lesson Plan (RDNG310/311 and FETE 401/402) | I-A I-B | Expectations Develop Cooperation, etc. |
| (Create lesson plan, teach it in school setting, reflect on it) | II-D II-E II-F II-G II-H II-I II-J | Content Standards Learning Goals Pedagogy Learning Experiences Instructional Strategies Assessment Strategies |

¹²Candidates in physical education do not take FETE301/302. As a result, they do not participate in the assessment activities associated with FETE 301/302.

¹³Candidates in the programs offered through Business and Technology Education do not take FETE 301/302. As a result, they do not participate in the assessment activities associated with FETE 301/302.

¹⁴Candidates in music education do not take FETE301/302. As a result, they do not participate in the assessment activities associated with FETE 301/302.

¹⁵Candidates in the special education majors do not take EDMT 330. As a result, they do not participate in the assessment activities associated with EDMT 330.

¹⁶Candidates in physical education do not take EDMT330. As a result, they do not participate in the assessment activities associated with EDMT 330.

¹⁷Candidates in the programs offered through Business and Technology Education do not take EDMT 330. As a result, they do not participate in the assessment activities associated with EDMT 330.

¹⁸Candidates in music education do not take EDMT330. As a result, they do not participate in the assessment activities associated with EDMT 330.

| | |
|--|---|
| | III-L Instructional Decisions |
| | III-M Teaching and Success |
| | IV-O Interpersonal Communication |
| | IV-P Written Communication |
| | V-S Adapts Instruction |
| 9. Teach an Individual Student (FETE 401/402) (See Expository Reading Lesson Plan above ;reflect on student's learning) | |
| 10. FETE Observation Form (Completed by the teacher(s) with whom the student works during the 300 and 400 level FETE experiences) | I-B Develop Cooperation, etc. I-C Interact, Students & Families III-M Teaching and Success IV-N Larger Community IV-R Dispositions V-S Adapts Instruction V-V Student Conduct |
| 10. Professional Behaviors Form (Completed by faculty members in CURR 304/305, RDNG 310; content Special methods faculty in special methods courses. General dispositions And communication skills) | IV-N Larger Community IV-O Interpersonal Communication |

4-B. Midprogram Assessments of Students - Program Specific

The following programs have, in addition to the assessments described above, program-specific mid-program assessments:

| | |
|-----------------|----------|
| Music education | Recitals |
| Other | |

4-C. Midprogram Assessments of Program Components

Core questions on EMU Instructor and Course Evaluation Form:

1. What is your overall rating of the teaching effectiveness of this instructor?
2. What is your overall rating of this course?

5-A. Near Exit Assessments of Candidates

| | | |
|--|--|---|
| <p>Student Teaching Unit (EDUC 492 or equivalent) (Develop according to criteria, teach it in school setting, demonstrate student learning)</p> | <p>I-A I-B II-E II-F II-G II-I II-J II-K III-L III-M IV-N IV-O IV-P IV-R V-S V-V</p> | <p>Expectations Develop Cooperation, etc. Standards Learning Goals Pedagogy Instructional Strategies Assessment Strategies Technology Instructional Decisions Teaching and Success Larger Community Interpersonal Communication Written Communication Dispositions Adapts Instruction Student Conduct</p> |
| <p>Evaluation Forms (EDUC 492 or equivalent) (Completed by cooperating teacher and university supervisor. Assessment of teaching performance and professional dispositions)</p> | <p>50 +items covering all outcomes categories</p> | |
| <p>Michigan Tests for Teacher Certification (A Pass on all major/minor tests required before recommendation for certification)</p> | <p>II-D State Content Standards</p> | <p>Content</p> |

5-B. Near Exit Assessment of Program by Candidates

| | | |
|---|-------------------------------|---|
| <p>Educational Benchmarking Inc. Student Survey</p> | | |
| <p>5. Theories of development</p> | <p>II-F II-G V-S</p> | <p>Learning Goals Pedagogy Adapt Instruction</p> |
| <p>6. Classroom management</p> | <p>V-V</p> | <p>Student Conduct</p> |
| <p>7. Learning theories</p> | <p>II-F II-G II-H</p> | <p>Learning Goals Pedagogy Learning Experiences</p> |
| <p>8. Assessment of learning</p> | <p>II-J V-S</p> | <p>Assessment Strategies Adapt Instruction</p> |
| <p>9. Inquiry/research skills</p> | <p>III-L III-M</p> | <p>Instructional Decisions Teaching and Success</p> |
| <p>10. Teaching methods</p> | <p>II-G II-H</p> | <p>Pedagogy Learning Experiences</p> |

| | | |
|--|-------|-------------------------------|
| | II-I | Instructional Strategies |
| 11. Collaboration with colleagues | IV-N | Larger Community |
| | IV-R | Dispositions |
| 12. State standards | II-E | Standards |
| 13. Professional development | IV-R | Dispositions |
| 15. Educational policy | II-E | Standards |
| 16. Professional ethics | IV-R | Dispositions |
| 17. Impact of technology on schools | II-K | Instructional Technology |
| 18. Impact of societal changes on schools | V-U | Purpose of Schools |
| 19. Foster classroom collaboration | V-V | Student Conduct |
| 20. Effectively develop a lesson plan | II-F | Learning Goals |
| 21. Foster intellectual development of students | I-A | Expectations |
| 22. Foster social development of students | V-V | Student Conduct |
| 23. Foster students= personal development | II-F | Learning goals |
| 24. Develop curricula | II-E | Standards |
| 25. Write effectively | IV-P | Written Communication |
| 26. Manage behavior of students | V-V | Student Conduct |
| 27. Foster holistic learning | II-H | Learning Experiences |
| 28. Establish equity in the classroom | V-T | Diversity |
| 29. Use multimedia technology in the classroom | II-K | Technology |
| 30. Encourage positive social interaction among students | I-B | Develop Cooperation, etc. |
| 31. Encourage self motivation in students | III-L | Instructional Decisions |
| 32. Actively engage students in the learning process | II-I | Instructional Strategies |
| 33. Deal with school policies | IV-N | Larger Community |
| 34. Work with colleagues in your school | IV-N | Larger Community |
| 35. Work with school administrators | IV-N | Larger Community |
| 36. Work effectively with parents | I-C | Interact, Students & Families |
| 37. Teach children from diverse ethnic backgrounds | V-S | Adapts Instruction |
| | V-T | Diversity |
| 38. Teach children with diverse academic backgrounds | V-S | Adapts Instruction |
| 39. Teach areas in your content fields | II-D | Content |
| 40. Formally assess student learning | III-M | Teaching and Success |
| 41. Informally assess student learning | III-M | Teaching and Success |
| 54. Ability to work in teams | IV-R | Dispositions |
| 56. Commitment to teaching profession | IV-R | Dispositions |

6-A. Post-Completion Self-Assessments by New Professionals

| | | |
|--|------|----------|
| 1. Content in my discipline | II-D | Content |
| 2. Apply learning and developmental theories | II-G | Pedagogy |

| | | |
|--|-------|-------------------------------|
| 3. Use curriculum standards | II-E | Standards |
| 4. Use variety of instructional strategies | II-I | Instructional Strategies |
| 5. Establish appropriate, high learning goals | I-A | Expectations |
| 6. Assessment strategies | II-J | Assessment Strategies |
| 7. Learning experiences (critical thinking, problem solving, etc.) | II-H | Learning Experiences |
| 8. Broader purpose of schools | V-U | Purpose of Schools |
| 9. Safe, supportive environment | I-B | Develop Cooperation, etc. |
| 10. Orderly, productive classroom environment | V-V | Student Conduct |
| 11. Student cooperation, interpersonal skills | V-V | Student Conduct |
| 12. Positive interactions, families and communities | I-C | Interact, Students & Families |
| | IV-N | Larger Community |
| 13. Relate to colleagues | IV-N | Larger Community |
| 14. Instructional decisions, background | II-H | Learning Experiences |
| 15. Students value, respect diversity | V-T | Diversity |
| 16. Modify teaching | III-L | Instructional Decisions |
| 17. Use technology | II-K | Technology |
| 18. Communicate effectively | IV-O | Interpersonal Communication |
| | IV-P | Written Communication |
| 19. Written communication | IV-P | Written Communication |
| 20. Professional development | IV-R | Dispositions |
| 21. Professional dispositions | IV-R | Dispositions |

6-B. Post-Completion Assessment by Supervisor of First-Year Teacher

| | | |
|--|------|---------------------------|
| 1. Content in discipline | II-D | Content |
| 2. Apply learning and developmental theories | II-G | Pedagogy |
| 3. Use curriculum standards | II-E | Standards |
| 4. Use variety of instructional strategies | II-I | Instructional Strategies |
| 5. Establish appropriate, high learning goals | I-A | Expectations |
| 6. Assessment strategies | II-J | Assessment Strategies |
| 7. Learning experiences (critical thinking, problem solving, etc.) | II-H | Learning Experiences |
| 8. Broader purpose of schools | V-U | Purpose of Schools |
| 9. Safe, supportive environment | I-B | Develop Cooperation, etc. |
| 10. Orderly, productive classroom environment | V-V | Student Conduct |

| | | |
|---|-------|-------------------------------|
| 11. Student cooperation, interpersonal skills | V-V | Student Conduct |
| 12. Positive interactions, families and communities | I-C | Interact, Students & Families |
| 13. Relate to colleagues | IV-N | Larger Community |
| 14. Instructional decisions, background | IV-N | Larger Community |
| 15. Students value, respect diversity | II-H | Learning Experiences |
| 16. Modify teaching | V-T | Diversity |
| 17. Use technology | III-L | Instructional Decisions |
| 18. Communicate effectively | II-K | Technology |
| | IV-O | Interpersonal Communication |
| | IV-P | Written Communication |
| 19. Written communication | IV-P | Written Communication |
| 20. Professional development | IV-R | Dispositions |
| 21. Professional dispositions | IV-R | Dispositions |

6-C. Post-Completion Assessment of Program Through State Review

A thorough review of each of EMU’s programs for initial teacher preparation occurs during each approximately every five-year review cycle of the State’s Periodic Review/Program Evaluation Process. The review is conducted against the state’s standards for the teaching field. Program changes are often made as a result of this review.

6-C. Post-Completion Assessment of Program Through SPA=sand Accrediting Bodies

Many of the subject fields offered in the initial teacher preparation program are subject to review by NCATE’s SPA or through separate accrediting bodies (*e.g.*, music education [NASM] and speech language pathology [ASHA]). Status with respect to these reviews by national bodies was described in the summary for Standard 1. Examples of program changes made as a result of these reviews were described previously in this report.

There are six major points in the preparation of an advanced-level educator at EMU where assessment occurs. These, along with the assessment mechanisms and the outcome/benchmark addressed, are presented below. Data have not yet been collected (or, in some cases reported) in some instances.

Assessments are aligned with key elements of the conceptual framework, and where appropriate, include assessments related to state and national professional organization standards.

Stage/Assessment Device

Goals

1. Admission to the University

Master’s degree programs

Bachelors degree

2.5 UG GPA overall or UG GPA of 2.75 in the last half

N/A

1. Admission to the University (Cont.)

| | |
|--|-----|
| Master's degree programs (Cont.) | |
| English language proficiency for non-native speakers | N/A |
| Specialist level programs | |
| Masters degree | N/A |
| 3.3G GPA | N/A |
| English language proficiency for non-native speakers | N/A |
| Doctoral program | |
| Masters degree | N/A |
| 3.00G GPA | N/A |

2. Admission to the Specific Advanced Preparation Program

| | |
|---|--|
| Early Childhood Education, Elementary Education, Middle Level Education, Secondary Education, Common Learnings in Curriculum (K-12), Reading, Educational Media & Technology: | |
| V and Q score on GRE | N/A |
| 2.5UGPA or 2.75 on last half of UG | N/A |
| Hold/eligible for teaching license | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Letter career goals; etc. | Several categories of dispositions; Leadership: communicate effectively |
| Letters of recommendation | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| Interview | Several categories of dispositions |
| Physical education (pedagogy) | |
| GREV+Q = 950 | N/A |
| 2.75UG GPA | N/A |
| major/minor in physical education | Solve problems/make decisions via knowledge of subject matter and/or professional knowledge |
| Special education (masters level) | |
| Valid teaching certificate | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| GRE scores | N/A |

| | |
|--------------------------------|--|
| letters of recommendation | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| interview/recommendation | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| Special education (specialist) | |
| Masters degree, 3.3 GGPA | N/A |
| 3 yrs prof exp in spec ed | Solve problems/make decisions via knowledge of subject matter and/or professional knowledge |
| Endorsement in spec ed | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Letters of recommendation | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| Interview | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| GRE scores | N/A |
| Art education | |
| GRE scores | N/A |
| Letter of purpose | Several categories of dispositions; Leadership: communicate effectively |
| Portfolio | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Music education | |
| UG degree in music | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Business education | |

| | |
|--|---|
| GRE scores | N/A |
| 2.5UGPA or 2.75 on last half of UG | N/A |
| 30hours in business education; hold license in business education | Solve problems/make decisions via knowledge of subject matter and/or professional knowledge |
| Career, technical, and workforce education | |
| 2.75GPA | N/A |
| GRE scores | N/A |
| UG major or minor in relevant field | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Educational leadership (masters level) | |
| 2.5UGPA or 2.75 on last half of UG | N/A |
| Appraisal forms | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| Resume | Leadership: engaging in exemplary professional practice |
| Essay | Several categories of dispositions; Leadership: communicate effectively |
| Educational leadership (specialist level) | |
| Masters; 3.3 GGPA | N/A |
| GRE scores | N/A |
| Appraisal forms | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| Valid teaching certificate | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Essay | Several categories of dispositions; Leadership: communicate effectively |
| Educational leadership (doctoral level) | |
| Masters or specialist; 3.3 GGPA | N/A |

| | |
|----------------------------|---|
| Valid teaching certificate | Solve problems/make decisions via Knowledge of subject matter and/or Professional knowledge |
| Resume | Leadership: engaging in exemplary professional practice |
| Letters of recommendation | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |
| GRE= 1250 | N/A |
| Interviews | Several categories of dispositions; possibly others, including Leadership: engaging in exemplary professional practice |

3. Retention in Program

These are covered by Graduate School Academic Probation and Dismissal policies, given in the Graduate Catalog.

3-A. Retention in a Particular Program, Where Applicable

Few program requirements are known to exist for retention. In school counseling, students are expected to maintain appropriate dispositions.

4-A. Mid-program Assessments of Candidates

There are as yet no known mid-program assessments of candidates against the specific goals of advanced programs at Eastern Michigan University.

4-B. Midprogram Assessments of Program

Student Ratings of Instructors and Courses

N/A

5. Near Exit Assessments of Candidates

In a very few instances (e.g., school counselor, middle level) there is a state certification test that covers the licensure area. Virtually all advanced programs have a culminating activity, a thesis, a project, a dissertation, recital, exhibit, etc. Specific requirements are given in the Graduate Catalog.

6-A. Post-Completion Self-Assessments by New Advanced-Level Professionals

- | | |
|--|--|
| 1. Perform with expertise in degree area | Solve problems/make decisions via knowledge of specialty |
| 2. Expand repertoire of instructional strategies | Solve problems/make decisions via knowledge of learning/development |
| 3. Expand repertoire of assessment strategies | Solve problems/make decisions via research |
| 4. Use research to inform problem-solving, decision-making | Solve problems/make decisions via research |
| 5. Engage in reflective inquiry | Solve problems/make decisions via reflective inquiry |
| 6. Apply learning and developmental theories | Solve problems/make decisions via knowledge of learning/development |
| 7. Learning experiences, diverse backgrounds | Solve problems/make decisions via Knowledge of learning/development; Via knowledge of diversity/cultural context. Dispositions: commitment to diversity. |
| 8. Work collaboratively with colleagues | Leadership: collaboration. Dispositions: collaboration |
| 9. Use technology | Leadership: technology |
| 10. Advocate for children and young adults | Leadership: advocacy Dispositions: advocacy |
| 11. Professional development | Leadership: professional development |
| 12. Take leadership role | Dispositions: assume leadership role |
| 13. Demonstrate appropriate dispositions | 8 categories of dispositions |

6-B. Post-Completion Assessment by Supervisor of New Advanced-Level Professionals

- | | |
|--|--|
| 1. Perform with expertise in degree area | Solve problems/make decisions via knowledge of specialty |
| 2. Expand repertoire of instructional strategies | Solve problems/make decisions via knowledge of learning/development |
| 3. Expand repertoire of assessment strategies | Solve problems/make decisions via research |
| 4. Use research to inform problem-solving, decision-making | Solve problems/make decisions via research |
| 5. Engage in reflective inquiry | Solve problems/make decisions via reflective inquiry |
| 6. Apply learning and developmental theories | Solve problems/make decisions via knowledge of learning/development |
| 7. Learning experiences, diverse backgrounds | Solve problems/make decisions via Knowledge of learning/development; via knowledge of diversity/cultural context. Dispositions: commitment |

- | | |
|--|--|
| 8. Work collaboratively with colleagues | to diversity. Leadership: collaboration. Dispositions: collaboration |
| 9. Use technology | Leadership: technology |
| 10. Advocate for children and young adults | Leadership: advocacy Dispositions: advocacy |
| 11. Professional development | Leadership: professional development |
| 12. Take leadership role | Dispositions: assume leadership roles |
| 13. Demonstrate appropriate dispositions | 8 categories of dispositions |

6-C. Post-Completion Assessment of Program Through State Review

Several of the EMU advanced programs are subject to thorough review. Each of EMU’s programs for advanced educator preparation occurs during a five-year review cycle of the State’s Periodic Review/Program Evaluation Process. The review is conducted against the state’s standards for the certification field. Several program changes made as a result of this review were delineated earlier in this report.

6-C. Post-Completion Assessment of Program Through SPA=sand Accrediting Bodies

Several of the EMU advanced programs are subject to review by NCATE’s SPA or through separate accrediting bodies (*e.g.*, music education [NASM] and school counseling [CACREP]). Status with respect to these reviews by national bodies was summarized in Standard 1. Program changes made as a result of these reviews were presented earlier in this report.

Although faculty have been seriously engaged in the development of assessment and rubrics which correspond to each of the key decision points within the initial and advanced programs, there is minimal aggregated data for most of the assessment points. No organized system is currently in place and functional which allows data collection in a systematic fashion for candidates in initial or advanced programs. Data collection is conducted at the department level in both initial and advanced programs. A Data Assessment Committee has been formed and a Coordinator of Data Management is currently developing a centralized data base system. Resources are not currently in place to allow comprehensive data entry, aggregation of data, or analysis of data at the program or unit level. A formal governance committee has been created to monitor standards and accountability of data assessments.

The conceptual framework is reflected in assessments used at the individual course level and in initial program field experiences. The representation of the conceptual framework is also represented indirectly in advanced programs, primarily through alignment of advanced program standards with national professional standards and state standards where applicable. Some course assessments and field experiences have a direct link to the conceptual framework.

The performance of initial and advanced program candidates is monitored in many ways. The candidates are observed by faculty, cooperating teachers/practicum and internship supervisors, and college supervisors. Candidates produce videotapes, design lesson plans, create electronic portfolios, complete projects, have field experiences, and use other methods to demonstrate competencies

identified in the conceptual framework. In addition, candidates write reflective analysis essays and must demonstrate expected dispositions defined by the unit.

The unit assesses the validity of assessments using two primary means: 1) judging the success of initial program candidates during the student teaching semester through observation and teacher work samples, and 2) surveys of candidates and employers after graduation (initial and advanced program candidates). The unit has defined a timetable which will be used to formally study validity, reliability, and fairness of many of the performance assessments delineated in the assessment systems for initial and advanced programs summarized earlier in this section of the report. Faculty have been engaged for several years in developing and improving rubrics for performance assessments used in varied individual courses.

Data Collection, Analysis, and Evaluation

The EMU College of Education, including its Office of Academic Services (where the management of the assessment system is housed), is well supplied with computers. In addition, much relevant information is stored in the University's mainframe. The Banner system, to which most university operations have converted in the recent past or will in the near future, is new to the campus and conversion from the former system to Banner has posed the usual problems of data conversion, personnel training to input and extract data, and the like. During approximately the same period of time, the university's Institutional Research function has expanded rapidly and new personnel have joined that operation.

Work is progressing related to the management of the professional educator assessment system in two major categories.

A. Information about individuals. A number of computers in the COE Office of Academic Services have been linked, permitting multiple individuals to have access to common data. Existing data bases, formerly maintained in different offices as "stand alone" data sets, have been merged or linked--admissions to the initial teacher preparation program, student teaching, certification, certification test scores, etc. Underway at the present time is an attempt to merge university records for all EMU students who are enrolled in an initial or advanced educator preparation program into a single organized assessment system. While data does currently exist about individuals, it is a laborious process to retrieve data across all assessment benchmarks since a single, organized system for storing and retrieving data is currently being implemented. This will permit the creation of a very large database from which the progress of candidates in initial or advanced programs can be traced within a single office.

B. Information about groups. Assessment of various portions of the program is new, especially for many of the mid-program assessments. The data reported in the Standard 2 Exhibits are, in many instances, the first "public" reporting of these data. As a result, the data are currently maintained in a very decentralized manner in computers throughout the College of Education, at least in part because there has not been any place to "deposit" it. Further, the emphasis to this point has been on the performance of groups, as opposed to the performance of individuals.

As a place to deposit information about individuals becomes available (point A above), steps will be taken not only to collect information about groups on various characteristics (point B above), but mid-program performance information about individuals (and other information about individuals, including data from follow-up studies). Data will be added to the electronic file for each individual along with the existing "major milestone" information (admission to the program, admission to student teaching, certification test score information, recommendation for licensure information, etc.) that is rapidly becoming available. It is expected that the management tasks associated with the assessment system will have a primary focus on the initial teacher preparation program in the near future, with comparable tasks associated with the advanced programs given major attention at a later time. Although discussions have taken place with the leadership of the campus Institutional Research and Information Management Office about housing what will become a very large data base as part of the university's "Data Warehouse," decisions about when and how to accomplish that remain to be determined.

The unit regularly collects information on initial program candidates with the standardized Student Teaching Evaluation form. This form is used by the cooperating teacher and the supervisor at mid-semester and at the final evaluation of the student teaching experience. A rubric was developed as a guideline for rating the candidate in the various categories.

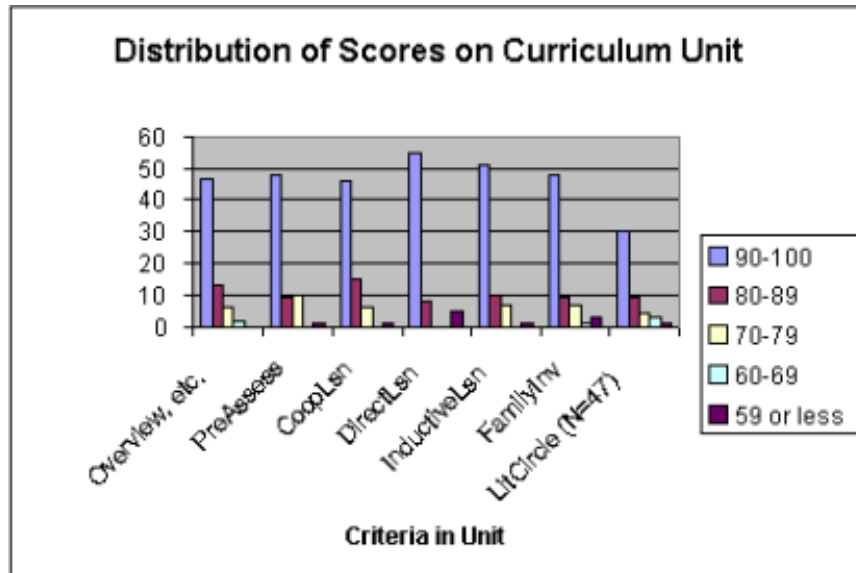
The college also sends out a survey form to initial and advanced program candidates who have completed the necessary requirements for certification. These forms are then aggregated to see if the coursework and instruction received from EMU makes the candidates effective practitioners.

In addition initial program candidates complete the EBI Education Student Exit Survey. The data for each candidate is gathered at the College of Education Office of Collaborative Education. To date, the data has not been aggregated, but interviews indicate that this data will be processed and aggregated in the upcoming year.

Initial and advanced program candidates are surveyed one year after graduation. Aggregated data does exist for these evaluations with both initial and advanced program candidates and their employers. Elements of these reports have been summarized in other sections of this report.

The university has developed the EMU Professional Educator Assessment System Implementation Plan which delineates how faculty evaluate course content and review outcomes expected for specific courses. A booklet titled Teacher Preparation Programs: An Introduction, contains forms that the COE uses to measure Personal Assessment of Professional Dispositions, Professional Behaviors for Teacher Preparation, and FETE Field Experiences. Assessments also are used in individual courses. The example below is designed to specifically test the performance assessment of CURR 304/305.

Performance Assessment: Curriculum Unit CURR 304/305: Curriculum and Methods



| Scores | Overview, etc. | Pre Assess | Cooperative Lesson | Direct Lesson | Inductive Lesson | Family Involvement | Literature Circle (N=47) |
|------------|----------------|------------|--------------------|---------------|------------------|--------------------|--------------------------|
| 90-100 | 47 | 48 | 46 | 55 | 51 | 48 | 30 |
| 80-89 | 13 | 9 | 15 | 8 | 10 | 9 | 9 |
| 70-79 | 6 | 10 | 6 | | 7 | 7 | 4 |
| 60-69 | 2 | | | | | 1 | 3 |
| 68 or less | | 1 | 1 | 5 | 1 | 3 | 1 |

Criteria for Passing Assessment:

Students must complete the unit with a C or higher in order to pass the course. Each section of the unit must receive 70 or higher to pass the performance assessment.

Analysis of Sample Data:

Based on the sample in the graph below, students generally understand and are able to complete this task at an acceptable level. Over 57 of the 68 students received a score of 80 or higher on each component. The students appear to have the most difficulty with the direct lesson, although this number of students is small. Other areas that presented difficulty to only a small number of students were the family involvement piece and the literature circle (for elementary only). To address these difficulties, we are compiling exemplary units for students to examine, with annotations on the elements named above. Next semester we plan to meet to discuss the task directions and scoring criteria in greater detail.

Collected data are summarized and analyzed by the unit on a department-to- department basis. Many departments collect aggregated data to analyze the effectiveness of the coursework as applied by the initial and advanced candidates. Currently a central data system is in place but has not aggregated the data that is available. Each department collects its own data and makes that data available to other departments through the EMU network.

EMU has made the latest technology available to all candidates and faculty. The faculty has designated research areas in the library. In addition, faculty has internet and network access throughout the campus. In many locations wireless connection can be made to access the internet.

Use of Data for Program Improvement

The EMU assessment system plan has not implemented a formal mechanism for changing the unit, programs, or curriculum. However, an informal procedure is used where departments make changes based upon assessment. In addition, an individual or department may bring changes through the Basic Education Committee or the Advanced Education Committee. Either committee then can make recommendations to the Dean of the College of Education. The final decision on whether unit, program or curriculum change takes place rests with the Dean.

EMU departments have made several program changes due to analysis of MTTC data. As a result eleven programs were changed. Examples of program changes include the following:

- Biology – Added a required Human Physiology course and biology candidates scored better
- Economics – Added a Consumer Economics course because the state exam is related to personal finance
- Political Science – A course (PLSC 202) has been added as a required course for majors and minors
- Elementary Social Studies – The major was adjusted to align more closely with state standards
- Elementary Language Arts – The major were adjusted to align more closely with state standards
- English – As a result of studying MTTC scores four methods instructors have agreed upon common outcomes and various products that might represent those outcomes.

The college surveys initial and advanced program candidates who complete the program to see if the candidate received adequate preparation and education to be an effective educator. Supervisors also complete the survey results. The survey is designed to obtain self ratings from candidates and employer ratings of candidates during the initial years of employment. Data from from initial and advanced program candidates and employers were provided in the narrative for Standard One.

Assessment data is obtained from initial and advanced program candidates through surveys, evaluations, coursework, projects, and field experiences. The candidates are well aware of the conceptual framework and the assessment tools that are developed to assess the conceptual framework. Interviews with initial and advanced candidates revealed that they were well aware of the assessment benchmarks for decision making and the specific assessments which are included at

each decision point. All candidates were assessed many times before successfully completing the requirements prior to graduation and certification.

Faculty are also aware of the assessment tools and benchmarks for decision making. Within departments, there are pieces of aggregated data that are compiled and analyzed to determine if the expected outcomes and benchmarks, are being met. This is evident in the many assessments produced as exhibits. Departments analyze many components of the initial or advanced programs within specified courses.

Overall Assessment of Standard

The assessment system at Eastern Michigan University is in a transition period. The formation of the Data and Assessment Advisory Committee is moving toward centralizing the aggregated data. In fact, many documents have been received by the Office of Data Management, but have not been entered as aggregated data. The central database can currently be used for administrative functions.

Individual departments use the aggregated data collected within each department to conduct research and publish studies to improve curriculum and instruction within the department. Through networking within the college, this information is made available to other departments.

The unit has plans to make the assessment system more effective. Current data that is being generated within the departments will be centralized. Once centralized, the aggregated data can be manipulated to be better used in assessing the unit, the programs, the course work, and the many other elements that could bring about unit change, department change, program change, and course change.

C. Recommendation:

Initial - Met
Advanced - Met

D. Areas for Improvement:

New

Initial: Data is not regularly and systematically compiled, summarized and analyzed beyond the department level.

Rationale:

The assessment system is not centrally located. Lack of a centrally located data bank system results in the inefficient use of the data bank for unit improvement, department improvement, program improvement, and curriculum improvement. At the present time, although data is abundant, it is not centralized.

New

Advanced: Data is not regularly and systematically compiled, summarized and analyzed beyond the department level.

Rationale:

The assessment system does not contain a formal method for facilitating change in unit, programs, or curriculum. Since there is a lack of a formal structure in the assessment system for the unit, program or curriculum change, it is not clear how the formal changes in curriculum or programs can be made.

Corrected

None

Continued

None

3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

A. Level: Initial and advanced

B. Findings:

Teacher candidates in the initial program at Eastern Michigan University (EMU) apply for admission to the teacher education program after the semester in which the candidate has earned 56 credit hours. Transfer students with more than 56 credit hours apply after the semester in which they have earned 12 hours at EMU, including at least one course in their major. In addition to their completion of 56 credit hours, their overall grade point average must be at least 2.5 and at least a 2.5 in their major. Post-baccalaureate candidates must have an undergraduate GPA of at least 2.5.

A minimum of 100 clock hours of approved pre-student teaching field experiences is required of all candidates for a recommendation for a teaching certificate. At least 50 percent of the experience must be in a classroom situation with the age group and (in the case of secondary/K-12) in the subject matter area, the student plans to teach. Students in elementary and secondary programs complete 60 pre-student teaching hours in FETE (Field Experiences in Teacher Education) courses. FETE courses are a series of one-credit field experiences designed to tie learning in the Teacher Education courses to real classrooms, schools, and communities. Each FETE course is linked to a co-requisite professional education course. The first FETE course, FETE 201 is taken by both elementary and secondary education students. The next two experiences are divided into elementary and secondary courses. The additional 40 hours must be in a teaching/learning situation that is age appropriate. The Comer School experience is one way of accomplishing that requirement. The Comer School component includes activities that are completed weekly in a Detroit school. Candidates participate 3 hours per week for 7 weeks and complete the Comer course packet.

In FETE 301 and 302, candidates must spend 25 hours in a classroom placement. Elementary FETE placements must be in grades 1-5, extending to the 6th grade if in an elementary school. Secondary FETE placements must be in grades 7-12 in the major subject area. During fall and winter semesters, hours must be completed with 2.5 hours per week for 10 weeks. During spring and summer, hours may be completed with two 2.5 hour sessions per week for 5 weeks.

In FETE 401 and 402, candidates must complete 30 hours in a classroom placement. Grade level and subject area requirements are the same as in the 300 level-course. In addition, FETE 401 and 402 placements must be in a culturally diverse setting. Diverse is defined as 30% high need (e.g., language minority, ethnic minority, low SES). During fall and winter semesters, hours must be completed with 3 hours per week for 10 weeks. During spring and summer, they may be completed with two 3-hour sessions per week for 5 weeks.

Candidates desiring certification in the elementary, secondary and K-12 programs are required to complete successfully 12 credit hours of student teaching. Candidates in special

education areas (emotionally impaired, hearing impaired, cognitively impaired, physically or health impaired, visually impaired) are required to fulfill six credit hours of student teaching with non-impaired children and an additional 10 credit hours of student teaching in their area of specialization. Candidates desiring certification in bilingual education are required to fulfill eight credit hours of student teaching with English speaking children and an additional four credit hours of student teaching in bilingual education.

Post-baccalaureate certification programs are designed for individuals who have a bachelor's degree or higher who want to obtain a teaching certificate. The number of additional courses required to obtain a certificate will vary for each individual, depending on how many program requirements are met by courses taken as part of the bachelor's degree.

Collaboration between Unit and School Partners

Eastern Michigan University has been involved in collaborative activities with school districts and other educational agencies for many years. The COE Office of Collaborative Education has several major projects like the Collaborative School Improvement Program (C-SIP), consociate schools, and the Comer Project integrated with the educational community. University faculty and P-12 teachers/administrators meet regularly to discuss the design, implementation, and evaluation of candidates and program effectiveness. Being a member of the Renaissance Partnership for Improvement of Teacher Quality, the unit has partnerships with 40 teachers in the Ypsilanti and Willow Run School Districts. Teachers in this program receive mentoring training and attend workshops with the pre-service teachers placed in their classrooms. The focus of the Teacher Quality Project is on analyzing student learning resulting from classroom assessments.

There are ten universities involved in the Renaissance Project that has Federal Funding under Title II grants. It began in 1999 as a pilot program and has been added to the student teaching curriculum this fall (2003). The goals of this program are two-fold: 1. To bring together teachers in high-need school districts, business partners, and Education and Arts & Sciences professors to improve teacher quality; and 2. With the assistance from mentors (teachers and professors), future teachers provide evidence of their students' learning both before and after teaching. Candidates will analyze the quality of their students' learning and propose revisions in instruction and professional practice. This is a two-three week unit during their student teaching semester.

Design, Implementation and Evaluation of Field Experiences and Clinical Practices

The FETE experiences include observation by the candidate in multiple settings. However, cooperating teachers for the FETE placements are instructed not to permit the candidate to "observe instruction passively". While in their FETE experiences, candidates are observed by cooperating teachers. Candidates are expected to interact extensively with individual children/youth. The FETE experience involves 60 hours of participation.

During the FETE experiences, the candidates are expected to work with individuals and/or small groups. Candidates oversee or engage in educational games, to read and tell stories to children, to assist the teacher with routine activities, to assist in the preparation of instructional materials, and to engage in other such activities as a member of the classroom instructional team.

During the student teaching experience, candidates ordinarily spend a period of time at the beginning of the semester in observation of the classroom environment. The candidate is observed by the cooperating teacher. Each student teacher is observed by the university supervisor at least four times during the course of the semester. The candidate is expected to interact with children/youth individually, in small groups, and as a whole class, as well as with other school staff members, parents and others. The culmination of student teaching occurs when the candidate gradually takes on the responsibilities equivalent to a full teaching load. In addition, each candidate is encouraged to attend faculty meetings, in-service training opportunities, school board meetings, PTA meetings, and other school functions. Student teachers attend a minimum of four seminars conducted by their university supervisors, an all day professional development workshop, and either a portfolio presentation or exhibit.

In the internship program in educational leadership, the candidate needs to observe the environment sufficient to accomplish the goals of the internship plan. The candidate is observed by the site mentor. In the supervised counseling experiences of the school counseling program, candidates follow standard protocols for observation and for being observed by faculty and peers in individual and group counseling settings.

Throughout course syllabi in field experiences and clinical practice, the unit's conceptual framework CPED² (Caring professional educators for a diverse and democratic society) for initial programs and (Advanced Inquiry, Advocacy and Leadership in Education for a Diverse and Democratic Society) for advance programs is found. It is reiterated by candidates and field supervisors in both the initial and advanced programs.

FETE 201 provides opportunities to examine interactions of P-12 students' learning with school and community environments and to examine the impact of culture on the student's development and that of others. The activities include readings, cultural analysis, on-site visits to culturally diverse classrooms, and participation in a web caucus. FETE 301/302 provides opportunities to reflect on teaching and assessment practices, to try out individual and group lessons and assessments, and to reflectively interpret current classroom practices as they relate to assessment and curriculum classes. The activities include working with an individual or small group on a weekly basis, engaging in teaching and assessment activities and participating in a web caucus. FETE 401/402 provides opportunities to teach in a diverse classroom setting, to apply teaching strategies learned in reading and/or special methods classes, and to plan and implement instruction based on student needs. Activities include working with an individual or small group on a weekly basis, structured teaching activities, analysis of student work, and participating in a web caucus.

In student teaching, the candidate maintains an orderly and complete collection of lesson plans; keeps a reflective journal; prepares, teaches, and assesses an original unit of instruction; prepares an audio-or videotape of selected lessons and prepares a reflective analysis; prepares an assessment portfolio; and attends seminars/workshops scheduled by the university supervisor and/or the COE Office of Academic Services. Candidates in physical education take PHED 495 Senior Seminar in conjunction with student teaching.

At the advanced level, the internship must include a plan that incorporates three major phases: reactive (observation and self-assessment), interactive (interaction between leadership course work and the internship experience), and active (assuming full or nearly full responsibility for a project). The internship notebook must include not only the plan, but a reflective journal, critical incident reports, an internship log, and a professional formation statement.

In the school counselor preparation program, students take COUN 686 Counseling Practicum I and COUN 786-9 Counseling Internship. Candidates must also prepare a portfolio. Through these experiences prospective school counselors have opportunities to apply and reflect on their knowledge, skills and dispositions

Initial program candidates enrolled in the COE have the opportunity to take EDMD 345, which is a media class for the classroom teacher. With this background candidates are able to use Power Point Presentations, use the Web for resources, develop their own web site, and do research using computer access to electronic databases. They also gain the knowledge of how to use technology in their lesson plans during field experiences and clinical practice. After this initial course they are able to choose from seven other technology courses to enhance their knowledge.

In pre-student teaching field experiences, the facilitators for FETE 201 are experienced teachers in the former Comer Schools in Detroit who have been selected because of their leadership skills. The exception is Dr. Cristina Jose-Kampfner, a tenured faculty member, who facilitates a section in the Latino-intensive schools in which her grants operate. The facilitators for the 300-level courses and for FETE 402 have at least a master's degree and five years of teaching experience. They are drawn from the pool of potential lecturers for CURR 304 and CUR 305. The facilitators for FETE 401 are drawn from full-time faculty in reading.

Teachers in whose classrooms candidates complete FETE experiences must be licensed at the level and in the subject area they are teaching. In FETE 201, all students visit a Detroit school using the Comer model. In the 300-level FETE classes candidates may work with any certified teacher. In the 400-level FETE classes, candidates must provide documentation that students in the classroom represent of racial, ethnic, or socio-economic diversity. All FETE classes are co-requisite with required professional education courses so additional discussion regarding FETE experiences is conducted by the faculty members teaching those courses.

During student teaching in selected teaching fields (e.g., music, foreign language, business education, special education), the university supervisor for student teaching is a full-time, tenure track faculty member who reports to the Director of Student Teaching. All these persons have P-12 teaching experience in the teaching field, a special interest in field experiences, and experience in supervising student teaching. These teaching fields include business education, marketing education, technology education, music education, foreign language education, the special education fields, and physical education.

Candidates in all other teaching fields are supervised by personnel who report to the Director of Student Teaching. These persons fall into two categories: (a) full-time lecturers whose sole professional responsibility is the supervision of student teachers and (b) part-time adjuncts who supervise a less than full load of student teachers.

Criteria for the selection of cooperating teachers include a minimum of three years of teaching experience, a master's degree, a recommendation from the building principal or department head, and demonstrated success in teaching children and youth.

P-12 personnel involved in the internship programs for educational leadership and school counseling must be approved by the program faculty as part of the plan and assignment for the field experience.

Manuals have been written as guides (Field Experiences in Teacher Education and the Student Teaching Handbook), and training sessions are held for clinical faculty supervisors.

Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn

In order to be admitted to student teaching, candidates must demonstrate mastery of content areas and pedagogical and professional knowledge. The demonstration of mastery in the content area requires that the candidate must have completed the majority of courses in their major with a GPA in the teaching major of at least 2.5 and have a recommendation from the designated representative of the department in which the major is located.

Critical courses in pedagogical and professional knowledge must be completed before student teaching, including course work in curriculum and methods (CURR 304 & 305), human development (EDPS 322 & 325), multicultural society (SOFD 328), assessment (EDPS 340 & 341, SPGN 390, PHED 440), the relevant special methods course for K-12 and secondary teaching fields, (for elementary) reading and mathematics methods (RDNG 300 & 310, MATH 381), and for early childhood education (CURR 302 & 303). These are formal prerequisites and it is not possible to register for student teaching unless these have been completed.

In the event a candidate shows inadequate preparation in either content or pedagogical and professional knowledge during the student teaching experience, the university supervisor or the cooperating teacher will initiate a withdrawal from the student teaching assignment. Before being given a second teaching placement, the candidate must remediate whatever deficiencies were defined.

The assessment instruments used during student teaching include a reflective journal, the assessment/employment portfolio, the student teaching evaluation by the cooperating teacher and university supervisor, and the student teaching unit. Student teachers teach and assess a unit of instruction in which they are required to demonstrate that when they teach, students learn. Student teachers demonstrate their professional dispositions and communication skills in real-world situations and they are assessed on these traits by the cooperating teacher and the university supervisor. A self evaluation is required as well.

The student teacher evaluation form has been revised and has been aligned with the Standards and Benchmarks (goals) of the initial teacher preparation program, and is found in the Student Teaching Handbook.

The following table will show the number of student teachers placed and the completion rate of the candidates.

STUDENT TEACHER COMPLETION RATE AT EMU

| YEAR | FALL PLACEMENT | FALL COMPLETED | WINTER PLACEMENT | WINTER COMPLETED |
|-----------|----------------|----------------|------------------|------------------|
| 2000-2001 | 525 | 515 | 569 | 561 |
| 2001-2002 | 577 | 568 | 646 | 639 |
| 2002-2003 | 583 | 574 | 674 | 662 |

The Student Teaching Handbook also contains a common format for the teaching unit, adapted from Teacher Quality Project material. The EMU Teacher Preparation Program has been in the process of implementing a revised student teaching unit for over the past year. The process has included development, implementation, training of supervisors and cooperating teachers, and obtaining and using feedback from students and supervisors. This unit has integrated aspects of the prior student teaching unit, the work sample developed by the Renaissance Teacher Quality grant participants including EMU, and requirements from courses earlier in the program, specifically the performance assessments in the Introduction to Assessment and Evaluation course (EDPS 340) and Curriculum and Methods courses (CURR 304 & 305). The goal of the work sample is for student teachers to demonstrate that they influenced their student’s learning.

There was a training session for student teacher supervisors to familiarize them with the unit and the new rubric used for scoring.

Candidates in the initial program must take the Basic Skills Test, which tests reading, writing, and mathematics. Each candidate must pass all sections of the Basic Skills Test prior to admission to the initial teacher preparation program. Numerous mid-program assessments have been put into place in recent times. The results of these assessments have been reported by group of candidates rather than by individual. At the near exit stage, candidates are required to pass the Michigan State Teacher’s Exam in their subject/field or grade level. (See Standard 1 for specific summary data).

A series of seminars are held during each semester by university supervisors and the Director of Student Teaching. These sessions provide an opportunity for candidates to share experiences and to learn from each other. In addition, a \$75,000 award from the SBC Foundation supports the New Teacher Resources Network. Student teachers and new teachers have electronic access to each other, to faculty members, and to resources that were not previously available.

In the pre-student teaching field experience courses (FETE), there is a substantial diversity experience. FETE 201 is structured such that it occurs in a multicultural setting. FETE 401/402 also occurs in a diverse setting. A diverse setting is recommended for FETE 301/302, which is taken by

most initial teacher preparation candidates. A diverse setting is a school location “in which at least 30% of the pupils attending are language, ethnically, culturally, or socio-economically diverse. Title 1 schools are diverse.

Most student teaching placements occur in a geographical area that approximates the seven-county area included in the SEMCOG studies. Schools in this geographical area range from moderate to extensive diversity.

In accomplishing field placements in either FETE or student teaching, candidates can go to the state’s database for demographic information. It gives local district-wide information about enrollment, percent economically disadvantaged, percent special education, percent limited English proficient, percent of single parent households, percent of adults with at least a bachelor’s degree, and median household income.

Advanced programs internships and other field experiences also occur in the seven-county Southeast Michigan area. As a result they, too, occur in a culturally diverse setting.

In schools throughout Southeast Michigan, candidates will encounter the usual distribution of students with disabilities. The religious backgrounds of the students will reflect the religious diversity of Southeast Michigan, including numbers of families with non-Christian religious backgrounds. The socioeconomic make-up of Southeast Michigan has enormous variability from community to community. There are locales with large numbers of students for whom English is not a native language. The communities in which there are large numbers of students with limited English proficiency also tend to be communities with ethnic, national, and religious diversity as well.

The Master’s Degree in Reading requires a field experience in a reading clinic and a practicum as a tutor in the community. In Special Education a 10 credit hour practicum is also a requirement for an advanced degree. In the field of Early Childhood education, if the candidate hasn’t had any experience in a pre-school, then a 100 hour practicum is required to complete the Master’s Degree. The Master’s Degree and Doctoral Degree in Educational Leadership require a semester long field based experience. Finally in School Counseling, a 100-hour practicum on campus and a 600-hour component in a school setting is needed to receive a Master’s Degree.

Candidates who hold a bachelor’s degree in education and want to obtain another endorsement need to complete a field experience and have clinical practice in that area.

Overall Assessment of Standard

The education community of Eastern Michigan University is actively involved in designing, planning, implementing, monitoring, and evaluating the unit’s field experiences and clinical practices. Field and clinical experiences are focused on the elements of the conceptual framework. Candidates are well grounded in content, pedagogy and professional knowledge. Multiple opportunities in a variety of settings are provided for candidates to learn about the school environment first hand. Candidates learn how to teach from accomplished teachers who model best practices in teaching.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice. Teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The field and clinical experiences for initial and advanced programs are sequenced to complement the content and pedagogy as it is being presented. Multiple sources of data indicate that candidates in initial and advanced programs are well prepared as beginning educators in the respective fields of study.

B. Recommendation:

Initial - Met

Advanced - Met

D. Areas for Improvement:

New

None

Corrected

None

Continued

None

4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Level: Initial and advanced

B. Findings:

Eastern Michigan State University's statement on Institutional Values and Guiding Principles from its 2003 Strategic Plan provides a strong foundation for the College of Education's commitment to helping candidates acquire and apply the knowledge, skills and dispositions necessary to help all students learn, under two separate headings:

"Human Dignity and Respect -- We believe that wisdom, sound judgment, acceptance, and respect for other persons, cultures, and ideas are characteristics of an educated person. We seek to demonstrate, through all programs, activities, and services, an appreciation of human diversity and an atmosphere of mutual respect and support for individual differences."

"Diversity -- We believe that cultural diversity enriches learning experiences and promotes respect and understanding. We welcome qualified learners of varying interests, abilities, backgrounds, and expectations and are committed to creating an inclusive educational environment that provides exceptional opportunities for all learners. We seek to attract, serve, and retain a highly qualified and diverse student body, faculty, and staff, and to make special effort to provide access to educational opportunities for non-traditional and underrepresented populations."

The University's Strategic Plan also identifies diversity as an important direction for the institution as a whole:

"Eastern Michigan University will become a model for the principles of diversity and inclusion reflected through characteristics such as:

- (a) recruitment and hiring of a diverse workforce;*
- (b) a student body that reflects the diversity of the region;*
- (c) a supportive and safe learning and work environment for a student, faculty, and staff population that is diverse in characteristics such as age, gender, race, ethnicity, nationality, sexual orientation, handicapping conditions, and religion;*
- (d) curricular and co-curricular activities that infuse diversity in the undergraduate and graduate experiences;*
- (e) academic and co-curricular support programs that enhance student success, especially retention and graduation;*
- (f) opportunities to conduct research in the area of diversity."*

The Dean of the College of Education's Vision Statement includes a similar focus on diversity:

"The College of Education will actively promote understanding of and respect for diversity in its many forms--far beyond gender and ethnicity. We will strive for diversity among the members of the faculty and among student body. We will put much emphasis on learning about diversity among students/clients that will be served by our students."

The College of Education's Mission Statement places the focus of its preparation programs on a "democratic and diverse society," a phrase that is repeated as a thematic statement in the Conceptual Framework:

"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."

The Mission Statement of the Teacher Education Department also links diversity to the needs of students in classrooms:

"Students from EMU's Teacher Education programs are prepared to teach students with a range of needs. These include differences in gender, culture, race, class, economic level, learning style, patterns of ability and handicapping conditions. Students are prepared to address diverse needs within a classroom that recognizes and builds on the strengths in both individuality and community."

The theme statement defining the role of the Advanced Programs within the College of Education declares that "*Inquiry, advocacy and leadership in education for a diverse and democratic society*" are key elements in preparing candidates for school leadership and other professional educational roles in P-12 schools.

In short, a concern for diversity and the blessings and challenges it brings, is reflected in every statement of the university's vision of itself and the College of Education's (COE) Conceptual Framework embraces and extends this vision. The COE's extended response to Standard 4 details the strong links between the commitments expressed in the Conceptual Framework and the implementation of its programs.

Interviews with candidates and faculty, graduates, and P-12 school personnel who are associated with the unit express an understanding of the importance of diversity-related knowledge, skills and dispositions in both initial and advanced programs. The underlying vision for diversity has emerged from the university and unit leadership. However, there is little evidence of significant participation by candidates, alumni, or P-12 school personnel in developing the diversity strand in the Conceptual Framework and other unit documents. Nonetheless, diversity is clearly a value embraced by candidates, faculty members, cooperating teachers and other COE stakeholders. The depth of this

value is so great, and its meaning for education is so well articulated that candidates demand increasing more sophisticated instruction and practice in this area.

Design, Implementation, and Evaluation of Curriculum and Experiences

The unit requires teacher education candidates in initial programs to be knowledgeable about diversity in at least two dimensions. Candidates must know what diversity means, and they must be knowledgeable about the kinds of diversity that they are most likely to encounter in the classrooms and communities in which they will work. They are expected to know about or develop the tools that will allow them to learn about the particular dimensions of diversity that appear in their classrooms. They are also expected to learn and practice pedagogical skills that lead all students toward maximum academic achievement.

The planned program for initial candidates clearly reflects the unit's mission to prepare "caring professional educators for a diverse and democratic society." Required course work includes tasks such as compiling case studies of diverse students, studying and discussing readings in diversity, applying developmental theories to classroom practices, and engaging in a variety of field experiences in diverse settings. Discussion of the political, social, historical and economic factors that influence education is included in several courses. There is an emphasis on discussion and development of curriculum and instruction from a multicultural perspective. Students with special needs are studied from several perspectives in courses ranging from traditional special education courses to courses focusing on the needs of talented and gifted students. Review of syllabi reveal that assessment and curriculum courses specifically include a focus on needs of diverse students. This includes students who have special needs, who come from underrepresented racial and ethnic groups, who speak languages other than English at home, and who are from economically disadvantaged homes.

A paper entitled "Knowledge Bases, Including Theories, Research, the Wisdom of Practice, and Education Policies" was included in the exhibits prepared for the NCATE program review. This is a rich compilation of the theoretical and research sources of the unit's operations. The section on diversity lists four proficiencies or skills that its candidates are expected to master as they prepare for careers in a diverse and democratic society. Candidates are expected to be able to

- Adapt instruction and assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.)
- Create opportunities to encourage (P-12) students to value and respect diversity.
- Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.
- Clarify, monitor and assist (P-12) students in achieving standards of student conduct in a democratic environment.

In addition, the unit seeks to develop teachers who:

- Are able to connect with students regardless of racial, ethnic, social and behavioral characteristics;
- Have a professional knowledge base that includes social, cultural and philosophical content;

- Have a cultural knowledge about diverse groups and is able to use this knowledge to redesign teaching and learning so that their teaching is truly culturally responsive;
- Understand social and cultural backgrounds of students as well as their individual needs;
- Understand differences and similarities across social, cultural and linguistic groups of students;
- Are able to teach in multicultural settings, and work in environments where they must represent ideas in multiple ways;
- Are able to read cultural contexts and adapt to them as professionals;
- Acquire reflective and clarified cultural, national and global identifications – multicultural citizenship education; and
- Examine and alter undemocratic and biased teaching behaviors.

The ultimate goal is to prepare teachers who are able to help students achieve proficiency in

- Critical thinking
- Creative thinking and
- Problem solving within communities

An emphasis on diversity is included in the shared goals and outcomes for advanced programs. Candidates in advanced programs are required to gain knowledge of diversity and cultural context. Advanced program candidates must be able to adjust for individual differences; understand and apply theories of child development and learning; treat students equitably; and work on developing the whole child. The unit’s emphasis on diverse learners in a democratic society is expressed in their desire to have advanced program candidates learn to engage all students “including those with disabilities, by their knowledge and use of technology, their abilities to communicate and relate, by their knowledge of diversity and cultural context, by valuing diversity, and by respect for children and adults from all backgrounds.” (Institutional Report, Standard 4)

The revised master’s degree program in curriculum and instruction reflects these goals at the advanced level. It requires that candidates engage in a variety of assignments and activities leading to a deeper understanding of the needs of diverse students. Courses such as EDPS 600 Human Development, CURR 654 Multicultural Teaching and Learning and CURR 510 Developing Creativity in the classroom include case studies of diverse students, readings in diversity, and applying what is learned to classroom practice. There is substantial discussion of the political, social, and historical factors that influence education in social foundations courses. CURR 654 and CURR 512 also require discussion and development of curriculum and instruction from a multicultural perspective. A number of courses in this program, and in similar advanced programs, require examination and application of classroom curriculum modifications to meet the particular needs, including those arising from cultural factors, of diverse students.

The commitment to diversity posited in the Conceptual Framework is threaded through all initial and advanced programs offered by the unit. Multiple aspects of diversity are recognized, and dispositions which allow candidates to respect children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs are encouraged, strengthened and assessed.

Several courses and experiences enable candidates to develop awareness of the importance of diversity in teaching and learning. This emphasis is also threaded through courses not specifically identified as focusing on diversity and multicultural education.

SOFD 328 Schools in a Multicultural Society is a required course in initial programs and is offered in several sections each semester. This is described in the course catalogue as “A study of the interactive relationship between schools and society, and the development of a culturally responsible pedagogy.” Special emphasis is placed on educational equity and the theoretical foundations of multicultural education. A discussion with candidates in the initial program revealed dissatisfaction with this course. Candidates expressed concerns about what they perceived as the additive nature of the course. They were interested knowing more about curriculum transformation through multicultural education.

EDPS 322 Human Development in Learning, another required course in the initial program, contains a group diversity project. This project has assessments built around candidates’ work in four areas: creating a research summary on a classroom diversity issue; writing a journal about the project; detailing the interventions selected and tested; and reflection on the process used in designing, implementing and evaluating the group diversity project. The exhibits included a detailed analysis of candidate performance on this task. The only relative weakness noted was that candidates need additional work in the areas of “identifying and summarizing research and on developing appropriate interventions for diverse student populations.”

Similarly, one instructor in Reading 310/311, Developing an Expository Lesson Plan, concluded that candidates “appear to have the most difficulty with understanding the needs, potential, backgrounds, and developmental levels of diverse learners. In addition, adapting instruction to meet the needs of diverse learners is also an area of relative difficulty.”

There is also a set of three required field experience (FETE) courses in initial programs. FETE 201 is designed to be a multicultural experience. It includes an observation in a Detroit school. While the following course, FETE 301/302 is not required to be in a culturally diverse setting, a culturally diverse setting is strongly encouraged. The student handbook for Field Experiences defines a diverse setting as one that has 30% high need language minority, ethnic minority, and/or low SES. The final field experience, FETE 401/402, which is the final field experience before full time student teaching, must be in a culturally diverse setting. These courses require documentation of racial, ethnic, or socio-economic diversity.

A small number of initial program candidates, in a group interview, offered criticism of the FETE 201 Detroit school observation. They felt that the visit was cursory, and did not provide opportunities to interact with students or teachers. Some were bothered by a sense of being taken “to look at urban children, as if they were exhibits for our examination.” Other candidates, especially those who had no previous experience in urban settings, found the visit helpful and informative.

Many other courses specifically refer to impact of diversity on the subject area covered. Diversity and/or multicultural education and related topics are specifically mentioned in the syllabi or assessment rubrics for 11 of the 21 courses offered in Educational Foundations courses. Many of the

courses in which these topics are not mentioned are independent study or field study courses that are to be designed by candidates.

The unit requires that candidates complete a student teaching in a diverse school setting. The Institutional Report states that EMU maintains student teacher placement agreements only with districts and other educational entities that include significant diversity in their student bodies. Except by special arrangement (*e.g.*, out-of-state student teaching), candidates may not do student teaching outside the list of EMU approved cooperating districts. As a result of these policies, candidates have field experiences that involve diverse groups of students. The student teaching unit implemented by each student teacher is expected to include documentation as to how instruction has been adapted to the needs of various categories of students.

Knowledge, skills and dispositions related to diversity are assessed in field experiences and student teaching. The student teaching evaluation form, completed once by the candidate, and twice by both the university supervisor and cooperating teacher, contains three rubrics directly related to diversity. The Evaluation of Professional Behaviors for Teacher Preparation also includes two items related to diversity. These forms are placed in candidate folders, but the results have not been aggregated, so no judgments about the unit's strengths and weaknesses in this area are possible.

Many courses (*e.g.* SPGN 251 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs; CURR 304 Curriculum and Methods: Elementary; and CURR305 Curriculum and Methods: Secondary; EDPS 340 Introduction to Assessment and Evaluation; and RDNG 310 Literacy Across the Curriculum in the Intermediate Grades) offer opportunities to practice adapting instruction and services.

Knowledge, skills and dispositions to help all students learn are assessed throughout the initial programs.

Rubrics for assessing candidate performance in clinical experiences and student teaching also measure knowledge, skills and dispositions in this area. The rubric for assessing candidates' attention to diversity as a key contextual factor in creating a lesson plan on page 17 of the student teaching handbook is an example. Assessments in this area are always tied to the tasks that teachers actually have to perform, rather than focusing on abstract statements of belief about the impact of diversity or commitment to multicultural education.

The impact of the unit's work to develop the knowledge, skills, and dispositions is assessed through analysis and aggregation, over time, of data gathered on responses to particular items in various surveys. These include the Educational Benchmarking Inc. (EMI) Survey of Student Teachers, the Post-Completion Self Analysis, the Post-Completion Supervisor Analysis, the Advanced Program Completer Survey, and the Advanced Program Completer's Supervisor Survey.

The survey items chosen to represent instructional and administrative competence with regard to the knowledge, skills and abilities to teach all children are not sharply focused. However, they do reveal a substantial agreement between candidate self-assessment and supervisory observation on the items selected. Candidates invariably rated themselves slightly lower than did their supervisors, but never by any meaningful degree. The broadest gap, only four-tenths of a point on a five-point scale,

was in initial candidates' insecurities about their ability to develop positive interactions with families and communities.

Knowledge, skills and dispositions related to diversity are also assessed in a survey of recent program completers and their supervisors.

Comparing Assessments of Proficiencies Related to Diversity in Initial Programs

5 = strongly agree 3 = neutral 1 = strongly disagree

| Comparison by relevant items | Candidates | Supervisors |
|--|------------|-------------|
| Initial Post-completion assessment | | |
| Develop positive interactions with families, communities | 3.7 | 4.1 |
| Create opportunities, value and respect diversity | 4.1 | 4.2 |
| Modify teaching | 4.2 | 4.3 |
| Demonstrate professional dispositions | 4.4 | 4.5 |

The Advanced Program Completer Survey, and the Advanced Program Completer's Supervisor Survey Knowledge assess only two items identified as indicators of competencies related to diversity.

| Advanced Program Completer Assessment | | |
|---|-----|-----|
| Provide optimal learning experiences, students, diverse backgrounds | 3.9 | 4.2 |
| Demonstrate appropriate dispositions (attitudes/behaviors) | 4.2 | 4.5 |

Assessment information from a number of other courses or projects that rated knowledge, skills and dispositions related to diversity were included in the exhibits. When this material is examined alongside data extracted from the candidates and supervisor surveys, it is evident that the unit values the needs of diverse schools, and is committed to preparing teachers who will be well prepared to help all students learn.

Experiences Working with Diverse Faculty

Increasing the diversity of the unit's faculty, both in terms of gender and race, has been a priority since 1997. The current faculty, both in the University as a whole and in the Unit in particular, is very diverse. Nearly 18% of the university faculty are members of ethnic and racial minority groups; 21.1% of the College of Education's faculty identify themselves as members of ethnic and racial minority groups.

According the 2002 [AACTE/NCATE PEDS report](#), the "professional education faculty" included Black, non-Hispanic; American Indian or Alaskan Native; Asian or Pacific Islander; and Hispanic persons." More than two-thirds of the unit's faculty is now comprised of women (64.9%), up from 56% in 1998.

The unit has also taken pains to attract and employ African American education scholars such as James Comer and Lisa Delpit in high profile appointments to the James W. Porter Chair in Urban Education.

Of the approximately 60 full-time student teaching supervisors, only six are members of racial minority groups. The unit is aware that the diversity of its supervisors is lower than percentage of diverse teachers in Washtenaw and Wayne Counties, where most student teachers are placed. Increasing the diversity of this key group of faculty members is seen as a priority by the director of the Office of Academic Services, which oversees student teaching. Figures were not available for the diversity of cooperating teachers who work with unit candidates in initial and advanced programs. However the Michigan counties in which candidates are placed for clinical experiences are very diverse.

Washtenaw County, in which EMU is located, and the primary source of student teaching placements, has a minority population that is 12.3% Black, 6.3% Asian, 2.7% Hispanic, 3.6% other minority, 0.4% Native American. Wayne County, the second major source of student teaching placements, is 42.2% Black, 3.7% Hispanic, 1.7% Asian, 0.4% Native American, and 4.1% other minority.

The Institutional Report suggests that in these racially diverse counties, candidates are exposed to meaningful levels of diversity among those who mentor and supervise them. Michigan has the highest percentage of African American school principals in the Central Region, 18%, according to the AACTE report, Teacher Education Pipeline IV. According to that same report, nearly 20% of all elementary school teachers in Michigan and 8% of high school teachers are members of racial minority groups. BOE members observed schools that had between 16% to 30% representation of teachers of color. Student teachers in a group interview reported working in schools that had from 0% to 20% teachers of color. A number of student teachers reported that they work in schools with all or nearly all white teachers with African American principals. There are, however, no dependable data on the number of teachers of color involved in mentoring student teachers.

With racial and ethnic minority group members comprising over 20% of the faculty, the unit has achieved a critical mass in terms of diversity that greatly eases the burden of recruiting and hiring faculty of color. The success of the unit and university in attracting and retaining this impressive group of minority professors rests on a carefully designed and assiduously executed affirmative recruiting process. Steps include close analysis of job needs, targeted advertising, training search committees, and continuous monitoring of terminal degree faculty and Ph.D. candidates who are members of racial and ethnic minority groups.

Experiences Working with Diverse Candidates

EMU as a whole is one of the most diverse campuses in the nation, according to US News and World Report's rating of colleges and universities. The Institutional Report cited the EMU [*Student Profile*](#) (Fall 2001 data) and reported that "at the undergraduate level, a student body that was 2.2% foreign, 17.4% Black, 2.1% Asian, 0.7% Native American, and 2.2% Hispanic. At the graduate level, the composition of the student body included 13.2% foreign, 10.1% Black, 3.0% Asian, 0.2% Native American, and 1.8% Hispanic."

Thus, 24.5% of the undergraduate population of EMU, and 15.1% of graduate students, are students of color.

The COE is slightly less diverse, with 15.2% of its initial program candidates and 10.6% of advanced candidates identifying themselves as members of minority racial and ethnic groups. This included Black, Hispanic, Asian American, and American Indian students. The majority of these candidates were Black, with a smaller number of Hispanic American candidates, and much smaller numbers of Asian American and American Indian candidates. These figures reflect a steady upward trend. The percentage of racially diverse candidates has nearly doubled since the last accreditation visit in 1998.

The unit holds frequent recruiting sessions in Detroit and Flint, and maintains strong relationships with future teacher clubs in urban high schools and junior high schools, which have very large concentrations of African American students. The Urban Teacher Program is a successful and well-established effort to help long-term substitute teachers in urban school settings, many of whom are African American and Hispanic Americans, qualify for state teacher certification.

One of the advanced programs, the Department of Leadership and Counseling, has expanded its programming in Detroit, partially in order to serve a larger number of candidates from minority racial and ethnic groups.

Experiences Working with Diverse Students in P-12 Schools

Most clinical assignments in initial and advanced programs occur in Wayne and Washtenaw counties. Both districts offer a number of schools with very diverse student populations. The distribution of students of color in each county is summarized in the table below.

Selected Demographic Characteristics of Washtenaw and Wayne Counties

| County | Est. Total Population | % Black (2000 Census) | % Hispanic (2000 Census) | % Asian (2000 Census) | % Adults w/less than H.S. Education (2000 Census) | % H’holds w/less than \$25K Income |
|---------------|------------------------------|------------------------------|---------------------------------|------------------------------|--|---|
| Washtenaw | 341,275 | 12 | 3 | 6 | 13 | 33 |
| Wayne | 2,060,960 | 42 | 4 | 2 | 30 | 45 |

Diversity data for P-12 students in each initial and advanced program clinical site indicated that candidates do have opportunities to complete field experiences in P-12 schools that are diverse.

Overall Assessment of Standard

The descriptions of course and field work in both initial and advanced programs found in an earlier part of this section illustrate the unit's approach to helping candidates develop and practice knowledge, skills and dispositions to work with diverse P-12 students. Many of the required field experiences require placements in schools that are diverse. The unit has a well-defined set of expectations and policies that support the requirement for diverse school settings for field experiences and student teaching. The unit defines a "diverse setting" as a school location "in which at least 30% of the pupils attending are language, ethnically, culturally, or socio-economically diverse. Title I schools are diverse."

Candidates encounter students who demonstrate a number of dimensions of diversity beyond race and color. Candidates regularly encounter and work with students with a variety of special needs, religious traditions, languages, and from economically disadvantaged families.

The Comer Project has added 30 partner schools in Detroit, 40 minutes away from the campus. This has greatly enhanced the unit's ability to provide field experiences and student teaching in a racially and culturally diverse urban setting.

Summary of above findings

C. Recommendation:

Initial: Met

Advanced: Met

D. Areas for Improvement:

New

None

Corrected

None

Continued

None

5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

A. Level: Initial and advanced

B. Findings:

The Eastern Michigan University (EMU) Fall 2002 Faculty Profile Listing reports that the total number of College of Education (COE) Tenured Track Faculty is 114. In addition to the tenure-track faculty members in the COE who teach in the professional educator programs and the tenure-track faculty members in two other EMU academic colleges who teach in the professional educator programs, the professional education faculty is supplemented with full-time lecturers and part-time adjunct faculty members. Non tenure-track faculty members are used not only because of extremely rapid growth and financial necessity but because of the special expertise they can bring to the candidates. The table below reflects information about the total institution-based faculty for professional education.

| Academic rank | Number of faculty with tenure | | Number of non-tenured faculty | | | |
|----------------------|-------------------------------|---------------|-------------------------------|---------------|---------------------|---------------|
| | | | On tenure track | | Not on tenure track | |
| | Current year | Previous year | Current year | Previous year | Current year | Previous year |
| Professors | 41 | 39 | 0 | 0 | 0 | 0 |
| Associate Professors | 15 | 18 | 4 | 2 | 0 | 1 |
| Assistant Professors | 9 | 5 | 29 | 28 | 0 | 0 |
| Instructors | 1 | 1 | 1 | 0 | 0 | 0 |
| Lecturers | 0 | 0 | 0 | 0 | 25 | 1 |
| No academic rank | 0 | 0 | 0 | 0 | 0 | 0 |

Furthermore, 17 initial field experience teacher education facilitators (FETE), and 51 advance program supervisors of field experiences are involved with the preparation of educators. The teacher education program has experienced a steady increase in student teachers and pre-student teachers. For example, the current student teacher winter placement total is 674. The increase of student teachers has made it necessary to increase the pool of cooperating teachers to approximately 700. In

addition, there are 45 regular and 27 restricted placement areas documented in the EMU COE Student Placement Sites Advising Handbook. The wide range of placement areas further exhibits the need for continued increase in the cooperating teachers.

Qualified Faculty

COE faculty members display impressive accomplishments in the areas of teaching, research and service. For instance, a number of faculty have received the EMU Alumni Association Teaching Excellence Award: Margaret "Peggy" Moore-Hart, Leah Adams, Thomas Gwaltney, Mary Bigler, Dale Rice, Louis Thayer, Jane Goodman, Lawrence M. "Larry" Bemish, Elizabeth "Beth" Johnson, Nora Martin, Judy Williston, Olga Nelson, Robert Kreger, and Marilyn E. Lake (*posthumously*).

Additional COE faculty members have received the university's Ronald W. Collins Distinguished Faculty Award in one of the categories of teaching, service to the university, or scholarship: Martha Irwin, Marjorie Y. Lipson, Georgea Langer, Nora Martin, Lynne Rocklage, Marylyn Lake, Elizabeth "Beth" Johnson, Patricia Pokay, Valerie Polakow, Kathleen Beauvais, Michael Paciorek, and Dale Rice.

The review of faculty vitae documented externally reviewed publications, state and national presentations and awards, and outreach through contracts and grants. Listings of books, chapters, and refereed article publications of COE faculty were documented in the COE Faculty Reports 1995-2001.

Candidates rate the teaching abilities of the professional education faculty members as above average. According to the results of the EBI survey administered to initial program candidates at the end of the program, the "quality of teaching" in "your Education courses" resulted in the following responses (7-point scale, with 1 = very poor, 4 = good, 7 = exceptional):

| <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> |
|-------------|-------------|-------------|-------------|
| 5.11 | 5.04 | 5.10 | N/A |

The question "what percentage of instructors in your Education courses do you rate as excellent or exceptional?" (7-point scale, with 1 = 0-10%, 4 = 41-60%, 5 = 61-80%, 7 = 90%) resulted in the following responses:

| <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> |
|-------------|-------------|-------------|-------------|
| 5.12 | 4.89 | 4.94 | N/A |

The question "how did the quality of teaching in your Education courses compare to the quality of teaching in your Non-Education courses on this campus?" (7-point scale, with 1 = far worse, 4 = comparable, and 7 = far better) resulted in the following responses:

| <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> |
|-------------|-------------|-------------|-------------|
| 5.33 | 5.27 | 5.34 | N/A |

Opportunities to randomly visit initial classes assisted in verifying faculty use of varied teaching strategies and involvement of candidates in higher-level thinking. At the closing of one class, the students recited the COE Conceptual Framework. Initial program candidate group interviews indicated overall student satisfaction with instruction as well. Initial program candidates generally stated that most of their professors adequately prepare them for 21st century teaching. Some initial candidates spoke specifically about perceived exceptional professors such as, Dr. Pat Williams-Boyd. Some of the initial candidates highlighted his “extraordinary approaches,” that included sharing his own relevant and adventurous stories about teaching.

In two interview sessions with advance program candidates, most of the candidates spoke highly of their professors and programs. Candidates reflected on the conceptual framework and the inquiry processes taught. For instance, advanced program candidates remarked on how they were encouraged to enhance their knowledge base through research, spontaneous questions, “I” searches, analyzing real case studies, and identifying ethical issues through deep reflective thought. The candidates were pleased to encounter high expectations from their professors that pushed them to know what they are talking about in class discussions, to do all assigned reading, literature reviews, and critical analysis of course content. Furthermore, they appreciated their professors treating them like another professional, and the facilitation of holistic learning methods.

Eighty six percent of professional education faculty at the institution have earned doctorates. All faculty have exceptional expertise, and contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. All clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

Qualifications for cooperating teachers (as stated in the COE Student Teaching Handbook) include a minimum of 3 years of P-12 teaching experience, a masters degree, a recommendation from the building principal or department head, and demonstrated success in teaching children and youth.

Modeling Best Professional Practices in Teaching

The unit acknowledges its faculty for having a thorough understanding of the content they teach. Teacher scholars, as the unit often refers to faculty, are noted for their awareness on how to integrate what is known about their content fields, teaching, and learning in their own instructional practice. The unit believes that faculty exhibit intellectual vitality in their sensitivity to critical issues, and that teaching by the professional education faculty reflects the unit's conceptual framework(s), incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices.

Faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining candidate effectiveness, and use the data to improve practice. Many of the unit faculty are recognized as outstanding teachers by candidates and peers across campus and in schools. For instance, in an online chat with Educational Media & Technology (EDMT) COE faculty (5 members), the professors' shared dedicated sentiments about the candidates such as, “we seek to

reach as many candidates as possible to enable them to be leaders in education. Online environments are one way of doing that.”

Faculty hold graduate degrees in their respective areas of assignment. Most faculty members regularly make presentations at state, regional, national, and international conferences and hold memberships in relevant specialty and professional organizations. Many faculty members have publications in their specialty areas. Some faculty members are regularly involved in consulting work.

The conceptual frameworks themes of "Caring professional educators for a diverse and democratic society" (initial programs) and "Inquiry, advocacy, and leadership in education for a diverse and democratic society" (advanced programs) are reflected in the COE syllabi for the professional education courses. Implementation of the conceptual frameworks may also be seen in assignments given to candidates and in the assessment systems used. Both "diversity" and "technology" are integrated into the syllabi and in the descriptions of field experiences. Performance assessments are pervasive in class instruction and can be viewed in the overall curricula.

The COE faculty and initial and advanced program candidates articulated several examples of how faculty teaching encourages the development of reflection, critical thinking, problem solving, and professional dispositions, as well as types of instructional strategies that faculty use.

COE Faculty assesses initial candidate performance in the courses they teach and experiences they supervise. Some examples given by faculty are as follows: (1) Special Education: scoring rubrics with CEC reflection, (2) Teacher Education: micro-teaching in schools that include observation, return visits to the school and ongoing reflection/action research papers, (3) “Doc Block” is how one of the music professors evaluates the learning of his students; while conducting the choir the professor frequently halts the music to address errors of the candidates by asking them to critically answer “why?”, (4) Curriculum Methods 304: “Teaching as Decision Making” teaches the model, students must then apply and do inquiry, (5) The Urban Education Project uses the James Comer model that is assessment focused, (6) Computer Science candidates must write a quiz and follow with a class lecture with their peers, and (7) Computer Technology: Advance candidates have an exceptionally high completion rate (100%) because faculty are good at setting expectations so that students can determine if the field is right for them.

Faculty systematically engage in self-assessment of their teaching through a variety of methods such as, contacting former students to survey how well they feel they were prepared for their careers and life experiences, administering pre and posttest to all student teachers, traditional student and department head evaluations, and so on.

Modeling Best Professional Practices in Scholarship

Professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

According to data compiled from portions of the annual "Faculty Activity Report," the number of COE tenure-track faculty members who reported a publication (includes concerts, exhibitions, etc.) each year during the 1997-98 to 2001-2002 years has been around 60 per year. The total number of publications reported per year has been in the 180-200 range during that five-year period. Furthermore, the number of COE tenure-track faculty members who reported a presentation each year has increased steadily from 76 in 1997-98 to 88 in 2001-02. The total number of presentations reported has increased from 280 in 1997-98 to 388 in 2001-02.

At the Fall 2002 and Fall 2003 COE Fall Conferences, the dean presented awards (including a voucher for professional travel) to outstanding faculty members based on their career contributions to categories outlined in Boyer's *Scholarship Revisited*--the scholarship of teaching, the scholarship of application, the scholarship of integration, and the scholarship of discovery.

Modeling Best Professional Practices in Service

Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels. Some examples of this include participation in the Renaissance Group, Comer Project, and Academic Service Learning.

Professional education faculty members from three academic colleges are involved at any given time as members of the Basic Programs Committee and of the Advanced Program Committee. In addition, another group of faculty members from the COE makes up the membership of the College of Education Council. These three bodies are substantially involved in dialogues about the design and delivery of professional education programs. The work of these groups may be seen in the extant minutes of the Basic Programs Committee, the extant minutes of the Advanced Programs Committee, and the minutes of the COE Council. In addition, each department has an "instruction" or "curriculum" committee which deals with program-specific aspects of design and delivery, and is addressed in the COE department's "Department Input Document" (DID).

Numerous professional education faculty members from three colleges are substantially involved in P-12 schools. Examples of these interactions with P-12 colleagues on matters related to the design and delivery of instruction may be found in the Faculty Outreach section of the COE Office of Collaborative Education, the Service Beyond the University section of the Faculty Reports, the COE Annual Reports, the COE Monday Report and faculty vitae available online.

Many COE faculty members hold leadership roles in professional organizations at the state, regional, and national levels.

Collaboration

Faculty are actively engaged as a community of learners regarding the conceptual framework(s) and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine

knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.

One of the long-standing strengths of the professional education faculty of EMU is an interest and participation in collaborative activities with P-12 personnel. The COE Office of Collaborative Education (OCE) was created to serve as a contact point for P-12 practitioners who wanted to link to professional education faculty members and to assist professional education faculty members in making links to P-12 constituencies. In addition, the OCE coordinates matters across collaborations and maintains records of activities undertaken.

Several major collaborative activities are operated directly by the OCE. One example is the award-winning, long-standing Collaborative School Improvement Program (C-SIP). Over the past several decades, the dozens of C-SIP projects have involved numerous faculty members from three EMU colleges, along with hundreds of P-12 personnel. The OCE also coordinates the work of three "consociate school " partnerships. Framington High School (Farmington), Estabrook Elementary School (Ypsilanti), and East Middle School (Ypsilanti) provide numerous opportunities for professional education faculty members from multiple colleges to work with P-12 colleagues in mutually beneficial ways.

Other examples of collaboration include the Systemic Change Initiative, the Supporting Beginning Mathematics and Science Teachers project, the Transition to Teaching project in the Flint area, and international education activities such as the Ukraine Study Abroad Program. These and other projects operate directly through the OCE. Each of these brings EMU professional education faculty members and P-12 personnel together in creative ways.

The recently concluded, decade-long experience of being the "university partner" for the Comer Project (Comer Schools and Family Initiative) in Detroit, with financial sponsorship from The Skillman Foundation, brought together a large number of faculty members from all four departments in the College of Education, the Department of Nursing, and the Department of Social Work. In addition, faculty members from other universities were invited to participate. Hundreds of EMU students and many dozens of Detroit teachers, professional support personnel, and administrators were involved as well.

The Teacher Quality project, part of a Renaissance Group eleven-institution consortium, has brought together local-area P-12 partners, the business community, students, and numerous faculty members from both Education and Arts and Sciences.

Numerous other collaborative activities are currently in place or have occurred in recent times, sometimes supported by external funds and sometimes just through individual faculty interests.

Unit Evaluation of Professional Education Faculty Performance

The unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

EMU's evaluation processes for faculty members vary with the classification of the faculty member. Part-time faculty members (adjuncts) are evaluated by the relevant Department Head using criteria specific to the department. Since EMU has no expectation of part-time faculty members other than teaching, the evaluation is limited to teaching performance.

Lecturers are full-time faculty members not on the tenure track. Evaluation processes and criteria for lecturers are set forth in the Collective Bargaining Agreement by and Between Eastern Michigan University and The Eastern Michigan University Federation of Teachers (EMU-FT) ("Lecturer's Contract"). In general, EMU does not have an expectation for lecturers other than teaching. The Lecturer's Contract provides that "where applicable, Employees (*i.e.*, Lecturers) shall be evaluated in accordance with the criteria, standards, and forms for the assessment of Instructional Effectiveness as set forth in the Department Evaluation Document of their home departments."

Tenure-track faculty members at EMU are evaluated under criteria and processes defined in the Agreement Between Eastern Michigan University and Eastern Michigan University American Association of University Professors ("AAUP Contract"). In addition, under Article XV.A.1, each department must have a "Departmental Evaluation Document" (DED) which further defines "procedures, techniques, and criteria" related to the discipline(s) taught in the department. DED requirements may not be less than those contained in the AAUP Contract, but they may be higher.

The criteria set forth in the AAUP Contract fall into three broad categories: (a) Instructional Effectiveness, (b) Scholarly and/or Creative Activity, and (c) Service. Instructional Effectiveness must be assessed through peer evaluations, Department Head evaluations, student evaluations, and self evaluation. Scholarly and/or Creative Activity includes traditional forms of scholarship but other activities may be permitted under the DED as well. Although other forms of Service may be included in a DED as well, the AAUP Contract recognizes "University and college-wide committees" and "professionally related community affairs."

The AAUP Contract provides a schedule of evaluations for faculty members at different ranks (for faculty members hired in recent times). For a beginning assistant professor, there is an "Initial Interim" evaluation (covering Instructional Effectiveness and Service) in both Year 1 and Year 2. There is a "Full" evaluation (covering all three major areas) in Year 3. There is a Comprehensive Interim evaluation in Year 4 and a Tenure Evaluation in Year 5. Tenured faculty members are evaluated every four years.

Unit Facilitation of Professional Development

The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced unit faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

For all EMU lecturers (full-time faculty members not on the tenure track), the Lecturer's Contract states (Article XIII.A) that the Lecturers' "professional responsibility" includes "developing and maintaining their professional skills (*e.g.*, professional development) in order to ensure a high quality education for their students." There is similar, although broader, language in the AAUP Contract, Article IX.A, applicable to all EMU tenure-track faculty members.

The AAUP Contract calls for tenure-track faculty members "to engage in pursuits that enable them to be current in their respective disciplines, to continually improve their understanding of the learning process and use of pedagogical methods that promote learning. . . . to engage in pursuits that help to further organize and contribute to growth of the body of knowledge in their respective disciplines, and /or to explore interdisciplinary implications. . . . to engage in pursuits that further the interests of their respective disciplines, the University, their Colleges, their Departments, and the community at large."

For approximately a decade, each new tenure-track faculty member in the COE has been assigned a mentor from among the experienced members of the new faculty member's department. Each new academic administrator in the COE is assigned a mentor who has similar responsibilities. Mentors are recognized at the COE Fall Conference each year. Other resources are provided (*e.g.*, the COE Faculty Directory with faculty areas of interest) to facilitate incoming faculty members making additional linkages for support.

Overall Assessment of Standard

The unit employs faculty who have terminal degrees and who possess P-12 professional experience. Many have received commendations for excellence in teaching, scholarly activity, and/or service. Initial and advanced candidate evaluations of instruction rate faculty as above average. Faculty are actively engaged in scholarship and service to the university and the profession. Systematic evaluation of faculty is administered according to the AAUP Contract.

C. Recommendation:

Met

D. Areas for Improvement:

New

None

Corrected

None

Continued

None

6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

A. Level: Initial and advanced

B. Findings:

Unit Leadership and Authority

University documentation shows that the College of Education (COE) provides overall leadership for teacher education programs at the initial and advanced levels at Eastern Michigan University (EMU). In 1991, the university designated the COE as “The Unit” for teacher education programs on campus. Dr. Jerry Robbins, as dean of the college, has the authority and responsibility to implement the policies of the professional education unit, and monitor compliance with state and accreditation requirements. The Dean of the College of Education reports directly to the Provost of the university.

The governance structure for teacher education programs in the COE indicates that the College of Education Council (COE Council) and its substructures are designed to accomplish two major purposes. First, to implement the requirements of applicable portions of Article XIII of the Agreement Between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors of September, 1990, and the successors to this Agreement. Second, to accomplish the function of faculty involvement for formulating recommendations on behalf of the unit as stated and implied by the National Council for Accreditation of Teacher Education and other external recognition bodies.

A hierarchy of committees exists for teacher education programs at the University. The primary Council of Education Council’s committees are the Basic Program Committee, Advanced Program Committee, Professional and Affiliated Program Committee, Planning and Finance Committee and the Personnel Committee. These committees share in the governance structure for teacher education at the University.

For example, the composition of the COE Committee on Basic Programs (CPB) consists of candidate, P-12, and faculty representatives. The Association of Prospective Teachers designate one candidate who is initially preparing to become either (a) an early childhood teacher or (b) elementary teacher and one candidate who is initially preparing to become any of (a) a secondary teacher, (b) a K-12 teacher, or a special education teacher to serve as voting members of the CBP. The CBP consists of 20 faculty representatives.

Documentation from the Institutional Report states that "Soon after the beginning of each even-numbered year, the dean of the College of Education, using the most recently-submitted data from the annual NCATE/AACTE report, shall identify the programs that meet the definition for

advanced programs and shall notify the Council and the departments involved.” Each program so identified is entitled to one representative on the Committee on Advanced Programs. The same governance structure exists for the Planning and Finance Committee and the Personnel Committee.

Various administrators are assigned to governance matters, tasks and activities. For example, when dealing with candidate affairs, facilities, licensure, scholarships, admissions, extended educational services and advising, they do so in a collaborative nature. Other areas of governance include, for example, research, technology, personnel, center coordination, budget, and undergraduate and graduate studies. To illustrate these functions and activities, for example, The Basic Programs Committee coordinates the initial teacher education level programs and the Associate Dean for Academic Services provides staff services to this group. The parallel body at the advanced level is the Advanced Programs Committee. The Associate Dean also provides services for this group. As stated earlier in this report, these committees report to the College of Education Council.

The College of Education is organized into four departments with department heads reporting to the dean. They are (1) Health, Physical Education, Recreation and Dance, (2) Leadership and Counseling, (3) Special Education and (4) Teacher Education. As well, the COE Affiliated Programs are the (1) Advising Office, (2) Office of Academic Services, (3) Office of Collaborative Education, and (4) Urban Teacher Certification Program. Research and external initiatives are shared between the dean and the central administration of the University. The College of Education updates their College of Education Input/Governance Structure that describes standard operating procedures governing faculty and staff. The College Council makes recommendations to the dean regarding college policy, curricula and programs, and faculty rights, responsibilities, and privileges. The Council also provides advice on organizational and administrative issues. The membership of the governing committees in the College of Education body provides opportunities for departmental faculty and educators from the P-12 community to discuss and formulate policies for teacher education programs.

In particular, the unit created in 2001, The College of Education Advising Center as a result of a weakness cited from their last NCATE review. This center provides academic and career planning information to candidates interested in College of Education and professional educator programs at EMU to empower prospective and current candidates to make academic and career decisions based on the timely information, advice, and referrals provided to them by the center’s staff members. The Center also serves as an advising information resource for faculty and staff throughout the university who need to know about College of Education and professional education programs. They also work with other administrative offices throughout the university to coordinate advising activities and contribute to various college and university initiatives. The Advising Center is open 40 plus hours per week serving over 3500 undergraduates and 2000 graduate and special candidates within an academic year.

The unit has a College of Education Advisory Committee comprised of university, school and external community members. Based upon the review of institutional documentation and conduct of personal interviews, there have been repeated struggles in getting the Advisory Committee--made up primarily of persons external to the university--to meet on a successful basis. An interview Mr. Don Staub from the Office of Collaborative Education, indicated that he has been making concerted efforts over the last two years to get this committee to meet with the expressed intent of structuring

an agenda with the intent of making decisions and recommendations in a timely manner to the College Council regarding governance and programmatic issues. Also, Mr. Staub indicated that he is running into the same problems previously experienced with this external committee before his tenure and that it is an ongoing concern of the unit. Currently, he meets with the committee members on an informal basis as he travels to various clinical sites associated with the unit. He plans on convening the Advisory Committee in early 2004 to discuss strategic planning for the committee in relationship to the mission of the unit. He stated that he currently informs faculty, staff and administrators regarding the concerns expressed by the advisory committee members--for example, the issue of the teacher education candidates to be better prepared in the area of classroom assessment techniques—then emails the appropriate parties involved and the dean of the College of Education about these types of issues. In turn, the dean forwards these concerns to the appropriate academic departments and College Council's committees for review, study and decision-making processes for overall program improvement.

These various committees provide overall adequate representation for teacher education at the University. These layers of shared governance show a viable system of monitoring the operation of the unit. There are strong collaborations between the College of Education, other colleges across the unit and school districts throughout the region. This reciprocity benefits all of the stakeholders. The school districts provide training sites for candidates and the university offers professional development opportunities for various school personnel. Many collaborative activities are supported by federal and private grants and gifts.

Based upon various interview sessions and review of exhibits throughout the visit, it is clear the faculty across all academic programs are poised and eager to contribute to leadership efforts regarding matters of policy, curricula, and programs, to advance the overall health, stability and vitality of the unit.

Budget

The College of Education operates on a budget supported from many sources. The University provides base and one-time allocations for personnel and operating budgets to fund faculty, staff and instructional materials. Faculty salaries account for the majority of the general fund expenditures. The unit receives sufficient budgetary allocations at least proportional to other units on campus, or similar units at other campuses, to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators. The budget line item for education per year has increased from \$10,409,652 to \$11,512,819 (over the past five years) and is adequate to support programs preparing candidates to meet standards and to cover both on-campus and field experiences. Other units at the University are funded according to specific needs. Department chairs and directors make recommendations for instructional allocations. The College of Arts and Sciences is the only college having a larger basic budget than the College of Education. Interviews with various individuals, (e.g. Drs. Paul Schollaert, Provost and Vice President for Academic Affairs, Jerry Robbins, Dean; COE; Michael Bretting, Associate Dean, COE; Shawn Quilter, Assistant Dean, COE; Jackie Tracy, Interim Head, Department of Leadership and Counseling; Lynne Rocklage, Head, Department of Special Education; Alane Starko, Head, Department of Teacher Education; Donald Staub, Director, COE Office of Collaborative Education; and the faculty) indicate that they feel that the allocations are still reasonably adequate in times of current budget cut backs from state government.

Personnel

Administrators, tenure-track faculty, lecturers, adjuncts, professional technical staff, clerical staff, graduate assistants and student workers comprise the unit's personnel. Presently, adjunct faculty make up 10% of the full-time faculty. Workload policies are articulated by the university and AAUP contract to foster teaching, scholarship and service in line with Carnegie classification and accreditation guidelines. Workload policies are essentially governed by the provisions of Article IX, Section D (marginal paragraphs 207-214) of the AAUP Contract (in general, the AAUP contract calls for a 12-hour teaching load, although equivalencies may be invoked at the department level). A frequent equivalency, especially in the College of Education, is a nine-hour teaching load for a faculty member teaching only graduate courses. The table below includes data from the 1996-2000 AACTE/NCATE annual reports concerning mean teaching loads for faculty members appointed full-time in professional education. After reviewing documents and discussing faculty work load data per semester for years 2001 and 2002 with the administration, the overall mean teaching loads for the two years (2001 and 2002) are similar to previous years. Also, even though the faculty work load for university field supervisors has dramatically increased for 2002 due to increased enrollments of candidates across their teacher education programs, the work load ratio is within an 18:1 standard set for university field supervisors. However in an interview session with departments heads across the university involved with teacher education programs, they stated that the overwhelming majority of full time tenure track faculty in their departments have 12 hour undergraduate teaching loads per semester with the rare exception of a few faculty who teach less that 12 hours per semester who receive reassigned time for advisement of candidates. They clearly stated that full time faculty teach 12 undergraduate hours per semester, that is, a four class configuration per semester with additional substantive responsibilities for candidate advisement beyond their teaching loads each semester. They recommended that faculty who teach undergraduate courses should have a nine hour teaching load per semester in order to be able to spend the necessary and appropriate time advising candidates.

| Professional Education Faculty Mean Teaching Loads (Semester Hours Per Semester) | | | |
|---|-----------------------------------|------------------------------|--|
| Year | Undergraduate Courses Only | Graduate Courses Only | Both Undergraduate and Graduate Courses |
| 1996 | 11.24 | 6.36 | 11.46 |
| 1997 | 10.22 | 8.63 | 12.08 |
| 1998 | 10.43 | 8.59 | 11.00 |

| Year | Undergraduate Courses Only | Graduate Courses Only | Both Undergraduate and Graduate Courses |
|------|----------------------------|-----------------------|---|
| 1999 | 8.37 | 5.70 | 9.74 |
| 2000 | 9.15 | 4.83 | 9.06 |

The current teaching loads per semester permit time for faculty members to participate in sponsored projects (external or internal funding) that support scholarly/creative activities and work in the P-12 schools. In addition, the teaching loads permit reasonable time for service to the profession, curriculum development, advisement leadership responsibilities, department administrative tasks, institutional committee and other service work, and other professional responsibilities. Based on an enrollment of over 5500 candidates, the present full-time and part-time faculty (n=274) and staff are adequate to support an acceptable level of instruction.

Both direct and indirect support is provided for opportunities for professional development. For example, in 2003, the unit spent over \$169,000 dollars in this area with over \$59,000 dollars from a grant.

Unit Facilities

The College of Education has more than adequate facilities to support its programs. The unit has major facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes. The COE occupies and has responsibility for all of two buildings on campus and occupies a major part of a third.

For example, The Joseph E. Warner Physical Education Building, completed in 1964, is slightly to the north and west of the Porter Building that houses the COE. Although other EMU units occupy part of the building, the facility houses the specialized spaces for the Department of Health, Physical Education, Recreation and Dance including gymnasiums, dance studio, laboratories and a few classrooms. However, the department office and faculty offices are across the street in the Porter Building. On time and within budget, the College of Education moved into the \$14 million renovated John W. Porter Building during the summer of 1999. With this move, COE units left some of the worst facilities on campus and are now housed in the most technological advanced building on campus. The building contains 133,000 square feet and includes nearly 200 offices, 25 classrooms, six seminar rooms, a large computer laboratory, two large lecture halls, six (including the lecture halls) "smart" classrooms, a two-way compressed video conferencing studio, a large candidate lounge, and computer classrooms, among numerous other features. Each faculty member has an individual office with built in features and Internet connectivity (two data drops). Each department has a suite of offices, including a conference room and a work room. Each classroom has at least four

data drops, numerous electrical outlets, and window coverings. The Porter Building is the only "wireless" building on campus.

The first floor, which is client centered, includes the COE Clinical Suite, the CATE Lab (Center for Adaptive Technology in Education), the Educational Resource Center, the Office of Collaborative Education, the offices of the Department of Special Education, a specialized computer laboratory for special education candidates, a classroom, work/storage space for the Geddes Town Hall School, and building service areas. The west entrance to the building, on this floor, is especially designed with the needs of external clients in mind. The second floor of the building is candidate oriented. The south entrance to the building is used extensively by candidates and the entrance areas are enhanced with display cases, a mural, and the photos of the members of the Education Alumni Hall of Fame. A large candidate lounge is located just off the south entrance, attractively furnished with lounge furniture. The candidate lounge is equipped with numerous electrical outlets and data drops, as well as with vending machines, a microwave, and other amenities. Offices for candidate organizations are also on this floor. The second floor also contains the COE's Office of Academic Services "one stop shopping" for the college's Advising Center, specialized educational placement services of EMU's Career Services Center, admission to the initial teacher preparation program, scholarship information, state certification testing information, candidate teaching, and many other services. One of the associate deans, the assistant dean, and the director of candidate teaching are housed in this suite.

A special feature of the second floor of the Porter Building is the Bonisteel Computer Laboratory, which contains not only 126 computers (48 Macintosh, 78 PC's), 12 printers, nine scanners, and 11 video cameras, but much additional hardware and extensive software as well. The Bonisteel Lab is open to all EMU candidates, although it is used primarily by professional education candidates. The main lab area is surrounded by four technology intensive classrooms, one of which is a two-way, compressed video instructional/conference room. The second floor contains a number of classrooms of various sizes, each with numerous electrical outlets and data drops, including two lecture halls, both of which have extensive technological features. As funds can be obtained, many classrooms are being retrofitted with different furnishings and with permanently installed projectors and other permanently installed technology. A set of classroom laptops on a cart is available from the Computer Lab and can be taken to any classroom in the building. Since the building is now "wireless," these can be used to convert any classroom into a computer-intensive learning environment.

The third floor is faculty intensive, as it contains the departmental suites and individual faculty offices for the departments of Health, Physical Education, Recreation and Dance; Leadership and Counseling; and Teacher Education. The college administrative offices are located on this floor as well, along with a faculty/staff lounge. The third floor includes classrooms, including two large rooms, each with operable walls such that each area can be one large space or as many as four "standard" classrooms spaces. Candidates have ample access to these buildings.

Unit Resources Including Technology

The COE has a range of resources. They include physical facilities, financial support, administrators, faculty, and staff, and technological capabilities. These resources provide the necessary foundation to prepare candidates in the initial and advanced programs in the College of Education.

Computer labs are well equipped to meet the needs of a diverse population of learners. These labs are adequately staffed and accessible to candidates. Improvements in technology are largely due to the university wide commitment to leadership in information technology including the vast efforts for a wireless campus. All faculty and staff members have a "high-end" computer that is upgraded on a regular schedule (usually every three years). The Porter Building has many hundreds of data drops, including at least two in each faculty office/work space for connectivity to the Internet. Laptops with wireless capacity can be used throughout the Porter Building. Faculty are also provided with technology software via personal and site licenses. The university is able to communicate with public schools through a fiber optic linkage that allows two-way instruction. The unit successfully secures resources to support their programs and projects to ensure that candidates meet standards. The unit serves as an information technology resource in education beyond the education programs to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but also a broader constituency.

The university uses a "base budget" mechanism to support teacher education programs. At the college/department level, this means that the budget remains essentially constant, from year to year, other than for negotiated salary/wage increases. At a certain point in the budget cycle, the dean of the COE may initiate a change in the "base budget" for the COE, for example, more money for one department, less money for another), provided that it does not change the total for the "base" for the college. Changes to the COE budget (in either direction) are made by the Provost, either on a one-time basis or on a permanent basis. Positions that are budgeted but that are vacant for part or all of the year (and the dollars associated with them) revert to the Provost's office for reallocation. However, in recent times, a portion of the "recoupment" has been returned to the originating college. Budgetary allocations are made to the college in several broad categories, typically at different points in time. These include a faculty allocation, an allocation for staff (including candidate workers), an allocation for graduate assistants, and an allocation for "SS&M" (supplies, services, and materials). Although the SS&M budget for each unit comes with amounts for each of several categories (e.g., travel, equipment), funds may be spent by administrators across those lines. "Budget transfers" occur with frequency during the year as funds are moved from one account to another. Unexpended (or deficit) SS&M funds are usually carried forward into the next fiscal year.

Many expenditures are covered by accounts outside of the COE. One example, previously mentioned, is the extent to which funds for various faculty development opportunities are available elsewhere in the university. Another example is that the university's "computer refreshment" program of recent years has permitted the COE to re-direct considerable resources into other technology applications. Continuing Education covers most major costs associated with off-campus and on-line courses. For example, The John W. Porter Chair in Urban Education is supported by endowment funds and the COE receives about \$10,000 each year from its permanent endowment for general use.

Gifts to the COE have averaged about \$400,000 per year since 1997. Sponsored project income has averaged about \$1.6 million per year since 1997. Indirect cost recovery funds are shared with the college and the originating department. It should be recognized that these increases have occurred at a time when appreciable numbers of senior faculty members have retired and have been replaced with assistant professors.

Information technology is highlighted in the COE Porter Building and in many ways leads the way for "high tech" instructional facilities on the campus. For example, planning for the Marshall Building (College of Health and Human Services) drew heavily on experiences associated with the Porter Building. Numerous delegations from both in- and out-of-state have visited the Porter Building to observe its technology features. The building is the first on campus to be "wireless." Various local and state meetings are held in the building to take advantage of and to demonstrate the use of technology in teaching. The university's leadership in the state-wide, on-line autism endorsement program is an indicator of state-wide service through technology. The CATE lab is widely recognized as one of the best facilities of its kind in the country, providing technology-based assistive services to campus clients with a wide variety of disabilities. The COE's sponsored projects have often been focused on providing training and services in the area of technology. Examples include the software usage and the Lincoln School District; the Ameritech award to assist cooperating teachers in the use of technology for communications; and the work of the CATALISE project in helping other institutions plan for the acquisition and use of technology in instructional programs.

There is access to information resources. An example, is the Bruce T. Halle Library, a technologically highly advanced facility often known as the "Cybrary," which supports the members of the faculty and staff and initial and advanced candidates with sufficient and appropriate materials and in technologically advanced and convenient ways. The catalog is on line, along with numerous databases and full-text periodical holdings. The library is very user friendly handling numerous candidates and faculty on an hourly basis. It is adequately staffed, has ample copiers, desk computers and laptop computers for candidate and faculty usage. The University is a member of OhioLINK, which is recognized as the premier statewide academic library consortium in the country. The campus greatly benefits by having many resources and services via this link. The Halle Library includes a substantial collection of children's books, as well as monographs and professional journals related to professional education. These resources are supplemented by the holdings of the Education Resource Center, housed in the Porter Building, which includes K-12 textbooks, curricular guides, and a variety of other print and non-print materials related to P-12 instruction.

Overall Assessment of Standard

The unit is clearly defined as the COE at EMU. The unit head is designated as the dean of the COE. The governance structure and procedures for operation are intact and there is clear evidence that committees are working efficiently. The COE is in the process of establishing an Advisory Committee made up of university and P-12 constituents that will assist in making recommendations to existing governance groups. The COE has an adequate budget comparable to other units on campus. There are no significant faculty or staff needs in the unit. Faculty carry appropriate loads, allowing them to adequately respond to expectations in the areas of teaching, scholarly activity, and service. Unit facilities are exemplary and state-of-the-art in terms of classrooms, access to

technology for faculty, staff and students, and special lab facilities (e.g. COE Clinical Suite, CATE Lab, and Bonisteel Computer Lab.)

C. Recommendation:

Initial: Met

Advanced: Met

D. Areas for Improvement:

New

None

Corrected

Heavy faculty advising loads (especially in the Teacher Education Department) do not permit adequate advisement.

Rationale: In 2001, the unit created the College of Education Advising Center. This center provides academic and career planning information to candidates interested in the teacher education programs at the University to empower prospective and current candidates to make academic and career decisions based on the timely information, advice, and referrals provided to them by center staff. The Advising Center is open 40 plus hours per week serving thousands of candidates over an academic year.

Exhibits

1997 Institutional Report
1992 Institutional Report
1997 Board of Examiners Report
1997 Institutional Rejoinder
1997 NCATE Accreditation Action Report
1993-2003 AACTE/NCATE Annual Reports
ASHA Accreditation Reports
NASM Accreditation Reports
CACREP (School Counseling) Accreditation Reports
Reports to/from Specialized professional Organizations (SPA's)
State of Michigan Periodic Review/Program Evaluation
Third-Party Comment
2003 Professional Education Supplements to the EMU Catalogs (Graduate and Undergraduate html)
2003-2005 Undergraduate Catalog (pdf)
2003-2005 Graduate Catalog (pdf)
Class Schedules
Halle Library
COE Faculty and Staff Directory
Monday Reports
Eastern Educator
Academic Service-Learning
Teacher Quality (Work Sample) Project
EMU Initial Teacher Preparation Program Professional Dispositions
FETE Student Handbooks
Student Teaching Handbook (pdf)
Initial Teacher Preparation Program Theme
Advanced Educator Preparation Program Theme
Professional Education Programs Selected Syllabi
Institutional Vision
Institutional Mission
Unit Vision
Unit Misison
Background – Initial Programs
Beliefs – Initial Programs
Goals – Initial Programs (Standards and Benchmarks)
Background – Advanced Programs
Beliefs – Advanced Programs
Goals – Advanced Programs
Program Specific Outcomes – Advanced Programs
Knowledge Bases – Initial Programs
Knowledge Bases – Advanced Programs
References
Candidate Proficiencies
Assessment – Initial Programs

Assessment – Advanced Programs
Shared Vision
CPED2S Handbook – Teacher Preparation Programs (pdf)
Initial Program Teachers Preparation Outcomes and Benchmarks
Initial Program Expected Dispositions
Advanced Program Goals
Advanced Program Expected Dispositions
Samples of Scoring Rubrics
State Licensure Test Scores
Performance by a Cohort
Summary of Assessments at Entry
Summary of Assessments Prior to Student Teaching
Summary of Assessments at completion
Samples of Student Work
Performance of Program Completers in First Year of Practice
Follow-up Study of Program Completers
Follow Up Studies, Career Services, 1998-99;1999-00
Follow Up Studies, Career Services, 2000-01
Employer Satisfaction Reports
Program Reports – SPA's
Program Reports – Other Accrediting Bodies
Report for State Periodic Review
Dispositions – Initial Programs
Dispositions – Advanced Programs
Majors/Minors Offered and Requirements
Advanced Programs Curriculum Requirements
State Specialty Program Standards
Entry Level Standards for Michigan Teachers
Coherence
Professional commitments and Dispositions
Commitment to Diversity
Commitment to Technology
Candidate Proficiencies Aligned with Standards
Alignment with NBPTS
Matrix of Program Outcomes and Standards
Description of Assessment System
EMU Professional Educator Assessment System Implementation Plan
Samples of Assessments
Group Diversity Project (EDPS 322)
Classroom Assessment Project (EDPS 340)
Expository Lesson Plan
Student Teaching Evaluations
Educational Benchmarking Inc. Survey of Student Teachers
Post-Completion Self Analysis
Post-Completion Supervisor Analysis
Curriculum Unit (CURR 304/305)

Electronic Portfolio (EDMT 330)
Reflective Analysis Paper (CURR 304/305)
Dispositions
Analytic Writing Project (SOFD 328)
Lesson Design/Adaptation Activity (SPGN 251)
Advanced Program Completer Survey Results
Advanced Program Completer's Supervisor Survey Results
Educational Leadership Advanced Program Completer Survey Results
Educational Leadership Advanced Program Completer Supervisor's Survey Results
File of Student Complaints and Response
Policies for Handling Student Complaints
Minutes of Meetings About the Assessment System
Description of Information Technology to Manage Assessment System
Evaluation of Credibility of Critical Assessments
A Study of the Relationship Between Teaching and Context Variables in Student Outcomes (pdf)
A Brief History of Development of EMU Mid-Program Assessments
Admissions to the Initial Teacher Preparation Program
Graduate Admissions in the College of Education
Executive Summary, Quarterly Report on MTTC Results (pdf)
Program Specific Assessment Information, Advanced Programs
Unit Evaluation
Descriptions that Demonstrate Diversity of Setting
Candidate Work Samples
Faculty Evaluations of Candidates
Summary Results of Candidate Assessments
Student Teaching Assessment Instruments
Student Teaching Handbook
Criteria for the Selection of Clinical Faculty
Assessments/Scoring Used in Field Experience and Clinical Practice
Teacher Education Advisory Committee
COE Advisory Committee
Field Experiences in Teacher Education: Setting the State for Successful Teaching
Teacher Work Sample Scores – Pilot Semesters
FETE Handbook for Cooperating Teachers
Student Teacher Supervisors Survey
Curriculum Components that Address Diversity Issues
List of Proficiencies Related to Diversity Expected of Candidates
Assessments of Proficiencies Related to Diversity
Summary of Candidate Performance Results
Unit Policies, Practices, and Procedures that Facilitate Experience with Diverse Candidates
Unit Policies, Practices, and Procedures that Facilitate Experience with Diverse Faculty
Unit Policies, Practices, and Procedures that Facilitate Diverse Field Experiences
Selected Demographic Characteristics of Seven-County Southeast Michigan Area
Faculty Qualifications and Assignments
Campus Professional Education Faculty Qualifications
Student Teaching Supervisor Qualifications

Cooperating Teacher Qualifications and Assignments
Summaries of Faculty Vitae
Samples and Summaries of Faculty Publications and Other Scholarly Activities
Samples of Faculty Evaluation Forms
Summaries of Faculty Evaluations
Collaboration with the Professional Community
Summary of Professional Development Activities in Which Faculty Have Participated
Unit Budget, with Provisions for Technology
Lists of Facilities, Including Computer Labs and Curriculum Resource Centers
Summaries of Faculty Workload
Faculty Development Expenditures
Policies on Governance and Operations of the Unit
Descriptions of the Unit Governance Structure, Including Organization Charts
Minutes of Meetings of Unit Governance committees
Unit Catalogs and Other Printed Documents Describing Admission Practices, Academic Calendars,
and Grading Policies
Recruiting and Admission Policies
Institution and Program Advertising
Comparative Expenditures, Academic Units, 1996-97 to 2001-02
EMU AAUP Contract
EMU Lecturer's Union Contract
Professional/Technical (Pt) Support Personnel
Administrative Personnel

Interviews

Jerry Robbins, COE Dean
Michael Bretting, COE Associate Dean
Linda Pritchard Dean, College of Arts and Sciences
Robert Holkeboer, Associate Vice President, Graduate Studies and Research
Rachel Cheng, University Librarian
Don Staub, Director COE Office of Collaborative Education
Shawn Quilter, Assistant Dean, Carl Isaacs, Advisor, Chris Lancaster Advisor
John Dugger, Dean, college of Technology
Representatives of the COE Council
Representatives of Advisors for Advanced Programs
Representatives of Instructors of Methods Courses
Representatives of Initial Program Students at Pre-Student Teaching Stages
Representatives of advisors, Advanced Program Field Experiences
Representatives of Advanced Program Students
Ypsilanti High School
Angell Elementary School
Tappan Middle School
Paul Schollaert, Provost and Vice President for Academic Affairs
Representatives of Faculty Members Who Teach On-Line Courses
Representatives of University Supervisors of Student Teaching
Teacher Quality Project Group Interview
Barbara Gorenflo, Student Teaching, Admissions to Initial Program
Representatives of members of the Basic Programs Committee
Representatives of Members of the Advanced Programs Committee
Representatives of Heads of Departments Involved in Professional Education
Faculty, staff, candidates EMU-Livonia
Representatives of Student Teachers
Representatives of Cooperating Teachers
Representatives of Local Area School Administrators
Representatives of Completers of Advanced Programs
Representatives of Advanced Students in Internships
Urban Teacher Program class at EMU-Detroit via telephone interview