

Exhibit 2.1.A

The EMU Professional Educator Assessment System

Part I. Initial Programs

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

<u>Stage/Assessment Device</u>	<u>Outcome/Benchmark Addressed</u>	
<u>1. Admission to the University</u>		
Freshman admission:		
HS GPA	II-D	Content
ACT or SAT score	II-D	Content
Transfer (and post-baccalaureate) admission:		
College GPA	II-D	Content
<u>2-A. Admission to the initial teacher preparation program</u>		
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
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Other

3-A. Retention in Program

Maintain > 2.5 GPA, overall, in major	II-D	Content (and others)
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3-B. Retention in a Particular Program, Where Applicable

Special education:

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

Other.

4-A. Mid-program Assessments of StudentsBGeneral

1. Group Diversity Project (EDPS 322)	I-A	Expectations
(Investigate impact of six variables	I-B	Develop Cooperation, etc.
[e.g., gender, race, language] on	II-G	Pedagogy
development and classroom learning.)	III-L	Instructional Decisions
	V-S	Adapts Instruction

V-T Value Diversity

1.a. Exception:
special education¹

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 education²
physical education³
music education⁴

3. Lesson design/adaptation activity (SPGN 251)
(Prepare a lesson plan and then provide
modifications that will make the lesson

V-S Adapts Instruction

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.

appropriate for a student with specific disabilities)

3. Examinations (SPGN 251)	I-C Interact, Students & Families IV-N Larger Community V-S Adapts Instruction
4. Analytic Writing Project (SOFD 328) (Proficiency in analyzing purposes of schools; articulate a position on ethical issues presented to teachers)	IV-P Written Communication 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) (Produce unit plan that incorporates ten specified components)	I-C Interact, Students & Families 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 (CURR 304/305) (10 specified 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
physical education⁶
music education⁷

6. Classroom Assessment Plan (EDPS 340) (Unit assessment plan, teacher-made test, authentic performance assessment, reflection)	I-A	Expectations
	II-D	Content
	II-E	Standards
	II-F	Learning goals
	II-G	Pedagogy
	II-J	Assessment Strategies
	II-K	Technology
V-S	Adapts Instruction	

6.a. Exceptions:

special education⁸
physical education⁹
music education¹⁰

7. Variety of reflections (FETE 301/302) (Student/teacher interactions)	II-G	Pedagogy
	II-H	Learning Experiences
	II-I	Instructional Strategies
	V-S	Adapts Instruction
7. Graded Assignment #2 (FETE 301/302)	IV-R	Dispositions

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.

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

⁷Candidates in music education do not take CURR 304/305. 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 EDPS 340. As a result, they do not participate in the assessment activities associated with EDPS 340.

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

7. Graded Assignment #3: Teaching a Child (FETE 301/302) II-G Pedagogy
II-J Assessment Strategies
III-M Teaching and Success

7.a. Exceptions:
special education¹¹
physical education¹²
business and technology education programs¹³
music education¹⁴

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

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

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.

¹²Candidates in physical education do not take FETE 301/302. 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 FETE 301/302. 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 EDMT 330. 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 EDMT 330. As a result, they do not participate in the assessment activities associated with EDMT 330.

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| <p>9. Expository Reading Lesson Plan
(RDNG 310/311 and FETE 401/402)
(Create lesson plan, teach it in school setting, reflect on it)</p> | <p>I-A Expectations
I-B Develop Cooperation, etc.
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
III-L Instructional Decisions
III-M Teaching and Success
IV-O Interpersonal Communication
IV-P Written Communication
V-S Adapts Instruction</p> |
| <p>9. Teach an Individual Student (FETE 401/402)
(See Expository Reading Lesson Plan above; reflect on student-s learning)</p> | |
| <p>10. FETE Observation Form
(Completed by the teacher(s) with whom the student works during the 300 and 400 level FETE experiences)</p> | <p>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</p> |
| <p>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)</p> | <p>IV-N Larger Community
IV-O Interpersonal Communication</p> |

4-B. Midprogram Assessments of StudentsBProgram Specific

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

Music education
Other

Recitals

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

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

5-B. Near Exit Assessment of Program by Candidates

Educational Benchmarking Inc. Student Survey

5. Theories of development	II-F	Learning Goals
	II-G	Pedagogy
	V-S	Adapt Instruction
6. Classroom management	V-V	Student Conduct
7. Learning theories	II-F	Learning Goals
	II-G	Pedagogy
	II-H	Learning Experiences
8. Assessment of learning	II-J	Assessment Strategies
	V-S	Adapt Instruction
9. Inquiry/research skills	III-L	Instructional Decisions
	III-M	Teaching and Success
10. Teaching methods	II-G	Pedagogy
	II-H	Learning Experiences
	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. See <http://www.emich.edu/coe/NCATE2003/part2.html>. Program changes are often made as a result of this review.

6-C. Post-Completion Assessment of Program Through SPA-s and Accrediting Bodies

Many of the subject fields offered in our 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]). Our status with respect to these reviews by national bodies is given at <http://www.emich.edu/coe/NCATE2003/Docs/part1/NCATEovprograms.pdf>. Program changes are often made as a result of these reviews.

Part II. Advanced Programs

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 given below. Data have not yet been collected (or, in some cases reported) in some instances.

<u>Stage/Assessment Device</u>	<u>Goals</u>
<u>1. Admission to the University</u>	
Master=s degree programs	
Bachelor=s degree	N/A
2.5 UG GPA overall or UG GPA of 2.75 in last half	N/A
English language proficiency for non-native speakers	N/A
Specialist level programs	
Master=s degree	N/A
3.3 G GPA	N/A
English language proficiency for non-native speakers	N/A
Doctoral program	
Master=s degree	N/A
3.00 G GPA	N/A
<u>2. Admission to the Specific Advanced Preparation Program</u>	
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
2.5 UGPA 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)	
GRE V+Q = 950	N/A
2.75 UG 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;

Portfolio	Leadership: communicate effectively 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 2.5 UGPA or 2.75 on last half of UG 30 hours in business education; hold license in business education	N/A Solve problems/make decisions via knowledge of subject matter and/or professional knowledge
Career, technical, and workforce education 2.75 GPA GRE scores UG major or minor in relevant field	N/A N/A Solve problems/make decisions via knowledge of subject matter and/or professional knowledge
Educational leadership (masters level) 2.5 UGPA or 2.75 on last half of UG 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 GRE scores Appraisal forms	N/A N/A 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

Essay	professional knowledge Several categories of dispositions; Leadership: communicate effectively
Educational leadership (doctoral level) Masters or specialist; 3.3 GGPA Valid teaching certificate	N/A 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 Adispositions.@

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
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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

- | | |
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| 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

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

Several of the EMU advanced programs are subject to 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. See <http://www.emich.edu/coe/NCATE2003/part2.html>. Program changes are often made as a result of this review.

6-C. Post-Completion Assessment of Program Through SPA's and 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]). Our status with respect to these reviews by national bodies is given at <http://www.emich.edu/coe/NCATE2003/Docs/part1/NCATEovprograms.pdf>. Program changes are often made as a result of these reviews.