

**EASTERN**  
**MICHIGAN UNIVERSITY**  
COLLEGE of EDUCATION

**FACULTY GUIDE**  
to the Initial Teacher Preparation Program  
at Eastern Michigan University

Eastern Michigan University College of Education  
conceptual framework for the initial teacher  
preparation program:



*Caring Professional Educators for a Diverse and Democratic Society (CPED<sup>2</sup>S)*

*This document was last update August 2010.*

## Welcome!



As a faculty member, lecturer, or adjunct, you are part of a large professional education unit that prepares approximately one thousand new teachers each year. These new teachers complete a rigorous program – one that aims to develop *caring professional educators for a diverse and democratic society*. You play a key role in helping new teachers develop the knowledge, skills, and attitudes that will make them successful in the classroom.

The initial teacher preparation program includes faculty and staff from four different colleges across campus: Education, Arts & Sciences, Health & Human Services, and Technology. Preparing teachers is a campus-wide collaborative effort at EMU. The College of Education has two departments that focus on the professional preparation of new teachers. These two departments are the Department of Teacher Education and the Department of Special Education. The following table has basic information about the academic departments and offices involved in teacher preparation. Many College of Arts and Sciences departments are also involved in teacher preparation (see <http://www.emich.edu/cas/>).

	Service	Contact Information
Department of Special Education (College of Education)	Faculty, courses, and advising for special education majors	128 Porter Building 734.487-3300 <a href="http://www.emich.edu/coe/sped/">www.emich.edu/coe/sped/</a>
Department of Teacher Education (College of Education)	Faculty, courses, advising for elementary and secondary education, and administration of practicum (PRCT) courses.	313 Porter Building 734.487.3260 <a href="http://www.emich.edu/coe/te/">http://www.emich.edu/coe/te/</a>
Office of Academic Services (College of Education)	Program admission, student teaching, advising referrals, post-baccalaureate program, continuing certification for in-service teachers, and certification testing	206 Porter Building 734.487.2035 (for EMU staff) 734.487.1416 (for students) <a href="http://www.emich.edu/coe/oas/">www.emich.edu/coe/oas/</a>
School of Health Promotion & Human Performance (College of Health & Human Services)	Faculty, courses, and advising for physical education and health education	318 Porter Building 734-487-0090 <a href="http://www.emich.edu/hph/">www.emich.edu/hph/</a>
School of Technology Studies (College of Technology)	Faculty, courses, and advising for business education and technology education	122 Sill Hall 734-487-1161 <a href="http://www.emich.edu/sts/">www.emich.edu/sts/</a>

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## Teacher Preparation at Eastern Michigan University

Established as the Michigan Normal School in 1849, Eastern Michigan University has a long history of preparing quality teachers and other educational



EMU has a long and distinguished history of preparing educators!

professionals for the nation's schools. EMU is known for numerous firsts. For example, EMU was the first teacher-training institution (i.e. Normal School) west of the Allegheny mountains and sixth in the nation. EMU was the first teacher training institution in the country to prepare teachers for "handicapped children" and first to prepare teachers of physical education.

Quality education has been a hallmark of teacher preparation throughout the institution's history. In 1948 Eastern was among the first group of institutions accredited by the organization that has evolved into the National Council for Accreditation of Teacher Education (NCATE). Today, all professional education programs at EMU are accredited by NCATE and approved by the Michigan Department of Education. Many programs hold an additional national recognition. For example, EMU is accredited by the National Council of Teachers of Mathematics (NCTM), the Council for Exceptional Children (CEC), the International Reading Association (IRA), the National Association for the Education of Young Children (NAEYC) and several others.

EMU has come a long way since the first graduating class in 1854 which consisted of three students. Throughout the decade of the 1990s and continuing into the 21<sup>st</sup> century, EMU has been one of the largest producers of professional educators in the nation. EMU's graduates are highly sought by school districts and other employers.

EMU educator preparation programs have hundreds of distinguished alumni. By 2006, 25 had won the \$25,000 Milken Family Foundation National Educator award for outstanding teaching - more than any other institution in the country. One alumnus was named as one of the top 23 teachers in the country by *USA Today*. Other professional education alumni have gone on to serve in the U.S. Congress, to be president of a major university, and even to win the Pulitzer Prize!

Many graduates are recipients of major state awards including *Michigan Student Teacher of the Year*. In 1996, the state *Teacher of the Year*, the *Elementary Principal of the Year*, the *Secondary Principal of the Year*, and the *Superintendent of the Year* were all EMU alumni. Our alumni continue to win awards to this day.

You are an important part of Eastern Michigan University's tradition. In the initial teacher preparation program we understand that our influence can shape the

nation. As one of the country's largest preparers of professional educators, we make a significant difference in the quality of schools and teachers nationwide. In turn, these educational professionals influence the happiness, success, and growth of children and youth numbering in the hundreds of thousands every year.

Knowledge, skills and dispositions for teaching



## Understanding the Program

Each candidate's program of study has three components: *general education courses, teaching majors and teaching minors* and the *professional education* sequence. The program also includes several pre-student teaching field experiences. The capstone field experience is student teaching. Each program requires its candidates to meet specific standards, including specified grade point averages (GPAs), passing scores on teacher certification tests, and course grade requirements, just to name a few.

At EMU, there are three pathways a candidate can follow in order to earn initial teacher certification in Michigan. The following table summarizes those pathways.

	Program Name	Teacher Candidates
Certification earned as part of a bachelor's degree	Bachelor of Arts or Bachelor of Science with Teacher Certification  <i>Undergraduate level</i>	Students native to EMU or transfer students from community colleges and other universities
Certification earned AFTER the bachelor's degree	Post-Baccalaureate Teacher Certification Program  <i>Undergraduate level – earn a Post Baccalaureate Certificate in Teacher Preparation</i>	Students who already have a bachelor's degree or higher and want to complete the requirements for teacher certification
Special education certification earned AFTER the bachelor's degree	Special Education Master's in Teaching (SEM-T)  <i>Graduate level – a mix of undergraduate and graduate courses, part of master's degree completed</i>	Students who already have a bachelor's degree or higher and want to complete the requirements for teacher certification with a special education endorsement.

The admission requirements for the undergraduate initial teacher preparation program are as follows.

- Successful completion of 56 credit hours
- Passing scores on all parts of the Basic Skills test (reading, math, and writing)
- 2.50 cumulative grade point average and teaching major grade point average

- Adequate performance in all professional coursework (at least “C” or higher)
- Appropriate financial and academic standing at EMU
- Criminal/civil conviction history that does not contain enumerated offenses.
- Post baccalaureate and SEM-T teacher candidates also need to submit a letter of recommendation
- SEM-T teacher candidates also need to take the Graduate Record Exam (GRE)

As an instructor in the program, you may be asked to verify student admission at the beginning of each semester for those courses that require program admission.

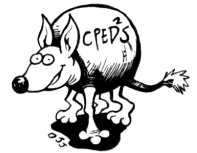
This is to certify that VOID  
 Name VOID  
 MAJOR \_\_\_\_\_ Student Number VOID  
 has been admitted to the College of Education  
 Eastern Michigan University  
 MINORS VOID VOID  
 COE Admissions \_\_\_\_\_ Date \_\_\_\_\_

The Office of Academic Services works each semester to validate student admission status for various courses. Students must be formally admitted by the first class meeting of the semester. They can provide an admission letter or card to prove admission. If a student is not

admitted, please advise him/her to visit the coordinator of advising in 206 Porter or drop the class immediately. Allowing a student to stay in the class will create additional problems. If you have questions or need assistance, please contact the College of Education Coordinator of Advising at 487-7120 x. 2544.

Eastern Michigan University’s initial teacher preparation program is based on a *conceptual framework*. The conceptual framework is made up of key ideas that support everything we do. The conceptual framework is summarized in our theme statement.

### *Caring Professional Educators for a Diverse and Democratic Society (CPED<sup>2</sup>S)*



What makes for a “good” teacher?

Our theme can be abbreviated using the acronym CPED<sup>2</sup>S. The theme statement encompasses many important ideas. It provides a vision of who we want our candidates to be when they become teachers.

**Caring** educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high developmentally appropriate expectations for all students. **Professional** educators are **knowledgeable** regarding content and pedagogy, including developing **technologies**. They are **reflective** in their practice, taking into account a wide variety of factors in planning, implementing, assessing and

modifying teaching. They demonstrate **professional dispositions and communication skills**.

Educators for a diverse and democratic society celebrate **diversity** in schools and communities. They plan instruction to reflect a diverse society and work effectively with diverse students, parents and community members. They prepare students for active participation in a **democracy** through nurturing critical thinking, creative thinking and problem solving within communities.

Following are the outcomes and benchmarks for candidates in the initial teacher preparation program at Eastern Michigan University. The outcomes are the broad statements (numerals) and the benchmarks are the more specific behaviors listed beneath each outcome (letters). Teacher candidates are evaluated on these standards throughout their program. As an instructor in the program, you will evaluate candidates on one or more of these outcomes.

### **EMU Teacher Preparation Outcomes and Benchmarks**

1. ***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 (K-12) student cooperation, interpersonal skills and self-esteem in a safe environment.
  - C. Know the importance of interacting positively with (K-12) students and their families.
2. ***Professional educators are knowledgeable* regarding content, pedagogy, and educational technologies.**
  - A. Understand the central concepts, tools of inquiry and structures of the disciplines he or she teaches. (Content)
  - B. Have knowledge of district, state and national curriculum standards or documents.
  - C. Establish learning goals that are appropriate for (K-12) students and emphasize critical thinking, creativity and problem solving.
  - D. Understand the theoretical and applied aspects of the teaching-learning process. (Pedagogy)

E. Create meaningful learning experiences that are appropriate for (K-12) students and guide students to successful achievement of critical thinking, creativity and problem solving goals both within and across disciplines.

F. Design activities using a variety of instructional strategies.

G. Use traditional and alternative assessment strategies continuously to ensure (K-12) student learning and refine teaching practices.

H. Use instructional technology to enhance learning and personal/professional productivity.

**3. *Professional educators are reflective in their practice.***

A. Consider a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, research, learning theory, policies, community, prior experiences, etc.).

B. Use systematic means to examine the relationship between teaching actions and student success.

**4. *Professional educators demonstrate professional dispositions and communication skills.***

A. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well being.

B. Communicate clearly and effectively in interpersonal situations.

C. Communicate clearly and effectively in writing.

D. Understand the ethical dimensions of teaching in a culturally diverse democratic society.

E. Demonstrate professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.

5. **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.**

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

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

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

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

### **Assessing Candidate Knowledge and Skills**



What are the essential skills?

Like many other programs, EMU's initial teacher preparation program is involved in *outcomes-based assessment*. The National

Council of Accreditation for Teacher Education (NCATE), our accrediting body, requires that we demonstrate not just what we've taught but what *our "teacher candidates" can do* - how we guarantee that every prospective teacher has mastered the appropriate knowledge and skills.

The teacher preparation outcomes are assessed in many ways. Grades in general education courses, scores on certification tests, pre-student teaching field experience assessments, and student teaching evaluations are among the many assessments throughout the program. In addition, there are special assessments that have been created to measure candidate knowledge and skills. Whereas most assessments in college courses are developed by a particular professor and used just by that individual, these *Gateway Assessments* are shared by all the instructors of a particular course. There are two types of *Gateway Assessments*: 1) cognitive assessments (dealing with things a candidate must know and be able to do) and 2) assessments of professional behaviors (dispositions dealing with candidate attitudes, values, and habits-of-mind). This section will describe the cognitive assessments. Professional behaviors will be discussed in the following section.



What are prospective teachers expected to know?

Most of the courses in the professional education sequence contain at least one *Gateway Assessment*. These assessments are required in every section of the course. **Each candidate must pass each Gateway Assessment in order to pass the course in which the assessment is given**, even though the shared assessments are not intended to be the only assessment in the courses. In some cases instructors may choose to expand on these assessments.

These *Gateway Assessments* help each candidate develop as a professional educator. The professional education unit can use scores from these assessments for continuous improvement, program review, and other accreditation activities. EMU's initial teacher preparation program uses the LiveText system as a major tool in its candidate assessment system. LiveText allows EMU to collect, document, score, and report on *Gateway Assessments* (see <http://www.emich.edu/coe/livetext/>). In addition to submitting their work to you for evaluation, candidates use the LiveText system to document and display their development as professionals, which, in turn, they can share with prospective employers.

Each program has developed *Gateway Assessments* and rubrics for its candidates. Data collected from these assessments are used to inform program improvements and document program quality for accreditation purposes. As such, these assessments help EMU maintain and enhance its academic standards and ensure that teacher candidates get the best quality education possible.

The following section briefly describes a few *Gateway Assessments* for candidates pursuing elementary or secondary education. The assessments evolve over time as would be expected with any system that promotes continuous improvement. Whether or not a candidate does the following assessments depends upon her or his specific program of study. Keep in mind that there are over 30 majors in the initial teacher preparation program, which means there is some variation in requirements.



EDPS 322 Human Development and Learning  
Many candidates will have their first experience with a shared performance assessment in EDPS 322. In EDPS 322 a candidate must complete a group diversity project examining the role of six variables in development and learning. In this assessment the candidate demonstrates her or his understanding of the ways learning and development vary across individuals, allowing you

to plan appropriate learning goals and experiences.

SOFD 328W Schools for a Diverse and Democratic Society In SOFD 328W, candidates complete an analytic writing assignment. This assignment may take many forms and may be completed over one large or several smaller pieces of writing. In all cases the candidate has the opportunity to analyze the purposes of schools in a democratic society and articulate her or his position on ethical issues presented to teachers in our society. Because effective written communication is essential for teachers, this assignment is evaluated on both the content of the writing and the effectiveness and technical accuracy of the communication.

CURR 304/305 Curriculum and Methods All candidates in CURR 304 and 305 must prepare a teaching unit and write reflections on the unit using three planning questions. Required components for the unit are:

- Rationale
- Classroom Composition
- Content Analysis/Content Standards
- Outcomes/Objectives
- Unit Pre-assessment
- Lesson Plans including differentiation and use of technology
- Other Assessment Plans (may be from EDPS 340)
- Family and Community Involvement
- Culminating Experience
- Bibliography and Resources

Responses to the three required planning questions also are required. Instructors are free to add requirements as appropriate. This complex assignment reflects multiple outcomes including analyzing content, teaching to state/national standards, the use of varied appropriate instructional strategies, higher level thinking, curriculum differentiation, family/community involvement, assessment plans, clear written communication, and reflective thinking.

EDPS 340 Introduction to Assessment and Evaluation In EDPS 340 the candidate prepares an assessment plan. The goal of the plan is to demonstrate mastery of assessment techniques by developing an assessment plan for a specific topic and grade level. The plan includes a teacher made test, an authentic/performance assessment, and other assessment components. Candidates demonstrate their ability to analyze data in order to make judgments about student learning. Programs in special education, physical education, and music education have their own assessment courses that are similar to EDPS 340.

EDMT 330 Instructional Applications of Media and Technology In EDMT 330, the candidate creates an electronic portfolio based on the Seventh Standard for Entry Level Michigan Teachers. The portfolio demonstrates a candidate's ability to use educational media and technology to enhance student learning to

enhance personal and professional productivity. Programs in special education, physical education, and art education have their own technology courses similar to EDMT 330.

Reading (RDNG) Courses Gateway Assessments are also completed in RDNG 311 (for secondary education) or RDNG 310 (for elementary education). These assessments require a variety of literacy activities appropriate to the grade level. Candidates demonstrate their ability to adapt instruction to the needs of individual learners.

#### Practicum Courses and Other Pre-Student Teaching Field Experiences

Practicum and other field experience courses are designed to allow candidates to put theory into practice. They are also intended to help candidates practice reflection on teaching that will be essential as they become professional educators. The “analysis of student learning” activities in practicum, for example, demonstrate a candidate’s ability to plan instruction based on an analysis of individual student learning. Field experiences also provide the candidate an opportunity to demonstrate appropriate professional behaviors. Programs in special education, physical education, and music education have their own set of pre-student teaching field experience requirements.

Student Teaching The most important performance assessment in the program is student teaching. The *Gateway Assessments* for student teaching include the student teaching evaluation (by the cooperating teacher and university supervisor) and the student teaching unit. Candidates demonstrate that when they teach, students learn. In student teaching, the candidate demonstrates her or his professional behaviors and communication skills in real-world situations.



As indicated above, each *Gateway Assessment* is an important milestone on the path to becoming a teacher. Each candidate must complete all of the assessments for her or his program successfully in order to move to the next stage in the program.

## Assessing Professional Behaviors (Dispositions)

*Teachers prepared at EMU are caring professional educators for a diverse and democratic society.*

Teaching is more than knowing content or being able to plan effective lessons. In addition to content knowledge, pedagogy, and teaching



What are professional behaviors? What are dispositions?

skills, teachers must also have the attitudes, values, and habits-of-mind that will allow them to be successful, caring professionals. This entails more than loving children. Teachers must have the ability to develop positive relationships with students, parents, and colleagues and to serve as models of mature adulthood to the students in their charge. They must be able to work effectively in a collaborative school environment with students and adults from diverse backgrounds. As a teacher preparation institution, EMU has the responsibility to teach, model, and assess candidates' knowledge of academic content and the professional dispositions that affect their likelihood of success.



Benchmark 4E of the EMU Teacher Preparation Outcomes and Benchmarks states that a successful candidate "demonstrate professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus." This is the way EMU has defined the dispositions of a "caring professional educator." These dispositions include such characteristics as the following:

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, students, 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 students as valued human beings

Instructors assess the professional behaviors of each candidate at a few stages in the professional education sequence. The three key sources of information on professional behaviors are: 1) observations from professors, 2) observations from cooperating teachers in whose classrooms the candidate participates in field experiences activities, and 3) observations from the cooperating teacher and university supervisor during student teaching. Candidates also self-evaluate their professional dispositions upon admission to the program.

Under normal circumstances the sequence for gathering data on professional behaviors would be as follows.

Who will evaluate professional behaviors?  
When?



1. During EDPS 322 or SPGN 251 candidates learn about the professional behaviors expected of them at Eastern Michigan University. Candidates self-evaluate their professional behaviors at the time of admission to the program.
2. During CURR 304 or 305 the instructor completes the *Evaluation of Professional Behaviors* form. The completed form will be returned to the candidate. Professors in other professional education classes may choose to use this feedback form as well. Information at this stage is feedback on the candidate's progress toward developing professional behaviors. It also provides essential feedback on oral and written communication skills. All CURR 304 and 305 instructors should evaluate each candidate in their class.
3. During Practicum 304/305 and Practicum 310/311 the cooperating classroom teachers complete the field experience observation form. One copy is returned to the candidate. The other copy is submitted directly to the practicum instructor as part of the course evaluation. This form includes information about beginning teaching skills and professional behaviors. If the program does not require practicum courses, there should be some form of evaluation in place. *All teacher certification candidates at EMU must have their field work evaluated.*

4. During RDNG 310 (elementary candidates) or content methods course (secondary candidates), the instructor completes the *Evaluation of Professional Behaviors* form within LiveText. The completed form is used as the candidate's recommendation for student teaching. Since this is a LiveText assessment, you will have a copy for your own records. Candidates with one or more scores of "1" will not be approved for student teaching without review by the Assistant Dean for Field Experiences. Depending on the nature of the difficulty, the candidate may be approved for student teaching, approved with some condition, or denied student teaching pending a professional development plan.
5. During student teaching, the cooperating teacher and university supervisor assess professional behaviors using the student teaching evaluation form. The candidate's teaching effectiveness, communication skills, and professional dispositions must all be deemed satisfactory in order to pass student teaching.

If the *Evaluation of Professional Behaviors* form used for student teaching eligibility indicates significant weaknesses, the candidate will meet with the Assistant Dean for Field Experiences. The candidate may be required to undertake additional activities to address the weaknesses. The candidate may be denied the opportunity to student teach pending a professional development plan. A professional development plan would be required in the case of difficulties so severe that they call into question the candidate's ability to succeed in student teaching. For example, a candidate with severe difficulties in written communication could be required to take and pass a technical writing course. A candidate with anger management problems could be required to provide documentation from a professional counselor that he or she had developed new strategies for dealing with frustration.

Following is a list of classes in which the formal Evaluation of Professional Behaviors is completed.

All candidates required to do elementary student teaching = **RDNG 310**

Art (VAE) = **ART 416**

Biology = **BIOL 403**

Business Management Marketing & Technology = **BMMT 365**

Chemistry = **PHY 325** or **CHEM 325**

CTA = **CTAC 307**

Computer Science = **COSC 306**

Early Childhood Education = **ECE 302** or **ECE 341**

Earth Science = **ESSC 347**

English Language, Literature, and Writing = **ENGL 409**

French = **FLAN 411**

Geography = **HIST 481**

German = **FLAN 411**

History = **HIST 481**

Integrated Science = *one* from **BIOL 403**, **CHEM 325**, **PHY 325**, or **ESSC 347**

Japanese = **FLAN 411**

Mathematics = **MATH 306**

Music = **MUSC 332, 333 or 334** methods class - for instrumental or vocal

Physical Education = **PHED 415**

Physics and Physical Science = **PHY 325** or **CHEM 325**

Political Science = **HIST 481**

Social Studies = **HIST 481**

Special Education = faculty member who taught the major methods courses

Spanish = **FLAN 411**

Technology & Design = **TEDU 460**

## Evaluation of Professional Behaviors (Dispositions)

**NOTE: THIS EVALUATION IS DONE IN LIVETEXT  
BY THE INSTRUCTOR**

CRITERIA	5	4	3	2	1
<b>1A. Professional Ethics:</b> demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.	Demonstrates adherence to standards of professional ethics		Demonstrates limited concern for professional ethics		Engages in unethical behavior (academic dishonesty, unprofessional discussion of students, etc.)
<b>2A. Collaboration:</b> works effectively with professional colleagues and other adults.	Actively contributes to positive group functioning.		Works well in a group		Does not work effectively with others
<b>3A. Commitment to Diversity:</b> values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.	Demonstrates respect towards diverse students		Occasionally demonstrates respect towards diverse students		Demonstrates disrespect towards diverse students
<b>3B. Diversity (Listening)</b>	Listens and responds thoughtfully to diverse cultural perspectives		Occasionally listens to diverse cultural perspectives and experiences		Resists consideration of diverse cultural perspectives.
<b>4A. Commitment to Teaching</b>	Articulates a clear and coherent belief/value system about the positive impact teaching should have on children and communities. Expresses strong interest in teaching as a profession.		Articulates a rudimentary belief/value system about the positive impact teaching should have on children and communities. Expresses some interest in teaching as a profession.		Cannot articulate a belief/value system about the positive impact teaching should have on children and communities. Does not express interest in teaching as a profession.
<b>5A. Emotional Maturity:</b> deals with frustration appropriately, poised and professional in demeanor	Handles frustration appropriately		Frustration interfered with classroom performance		Vents frustration inappropriately
<b>6A. Initiative:</b> independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems	Demonstrates independence and initiative		Operates independently with direction		Needs step-by-step instructions
<b>6B. Initiative (Resources)</b>	Finds resources beyond those provided in class		Uses only resources provided in class		Neglects available resources provided

CRITERIA	5	4	3	2	1
<b>7A. Responsibility (Reliable):</b> attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments	Attendance: Attended regularly		Attendance: Irregular attendance with notification		Attendance: Attendance without notification
<b>7B. Responsibility (Prompt):</b>	Generally on time		Occasional lateness		Frequent lateness a problem
<b>7C. Responsibility (Timely):</b>	Turns in assignments on time		Handles late assignments responsibly		Turns in late assignments without excuse
<b>8A. Responsive to Feedback (Receptive):</b> receptiveness and responsiveness to professional feedback	Receptive to constructive feedback		Occasionally accepts ideas and suggestions		Rejects/ignores ideas and suggestions
<b>8B. Responsive to Feedback (Responsive)</b>	Listens and responds thoughtfully		Demonstrates minimal responsiveness		Excessive or inappropriate responses to other students
<b>9A. Self-Reflection (Reflective):</b> reflects on and evaluates one's own teaching experience and work, is willing and able to recognize difficulties or deficiencies in one's teaching	Curious and reflective about teaching		Engaged but reflection limited to specific course content		Unengaged and/or minimal reflection
<b>9B. Self-Reflection (Perspective)</b>	Examines critically his or her perspective and experiences		Occasionally examines his or her own perspectives and experiences		Unwilling to examine his or her own perspectives and experiences
<b>10A. Student Focus</b>	Planning is child-focused, considerate of context		Planning is based on pedagogical principles		Planning is based on course requirements
<b>11A. Conversation and Communication</b>	Expresses ideas clearly, articulately, and appropriately in conversation or discussion		Occasionally expresses ideas clearly, articulately, and appropriately in conversation or discussion		Struggles to express ideas in conversation or discussions
<b>11B. Written Communication</b>	Expresses ideas clearly and coherently in writing		Occasionally lacks coherence and clarity in writing		Lacks coherence and clarity in writing
<b>11C. Oral Communication</b>	Expresses ideas confidently and clearly during oral presentation		Sometimes expresses ideas clearly and confidently during oral presentation		Struggles to express ideas during oral presentations
<b>Professional evaluation of prospective teacher</b>	Excellent	Above Average	Average	Below Average	Poor

## Red Flag

On rare occasions, a candidate may demonstrate professional weaknesses in either communication skills or dispositions that are so severe that they must be addressed before the student teaching semester. In these cases a professor or other professional will complete a "Red Flag" form.

The *Indicators of Significant Professional Weakness* or "Red Flag" form is completed when significant problems in a candidate's behavior cause an instructor, supervisor, or other professional to seriously question that candidate's ability to succeed as a teacher regardless of achievement in course work. Except under extraordinary circumstances, a Red Flag form is completed only after the professional has met with the candidate and their attempts to remedy the problem have failed. The *Indicators of Significant Professional Weakness* form can be used at any point throughout the candidate's program of study.

What's a Red Flag?



Weaknesses could include the following.

### Indications of Inadequate Oral Communication Skills

Indicators in this category include but are not limited to frequent and persistent grammatical errors, inability to speak clearly and effectively to a group, use of vulgar or otherwise inappropriate professional language in professional situations, inability to respond to others in a logical manner, etc.

### Indications of Inadequate Written Communication Skills

Indicators in this category include but are not limited to frequent and persistent technical or grammatical errors, inability to present a coherent sequence of ideas, etc.

### Indications of Unprofessional Behavior

Indicators in this category include but are not limited to frequent and persistent lateness, absence from field placement without appropriate notice, unwillingness to accept direction or correction and make suitable adjustments, displays of temper, rude or derogatory comments to students or parents, etc.

### Breaches of Professional Ethics

Indicators in this category include but are not limited to disparaging or otherwise unprofessional discussion of students, breaches of confidentiality, plagiarism or other forms of academic dishonesty, frequent and persistent comments regarding

students or groups of students that call into question the ability and commitment to help all students learn.

Other

Other indications of weaknesses sufficient to call into question the candidate's ability to succeed as a teacher despite adequate achievement in course work.

Except under extraordinary circumstances (such as behavior that could merit dismissal from the university), no single report of professional weakness is sufficient to impede a candidate's progress toward graduation. Candidates who receive one Red Flag must schedule a meeting with the appropriate department head (Department of Teacher Education or Department of Special Education, depending upon the major) to complete a professional development plan. **A candidate who accumulates Red Flag reports from two different professionals during the course of the teacher preparation program will be considered to have demonstrated significant professional weaknesses and will be dismissed from the teacher preparation program.** Candidates may appeal this decision by requesting a hearing before the Associate Dean for Academic Accountability, the Assistant Dean for Field Experiences, and the appropriate department head. The decision of the appeal will be final.

# RED FLAG REPORTING FORM

## Indicators of Significant Professional Weakness

*The Initial Teacher Preparation Program at Eastern Michigan University*

Name of candidate/pre-candidate: \_\_\_\_\_

EID # E \_\_\_\_\_ Reporting Date: \_\_\_\_\_

Name of reporter: \_\_\_\_\_

Position of reporter: \_\_\_\_\_

Context in which behaviors were identified (class, field placement, etc.): \_\_\_\_\_

\_\_\_\_\_

Indicators of significant professional weakness are to be recorded when a candidate's/pre-candidate's behavior causes a faculty member, instructor, supervisor, or other professional to seriously question the candidate's/pre-candidate's ability to succeed as a teacher regardless of achievement in course work. No single report of professional weakness is sufficient to impede a candidate's/pre-candidate's progress toward program completion. Candidates/pre-candidates who receive one red flag must schedule a meeting with the appropriate department head (i.e. Special Education for all special education majors and Teacher Education for all other elementary/secondary/K12 majors outside of Special Education) to complete a Professional Development Plan. The candidate/pre-candidate must satisfactorily complete the Professional Development Plan, within the timelines provided, if she or he wants to continue in the program. A candidate/pre-candidate who accumulates two red flag reports during the program has demonstrated significant professional weaknesses that warrant removal from the initial teacher preparation program.

For each red flag report, the candidate/pre-candidate should have an opportunity to attach a statement and sign the form. Candidate signatures are not required for the red flag form to be valid. Candidate statements are not required for the red flag form to be valid.

Candidates may appeal a removal decision by requesting a hearing before the Associate Dean for Academic Accountability, Assistant Dean of Field and Clinical Experiences, and the appropriate department head. The hearing will be scheduled by the appropriate department head. The decision of the appeal will be final.

*Directions to Reporter:* Describe the indicator(s) raising concern. Attach a written statement and documentation (as appropriate) to support this report. Submit the signed form to the appropriate department head.

**Indications of Inadequate Oral Communication Skills**

Indicators in this category include, but are not limited to, frequent and persistent grammatical errors, inability to speak clearly and effectively to a group, use of vulgar or otherwise inappropriate professional language in professional situations, inability to respond to others in a logical manner, etc.

**Indications of Inadequate Written Communication Skills**

Indicators in this category include, but are not limited to, frequent and persistent technical or grammatical errors, inability to present a coherent sequence of ideas, use of vulgar or otherwise inappropriate professional language in situations that call for professional behavior, etc.

**Indications of Unprofessional Behavior**

Indicators in this category include, but are not limited to, frequent and persistent lateness, absence from field placement without appropriate notice, unwillingness to accept direction or correction and make suitable adjustments, displays of temper, rude or derogatory comments to students, teachers, or parents, etc.

**Breaches of Professional Ethics**

Indicators in this category include, but are not limited to, disparaging or otherwise unprofessional discussion of students, breaches of confidentiality, plagiarism or other forms of academic dishonesty, frequent and persistent comments regarding students or groups of students that call into question the ability and commitment to help all students learn.

**Other Indicators**

Other indications of weaknesses sufficient to call into question the candidate's ability to succeed as a teacher despite adequate achievement in course work. This may include behaviors outlined in the Evaluation of Professional Behaviors.

\_\_\_\_\_  
Reporter's signature

\_\_\_\_\_  
Date

I have reviewed the content of this form with the individual who completed the form.

\_\_\_\_\_  
Candidate/pre-candidate signature

\_\_\_\_\_  
Date

*The candidate/pre-candidate may attach a statement if desired.*

## About Accreditation

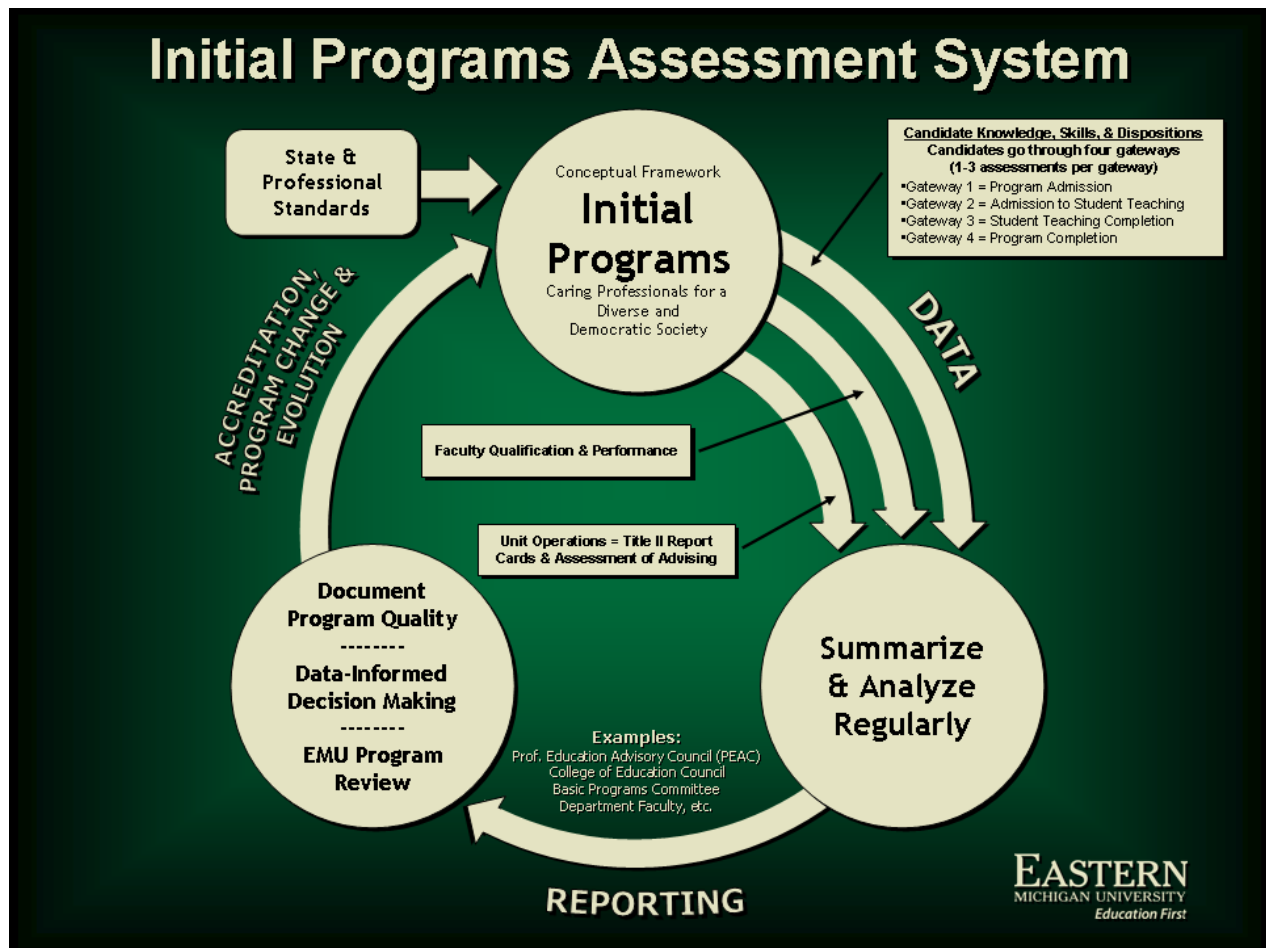
EMU's initial teacher preparation program works to maintain accreditation with professional associations as well as the National Council for the Accreditation of Teacher Education (NCATE). The next formal NCATE accreditation review for EMU is in the fall of 2010. NCATE standards require EMU to have, among other things, an assessment system that continuously collects and analyzes data on teacher candidates' knowledge, skills, and dispositions for teaching. There are two main purposes for collecting this information within the context of accreditation. First, it provides EMU an opportunity to use student performance data to inform program improvements and curriculum decisions. Second, it allows EMU to document, aggregate, and report on the knowledge, skills and dispositions of its teacher candidates.

EMU will summarize three years of data on the knowledge, skills, and dispositions of our teacher candidates. Each program has identified its *Gateway Assessments* and we are currently collecting data from those assessments. Some assessments are specific to a program (i.e., Science Inquiry Project for science majors) while other assessments are common to *all* programs (i.e., the major elements of the student teaching evaluation).

In the initial teacher preparation program, there are four gateways. All candidates in the program must meet the gateway standards and pass *Gateway Assessments* in order to move to the next gateway.

	<b>Gateway 1: Program Admission</b>	<b>Gateway 2: Admission to Student Teaching</b>	<b>Gateway 3: Exit Student Teaching</b>	<b>Gateway 4: Program Exit</b>
Examples of common assessments (across all programs)	<ul style="list-style-type: none"> <li>• Overall GPA</li> <li>• Major GPA</li> <li>• Basic Skills Test</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Professional Behaviors</li> <li>• Grades in professional education courses</li> </ul>	<ul style="list-style-type: none"> <li>• Student Teaching Evaluation</li> <li>• Evaluation of Student Teaching Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Area Test(s)</li> <li>• Completion of baccalaureate degree requirements</li> </ul>
Examples of assessments determined at the program level		<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Unit plans</li> <li>• Course Projects</li> <li>• Philosophy papers</li> <li>• Standardized tests of content knowledge</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Unit plans</li> <li>• Course Projects</li> <li>• Philosophy papers</li> <li>• Standardized tests of content knowledge</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Unit plans</li> <li>• Course Projects</li> <li>• Philosophy papers</li> <li>• Standardized tests of content knowledge</li> <li>• Case studies</li> </ul>

With input from various constituencies, including the Professional Education Advisory Council (PEAC, see <https://college.livetext.com/doc/1875486>), the initial teacher preparation program at EMU developed its own assessment system. Below is a graphical representation of the continuous improvement process that EMU is engaged in. The system provides opportunities for the initial teacher preparation program to document its quality, use data to inform decisions, think critically about teacher candidates and program policies, and evolve.



## The LiveText System



Since fall 2006, the professional education unit at EMU has been using LiveText EduSolutions as a tool for the collection, scoring, and reporting of candidate performance on key assessments (i.e., *Gateway Assessments*). Candidates in the initial teacher preparation program at EMU purchase a LiveText account by the time they take their pre-admission professional courses (i.e., EDPS 322 and SPGN 251). Candidates purchase their account from EMU. That way, they can use financial aid money and don't have to use a credit card at point-of-purchase. The basic subscription

is less than \$70. The LiveText subscription is valid for five years or until one year after graduation, whichever comes first.

As each candidate moves through the program, she or he will complete several *Gateway Assessments*. Those assessments are documents within their LiveText accounts that include directions, rubrics, comments and scores/evaluations from instructors. These documents can be used by the candidate to put together a professional portfolio for employment purposes. Candidates can create videos of their teaching skills and through LiveText, make them available to employers and other interested parties. Some candidates will maintain their account after graduation and use the lessons plans, learning activities, and assessments they have created in LiveText with students in their own classrooms.

LiveText information for candidates is available in the Departments of Teacher Education (313 Porter, 487-3260) and Special Education (304 Porter, 487-3300) as well as at the following Web site.

[www.emich.edu/coe/livetext/students](http://www.emich.edu/coe/livetext/students)

The Web site includes information about account activation, short instructional videos on how to use the system, and a student user manual. As an instructor in the professional education unit, you are not expected to train candidates on the use of this system. However, you must let candidates know if there is a *Gateway Assessment* in the class you are teaching and provide them with enough information to get started.

If you are teaching a class with a *Gateway Assessment*, you'll need a LiveText account. In order to obtain an account, please e-mail [coe.livetext@emich.edu](mailto:coe.livetext@emich.edu) with your name and EMU identification number (i.e. E00XXXXXX). Training materials, information about in-person training sessions, and a faculty guide are available at the following Web site.

[www.emich.edu/coe/livetext/faculty/](http://www.emich.edu/coe/livetext/faculty/)

## Syllabus Requirements

If you are teaching a course that is part of the Initial Teacher Preparation Program, you should have the following elements in your course syllabus. See your department head if you have questions about these requirements.

- Include the conceptual framework statement somewhere on the first page of your syllabus. We recommend the following wording.
  - *EMU prepares **Caring Professional Educators** for a **Diverse and Democratic Society (CPED<sup>2</sup>s)**. CPED<sup>2</sup>s is the conceptual framework for the initial teacher preparation program at EMU*
- If your course has a *Gateway Assessment* that requires LiveText, please include this requirement in your syllabus. Following is the suggested wording.
  - *This course has a Gateway Assessment for the educator preparation program at EMU. Students must have an active LiveText subscription in order to complete the assessment and pass the course. LiveText subscriptions are obtained through a process described at [www.emich.edu/coe/livetext/students](http://www.emich.edu/coe/livetext/students). If you haven't already done so, please follow the directions to obtain a key code, register with LiveText, log on to LiveText, and follow the template for the assignment in this course.*
- Explain how unacceptable scores on an assessment in LiveText will impact the candidate's grade. What are the established remediation procedures, if any?

## Advising

### Where do candidates go for Advising?

Candidates for regular elementary and secondary programs must attend a **GROUP ADVISING** session for their formal orientation to the Initial Teacher Preparation Program at EMU. Group Advising is an important orientation for candidates interested in becoming teachers (*Note: Candidates majoring in special education, music education, physical education business education or technology education go directly to their departments for advising instead of attending group advising*). The schedule for Group Advising sessions can be found at <http://www.emich.edu/coe/oas/sessions.html>. After attending Group Advising, candidates are welcome to make appointments for one-on-one advising with faculty advisors.

### Elementary Education and Secondary Education

The Department of Teacher Education (313 Porter Building, 487-3260) advises candidates who have decided to pursue elementary or secondary education.

### Secondary Education: Majors and Minors

Candidates pursuing secondary certification should meet with advisors in their major and minor departments to make sure they have an appropriate program of study to follow.

### Special Education

Candidates pursuing special education majors should meet with advisors in the Department of Special Education. (128 Porter, 487-3300)

### Physical Education

Candidates pursuing physical education majors should meet with advisors in the School of Health Promotion & Human Performance. (318 Porter, 487-0090)

### Business Education and Technology Education

Candidates pursuing business education or technology education majors should meet with advisors in the School of Technology Studies.(122 Sill Hall, 487-1161)

### Post-Baccalaureate Students

Post-baccalaureate students are advised through the College of Education's Office of Academic Services (206 Porter, 487-0275). They should follow the programs and seek advising in departments as indicated on post-baccalaureate advising materials. See also <http://www.emich.edu/coe/students/pb/index.html>.

Do you have an advising question that needs a response within a few days? You AND your students are welcome to send your question to the following address.

[coe\\_advising@emich.edu](mailto:coe_advising@emich.edu)

### **Civil/Criminal Conviction History**

In order to be admitted and continue in the Initial Teacher Preparation Program at EMU, candidates must answer questions about their civil/criminal history. Candidates complete forms at admission, upon application for student teaching, and upon program completion. The following offenses have been enumerated by the Michigan Department of Education (MDE) as ones that may prevent certification or at least require administrative review by MDE.

1. Any felony conviction
2. Criminal sexual conduct in the fourth degree or an attempt to commit that crime.
3. Child abuse in the third or fourth degree or an attempt to commit that crime.
4. A misdemeanor involving cruelty, torture, or indecent exposure involving children.
5. A misdemeanor violation of distributing marijuana on school property,
6. A violation of any section from the Michigan Penal Code in the following areas:  
breaking and entering, presence of minor under 17 in places where liquor is sold,

- lewd and lascivious behavior, contributing to the neglect or delinquency of a minor, removing items from a vacant dwelling.
7. A misdemeanor violation from the Michigan Penal Code in the following areas: assault and battery, domestic violence, selling or furnishing alcoholic liquor to a person less than 21 years of age.
  8. More than two: Driving Under the Influence (DUI) or Operating Under the Influence of Liquor (OUIL).
  9. A violation of a substantially similar law of another state, of a political subdivision of this state or another state, or of the United States.
  10. More than one minor in possession conviction.
  11. More than one misdemeanor of any kind.

If a teacher candidate has any enumerated offense, he or she must provide either a *Judgment of Sentence, Registration of Actions, or a Certification of Conviction*, along with a written explanation of the offense(s), to the Office of Academic Services (206 Porter, 487-1416). Teacher candidates with civil/criminal issues are not guaranteed certification even if they successfully complete a teacher preparation program. The decision to certify a teacher is made by the Michigan Board of Education by way of the Michigan Department of Education (MDE). The MDE can decide not to certify candidates with civil/criminal issues regardless of their academic performance. Teacher candidates are recommended for certification once they complete all program requirements. Teacher candidates with any enumerated offense will undergo administrative review with the MDE. Administrative review takes at least 30 days. A teacher candidate with an enumerated offense is not eligible for a 90-day eligibility letter.

### **COMMITTEES INVOLVED IN INITIAL TEACHER PREPARATION AT EMU**

Many curriculum revisions to the Initial Teacher Preparation Program begin within the Department of Teacher Education or the Department of Special Education. There are also several committees providing input on curriculum, policy and practice for this program. Following is a list of some of the committees involved in teacher preparation. Since teacher preparation is a responsibility that we share across the campus, you will see representatives from several colleges on these important committees.

#### **Basic Programs Committee**

(see <https://c1.livetext.com/doc/1875425>)

#### **College of Education Council**

(see <https://c1.livetext.com/doc/2667882>)

#### **Professional Education Advisory Council (PEAC)**

(see <https://c1.livetext.com/doc/1875486>)

#### **Assessment Committee for Educator Preparation**

(see <https://c1.livetext.com/doc/1875470>)

#### **College of Arts & Sciences Teaching Methods Faculty Group**

(see <https://c1.livetext.com/doc/2734660>)

## QUICK GUIDE TO THE INITIAL TEACHER PREPARATION PROGRAM *Eastern Michigan University*

<p><b>Academic Services, Office of</b></p> <p>Coordinates all regular student teaching assignments, admission to <i>initial</i> program, advising referrals, post-baccalaureate teacher preparation program, continuing certification for in-service teachers, teacher testing information, accreditation efforts for the professional education unit.</p>	<p>206 Porter, 734.487.1416 <a href="http://www.emich.edu/coe/oas/">www.emich.edu/coe/oas/</a></p>
<p><b>Advising Information and Help</b></p>	<p><a href="http://www.emich.edu/coe/students">www.emich.edu/coe/students</a> email: <a href="mailto:coe_advising@emich.edu">coe_advising@emich.edu</a></p>
<p><b>Computer Lab (Bonisteel Lab)</b></p>	<p>205 Porter, <a href="http://www.emich.edu/coe/labs/bonisteel/">http://www.emich.edu/coe/labs/bonisteel/</a></p>
<p><b>Dean of College of Education, Office of the</b></p>	<p>310 Porter, 734.487.1414</p>
<p><b>Educational Resource Center</b></p> <p>Supports preschool and K-12 curriculum development by providing access to multimedia learning resources, as well as materials and equipment for production of instructional materials.</p>	<p>100 Porter, 734.487.7157 <a href="http://www.emich.edu/coe/labs/erc/index.html">http://www.emich.edu/coe/labs/erc/index.html</a></p>
<p><b>Leadership &amp; Counseling, Department of</b></p>	<p>304 Porter, 734.487.0255 <a href="http://www.emich.edu/coe/lc/">http://www.emich.edu/coe/lc/</a></p>
<p><b>LiveText for FACULTY</b></p>	<p><a href="http://www.emich.edu/coe/livetext/faculty">www.emich.edu/coe/livetext/faculty</a></p>
<p><b>LiveText for STUDENTS</b></p>	<p><a href="http://www.emich.edu/coe/livetext/students">www.emich.edu/coe/livetext/students</a></p>
<p><b>LiveText account access</b></p>	<p><a href="http://www.livetext.com">www.livetext.com</a></p>
<p><b>Special Education, Department of</b></p>	<p>128 Porter, 734.487.3300 <a href="http://www.emich.edu/coe/sped/index.html">http://www.emich.edu/coe/sped/index.html</a></p>
<p><b>Teacher Education, Department of</b></p> <p>Courses and programs in curriculum (CURR), educational psychology (EDPS), reading (RDNG), social foundations (SOFD), educational media &amp; technology (EDMT), early childhood (ECE), and field experiences (FETE). Advising for elementary and secondary education candidates who are <i>not</i> pursuing special education endorsements.</p>	<p>313 Porter, 734.487.3260 <a href="http://www.emich.edu/coe/ted/index.html">http://www.emich.edu/coe/ted/index.html</a></p>
<p><b>Urban Education &amp; Educational Equity, Office of</b></p> <p>Focuses on needs in urban settings and ensures that EMU prepares: 1) professional educators ready to help diverse students succeed and thrive, and 2) a cadre of educational professionals that is, itself, diverse.</p>	<p>104 Porter, 734.487.7120 x. 1060 <a href="http://www.emich.edu/coe/oue/index.html">http://www.emich.edu/coe/oue/index.html</a></p>