EASTERN MICHIGAN UNIVERSITY

College or Unit Level Annual Assessment Report
Template and Guidelines
Report due: Summer 2021 (exact date TBD)
(Revised: October 2020)

Mission
EMU creates a culture of assessment through collaborative planning, systematic implementation, and rigorous analysis of collected data to make informed decisions that enhance opportunities for students to learn and to strengthen all curricular and co-curricular areas for the campus community.

Expectation
EMU expects all curricular and co-curricular areas to generate and implement student learning goals, collect relevant data, close the loop, and use on-going assessment processes for continuous improvement.

There are **FIVE MAIN PURPOSES** for assessing students, in terms of learning outcomes, from programmatic perspectives.: (1) to observe how well students have met the outcomes; (2) to use that information to make improvements to the course, program, instructional approach, etc.; (3) to consistently (re)examine the learning outcomes; (4) to demonstrate how curricular and co-curricular areas "close the loop" of assessment within and across academic years; and (5) to set future goals for assessing student learning toward continuous improvement.

Purpose of Unit Reports on Assessment of Student Learning
The nine units that report on assessment of student learning (see the list below), list their goals for the academic year, describe what goals were accomplished, and provide examples of how assessment data were used to enhance programs and student learning.

Unit Reports and Final Preparation for HLC's Campus Visit
The Higher Learning Commission visited EMU in October 2017 and submitted a final report of its findings February 2018. The following template for annual reporting, in part, provides a response to comments and suggestions by HLC, which urges EMU to provide specific examples of how assessment has led to "closing the loop" in classes and programs, and to continuous improvement over time. The following excerpt from HLC's response states its expectations:

> While the institution struggles to document closing-the-loop in assessment, it is apparent that faculty are engaged in using assessment data to improve learning. The institution is encouraged to be more intentional about documenting changes made to improve learning (as opposed to improving assessment processes), as well as documenting results from subsequent assessments that will inform the institution about the effectiveness of the changes made. – HLC Reaffirmation Review, p. 42

For links to the assessment page for each of the following, go to
https://www.emich.edu/assessment/unitsaaessment.php
- College of Arts and Sciences
- College of Business
- College of Education
- College of Health and Human Services
- College of Engineering and Technology
- General Education
- Graduate School
- Retention Programs (e.g., BrotherHOOD/SisterHOOD; Trio 3S; Edge; and G2C)
- Student Affairs & Student Services
- University Library

College: College of Education
Academic Year: 2020-21
Submitted by: Beth Kubitskey
Date: August 23, 2021

The assessment report should address all five items. *This template is designed to encourage you to consider and provide examples of how assessments have enhanced students' learning, or opportunities for students to learn or to demonstrate success. Therefore, reshape and describe distinctions critical to your program(s).*

1. **Assessment processes:**
   Provide an overview of your unit's assessment program. Briefly describe expectations of programs or units in observing, charting and representing how well students have met selected learning outcomes. Provide a representative template used by programs to report assessment findings.

   Most of the programs in the College of Education are nationally accredited. The graduate Counseling programs are accredited by CACREP, the Communication Sciences & Disorder's graduate programs are accredited by ASHA, and all educator preparation programs are accredited by CAEP. All require measuring of candidates'/students' learning with valid and reliable instruments. All require annual reporting to their accreditor in addition to the complete review every 7 (CAEP/ASHA) or 8 (CACREP) years. The COE has sophisticated data collecting mechanisms to address accreditation standards, including assessments and rubrics housed in Via (formally LiveText), Canvas, and Calipso from CAPCSD. We took the experience with these reporting requirements to come with a systematic plan for program review. The following plan was designed in Winter 2021 and may be adapted based on the call by the provost office. This is the tentative plan.

   The COE is planning a shift in the assessment system that will allow for information to be collected, while creating a mechanism for programmatic continuous improvement that attends to accreditation. The draft approach was presented in Winter 2021. (Appendix A: Sample PowerPoint).

- Sources of data: Work Center (Filemaker™), Banner, Via (new LiveText), Canvas, MTTC tests, MDE Data (surveys and effectiveness scores), Stakeholder meetings, and EMU surveys.
- Analysis of data: enrollment, student learning, candidate(student)/completer(graduate)/ employer satisfaction, and completer success.
- Using analysis of data to answer following questions:
  - Quality (See Figure 1):
    - Are the programs in compliance with state and national standards?
    - Does the program as enacted match the catalog?
    - Are candidates meeting student learning outcome?
    - How are the programs attending to diversity and how do we know successful?
    - If the program has a clinical experience, how is that working?
    - Are the program outcomes aligned with the mission, vision and goals of the COE/Dept?
    - How are the programs attending to technology and how do we know successful?
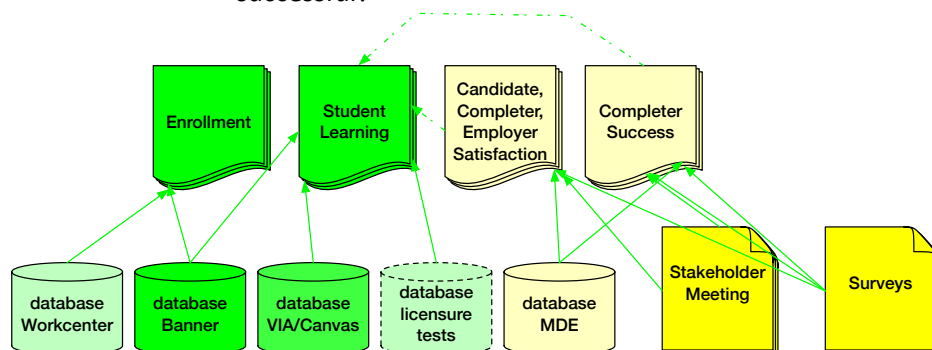

Figure 1. Data and Data Analysis Plan

  - Efficiency
    - Are there sufficient faculty to run the courses?
    - How are enrollments tracking?
    - Are courses being run efficiently? (Fill rate and available when students need them)

Timeline:
- Winter 2021: Program identifies additional data they might want (this is not the only chance)
- Summer 2021: Canvas site set up, data collected and set in the Canvas shell.
- Fall 2021: Complete draft program review to submit to assessment committee.
- Winter 2022: Assessment committee provides feedback on program review.

Long-term Timeline: Answer select questions identified at beginning of year annually.   Every three years complete a full program review, skipping year when accreditation report due.

2. **Specific examples of improvements made to courses, programs, instructional approach, etc.:**
Describe illustrative examples of how your unit "closed the loop" on assessment in the past year,

particularly implementing changes designed to improve student learning informed by data from assessment in AY 2019-2020.

New Elementary Program: The College of Education Department of Teacher Education completed an over 2-year process informing the redesign of the elementary teacher preparation program, discussed in the last two yearly reports.   The final program aligned with state standards and incorporating feedback from the stakeholders, including richer clinical experiences. This included an extensive application to the Michigan Department of Education. (See Appendix B for an example).

The creation of the program is a testament to the collaboration amongst faculty within and across departments and colleges. Select lessons learned during the process.
- Time:
  - Allow faculty time to think about how they would change the courses and allow time to grieve the loss of programs/courses. Honor the past work of faculty.
  - When the program is complex, allow for multiple opportunities for feedback, and give time to faculty and staff to provide the feedback. Seek feedback often and respond to given feedback.
  - Plan backward from when proposal must be approved by all stakeholders. Assume things will take the maximum length of time. Feedback provided early and often reduces chances of surprises.
- Iterative Design:
  - Design of programs attending to a variety of standards and stakeholders requires iteration as the program is developed. Create a mechanism to examine impact of any change to a given course on the program as a whole.
  - Continually check against meeting required standards (constraints) and preferred coverage (considerations), to ensure the program meets both the state desire, as well as the mission, vision and goals of the college and university.
  - Look at program from a variety of perspectives, looking at breadth and depth and frequency of experiences with various standards to assure sufficient coverage.
  - Develop valid and reliable instruments to examine student learning assumptions for continuous improvement of program.

3. **Changes made to student learning outcomes and/or assessment processes (if any):**
   Describe any changes to student learning outcomes or assessment processes in the last year designed to improve the assessment program.

   Example 1: Assessment plan for elementary education: The new elementary program requires evaluation over the next 5 years to assure we are meeting the standards of the state. We identified courses to measure candidate learning aligned with standards and will be working on validity and reliability:
   - SPGN 251: Lesson modification (all grade bands). P1 developing, CTP10 introduced.

- ECE 301: Child Development and Behavior Guidance Report P1 and P2 Developing, (B-K and PK-3).
- ECE 301/302: (B-K and PK-3) edTPA Clinical Performance-Based Evaluation P1 demonstrate).
- LTEC 330: Reflective Statements -7 ISTE NETS-E standards (all grade bands: P1 demonstrate.
- CHEM 315: Course Portfolio (B-K, PK-3, 3-6): P1 and P2 developing; CTP2 and CTP3 developing (in process).
- PRCT 320: Lesson (BK-3): Components 2 and 3 of edTPA : P1, P2, and P3 demonstrating, CTP1, CTP2, CTP3, CTP10, developing.
- MATH 380: Clinical Interview with a Student (BK-3): CTP3 Demonstrating.
- RDNG 302: Report on a Child's Literacy Learning (B-K, PK-3, 3-6). CTP3, demonstrating, CTP10 developing, P1. This assessment specifically focuses on the 2nd-3rd grade level.
- CURR 308: Building a Democratic Classroom (letter) & Planning an Inquiry Arc (C3 Framework-text set) (B-K, BK-3 and 3-6): SS1, SS2, SS3, SS4, SS4,P1,P2, P3, CTP10, CTP12.
- RDNG 312: Series of Literacy Mini-lessons for 3-6 classrooms (PK-3 and 3-6):. P1 demonstrating, CTP1, CTP2, CTP3, CTP10 developing
- SFCE 328W: All grade bands. Essay answering 1. What is the purpose of public schools in/for a diverse and democratic society? 2. What are the ethical dimensions of teaching in/for a diverse and democratic society? (all grade bands): P2-demonstrate
- EDUC 492L4: edTPA (all grade bands, but rubrics explicitly for elementary, early childhood, or secondary disciplines): The edTPA is a nationally normed teacher performance assessment that includes evaluating candidates on their ability to plan, implement and assess a learning segment. We locally score the assessment. P1, P2, P3 demonstrating. CTP1, CTP2, CTP3, CTP10, CTP12, CTP15 demonstrating

    (See Appendix C for sample assessment and plan for validity and reliability).

Example 2: We hosted an interim advanced program visit for CAEP accreditation. The Masters and Reading and the K-12 Administrator program (Masters and Specialist), had to present plans for assessing student learning outcomes using valid and reliable instruments. The programs demonstrated that they had sufficient plans in place to do the following: (See Appendix D sample plan).
- Our programs include the following student learning outcomes and we have plans to assess and report on at least 3 (Standard A1.1):
    - Application of data literacy;
    - Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies;
    - Employment of data analysis and evidence to develop supportive scool environments;

- o Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
  - o Supporting appropriate application of appropriate technology in their field of specialization; and
  - o Application of professional dispositions, laws and policies, code of ethics and professional standards appropriate to their field of specialization.
- Our programs have been externally recognized either by the national organization (in the case of K-12 administration) or the Michigan Department of Education (Reading) (Standard A.2).
- Our programs provided evidence that we have deep partnerships with our P-12 schools and have plans to ensure these partnerships are mutually benefitial (Standard A.2.1) and that clinical experiences are co-constructed (Standard A2.2).
- Our programs presented plans to continue to recruit from diverse populations (Standard A.3.1); that out graduates demonstrate academic achievement and are able to meet the qualifications for endorsement successfully (Standard A.3.2). We also demonstrated that we have high standards for admission (Standard A.3.3) as well as completion (Standard A.3.4).
- Our programs presented plans for harvesting data on both employer and completer (graduate) satisfaction, although the tentative area for improvement identified by the reviewers includes improving our plan to get employer satisfaction for the K-12 administration program (Standards A.4.1 and A.4.2)
- Finally, our programs demonstrated they had strong quality assurance systems, that include multiple data points with plans to ensure valid and reliable, that inform the program (Standards A5.1 and A5.2). We also have sufficient plans to use these data for continuous improvement by systematically reviewing against goals, relevant standards and benchmarks (Standard A5.3), externally benchmarking and sharing widely these analyses (Standard A5.4), and involve stakeholders (alumni, employers, school/community partners etc) in analyzing and providing feedback in the process (A5.5).

4. **Continuous improvement over time:**
To demonstrate continuous improvement over time, provide 2-3 examples of a program's effort to "close the loop" of a 2-3 year assessment cycle. That is, use examples from programs that show evidence of assessing student learning, implementing changes, and demonstrating how the changes improved student learning.
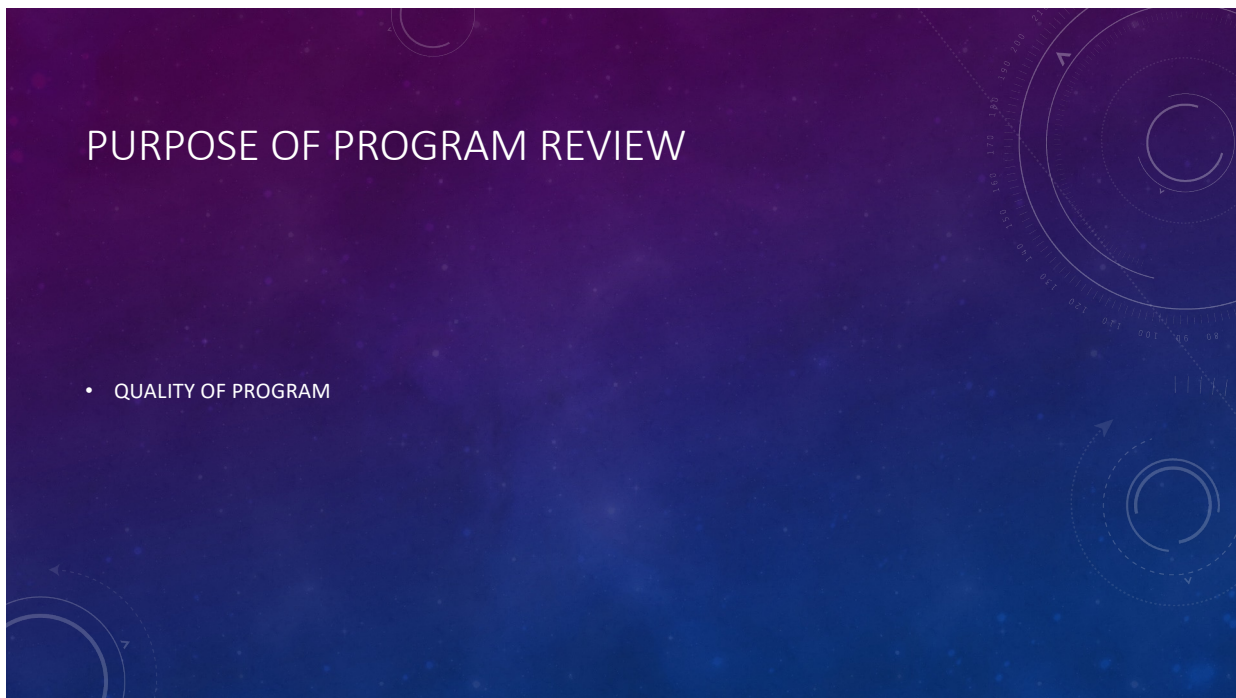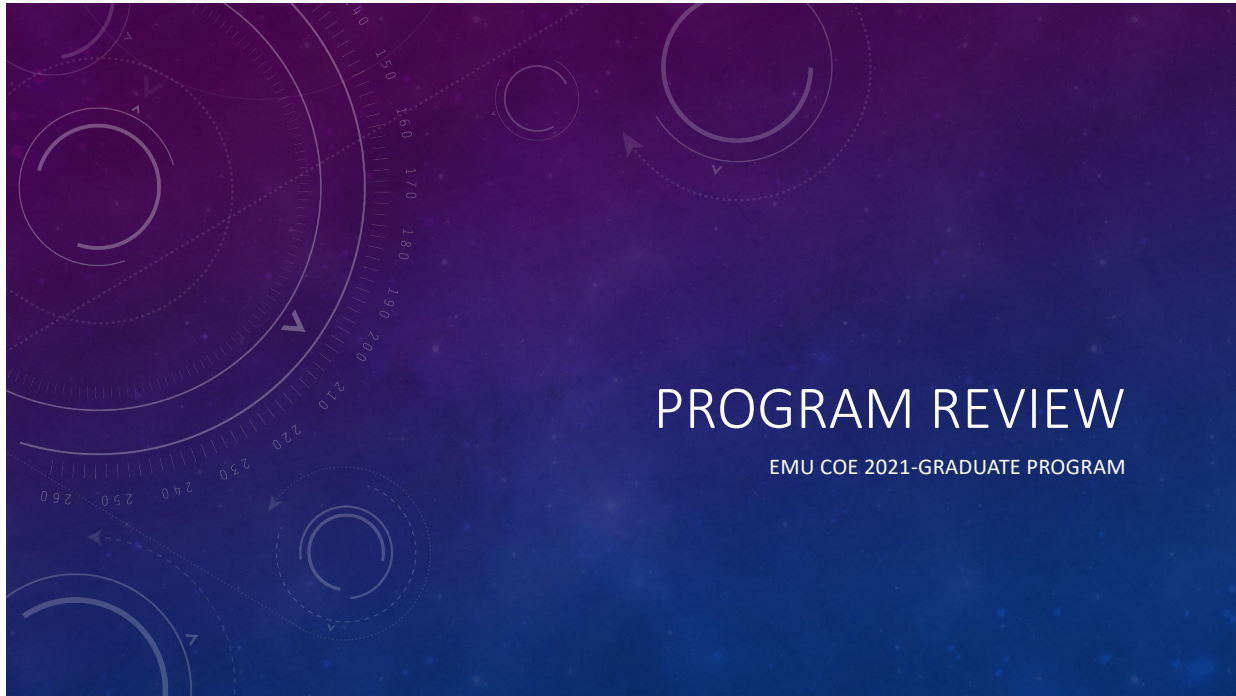
Example 1: MTTC test score analysis. The analysis of the MTTC scores and subsequent change in programs and the hiring of a GA to act as an MTTC coach has increased our pass rate on the MTTC scores despite the fact that we anticipated a possible dip with the removal of the requirement of set ACT scores for admission to the program (allowing access to more people who may not have had the same test taking ability).

Example 2: Elementary Program Design – discussed above.

5. **Goals for AY 2021-2022:**

List and briefly describe goals for the next academic year, particularly noting how the goals emerged from observations from the current year. This section sets up the foundation for next year's action and will serve as a reference for next year's report (see item #2 above).

- Goal 1: Complete pilot cycle of annual component of program review.
- Goal 2: Use data to develop middle and high school mathematics and English language arts programs, including SLO and plan for valid and reliable assessments.
- Goal 3: Create revised special education majors with SLO and plan for valid and reliable assessments.
- Goal 4: Start work on validity and reliability of instruments for new elementary program, masters in reading and K-12 administrator programs.

Appendix A: Sample Presentation

PROGRAM REVIEW

EMU COE 2021-GRADUATE PROGRAM

PURPOSE OF PROGRAM REVIEW

- QUALITY OF PROGRAM

LEADERSHIP AND COUNSELING

Doctoral Program

- Educational Leadership [Ph.D.]

Specialist Program

- Educational Leadership [Sp.A.] (CAEP?)

Masters Program

- Clinical Mental Health Counseling [M.A.] (CACREP)
- College Counseling [M.A.] (CACREP)
- Educational Leadership – Administrative Leadership in Higher Education [M.A.]
- Educational Leadership – Higher Education/Student Affairs [M.A.]
- Educational Leadership – K-12 Administration [M.A.] (CAEP)
- School Counseling [M.A.] (CAEP)

SPECIAL EDUCATION AND COMMUNICATION SCIENCES & DISORDERS

Specialist Program

- Special Education [Sp.A.]

Masters Program

- Autism Spectrum Disorders [M.A.] (CAEP?? - maybe initial)
- Communication Sciences and Disorders [M.A.] (ASHA)
- Learning Disabilities [M.A.] (CAEP?? – maybe initial)
- Special Education [M.A.]
- Special Education [MAT] MATs are CAEP with initial programs.

TEACHER EDUCATION

Doctoral Program

- Educational Studies [Ph.D.]

Specialist Program

- Educational Studies [Sp.A.]

Masters Program

- Curriculum and Instruction [M.A.]
- Early Childhood Education [M.A.]
- Educational Psychology [M.A.]
- Reading [M.A.] (CAEP)
- Social Foundations and Community Education [M.A.]

SOURCES

database Workcenter

SOURCES

database
Banner

database
Workcenter

SOURCES

database
VIA/Canvas

database
Workcenter

database
Banner

SOURCES

database Workcenter | database Banner | database VIA/Canvas | database licensure tests | database MDE | Stakeholder Meeting | Surveys

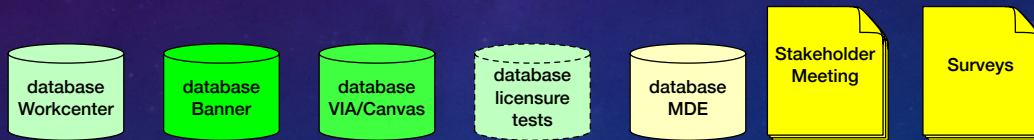## SOURCES

Enrollment

database Workcenter | database Banner | database VIA/Canvas | database licensure tests | database MDE | Stakeholder Meeting | Surveys

SOURCES

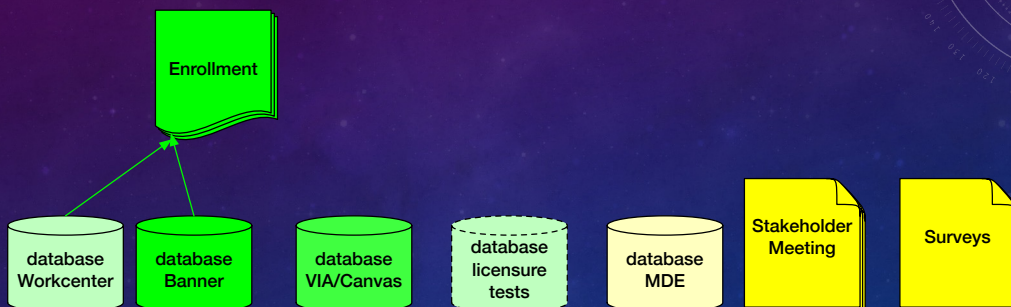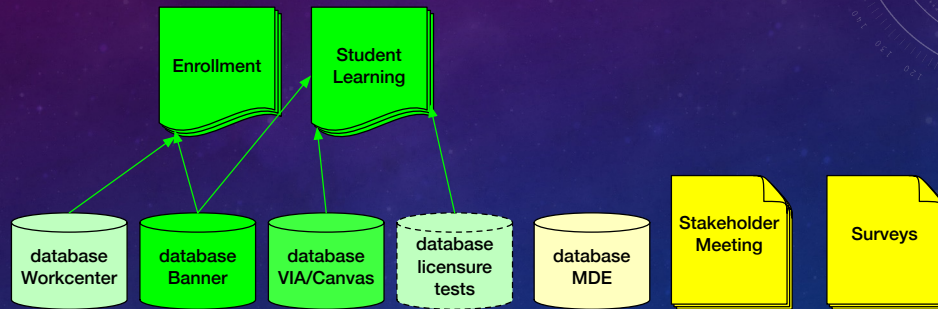# INFORMATION
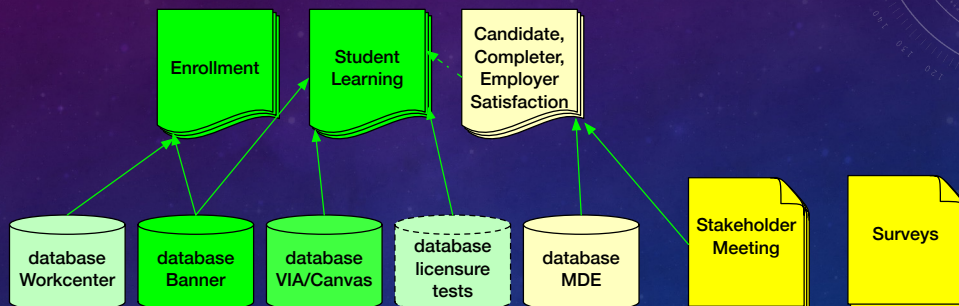
INFORMATION

QUESTIONS - QUALITY

Are the programs in compliance with state and national standards?	Does the program as enacted match the catalog?	Are candidates meeting student learning outcome?	How are the programs attending to diversity and how do we know successful?

If the program has a clinical experience, how is that working?	Are the program outcomes aligned with the mission, vision and goals of the COE/Dept?	How are the programs attending to technology and how do we know successful?

QUESTIONS - EFFICIENCY

ARE THERE SUFFICIENT FACULTY TO RUN THE COURSES?

HOW ARE ENROLLMENTS TRACKING?

ARE COURSES BEING RUN EFFICIENTLY? (FILL RATE AND AVAILABLE WHEN STUDENTS NEED THEM)

IMMEDIATE TIMELINE

Winter 2021: Program identifies additional data they might want (this is not the only chance)

Summer 2021: Canvas site set up, data collected and set in the Canvas shell.

Fall 2021: Complete draft program review to submit to assessment committee.

Winter 2022: Assessment committee provides feedback on program review

LONG-TERM TIMELINE (NON-CACREP)

Annual review based on selecting something to work on, look at.

Every three years submit program review.

Programs with external accreditation will "skip" the year the program report is being created.

- https://jamboard.google.com/d/14rI-SGzcssmJ6i9W-TT-Ry1c4eZK3eUiofwZToE8k2M/edit?usp=sharing

Appendix B: Sample MDE Application Material for 3rd-6th

3-6 Application: Please note- This was uploaded into a text box application and included evidence. This is the narrative and some of the evidence. It is not complete, but an example.

Program Description 1: Context and Capacity:

EMU's foundation began in preparing educators. As the second oldest university in the state, and the oldest teacher preparation program west of the Alleghenies, educator preparation has always been a university-wide commitment. The Department of Teacher Education, in the College of Education, will house this program. The program is supported by another department in the college and two additional colleges at the university, discussed below.

The following information informs our reform that is critical in understanding the context in which this program was designed. This program was not designed as a compliance exercise. EMU used this opportunity to re-envision our preparation program, continuing to incorporate key components that align with our mission, vision and goals and areas of strength. To do this, we spent 6 months interviewing stakeholders, including school administrators, teachers, instructors/faculty, local community leaders, students, graduates etc. We looked for key components to drive this re-envisioning. Examples of key findings from stakeholders: a need for more special education instruction, teaching English as a second language instruction, attention to social emotional learning, and flexibility for completers with respect to placement (2 or more endorsements at graduation). We realized our long standing commitment to social justice needed to be sustained through specific courses (intro class (EDU 101) to the seasoned SFCE 328W) while infused in all courses. We value the breadth of knowledge needed for a well rounded teacher, and still require 2 courses in the arts. Finally, we recognized the continued importance of candidates leaving with a strong ethical compass. In addition to including in program course work, we added a quiz-like exercise on the Michigan Education Code of Ethics to successfully transition through the first checkpoint. These guiding principles (among others) set the context for the work that we do, and we have the resources to make it happen.

Faculty:
Teacher Education Dept. (TED): TED has 5 program areas: Educational Technology, Social Foundations, Curriculum, Educational Psychology, and Early Childhood. Presently TED includes 20 tenure/tenure-tracked faculty, 1 full-time lecturer, 20 part-time lecturers.

Special Education and Communication Sciences & Disorders Dept. (SECSD): SECSD includes faculty across 5 program areas: Audiology and Speech Pathology, Autism, Cognitive Impairment, Emotional Impairment and Physical and Other Health Impairment, although faculty may hold appointments in multiple areas. SECSD has 15 tenure/tenure-tracked faculty, 18 part-time lecturers, and 3 clinical educators.

We have over 20 part-time and 1 full-time student teaching supervisors.

The College of Arts and Sciences houses 13 departments invested in teacher education: Biology (2), Chemistry (2), Physics (2), Geology and Geography(0), English (2), History (1), Political Science, Economics, Mathematics (4), Music (2), Art (2), Communication, and World Language (4). With the exception of Political Science, Economics, and Communication (and Geology and Geography for this moment due to a faculty position not filled), all departments house tenured/tenured track faculty with a P-12 education focus (21 in total). This is a testament to EMU's commitment to teacher preparation from a university level. Our secondary programs are housed in the home department of the majors, lending to that intentional expertise.

College of Health and Human Services provides a course from the Department of Health and Human Performances with expertise in health and physical education needs of children.

Program area faculty and partners were integral in the creation of this proposed program, built on a position of strength, and created with the attention needed to meet the needs of today's and tomorrow's children.

Resources: EMU has the following resources to support our candidates. EMU has a COE devoted advising office with 3 professional advisors. COE has a Director of Student Success, an academic professional, who (in addition to advising) coordinated student success initiatives. For example, the Director convened a group of faculty and administrators to examine student retention and completion. Through this research we developed additional means of advising candidates and streamlined programs of study to increase the efficiency for candidates to complete.

Our Clinical Experience Coordinator manages student teaching and will be assisting with the new additional clinical experiences. The coordinator also has a dedicated secretary who assists with the work. In addition, TED is hiring an Early Childhood Professional Technical Assistant who will assist in coordination of infant and toddler and pre-kindergarten placements and teach some early childhood courses.

COE has two data management systems.   FileMaker Pro database (Work Center) houses candidate information (application data, grade points, civil criminal conviction, etc). EMU records candidate performance data on key assessments in LiveText (now Via) since 2006. We are adopting a new component, the Field Experience Module, that will allow us to track candidates' field experiences using data on the placements from the national database, allowing each experience to be evaluated. This is discussed later when we talk about monitoring types of clinical experiences.

EMU COE has an associate dean of students and curriculum dedicated to maintaining continuous improvement systems to inform quality program design, meet national accreditation standards and allow for communication amongst programs.

Finally, EMU has a rich history with a variety of partners from across the state(discussed in detail below).

Program Description 2: Assessment System:

EMU COE has a long history of harvesting data regarding candidates' achievement throughout the program. Below is a list of key assessments. Note: these are not the only courses where we look at student performance. At any time a candidate may be evaluated with a disposition assessment, although it is targeted in specific classes. See sections 3 and 4 for application to CTP and P1-P3.

We have key assessments across the professional courses intentionally designed to harvest information of candidates as they move through the system. Candidates begin submitting key assessments their second year in the program (although some may take the courses during their first year). Our intention is to monitor students' progress through the program. (Note: MATH 381 and PRCT 325 substitute for MATH 380 and PRCT 320 in PK-3 and the internship will be in a 3-6 classroom). All Key Assessments uploaded as additional evidence.

The following key assessments are collected from roughly the Fall of the sophomore year through the end of the program in the order as presented. Note: For classes yet to be run, many of these are in draft form.

SPGN 251: Lesson modification (all grade bands). P1 developing, CTP10 introduced (see additional evidence Key Assessment: SPGN 251 Lesson Modification).

LTEC 330: Reflective Statements -7 ISTE NETS-E standards (all grade bands: P1 demonstrate (see additional evidence: Key Assessment: LTEC 330 Reflection).

CHEM 315: Course Portfolio (B-K, PK-3, 3-6): P1 and P2 developing; CTP2 and CTP3 developing (in process) (see additional evidence: Key Assessment CHEM 315 Portfolio).

PRCT 325: Lesson (3-6): Components 2 and 3 of edTPA : P1, P2, and P3 demonstrating, CTP1, CTP2, CTP3, CTP10, developing (see additional evidence Key Assessment: edTPA PK-3). Although this appears to be the same as PRCT 320, it is with a different grade band and will cover different subject matter.

MATH 381: ASSIGNMENT (6th grade): CTP3 Demonstrating (see additional evidence: Key Assessment: Math 381 Interview). Note: we recognize the challenge of securing a 6th grade all inclusive clinical experience due to the nature of schools in the area. Thus we intentionally have candidates work with a 6th grade student in MATH 381 about rational to ensure experience with 6th graders.

RDNG 302: Report on a Child's Literacy Learning (B-K, PK-3, 3-6). CTP3, demonstrating, CTP10 developing, P1 (Key Assessment: RDNG 302 Literacy)

CURR 308: Building a Democratic Classroom (letter) & Planning an Inquiry Arc (C3 Framework-text set) (B-K, BK-3 and 3-6): SS1, SS2, SS3, SS4, SS4,P1,P2, P3, CTP10, CTP12(Key Assessment CURR 308 Inquiry Arc).

RDNG 312: Series of Literacy Mini-lessons for 3-6 classrooms (PK-3 and 3-6):. P1 demonstrating, CTP1, CTP2, CTP3, CTP10 developing (Key Assessment RDNG 312 Mini Lessons).

SFCE 328W: (all grades) Essay answering 1. What is the purpose of public schools in/for a diverse and democratic society? 2. What are the ethical dimensions of teaching in/for a diverse and democratic society? (all grade bands): P2-demonstrate (Key Assessment SFCE328W Essay).

EDUC 492L4: edTPA (all grade bands, but rubrics explicitly for elementary, early childhood, or secondary disciplines): The edTPA is a nationally normed teacher performance assessment that includes evaluating candidates on their ability to plan, implement and assess a learning segment. We locally score the assessment. P1, P2, P3 demonstrating. CTP1, CTP2, CTP3, CTP10, CTP12, CTP15 demonstrating (Key Assessment: edPTA PK-6).

Professional: How measured.   Not all professional components are in each assessment, but the breadth of assessments allows us to catalogue for compliance, identify programmatic strengths and weaknesses for continuous improvement, and diagnose individual candidate level challenges that may need remediation. As you can see, the three professional standards are explicitly evaluated at both the developing and demonstrating levels throughout the courses work. In addition, candidates are required to have a C or better on each assignment and in each class. Grades also act as a check for learning of the professional standards. (See additional evidence: Key Assessment Schematic - Professional Standards). In addition, we are updating our professional dispositions assessment, which is included in course work as well as something that can be filled out by anyone with interaction with the candidates.

Core Teaching Practices: CTPs are embedded in our program, addressed below. Our key assessments also measure the use of the CTPs, some explicitly targeting the practice (MATH 381 for example), while others are components of a broader assessment (CURR 308 and CHEM 325 for example). The CTPs (1,2,3 and 10) are all demonstrated in the EDUC492L4, PRCT325, MATH 381, RDNG 302 and ECE 302 with children. In addition, candidates develop these practices in CHEM 325, CURR 308, RDNG 312. (Key Assessment Schematic - Core Teaching Practices).

Infrastructure: EMU began using LiveText to collect student performance data on key assessments in 2006. We transitioned to Via (next generation LiveText) in 2018. Candidates purchase a subscription to Via and complete the key assessments in that site. This allows for common rubrics to be used across a given course. Candidate level data is also stored in Via, which allows for data to be disaggregated by major/minor/demographics etc., for meaningful analysis. We have successfully used this platform for SPA, NCATE and CAEP reporting. In addition, Via has just introduced a Field Experience Module (FEM) that will allow us to track clinical experiences and also have hosts for the clinical experience provide evaluations of the candidates. This will allow us to monitor types of placements to ensure a given individual gets a breadth of experiences prior to completing the program. We will harvest these data and other performance indicators, for annual review.

Program Description 3: Professional Standards:

See additional evidence "3-6 Professional Standard Sequence- All Courses" for the sequence of courses and where addressed. Note many of the courses are the same as the PK-3 except where noted as 3-6 specific.

P.1. Learner-Centered Supports. As with PK-3, most classes include one component or another of P1. We describe the courses here, and then reference when discussing P.2 and P.3. See Sections 4-7 for detailed description of the courses.

Introducing: At the beginning of their program, candidates are introduced to P.1. standard competencies. BIOT100 and PSCI100 introduce components of this standard in the context of teaching disciplinary knowledge for aspiring teachers (see Science). EDU101 Teaching and Learning for a Diverse and Democratic Society explores historical perspectives and cultural influences in education impacting today's classroom and school practices, examining sociocultural and constructivist theories and practices as they relate to relationships and child-centered teaching and learning within school communities, while exploring the path to becoming a professional educator. As such, this course introduces students to many of the P.1. components.

Developing: P.1. competencies can be developed at all levels (all B-12), elementary level (PK-6), grade band specific level (3-6), scaffolding candidate development. All levels and PK-6 are the same as the PK-3.

All levels: SPGN251 (special education) is a comprehensive introductory course on teaching exceptional children at all grade levels (see Key Assessment).

PK-6: In response to analyzing our program against the standards, feedback from our stakeholders, and reflecting on our mission, goals and vision, we decided to have specific courses for teaching the arts and a course for health and physical education. Candidates select two courses from CTAR220 (theater), MUED220 (music) or ARTE220 (art) - designed for PK-6 teachers. In addition we created HLED200: Healthy Classrooms in the Elem School Setting to address the needs of teaching children with trauma and attend to social emotional learning in addition to physical health in response to both the stakeholders, the standards and our priorities. We determined that a civics literacy course needed to be created to combine the standards needed for teaching PK-6 content standards (SFCE360) that also incorporates P1 stds. EDPS/ECE330 is the assessment course created by faculty from early childhood and educational psychology, intentionally infuses assessment strategies at all PK-6 grade levels. RDNG 302 - Literacy in Grades PK-3 is also required for the 3-6 grade band as we understand that students in these classes will come with a variety of literacy needs and teachers need to be prepared to support those students.

3-6th specific content courses that develop P.1 standards include ENG305 (Writing) and CHL355 Children Literature for 3-6 , MATH381 Teaching Mathematics in Elementary School, RDNG 312 for 3-6th and ESSC 302 Essentials of the Earth System for Elementary Teachers.

Demonstrating: Many "demonstrating" courses include key assessments-see additional evidence.
All levels: LTEC330 (technology), SPGN351(special education), EDPS222 (developmental psyc) are foundational courses. LTEC330 and SPGN351 are towards the end of the program-candidates complete activities aligned with their endorsement areas. (See evidence Key Assessment LTEC330).

PK-6: CHEM315 (science methods), CURR308 (social studies methods), TSLN251 (English as a second language methods) include opportunities for candidates to demonstrate P1 standards. TSLN251 Introduction to Working with Linguistically and Culturally Diverse Learners was created based on stakeholder feedback. (Key Assessment CHEM315)

3-6: MATH381 (Math methods) and RDNG 302 (literacy methods) are specifically designed to allow candidates to demonstrate P.1 standards with children. PRCT325 (3-6) and EDUC492L4 is the student teaching experience in a 3-6 classroom. (See Key assessments with each of these courses).

Standard P.2: Below we just list the course if described above.
Introduced: All Levels: EDUC101, SPGN251. PK-6: BIOT100, HLED200
Develop: All Levels -SPGN351&SFCE360. PK-6 -EDPS330, CURR 308&CHEM315. PK-3-RDNG301.
Demonstrating: All Levels - SFCE 328W: This social foundation course helps candidates develop as professionals (See Key Assessment). PK-3-PRCT325 3-6& EDUC492L4

Standard P.3.
Introduced : All levels -SPGN 251
Developed: All levels-EDPS 222&SPGN 351. PK-6: HLED 200&EDPS330.
Demonstrated: 3-6-PRCT325 K-3&EDUC492L4

CTP in Clinical experiences: See key assessment additional evidence for specifics.
EDU101: All 4 CTP are introduced.
SPGN351: Candidates teach a multisensory structured literacy lesson for a student with a reading disability to demonstrate CTP2: Explaining and modeling content.

PRCT325: CTP 1, 3 and 10 demonstrated and assessed. CTP 2 developing. See Key Assessment edTPA.

MATH381: Demonstrating all 4 CTP, Key Assessment measures CTP 3

RDNG302: Course includes all 4 CTP, Key Assessment measures: CTP3 and CTP10.

EDUC330 (Assessment): Develops CTP10 as the candidate is required to incorporate knowledge of home in their "observation report." and demonstrating CTP 3 through their design and implementation of a performance based or naturalistic assessment.

EDUC492L4: All 4 CTP demonstrated and assessed (see Key Assessment edTPA).

Program Description 4. Literacy Standards:

The literacy courses in the grades 3-6 endorsement program are the product of a collaborative effort by faculty from the departments of Teacher Education, English, and World Languages (TESOL). Recognizing the goal of providing education more closely aligned with early elementary grades, the English department faculty members worked closely with the Reading professor heading the workgroup to design coursework aligned with their respective areas of expertise. A professor in English Education (specializing in Writing) designed a course specifically for the teaching and learning of writing in 3rd-6th grades, ENGL 305 Teaching Writing in Grades 3-6. A professor in Children's Literature took the lead on designing a course, CHL 355 Children's Literature in Grades 3-6, specifically for teaching and learning about children's literature for children in grades 3-6.

As anchors in the 3-6 literacy strand, we have 2 courses designed by Reading faculty: RDNG 302 Literacy in Grades PK-3, and RDNG 312 Literacy in Grades 3-6. Although this strand focused on children in upper elementary grades, we included the course in literacy for early elementary grades because we know the range of literacy abilities any elementary teacher is bound to encounter in their classroom. In order to best serve the needs of students who are performing below grade level, for example, the upper elementary teacher needs the knowledge and skills required to effectively meet the needs of those children. This could include students with specific learning disabilities or students who are English Language Learners. It is also important for upper elementary teachers to know the foundational literacy skills children should have acquired in the early elementary grades. Having this knowledge allows for better articulation across grades and smoother transitions for students.

There is a key program assessment in each of the core literacy courses. In RDNG 302, teacher candidates will spend time connecting with a child in second or third grade, learning about this child as a literacy learner. The assessment requires the candidate to use various techniques (e.g., interviewing, conducting assessments, examining student work samples) to learn about

the child in terms of motivation and ability in various aspects of reading and writing. After gathering this data, the candidate will write a summary and offer suggestions for "next steps" to help this child progress in literacy learning.

In RDNG 312, the key assessment requires candidates to construct a series of literacy mini-lessons appropriate for use in a grade 3-6 classroom. This is intended to have candidates apply theories of learning and instruction learned in class to planning for classroom instruction. It should be noted that while some of the mini-lessons seem more appropriate for students in grades prior to grade 3 (e.g., print concepts, phonological awareness, phonics), teacher candidates may design such focused mini-lessons for English Language Learners or students with special needs who require more attention to these early aspects of literacy learning.

Developing these courses required faculty to attend to all of the literacy standards in terms of the content knowledge required, the pedagogy associated with each area, and the assessment of each area. The placement of our key assessments reflects the cyclical nature of teaching in that we plan (key assessment for RDNG 312), we instruct (key assessment in either PRCT 320 or PRCT 325, in which candidates implement the teaching and reflection segments of edTPA in either literacy or math), and we assess (key assessment for RDNG 302), knowing those assessments inform our next round of planning (illustrated by the suggestions segment of the RDNG 302 assessment). Because this is a cycle, one can enter at any point. This fits perfectly in a literacy strand of courses when students are not required to take the courses in a prescribed sequence, although there are certainly recommendations.

In addition, we require our candidates to take writing and children literature classes specifically designed for aspiring grades 3-6 teachers. ENGL 305: Teaching Writing In Grades 3-6: A course introducing approaches and strategies for teaching writing to students in grades 3-6. Focus on process-based approaches, writing-to-learn, reflective writing, writing in various content areas and genres,and authentic assessment. Students will develop their own writing portfolio. Teacher candidates will learn the research base for written composition instruction at the 3rd-6th grade levels and practices that support that research base. CHL 355: Children's Literature in Grades 3-6: Students will study a variety of texts (picture books, novels, comics, nonfiction, and digital texts) appropriate for sharing with readers in the upper elementary grades; will learn to evaluate and analyze literature for children; and will learn strategies for selecting and teaching a diverse set of classroom books for grades 3-6. Each of these courses was created especially for the new program, aligning to the MDE standards. See 3-6 Literacy Standards Mapping additional evidence for standards tagged to courses).

Program Description 5 Mathematic Standards:

The sequences of elementary mathematics courses for 3-6 are: Math 180, Math 280, and Math 381 (Teaching Math in Elementary School). We redesigned all courses based on the following principles: Professional Standards, Core Teaching Practices (CTP), and Core Mathematical Content Standards. These principles are perceived as intertwined and developed across each sequence.

As we experience the effect of globalization on the types of skills required by the continuously changing jobs, our future teachers need the ability to support students in developing mental tools to make sense of mathematics. Candidates learn research–based strategies that help students develop a relational understanding of mathematics and become confident in their ability to do mathematics (P2 opq). Candidates improve their mathematical knowledge while learning about how students learn mathematics and how to adapt their instruction based on each student's needs (P1 acdefgh). Candidates complete activities and reflections that support their own development of essential abilities for becoming effective teachers of mathematics . At the end of our sequence, candidates develop the mindset of being lifelong learners, become self-aware and reflective, learn how to be a team-member, learn to look for and accept change, develop a positive disposition toward teaching mathematics, become persistent and learned to embrace challenges (P2 cd).

As stated in PK-3 application, we designed courses using the research-informed framework of CTP, including 10 mathematics teaching practices that promote a deep learning of mathematics: build respectful relationships with students (M1), implement norms and routines for mathematical discourse and work, establish mathematics goals to focus learning, use and connect mathematical representations, facilitate meaningful mathematical discourse, pose purposeful questions, build procedural fluency from conceptual understanding (M2), support productive struggle in learning mathematics (M4), and elicit and use evidence of student thinking (M3). The sequence is designed to follow the learning cycle: introduce, prepare, enact and analyze. The "introduce" and "prepare" stages of the cycle are covered in Math 180 and Math 280. In Math 381, candidates rehearse and enact the practices and afterwards reflect.

Math 180 (PK–3 and 3–6) covers mathematical modeling, geometry, measurement, and data analysis, presented through the context of attribution, counting and whole number representation, early fraction representation, whole numbers and operations, fractions, decimals, and operations (M5– M8). Candidates are introduced to three CTPs: leading a classroom discussion, explaining and modeling content, practices, and strategies, and eliciting and interpreting individual students' thinking (CTP1/2/3). They study representations of each

practice through instructor modeling and classroom video studies. Instructors explicitly describe instructional and pedagogical decisions as they model each practice. Classroom discussions practice help students to decompose the practice.

MATH 280 (PK–3 and 3–6) includes mathematics content core areas of numbers, number computation, number theory, fractions, decimals, and algebraic reasoning (M9–M20). Candidates prepare and rehearse the core practices that were introduced in MATH 180: leading a group discussion, eliciting and interpreting individual students' thinking, and explaining and modeling content, practices, and strategies (CTP1/2/3). Candidates are given opportunities to rehearse the practices through role playing and microteaching. In addition to problem sets, projects, and exams, students lead a "math talk", analyze classroom videos/lesson transcripts, interpret children's work, and evaluate digital instructional tools.

MATH 381(3–6) is the grade band specific methods course that focuses on developing competencies with teaching practices associated with building relationships, planning and sequencing of lessons, developing and using assessments, and enacting instruction as well as developing the mathematical knowledge for teaching concepts and operations of whole numbers, fractions, and decimals (M5–M12). Candidates build upon and apply the core practices that are introduced and developed in MATH 180 and MATH 280. These CTP are integrated with candidates' development of their competencies with respect to the Mathematics-Specific Teaching Practices given in MDE standards M1-M4. Candidates engage in learning experiences via videos and transcripts of classroom instruction and student interviews, lesson plans and curricular materials, artifacts of Grades 3-6 children's work, and field experiences involving Grades 3-6 children in both one-on-one and classroom settings. Candidates will be assessed via written assignments wherein they:
analyze mathematical instruction from classroom videos and lesson transcripts,
plan and evaluate mathematical tasks, activities, lessons, and sequences of lessons,
elicit and interpret individual students' thinking on mathematical tasks from videos and/or transcripts of student interviews, and/or written assessments
report, reflect, and analyze field experience.

Candidates will be assessed via presentations to their peers wherein they:
-perform mathematical explanations and lead a group discussion via a "math talk"
-model, analyze, and evaluate student's thinking on a mathematical task
-summarize and reflect upon field experiences

The Key Assessment is with a 6th grader to ensure candidates have experience with this age group.

Program Description 6: Science Standards:

EMU has faculty in the disciplines that specialized in teaching content to elementary age children. PSCI 100 aligns with the NGSS physical science and engineering standards (K-8th) and select earth and space science (K-2), BIOT 100 aligns with Life Science (K-8th), ESSC 302 aligns with Earth and space science (K-8th) and Chem 315 aligns across the disciplines. We believe it is important for our candidates to have knowledge beyond that of the children they are teaching and this additional horizon knowledge allows them to make better decisions when teaching. All courses are specifically designed for elementary teachers. PSCI 100, BIOT 100 and ESSC 302 teach content in the context of pedagogy and CHEM 315 teaches pedagogy in the context of content. Below we expand upon the discussion of the courses from the PK-3 application.

Note: The two initial courses (BIOT 100 and PSCI 100) allow us to meet both the MACRO requirement for transferability from our community college partners (2 general science courses) as well as our university gen ed requirements. This allows a more seamless path for our completers. Both courses are typically taught in the 3 contact hour content (online or face-to-face) with a 1 contact hour lab weekly. Course time is spent engaged with the disciplinary knowledge, with demonstrations and examples that are relevant for elementary teachers. Labs are designed to specifically align with activities that can be done in an elementary school. Note: Core knowledge=Michigan K-12 Science Standards. These courses are discussed in detail in the PK-3 application and we refer the reviewer to that document for more information on these courses.

PSCI 100 Physical Science for Elementary Teachers is a content course that subsumes pedagogical context. As discussed in PK-3, the course covers all 8 professional science standards. In addition, PSCI 100 introduces concepts of engineering in the lab associated with the class, having candidates apply engineering design principles and then report on how those can be adapted for the classroom. Past samples include the egg drop lab and the balloon races (S.2). This is especially important to meet the 3-6 science standards. An essential component is this course is specifically designed to scaffold the application of knowledge through the whole K-6th grade level, thinking about how these content would be adapted for the different learner. Thus labs and activities are designed to be applicable for early to upper elementary students.

BIOT 100 Life Science for NGSS Elementary Educator: This course for future elementary school educators models three-dimensional science teaching and learning by engaging teaching candidates in scientific practices and applying crosscutting concepts to develop a deeper understanding of life science core ideas. In doing so, the course promotes an understanding of life science concepts necessary to teach pre-K to 6th-grade students as identified by the Next

Generation Science Standards (catalog description). As we showed in the PK-3 application, this course covers the 8 science standards. It also includes intentional attention to cross cutting concepts, as required of the 3-6 (S4). In addition, the learning is couched in adapting for different learner's developmental needs by having students apply to a variety of settings.

ESSC 302 Essentials of the Earth System for Elementary Teachers is designed explicitly to cover the content needed for Michigan science content standards aligned with NGSS for 3rd-middle school for ESS1: Earth's Place in the Universe, ESS2: Earth's Systems, and ESSC3: Earth and Human Activity. Infused with pedagogy, this course attends to introducing P1 standards. Although primarily a discipline course, it will be taught in the context of intentional introduction of CTP 2 (explaining and modeling), 3 (eliciting and interpreting), 4 (diagnosing particular common patterns of student thinking, and 5 (implementing norms and routine). It includes a phenomena-based approach through examining themes in the discipline (S.1), engages candidates with the practices through the blended lecture/lab based approach (S.2), the disciplinary core ideas (see above, S.3.), and the crosscutting concepts (through interdisciplinary application of the sciences, S.4). The course models the 3D approach (S.5), and allows candidates to act as sense-makers (S.6).   The course will model pedagogical strategies that support culturally relevant sense-making in a 3D environment (S.7) and pedagogical strategies that support culturally relevant sense-making in 3D learning (S.8), which are actively applied in CHEM 315.

CHEM 315 Green Chemistry and the Environment for Elementary Teachers was discussed in detail in the PK-3 application.. Of particular importance is the attention to application of science to real world situations. This is the ideal context to allow candidates to learn to "explore questions of context of science learning and leverage learners' multiple community experiences to provide access to high quality science learning experience for all learners," in the context of phenomena-based interdisciplinary learning. This is accomplished by studying meaningful science in the context of real world situations that are community based through 3D science teaching (S.8.a, 3-6 standards).

Program Description 7: Social Studies Standards:

The social studies content courses were discussed in detail in the PK-3 application. We require the same courses for both grade bands. We recognize this includes horizon knowledge for the PK-3 candidates, but due to the breadth of knowledge needed to adequately prepare teachers to teach social studies, we needed to require all courses for both. We also recognize that with the present emphasis on literacy, numeracy and STEM, having strongly prepared teachers is

necessary to ensure they are prepared for an integrated curriculum to infuse social studies into their teaching. Below is merely a repeat of that which was submitted

Social Studies is a subject area that doesn't fall cleanly into the university system. The social study standards include areas from multiple disciplines (history, political science, economics, and geography) which are covered in unique departments. We convened a group of faculty from these areas, along with faculty from teacher education, to create new courses to meet this needs of the new standards. After careful deliberation, we concluded that we could create a new history course to align with the standards and use an existing geography course. These would be discipline specific courses. We recognized that, in order to meet the needs for teachers, we needed to create a civics course to address the areas not covered in these two courses and meet the needs of the candidates. This course, as well as the social studies methods course, are offered in the Teacher Education Department, however; faculty from the discipline areas may be assigned to teach the courses. Each course is discussed below.

Hist 231 Michigan in the Development of the United States (SS.2. History) is designed to prepare Elementary Education majors to the American and Michigan history content areas that they will be expected to teach in 1st through 5th grades in the state of Michigan, and, in the process, it will introduce students to a variety of the methods historians use to study the past. Content includes History: H2 Living and Working Together, H3 History of Michigan, U1-U3 (USHG ERA 1, ERA 2 and ERA 3) and how it fits in the Western Hemisphere (student standards) . This course is not only intended to teach subject matter as fact, but also to help the candidate understand the work of a historian, attending to the P1 Reading and Communication and P2 Inquiry, Research, and Analysis student standards.

GEOG 110 World Regions (SS.3. Geography) is a Geographic evaluation of the human imprint on the world, focusing on how peoples of various societies have approached the problems of living in their natural environments and with each other. This course is a requirement for both the major and minor in geography. It examines human-environment interaction, development and the impact of globalization on patterns of land use, population, economic activity, culture, settlements, and political systems in Asia, Africa, and the Middle East and Central Asia, among other regions. This course gives special emphasis to the complexities of human-environment interaction within each region and its interconnectivity within a globalized world. It includes G1 The World in Spatial Terms, G2 Places and Regions, G4 Human Systems, G5 Environment and Society, G6. Global Issues Past and Present, as well as the National Geography Standards (student standards).

SFCE 360 Civics Education (SS.1. Civic Engagement/ SS.5. Economics) integrates knowledge from political science and economics and examines how social sciences can be used to examine civic education. Students in the course acquire a basic understanding of both the origin of government and how economic thought and theories help to explain how we function as a society. SFCE 360 presents students with an opportunity to read about, think about, and discuss these issues. In discussion, activities, and exams students are asked to apply their developing knowledge of the content and methodology of incorporating civics into the classroom and to an analysis of a variety of societal problems, as well as to an evaluation of government policy measures designed to respond to these problems. (Student Standards: C1, C2, C3, C4, C5, E1,E2, E3 P3.1, P3.3, P4.2).

CURR 308 Integrated Elementary Social Studies Methods is a study of the social sciences and humanities to promote civic competence inherent in group life. This course explores the teaching of social studies in elementary school. It is organized to cover a variety of teaching methods to acquire skills through lectures, discussions, activities, and presentations. This course focuses on candidates understanding the basic structures of the primary social studies disciplines (i.e., History, Economics, Civics, Geography) and developing pedagogical content knowledge in social studies. Social studies provided the context for candidates to learn methods to foster informed and active citizenship, explore strategies for creating an inquiry-driven classroom, and develop understanding and implementing critical literacy and critical thinking skills in investigating social studies resources. Candidates develop the knowledge and ability to plan and implement instructional practices that integrate social studies with a variety of disciplines to promote higher order thinking, deep knowledge, substantive conversations, and connections to the world beyond the classroom utilizing a C3 (College, Career and Civic Life) Framework. The teaching of content of all SS.1-SS.5 is integrated in this class, with candidates demonstrating P.1. and developing P.2. standards. Please see additional evidence "Key Assessment CURR 308 Final Project" for more details).

Program Description 8: Core Teaching Practices:

EMU has a long tradition of valuing developing candidates' practice through meaningful, intentional experiences. The Core Teaching Practices gives us a common language for intentionally incorporating these particular practices in a systematic way. Above we addressed how we assess CTPs. Our annual program review will use these data to examine the success of meeting our goals. Here we discuss how CTPs are instantiated in coursework. We decided to begin tagging courses for all the CTPs at the onset of the program design, with the intent of re-examining as we move forward. I refer the reviewers to the table to see all the courses and their inclusion of CTP, and will focus here on some key components around each of the 4 CTP

(See additional evidence "3-6 Core Teaching Practice Sequence - All Courses" for a detailed look and "Key Assessment Schematic Core Teaching Practices" for where assessed). CTP1, 2, 3 and 10 were discussed in the PK-3 application. I refer the reviewers to that application for details of the courses. Below we list the courses for those CTP, and then elaborate on the coverage of CTP 9. 12 and 15.

CTP1 Leading a group discussion: Introduced BIOT100, MATH180 andEDU101 and then reinforced in CHL355, CURR308 and RDNG302. Developed: MATH280, RDNG312. and PRCT325. Demonstrate: MATH381 and EDUC492L4/494L4. (See corresponding Key Assessments in additional evidence).

CTP2: Explaining and modeling content: Introduced: EDU101, BIOT100, CHL355 (for 3-6), MATH180, PSCI100). Developed: ARTE220, CTAR220, MUED220, MATH280, RDNG302, TSLN251, SPGN351, PRCT325 (for 306). Demonstrated: CHEM315, CURR308, MATH381 (for 3-6), RDNG312, and EDUC482L4/494). (See corresponding Key Assessments in additional evidence).

CTP3: Eliciting and Interpreting Individual Student Thinking. Introduced: EDU101, CHL355 (for 3-6) and MATH180. Developed: CURR308, EDPS222, MATH280, RDNG301 and RDNG312. Demonstrate: PRCT 325, ECE302, EDPS 330, RDNG302, MATH381 (for 3-6)) and CHEM315).

CTP10: Building Respectful Relationships with Students. Introduced: EDU101 and SFCE 328W Developed: CURR308, EDPS 330, RDNG302, RDNG312 and EDPS222. Demonstrated: EDUC492L4/EDUC494L4, MATH381 and PRCT325 (3-6).

Below we shift our attention to the additional three CTPs not addressed in the BK-3 application.

CTP 9. Setting up and managing small group work: This CTP is a very important practical practice for teaching. Candidates are introduced to the practice in courses that all PK-3/3-6 candidates take: EDU101 Teaching and Learning for a Diverse and Democratic Society and RDNG 302 (PK-3) as well as grade band specific courses (the writing courses for teachers (ENG 304 for PK-3 and ENG 305 for 3-6), the children's literature course for teachers (CHL 344 for PK-3 and CHL 355 for 3-6)). Candidates develop this skill in CURR 308 (Social Studies PK-6) and grade band specific practicums (PRCT 320 (PK-3) and PRCT 325 (3-6)). Candidates ultimately demonstrate this skill in their internship/student teaching EDUC 424L4.

CTP 12: Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction is a central tenet of EMU's program and this

process has allowed us to instantiate this throughout the curriculum in an intentional way. Candidates are introduced to this essential component in courses that all candidates take (EDU 101, SFCE 328W, SPGN 251), and grade band specific courses as well (PK-3: CHL354 and RDNG 301 Foundations in Literacy and 3-6: CHL 355). Candidates develop the ability to attend to this CTP in courses all elementary candidates take (CURR 308 SS Methods, RDNG 302 and RDNG 312) as well as grade band specific courses (Math 380 (PK-3) and Math 381 (3-6)). This is an essential CTP in our teaching English as a second language course TSLN 251. This course was added to the program based on our stakeholder feedback and analysis of surveys from the state. Candidates are well supported in learning about and developing skills around CTP 12 and are expected to demonstrate this CTP in their internship/student teaching EDUC 492L4, which is examined in the "context" component and planning commentary in the edTPA.

CTP 15: Checking student understanding during and at the conclusion of lessons. Intentional work developing candidates ability to assess student understanding is a long standing tradition at EMU. This program examination allowed us to unpack this process even more. Candidates are introduced to this concept in EDU 101, although most are probably familiar with the idea during their apprenticeship as students. Students develop specific strategies in CURR 308, CHEM 315, RDNG 302 and RDNG 312. Candidates demonstrate this ability in EDPS/ECE 330, MATH 380/381, PRCT 320/325 (and ECE 301 - however just for BK-3). The edTPA Assessment component, complete with the commentary, addresses this specifically.

Clinical Experiences:

The above experiences could include 5-6 experiences. Most examples above are in partnerships with a school and/or district and candidates in the class are placed in the same school. Thus, individuals will have the opportunity for placement in a variety of classes. In addition, all people completing our initial program will lead with an additional endorsement, so these experiences are not the only experiences they will have. We will audit at student teaching to ensure candidates have the breadth of experiences needed. We do recognize that the 6th grade opportunities in all inclusive classrooms are limited. As such, we will have candidates work with a 6th grade student in Math 381. In addition, we have worked with partners to provide 5th and 6th grade opportunities for our candidates. One example is EMU Bright Futures. Bright Futures programs meet after school for two and a half hours Monday through Thursday, 32 weeks during the school year, and 6 weeks in the summer. Students participate daily in homework help, targeted academic assistance, mentoring, and project-based learning and select from a rotating menu of clubs and activities. Clubs focus on student interests in science, the arts, technology, engineering, culinary, physical fitness, personal

development, and specific skills to support Social Emotional Learning (SEL) and a successful transition from elementary to middle, from middle to high school, and to post-secondary programs (college, university, career technical programs, etc). This site has provided a rich opportunity for our candidates in the past and can continue to do so. As such, we will provide and ensure our completers have experience across the grade band which they will ultimately teach.

Established Partnerships:

EMU's long history of partnerships with educators and districts ensure that our candidates in the teacher education program have a variety of field experiences that lead to their development as effective educators of all students. Through the years, we partnered with a variety of types of districts that reflect urban, rural, and suburban experiences. One presenting challenge that continues to inspire many of us is how to disrupt the entry-level racial identities of our predominantly white teacher candidates in ways that reflect a strength-based approach to teacher development, contributes and does not burden the practice of P-12 educators while simultaneously supporting the social, emotional, and cognitive development of P-12 students. Committed to deep partnership work, we recognize the impact of patterns that contribute to relationships that are not mutually beneficial nor contributing to the well-being of children and educators. We conscientiously build relationships first and then partnership work in support of district initiatives. By design, our EMU teacher candidates and professors benefit as much from the school, university, and community partnerships as do the students and educators in the classrooms and schools.

Example Partnership:

As often the case in teacher prep programs, our prospective elementary teachers are frequently middle-class white women who come from rural and suburban areas, having little experience with diverse urban schools. Lacking experience can lead them to feel hesitant to consider such contexts for their teaching career. Further, we are aware of the consequences of perpetuating the structural inequality, and perhaps mythology, of preparing educators for historically white suburban classrooms while we witness the actual P-12 demographics dramatically diversifying. We would be doing our students a disservice, and not addressing the broader aims of the program, by not providing them with structured, supervised opportunities to connect with and learn more about urban schools, more about schools educating predominantly black and brown children, and more about schools operating within a broader social context of inequality and inequity while understanding the impact of increasingly racially stratified communities.

In 2018, piloted a program with Estabrook Elementary School, Ypsilanti, Michigan providing students with extended, immersive experience in a diverse, under resourced, and yet very caring student and family centric elementary school. 20 teacher candidates completed a semester-long elementary curriculum methods class in the school with the required 30 hours of fieldwork that was a component of the corequisite practicum. The course and the practicum were facilitated by the same EMU professor. 19 of 20 candidates returned to Estabrook the next semester to complete the Reading methods and co-requisite Practicum courses, two courses that focus on teaching of reading in the intermediate grades across the content areas. The same professor taught both the methods and practicum blocked courses and the reading course and practicum blocked courses. In addition, a professor who taught the Life Science for Elementary Teachers course taught his class in the elementary school. Over half of the students in the Life Science course were concurrently enrolled in the reading/practicum held at Estabrook. In addition, a math professor taught her methods class on site one day a week to provide further interaction with the elementary students and educators. The boundary between the elementary classrooms and the EMU classroom became more fluid, as teachers and students at all levels moved back and forth within the school to help everyone increase their education about teaching and learning while addressing their developmental and racial identities.

This model continues to support a more practice based, context rich school, university and community partnership. Because of the early success of the school-based approach, the district was eager to establish the model at another elementary school. In collaboration with the principal, the professor established a new cohort model at Holmes Elementary School in Ypsilanti. In fall 2020, the Reading and Biology professors established The Block and were able to advise an entire cohort of 20 students to register for the Reading methods, Practicum, and Biology courses. All EMU preservice student teachers in The Block spend two full days a week at the elementary school and the professors integrate their coursework in literacy and science.

Strong collaboration between faculty and administrators from EMU and Ypsilanti Schools is core. We attend, plan, and conduct professional development experiences together. For example, faculty from EMU and YCS co-planned and co-facilitated summer institutes in 2018 and 2019. In 2018, the institute focused on developing understanding of our mutual vision of effective teachers, since this was at the inception of our partnership. The summer 2019 institute focused on family engagement, and expanded participation to include EMU students from the practicum cohort and community members. During the school year, YCS and EMU faculty joined together in professional book study groups, focusing on studying the language we use with students, fostering student resilience, and building emotional resilience in educators

(especially timely during the onset of the pandemic!) Even during the stressful times of teaching through Zoom, we remain supportive of each other and found ways to keep the mutual learning going. In monthly workshops on Zoom, several EMU and YCS educators (including the YCS Superintendent) met to continue the work begun by Carolyn McKanders, a guest presenter/facilitator who has led us in Adaptive Schools workshops. We continue to find ways to keep the valuable conversations going between our teaching and learning neighbors in Ypsilanti.

See B-K for example of PK partnerships.

Table 2.1:

Please discuss the aspects of this program that address Content Knowledge for Teaching across the full grade band span PK-3:

As discussed in the previous section, we have developed specific courses that align with the disciplinary knowledge of the candidates. Our program has always been aligned with the content knowledge for B-6th, and has adapted to meeting those teaching standards. We will briefly recap here, and refer the reviewers to the sections that address the disciplinary knowledge shared in "Program Descriptions 4-8".

Science: Content courses are specifically aligned to cover K-8 life science, K-8 physical science, and K-3 earth and space science as defined by the Next Generation Science Standards (NGSS, 2013). NGSS clusters knowledge K-2 and K-8 in their presentation. (K-8 earth and space science is covered in the additional course for the 3-6 grade band). In addition to the courses previously discussed in the PK-3 grade band, we require ECE 302 ESSC 302 - Essentials of the Earth System for Elementary Teachers to cover the K-8 Earth and space science. Candidates will be assessed for content knowledge in the courses through course grades (C or better required), MTTC tests, and as part of rubrics in key assessments for the methods courses (CHEM 315, ECE 301). (See additional evidence "Key Assessment Chem 315 Portfolio").

Social Studies: Two new courses were created, one adapted and one identified from the previous program to endure the program had sufficient coverage for the PK-3 social studies standards. The courses were ultimately designed to cover disciplinary knowledge for the K-6 students ("Social Studies: Grade Level Content Expectations"). As stated under social studies, we believe this content is essential for informed citizenry and require it for both PK-3 and 3-6.

Candidates will be assessed for course content knowledge through grades (C or better required), MTTC tests and part of the rubrics for the key assessment found in the methods courses (CURR 308). (See additional evidence "Key Assessment CURR 308 Final Project").

Mathematics: Mathematics/numeracy is a critical component of the 3-6 curriculum. In order to create this program, we convened a group of mathematics education faculty and early childhood faculty to discuss the needs of the range of students. The initial two mathematics courses are required of B-K, PK-3 and 3-6 candidates and address the disciplinary standards therein. As these courses are specifically for elementary teachers, the content is specifically aligned with the state standards (counting and cardinality (K), operations & algebraic thinking (MATH 280), numbers and operation, measurement and data, geometry (MATH 180)). Candidates then take a capstone methods course (MATH 381) that is specifically designed for 3-6 children. Candidates will be assessed for content knowledge in a variety of settings: Course grades (C or better required), MTTC tests, and the following Key Assessments: Key Assessment Math 381 Interview and Key Assessment edTPA (used in multiple courses).

Literacy: Literacy development: Candidates are required to take WRTG 121 Composition II: Researching the Public Experience and COMM 124 Foundations of Speech Communication, providing our candidates with the foundational knowledge of the conventions of writing, speaking and listening, and foundational knowledge for language standards as well. Discussed in the previous section, but reiterated here, additional courses for English and writing are specifically designed for the 3-6 grade band. We created new courses to this end (ENGL 305 Teaching Writing in Grades 3-6 and CHL 355 Children's Literature in Grades 3-6). The content is specifically aligned with the State standards. ENGL 305 is a teaching of writing course that specifically addresses student learning standards text types and purposes, production and distribution of writing, research to build and present knowledge and range in writing. CHL 355 is a Children's literature course focusing on reading standards for literature. EMU believes that to best prepare teachers of reading, you need to cover a broader scope than the specific grade band. As such, candidates take 2 specific reading courses (RDNG 302 - Literacy in Grades PK-3, and RDNG 312 Literacy in Grades 3-6) as we recognize that 3-6 students will be at a range of reading levels. Candidates will be assessed for content knowledge in a variety of settings: Course grades (C or better required), MTTC tests, and the following Key Assessments: Key Assessment RDNG 302Literacy Learning Case Study, RDNG 312 Literacy Mini-lessons and Key Assessment edTPA (used in multiple courses).

Table 2:2

Please discuss the aspects of this program that address Learner Development across the full grade band span PK-3:

Our program prepares candidates to teach all students. As such, we include learner development in multiple courses. For this component of the application, we will focus on the courses that are intentionally designed to attend to learner development as a specific learning outcome, and then extend the courses that require application of understanding learner development. Annual program review using data from key assessments will measure our success.

B-12th:

SPGN 251 Introduction to Inclusion and Disabilities Studies in a Diverse Society is an introductory survey course providing the historical, philosophical, and organizational factors leading to the enactment of federal and state laws, rules, and regulations governing persons with disabilities, including those in special education. Characteristics, educational and functional considerations, and implications of all areas of exceptionality including the gifted, learning disabled, cognitively, emotionally, speech and language, hearing, visually, physically, and health impaired are addressed. Taken towards the beginning of the program, this is often the first application of learner development to adapting lessons (See Key Assessment SPGN 251 Lesson Modification). Students are required to earn a C or better in the class as well as a 75% or higher on the assessment.

SPGN 351 Inclusive Practices for Students with Exceptionalities is designed for general educators to introduce evidence-based inclusive practices, concepts and procedures. Topics include classroom management and positive behavior supports, Universal Design for Learning, Multi-Tiered Systems of Support, accommodating and modifying assignments, and the environments for specific types of disabilities. The course also includes the general education teacher's role in Individualized Education Programs and case conferences, collaborating with special education teachers and related service professionals, and curricula adaptations as well as working with families of those with special learning and behavioral challenges. Candidates are expected to observe/participate in a classroom with a student with learning or behavioral challenges. One assessment includes teaching a multisensory structured literacy lesson for a student with a reading disability. Candidates must earn a C or better in this class.

EDPS 222 Human Development and Learning purpose is to provide a developmental psychological foundation to deepen understanding of how infants, children and adolescents

evolve physically, mentally, socially, and emotionally, from birth to graduation. Incredible advancements in technologies, particularly MRI, have enabled researchers to observe the brains of children as they undertake cognitive tasks. One of the more salient findings in relation to education was the role of the emotional networks in cognition. Development, in all its complexity, is critical to understand for adults who wish to work with children in the classroom, community, or within their own homes. Candidates must earn a C or better in this class.

PK-6:

EDPS/ECE 330 Assessment Concepts and Practices in Grades PK-6 This course focuses on informal and formal formative and summative evaluation and assessment of child development and academic progress from pre-kindergarten through the sixth grade. Students will explore basic assessment principles, concepts and practices; construct and critique tests and performance assessments; develop play-based assessments, conduct systematic observations, interpret assessment data (including standardized test data); explore assessment partnerships with families and other professionals. Candidates must earn a C or better in this class.

HLED 200 Healthy Classrooms in the Elementary School Setting utilizes an interdisciplinary approach to equip teacher candidates to use high impact strategies as they utilize social-emotional learning, physical and health literacy concepts, and school health education concepts in the elementary classroom and overall school culture. This course also impacts the well-being of the teacher candidates themselves by supporting the enhancement of their own modelling of physical and health literacy, social-emotional competence, self-management, and self-efficacy in order to ensure student well-being, health, and academic success. Candidates must earn a C or better in this class.

PK-3:

RDNG 301: Foundations of Language and Literacy: Based on current research, how children develop and how to teach and assess the foundational knowledge and skills necessary in learning to listen, speak, read, write, view. Topics covered include phonological awareness, phonics, spelling, word recognition, morphology, vocabulary, and handwriting. Candidates must earn a C or better in this class.

PK-K:

ECE 301: The content of the class will focus on implementing a developmentally appropriate curriculum in programs for young children. (See Key Assessment ECE 301 Behavior Guidance Report). Candidates must earn a C or better in this class.

Application of Learner Development:

The application of the theories developed in these courses inform later courses in the series and are measured with the key assessments shared as additional evidence. These include methods course for the PK-6 in-class assignments (CHEM 315 (Science methods PK-6) and CURR 308 (social studies methods PK-6), methods classes for PK-3 with assignments involving working with children (MATH 380 (Math method), RDNG 302 (PK-3 reading), RDNG 312 (3-6 reading), methods for PK-K (ECE 301) and clinical placements (PRCT 320 (K-3), ECE 302 (PK), and EDUC 492L4 (PK-3)).   Each of these courses includes a key assessment to measure successful adaptation for a given grade level. Candidates must earn a C or better in all courses and a 75% or better in all key assessments.

Table 2.1:

Pedagogy is embedded in the content courses designed for elementary teachers (see Program Description 4-7). Here we focus on the courses designed to teach pedagogy: methods courses and clinical experiences.

Methods Courses (see evidence "Table 2 Pedagogy Figures 1 and 2"): These include methods course for the PK-6 in-class assignments (CHEM 315 (science methods PK-6) and CURR 308 (social studies methods PK-6)), and specific bands (MATH 380 (PK-3), RDNG 302 (PK-3), RDNG 312 (3-6), ECE 301 (Pk-K)). Each of these courses has been discussed at length. We recognize the challenge to meet PK-K children needs, and added ECE 301 Intentional Teaching in Early Childhood Education. The content of the class focuses on implementing a developmentally appropriate curriculum in programs for young children. The students participate in a field experience at the Eastern Michigan University Children's Institute for three hours per week and attend a two hour class once a week. Teaching using technology emerged as a critical component that warrants its own intentional instruction. LTEC 330 Instructional Application of Media and Technology guides candidates to apply critically and creatively the concepts, principles, hardware and software associated with the infusion of technology in solving educational problems and meeting challenges in their roles as facilitators of learning. At the moment, this course is for all grade levels. With the ever changing terrain, we will be examining the needs in this course more closely in the coming years.

Key Assessments are completed in all methods courses to monitor candidates progression and require a 75% or better to move forward. In addition, candidates must earn a C or higher in each course (See additional evidence Key Assessments).

In response to analysis of surveys and stakeholder feedback, we developed two new PK-12 broad courses that inform pedagogical choices of candidates/teachers. TSLN 251 Introduction to Working with English Learner is a critical addition to our program. This course addresses the standards and core teaching practices relevant to teaching linguistically and culturally diverse learners. Candidates gain an understanding of factors that affect English learners' (ELs') language development as well as their learning in content areas. Candidates learn to support ELs through effective accommodations while capitalizing on their multilingualism and multiculturalism as assets that can extend learning to all students. SPGN 351 Inclusive Practices

for Students with Exceptionalities introduces evidence-based inclusive practices, concepts and procedures. Topics include classroom management and positive behavior supports, Universal Design for Learning, Multi-Tiered Systems of Support, accommodating and modifying assignments, and the environments for specific types of disabilities. The course also includes the candidate's role in Individualized Education Programs and case conferences, collaborating with special education teachers and related service professionals, and curricula adaptations as well as working with families of those with special learning and behavioral challenges. Students are expected to observe/participate in a classroom with a student with learning or behavioral challenges. Although not grade specific, these courses provide a foundation that can be applied in the other grade-specific methods courses and clinical experiences. Candidates must earn a C or better in each of these courses.
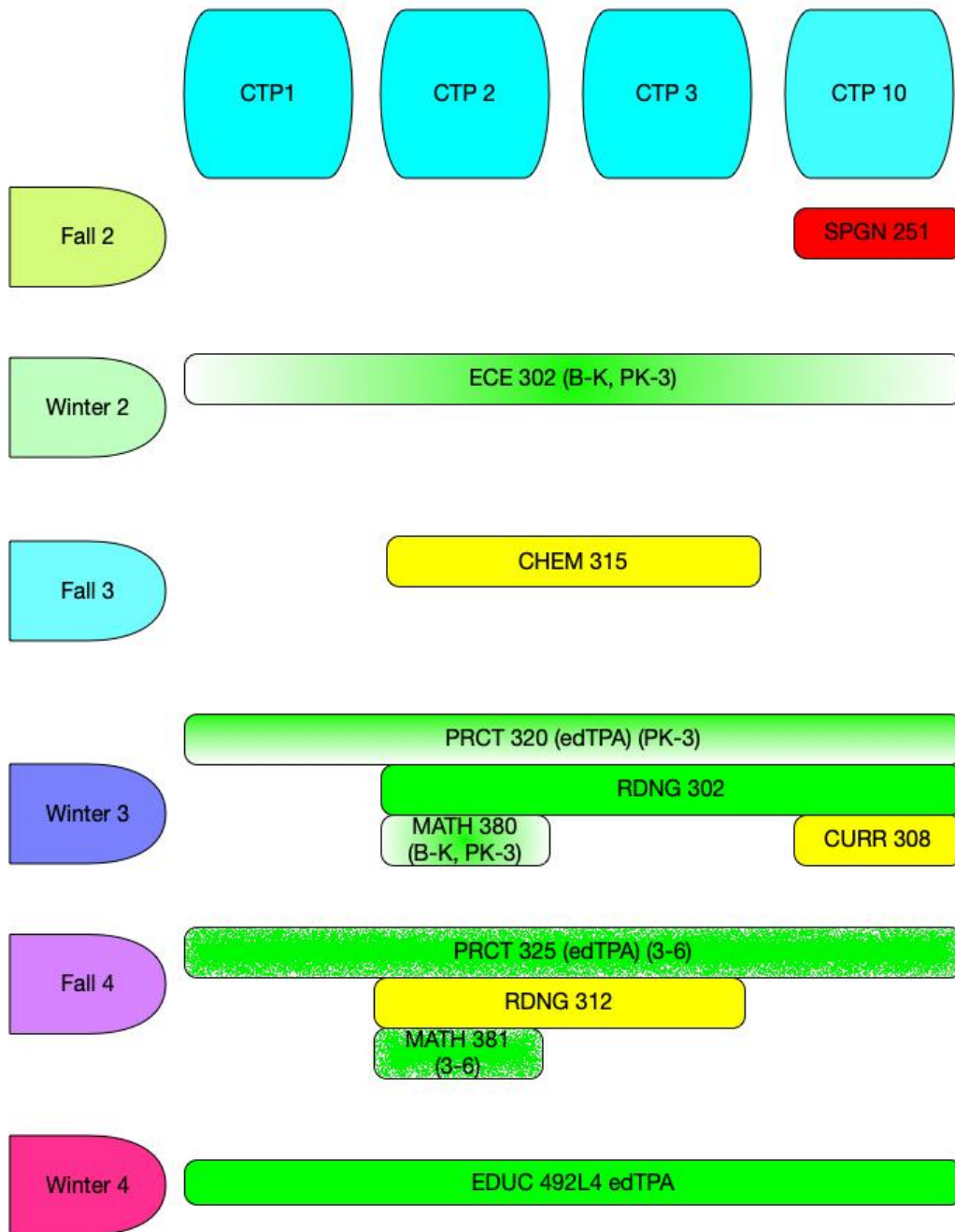
Clinical Experiences (see evidence "Table 2 Pedagogy Figures 1 and 2"): Candidates have multiple opportunities for clinical experiences throughout the program. EDUC 101 Teaching and Learning in a Diverse Democratic Society, candidates explore in a variety of grade bands. Our candidates get experience working with students in intentional ways in SPGN 351 Inclusive Practices for Students with Exceptionalities, RDNG 302 Literacy in Grades PK-3, and MATH 380 Teaching Early Childhood Mathematics. We also require EDPS/ECE 330 Assessment and Evaluation in Grades PK-6. The reason for the two prefixes is because the course can be offered by either area. Our previous program had one assessment course for everyone, and early childhood candidates took their own assessment. When we made the decision to make an elementary assessment, our early childhood faculty and educational psychology faculty designed the course together to make sure it included attention to the PK-K learner. Each of these courses are content courses with assignments that are completed in classrooms and/or with children. MATH 380 and RDNG 302 include key assessments (see additional evidence). Measure of candidate success includes key assessment performance, course grades, and MTTC test performance. Candidates must earn a C or better in the course and a 75% or better in key assessments.

PRCT 320 K-3 and ECE 302 Child Centered Teaching and Learning are apprenticeship opportunities. EDUC 492L is student teaching/internship. In order to assure breadth and depth of experiences, all candidate clinical experiences will be catalogued in Via's field experience module (a data based aligned that also includes our key assessment). Candidates will be instructed to have experiences in all the grade levels in a variety of contexts (urban, rural, suburban) with a variety of students (English language learners, exception children, gifted learners, etc). Although the program is designed to provide these opportunities prior to student teaching, we will audit their experiences at application for student teaching and if deficiencies are found we will either direct candidates to get additional experience or place them in an area that will fill the gap. Candidates are evaluated using varieties of the edTPA (see Key Assessment). Candidates must earn a 75% or higher on the key assessment and a C or better in PRCT 320 and ECE 302 and a pass with recommendation in student teaching.

EMU Course Sequence 3-6			
Course	P.1. Learner-Centered Supports	P.2. Ethics and Professional Growth	P.3. Strategic Partnerships
EDUC 101	Introduced	Introduced	
WRTG 121 Comp II			
COMM 124 Found. of Speech			
Math180 Math for Elem Teachers 1	developing		
MUED 220	developing		
CTAR 300	developing		
ARTE 220	developing		
MATH 280 Math for Teachers II	developing		
BIOT 1 Life Science for Teachers	introduced	introduced	
EDPS 222 Human Development and Learning	demonstrating		developing
HLED 200 Healthy Classrooms in the Elem. School Setting	developing	introduced	developing
HIST 231 Michigan in the Development of the United States			
ENG 305 3-6	developing		
PSCI 100 Physical Science for elem	introduced		
GEOG 110 World Regions			
SPGN 251 Introduction to Inclusion and Disability Studies in a Diverse Society	developing	introduced	introduced
SPGN 351 Inclusive Practices for Students with Exceptionalities	demonstrating	developing	developing
CHL 355 Children's Literature 3-6	developing		
LTEC 330 Instructional Applications of Media & Tech	demonstrating		
CHEM 315 Green Chemistry and the Environment for Elementary Teachers	demonstrating	developing	
TSLN 251 Introduction to Working with Linguistically and Culturally Diverse Learners	demonstrating		
EDPS/ECE 330 Introduction to Assessment and Evaluation	developing	developing	developing
PRAC 325 3-6	demonstrating	demonstrating	demonstrating
MATH 381 Teaching 3-6 Mathematics	demonstrating		
SFCE 360 Civics Literacy	developing	developing	
CURR 308 Integrated Social Studies Methods	demonstrating	developing	
RDNG 312 Literacy 3-6	developing		
SFCE 328W		demonstrating	
EDUC 492L4 Stud Teach	demonstrating	demonstrating	demonstrating
EDUC Student teach seminar	demonstrating	demonstrating	demonstrating

Standard	CTP1 Leading a group discussion	CTP2 Explaing and modling content	CTP 3 eleiciting and interpreting individual student thinking	CTP10 Building respectful relationships	CTP 9 Setting up and managing small group work	CTP12 Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction	CTP 15 Checking student understanding during and at the conclusion of lessons
EDUC 101	introduced	introduced	introduced	introduced	introduced	introduced	introduced
WRTG 121							
COMM 124							
Math 180	introduced	introduced	introduced	introduced			
CTAR 220		developing					
MUED 220		developing					
MATH 280	developing	developing	developing	developing			
BIOT 1	introduced	introduced					
ARTE 220		developing					
EDPS 222			developing	developing			
HLED 200				introduced			
HIST 231							
ENG 305 3-6					introduced		
PSCI 100		developing					
GEOG 110							
SPGN 251				introduced		introduced	
SPGN 351		demonstrating					
CHL 355		introduced	introduced		introduced	introduced	
LTEC 330							
CHEM 315		demonstrating	demonstrating				demonstrating
ESSC 302							
TSLN 251		developing				developing	
EDPS 330			demonstrating	developing			demonstrating
PRAC 320 K-3	demonstrating	developing	demonstrating	demonstrating	developing		demonstrating
MATH 381	demonstrating	demonstrating	demonstrating	demonstrating		developing	demonstrating
RDNG 302	introduced	developing	demonstrating	developing	introduced	developing	
SFCE 360						introduced	
CURR 308	introduced		developing	developing	developing	developing	developing
RDNG 312	developing	demonstrating	developing	developing		developing	developing
SFCE 328W				introduced			
EDUC 492L4	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating
EDUC 494	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating	demonstrating

Key Assessment Schematic - Core Teaching Practices

CTP1	CTP 2	CTP 3	CTP 10

Fall 2
SPGN 251

Winter 2
ECE 302 (B-K, PK-3)

Fall 3
CHEM 315

Winter 3
PRCT 320 (edTPA) (PK-3)
RDNG 302
MATH 380 (B-K, PK-3)
CURR 308

Fall 4
PRCT 325 (edTPA) (3-6)
RDNG 312
MATH 381 (3-6)

Winter 4
EDUC 492L4 edTPA

Key

Introducing	Developing	Demonstrating

All three grade-bands unless otherwise noted

All grade bands	PK-3	B-K, PK-3	3-6

Key Assessment Schematic - Professional Standards

	P1	P2	P3

Fall 2
SPGN 251

Winter 2
ECE 302
ECE 301

Fall 3
LTEC 330
CHEM 315

Winter 3
PRCT 320 (edTPA)
RDNG 302
CURR 308
CURR 308

Fall 4
SFCE 328W
RDNG 312

Winter 4
EDUC 492L4 edTPA

Key
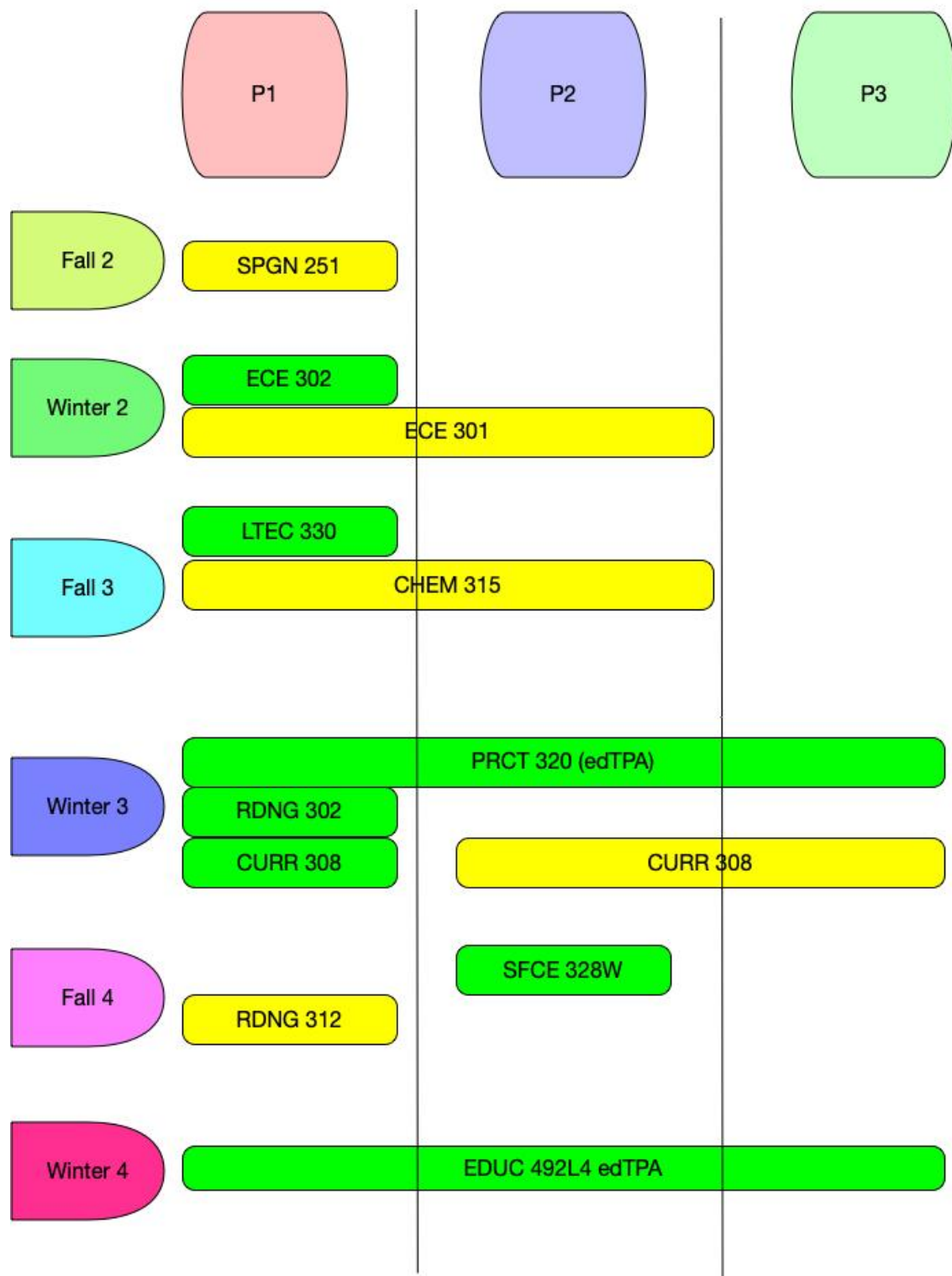
Introducing | Developing | Demonstrating

3-6 Literacy Standards Mapping				
	RDNG 302	**RDNG 312**	**ENGL 305**	**CHL 355**
L1	X			a, e
L2	X			b, c
L3	X			g, h
L4	X	X		
L5	X	X		
L6-L8	X			
L9-11		X		
L12		X		
L13		X		
L14	X	X		
L15	X			
L16	X	X		
L17	X		X	
L18	X	X		X

Appendix C. Sample Assessment and Plan for Validity and Reliabilty

Eastern Michigan University – RDNG 312

CAEP Standards Addressed: Literacy Mini-lessons

- Standard R1.1, R1.2, R1.3

MDE Standards Addressed:

- L3
- L4
- L5
- L6
- L7
- L8
- L9
- L10
- L11
- L12
- L14

- L16
- L17
- CTP 2 Explaining and modeling content, practices, and strategies
- CTP 3 Eliciting and interpreting individual students' thinking
- CTP 15 Checking student understanding during and at the conclusion of lessons.

Description: Candidates will construct a series of literacy mini-lessons appropriate for use in a grade 3-6 classroom. Remember, mini-lessons are intended to be short, focused lessons prompted by the needs of the students. Most of the instruction will be direct instruction, with minimal student interaction. This is intended to have candidates apply theories of learning and instruction learned in class to planning for classroom instruction.

Validity: This Literacy Mini-lessons Assessment was created by expert faculty in the area. The plan is to (or has been done) program area faculty will provide feedback. Draft will then be shared with stakeholders for feedback on design. Assessment will then be piloted when the course is initially offered in Fall 2022 and candidate work will be evaluated by faculty to ensure the artifacts reflect the desired learning outcomes.

Reliability: Three sample candidate work samples will be scored by program area faculty using the rubric and analyzed for inter-rater reliability. Faculty will negotiate differences. If there is less than 90% agreement, faculty will score an additional sample until 90% agreement is achieved. New faculty will score a master assessment to ensure consistency. Every three years, agreement will be recalculated.

When used: It is recommended that RDNG 312 be taken in the Fall of the 4th year.

How used in class: This key assessment has candidates work demonstrate the application of the theories and pedagogies learned in class.

How used programmatically: Data from this assessment will allow us to measure the ability of candidates to incorporate intentional literacy strategies into their planning for instruction prior to student teaching. All PK-3 and 3-6 candidates will take this course and complete this assessment.

RDNG 312
Literacy Mini-lessons Assignment Guide
Via Assignment

You will construct a series of literacy mini-lessons appropriate for use in a grade 3-6 classroom. Remember, mini-lessons are intended to be short, focused lessons prompted by the needs of the students. Most of the instruction will be direct instruction, with minimal student interaction.

Over the course of the semester, you will construct mini-lessons in the following areas of literacy:
1.) Motivation for reading and/or writing
2.) Print concepts
   a.) This mini-lesson should be developed for ELLs
3.) Phonological awareness
   a.) This mini-lesson might be developed for ELLs
   b.) This mini-lesson might be developed for students with phonological processing difficulties
4.) Phonics
5.) Spelling
6.) Word recognition or morphology
7.) Syntax
8.) Vocabulary
9.) Comprehension
10.) Composition

For each mini-lesson you create, you must include the following information:
1.) The purpose of the lesson. What would indicate the value of this lesson?
2.) A list of materials you would need.
   a.) You could include a particular mentor text. If using a mentor text (thinking of "text" in the broad sense - including audio and video texts), you must name the specific text. (Don't just say you'd use a book with a good theme for use in a comprehension lesson.)
   b.) You could include a graphic organizer or a useful worksheet. (Notice this says "useful." Don't include busy work!)
   c.) You could include a particular technology application to support your instruction or for use in follow-up student activity.
3.) The sequence of your instruction
   a.) What will you say and do?
   b.) What will you direct your students to do after the mini-lesson for guided or independent practice?
4.) A description of how you'll assess the success of the lesson
   a.) This could include an immediate assessment
   b.) This could include a more long-term view of assessment

RDNG 312: Literacy Mini-lessons Grading Rubric

	CAEP	InTASC	MDE (P1)	Exceeds Expectations (3.000 pts)	Proficient (2.000 pts)	Needs Improvement (1.000 pt)	Unacceptable (0.000 pt)
Selects and uses research-supported instructional practices to foster intrinsic literacy motivation and engagement	R1.1, R1.2 R1.3	Std 1 Std 2 Std 3 Std 5 Std 6 Std 7	L.5.	Candidate identifies and adeptly utilizes research-supported instructional practices to foster intrinsic literacy motivation and engagement	Candidate selects and utilizes an appropriate instructional practice to foster literacy motivation and engagement.	Candidate selects an appropriate instructional practice to foster literacy motivation and engagement, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster literacy motivation and engagement.
Selects appropriate assessment(s) to measure intrinsic literacy motivation	R.1.3	Std. 6	L.5 CTP 3: Eliciting and Interpreting	Candidate describes multiple assessment practices to measure intrinsic literacy motivation.	Candidate describes one assessment practice to foster intrinsic literacy motivation.	Candidate describes an assessment practice not adequately designed to measure intrinsic literacy motivation.	Candidate does not describe any assessment to measure intrinsic literacy motivation.

Selects and uses research-supported instructional practices to teach print concepts	R1.2 R1.3	Std. 5 Std. 6 Std. 7 Std. 8	L.3, L.4, L.6. CTP 2. Explaini ng and modeli ng	Candidate identifies and adeptly utilizes research-supported instructional practices to teach print concepts.	Candidate selects and utilizes an appropriate instructional practice to teach print concepts.	Candidate selects an appropriate instructional practice to teach print concepts, but utilizes it improperly.	Candidate fails to select or use instructional practice to teach print concepts.
Selects appropriate assessment(s) to measure understanding of print concepts	R.1.3	Std. 6	L.3, L.4, L.6. CTP 15: Checkin g student underst anding	Candidate describes multiple assessment practices to measure understanding of print concepts.	Candidate describes one assessment practice to measure understanding of print concepts.	Candidate describes an assessment practice not adequately designed to measure understanding of print concepts.	Candidate does not describe any assessment to measure understanding of print concepts.

Selects and uses research-supported instructional practices to foster phonological awareness	R1.1, R1.2 R1.3	Std 1 Std 2 Std 3 Std 5 Std 6 Std 7	L.3, L.4, L.7	Candidate identifies and adeptly utilizes research-supported instructional practices to foster phonological awareness	Candidate selects and utilizes an appropriate instructional practice to foster phonological awareness	Candidate selects an appropriate instructional practice to foster phonological awareness, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster phonological awareness.
Selects appropriate assessment(s) to measure phonological awareness	R.1.3	Std. 6	L.3, L.4, L.7. CTP 3: Eliciting and Interpre ting	Candidate describes multiple assessment practices to measure phonological awareness.	Candidate describes one assessment practice to measure phonological awareness.	Candidate describes an assessment practice not adequately designed to measure phonological awareness.	Candidate does not describe any assessment to measure phonological awareness.

			Candidate identifies and adeptly utilizes research-supported instructional practices to teach phonics	Candidate selects and utilizes an appropriate instructional practice to teach phonics	Candidate selects an appropriate instructional practice to teach phonics, but utilizes it improperly.	Candidate fails to select or use instructional practice to teach phonics.
Selects and uses research-supported instructional practices to teach phonics	R1.2 R1.3	Std. 5 Std. 6 Std. 7 Std. 8	L.3, L.4, L.8. CTP 2. Explaining and modeling			

	R.1.3	Std. 6	L.3, L.4, L.8. CTP 15: Checking student understanding	Candidate describes multiple assessment practices to measure understanding of phonics.	Candidate describes one assessment practice to measure understanding of phonics.	Candidate describes an assessment practice not adequately designed to measure understanding of phonics.	Candidate does not describe any assessment to measure understanding of phonics.
Selects appropriate assessment(s) to measure understanding of phonics							

	R1.1, R1.2 R1.3	Std 1 Std 2 Std 3 Std 5 Std 6 Std 7	L.3, L.4, L.9.	Candidate identifies and adeptly utilizes research-supported instructional practices to teach spelling	Candidate selects and utilizes an appropriate instructional practice to teach spelling.	Candidate selects an appropriate instructional practice to teach spelling.	Candidate fails to select or use instructional practice to teach spelling.
Selects and uses research-supported instructional practices to teach spelling							

	R.1.3	Std. 6	L.3, L.4, L.9 CTP 3: Eliciting and Interpreting	Candidate describes multiple assessment practices to measure spelling knowledge.	Candidate describes one assessment practice to measure spelling knowledge.	Candidate describes an assessment practice not adequately designed to measure spelling knowledge.	Candidate does not describe any assessment to measure spelling knowledge.
Selects appropriate assessment(s) to measure spelling knowledge.							

Selects and uses research-supported instructional practices to foster word recognition or morphology	R1.2 R1.3	Std. 5 Std. 6 Std. 7 Std. 8	L.3, L.4, L.10, L.11 CTP 2. Explaini ng and modeli ng	Candidate identifies and adeptly utilizes research-supported instructional practices to foster word recognition or morphology	Candidate selects and utilizes an appropriate instructional practice to foster word recognition or morphology.	Candidate selects an appropriate instructional practice to foster word recognition or morphology, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster word recognition or morphology.

	R.1.3	Std. 6	L.3, L., L.10, L.11. CTP 15: Checking student understanding	Candidate describes multiple assessment practices to measure word recognition or morphology.	Candidate describes one assessment practice to measure word recognition or morphology.	Candidate describes an assessment practice not adequately designed to measure word recognition or morphology.	Candidate does not describe any assessment to measure word recognition or morphology.
Selects appropriate assessment(s) to measure word recognition or morphology							

	R1.1, R1.2, R1.3	Std 1 Std 2 Std 3 Std 5 Std 6 Std 7	L.3, L.4, L.12	Candidate identifies and adeptly utilizes research-supported instructional practices to foster understanding of syntax	Candidate selects and utilizes an appropriate instructional practice to foster understanding of syntax.	Candidate selects an appropriate instructional practice to foster understanding of syntax, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster understanding of syntax
Selects and uses research-supported instructional practices to foster understanding of syntax.							

	R.1.3	Std. 6	L.3, L., L.12. CTP 3: Eliciting and Interpreting	Candidate describes multiple assessment practices to measure understanding of syntax.	Candidate describes one assessment practice to measure understanding of syntax.	Candidate describes an assessment practice not adequately designed to measure understanding of syntax	Candidate does not describe any assessment to measure understanding of syntax.
Selects appropriate assessment(s) to measure understanding of syntax							

			Candidate identifies and adeptly utilizes research-supported instructional practices to foster vocabulary development	Candidate selects and utilizes an appropriate instructional practice to foster vocabulary development.	Candidate selects an appropriate instructional practice to foster vocabulary development, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster vocabulary development.
Selects and uses research-supported instructional practices to foster vocabulary development.	R1.2 R1.3	Std. 5 Std. 6 Std. 7 Std. 8	L.3, L.4, L.14 CTP 2. Explaining and modeling			

	R.1.3	Std. 6	L.3, L.4, L.14 CTP 15: Checking student understanding	Candidate describes multiple assessment practices to measure vocabulary development.	Candidate describes one assessment practice to measure vocabulary development.	Candidate describes an assessment practice not adequately designed to measure vocabulary development.	Candidate does not describe any assessment to measure vocabulary development.
Selects appropriate assessment(s) to measure vocabulary development							

Selects and uses research-supported instructional practices to foster comprehension.	R1.1, R1.2 R1.3	Std 1 Std 2 Std 3 Std 5 Std 6 Std 7	L.3, L.4, L.16	Candidate identifies and adeptly utilizes research-supported instructional practices to foster comprehension.	Candidate selects and utilizes an appropriate instructional practice to foster comprehension.	Candidate selects an appropriate instructional practice to foster comprehension, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster comprehension.

	R.1.3	Std. 6	L.3, L., L.16. CTP 3: Eliciting and Interpreting	Candidate describes multiple assessment practices to measure comprehension.	Candidate describes one assessment practice to measure comprehension.	Candidate describes an assessment practice not adequately designed to measure comprehension.	Candidate does not describe any assessment to measure comprehension.
Selects appropriate assessment(s) to measure comprehension							

Selects and uses research-supported instructional practices to foster composition skills.	R1.2 R1.3	Std. 5 Std. 6 Std. 7 Std. 8	L.3, L., L.17. CTP 2. Explaining and modeling	Candidate identifies and adeptly utilizes research-supported instructional practices to foster composition skills	Candidate selects and utilizes an appropriate instructional practice to foster composition skills	Candidate selects an appropriate instructional practice to foster composition skills, but utilizes it improperly.	Candidate fails to select or use instructional practice to foster composition skills

	R.1.3	Std. 6	L.3, L.4, L.17 CTP 15: Checking student understanding	Candidate describes multiple assessment practices to measure composition skills.	Candidate describes one assessment practice to measure composition skills.	Candidate describes an assessment practice not adequately designed to measure composition skills	Candidate does not describe any assessment to measure composition skills.
Selects appropriate assessment(s) to measure composition skills							

Appendix D: Advanced Program Plan Sample

Exhibit __Reading EPP Instruments Reliability Plan__

<div align="center">

Eastern Michigan University - Reading
Advanced Level Programs Phase In Plans
Phase-In Plan for A.1.1 Evidence Reliability

</div>

Relationship to Standard/Component	
CAEP Standard Component Addressed in Plan	A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through *Evidence Required for this Component* – Assessments of candidates' learning that are both valid and reliable.

Objective	**The EPP's instruments are used with fidelity and are reliable.**

Description of Evidence/Data We Plan to Collect	• Student work samples from
	    ○ RDNG 630
	    ○ RDNG 656
	    ○ RDNG 657
	    ○ RDNG 660
	    ○ RDNG 675
	    ○ RDNG 676

Timelines and Strategies for Collecting Data	• Fall 2017 to present – collect student work samples.
	 • Winter 2021 – Reliability for RDNG 630, RDNG 675 and RDNG 676
	    ○ Randomly select three work samples from student work for a given class.
	    ○ All faculty who teach the class (or at least two if only one teaches the class) score the samples.
	    ○ Interrater reliability is determined. If there is less than 90% agreement or more than a difference of "1" on any component, faculty will discuss and come to consensus around meaning and then score an additional work sample.
	 • Fall 2021 – Repeat above for RDNG 656, RDNG 657 and RDNG 660

Specification of Additional Data that Will Become Available between our December 2020 Advanced Self-Study submission and until Completion of Phase In Plan	• Winter 2021 – Reliability for RDNG 630, RDNG 675 and RDNG 676
Resources and Personnel Responsible	• Reading program faculty • Data support from 206 Porter
Assurance of Data Quality	• Program will review the process every three years in addition to onboarding new instructors to the process.