

Oakland University
School of Education and Human Services

Inquiry Brief

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The members of the TEAC Team endorse the contents of this Brief. The Inquiry Brief was presented to the entire faculty for their approval at the School Assembly meeting on October 2, 2006 and approved at the School Assembly meeting on November 20, 2006.

Table of Contents

Index of Tables	iv
Index of Figures	v
Inquiry Brief Checklist	vi
1. Program Overview	1
General History	1
Programs	1
Distinguishing Characteristics	2
Field Placements	2
Quality Faculty.....	2
Shared Governance	2
Outstanding Facilities	3
Enhanced Curriculum	3
Admission and Graduation Requirements	3
Demographics	4
Enrollment Trends	5
Guiding Principles	6
Outline of the Brief	7
2. Claims & Rationale.....	8
Claims	8
Rationale	9
Assessment and Evidence	9
3. Method	10
4. Results.....	14
5. Discussion and Plan	27
Discussion	27
Plan for the future	30
6. References.....	32
7. Appendices.....	34
Appendix A – Internal Audit Report	A1
Appendix B – Capacity	B1
Appendix C – Qualifications of Faculty	C1
Appendix D - Program Requirements.....	D1
Admission	D1
Program and Graduation Requirements.....	D2
Course Requirements & Titles Undergraduate	D6
Course Requirements & Titles MAT	D7
Course Descriptions – Undergraduate Elementary	D8
Course Descriptions – MAT Elementary.....	D10
Course Descriptions – Undergraduate Secondary	D11
Course Descriptions –MAT Secondary	D12
Appendix E – Inventory of Evidence.....	E1
Appendix F – Local Evidence.....	F1
Sample Final Report of Field Evaluations	F1
Secondary Intern Survey	F4

Elementary Intern Survey	F8
Faculty/Staff Concerns Report Form	F12
Policy and Procedure for Faculty/Staff Concerns Report	F14
Sample Support Committee Report	F15
Cooperating Teacher Evaluation of Interns - Elementary	F16
Cooperating Teacher Evaluation of Interns – Secondary	F28

Index of Tables

Table 1.1:	Oakland University Student Demographics 2006-2007 Academic Year	4
Table 1.2:	Oakland University Faculty Characteristics 2006-2007 Academic Year	5
Table 1.3:	Oakland University Teacher Education Enrollment and Full- and Part-Time Faculty 2004-2007	6
Table 4.1:	Overall GPA and Mean Grades of Oakland University Teacher Education Students.....	16
Table 4.2:	Mean Scores and Standard Deviations of Currently Enrolled Oakland University Teacher Education Students on the Michigan Test of Teacher Certification	17
Table 4.3:	MTTC Content Test Scores for 2005-2006 Teacher Education Graduates and 3-year Passing Percentage for All Currently Enrolled Students	17
Table 4.4:	GPA's for Current Oakland University Education and Non-Education Students	18
Table 4.5:	Correlation among MTTC Test Scores and Between Test Scores and the Internship Grade for Winter 2005, Fall 2005 & Winter 2006 Oakland University Teacher Education Graduates.....	18
Table 4.6:	Mean course grades and standard deviations in professional courses for currently enrolled Oakland University teacher education students	19
Table 4.7:	Number of OU students receiving one or more Concerns Form	20
Table 4.8:	Frequency and Percentages of the Types of Concerns Forms Issued to OU Students Since 2002	20
Table 4.9:	Actions Taken in Response to Concerns Forms	21
Table 4.10:	Final Resolution for Student with Concerns Forms.....	22
Table 4.11:	Percentage of Oakland University Teacher Education Graduates Claiming Efficacy on the 2005-2006 Michigan Department of Education Survey	22
Table 4.12:	Field Placement Teachers Rating of Student Proficiency Levels Reported on Field Placement Evaluations.....	23
Table 4.13:	Efficacy Percentages as Reported by Cooperating Teachers on the 2003-2004, 2004 –2005, & 2005-2006 Elementary Mid-Term Performance Based Assessment	24
Table 4.14:	Cooperating Teachers Proficiency Ratings of OU Student Teachers on the Mid-Semester Assessment as they Relate to Quality Principle 1.3	26
Table 5.1	OU Elementary Education Program Attrition 2001-present - Self-Selection.....	29
Table 5.2:	OU Elementary Education Attrition History 2001-present: Denied Admittance or Dropped from program	29
Table 5.3:	OU Secondary Education Program Attrition History 2003 – Present	30
Table A.1:	Ratio of Full-time Advisors to Undergraduate Enrollment by Unit	A8
Table B.1:	Admission & graduation minimums for SEHS and CAS majors	B1
Table B.2:	Class Size Ranges for the University and the School	B2
Table B.3:	New Faculty Allocations.....	B2
Table B.4:	University General fund Allocations	B4

Index of Figures

Fig. 1.1:	Relationship among Oakland University Claims, Evidence, Rationale and Method.....	9
Fig. A.1:	Operational Processes of the School of Education and Oakland University that impact the teacher education program	A1
Fig. A.2:	The Quality Control System for the SEHS teacher education program	A2
Fig. A.3:	Schematic Representation of the Oakland University Quality Control System Audit.....	A3
Fig. C.1:	School of Education and Human Services Faculty Roster FY 06 – 07	C3
Fig. D.1:	Undergraduate Course Requirements and Titles	D9
Fig. D.2:	MAT Course Requirements and Titles	D10

Program checklist for the Inquiry Brief

Please submit this checklist with each draft during formative evaluation. After the Brief has been declared auditable, submit a final version of this checklist with the final version of the Brief. Please remember to sign and date the checklist each time you submit it.

Requirement for the <i>Brief</i>	Where in the <i>Brief</i>?	Missing items
1. We identify the author(s) of the document.	p. i	
2. We provide evidence that faculty approved the document.	p. i	
3. We give an account of the history of the program and its place within the institution.	p. 1 Appendix B	
4. We provide demographics of program faculty and students, broken out by year, by “bundled” programs, and other factors	Students: p. 4 Faculty: B1 Appendix C	
5. We state our claims explicitly.	p. 6	
6. We address all components of <i>QPI</i> (1.1–1.3)	p. 6	
We address all subcomponents of <i>QPI</i> : <ul style="list-style-type: none"> ○ learning to learn (1.1–1.3) ○ technology (1.1–1.3) ○ multicultural perspectives (1.1–1.3) 	LTL: Table 4.3 5a,c 6; p. 19, p. C1 Tech: Table 4.3 7; p. 19 MC: Table 4.3 1e, l, 2e, f, h; P. 21, p. C1	
Claims are consistent with other program documents.	Appendix D Appendix E pp. E16-18	
7. In the rationale, we link our assessments with <ul style="list-style-type: none"> ○ claims, ○ TEAC goal, and ○ program requirements. 	p. 7, p. 5, Fig 1.1 pp. 7-8	
8. We describe the overall design of our assessments, including sampling, controls (if applicable), goodness of fit.	pp. 9-11	

9. We provide at least two measures for each claim.	pp. 7-8	
10. Every measure includes reliability and validity information.	pp. 9-11	
11. Our findings are related to every claim, and we offer a conclusion for each claim, explaining how our evidence supports the claim.	pp. 11-20	
12. We describe how we have recently used evidence in making program decisions, improvements, and changes.	pp. 21-24	
13. We provide a plan for making decisions concerning program improvement based on evidence.	pp. 24-26	
14. We meet the conditions of the internal audit: a model of the QCS that addresses 4.1–4.7; and a report approved by faculty.	pp. A1 & A2	
15. Our QCS includes a plan for researching links between student learning and 4.1–4.7.	pp. A1 & A2	
16. We provide an appendix that describes faculty qualifications.	Appendix C	
17. We provide an appendix that describes our program requirements.	Appendix D	
18. We make a case for institutional commitment to the program.	Appendix B	
19. We make a case for sufficient capacity to offer a quality program (4.1–4.7).	Appendix B	
20. We list all evidence (related to accreditation) available to the program.	p. 7, Appendix F, F1-F4	

Signature: _____ Date: _____

1. Program Overview

General History

Oakland University is a state-assisted, comprehensive university serving more than 17,340 students in baccalaureate through doctoral programs. The university is committed to providing a rigorous, high quality education for regional students and to serving as a center for educational, cultural, and economic advancement for its community. Oakland was established as Michigan State University-Oakland in January of 1957 and in 1970, the Michigan Legislature recognized the maturity and stature of the university by granting it autonomy. Anchored by a strong liberal arts program, the university is organized into six academic units: the College of Arts and Sciences, and the Schools of Business Administration, Education and Human Services, Engineering and Computer Science, Health Sciences, and Nursing. The School of Education and Human Services is the largest of the five professional schools at Oakland University, second in size only to the College of Arts and Sciences. The School consists of six departments – Counseling (CNS), Educational Leadership (EL), Human Development and Child Studies (HDCS), Human Resource Development (HRD), Reading and Language Arts (RLA), and Teacher Development and Educational Studies (TDES). Through the five schools and the College, the University continues its founding tradition emphasizing quality undergraduate liberal arts education while meeting the need for well prepared professionals in the areas of business, engineering, health science, nursing, and teacher education and related human services at both the undergraduate and graduate levels.

Initial teacher preparation accounts for approximately 11% of the total student body at Oakland University. The School has just under 4,000 students almost evenly divided between graduate and undergraduate. As such, it represents over 22% of the student body (head count) and 17.6% of the credits delivered (full year equivalent students). The School has the largest graduate program in the University and has been at the forefront of the university's growth through increased professional development for practicing teachers and outreach to locations beyond the university's traditional recruitment areas. The importance of the School to the University has been acknowledged and are described in Appendix B.

Programs

In Michigan, teacher education candidates are recommended for certification at either the secondary or the elementary level. All students must also earn endorsements in what is termed a teachable major. Oakland is approved to offer secondary endorsements in biology, chemistry, dance, English, history, mathematics, physics, and political science; K-12 endorsements in art, music, and modern language, and elementary/middle school endorsements in integrated science, language arts, mathematics, modern languages, and social studies.

In addition to our undergraduate teacher certification programs, the School received approval to offer a Master of Arts in Teaching in 2003. This degree is designed to meet the needs of "career changers" who already have bachelors degrees and wish to pursue teacher certification. In 2005 the first MAT students were recommended for certification. The requirements for this program are essentially the same as for the undergraduate program as are the means by which we monitor and evaluate student success in the program. The only difference is that students in this program also complete a research component that we consider essential for masters level study. A listing of the course requirements of the two programs leading to both elementary and secondary certification is provided in Figures D1 and D2. Throughout this Brief, descriptions, statistical data, evidence and analysis includes elementary and secondary students

at both the undergraduate and the MAT level with specific differences noted where appropriate. Admission and graduation requirements are described in Appendix D.

Distinguishing Characteristics

Field Placements. Secondary candidates follow a traditional “fifth-year” model with two field placements and a tutoring obligation during coursework culminating in a yearlong internship. The faculty has long felt that the obligation of elementary teachers to teach all subjects at multiple levels necessitates more time in a greater variety of classrooms. Therefore, a field placement is required of elementary candidates every semester they are enrolled in professional courses. Students have a minimum of four fields and most have five or six by the time they complete their coursework. In addition, to support our efforts to prepare students to teach in culturally diverse classrooms, two of these fields must be in classrooms where the majority of the pupils are from a culture different from that of the candidate. To replicate the yearlong experience for our elementary candidates, the final field is in the same classroom as the internship unless a problem arises.

Quality Faculty. The specific qualifications of the faculty are described in Appendix B (see p. B1) and Appendix C. The overwhelming majority of our faculty holds a terminal degree and all are active and productive scholars. An equally important characteristic is that, with the exception of only two, all faculty members who teach pedagogy courses have been actively engaged in K-12 schools at one time in their careers and many continue to work closely with local school districts. This practical experience is complemented by their academic work.

Shared Governance. The secondary education program is a collaboration between the School and the College of Arts and Sciences. Governance of the program is vested in the School, but the program is overseen by the Secondary Teacher Education Program (STEP) Council - an advisory group made up of representatives from the School and the College. At present, The College employs one education faculty member in each of the departments of English and modern languages, and three in the department of music theatre and dance. There is also a joint appointment between the College and the School for a professor of mathematics education.

Governance of the elementary teacher education program resided in one department (TDES) when the program was small with service courses provided by the Departments of Human Development and Child Studies (HDCS) and Reading and Language Arts (RLA). As the elementary teacher education program grew, these service courses became a much larger part of the offerings in those two departments. After a number of meetings with representatives of all three departments, it was determined that the program governance needed to be shared and in 2001, the Elementary Teacher Preparation Governance Council (ETPGC) was formed. A faculty member from TDES chairs the Council. Voting members include two faculty members from each of the three departments, a representative from each of the Office of Professional Development, the Office of School and Field Services, the College of Arts and Sciences, and the Michigan Education Association, The SEHS associate deans and a representative from the Advising Office attend meetings as ex-officio members.

This approach to the governance of the teacher education program is consistent with academic governance university-wide. Changes in existing programs and implementation of new

programs begin at the department level, move to the unit level receiving the approval of the Committee on Instruction and, where necessary, the School Assembly. From there a proposal would go on to either the University Committee on Undergraduate Instruction or the Graduate Council and, if necessary, the University Senate. If the change is substantial, it would also have to be approved at the State Level by the Presidents Council – made up of the presidents of all fifteen public universities in Michigan. Since the teacher education programs are interdepartmental, an additional level is required after department approval by either the STEP Council or the ETPGC. One additional hurdle for all teacher education programs is that they must also be approved by the Michigan Department of Education.

Outstanding Facilities. The success of a program rarely hinges on the nature of the physical plant. Nevertheless, we do not want to overlook the fact that the School of Education and Human Services is the sole occupant of a 130,000 square foot building that is the newest on campus. This amount of space allowed us to add three computer labs, a dedicated Reading Recovery teaching space (including a “behind the glass” teaching room), expand our reading clinic and our counseling center, allocate 6,800 sq. ft. to the Educational Resources Laboratory – a library and media center dedicated to teacher education and the needs of k-12 teachers, bring the Lowry Center for Early Childhood Development into the building, expand the office and meeting space for our advising center and Office of School and Field Placements, and create four clinical classrooms for the teacher education program. All classrooms and conference rooms are equipped with the latest technology for teaching including digital projectors, document cameras, handwriting recognition software, and internet connections. In 2005 we completed the installation of wireless access throughout the building.

Enhanced Curriculum. All teacher education programs offered by Oakland University must be reviewed and approved by the Michigan Department of Education (MDE). The procedures for MDE program approval are available online at: http://www.michigan.gov/documents/TPI_Standards_Requirements_&Procedures_for_Initial_Approval_74807_7.PDF. The MDE also has a schedule for periodic revision of state standards and subsequent re-approval of institutional programs. That schedule is also available online at: http://www.michigan.gov/documents/Summary_of_the_Effects_of_SBE_Adoption_of_TP_Standards_1997-2004_2-1-05_117344_7.doc. Many Oakland University programs exceed state requirements. For example, elementary candidates take separate methods courses for each discipline and secondary students have a methods course in their minor as well as their major discipline. The state would allow a general methods course at the elementary level and does not require a methods course in a secondary minor. Our students take 12 credits of reading and language arts – double the state minimum. The state requires 10 weeks of student teaching; our program requires 15 and all of our students link their final field to student teaching for a yearlong experience.

One concern among policy makers outside of education is the number of credits required and, hence, the time it takes candidates to earn certification. Despite pressure from policy makers, the teacher education program at Oakland University has held firm to the importance of quality content background and in depth pedagogy instruction for our students. Examples of this will be provided later in this document as part of Appendix D.

Admission and Graduation Requirements. Specifics of the admission and graduation requirements for the teacher education program are described in detail as part of Appendix D. For the purposes of this overview, it is sufficient to note that the requirements for admission to teacher education are more stringent than most other programs in the university. Teacher education is selective and majors need a high GPA in general education courses, and higher grades in their content courses than non-education majors. In addition, they must pass all appropriate sections of the Michigan Test for Certification. Gate-keepings points for those tests occur at admission, before student teaching, and before a recommendation for certification is made. Students must also have positive evaluations from their field placement teachers and from both the cooperating teacher and student teaching supervisor. In addition, student progress is monitored using Concerns Forms. This process is discussed at length later in the Brief and in Appendix A as part of the internal audit.

Secondary education candidates are majors in their content areas and can opt to graduate from the College of Arts and Sciences before completing the fifth year of the teacher education program. Common practice is that most wait until they qualify for a recommendation for certification. Elementary candidates are majors in elementary education and successful completion of the internship is a requirement for graduation. Under certain circumstances, students can petition to graduate without certification. This petition usually follows various interventions (a faculty support committee, a formal improvement plan and/or an extended or repeated internship). These steps are taken to give the student every opportunity to be successful.

Demographics. Detailed information on student demographics can be found on the OU Office of Institutional Research website at: https://www2.oakland.edu/secure/oira/data_frame.htm. Table 1.1 provides an overview of that information for students and Table 1.2 provides similar information for faculty.

Table 1.1: Oakland University Student Demographics 2006-2007 Academic Year

Students	Total	Gender %			African Amer.	Ethnicity %			Intern'tl	N/A
		F	M	Cauc		Native Amer.	Asian Amer.	Hisp. Amer.		
University	17,339	62.4	37.6	78.2	8.1	0.4	3.9	1.5	2.3	5.3
Under Grad	13,448	61.6	38.4	78.3	9.1	0.5	3.8	1.6	0.9	5.7
Grad	3,891	65.3	34.5	77.7	4.7	0.3	4.4	1.3	7.4	4.0
Teacher Ed	1,328	75.9	24.1	88.1	2.6	0.7	1.3	1.1	0.2	6.2
Elem Majors	552	88.4	11.6	86.8	0.7	0.4	2.0	0.9	0.0	9.2
Sec. Majors	589	63.8	36.2	87.9	4.2	1.0	0.7	1.2	0.3	4.6
Elem MAT	88	86.4	13.6	92.0	4.5	1.1	1.1	0.0	0.0	1.1
Sec MAT	99	68.7	31.3	92.9	1.0	0.0	1.0	2.0	0.0	3.0

As expected, the teacher education program has a greater percentage of female Caucasians than the University. However, the teacher education program has not yet been able to recruit as many African American students as the university as a whole. We are making efforts to improve that statistic, including the establishment of five \$5,000 scholarships for students from urban settings. In addition, our percentage of minority faculty has increased in recent years to the point that it surpasses the university percentage. These individuals may, or may not serve as role models who will attract additional minority students, but we see that as an important positive step.

Table 1.2: Oakland University Faculty Characteristics 2006-2007 Academic Year

	<u>OU</u>	<u>SEHS</u>
Gender		
Male	60%	43%
Female	40%	57%
Ethnicity		
Caucasian	78%	81%
African American	6%	14%
Asian	12%	5%
Native American	2%	0
Other	2%	0
Rank		
Professor	26%	15%
Associate Professor	34%	38%
Assistant Professor	31%	44%
Instructor/Special Instructor	9%	3%

Enrollment Trends. Table 1.3 provides information on enrollment trends and faculty size. The program grew substantially between 1995 and 2000 and, by design, growth has been relatively steady with small increases between 2000 and 2005. This year, we have seen a slight decrease. For the School as a whole there has been an increase in graduate programs resulting in a 10% enrollment increase overall. We are concerned that as the job market becomes more difficult for teachers in Michigan, we will see a decrease in enrollment for initial certification.

The current faculty student ratio university-wide is 21.8. Based on the Office of Institutional Research calculations of full time equivalent students and full time equivalent faculty the ratio for the School is 24.5. We are skeptical about that calculation since it is done according to a pre-set formula. We know that we have a number of part-time faculty members who are very involved in our program and teach more than 1/3 of a full time load. However, even using the standard calculation, we are not far off the University figure. What may be more important is that class size norms for the School are better than the University as a whole (see Appendix B). In addition, Table 1.3 shows that the number of full-time faculty has grown despite a decrease in head count. In addition, we have seen a slight decrease in the number of part-time faculty.

Table 1.3: Oakland University Teacher Education Enrollment and Full- and Part-Time Faculty 2004-2007

Academic Year	No. of Students	Full-Time Faculty	Full-Year Equivalent Part-Time Faculty
2004-2005	4094	74	39
2005-2006	3941	79	43
2006-2007	3852	81	33

Guiding Principles: The principles that guide the teacher education program stem from ongoing discussions regarding how our unit supports the overall mission and goals of the University. An example of the outcomes of some of these discussions is included below on pages E17-E19.

1) Teacher education at Oakland University is based on a constructivist theoretical framework. All faculty accept the premise that both our students and their pupils learn through shaping their own understanding of the concepts and major questions that form the basis of what are commonly thought of as academic disciplines. This principle is reflected in our School vision statement “The School of Education and Human Services will prepare the highest quality leaders capable of, and committed to developing excellence in others” and more importantly, is reflected in our coursework – particularly, our foundations courses, our coursework in lesson design and assessment, and our methods classes. Faculty work together to shape a common foundational course construct/design. For example, all of the instructors of our lesson design courses have agreed to use Wiggins & McTighe’s (1998?) work on “backward design.”

2) A second guiding principle is that our program is grounded in practical experience. Our Director of School and Field Services and her colleagues from that office devote substantial time to developing relationships with teachers and decision makers in schools. This was further developed by a number of our faculty who have taught university classes on site to strengthen that connection. We actively seek out partners who model to the greatest degree possible our view of teaching and learning. We provide our students direct experiences to develop within them a sense of responsibility for their own learning and a desire to reach a level of understanding that goes beyond simply “knowing” to transforming thinking – their own and their pupils’.

3) We believe it is critical for teachers to have in-depth content knowledge. At the secondary level, we have been working to expand our methods course offerings so that all students have a specific course in the teaching principles of their minor content area as well as their major. At the elementary level, we have separate methods courses for each content area – including visual and performing arts. Beyond that, we understand that most future elementary teachers have misconceptions in math and science and therefore require two additional courses – MTE 210 and SCS 105 – at the elementary candidacy level. These courses focus on students’ content knowledge in these areas. Although we include this information here as part of our guiding principles, we feel that this is also a form of evidence that supports Claims 2 and 3 which are described in the next section.

4) The final guiding principle is that our teacher education program adheres to the Entry Level Standards for Michigan Teachers. As part of the support for the claims we make for the program we will demonstrate that our graduates meet the requirements for Michigan teachers at

all levels and that our assessment tools are consistent with those standards and with the assessment tools required by the Michigan Department of Education.

Outline of the *Brief*

In the following sections we describe the claims we make for our program and the evidence we use to support those claims. We delineate the data we collect to monitor our students' progress, the approach we use to analyze those data, the conclusions we have drawn from that analyses, and the steps we have taken in the past and expect to take in the future to revise and improve our program. In the appendices, we describe the internal audits of our program, the ways we are supported by the university, the qualifications of our faculty and the faculty involvement in and commitment to the TEAC process and the content of this *Brief*.

2. Claims & Rationale

Claims

The School of Education and Human Services makes five claims about the teacher education program relating to the TEAC Quality Principles

Quality Principle 1.0: Evidence of student learning

1.1: Subject Matter Knowledge

Claim #1 – Undergraduates in the teacher education programs at Oakland University have a foundation in the liberal arts.

Claim #2 – Students in the teacher education program are proficient in subject matter knowledge and apply this knowledge in their teaching. Secondary candidates have at least a major and a minor in the disciplines for which they are endorsed. Elementary candidates are proficient in all the subjects typically taught at that level as well as having a specialization in at least one and typically two content areas earning endorsements at the middle school level.

1.2: Pedagogical Knowledge

Claim #3 – Graduates of the Oakland University teacher education programs have appropriate knowledge of pedagogy needed by teachers and apply this knowledge to promote student learning – including students with special needs and from all cultures

Claim #4 – Graduates are able to integrate technology into their teaching and learning

1.3: Caring, teaching skill

Claim # 5 - The Oakland University Teacher Education Program ensures that graduates are caring individuals with the skills needed to meet the academic, personal and social needs of students in a professional manner.

Rationale

Assessments and Evidence. To assess the quality of our program and monitor our students' progress we routinely use a number of assessment measures.

- Grade Point Averages
- Success in the gate-keeping course for admission (EED 310 or SED 300)
- Course grades in general education, content majors/minors, and pedagogy courses
- Final Internship Grade
- Michigan Test of Teacher Competence
- Field Placement Evaluations
- Mid-Term and Final Internship Evaluations
- Michigan Department of Education Survey of New Teachers
- Coursework or competency testing in the application of technology in the classroom
- Circulation of technology equipment among faculty and students
- Faculty/Student Concerns Reports
- Survey of Graduating Students

Figure 1.1 is a chart that shows the relationship between the claims we make for our program and the evidence we fell supports these claims. Below, we elaborate on the rationale for the selected evidence and, in Section 3, we describe the methods we used to collect and analyze the data.

Fig. 1.1: Relationship among Oakland University Claims, Evidence, Rationale and Method

Claim	Evidence	Rationale	Method
1. Foundation in the liberal arts	OU General Education requirements; Cumulative GPA Measure	Concept approach in 3 broad areas — Knowledge Foundations - Knowledge Explorations - Knowledge Applications Writing Intensive Course; US Diversity Course: Capstone	Course Grades in Gen. Ed. Overall GPA
2. Subject matter knowledge	MDE endorsement programs; Elem- pre professional courses Sec – CAS distribution requirements; Course Grades; MTTC tests Content based methods courses; Field placement evaluations; internship evaluations	Required courses meet the ELSMT guidelines and address the MDE standards for each content endorsement. Methods courses are not general, but specific to content areas strengthening student understanding of teachable concepts: Course grades and test scores provide confirmation: field and internship evaluations include specific items about content knowledge.	Course Grades and GPA in content major & minor courses. MTTC test scores; Field Placement and internship Evaluations.
3. Knowledge of pedagogy	Course requirements & sequence; Minimum acceptable course grades; Field placement evals: Concerns Forms; MTTC	Course content is aligned with MDE Standards; Feedback from field an internship is an authentic measure of competence; Concerns Forms can be indicators of possible program weaknesses as well as red flags of student	Field placement evaluations. Concerns Forms. Internship evaluations. Surveys of

	test; OU survey of interns; MDE Survey of New Teachers: Internship evals.	problems; MTTC tests required by the state; OU and MDE surveys are linked to Entry Level Standards for Michigan Teachers as are the evaluations by cooperating teachers.	Graduating students. Surveys of Supervisors and Principals (when available)
4. Integrate technology	Technology in classrooms and labs; IST courses: Use of tech equipment in the ERL; Electronic Portfolios	Facilities are well equipped so that technology use in teaching is modeled consistently; through coursework students are required to demonstrate competence in utilizing technology in the classroom; monitoring use of available equipment provides an indication of the level of technology use outside of class	Course grades and assignments in IST courses; Circulation of technology equipment among faculty and students
5. Caring individuals	Field placement evaluations; Concerns Forms; Internship Evaluations	Evaluation forms completed by field placement and cooperating teachers include questions concerning personal and professional qualities as well as an assessment of candidates' ability to interact with students and colleagues and meet diverse student needs.	Field and Internship Evaluations Concerns Forms

The assessments we use to monitor our students allow us to evaluate their ongoing progress at multiple points in our program. In addition, we feel that these assessments provide us with a view of student success that is a composite of 1) numeric measures of their competence in liberal arts, content-based and pedagogical coursework; 2) evaluations of their competence in practical settings; 3) quantitative data from independent measures of students' knowledge and skills; and 4) first-person evaluations of teaching ability that are both self reports and evaluations by on-site supervisors. The composite nature of our assessments contributes to the reasonableness of the process. While there is a range that allows for individual variation, students who successfully complete our program must do well on all measures. Consequently, the measures reinforce one another in shaping the overall determination that a student has met the criteria for certification.

Although it does not constitute a source of evidence for student competence, it should be noted that all of our teacher preparation programs have been reviewed and approved by the Michigan Department of Education. This constitutes an additional confirmation of the validity of our course offerings and overall program components in that outside experts in the various disciplines have given their vote of confidence and confirmed that our program objectives align with the Entry Level Standards for Michigan Teachers. A number of our sources of evidence relate to these standards because, the specific goals of our program notwithstanding, the ultimate goal of our program has to be to ensure that our students meet the entry level standards.

3. Method

As a first step in compiling evidence to support our claims we examined student GPAs and course grades to assess the knowledge of subject matter asserted in Claims 1 & 2, and pedagogical knowledge asserted in Claim 3. GPAs and course grades have long been accepted as criteria for program completion in higher education. We acknowledge that there has been an ongoing debate regarding the validity and reliability of course grades and they should not be the sole measure of student learning in a program that leads to state licensure. Nevertheless, if we assume a reasonable level of objectivity on the part of our faculty, course grades provide an indication of the ability of our students and a predictor of continued achievement and perseverance in a higher education setting. Therefore, we use the overall GPA of 2.8 and a grade

of 3.0 in our introductory course as minimum criteria for admission to the teacher education major. We also require students to continue earning high grades in the major/minor and pedagogy courses (see Table B.2 for specifics).

Statistical data concerning students at Oakland University is stored electronically using the SunGuard SCT Banner campus-wide information management system. Therefore, monitoring grades and overall grade point averages can be done automatically for all students pursuing teacher certification. Because grade point averages are used as one of the criteria for admission to the program, they are monitored every semester by our advising staff. Course grades minimums are also monitored to identify those students who are no longer in good standing.¹ The GPA and course grade requirements are not, by themselves, indicators of proficiency. However, they do ensure that students in our program have at least been able to prove themselves in an academic environment, have sufficient liberal arts background and content knowledge, and have persevered through the first two years of college.

Additional support for Claims 1, 2 & 3 comes from our analysis of our students' scores on the Michigan Test for Teacher Certification (MTTC). These tests serve the same function as the Praxis I and II tests. The Michigan Department of Education requires all teacher education candidates to pass the appropriate sections of the MTTC. National Evaluation Systems develops these tests in collaboration with Michigan teachers and teacher educators. They provide the following information regarding the validity of these tests:

The test objectives were prepared jointly by National Evaluation Systems, Inc. (NES®), and Michigan educators based on Michigan curriculum guides, textbooks, and teacher education and certification standards. A content validation survey was conducted in each field of teaching, using a random sample of practicing Michigan educators and teacher educators. Each survey participant reviewed the objectives in his or her field to ensure that those selected for testing were important to the job and were used in Michigan classrooms. Test questions were matched to the objectives and verified as valid for testing by Michigan educators. (Retrieved Nov. 13, 2006 from http://www.mttc.nesinc.com/MI11_overview.asp).

NES also has the tests reviewed by a bias committee and a content advisory committee. A number of our faculty have served on test development committees over the years. The process consists of developing potential test questions and matching them to the Entry Level Standards for Michigan Teachers and guidelines based on national disciplinary association standards. NES provides no information regarding the reliability of these tests claiming instead that

(t)he tests are criterion referenced and objective based. Criterion-referenced multiple-choice tests are designed to measure a candidate's knowledge and skills in relation to an established standard of performance (a criterion) rather than in relation to the performance of other candidates. The tests are designed to help identify those candidates who have the level of knowledge required to perform satisfactorily as entry-level teachers in their fields of specialization" (Retrieved Nov. 13, 2006 from http://www.mttc.nesinc.com/MI11_overview.asp).

¹ Specific GPA requirements and course grade minimums are described in Appendix D.

While we are not completely satisfied with that disclaimer, we are not in a position, nor would we want to exclude the tests as a component of our review. Consistent with the criterion referenced nature of these tests, we require students to take sections of the test at different points in the program in an attempt to create an optimum connection to the curriculum. Students must take the Basic Skills portion of the test (reading, writing, and math) before being admitted to major as a confirmation of their success in general education courses. Before beginning the internship, students must also show proficiency in their teaching area. Therefore, elementary education candidates must pass the elementary education portion and secondary candidates, the content portion before their last semester. Finally, elementary candidates must also pass appropriate content sections of the test before being recommended for middle school level endorsements.

For the purpose of this *Brief* we compiled the overall GPAs of all of our recent graduates and compared it to each student's score on the state licensure tests and final grade in the internship course. Each year, we receive a report from the Michigan Department of Education indicating the percentage of students who have passed each section of the test that year. Although students receive numerical scores, they are scaled scores (http://www.mttc.nesinc.com/MI11_passingrequirements.asp). The test is designed so that the minimum passing grade reflects competence and a higher score beyond passing does not necessarily indicate a greater level of skill or knowledge (Personal Communication, National Evaluation Systems Nov., 1996). For that reason, we did not expect to see indications of strong correlation between test scores, GPA and other numerical measures. Nevertheless, we did review those data and the results are reported later in this *Brief*. In addition, some students require multiple attempts to pass certain test sections. For that reason, we also receive three-year composite scores that reflect the percentage of students who ultimately pass the test sections. Reviewing this data will inform us of potential areas of concern.

Although grades and test scores provide insight into students' knowledge and skill acquisition, we feel that more compelling data reflecting student competence come from the assessments that report on students-in-action and are based on observed behaviors. Students first supervised field experience occurs in EED 310, Public Education for the Future, or SED 300, Introduction to Secondary Education. This is the first gate-keeping point in our program and successful completion is required to achieve standing as a teacher education major. In these courses, students have also are required to keep journals about their experiences, reflect on the theoretical frame they bring to teaching and create a portfolio of materials that reflects their personal understanding of what it means to be a teacher. In this course, and in all subsequent field placements, students must receive positive evaluations from field placement teachers.² To confirm that our students are succeeding in their field placements we analyzed the feedback we received from the field placement teachers at each of the 6 field experiences for elementary candidates and 3 field experiences for secondary candidates. A table summarizing that analysis is provided in the Results section of this Brief. The statements in the field experience reports were developed by the teacher education faculty and revised over time to correspond to the

² Copies of the various field placement evaluation forms and policies are available online for elementary students at: <http://www2.oakland.edu/oakland/ouportal/index.asp?item=1642&name=ELE+Field+Information+and+Paperwork&site=55> and for secondary students at: <http://www2.oakland.edu/oakland/ouportal/index.asp?item=1653&name=SEC+Field+Information+and+Paperwork&site=55>. A sample copy is included in Appendix F.

courses in which the students are enrolled at the time of a particular field (a copy of the form used is included in Appendix F, p. 1) . Most course syllabi include some activities that must be carried out in the field and there is an expectation that students are gaining in ability as they progress through the program. We consider the connection to course objectives sufficient content validity given the relative importance of this measure. We trust the reliability of these measures because of the consistency of results over the years. Since students have a field experience every semester, the summary of field placement results includes individuals who will graduate over at least a three-year span. A student must do well in each field to continue to the next level, therefore, the internal consistency is high.

A third important source of evidence for the success of our program is the surveys of our graduating students. We have been surveying our students at the completion of their internship for a number of years (a copy of the survey is included in Appendix F, pp. 4 and 8) and The Michigan Department of Education recently required all candidates for certification to complete an online survey at the same point in the program. Both surveys are derived from the Entry Level Standards for Michigan Teachers. A detailed description of the validation of the MDE survey is contained in the survey committee's report to the Board of the Michigan Association of Colleges of Teacher Education. It is posted online at

http://www2.oakland.edu/sehs/teac/supporting_documents/Validation_of_MDE_Survey.pdf

In brief, the survey was developed by a committee of representatives from teacher education programs throughout the state. The committee identified one or two central concerns for each of the seven areas of the entry level standards in an attempt to make a clear distinction between each standard. Survey items were selected from existing surveys or constructed by the committee and put into a 1-4 Likert scale format. The survey was piloted and revised in the spring of 2005 and administered to all graduates in the state during the 2005-2006 academic year.

In 2006 cluster analysis and factor analysis was done on a representative sample of over 700 responses. In general, the factor analysis supported the grouping of items in the survey for each of the seven entry level standards. The State Board of Education had already determined that the criteria for assessing the "perceived readiness" of recent graduates would be a claim of efficacy by at least 80% of the students. Efficacy was set as a response of three or four on the four-point scale. In reporting the results for Oakland University, we used the groupings identified by the factor analysis.

In contrast to the self-report data contained in the survey of graduating students, the specific information contained in the student teaching mid-term assessments³ provides direct assessment of students based on the cooperating teachers observation of teaching practice in actual classrooms. These assessments are titled the Performance-Based Assessment for OU Step Interns (or Elementary Student Teachers)⁴ and consist of a three-level rubric with descriptive statements reflecting Needs to Improve, Developing, or Accomplished. There are 93 sets of statements divided into seven areas – I. Interpersonal Relations, II. Classroom Climate and Management, III. Planning for Instruction, IV. Delivering Instruction, V. Instructional Technology, VI. Professional Qualities and VII. Personal Qualities. The forms were developed in 1999, based on rubrics in Danielson's 1996 work, *Enhancing professional practice: A framework for teaching*. The forms were revised in 2000 based on input from local cooperating teachers at

³ Final assessments are narratives written by the cooperating teacher and university supervisor and therefore, are not in a form that can be compared to the student survey data.

⁴ A copy of this form is included in Appendix F.

the 2nd Annual Meadowbrook Conference. They were modified again in 2002 after a summer 2001 seminar with cooperating teachers and university supervisors. The last modification was in 2005, again based on input from cooperating teachers and university supervisors. We contend that the use of an established rubric for assessing teacher candidates along with periodic review by professionals in the field provides strong content validity for these instruments. Another confirmation of validity stems from the analysis of the results of these evaluations done for this report. We found a close alignment between the categories in our evaluation forms and the Michigan Standards for Entry Level Teachers as well as to the MDE survey referenced above. Therefore, we believe we have strong concurrent validity for these measures.

The results of both of these measures are described in the next section of this *Brief*. We also feel that this close alignment provides an argument for the reliability of both measures. The factor analysis done on the MDE survey speaks to its reliability even in this first administration of the instrument. We then analyzed our cooperating teacher evaluations using the same approach as was used for the MDE survey to give us the most cautious interpretation of the data. That is, we chose to report the data in the form of claims of efficacy for those items shown to be internally consistent rather than mean scores for all items as originally intended. Because the MDE survey was anonymous, it was not possible to do a correlation analysis between the two measures. However, the aggregate results indicate that both measures are, indeed, measuring the same constructs. Although the self-reported data received from these surveys must be interpreted with some caution, the results can be deemed more trustworthy when they are confirmed by the evaluation of an outside evaluator - the cooperating teacher. While none of these assessments alone should be considered definitive, the convergence of three different measure, some over multiple years, allows us to have confidence in the composite picture of our students and our program that we can draw from these multiple sources.

Claim #4 is supported by our review of the required coursework on the application of technology in the classroom, and the statistics indicating that our students and faculty make extensive use of the available technological equipment. We feel that the strength of the evidence for this claim stems from our ability to observe the results of our efforts in actual practice. That is, we provide students with a knowledge base regarding technology and we have evidence that they actually use the equipment in practice.

Evidence related to Claim #5 comes from two sources. First, it is embedded in the evaluation forms used in our practicum experiences. Supervising teachers are able to rate our students on their professionalism and disposition to teach based on first-hand observations of the candidates in real classrooms (a copy of the rating form is included in Appendix F, pp. 16 and 28). A separate analysis of the data from those forms relating to professionalism and dispositions is included in the Results section. Second, we monitor our students to uncover problems in these areas through our Faculty Students Concerns Reports (Appendix F p. 12). Whenever anyone who works with a student feels there is a problem that needs to come to the attention of the elementary committee or secondary council, they can do so by completing a report. Since this process insures that our program is functioning as intended, the analysis of these reports is included in Appendix A as part of the internal audit.

Our final assessments provide feedback on the effectiveness of our program as much as the competence of our graduates. For more than ten years we have required students to complete a final survey indicating their perceived level of preparation. We have come to trust the information we receive because it has been so consistent over the years. In this survey, we ask general questions about student satisfaction and the quality of different aspects of our program.

Recently, we also sent two surveys to past graduates. One was to graduates of the elementary education program and one was to graduates of the music education program. The music education survey was sent as part of the accreditation review of the Department of Music, Theater and Dance by the National Association of Schools of Music. Music education is one of the largest K-12 or secondary programs and is therefore a good program to pilot a follow-up survey. We intend to expand our use of surveys of past graduates. In addition, next year, the Michigan Department of Education will institute a survey of all third year teachers.

4. Results

In this section of the *Brief* we present the data we believe support our claims. In the next section we will discuss the implications of the data presented here thereby solidifying our case for the proficiency of our students and the quality of our program.

Claim #1: Undergraduates in the teacher education programs at Oakland University have a foundation in the liberal arts. To support this claim, we point to the general education requirements that must be met by all students. All students must successfully complete these general education requirements before being admitted to the teacher education program. They must also pass the Basic Skills portion of the Michigan Test for Teacher Certification. Details concerning minimum acceptable grade point average and course grades are described in Appendix D. Table 4.1 provides mean GPA scores for teacher education students over a three year period and course grades in our introductory course and capstone experience for our most recent graduates.

Our first claim is also supported by much of the evidence we believe supports **Claim #2 – Students in the teacher education program are proficient in subject matter knowledge and apply this knowledge in their teaching.** This subject matter knowledge comes from courses in the liberal arts beyond the general education requirements that give students an academic major in a content area that is taught in K-12 schools. All students, elementary as well as secondary must have at least one endorsement in a content area to be eligible for certification.

The MDE approves all programs that prepare students in an endorsement area and has developed guidelines for the endorsement programs which are revised on a regular basis (see p.3 for the links to these documents online). All of Oakland's programs are currently approved. The application materials we have submitted to the MDE over the years can be accessed by going to the School website <http://www2.oakland.edu/oakland/ouportal/index.asp?site=31>, clicking on "professional Resources, highlighting MDE Review and using the user name "mde" and the password "mdemde" to gain access.

To assure that our students are well prepared in their content areas, we require a minimum course grade and GPA in the content major that is higher than what is required for non-education majors. (See Table B1 in Appendix B). In addition, all of our students must pass the appropriate content area sections of the Michigan Test for Teacher Certification (MTTC) exam. Table 4.2 gives the mean score for all currently enrolled students on the MTTC content area tests. Table 4.3 provides the mean test scores by subject for our current graduates as well as the 3-year cumulative passing percentage. Table 4.4 compares the overall GPA of current education students to non-education students in the various disciplines.

Table 4.1: Overall GPA and Mean Grades of Oakland University Teacher Education Students

			<u>2003-2004</u>			<u>2004-2005</u>			<u>2005-2006</u>		
			<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
Overall GPA											
Elementary UG			249	3.61	.174	284	3.81	.183	226	3.56	.180
Elementary Grad			17	3.77	.162	6	3.86	.134	9	3.82	.122
Secondary UG			246	3.35	.389	207	3.34	.379	220	3.35	.384
Secondary Grad			23	3.67	.305	26	3.64	.293	28	3.61	.262
Intro. to Ed.- Gate Keeping Courses											
Elementary UG	EED 310 Grade								306	3.76	.404
Elementary Grad	TD 520 Grade								49	3.87	.181
Secondary UG	SED 300 Grade								109	3.74	.564
Secondary Grad	TD 500 Grade								37	3.92	.063
Internship – Capstone*											
Elementary UG	EED 455 Grade								305	3.88	.261
Elementary Grad	TD 555 Grade**								28	3.89	.195
Secondary UG	SED 455 Grade								70	3.81	.399
Secondary Grad	TD 559 Grade								35	3.85	.166

* During the 2005-2006 academic year, 8 students withdrew from students teaching and 2 students were given a grade of incomplete requiring then to repeat the internship.

** These figures are for Fall 2006 – the first year graduate students completed the elementary level internship

Table 4.2: Mean Scores and Standard Deviations of Currently Enrolled Oakland University Teacher Education Students on the Michigan Test of Teacher Certification

	<u>Mean</u>	<u>SD</u>
Basic Skills (n=525*)		
Reading	268.4	19.9
Math	269.4	21.7
Writing	233.2	24.8
Elementary. Education (n= 482)	246.3	37.3
Content Area I (n=572)	242.8	18.0
Content Area II (n=362)	236.8	22.8

Note: Passing score on all MTTC Tests is 220. These scores are for students who have passed the test (one of the criteria for admission to the program). Some students make multiple attempts before passing. That issue is discussed in the next section of the Brief.

* The n is less than the total number of students in Table 4.1 because transfer students who took the tests before coming to OU provide us with documentation that they have passed, but not raw score.

Table 4.3: MTTC Content Test Scores for 2005-2006 Teacher Education Graduates and 3-year Passing Percentage for All Currently Enrolled Students

	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>3-year passing %age</u>
Biology	15	246.9	18.0	86.2
Chemistry	10	240.3	18.4	89.7
English	35	247.9	16.5	94.5
Gen. Science (elem. only)	53	233.0	21.8	93.1
History	32	247.5	19.0	92.8
Integrated Science (elem. only)	138	237.8	18.9	88.2
Lang. Arts (elem. only)	346	239.6	15.4	90.5
Mathematics (elem.)	156	249.0	19.7	96.4
Mathematics (sec.)	15	264.0	15.8	95.6
Modern Language	40	229.4	20.3	83.3
Music	22	255.4	12.9	97.6
Political Science	11	247.5	24.4	86.7
Social Studies (elem. only)	146	231.3	19.7	81.2

Table 4.4: GPAs for Current Oakland University Education and Non-Education Students

Note: The overall mean GPA University wide is 2.99. The overall mean GPA for SEHS is 3.21.

	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>Range</u>
Elementary Educ.	927	3.61	.189	0.98
Biology				
Education	22	3.41	.440	1.49
Non-education	213	3.30	.400	1.80
Chemistry				
Education	9	3.32	.450	1.53
Non-education	46	3.39	.360	1.68
English				
Education	32	3.55	.186	0.74
Non-education	265	3.41	.375	1.97
History				
Education	44	3.50	.273	1.51
Non-education	160	3.24	.393	1.87
Mathematics				
Education	11	3.46	.272	0.85
Non-education	30	3.57	.299	1.01
Modern Language				
Education	14	3.67	.243	0.99
Non-education	35	3.48	.303	1.12
Music				
Education	19	3.66	.198	0.68
Non-education	18	3.53	.293	1.22

As indicated in Tables 4.2 and 4.3, both elementary and secondary teacher education candidates must take three MTTC tests in the basic skills of reading, mathematics, and writing. They must also take one, and in some cases two, content tests in the subject for which they earn a teaching endorsement. We were interested in whether there is any correlation among these test scores and between these test scores and the student's grade internship grade. Table 4.5 shows these correlations. The implications of these correlations are addressed in Section 5 - Discussion and Plan.

Table 4.5: Correlation among MTTC Test Scores and Between Test Scores and the Internship Grade for Winter 2005, Fall 2005 & Winter 2006 Oakland University Teacher Education Graduates.

	GPA	BSK1	BSK2	BSK3	Elem Ed	Content 1	Content 2
BSK1 (Reading)	0.2390						
BSK2 (Math)	0.1966	0.3670					
BSK3 (Writing)	0.1666	0.1693	0.1739				
Elem Ed.	0.3684	0.4705	0.4211	0.2221			
Content 1	0.3025	0.4052	0.3369	0.1775	0.5936		
Content 2	0.2742	0.4013	0.4142	0.1917	0.5307	0.4390	
455 Grade	0.2562	0.0080	-0.0172	0.0552	-0.0180	-0.0658	-0.0066

Claim #3 – Graduates of the Oakland University teacher education programs have appropriate knowledge of pedagogy needed by teachers and apply this knowledge to promote student learning – including students with special needs and from all cultures. Support for Claim 3 comes from multiple sources. The first is the design and implementation of the teacher education curriculum and its connection to field placements. Reference was made earlier to the fact that our teacher education program goes beyond the state requirements. An examination of the course descriptions included in Appendix D reveals that there is a clear design to the additional requirements. Students cannot become proficient in pedagogy if they are only receiving a generalist approach to teaching content. Issues such as classroom management and lesson design and assessment can easily be given insufficient attention when they are only one unit in a methods course that attempts to address all issues of teaching. In both our elementary and secondary program, these topics are treated in separate courses. Simply offering the courses is not necessarily an indication that students are competent. One measure we use for insuring that students are achieving in our courses as they should is the minimum GPA (2.8) and course grade requirement (2.8). Students need high grades to continue in good standing in the teacher education program. Table 4.6 provides that information for students in the last three semesters.

Table 4.6: Mean course grades and standard deviations in professional courses for currently enrolled Oakland University teacher education students.

	<u>Elementary</u>			<u>Secondary</u>		
	N	Mean	SD	N	Mean	SD
Intro. To Educ.	306	3.78	.404	109	3.74	.563
Foundations	974	3.74	.334	84	3.91	.137
Special Education	226	3.92	.167	39	3.71	.297
Technology	136	3.63	.840	47	3.75	.815
Methods	1061	3.81	.347	325	3.86	.201
Student Teaching	283	3.87	.245	92	3.83	.404

As you can see in Table 4.6, most students exceed the minimums. This data also includes the scores of individuals who were not successful in a course. Some of these individuals repeat the course while others decide that teaching is not the career for them. Since the data presented in Table 4.6 covers students enrolled at various points in the program, these students will graduate over a period of years in the future. Those in student teaching are about to graduate. Those in the Introduction to Education course must complete the program within the six year limit set by the university.

We also have a process by which we identify students who are not successful in our program for one reason or another - the Faculty/Student Concerns Forms. Instructors, cooperating teachers, field supervisors, academic advisors and other staff members who interact with a teacher education student can submit a Faculty/Student Concerns Form. This form was originally developed by the Elementary Teacher Preparation Governance Council during the 2001-2002 academic year and later adopted by the Secondary Teacher Education Council.

Through this process, we are able to monitor any potential problems our students might have that would not necessarily be reflected in course grades and before students reach student teaching. A copy of this form and the instructions to the students is included in Appendix F. We also have included a sample letter currently in progress for a student who had two or more unresolved Faculty Student Concerns Reports on file this spring. This caused the Student Concerns Committee to call for a Student Support Committee to be formed.

An analysis of these Concerns Forms revealed the following information. Since winter semester 2002, 303 students have received a total of 378 reports. Table 4.7 shows the distribution of the reports among those students. The number of forms submitted is an indication that the faculty and staff are monitoring the students and communicating their concerns. The majority of students who received a Concerns Form received only one indicating that, in most cases, the problem did not reoccur. Further analysis of these data provides a richer picture of the impact of the concerns process with respect to the quality of our program.

Table 4.7: Number of OU students receiving one or more Concerns Form.

No. of Concerns Forms	No. of Students	% of total forms
0		
1	251	83.1
2	37	12.3
3	8	2.6
4	6	2.4
5	1	0.4
Totals	303	100.3

We reviewed the reports to determine the nature of the problems we were identifying. Table 4.8 provides a summary of our findings.

Table 4.8: Frequency and Percentages of the Types of Concerns Forms Issued to OU Students Since 2002

Concern	#	%
Failure to hand in required Documents (field logs & evaluations, proof of immunizations, etc.)	136	35.9
Problems with Oral & Written Expression	62	16.4
Dependability and Consistency, completion of assignments	35	9.3
Absences in field or internship placements	28	7.4
Ability to work with others (attitude & professional demeanor)	23	6.1
Practical applications in the internship setting (lesson planning, assessment, classroom management, etc.)	19	5.0
Low overall evaluations in field or internship placements	19	5.0
Missed Meetings (orientations and culminating seminars)	17	4.5
Lack of Effort (outgoing, energy level, etc)	13	3.4
Content Knowledge	11	2.9
Absence from university classes	9	2.4
Other	6	1.6

More than one third of the Concerns Forms address what could be seen as a simple bureaucratic issue regarding student timeliness in submitting required paperwork. However, these reports are also the means by which we monitor, among other things, the quality of our students' participation in field placements. We take the field placements very seriously and students are not assigned a subsequent field placement unless they provide documentation of the time they spent in the previous field and a positive evaluation by the teacher of the field placement classroom. Fortunately, the vast majority of these concerns are resolved quickly and they served as a reminder to the students that they must meet deadlines.

We have taken further action when the concern is not addressed. For example, the Admissions and Standards Committee filed an Academic Conduct Report to the University Dean of Students for one student who received four Concerns Reports for failing to meet obligations and not attending classes. That student eventually withdrew from our program. Another student with three such reports over three years was moved back to candidacy status and had to apply to be readmitted. Concerns Forms of this nature tell our students that we are serious about our field placement experiences.

We were pleased to see that there were relatively few Concerns Forms submitted for problems with absence, practical application in the classroom, or unprofessional behavior, and even fewer for content knowledge, or lack of effort. Since these concerns would generally surface in the final internship, we feel this indicates the level of commitment and ability our students possess when they complete our program. We are moderately concerned with 16% of the forms reporting problems with oral or written expression. The concern is not great because many of these forms were given to students in the first year of the program and there was no reoccurrence. This could indicate that the issue resolves itself by the time students graduate. It is also likely that reports in this area will decrease because we have revised our requirements for writing in the major in keeping with new university general education requirements.

Two additional issues regarding the Concerns Forms are the consequences for the students and the ultimate outcome of the process. Table 4.9 and Table 4.10 provide that information.

Table 4.9: Actions Taken in Response to Concerns Forms

Action	Number of Students	
Formal Improvement Plan	9	(4 were successful, 5 were not)
Support Committee Formed	5	
Internship delayed or extended	4	
Requirement for improved field evaluation as a criteria for continuing	4	(3 were successful, 1 was not)
Certified Letter sent to student	3	
Student required to repeat a field	2	
Academic Conduct Referral	1	

It appears that the Concerns Forms accomplish the two intended goals – identifying problems early enough for remediation, and identifying and removing those students who ultimately are not fit for teaching for one reason or another.

Table 4.10: Final Resolution for Student with Concerns Forms

	#	%
Still Enrolled	142	46.8
Graduated Successfully	120	39.6
Graduated without certification	15	4.9
Withdrew	7	2.3
Demoted to Candidacy Status	3	0.9
Dropped from the program	2	0.6
Expelled from the University	1	0.3
Petitioning to Re-enroll	1	0.3

Certainly, support for Claim #3 comes from the measures described in all of the tables in this section, but our strongest evidence for this claim comes from two other sources - the survey conducted by the Michigan Department of Education of our most recent graduates, and the evaluations done by our field and cooperating teachers. As indicated in the report of the state-wide analysis of the MDE survey (see Section 3, pp. 13-14), the survey is linked to the Entry Level Standards for Michigan Teachers. The data in Table 4.11 shows the percentage of students who claimed proficiency when responding to the survey items. The categories pertaining to knowledge of pedagogy are shaded.

Table 4.11: Percentage of Oakland University Teacher Education Graduates Claiming Efficacy on the 2005-2006 Michigan Department of Education Survey

Entry-Level Standard for Michigan Teachers (ELSMT	<u>All (n=355)</u>	<u>Elem (n=269)</u>	<u>Sec (n=74)</u>	<u>K-12 (n=12)</u>
ELSMT 1				
Employ a liberal education	85.4%	81.8%	96.0%	100%
ELSMT 2				
Promote all students' learning	75.6%	72.9%	83.8%	91.7%
ELSMT 3				
Teach a subject matter	95.0%	95.2%	93.3%	100%
Certificate-specific scales	84.8%	85.5%	82.4%	83.4%
ELSMT 4				
Manage classroom activity	92.7%	92.2%	93.3%	100%
ELSMT 5				
Informed practice and deliberate learning.	93.3%	92.2%	91.3%	91.7%
ELSMT 6				
Engage teachers, parents, and community.	82.0%	81.8%	82.5%	98.4%
ELSMT 7				
Use information technology	90.2%	87.7%	97.3%	100%

What is perhaps more important is the assessment of the teachers to whom our candidates are assigned for their field experiences and student teaching. Elementary candidates have a minimum of four field experiences and many have six. All of them are in the classroom where they will student teach for their final field creating something of a year-long capstone experience. Secondary candidates have three field experiences before being placed in a year-long internship. The classroom teacher evaluates every candidate at the end of every field experience. The evaluation form becomes progressively more detailed as students progress through the program but all are based on a rubric with five response levels for statements in four categories. An example of a field evaluation form is included in Appendix F and all levels of the form are available online at the OU TEAC accreditation website. Table 4.12 gives the results of the proficiency ratings for all of our students at each field placement level.

The cooperating teachers also evaluate candidates in a format that can readily be compared to the data collected in the MDE survey. That data is presented in Table 4.13. Again, the categories pertaining to knowledge of pedagogy are shaded. The results reported in Table 4.13 are based mid-semester assessment. We utilize this measure as an important monitor of student success because it corresponds to the MDE survey whereas the final evaluation is a narrative. Students' ultimate success in the internship experienced is evidenced by the final grade in the course (see Table 4.6) as well as the narrative evaluation, but the Mid-term Performance Assessment allows us to link their performance to specific proficiency indicators and evaluate their progress while there is still time to intervene. Cooperating teachers are directed to consider the middle category of this instrument, Developing, as being indicative of a successful experience and that the top category, Accomplished, is an indication of superior performance.

Table 4.12: Field Placement Teachers Rating of Student Proficiency Levels Reported on Field Placement Evaluations.

Field Level	1 % (n)	2 % (n)	3 % (n)	4 % (n)	5 % (n)	Year-Long % (n)
Elementary						
Personal Attributes	95.3 (289)	97.7 (256)	97.5 (158)	98.4 (106)	90.9 (22)	94.9 (264)
Relationship with Others	91.9 (293)	97.7 (256)	96.9 (158)	96.5 (101)	96.2 (26)	94.4 (257)
Attendance	97.7 (302)	97.1 (273)	99.3 (154)	99.0 (106)	91.4 (22)	96.5 (256)
Teaching Skills						
Teaching Skills	97.6 (288)	90.5 (236)	93.7 (154)	94.2 (94)	100.0 (20)	85.5 (251)
Secondary						
Personal Attributes	95.5 (105)	94.9 (105)	97.3 (37)			
Relationship with Others	92.5 (102)	98.0 (101)	97.1 (35)			
Attendance	96.9 (97)	99.6 (101)	97.2 (35)			
Teaching Skills	95.5 (96)	95.8 (103)	93.4 (35)			

Table 4.13: Efficacy Percentages as Reported by Cooperating Teachers on the 2003-2004, 2004 –2005 and 2005-2006 Elementary Mid-Term Performance Based Assessment of OU student teachers

Entry-Level Standard for Michigan Teachers (ELSMT									
		<u>2003-2004</u>			<u>2004-2005</u>			<u>2005-2006</u>	
	n	Dev'lp	Accp'lshd	n	Dev'lp	Accp'lshd	n	Dev'lp	Accp'lshd
ELSMT 1									
Employ a liberal education	116	99.8%	75.9%	131	99.3%	69.1%	119	99.1%	65.7%
ELSMT 2									
Promote all students' learning	130	99.8%	62.6%	144	99.1%	54.9%	121	98.7%	52.2%
ELSMT 3									
Teach a subject matter	128	99.2%	71.4%	147	98.2%	59.7%	126	98.3%	53.7%
ELSMT 4									
Manage classroom activity	132	99.6%	72.3%	147	98.9%	62.3%	139	97.9%	60.3%
ELSMT 5									
Informed practice and deliberate learning.	125	99.8%	70.8%	137	98.8%	62.9%	121	97.5%	57.3%
ELSMT 6									
Engage teachers, parents, and community.	133	99.5%	69.1%	142	99.1%	64.2%	127	98.2%	57.0%
ELSMT 7									
Use information technology	117	99.3%	74.2%	130	97.8%	66.6%	113	97.7%	63.9%

Because both our evaluation form and the MDE survey were designed to align with the Entry Level Standards for Michigan Teachers, we analyzed the cooperating teachers' assessment of our student teachers following the same protocol as was used for the Michigan Department of Education survey of our graduates. The MDE survey is anonymous so we were not able to examine the data in terms of a direct relationship. However, the consistency between these two measures as well as the other measures we have available would indicate that outliers or other anomalies likely did not overly influence the results. We were able to determine proficiency of our students in terms of the same seven overarching categories.

Not surprisingly, the cooperating teachers are more discerning that the students' own self-reports. Still we were pleased to see that almost all of our candidates were judged to be satisfactory and half to two-thirds were considered outstanding. Our review of the final grades for student teaching indicate that there was not a dramatic change in the candidates performance in the second half of the internship

Claim #4: Graduates are able to integrate technology into their teaching and learning. Claim 4 addresses one of the three cross-cutting dimensions of Quality Principle I – technology. There are a number of indicators that our teacher education graduates have both a working knowledge of technology and an understanding of its application to the teaching and learning process. Certainly an important indicator is that students rate themselves quite highly in relation to Standard 7 on the MDE survey (Table 4.11) and that rating is confirmed by the cooperating teachers' assessment (Table 4.13).

The primary way we prepare future teachers in technology is through a required course addressing the application of technology in the classroom – IST 396 or 397. As can be seen from the data in Table 4.6, our students do well in these courses. Brief descriptions of these courses

can be found in the undergraduate catalog on p. 377 and online at <http://www2.oakland.edu/catalog/undergrad/rla.pdf> . Beyond the required courses, 38 students enrolled in IST electives in the past two years and 10 students have completed technology portfolios that have received the Michigan Certificate for Outstanding Achievement in Teaching with Technology from the Consortium for Outstanding Achievement in Teaching with Technology. This is more than any other teacher education institution in Michigan.

The principles taught in our technology courses are modeled in our own teaching. Pawley Hall is equipped for wireless access throughout the building and all of the classrooms are at least Level III - Enhanced Technology Classrooms (with multimedia podium). In addition, our building has two Level IV - Two-way Interactive Television or Distance Learning Classrooms (ITV or DL) and two Level V - Computer Classrooms. (Full descriptions of these classrooms can be found on the OU website at <http://www2.oakland.edu/csits/classrooms.cfm>. In addition, the Educational Resource Laboratory has 10 desktop computers and 65 laptop computers available to students as well as two digital camcorders and two carts with class sets of laptops that can be used to make any classroom a computer lab with internet access.

We recognize that having this equipment is meaningless if students and faculty do not make use of it. Data on circulation in the Educational Resources Laboratory indicates that the equipment is being used. In the 2005-2006 academic year, laptop computers were checked out 5,411 times. From 2001-2006, digital camcorder #1 was checked out 106 times. Since a second camera was added in fall of 2004, it has been checked out 41 times. The equipment is not only used by individual students, but also by faculty who model the use of multiple student computers in a classroom setting. Our portable carts contain class sets of laptops that can be used to give every student a connection to the internet in any room in the building. From 2002-2006 the iBook (MAC) cart was checked out 180 times and the PC cart that was just purchased in March 2006 checked out 11 times.

Not only is our technology being utilized but we think this is also an indication that our students understand that not all learning takes place in the classroom and that they must take continuous responsibility for their own learning.

Claim # 5: The Oakland University Teacher Education Program ensures that graduates are caring individuals with the skills needed to meet the academic, personal and social needs of students in a professional manner. For most students, the motivation to enter a teacher education program is the love of children. This trait is a necessary, but not sufficient. We require our elementary students to have prior experience working with children before being admitted to the program. All of our students have an early field experience that is designed to help them make an informed decision as to whether they love schools and teaching as much as they love children. In the introductory course, students are required to keep a reflective journal that, in many cases, teases out the underlying disposition a student has for teaching and children. Finally, the constructivist frame around our program is designed to promote a focus on student learning and not just the mechanics of teaching. Within this frame, concern for the pupils' growth and well being is paramount.

All of this notwithstanding, we feel that the best evidence for Claim #5 comes from direct observation of candidates as they observe and teach in actual classrooms. We monitor this through the field experience evaluations and evaluation rubric completed by the cooperating teacher. The field experience summaries for all six elementary and three secondary field placements show that more than 90% of our students were rated proficient in the categories of *Personal Attributes* and *Relationship with Others* (please see Table 4.8). In addition, there are a

number of items in the Performance-Based Assessment that cooperating teachers complete that address this claim. The first section deals with Interpersonal Relationships. Section II is entitled Classroom Climate and Management, and sections VI and VII are Professional and Personal Qualities. In all, cooperating teacher rate our students on 35 different items relating to this claim. The raw data for all of the items are included in Appendix F. The proficiency ratings of the cooperating teachers are listed Table 4.14.

Table 4.14: Cooperating Teachers Proficiency Ratings of OU Student Teachers on the Mid-Semester Assessment as they Relate to Quality Principle 1.3

Assessment Category	No. of Items	2003-2004		2004-2005		2005-2006	
		Dev'lp	Accm'lsd	Dev'lp	Accm'lsd	Dev'lp	Accm'lsd
I. Interpersonal Relationships	9	99.8%	74.6%	99.4%	68.4%	98.6%	62.5%
II. Classroom Climate and Management	14	99.4%	72.2%	99.0%	61.9%	98.3%	60.7%
VI. Professional Qualities	6	99.8%	78.0%	98.2%	65.6%	97.7%	68.4%
VII. Personal Qualities	6	99.5%	91.4%	98.4%	78.3%	98.6%	86.1%

Finally, we would like to include some additional data that, though collected informally, speaks directly to the quality of our program and our students as continuous learners and leaders in the field. First, more than a dozen students and former students have published articles in professional journals or made professional presentations as co-authors with faculty members. One of our current students has published a children's book about the holocaust. Citations for some of these are included in the reference list. At least four of our former undergraduates are now teaching part-time for us, having also completed their masters degrees at Oakland. One of these students was recipient of the 2004 Presidential Award for Mathematics and Science Teaching. Two other former students are officers in Detroit Area Council of Teachers of Mathematics and are Co-Vice Presidents for Middle School Math. A 1974 graduate of the earliest version of our MAT program is now the president of Kentucky Wesleyan College. A 1995 graduate of our elementary education program was recently honored with his district's "Sparkle Award" which recognizes educators for their classroom support of students with special needs. A 2002 graduate of our school counseling program was named "Teacher of the Year" in her county in 2004 and the Michigan Association of Secondary School Principals named a 1998 graduate of our Education Specialist program the 2007 Assistant Principal of the Year and an individual who has all three of her degrees from Oakland as the 2007 Principal of the Year. No doubt there are additional students who are taking leadership roles in their districts and at the state and national level. We have plans to collect more systematic data on this in the future.

The second informal data set speaks to the response to our program by both our students and the professionals they work with in school settings. Again, we have not keep a continuous tally, but just in the past year, we have received more than 15 unsolicited emails form students, cooperating teachers, principals, and university supervisors all praising the quality of our students or the field placements. All of these are available for review.

5. Discussion and Plan

Discussion. Any discussion of the data presented in the previous section needs to begin with the recognition that there is a great deal of consistency across all of the measures. This is not especially surprising considering that our admissions criteria result in a select group of students. As a result, we see consistently high mean grades and test scores with low standard deviations on all of our measures. What may be most important is that the assessment of our students in the classroom by our faculty is confirmed by the assessments by practicing teachers of their actual work in K-12 classrooms. We are convinced our claims are supported because of this consistency. Yet, it would be helpful to be able to make some direct correlations between these two levels of assessment. At present, we have not collected or stored data in a manner that would make such an analysis possible. In addition the anonymity of the MDE survey currently makes it impossible to match the students' appraisal of their own abilities with their cooperating teachers' assessment. We hope to rectify that with the implementation of an MDE survey of university supervisors that will include the ability to match responses while protecting anonymity. That survey is being piloted this year.

For those measures for which we were able to calculate correlations, it came as no surprise that there is little or no correlation between students' grades in the internship (455) and any other measure. This is likely because there is little variation in those grades. Only 28 students out of more than 500 received a grade below a 3.5. We would not expect more variation than this since we put great effort into ensuring that students are well prepared for student teaching. There is a moderate positive relationship between the Basic Skills Reading and Math tests and all other tests except for the writing test. This was surprising as we would have expected a relationship between reading and writing. However, we have always found that this particular writing test is the most difficult for our students. One explanation may be that since many students take this test early, they are not yet accustomed to the demands of college level writing. As will be discussed in Appendix A, we do have some Concerns Forms regarding the writing skills of our students but they do not persist as students move through the program. Ultimately, all of the students pass all sections of the test. One final point: we are pleased with the correlation between the elementary education test and the content area tests. Both elementary and secondary students take the same content area tests. There is a common misconception that students go into elementary education to avoid a rigorous major. Clearly, this is not the case for our elementary students. This is further supported by the data that indicates that all education students at Oakland earning grades comparable to their non-education counterparts (Table 4.4).

We also feel it is important to summarize the information provided above and, indeed that which is to follow, from a qualitative perspective. To do so, we have asked ourselves the question, what drives our program? We see some overarching themes stemming from this self-study.

First, our program is driven by practical experiences in real classrooms supported by and connected to quality curriculum that deconstructs the teaching-learning process fully. We do not believe there are born teachers. If our graduates are successful it is because of the structure provided by a carefully designed program. We have given particular attention to how our courses complement each other, where students encounter important concepts as they move from one stage to the next, and how our courses connect to the field experiences. Some time ago, the then Department of curriculum Instruction and Leadership did a curriculum mapping process to identify in which course each of the seven program objectives for teacher education were

introduced, reinforced, and mastered. While that terminology is somewhat outdated, the principle behind it is not. Over time we have referred to our courses as being in either Phase I, II, or III with students required to complete 90-100% of Phase I courses before being allowed to enroll in Phase II. Two years ago, the ETPG Council revised course prerequisites because we realized that IST 396 (technology), MTD 210 (performing arts) and EED 316 (visual arts) were methods courses rather than foundations for future learning and needed to come later in the program. At one time, we offered RDG 414 (diagnosis and remediation) during the internship semester so that students could work in depth with one or two actual pupils. Feedback from students and cooperating teachers told us it took too much away from the student teaching experience. It now must be completed before student teaching. Based on the same thinking, the time-frame for the secondary internship was adjusted as well so that students have a full semester of uninterrupted time in the classroom. It is not enough to have the correct courses and the right number of fields; it is the connection between the two that matters.

A second driving force is that the faculty has a common vision. We have agreed, as a group, that we promote constructivist model of teaching and learning. This does not mean that we do not have differing perspectives on what that means and how it plays out in a real classroom, but we are not giving dramatically different messages to our students. We may have special education instructors who profess that behavior modification are sometimes needed with certain students; we do have instructors who see great value in didactic teaching under certain circumstances. Nevertheless, for the most part, what is learned in foundations courses is supported in methods courses and can be carried out in the internship.

We also have common commitment to urban education and preparing students to teach in culturally diverse classrooms. The University general education requirements call for at least one course that addresses US diversity as one-half of the course content. At present, this commitment is stronger in the elementary education program than in the secondary program. Two courses in the elementary program satisfy the general education requirement. Students are required to have two fields in an urban, culturally diverse environment. And, as has been pointed out elsewhere, many of our instructors are actively involved in these schools along with their students. The School has a Multicultural Committee that plans events for students and faculty, The ERL has a permanent collection of more than 2500 items in our diversity and multicultural collection and the School sponsors an annual conference entitled Diverse Voices that gives students from four universities in the area the chance to speak about what diversity means to them.

Currently, we do not have good measures of the impact our efforts are having on our students with the exception of a few research articles reporting on specific efforts by some faculty. These are included in the reference list. We are hopeful that sometime in the future either a survey by the MDE or our own survey of our graduates will provide some additional feedback on our program in this area.

A final driving force for us is the continuous monitoring of our students' progress. One aspect of the program that has not been mentioned yet is that our Office of School and Field Services meets with students twice every semester for a pre-field and post field meeting. Each student file in the SFS office is updated every semester. Students must show that they have had a successful field experience with confirmation from the field placement teacher before they can continue the following semester. Students also have the opportunity to express their concerns and offer suggestions at these meetings. That, combined with the review of the Student/Faculty Concerns Forms by the two Councils creates a system where it is unlikely that anyone will "slip by" or "fall through the cracks." We are also diligent about enforcing our gate-keeping points.

We have three full-time academic advisors in the School. They are supported by a secretary and student aide and assisted by three advisors in the College who spend part of their time with secondary education students. They meet with students to develop a program plan and audit to insure students meet the criteria for admission. A copy of the admissions application is included in Appendix A. They also do an audit before graduation to determine that students meet state certification requirements. The process is made easier because of Banner System, the student data program used on campus. As students proceed through their coursework, the Banner System prevents them from going on until an advisor changes their registration code. Our audit of the application processes for admission and student teaching found that it is not possible for a student to move on before they are ready without an approved Petition of Exception. We also collect data on student progress through the program and monitor student attrition. We present that data here, rather than in the previous section because it is data that is informal and incomplete and we are not yet prepared to adequately analyze this information. Yet it gives us some sense of issues we need to attend to in the future. Tables 5.1 and 5.2 contain the attrition information for our elementary students. Table 5.1 is the number of students discontinuing by their own choosing after each field level. Reasons for leaving vary from: transferring out of state, leaving to have children or care for children, basketball offer, business offer, poor health, transferred to Post Bac or MAT, or changed major for they have determined that teaching is not for them.

Table 5.1 OU Elementary Education Program Attrition 2001-present - Self-Selection

YEAR	1 st field	2 nd field	3 rd field	4 th field	5th	6th	Student Teaching Withdrawal/ graduate without cert.
2001	23	13	5	1	1	0	
2002	25	7	2	2	0	1	
2003	10	5	1	2	2	2	1
2004	9	8	6	2	0	0	2
2005	22	9	1	0	1	0	3

Table 5.2 shows the students who were dropped from the program. The procedures that lead to students being dropped are discussed in Appendix A as part of our internal audit.

Table 5.2: OU Elementary Education Attrition History 2001-present: Denied Admittance or Dropped from program

YEAR	AFTER FIELD #	DENIED ADMITTANCE	DROPPED	ACADEMIC SUSPENSION OR EXPULSION
2001	6th		1	
2002	4th		1	
2003	5th		1	
2004				
2005	6th		1	3

Table 5.3 provides the attrition history for secondary education. This chart is more difficult to interpret. The elementary program is more predictable and students generally move right on after completing the introductory course. Because students take the secondary gate-keeping course (SED 300) at various times, the numbers in the SED300 column do not necessarily indicate that these students will not complete the program. They only indicate that as

of this time, they have not moved forward with applications to do so. For example, students who applied for STEP and accepted in F'05 came from students who took SED300 in F'03-W'05.

Table 5.3: OU Secondary Education Program Attrition History 2003 – Present

Year Took SED300	# enrolled	# not making prog. so far	Denied Admittance	Admitted but removed as failed to meet criteria	Admitted but withdrew prior to internship	Transfer to elem.	Withdrew partially through internship
F2003	78	34	2(2005-06) 2(2006-07)		2(2004-05)		1(2005-06)
W2004	77	33	1(2006-07) 3(2006-07)	1(2006-07)	1(2005-06)		2(2005-06)
F2004	70	33	3(2006-07)	1(2006-07)	2(2005-06)	1(2005-06)	
W2005	71	39	2(2006-07)	1(2006-07)			
F2005	104	61					
W2006	82	52					
F2006							

Plans for the Future. We have already described some of the ways we have used the information we have about our program to make adjustments in the past. Since our last accreditation review, we have also raised the admission criteria in both the elementary and secondary programs requiring a 3.0 overall GPA and changed the internship of the elementary program so it is more like a yearlong, and the secondary so it corresponds better to the university courses those students take during and after student teaching. We also added two courses to the elementary program to prepare future teachers to make interdisciplinary connections in visual art (EED 316) and performing arts (MTD 201). This past year the ETPG Council revised the prerequisites for the professional courses and revised the definition of and urban field placement in recognition of the changing demographics of metropolitan Detroit.

We have also responded to community and student needs by:

- 1) Instituting a satellite program in teacher education in the next county housed in the Intermediate School District building. This was driven in part by our desire to bring in additional students who might not otherwise attend Oakland University, but it was also in recognition off the fact that some current Oakland commuter students were spending precious time driving to campus and were taking longer to complete their degrees. We are pleased to report that the School of Education and Human Services was the recipient of the 2006 Service to Schools award from the Macomb County Intermediate School District in recognition of our work on this program.
- 2) Establishing an MAT degree for “career changers” with undergraduate degrees.
- 3) Revising the language arts endorsement requirements in response to changes in the state test in this area.
- 4) Implementing an Integrated Science program to replace the general science endorsement in response to the nature of the curriculum being taught in K-12 schools.
- 5) Receiving approval for a K-12 Art Education program that is a collaboration with the new CAS degree in studio art.

- 6) Modifying the foreign language program to allow our students to qualify for a K-12 endorsement.

The process of preparing this Brief has also alerted us to some issues we need to address in the future.

- 1) Analysis of the Concerns Forms showed that the process worked, but it also indicated that there are some students who withdraw or are dropped from our program who never received a Concerns Form. It may be that we could have intervened sooner
- 2) Analysis of the MTTC test scores revealed that, although all students eventually pass the required sections, some students find they have to take the test multiple times. Our initial failure rate in language arts was low until we recently revised our program. Now we have found that 42% of our students needed more than one attempt to pass the social studies section and more than 25% need more than 2 attempts. This is something we will address.
- 3) This situation also makes us curious about when our students sit for the various sections of the MTTC tests. We may need to advise them better on this.
- 4) We also need to get a better handle on the attrition of students in the secondary education program. Why do some students delay starting? Why do some decide not to continue?
- 5) Finally, we are also interested in gathering additional feedback from our graduates a few years after they have completed the program. Shortly before our last review, four faculty members conducted a survey of our graduates (McNair, et al., 2000) and found that our graduates described the program as rigorous, applicable and thorough. Last year the Department of Teacher Development and Educational Studies conducted another survey. The data has been collected, but data analysis is not complete as of this date.

The Department of Music, Theatre and Dance administered an alumni survey as part of their reaccreditation application to the National Association of Schools Music. Respondents rated the quality of the music program at Oakland very highly (4.43 on a scale of 1-5 with 5 being the highest). They rated the quality of their experiences in their particular major even higher, 4.74 out of 5. They rated the quality of the instruction they experienced in each area of the curriculum between 4.2 and 5, with aural skills receiving the lowest rating and music education the highest. All but one of the respondents indicated they are currently employed in their major field of study and 100% of the respondents indicated that they would recommend Oakland to a student who wanted to study music.

These results come from a small data pool in just one of our programs. We would like to have information like this from all disciplines. What may help is that the MDE is in the process of developing a survey for just this purpose and one of our associate deans is part of the team working on that project.

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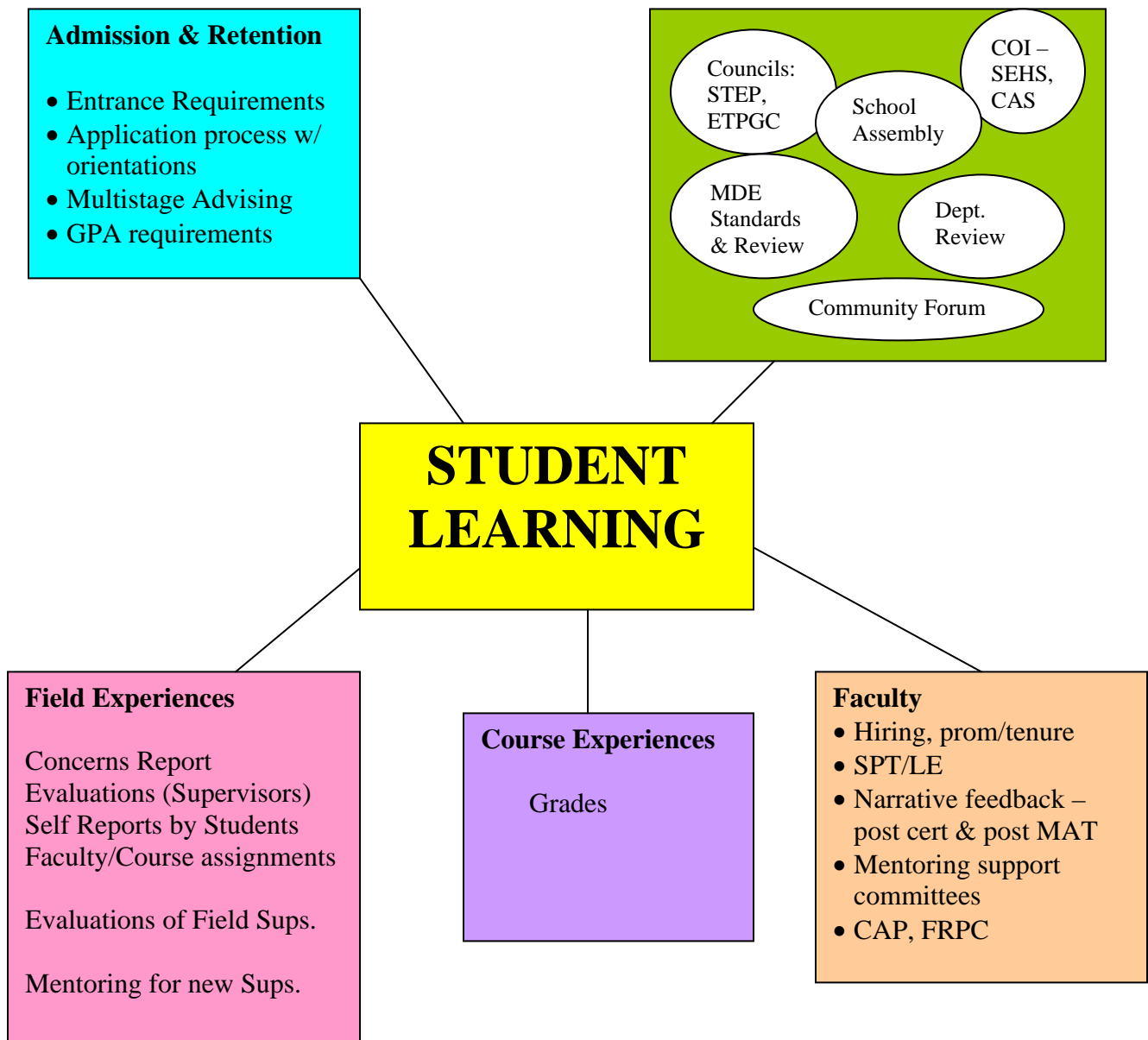
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7. Appendices

Appendix A – Internal Audit Report

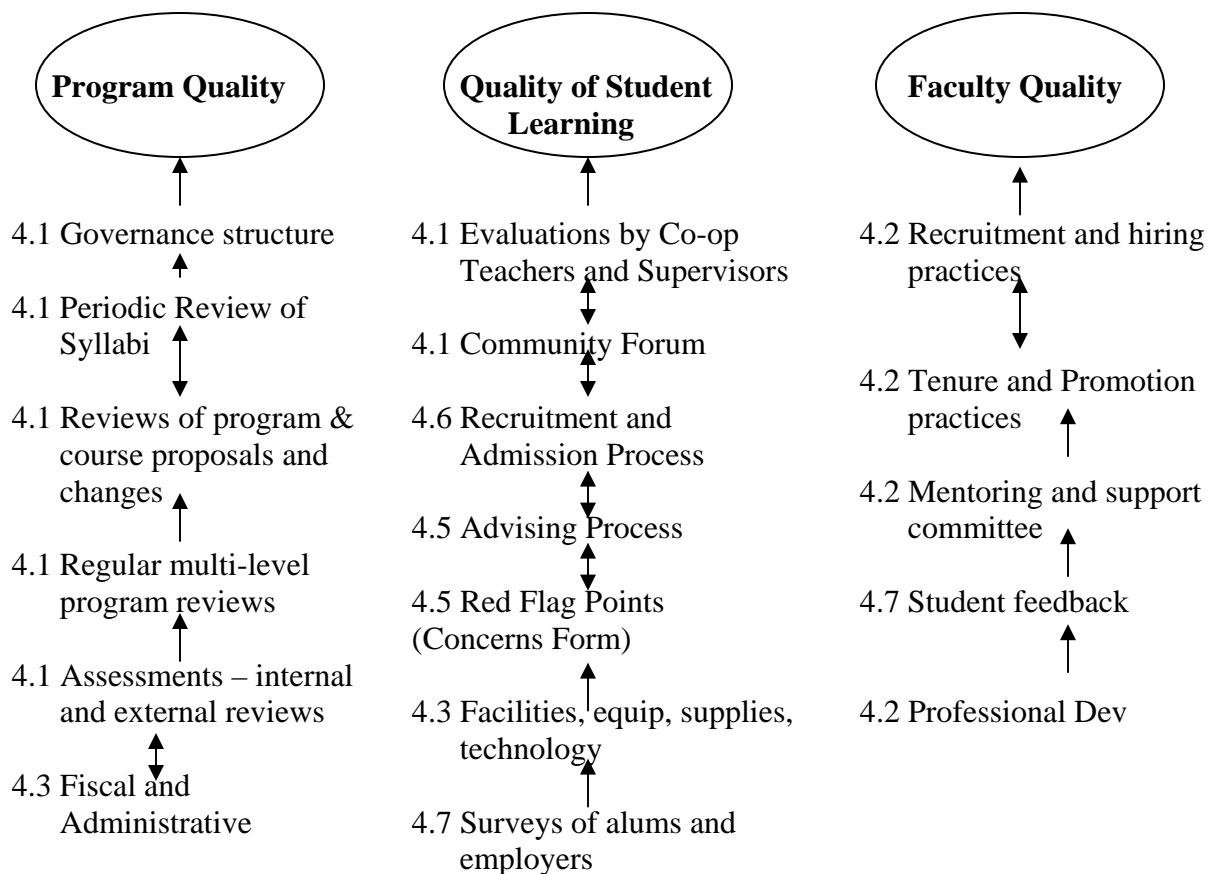
While attending a TEAC workshop in October of 2005, the Team created a heuristic illustrating the five School/University processes that impact student learning (see Figure A1).

Figure A1: Operational Processes of the School of Education and Oakland University that impact the teacher education program



During that meeting, the Team also outlined the characteristics of the quality control systems that are in place and functioning within the School of Education and Human Services. The results of these discussions are illustrated in Figure A2. As we conducted the self-study that resulted in this brief, we audited all of the components included in Figure A.2.

Figure A.2: The Quality Control System for the SEHS teacher education program



Associate Dean Wiggins, who headed the TEAC accreditation process, carried out an internal audit of our Quality Control System. Figure A.3 provides a schematic representation of that audit. This effort was undertaken in consultation with the Office of Institutional Research and Assessment, the Office of the Registrar, the Coordinator of Academic Human Resources, personnel from the Advising Office, personnel from the Office of Field and School Services, the Assistant to the Dean, the Assistant Dean for Finance, and the chairs of the three departments



responsible for teacher education. The claims we make about our program quality rest on a curriculum that gives our graduates have a solid liberal arts background, a concentration in a teaching discipline that is equivalent to a college major and/or minor, and a thorough knowledge of pedagogy. We further believe that a strength of our program is the extensive field placements which enable our students to apply what they have learned and demonstrate their ability to interact successfully with pupils, colleagues and the community reflecting their caring teaching skills. It would not be possible for us to meet these claims without a quality faculty and support staff, adequate facilities, and appropriate policies and procedures to guide our activities. In what follows we describe how we audited our quality control system in each of these areas.

Quality Principle 4.1.

We audited the processes that pertain to Quality Principle 4.1 by carrying out a number of probes. Probe. Confirm that all of our programs have been reviewed and approved by the Michigan Department of Education indicating that they are aligned with the state and national standards for each discipline. Finding. The MDE confirmed that all of the programs have received an external review and are approved, with the exception of two that are currently under review. Those two programs are the minor endorsements in economics and political science that are available to students who earn a major in history at the secondary level. In the late spring of 2006 we were informed by the MDE that these programs had not been submitted for periodic review during the last cycle. No changes in the programs were required however, we were not aware that, through some oversight, we had not submitted the appropriate forms and course syllabi materials for the periodic review. We took steps to rectify that oversight and submitted the appropriate materials to the review panel. We expect a decision before the TEAC site visit in June. Copies of the review materials are available online at <http://www2.oakland.edu/sehs/mde/> and <http://www2.oakland.edu/sehs/mde2/>.

Probe. We compared catalog copy for the past four years to determine whether recent changes in either the general education requirements at Oakland or the MDE requirements for teaching endorsements had altered the balance of courses in three areas – liberal education, content knowledge in the teaching disciplines, and pedagogical knowledge. Findings. The review of catalog copy and program description showed little change. Since our last accreditation review, the university-wide general education requirements have been revised. The new requirements include a knowledge applications course, two courses designated as “writing intensive” and a capstone experience. This resulted in a 4-credit increase in the general education requirements however, that increase is absorbed in the major area since students are required to take one of the “writing intensive” courses in their major.

One new program was added (a K-12 endorsement in visual arts) and two programs were redesigned (modern languages changed from secondary or elementary to K-12, and elementary general science became integrated science). The other curriculum changes that occurred during this time were moving three of our pre- professional courses to professional status (Performing Arts Experiences for Children, Art for the Elementary Teacher, and Educational Uses of Microcomputers and Related Technologies), and renumbering Educational Psychology and Social and Philosophical Issues from the 200 level to the 300 level. These changes reflected a response to input from the instructors that the content in these courses depended on certain pre-requisites and needed to come later in the sequence.

Despite the curriculum changes described above, there has been no decrease in the number of credits required in the pedagogy or content specialization components of either the elementary or secondary certification programs. At the undergraduate elementary level, we require 68

credits of pedagogy courses and 30-40 credits of content area courses. At the undergraduate secondary level, the credits are 28 and 56-60 respectively. Undergraduate elementary teacher candidates graduate with 154-164 credits and undergraduate secondary candidates with approximately 132. These changes did not impact the MAT students as they do not take general education courses and are required to complete their content endorsement courses before being admitted to the program.

The review of catalog copy led us to examine the governance process for course and program approvals. At Oakland University, this process is accomplished through the use of Course Action Forms for individual courses and proposals to the University Committee on Undergraduate Instruction (UCUI) or the Graduate Council for programs. The process is initiated at the department level, and must be approved by the Committee On Instruction (COI) before moving to the university level review. As mentioned above, the School of Education and Human Services includes another level of review before the COI. Since our teacher education programs are cross departmental, the Elementary Teacher Program Governance Council or the Secondary Teacher Education program Council must also approve any changes.

From 2003-2004 to the present there were 22 course changes. Eight of these were new courses, seven were course description changes, three were course deletions, two were course level changes, one was a pre-requisite change and one was a change in the number of credits. Probe. Since there were a manageable number of changes, the secretary who keeps this file was asked to produce a Course Action Form for each one. Findings. A completed form was on file for all the course changes with the exception of the deleted courses. A further probe to the registrar provided the explanation for the missing forms. Deleted courses must stay in the system for a minimum of ten years and therefore are not processed with a Course Action Form until that time has passed.

During this same period, there were three proposals for new programs – the Master of Arts in Teaching, a K-12 art education program and a K-12 modern language endorsement. A probe of these new programs produced a proposal for each that was approved by either the UCUI or the Graduate Council. There had been an issue with the approval of the MAT. Because of a misunderstanding about protocol, that program was approved in April of 2004 without being submitted to the Elementary Teacher Program Governance Council. A member of the council brought that to the attention of the Dean's Office. As a result, the program was required to go through a re-review that took place in June, 2004.

Probe. The final probe of our curriculum was to examine a stratified random sample of 31 (5%) of our students who completed student teaching in the last three semesters. The goal was to determine if, in fact, students who complete our program have successfully completed all of our curricular requirements. When students apply for graduation two audits are triggered – one is conducted by the registrar to confirm that the student has met all of the university criteria and the other by our advising office to confirm that the student is eligible to be recommended for certification.

Findings. All of the 31 students reviewed had completed all of the required coursework in three areas – university general education requirements, professional coursework, and disciplinary coursework in a content-area major or minor endorsement area. We also confirmed that the students met all of the criteria required for certification. The specific items students need to have in their files when they student teach are:

- 1) Student Teaching Application
- 2) Passing scores on all appropriate MTTC test sections

- 3) Felony Disclosure Form
- 4) CPR/First Aid completion certificate
- 5) MEA Liability coverage
- 6) TB Test results
- 7) Blood born pathogens workshop completed
- 8) Minimum 4 fields for elementary or 2 fields for secondary
- 9) Minimum 2 urban fields for elementary

We found that all of the sample students had all of the required documentation in their files or available through the Banner system.

Quality Principle 4.2

We conducted an audit to confirm that the faculty has academic control over the program. As noted above, within Oakland University, no course or program can be created or changed without moving a Course Action Form or a program proposal through the governance process. The process begins with the department, and moves to the Committee on Instruction, the School Assembly (where appropriate), the University Committee for Undergraduate Instruction or the Graduate Council, and, if necessary, the University Senate. Probe. We again examined all of the Course Action Forms and program proposals. Findings. Our examination revealed that, in every case, the form was initiated at the department level, often supported by minutes of department meetings showing a vote of support, and signed by the department chair. The forms were also all signed by the representative of the Committee on Instruction – a faculty committee with representatives from each department in the School. The inter-departmental councils that govern the elementary and secondary teacher education program further solidify faculty oversight of the curriculum and related procedures. These councils are described on page 2 above under the heading “Shared Governance.”

Our next probe concerned the criteria for hiring new faculty throughout the university. Probe. We asked the Coordinator of Academic Human Resources to review the files of all new faculty hired in the past three years. Findings. She reported that 24 faculty had been hired during that time. She then reviewed the files of six (25%). She found that all had a terminal degree and all but one was hired through the regular search process. That process included a national search, approval of the candidate pool by the Office of Diversity and Compliance, on-campus interviews by the search committee with a public presentation to the university community, and a recommendation to the dean and, ultimately, the provost of the candidate selected. The remaining faculty member was hired on an approved search waiver having been cited as a finalist from the prior year's national search and hired first as a visiting professor.

The final probe of faculty quality concerned faculty promotion. The faculty contract specifies the procedures for promotion and tenure. All tenure and promotion decisions follow a seven year process during which the candidate is reviewed three times first by the department, then by the Committee on Appointment and Promotion (CAP), and finally by the Faculty Review and Promotion Committee (FRPC). Each unit on campus must develop criteria for this process that are consistent with the contract stipulations and approved by the FRPC. A description of the FRPC guidelines for promotion and tenure is available online at <http://www2.oakland.edu/provost/web/acadhr/level2.cfm?id=2>. Probe. Associate Dean Wiggins reviewed the files of all faculty who had been recently tenured. Findings. His probe revealed that all promotion and tenure decisions followed the specified procedure. In the past three years, only one faculty member did not go through the regular review process and, instead, was given tenure

status at the time of hire. That person was recruited for a joint appointment with the College of Arts and Sciences in mathematics education. In keeping with our internal guidelines, our Committee on Appointments and Promotion reviewed her vita before she was hired and made the recommendation that she met our guidelines for a full professor with tenure.

Quality Principles 4.3

On page 3, above, we described our facilities. We are fortunate to be housed in the newest building on campus. We conducted probes to determine how that space is currently used and who has control over space allocation. Probe. The Assistant to the Dean was asked to identify how each space in the building is currently being used and to update that information each time there is a change. Findings. Every faculty member has a private office. Groups of graduate assistants at the doctoral level use some additional offices. In addition, two “hotelling” office spaces are equipped with multiple desk and storage spaces. These are shared by part-time faculty, casual clerical employees, and graduate assistants at the masters level. Each department secretary is allocated an office as is each program director. Every department but one has a designated storage room and there are six conference rooms shared by all departments. The Student Services suite consists of an outer office, a secretarial office, seven individual offices a workroom and a conference room. No advisers or field placement personnel are sharing offices. The dean’s suite consists of an outer office, conference room, workroom and eight private offices. Two additional offices just outside the suite house members of the dean’s staff. Finally, certain spaces in the building are “permanently” allocated for certain purposes. These are the Counseling Center, Educational Resources Laboratory, Lowry Early Childhood Education Center, the Reading Clinic, and the teacher education classrooms.

A clerical employee in the dean’s office is responsible for scheduling in the building. Probe. This person was asked to identify who controls the use of space in the building and how space allocations are made. Findings. The Office of the Dean is responsible for space allocation. While departments are given space commensurate with size and program needs, they do not “own” that space and the decision to reallocate the space as needed falls to the Dean. Consistent with our commitment to shared governance, the Executive Committee, consisting of department chairs, the Dean, and associate and assistant deans, developed a protocol that specified who would be displaced first as additional faculty offices are needed. Conference rooms also do not belong to departments. They are shared on a first come –first served basis. All department secretaries and chairs can reserve a conference room through the Mirapoint© on-line calendar system.

Beyond the desks, chairs, and office supplies required for routine operation of the School, much of the equipment we used consists of technology. Probe. Our Information Technology Analyst was asked to review the equipment needs for the School. Findings. Our building is less than five years old and was initially outfitted with new computers for every faculty and staff member, copy and fax machines for each department, and state of the art presentation hardware and software in every classroom and conference room. That equipment is maintained by a joint effort of the University technology Help Desk, the Classroom Services Office and the School’s Information Technology Analyst. During the first three years in the new building, maintenance issues were minor. This was true, in part, because the Provost Office has allocated funds for faculty computer upgrades in each of those three years. In addition, the ERL and the Reading Department computer labs were given funding through the university-wide technology fee allocations to support their increased technology needs. However, we will soon get to the point where we will need major upgrades to our classrooms and conference rooms. Before we got to

the point where those replacement needs were imminent, our Information Technology Analyst developed a plan to share maintenance and upgrade costs across the six departments and to coordinate the upgrades with those being done by the Classroom Services Office. That plan was presented to and accepted by the Executive Committee. At present we have not yet had to implement the plan but departments are ready to allocate funds when it becomes necessary.

Quality Principle 4.4

The Assistant Dean for Finance was asked to describe the control systems in place for the fiscal operation of the School. The School is given a general fund budget to cover the costs of operating the School. A combination of full time equivalent students enrolled in, and the number of credits generated by the School determines that budget. The budget is further distributed to the departments with separate budget lines for salaries, equipment, supplies and telephone expenses. All expenditures within the school made either through a pre-authorized credit card or a purchase order.

Probe. The Assistant Dean for Finance was queried about the allocation of funding for equipment and supplies. Findings. Within the general operating funds budget, each department and program area (ERL, Lowry Center, Advising, etc.) is given specific fund lines for equipment, supplies, and telephone. Amounts in these funds were originally determined based on department size and program needs. Each year, there are surpluses and shortages in these budget lines. In some cases, departments can resolve the discrepancies internally by using what are termed “incentive funds.” These are additional funds departments receive to support outreach efforts. When the incentive funds are not sufficient, departments can request additional funds from the Dean’s general funds budget. This control system balances department autonomy with a measure of fiscal oversight at the administration level.

Probe. The Assistant Dean for Finance selected six recent purchases at random and followed the process to confirm that an authorized individual initiated the purchase, the correct signatures were obtained, the expenditure was actually made by the university, and the correct budget account was charged. She also examined six budget transfers to confirm that they were also properly Authorized and carried out. Findings. All of the purchase orders and budget transfers were handled according to University policy.

Quality Principle 4.5

To audit our student support services we conducted three probes. Probe. We first examined the level of advising support we provide in comparison to that provide by other units on campus by checking staffing levels. Findings. Our probe revealed that there is some inconsistency across units on campus. Table A.1 shows the ratio of students to full-time advisors in each of the units on campus.

Table A.1: Ratio of Full-time Advisors to Undergraduate Enrollment by Unit

<u>Unit</u>	<u>Enrollment</u>	<u>Advisors</u>	<u>Ratio</u>
Arts and Sciences	4,436	4	1109:1
Business Administration	2,228	3	743:1
Education and Human Services	1,747	4	437:1
Engineering and Computer Science	1,022	2	511:1
Health Science	890	2	445:1
Nursing	1,591	2	795:1

No doubt, these inconsistencies are the result of program complexity as well as the involvement of faculty in the advising process. The ratio of students to advisors in the School is the lowest in the university. In addition, we have four additional support staff in our Office of Field and School Services and two additional support staff at our off-site location serving students in the MAT program.

Our second probe concerned the extent of the contact students actually have with their advisers. Students are encouraged to have at least three meetings with an adviser. The first is a group-advising new student orientation session, the second should occur when the student reaches candidacy status and the third when the student is accepted for major standing. More and more, advising information is available online at the Teacher Education Advising webpage (<http://www2.oakland.edu/oakland/ouportal/index.asp?site=45>). However, students also meet with their advisers first, to complete program plans and then, periodically to make adjustments and confirm their progress. Probe. The advising staff reviewed ten student files for a program plan and records of advising visits. Findings. The average number of advising visits for these ten students was 3.6 with a range from one to nine visits and a median of three visits. The summary statistics of this small sample is somewhat skewed since two of the students had only one advising appointment each. Further inquiry revealed that one of these students was completing post-bac certification and one was a transfer student new to the program. The indication is that the average students has 4.5 advising meetings and often more.

The third probe of student support services was carried out by the Office of Field Services to confirm that students completed their field placements as required. A previous probe of 31 randomly selected students intended to confirm graduation and certification requirements (see p. A4) confirmed that all 31 students had completed the required number of field placements. We also wanted to determine if all students were assigned a field placement according to our procedure. The Office of School and Field Services maintains a database that tracks student progress in their field placements. As described above (pp. 12 & 28), students must hand in all completed paperwork – including a log of hours, personal reflections and an assessment of their work by the field placement teacher. Any student who does not hand in the required paperwork is not given a subsequent field and is identified in our database with an “incomplete.” There are currently 1108 students in the database and 79 (7.1%) have an incomplete for a field placement. Probe. To confirm that the field placement policies are followed, a Coordinator of School and Field Services reviewed the files of six students (8%) who are identified as incomplete – one selected at random from each of the six possible field placements - to confirm that none of these students were allowed to continue before the required paperwork was submitted. Findings. Of the six students, two subsequently turned in their paperwork and were given the next field assignment. Four did not turn in the paperwork and appear to have left the program. While this confirms that students are not able to continue without meeting the pre-requisites, it does raise the question of what has happened to the other students. The field placements do, at least in part, help students decide if they really want to become teachers. Each year we have approximately 5% of our students drop the program. If the ratios in our sample held for all students, 59 (5.3%) would drop. That may be a healthy turnover however, it would behoove us to do more follow-up than we are currently doing to determine if these students quit for the right reasons.

Quality Principle 4.6

The catalog is made public through hard copies given to incoming students and available to current students as well as being published online at

<http://www2.oakland.edu/catalog/undergrad/index.cfm>. The University calendar is also posted online at http://www2.oakland.edu/registrar/acad_cal.cfm along with a list of important semester dates at http://www2.oakland.edu/registrar/cal_main.cfm. Probe. Associate Dean Wiggins compared the published catalog copy for the past four years to confirm that it matched the changes that had been submitted to and approved by the Committee on Instruction. Findings. The catalog copy accurately reflects our program requirements and includes the periodic changes that have been made in our program requirements. The online version of the catalog matches the paper copy. Probe. As a second check of our website and other printed material, Sandra Deng, our senior adviser examined the various brochures we distribute at recruiting events. Findings. Our other printed materials are consistent with our catalog copy and with the information posted on our website.

Quality Principle 4.7

We probed three aspects of our quality control system for student feedback – The first concerned student evaluations of their courses and professors in general, the second concerned specific feedback about the teacher education program and the third concerned student complaints. The School of Education and Human Services has used an in-house feedback questionnaire titled Student Perception of Teaching and Learning Effectiveness (SPT/LE) that was distributed at the last class session each semester. SPT/LE results are confidential and only non-tenured faculty are required to provide an analysis of the results as part of the review process. In the fall of 2004 this evaluation was done electronically for the first time. A committee of faculty were charged with tracking the impact of the change to an online process. This committee interviewed faculty and staff in other units that were using an online process. A copy of their report will be available during the site visit. Probe. As part of the shift to an electronic process, Associate Dean Wiggins was asked to report on the level of SEHS student participation in the evaluation process. Findings. A review of the student participation in the evaluation processes revealed that the level of participation dropped precipitously when the online system was implemented. This was not surprising since the students were no longer a captive audience for the process. The participation rate is somewhat higher for non-tenured faculty. The reports of participation rates will be available to the TEAC auditors during the site visit. Probe. Is the SPT/LE data being used? Findings. SPT/LE results are confidential. The online reporting system restricts access only to the instructor of the course. Therefore we cannot speak to whether SPT/LE results are used by all instructors. However, we know they are used by non-tenured faculty since the Committee on Advancement and Promotion continues to require an analysis of SPT/LE data at each phase of the periodic review for tenure.

Every semester our graduating student teachers are required to complete a questionnaire about the quality of our teacher education program. Probe. Are the results of the questionnaires were analyzed and distributed to individuals who are in a position to utilize the data for program improvement? Findings. The Coordinator of School and Field Services produced documentation of summaries of the questionnaire data compiled for each semester. That data is shared with the Elementary Teacher Program Governance Council and the Secondary Teacher Education Program Council. The results from this questionnaire have consistently indicated that 85% or more of our students consider themselves “well prepared” or “adequately prepared” in a variety of categories concerning their preparation to teach, their understanding of their discipline and their “on-the-job” experiences. The multiple field experiences and the quality of our faculty are the two items mentioned most often in response to Question 8 - What do you consider to be the strengths of the teacher education program?

We also asked the students to rate our facilities and support services. The only category that was not consistently rated “excellent” or “good” was advising information about program or certification requirements. This perplexed us since we have not had any issues with students completing the program in a timely manner or meeting the criteria for certification. An examination of the comments students made to Question 9 - What do you consider to be the weaknesses of the secondary education program? Indicated that their concerns with advising had to do with the availability of courses at convenient times and the number of courses required for state endorsements. Since the advising office assists students with scheduling and enforces the certification requirements, it appears students are critical of the messenger in that they see our advisors as somewhat inflexible when, in reality these are matters over which they have no control. Still, we need to attend to this concern in the future even if it is a matter of perception – perhaps by better communicating the constraints under which our advisors work.

Although there have been program revisions that correspond to some of the questionnaire data, we cannot say for sure if the changes were actually prompted by the student feedback.

Based on the findings of our audit, we conclude that the Quality Control System functions as it should.

Appendix B – Evidence of Institutional Capacity for Program Quality

The School of Education and Human Services is recognized as an important contributor to the academic mission of the University. As the University strives to raise its image as a world class research institution, the importance of teacher education and the School has not been overlooked or under-supported. With a student enrollment that represents 22% of the University total and the largest graduate program on campus, the School is in what some might consider an enviable position. Based on the information presented below, we concluded that our unit has met the standards for parity with other units on campus and adequate support for our program.

Quality Principle 4.1 – Curriculum.

There is an accepted notion that a major in teacher education is less rigorous than other undergraduate majors. This myth is so prevalent that researchers repeatedly attempt to correct the misconception (Barger & Barger, 1984; Securro, 1992). We are skeptical that for the vast majority of teacher education programs these criticisms are well founded. We are certain they are not for Oakland University. As pointed out above, our program requires the equivalent of an academic major in pedagogy for our elementary students and an academic minor for our secondary students (4.1.1). In addition, to meet MDE requirements for certification, all students must take an academic major or two minors (4.1.2). In addition, our students are required to maintain a higher GPA for admission to major, earn better grades in their content areas than non-education majors, and accumulate substantially more credits for graduation (4.1.3). Table B1 provides comparison information. We believe we have met the criteria for the capacity to offer a quality program in terms of curriculum.

Table B.1: Admission & graduation required minimums for School of Education and Human Services and College of Arts and Sciences majors

Unit	Overall GPA	Gen Ed. GPA.	Major GPA	Course Grade	Prof GPA	Course Grade	Credits to Graduate
CAS	2.0	none	2.0	1.0	N/A	N/A	124-128
SEHS Elem	2.8	2.8	2.8	2.5	2.8	2.8	140-164
SEHS Sec	2.8	2.8	3.0	2.0	3.0	2.8	132-160

Quality Principle 4.2 -Faculty Qualifications⁵.

As can be seen in Tables 1.2 and 1.3, and Figure C.1, we have well qualified faculty members who are experts in the various disciplines for which we prepare teachers (4.2.2) and have a percentage of faculty members with advanced degrees in their disciplines (4.2.3) that exceeds that of the university as a whole (4.2.4). To insure that the faculty and staff were fully involved in the TEAC process, we formed a committee with representatives from all academic and support departments (see page i) and presented the *Brief* to the entire faculty for a first reading at our School Assembly meeting on October 2, 2006 and for a final vote of approval at the School Assembly meeting on November 20th 2006 (4.2.1).

⁵ The information in this section was provide by the Office of Institutional Research and Assessment and the Coordinator of Academic Human Resources in the Office of the Provost.

The University has 421 full time faculty. Seventy Six of those are in the School. In addition, there are five full time faculty members in the College of Arts and Sciences whose assignment is in education. That represents 19.2% of the total faculty which is almost equal to our share of the student body. It has been policy for approximately five years that the School will only hire faculty with terminal degrees for full-time, tenure track positions. University wide, 92% of faculty have terminal degrees, in the School, that figure is 97% for the 2006-2007 academic year.

Part-time faculty members teach 39% of the professional courses in the elementary and secondary teacher education programs. This is comparable to the university-wide figure of 48%. While we recognize the importance of having sufficient well-qualified full-time instructors, we consider our part-time faculty members to be an asset in that they are selected for their expertise as practitioners in the area. What we feel is more important is the ability to maintain our long-standing practice of limiting enrollment in our classes. Table B.2 compares the number of sections offered university-wide and in the School for various class size ranges. When compared to the university-wide statistics, the School has a comparable number of classes with very low enrollment. However, most of our courses have maximum class sizes under 40 and we do not have any classes with 50 or more students. Our building was specifically designed with no classroom with a capacity greater than 32 students. We see this as a testament to the importance of teacher education in the University and a reflection of the autonomy we have as academic decision makers.

Table B.2: Class Size Comparison

# of Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
# of Sections University	157 (11.5%)	285 (20.8%)	429 (31.3%)	184 (13.4%)	107 (7.8%)	182 (13.3%)	25 (1.8%)	1369
# of Sections SEHS	13 (10.6%)	26 (21.1%)	56 (45.5%)	25 (20.3%)	3 (2.4%)	0	0	123

A further indication of the University capacity in the area of faculty is the percentage of new faculty hired in the past three years. The data provided in Table B3 are a clear indication that the SEHS receives faculty allocations that are consistent and commensurate with the ratio of the School to the University as a whole and that our ability to provide quality faculty to teach our curriculum continues to be strong.

Table B.3: New Faculty Allocations

	2004		2005		2006	
	#	%	#	%	#	%
Arts & Sciences	15	36.6	18	39.1	29	50
Business Administration	9	22.0	8	17.4	5	8.6
Education and Human Services	10	24.4	12	26.1	11	18.9
Engineering & Computer Science	2	4.9	1	2.2	1	1.7
Health Science	2	4.9	0	0	4	6.9
Library	1	2.4	0	0	1	1.7
Nursing	2	4.9	7	15.2	17	29.3

Quality Principle 4.3 - Facilities.

Perhaps the most dramatic example of our capacity to offer a quality program is the facilities in Pawley Hall, the School of Education and Human Services building. As mentioned earlier, the School is the only unity on campus to have a dedicated building. Pawley Hall is a \$32 million, 130,000 square foot facility that was completed in 2002. In addition to office space for faculty and support staff, Pawley Hall also houses the Educational Resources Laboratory, Counseling Center, Lowry Center for Early Childhood Education, Reading Clinic, a special education assessment center, two “viewing rooms” for Reading Recovery training, three computer labs, two distance learning classrooms, and four clinic classrooms for teacher education. The building also houses a coffee shop which, while not directly connected to our academic efforts, makes our space a comfortable place for students and faculty to gather. In addition to access to all campus facilities, our students have specialized facilities that are designated primarily for their use (4.3.3). As mentioned above (p. A7), we have sufficient control of the use of this space both for the allocation of faculty offices and the ability to schedule classes (4.3.2). More than 50% of the classroom space in the building is dedicated to SEHS classes and are designed specifically to simulate classroom and public school teaching spaces.

We have also had ongoing support from university office of Classroom Support and Instructional Technical Services (<http://www2.oakland.edu/csits/>) as well as support from the Office of the Provost for upgrading and maintaining equipment through an AAUP contractual commitment to upgrade faculty computers and the university-wide distribution of Technology Course Fee appropriations. Specific dollar amounts and university-wide percentages will be available to the site visit team. Finally, each department also has designated general fund lines for supplies and equipment. While we have never had a department tell us they had more money than they needed, we have also not had any department complain that they were not reasonably supported (4.3.1). One example of the level of support we receive is the approval of additional funding for the ERL. Our Technology Course Fee allocations were approximately \$58,000 this year – approximately 20% of the university total. The ERL was granted \$28,000 of that to install a book and materials security system. The director of the ERL made an additional proposal for funds that would allow for the installation of a more sophisticated system that would match the one in the main library. The Provost agreed to an additional \$33,000 for this purpose.

We believe we have made the case for our capacity to provide appropriate and adequate facilities that are supported by the university.

Quality Principle 4.4 - Fiscal and Administrative.

The University undergoes an annual audit of its financial position. The most recent audit was presented to the Board of Trustees on September 6, 2006. by *Auditing Firm, etc..*(4.4.1). The full report of the auditors can be found online at <http://www2.oakland.edu/finstate/>. The total assets of the university increased to \$401 million from \$357 million the previous year. During that same time, liabilities increased from \$114 to \$138 million due primarily to an \$18.3 million dollar note to finance phase II of the university’s energy saving projects. Endowment investments increased from \$18.8 to \$32.3 million. The university is in a sound financial position.

The University is committed to improving its position as a scholarly institution (4.4.2). There is grant money available from the School through our Research Support Committee, and from the University through the Office of Grants and Sponsored Research. At the school level, the Research Support committee has awarded \$10,000 per year for each of the last five years.

There are also numerous funding opportunities through the University Research Committee such as research fellowships, faculty research support grants, summer sabbaticals for scholarly study, and a number of awards recognizing faculty researchers. Applications for outside funding are supported by the , Office of Grants and Sponsored Research. Information about the funding opportunities at the university level is available at

<http://www2.oakland.edu/research/research2/?CFID=994098&CFTOKEN=80620413>.

To further support faculty development in research and scholarship at a more personal level, all non-tenured faculty meet with their department chairs and with Associate Dean Dawn Pickard to develop a scholarship plan. This plan is reviewed at least twice per year. The University also has a grant consultant on retainer and he has conducted a two-day workshop each semester for the past four years for faculty members who need assistance with grant writing.

To monitor its financial activities the School has an Assistant Dean for Finance with two clerical support staff to monitor the budget (4.4.3). These individuals must follow university policies relating to fiscal integrity and fiduciary responsibilities. It is beyond the scope of this section to relate all of those policies however, the policy manual is available online at <http://www2.oakland.edu/audit/index.htm>. The categories labeled Business and Finance and Facilities and Properties would be relevant to this Quality Principle.

Table B4 provides details on the University budget. It shows that the School of Education receives its fair share of University funds (4.4.4). There are a number of conclusions that can be drawn from this data and education programs are always concerned about serving as “cash cows” for the university. Looking at the SEHS allocation only as a percentage of the total university budget, our allocation of 10% appears to be lower than our enrollment would warrant. However,

Table B.4: University General fund Allocations by Academic Unit

Major Unit	FY 2005				Fall 2004			
	Budget	% of Total	% of Ac Aff	% of Acad Units	Budget	% of Total	% of Ac Aff	% of Acad Units
Academic Affairs								
CAS	\$28,669	21.9%	32.7%	43.4%	\$28,280	22.9%	33.9%	44.1%
SBA	9,943	7.6%	11.3%	15.0%	10,025	8.1%	12.0%	15.8%
SEHS	13,018	10.0%	14.8%	19.7%	11,895	9.6%	14.2%	18.5%
SECS	8,480	6.5%	9.7%	12.8%	8,335	6.7%	10.0%	13.0%
SHS	2,861	2.2%	3.3%	4.3%	2,814	2.3%	3.4%	4.4%
SN	3,131	2.4%	3.6%	4.7%	2,827	2.3%	3.4%	4.4%
Library								
Library	4,241	3.2%	4.8%		4,028	3.3%	4.8%	
Instr Tech	6,233	4.8%	7.1%		5,847	4.7%	7.0%	
Other	11,200	8.6%	12.8%		9,481	7.7%	11.3%	
Total	\$87,780	67.1%	100.0%		\$83,5366	7.6%	100.0%	
Other University Services								
F& A	\$19,695	15.1%			\$19,868	16.1%		
Stud Aff	7,925	6.1%			8,184	6.6%		
Univ Rel	1,822	1.4%			1,770	1.4%		
President	7,955	6.1%			7,036	5.7%		
General	5,643	4.3%			3,178	2.6%		
Total	\$130,821	100.0%			\$123,574	100.0%		

as a percentage of the total academic affairs budget, our allocation is 14%. Finally, when the common services of the library, information technology and other miscellaneous services are discounted, we see that the School of Education and Human Services receives 19.7% of the allocations for the six academic units – a figure which is right in line with our enrollment percentage. It also should be noted that the allocation to the School has increased slightly in the past year.

Along with our general fund allocations, the university has permitted individual units to retain 70-80% of all revenue generated by incentive programs. These are outreach programs that serve students who cannot come to campus or who would not be likely to do so without a concerted effort on our part. Our Office of Professional Development consists of an executive director, director and eight additional support staff located on campus and in a neighboring county. This office works closely with all six departments and area school districts, and has been very successful in developing workshops and offering our existing programs off-site.

We believe the University and the School have the Fiscal and Administrative capacity to support a quality teacher education program.

Quality Principles 4.5 – Student Support Services.

The primary sources of student support services are the Advising Office and The Office of Field and School Services. Both of these offices are adequately staffed. The Advising Office has three advisers, a full-time secretary, and a student worker. The Office of Field and School Services has a full time Director, two full-time coordinators and a full-time secretary. As noted in Appendix A, students are encouraged to meet with an adviser at least three times. Our advisers see between 20 & 30 students each week along with maintaining files, conducting audits for graduation and preparing recommendations for certification to be sent to the state. The students are also guided through their program by the individuals in our Office of School and Field Services. This group meets with students twice each semester at a pre- and post-field meeting. They also keep the records of all of the certifications and legal mandates students must meet before being assigned to a school (4.5.1). Our Faculty/Student Concerns Forms and the Student Support committees provide a third form of student support (see pages 19-22). Finally, we also are able to support our students academically through the Educational Resources Laboratory and we have the capacity to support them emotionally if the need arises through our counseling center. Both of these facilities are located right in our building.

The Advising staff is supervised by Associate Dean Pickard who meets with them periodically to review issues related to student advising. The Office of School and Field Services compiles all field placement evaluations, internship evaluations, and student surveys and provides an annual summary of that data to the Elementary Teacher Preparation Committee and the Secondary Teacher Education Program Council. Those groups also review the incidence of concerns forms annually. The Educational Resources Laboratory maintains circulation statistics for all materials including laptops for student use and the use of video cameras and computer technology carts by faculty. They also record the “door count” each semester. For confidentiality reasons, we do not know how many students utilize the Counseling Center although the Center does produce an annual summary of client use. Through all of these efforts we are able to monitor the impact our student support services are having on our students (4.5.2).

In addition to the support we provide in the School, the University also has extensive measures in place to support student success and persistence toward a degree. First, the University recently embarked on an ambitious “first-year experience” program. We have, for

some time offered COM 101, a first-year course designed to integrate students into the milieu of higher education. We have expanded that to include social and community service activities on campus and arranged for students to take a block of first-year courses as a cohort if they wish. Students also have the option of living in theme-based dorms giving them a better chance of meeting like-minded peers.

The University has an extensive Academic Skills Center that provides tutoring services, a writing lab for students needing assistance learning how to write at a college level, an advising center for “undecided” majors and a health center that includes a counseling clinic.

No doubt, there will always be some students we do not reach. Nevertheless, we feel both the School and the University demonstrate the capacity to support students through a quality education experience and that our student support services are equal to and, in some ways, more extensive than those provided by other units (4.5.3).

Quality Principle 4.6 – Recruiting and admission practices, etc.

Students are admitted in to the teacher education program in their third year (or late in their second year at the elementary level). Therefore, we draw from the pool of candidates who have already been admitted to the university. We have recently taken some steps to connect with potential teacher education majors in their first year, and intend to expand those efforts.

Although the university has seen steady increases in the percentage of minority students on campus, we are not completely satisfied with the percentage of minority students we have been able to recruit to teacher education. The university has three programs that assist students from low economic urban districts improve their readiness for college - Upward Bound, Gear-UP, and King/Parks/Chavez and we have seen a small increase in our minority enrollment. As mentioned above, we also recently instituted a scholarship program aimed at students from urban settings.

However, we have always made the preparation of students for urban, culturally diverse classrooms a part of our mission. Students must have two field experiences in classrooms where the majority culture is different from their own, multicultural competence is an aspect of all of our courses and the major focus in two, and a number of our faculty have taught courses on-site in urban schools (4.6.1).

The University publishes and distributes a printed copy of the catalog that is revised annually and includes the full academic calendar. Catalog information is also available online as is information on program requirements, advising and field placement forms, and state requirements for certification. (4.6.2). We also distribute materials that describe our programs to prospective students that highlight what we believe to be the strengths of our program (4.6.3). All of these materials will be available to the auditing team during the site-visit.

Finally, the grading policy for the university is published on pages 83-85 of the undergraduate catalog and SEHS faculty include this information in all syllabi along with specific requirements for each course (4.6.4).

Quality Principle 4.7 – Student Feedback

Our Office of School and Field Services administers a survey to our graduates every semester. Copies of the results for the most recent secondary and elementary questionnaires are included on pages F9-F25. Last year, the Michigan Department of Education began requiring a similar survey at the state level. We will soon be able to compare the results on both surveys for our student and compare our results to other institutions in the state.

Appendix C – Qualifications of Faculty

Appendix C addresses Quality Principal 4.2, Faculty. Figure C.1 is a chart listing relevant qualifications of the SEHS faculty by department. As was indicated in Appendix B, almost all faculty members have terminal degrees and are active scholars. As would be expected, newer faculty, or those who are still in a visiting position have not yet produced a large number of publications. The faculty members who are new this year are Mary Rose Day, Gabrette Garraway, Colin Ward, Sunwoo Shin, Victor Woodell and Janet Sharp. Full vitae for any faculty member will be provided as requested. Many can be found on

In the 1990s, the Holmes Group expressed concern that faculty in education schools were disconnected from actual practice. They charged schools, colleges and departments of education to create “working partnerships among university faculty, practicing teachers, and administrators that are designed around the systematic improvement of practice” (Holmes Group, 1995, p. vi) This may have been a legitimate concern for the institutions that were members of the Holmes Group or for the profession in general. It has never been a concern for Oakland University. As was pointed out earlier, all of the faculty members who teach pedagogy courses to prospective teachers have been employed in K-12 settings for a portion of their careers with the exception of two. A number of faculty have worked in close partnership with local schools. At one time, the School had a professional development school relationship with the School District of the City of Pontiac. Although that program has run its course, numerous faculty members continue to consult with and teach classes on-site in K-12 school settings. For example:

- Dr. Tracy spent a sabbatical as a member of the Longfellow Elementary School faculty. Professor Hoerr began future teachers clubs in the two Pontiac high schools and Professor Goodman operated a GEAR-UP grant in those same schools involving future school counselors.

- In the late 1990s, Professors, Follo, Swartz, and Wiggins implemented an on-site immersion program at Frost Elementary School in Pontiac to guide elementary teacher candidates in developing a greater understanding of cultural diversity. Their work has been published in *Journal of Teacher Education* and will appear in *Teaching and Teacher Education* in 2007 (Wiggins & Follo, 1999; Wiggins, Follo & Eberly, 2007). Professor Follo also taught a class with half of the sessions meeting in Bloomfield Hills (a wealthy suburban district) and the other half in a school in Detroit.

- Professor Housel began a science education project for masters students at Cranbrook Academy in which teacher candidates worked as instructors for visiting public school students. Two years later, Prof. Pickard extended it to undergraduate students and added a component on gender awareness among future teachers. Professors Stein and Tracy continued this work and this past year, the School received an AACTE Best Practices Award for promoting gender equity in preservice teacher preparation (Eckart & Tracy, 1993; Lindstrom & Tracy, 2003; Tracy & Lane, 1999). Two of the articles cited were written with graduate students as co-authors. We feel that the program itself and the research that came out of it is yet another indication that our students are independent learners who take responsibility to go beyond the classroom.

- Professor Lose is the Director of our Reading Recovery Center, the only one in Michigan. Her work brings practicing teachers on campus for instruction leading to Reading Recovery Certification. It also takes her into the schools on a regular basis. Her work with Ralph J. Bunche Community School in Flint, Michigan is documented in her recent article (Lose & Konstantellou, 2005).

- Supported by a grant from our Office of Public School Academies, Professors Benken and Brown provided professional development for the teachers in the Detroit Academy of Arts and Sciences and taught courses on site to teacher education students who have a field experience in the school. Although the grant has run out, Professor Brown is continuing the work at Detroit Edison Public School Academy.

- Professor Alber has had a long-standing relationship with EB White Elementary School and has partnered for the past 3 years with Maybury Elementary, both in Detroit.

- Professor Pedroni has begun working with Nsoroma Institute, a charter school in Detroit, with a specific goal of investigating and establishing a community school model. This year, Luis Gandin from Federal University of Rio Grande do Sul in Porto Alegre, Brazil is a Visiting Scholar in the School. He was invited primarily to share his experience with community schooling in Brazil and will work closely with Dr. Pedroni.

These are but a few examples. Faculty members in the School are required to be active and productive scholars, but they are also closely tied to local schools and practicing teachers and administrators.

To supplement the full-time faculty, the School employs approximately 100 part time faculty members on a regular basis. Part time faculty members who teach regularly for the School are listed in the SEHS Directory that can be accessed at <https://www2.oakland.edu/sehs/staff/>. Many of our part time faculty are current teachers, administrators, or employees of the Oakland Intermediate School District and are valuable additions to our teaching staff because of their practical experience. Efforts are made to insure that these individuals feel a part of the program. Part time lecturers who are doctoral students can sometimes share a regular faculty office. If that is not available, they have an assigned cubicle in one of our “hoteling” offices, as do our other part time lecturers. In some departments, a full time faculty member is placed “in charge” of a particular course and meets periodically with part time instructors who also teach that course.

Fig. C.1 : School of Education and Human Services Initial Teacher Education Faculty Roster FY 06 – 07

		<u>Years</u>		<u>Year</u>			<u>Year</u>	
<u>Name</u>	<u>at OU</u>	<u>Rank</u>	<u>Appointed</u>	<u>Assignment</u>	<u>Degree</u>	<u>Institution</u>	<u>Awarded</u>	<u>Publications</u>
Human Development and Child Studies								
Bhargava, A.	10	Assoc.	2003	Early Childhood	Ph.D	U of T Austin	1991	14
Briod, M.	42	Assoc.	1970	Foundations	Ph.D	Northwestern	1968	10
Fascio-Vareen, S.	2	Asst.	2005	Spec. Ed.	Ph.D	Miss. State	2004	1
Freeman, G.	25	Prof.	1982	Spec. Ed.	Ph.D	U of Mich	1959	30
Graetz, J.	4	Asst.	2003	Spec. Ed.	Ph.D	George Mason	2003	5
Javorsky, J.	8	Assoc.	2005	Spec. Ed.	Ph.D	Purdue	2002	49
McNair, M.	13	Assoc.	2001	Early Childhood	Ed.D.	U of Mich	1996	25
Pipan, R.	20	Assoc.	1995	Foundations	Ed.D.	U of NC	1985	8
Ruegg, E.	7	Assoc.	2006	Spec. Ed.	Ed.D.	Texas Tech	2000	7
Swartz, R.	37	Prof.	1987	Foundations	Ph.D	NYU	1971	49
Shin, S.	1	Asst.	2006	Spec. Ed.	Ed.D	U of Memphis	2004	5
Reading and Language Arts								
Ayers, L.		V. Asst.		RLA	Ph.D.	OU		4
Barron, R.		Assoc.		RLA	Ph.D	Syracuse		15
Chair Cipielewski, J.,	15	Assoc.	1999	RLA.	Ph.D	OU	1992	10
Li, L.	8	Asst.	2002	RLA.	Ph.D	OU	2000	20
McEneaney, J.	8	Prof.	2004	RLA	Ph.D	U of Georgia	1989	34
McMillon, G.	6	Asst.	2001	RLA	Ph.D	MSU	2001	10
Osborne, A.	11	V. Asst.	2004	RLA	Ph.D	OU	2002	2
Porter, A.	27	Assoc.	1987	RLA	Ph.D	Wayne State	1979	10
Schwartz, R.	30	Prof.	1995	Read Rec/RLA	Ph.D	U of ILL	1978	28
Pavonetti, L.	10	Assoc.	2003	RLA	Ed.D	U of Houston	1997	44

Fig. C.1 : School of Education and Human Services Initial Teacher Education Faculty Roster FY 06 – 07 Cont'd

	<u>Name</u>	<u>Years at OU</u>	<u>Rank</u>	<u>Year Appointed</u>	<u>Assignment</u>	<u>Degree</u>	<u>Institution</u>	<u>Year Awarded</u>	<u>Publications</u>
Teacher Development and Educational Studies									
	Bolak, K.	6	Asst.	2001	Gen. Sec. Ed.	Ed.D	Wayne State	1983	7
	Brown, N.	7	Asst.	2003	Gen Elem. Ed	Ph.D	U of Mich	2003	11
	Housel, D.	10 & 1	V. Assoc.	2006	Science Ed.	Ph.D	Arizona State	1982	83
	Kim, Y.	3	Asst.	2004	Curr. Theory	Ph.D	U of ILL/Chi	2004	27
	Larrabee, T.	3	Asst.	2004	Science Ed.	Ph.D	UC Davis	2003	7
	Lee, J.	2	Asst.	2005	Math Ed.	Ed.D	SUNY Bing.	2002	8
	MacDonald, M.	5	Asst.	2002	Gen Elem. Ed	Ph.D	U of Calgary	2000	10
	Morehead, P.	5	V. Asst.	2004	Gen Elem. Ed	Ph.D	OU	2003	16
	O'Mahony, C.	6	Asst.	2001	Soc Stud Ed.	Ph.D	MSU	2001	12
	Pedroni, T.	2	Asst.	2005	Soc Stud Ed.	Ph.D	UW Mad	2003	11
	Sharp, J.	1	Assoc.	2006	Math Ed.	Ph.D	Kansas State	1992	30
	Stein, M.	8	Assoc.	2002	Science Ed.	Ph.D	SUNY Buffalo	1993	36
Chair	Tracy, D.	20	Full	2000	Math Ed.	Ph.D	Ind. U	1987	52
	Tyson, L.	6	Sp. Instr.	2005	Art Ed.	EdS	OU	2006	0
	Zeppelin, M.	9	Sp. Instr.	2000	Math Ed.	EdS	OU	2004	5
College of Arts and Science									
	Deborah Blair	3	Asst	2006	Music Ed.	Ph.D.	OU	2006	4
	Nancy Joseph		Assoc		English Ed.	Ph.D.	Florida State		
	Fran Meuser	13	Assoc.	1999	Foreign Lang Ed.	Ph.D	U of Minn.	1994	11
	Joseph Shiveley	3	Asst	2004	Music Ed.	Ed.D.	Uof ILL	1995	6
	Jackie Wiggins	13	Full	2002	Music Ed.	Ed.D	Uof ILL	1992	41

Appendix D: Program Requirements

Admission Requirements: The following information is taken directly from the university catalog and other program material distributed to students.

Undergraduates

Before admission to major, potential teacher education students are identified as either elementary education candidates or majors in the College of Arts and Sciences. Students must satisfy three criteria for admission to elementary education candidacy or to be considered eligible to pursue the secondary education major:

1. Achieve an Oakland University cumulative grade point average (GPA) of at least 2.80, including exceeding the minimum requirements for course grades as stated in the catalog.
2. Earn the minimum score established by the department for the Michigan Teacher Test for Certification (MTTC) Program in Basic Skills. Test bulletins are available at the SEHS Advising Office or online at www.mttc.nesinc.com.
3. Complete the Oakland University writing requirement with a minimum grade of 3.0 in RHT 160.

Admission to the major:

Admission is selective; meeting the minimum requirements does not guarantee admission to the major.

Minimum criteria for admission to the major are:

1. Candidacy in elementary education or completion of the majority of CAS major courses.
2. Completion of the General Education Knowledge Foundation and 12 credits of the Knowledge Exploration Area with a 2.0 minimum grade in each course. (For elementary education majors forty credits of general education requirements must be completed with a 2.0 minimum grade in each course by the end of second semester in the major.)
3. Elementary education majors must have a minimum of 70 documented clock hours experience working with children in non-custodial activities,
4. Minimum grade of 3.0 in EED 310 or SED 300. (Previously enrolled OU students must take EED 310 at OU.)
5. An Oakland University cumulative grade point average (GPA) of at least 2.80.
6. Submission of a completed application to the SEHS Advising Office.

Qualitative criteria may be required as well. An interview and letters of recommendation may be required for secondary education students. Preference may be given to students who have completed a majority of their credits at Oakland University. The program seeks students who are committed to teaching in a multicultural school or district. Under-represented students are especially encouraged to apply.

MAT Secondary

- Passing score on the Michigan Basic Skills Test**
- Passing scores on the MTTC content area tests (major and minor teaching areas)**
- A baccalaureate degree
- G.P.A. of 3.0 or better. Candidates with a G.P.A. of 2.8-3.0 will be considered for admission on the condition that they receive a 3.0 or better in the first two courses of the program and maintain a 3.0 G.P.A. in all courses.

- Biographical statement including professional goals (two pages or less)
- Two references
- Individual interviews may be conducted in addition to the above criteria

Additional department requirements

- A minimum of 30 hours of non-custodial, age-appropriate experience working with children/youth.
- résumé

******The State of Michigan requires passing of the Michigan Basic Skills test. It assesses math, reading and writing skills. Also required is passing of the Major and Minor teaching content area tests.

Not required for admission, but must be close to completing major and minor courses: Individuals are required to have a teaching major (minimum of 30 credits) and a teaching minor (minimum of 20 credits) in a specific subject, in addition to the MAT program courses.

MAT Elementary Program

Minimum Requirements to Apply*

Enrollment is limited and acceptance into the program is competitive. The following are minimum requirements:

- Bachelor's degree from an accredited institution
- Cumulative grade point average of 3.0 or better (improved grades in recent coursework will be considered). Candidates with a grade point average of 2.8-3.0 will be considered for admission on the condition that they receive a 3.0 grade or better in the first two courses of the program and maintain a 3.0 GPA in other required courses.
- Passing scores on the Michigan **BASIC SKILLS** Test for Teachers (MTTC). See www.mttc.nesinc.com to register for the MTTC **BASIC SKILLS** test.
- 2.5 minimum grade in each course applying to major or minor teaching endorsements. Major and minor courses taken after beginning the MATEE program, as well as professional courses, will require a minimum grade of 3.0.
- Biographical statement including professional goals
- Two letters of recommendation
- A Felony or Misdemeanor Conviction Disclosure Form
- Résumé

*Meeting the minimum requirements does not guarantee admittance into the cohort group.

Interviews

Individual interviews may be required in addition to the above criteria.

Other information

Non-Custodial Experience Working with Children/Students and Documentation

One of the strengths of Oakland University's teacher preparation programs is field experience in the schools throughout the coursework. Participants receive varied experiences working with school-age children and have an opportunity to apply coursework to the teaching environment.

- **Thirty-five (35) hours of non-custodial experience working with children is required before beginning the second semester of the MAT Elementary program.**
- A list of suggested non-custodial experiences working with children is enclosed.
- Relevant experience may be applied to this requirement if it has been accrued within three years prior to starting the MAT Elementary Teacher Certification Program.
- The Experience Working with Children/Students form is included in the application packet.

Program and Graduation Requirements

Elementary

This information was extracted from the 2005-2006 undergraduate catalog, pp. 380-383 and available on line at <http://www2.oakland.edu/catalog/undergrad/tdes.pdf>.

Program requirements

Oakland University is proud of its strong roots in the liberal arts tradition and the Elementary Education Program reflects that focus. The program is designed to provide a strong general education background paired with an exemplary education major.

Admission to the major is required before beginning the professional sequence. Elementary education students plan their course work with an adviser in the SEHS Advising Office. To earn the BS degree, they must:

1. Complete approximately 140 credits (generally over five years). At least 32 credits, including the last eight, must be taken at Oakland University and at least 32 credits must be at the 300-level or above. Education credits may not be older than six years upon completion of the program.
2. Meet university general education requirements.
3. Complete one teaching major or two teaching minors (described below) with a minimum grade of 2.5 in each course.
4. Complete pre-professional and professional course work with a minimum grade of 2.8 in each course unless otherwise noted and a minimum grade of 2.0 in EED 455 (2.8 required for teaching certification).
5. Earn a minimum grade of 2.0 in each general education course and maintain a cumulative 2.80 GPA.
6. Be in compliance with all legal curricular requirements for Michigan certification.

General education

Some general education courses fulfill major/minor requirements. Students should consult their adviser before selecting courses.

Teaching majors/minors

In keeping with state requirements, one teaching major or two teaching minors selected from the following are required for certification. A teaching major/minor identifies subjects that a graduate is certified to teach in grades 6-8. Course work is limited to the classes listed and those on the approved list available in the advising office. Students must earn a minimum grade of 2.5 in each teaching major/minor course. Courses transferred from institutions that assign letter grades must have a minimum grade of B- to be accepted. (Oakland university courses taken prior to the fall 2001 semester will be accepted with a 2.0 grade.) This list may change reflecting changes in state approved major and minor programs.

Language arts teaching minor (24 credits) — ENG (select from ENG 100, ENG 105, ENG 111, ENG 112, ENG 224, ENG 241, ENG 303, ENG 305, ENG 306, ENG 312), RDG 332; ALS 176; RDG 331, RDG 333 and RDG 414.

Language arts teaching major (36 credits) — Meet requirements of the language arts minor plus 12 additional credits selected with at least one course from Writing Component: RDG 334, ENG 210, ENG 215, ENG 380, ENG 383, ENG 386, JRN 200, JRN 312, JRN 405, RHT 320, RHT 334, one course from Oral Language Component: RDG 335, COM 201, COM 202, COM 303, COM 305, COM 307, COM 360, THA 100, THA 105, THA 210, THA 211, THA 330, and one course from the combination of the two or one of the following: RDG 370, ALS 334, ALS 335, ALS 374, ALS 375, ALS 376, RDG 490 or IST 494.

Mathematics teaching minor (20 credits) — MTE 210, 211, 410; MTH 141; STA 225. Students who test out of MTH 141 must elect one additional course from approved electives in CSE, MTE, MTH or STA.

Mathematics teaching major (30 credits) — Meet requirements of the mathematics minor plus at least 10 credits from approved electives in CSE, MTE, MTH or STA, with no more than 4 credits from CSE.

Modern languages teaching minor (24 credits) — All credits must be in one language: FRH, GRM, RUS or SPN; 8 credits must be at the 300-400 level.

Modern languages teaching major (36 credits) — Meet requirements of the modern languages minor plus an additional 12 credits at the 300-400 level.

Integrated science teaching minor (28 credits) — SCS 105, SCI 100, BIO 104, BIO 300, CHM 104, PHY 101, PHY 104, or PHY 106.

Integrated science teaching major (36 credits) — Meet requirements of the integrated science minor plus 4

credits from PHY 104 or PHY 106, 4 credits of electives select from BIO 111, SCS 306, CHM 300, PHY 102 or PHY 120.

Social studies teaching minor (24 credits)— HST 114 and 115; ECN 200 and 201; GEO 200, GEO 106, PS 100 plus any additional PS course (select from PS 131, PS 115, PS 314 or PS 329).

Social studies teaching major (36 credits) —Meet requirements for the social studies teaching minor plus additional approved credits from those listed above. If additional elective credits are needed, they should be selected from either HST 102 or HST 321 (can not choose HST 321 if PS 115 is chosen).

Professional program

Upon being admitted to the elementary education program, students are expected to maintain continuous enrollment during the fall and winter semesters in at least one (1) and no more than four (4) professional education courses. Any waiver to this policy must be approved by the Admissions and Standards Committee before the semester for which the waiver is requested. Students must follow the required sequence of courses provided at the time of admission to major.

Prerequisites are required for some professional education courses. See course offerings for prerequisites and corequisites. All General Education courses must be completed prior to the beginning the third semester of the professional program.

Retention in the program is based on student demonstration of the characteristics and conduct of members of the teaching profession. Students may be removed from the program by the Elementary Teacher Preparation Governance Council upon demonstrating professional incompetence. Professional incompetence includes, but may not be limited to, deficiencies in any of the following areas:

1. Knowledge of the subject taught;
2. The ability to impart that knowledge;
3. The manner and efficacy of discipline in the K-8 classroom and Oakland University campus;
4. Rapport and communication with students in the K-8 classroom, and Oakland University Campus as well as parents, faculty, administrators and staff;
5. Physical and mental abilities to perform the functions of a teacher.

Professional incompetence will be grounds for not recommending students for certification.

Field placements: Participation in field placements is required during EED 310 and each semester during which students enroll in a professional education class. The department arranges placements that ensure a variety of experiences, including two in urban school districts: Detroit and Pontiac.

Internship: EED 455 must be taken in the final semester of the degree program. **Application for the internship, EED 455, must be made one full academic year in advance of the intended enrollment.** Admission criteria for the internship are: a) satisfactory grade point average and minimum required grades; b) completion of all professional education course work and field placements; and c) completion of all required course work for the teaching major and/or minors; and d) students placed in k-5 classroom must have passed the MTTC (Michigan Test for Teacher Certification) Elementary Education test (83); students placed in middle school must have passed the MTTC Elementary Education test (83) and the MTTC Endorsement tests for their major and/or minors, thus qualifying for two endorsement areas.

EED 455 may not be repeated.

Students must obtain an approved petition from the Admissions and Standards Committee to enroll in more than 12 credits during the internship semester. A minimum grade of 2.0 in EED 455 is required for graduation, a minimum grade of 2.8 for recommendation for certification. Students who do not earn the minimum grade for certification can earn a B.S. without certification.

Michigan teacher certification

To be recommended for a provisional elementary certificate, elementary education majors must successfully complete requirements for the B.S., complete the required courses in either one major, or two minor concentration areas, earn a minimum grade of 2.8 in EED 455, and successfully pass the elementary education MTTC #83 exam. To be recommended for content area endorsements to the elementary education certificate, students must also successfully pass the subject area tests required by the state. Oakland University requires that the candidate additionally document successful completion of one subject area MTTC test in order to be recommended from this university for certification. Applicants should be aware that a conviction for a felony or a misdemeanor involving moral turpitude of a minor may constitute grounds for denial of a certificate by the State of Michigan.

Successful completion of our program and internship does not guarantee certification by the State of Michigan.

Applicants should be aware that a conviction for a felony or misdemeanor may constitute grounds for denial of a certificate by the State of Michigan. (See complete policy on the School and Field Services web site.)

Secondary Education

This information was extracted from the 2005-2006 undergraduate catalog, pp. 385-388 and available on line at <http://www2.oakland.edu/catalog/undergrad/tdes.pdf>.

Program description

The School of Education and Human Services (SEHS) and the College of Arts and Sciences (CAS) offer a fifth-year secondary teacher education program (Oakland University STEP) leading to recommendation for Michigan secondary provisional teacher certification. This certification is valid for teaching content area majors and minors in grades 7-12, except foreign language and music, which are valid for grades K-12. The major areas in which Oakland program participants may become certified to teach are: biology, chemistry, English, French, German, history, mathematics, music, physics, Russian and Spanish. Students interested in music education need to contact the Department of Music, Theatre and Dance to learn about content-specific course and sequence requirements.

After completing requirements for graduation in their major and minor teaching areas and preliminary professional education course work, students engage in **AN ACADEMIC** year-long internship in the public schools that includes both courses and field experiences, and fulfills requirements for certification.

Prospective applicants considering education beyond teacher certification should note that 8 credits of OU STEP professional coursework can be applied directly to an M. Ed. Program offered by the Department of Teacher Development and Educational Studies. The conditions under which this is applicable, and additional information about the M.Ed. program, can be obtained by contacting the SEHS advising office.

Program requirements

Both Oakland undergraduates, and students who have completed undergraduate degrees from Oakland or other universities (second undergraduate degree candidates) may become eligible to enter OU STEP. Both groups must fulfill all Oakland requirements for a baccalaureate degree in an approved major (listed above) prior to beginning their internship year. In addition, they must complete a teaching minor in one of the following areas: biology, chemistry, dance, economics, English, history, mathematics, modern languages, physics, political science or sociology. For details on specific major and minor course requirements, consult the applicable College of Arts and Sciences departmental listings in this catalog.

The program also requires 36 credits of professional education coursework. Program coursework includes courses which are taken prior to the start of the internship year, and which may be taken while students are completing their other degree requirements.

Application deadline

Applications to the OU STEP are considered once per year. The deadline is October 1 of the year preceding the intended internship year. *Applications received after that date, or incomplete applications, will not be considered.* Application packets are available on the secondary education web site.

Field experiences

SED 300; FE 345 taken with SED 427, SED 426 or ENG 398; and SED 455 require field experiences in the public schools, which must be arranged through the SEHS coordinator of field placement services (248-370-3060). Prior or current full- or part-time teaching will not satisfy this requirement. SED 300 requires 50 hours of field experience to be completed during the semester in which a student is enrolled. FE 345 and SED 427, SED 426 or ENG 398, requires 30 hours of field experience to be completed during the semester in which a student is enrolled. Sustained experience in diverse settings is required. Students will have experiences in classrooms of their major and minor areas of certification. SED 455 requires daily attendance in the field during the entire internship year, including half day participation at school for August through December, and full day participation at school for January through April.

Internship

To progress into the internship year, students admitted to the OU STEP must maintain a minimum GPA of 3.00 in their education coursework and in their major and minor coursework. In addition, no single education course grade may be below 2.8 and no major or minor course below 2.0. The program status of a student whose grades or GPA fall below these levels will be placed on hold until deficiencies are remedied.

Michigan teacher certification

Students must pass the MTTC subject area test for each major and minor in which they plan to be certified. The state requires one major and one minor for certification. Successful completion of both of these tests must be documented by August 15, prior to the beginning of the internship.

In addition, students must receive a minimum grade of 2.8 in SED 455 to be eligible for recommendation by Oakland University for Teacher certification.

Successful completion of the STEP program and internship does not guarantee certification by the State of Michigan. Applicants should be aware that a conviction for a felony or a misdemeanor may constitute grounds for denial of a teaching certificate by the State of Michigan. (See complete policy on the School and Field Services web site.)

Master of Arts in Teaching

Student Teaching and Field Experience

Field Experience Requirements

During the course of the program and prior to the student teaching internship

- Students will complete a minimum of 100 hours of field experience to observe instruction and classroom management, to work with students, and to implement lessons.
- Fields and the student teaching internship are arranged by Oakland University. Limited after-school and Saturday field experiences may be available.

Student Teaching Requirements

- 12 weeks (one semester) of full-time, daytime student teaching is required in the final semester

Endorsement Areas

In addition to the program courses, you are required by the Michigan Department of Education to have a teachable major or two minors (see the list of choices above). You may request to have your transcripts reviewed. An adviser will create a tentative program plan to determine the number of credits that may be applied toward an endorsement(s).

Michigan teacher certification

To be recommended for a provisional certificate, candidates must successfully complete all program courses, the required courses in either appropriate endorsement areas, earn a minimum grade of 2.8 in TD 555 or TD 556/559, and successfully pass the MTTC #83 exam (elementary) and/or the subject area tests required by the state. Oakland University requires that the candidate additionally document successful completion of one subject area MTTC test in order to be recommended from this university for certification. Applicants should be aware that a conviction for a felony or a misdemeanor involving moral turpitude of a minor may constitute grounds for denial of a certificate by the State of Michigan.

Successful completion of our program and internship does not guarantee certification by the State of Michigan. Applicants should be aware that a conviction for a felony or misdemeanor may constitute grounds for denial of a certificate by the State of Michigan. (See complete policy on the School and Field Services web site.)

Course Requirements and Titles

Fig. D.1: Undergraduate Course Requirements and Titles

	<u>Elementary</u>	<u>Secondary</u>
Candidacy	MTE 210 – Numerical Structures SCS 105 - Science for the Elem Teacher	
Intro to Ed.	EED 310 – Public Education for the Future	SED 300- Intro to Secon. Ed.
Foundations	FE 210 – Social and Philosophical Issues FE 215 – Educational Psychology EED 354 – Instructional Design & Assessment EED 420 – Instructional Interaction and Classroom Management	FE 345 – Educ Psychology
Special Education	SE 355 – Ident. Learning & Behavior Differences in Students	SE 501- Intro. to Students with Special Needs
Technology	IST 396- Educational uses of Micro-computers & Related Technologies	IST 397 – Integrating Tech in the Secondary Curricula
Methods	EED 302 - Teaching Mathematics at the Elem-Middle Levels EED 305 - Teaching Science at the Elem-Middle Levels EED 316 - Educating Children in Art EED 470 - Teaching Social Studies at the Elem-Middle Levels MTD 301 – Performing Arts Experiences for Children RDG 331/333 – Teaching of Reading & Language Arts RDG 414 – Reading Appraisal in the Elementary Classroom	SED 427*-Methods of Teaching Secondary Students SED 428 – Teaching the Major Field
Student Teaching	EED 455 – Internship in Elementary Ed.	SED 455 – Internship in Secondary Ed. * Math minors take SED 426, English minors take ENG 398.

Fig. D.2: MAT Course Requirements and Titles

	<u>Elementary</u>	<u>Secondary</u>
Candidacy Courses	MTE 210-Numerical Structures SCS 105-Science for Educators HST 114-Intro to American History	
Intro. to Ed.	TD 530-Managing the Classroom Environment for Diverse Learners	TD 500-School & Society
Foundations	FE 680-Learning Models	TD 501 Learning Theory TD 519 Schools, Students & Educational Equity TD 520 Instructional Interaction and Classroom Management TD 521-Instructional Design & Assessment
Special Education	SE 500-The Exceptional Child	SE 521-Serving Students w/Special Needs
Technology	IST 535-Instructional Systems Tech Applications in Elementary Education	IST 630-Intro to Tech Applications in the Classroom
Methods	RDG 502-Foundations of Rdg RDG 503-Rdg/L.A. instruction TD 513-Teaching Elem/MS Science TD 514-Teaching Elem/Mdl S.S. TD 515-Integrating the Arts TD 516-Teaching Elem/MS Math	RDG 538- Reading in the Content Area TD 528-Secondary Teaching Methods
Student Teaching*	TD 555-Internship & Seminar	TD 559-Student Teaching TD 556-Student Teaching Seminar

* Upon completion of student teaching, students may be recommended for certification.
To earn the MAT students must also complete:

EST 601 – Introduction to Educational Studies
EST 609 – Collaborative Action Research

Course Descriptions – Elementary: Undergraduate

EED 302 Teaching Mathematics at the Elementary-Middle Levels (3 or 4)

Assists prospective teachers in developing sound pedagogical strategies and instructional techniques for teaching mathematics in the elementary and middle school. Includes a required field experience. Prerequisite: Admission to major, EED 354, EED 420; FE 210, FE 215; IST 396; MTE 210. Prerequisite or Corequisite: SCS 105, SE 355.

EED 303 Teaching Mathematics in the Middle School (4)

Assists prospective and practicing teachers in developing sound pedagogical strategies and instructional techniques for teaching mathematics in the middle school. Cross listed with SED 429 and ES530. Prerequisite: EED 302 or SED 428.

EED 304 Health Education in the Elementary-Middle Level Curriculum (1 or 2)

Provides methods and techniques for incorporating health education into the regular curriculum at the elementary and middle levels in order to provide students with practical life skills necessary to develop and maintain total health and wellness. Includes study of research related to good health; including fitness, nutrition, disease control, and social-emotional factors that contribute to a healthy lifestyle. Prerequisite: Elementary education candidacy.

EED 305 Teaching Science at the Elementary-Middle Levels (3 or 4)

Develops philosophies, rationale and methods for teaching elementary and middle school science. Explores knowledge and skills for planning instruction, using instructional models, integrating the curriculum, using current instructional materials and evaluating outcomes. Includes a required field experience and additional science teaching experience.

Prerequisite: Admission to major, EED 354, EED 420; FE 210, FE 215; IST 396; MTE 210; SCS 105. Prerequisite or Corequisite: RDG 331 and RDG 333.

EED 310 Public Education for the Future (4)

Exposes prospective elementary education majors to an overview of practical issues, theoretical foundations and professional standards. This course assists students in determining whether they possess the desire and prerequisite skills needed for pursuing teaching as a career, including interpersonal, and intrapersonal communication skills such as reading, writing, speaking and listening. Includes required field experience. *Satisfies the university general education requirement for a writing intensive course in the major. Prerequisite for writing intensive: completion of the university writing foundation requirement.*

Prerequisite: Elementary education candidacy.

EED 316 Educating Children in Art (2, 3 or 4)

Provides students with an understanding of discipline-based art education, a knowledge of children's artistic development, and a commitment to and skills for educating children about the visual arts.

EED 354 Instructional Design and Assessment (4)

Prepares prospective teachers to design instruction based on best practices including effective use of formal and informal teacher-created assessment techniques in the process of planning, implementing and evaluating instruction based on standards and benchmarks. Includes a required field experience. Prerequisite: Admission to major, FE 210, FE 215.

Corequisite: EED 420. Prerequisite or Corequisite: IST 396.

EED 420 Managing the Classroom Community of U.S. Diverse Learners (4)

This course acquaints prospective teachers with the importance of interactive skills associated with U.S. diversity as it influences and enhances the classroom community; provides students with the fundamentals of classroom management; requires substantive written assignments, and field experience that reflects racial, ethnic, gender, and/or socioeconomic diversity. *Satisfies the university general education requirement in U.S. diversity. Satisfies the university general education requirement for writing intensive course in general education or the major, not both.*

Prerequisite: Admission to major; FE 210, FE 215. Completion of the university writing foundation requirement.

Corequisite: EED 354. Prerequisite or Corequisite: IST 396.

EED 455 Internship in Elementary Education (10 or 12)

Provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher. General and specific instructional concerns of interns are explored in five or more concurrent seminars. Completion of a program evaluation survey is required before a grade is reported to the registrar. May not be repeated. *Satisfies the university general education requirement for the capstone experience.*

Prerequisite: Completion of all required program course work, passing scores on elementary education MTTC (Michigan Test for Teacher Certification) exams. Students who are doing an internship in middle school or junior high must also pass the appropriate MTTC subject matter tests.

EED 470 Teaching Social Studies at the Elementary-Middle Levels (3 or 4)

Examines instructional objectives and strategies, curriculum materials and evaluative procedures for social studies education grades K-8. Upon completion of the course, students are able to develop, defend and implement an elementary social studies program. Includes a required field experience. Prerequisite: Admission to major, EED 354, EED 420; FE 210, FE 215; IST 396.

Prerequisite or Corequisite: RDG 331 or RDG 333.

FE 210 Social and Philosophical Issues in Elementary Education (4)

Study of elementary education in broad perspective, as both an interpersonal activity and a social institution. Topics include immediate and ultimate aims of elementary education, social and cultural differences within and between schools, and assumptions underlying school policy. Includes a required field experience.

Prerequisite: Admission to major.

FE 215 Educational Psychology for Elementary Teachers (4)

Incorporates and places into perspective learning theories, developmental theories, biological theories and evaluation, with emphasis on the effects of varied qualities of experience during childhood and early adolescence. Includes a required field experience.

Prerequisite: Admission to major.

IST 396 Educational Uses of Microcomputers and Related Technologies (3 or 4)

Basic microcomputer literacy course. Focuses on educational applications. Prepares students to use microcomputers and related technologies for career and personal goals.

Prerequisite: Admission to Major, FE 210, FE 215.

MTD 301 Performing Arts Experiences for Children (4)

An introduction to the performing arts designed to provide prospective teachers with a basis and background for integrating musical, theatrical and dance experiences into classroom curricula.

Prerequisite: Admission to elementary education major; FE 210, 215, EED 354, 420.

RDG 331 Teaching of Reading (4)

Basic course in the teaching of reading in the elementary and middle grades. Content includes strategies for teaching comprehension, phonics, emerging literacy, methods of reading instruction, and other pertinent issues. Includes a required field experience.

Prerequisite: Admission to major, FE 210, FE 215, EED 354, EED 420, IST 396.

Corequisite: RDG 333.

RDG 333 Teaching the Language Arts (2 or 4)

Preparation for teaching language arts in elementary arts in elementary and middle grades. Content includes oral language development, listening, writing, spelling and the reading-writing connection. Includes a required field experience. Prerequisite: Admission to major, FE 210, FE 215, EED 354, EED 420, IST 396. Corequisite: RDG 331.

RDG 414 Reading Appraisal in the Elementary Classroom (2 or 4)

Focuses on the assessment of reading. Uses formal and informal assessment instruments. Students learn to use assessment data to develop instructional programs. Specifically involves reading instruction with pupils and involvement with school personnel. Includes a required field experience. Prerequisite: Admission to Major, FE 210, FE 215, EED 310, EED 354, EED 420, IST 396, RDG 331, RDG 333, SE 355.

SE 355 Identifying Learning and Behavior Differences in Students (4)

Familiarizes students with the characteristics of all types of exceptional students, including the gifted and talented. Introduces special education law and services for handicapped persons. Requires field placement in a special education setting where students practice informal observation and assessment techniques for determining individual differences.

Prerequisite: Admission to major; EED 354, EED 420 , FE 210, FE 215, IST 396 and one from EED 305, EED 470 or MTD 201.

SCS 105 Science for the Elementary Teacher (3 or 4)

Develops science concepts and processes based on recent elementary school curricula in the fields of earth, physical and chemical science. For elementary education majors only; includes laboratory experiences.

Prerequisite: Elementary education candidacy.

Course Descriptions - Elementary: MAT**FE 680 - Learning Models (2 OR 4 Credits)**

An overview of theories of learning including cognitive, social, ecological and phenomenological approaches as they relate to learning in a variety of settings and at several developmental levels. The student will examine applications of these theories in various strategic learning environments and educational programs. Student must meet prerequisite or have permission of instructor.

Prerequisites: FE 606

IST 535 Instructional Systems Technology Applications in Education (2 Credits)

This course is designed for students in the MAT elementary certification teacher preparation and induction program. This course meets Michigan Curriculum Guidelines as described in the 7th standard required for initial teaching certification. Emphasis is on the integration of technology in support of elementary and middle school curriculum. Students must be admitted to the MAT, have the prerequisite skills, or obtain permission of the instructor. If students do not have the prerequisite skills, they must enroll in IST 396.

RDG 502 Reading and Language Arts in the Elementary and Middle School I (4 Credits)

First course of a two course sequence meant to provide candidates for elementary school certification knowledge of reading and language arts theory, the application of appropriate teaching methods and classroom assessment tools. Student must be admitted to the MAT program with Elementary Certification.

RDG 503 Reading and Language Arts in the Elementary and Middle School II (4 Credits)

Second of a two course sequence meant to provide candidates for elementary certification knowledge of reading and language arts theory, the application of appropriate teaching methods and classroom assessment tools.

Prerequisites: RDG 502

SE 500 - The Exceptional Student (2 Credits)

Introduction to the characteristics, etiologies and instructional and programmatic implications for students with special needs.

TD 513 Teaching Elementary/Middle Level Science (4 Credits)

Develops knowledge, skills and methods for teaching elementary and middle school science. Topics include planning effective instruction, using instructional models, creating a safe environment, integrating science across the curriculum, and using current instructional materials and assessment strategies. Includes a required field experience and additional science teaching experience. Student must meet the prerequisites.

Prerequisites: FE 680 and TD 520

TD 514 Teaching Elementary/Middle Level Social Studies (3 OR 4 Credits)

Offers opportunities to explore definitions of social studies and strategies for teaching social studies in K-8 classrooms. The field experience is a pivotal piece of this course. Through discussions and assignments, students will examine and reflect upon teaching and learning social studies within both Michigan and their local community.

Prerequisites: HST 114 and FE 680 and TD 520 and SE 500

TD 515 Integrating the Arts in the Elementary Classroom (2 OR 3 Credits)

This course will give students a basis and background for integrating visual and performing arts experiences in the classroom. Topics will include: understanding children's artistic development; recognizing the importance of problem solving in the arts; and making connections among the arts and other disciplines.

TD 516 Mathematics Pedagogy and Curriculum in Elementary and Middle Grades (3 OR 4 Credits)

Investigates mathematical content, curricula, method, design, and assessment in the elementary and middle grades. Student must meet prerequisites; FE 680, TD 520 and SE 500 may be taken concurrently.

Prerequisites: MTE 210 and FE 680 and TD 520 and SE 500

TD 530 Managing the Classroom Environment of and for Diverse Learners (4 Credits)

Acquaints prospective teachers with diversity as it influences and enhances the classroom community; course assignments and field experiences are designed to help students develop knowledge and skills associated with cross-cultural communication and classroom management through personal interactions with students from diverse racial, ethnic, gender, and/or socioeconomic backgrounds.

TD 555 Internship in Elementary Education (10 Credits)

Open to graduate students enrolled in special projects. Designed to prepare graduate students for teaching in urban settings as well as fulfilling supervised internship requirements for Michigan certification for elementary teachers. Student must be enrolled concurrently in special project.

.Course Descriptions – Secondary: Undergraduate**SED 300 Introduction to Secondary Education (4)**

Introduces secondary teaching as a profession and career, exploring topics and issues in secondary education. Field requirement of 50 clock hours of observation and experience in local secondary classrooms during the semester in addition to course meeting time. *Satisfies the university general education requirement for a writing intensive course in the major. Prerequisite for writing intensive: completion of the university writing foundation requirement.*

SED 426 Teaching in Your Minor Field: Mathematics (4)

Emphasizes the development of mathematics teaching strategies and human interaction techniques unique to secondary students. Topics include: discipline, motivation, instructional technology, skill assessment, evaluation, writing and reading across the curriculum, and affective learning. **Those with math as a minor will take SED 426. Those with English as a minor will take ENG 398, and all other minors will take SED 427.**

Prerequisite: Admission to secondary education. Minor field- mathematics only.

SED 427 Methods of Teaching Secondary Students (4)

Emphasizes the development of teaching strategies and human interaction techniques unique to secondary students. Topics include: discipline, motivation, instructional technology, skill assessment, evaluation, writing and reading across the curriculum, and affective learning.

Prerequisite: Admission to secondary education. Minor field- must not be math or English.

SED 428 Teaching of the Major Field (4)

Develops specific knowledge, competencies and skills required for effective teaching in the student's major field. Prerequisite: Admission to secondary education and internship placement.

SED 429 Teaching Mathematics in the Middle School (1 to 4)

Assists prospective teachers in developing sound pedagogical strategies and instructional techniques for teaching mathematics in the middle school. Crosslisted with EED 303 and EST 530. Prerequisite: SED 428.

SED 455 Internship in Secondary Education (12)

Provides an academic year internship in an assigned school district under the guidance of a clinical instructor and university instructor. Enrollment for a total of 12 credits is required for completion of the internship. *Satisfies the university general education requirement for the capstone experience.* Prerequisite: Admission to the internship.

FE 345 Educational Psychology for Secondary Teachers (4)

Psychological factors in learning and development are examined in lectures, class discussions and observations. These may be observations of actual teaching in the schools, or of videotapes of teaching. Attention to regular and exceptional development during the adolescent years. Required field experience: 30 clock hours of observation and interaction in local secondary classrooms in the student's minor area during the semester enrolled. Prerequisite: Admission to secondary education program

IST 397 Integrating Technology in Secondary Curricula (4)

A general personal computer course designed for secondary education students. Students will become proficient users of the World Wide Web and software application tools designed to integrate technology into secondary curricula.

RDG 538 Guiding Reading-Learning in Content Subjects (4)

Stresses the reading processes and skills students need to independently acquire and apply content understandings. Intended for middle-grade, junior high and senior high school teachers who work primarily in subject areas of the curriculum.

SE 501 Introduction to the Student with Special Needs (4)

Introduction to special education that presents the characteristics, etiologies and problems of each of the different clusters of atypical children. Individual differences - interindividual and intraindividual - are stressed. The environment of the learner and curricular and instructional adaptations are discussed along with an overview of issues and current research. Student must have graduate standing or permission of instructor.

Course Descriptions – Secondary: MAT

IST 630 Workshop in Educational Software and Related Technologies (2 OR 4 Credits)

Emphasizes the examination of current software and the development of materials, resources and processes for incorporating software into various curriculum areas with an emphasis on cross-curricular, multicultural and whole language issues. Includes workshops in digital literacy, comprehension issues related to hypermedia navigation and other topics.

RDG 538 Guiding Reading-Learning in Content Subjects (4 Credits)

Stresses the reading processes and skills students need to independently acquire and apply content understandings. Intended for middle-grade, junior high and senior high school teachers who work primarily in subject areas of the curriculum.

SE 521 Serving Students with Special Needs in General Education Classroom (3 OR 4 Credits)

Assists regular classroom teachers to better serve children with mild to moderate learning and behavioral problems. Identifying needs through informal assessment, modifying instructional techniques and materials, and documenting and evaluating progress are emphasized in the context of cooperative teaching, regular education initiative and inclusion. Student must have graduate standing.

TD 500 Introduction to the School and Society (2 Credits)

Provides an introduction to educational issues including: purposes of schooling, choice, diversity, urban education, accountability, uses of technology, ways of learning, and roles and conditions of teaching. Student must be admitted to the alternative teacher certification program.

Corequisites: TD 501

TD 501 Learning Theory: Cognitive and Affective Development of Adolescents (3 Credits)

Investigates learning theories to understand the cognitive and affective development of adolescents. The understandings are interpreted for their implications of teaching in secondary classrooms. Student must be admitted to the MAT program.

TD 519 Issues of Equity in the Schools (3 Credits)

Engages prospective teachers in the process of understanding and exploring the issues of equity in the classroom and the school community and developing a proficiency in meeting the diverse needs of learners in that environment. The focus will be on exploring effective teaching practices as well as establishing an effective classroom environment that is appropriate for a wide range of diverse students. Student must be admitted to the MAT program.

TD 520 Instructional Interaction and Classroom Management (2 OR 3 Credits)

Acquaints prospective teachers with the importance of human interactive skills and classroom management. Provides understanding of the flexible line separating personal and professional behavior. Includes student involvement in role-playing and action-oriented problem solving. Includes a required field experience. Student must be admitted to the MAT program.

Corequisites: TD 521

TD 521 Instructional Design and Assessment (3 Credits)

Prepares teacher candidates to plan and evaluate instruction through the design of lessons and the development and use of formal, informal, and teacher-created assessment techniques. Student must be admitted to the MAT program.

Corequisites: TD 520

TD 528 Secondary Teaching of the Major and Minor Fields (3 Credits)

Develops specific knowledge, competencies and skills required for effective teaching in the student's major and minor fields.

Prerequisites: TD 520

Corequisites: SE 521

TD 556 Internship Seminar (2 Credits)

Focuses on interactive dialogue and the study of effective teaching practices. This course is taken in conjunction with the student teaching experience. Student must complete course work in MAT secondary education.

Corequisites: TD 559

TD 559 Internship in Secondary Education (10 Credits)

Provides a one-semester internship under the guidance of a clinical instructor and a university field supervisor. Enrollment for 10 hours is required for completion of the internship. Emphasis will be placed on the development and application of effective instructional methods and classroom management techniques. Student must complete coursework in MAT secondary education.

Corequisites: TD 556

APPENDIX E

Inventory: status of evidence from measures and indicators for TEAC *Quality Principle I*

Type of Evidence	Available*		Not Available	
Note: items under each category are examples. Program may have more or different evidence	<u>In the <i>Brief</i></u> Reasons for including the results in the <i>Brief</i> (Location in <i>Brief</i>)	<u>Not in the <i>Brief</i></u> Reasons for not including the results in the <i>Brief</i>	<u>For future use</u> Reasons for including in future <i>Briefs</i>	<u>Not for future use</u> Reasons for not including in future <i>Briefs</i>
Grades				
1. Student grades and grade point averages in general education and endorsement courses.	A measure of student competency in liberal arts and pedagogy. (Table 4.1, p. 16; Table 4.4. p. 18)			
1A. Student grades on gate-keeping courses – EED 310 and SED 300.	Students must show they have the ability and disposition to work as a teacher. (Table 4.1, p. 16)			
1B. Student grades in professional courses.	Students must show that they are proceeding successfully through the program. (Table 4.6, p. 19).			
Scores on standardized tests				
2. Student scores on MTTC Exams	Required by Michigan Department of Education for certification (Table 4.2, p. 17; Table 4.3, page 18)			

3. Student scores on admission tests of subject matter knowledge for graduate study				This brief does not cover graduate programs and we do not use test scores as an admission requirement at that level.
4. Standardized scores and gains of the program graduates own students			Not currently available from school districts. The MDE is working on a system by which this information can be collected and monitored.	
Ratings				
5. Ratings of portfolios of academic and clinical accomplishment			Students develop portfolios that are graded in the first course, however, their continued use throughout the program is for employment purposes and they are noted assessed for competency	
6. Third-party rating of program's students			At present, we only anecdotal evidence however, the Michigan Department of education will be implementing a survey of principals and supervisors in the near future.	
7. Ratings of in-				It is not clear

service, clinical, and PDS teaching				how this differs from item 8. We do not have any PDS programs.
8. Ratings by cooperating teacher and college/ university supervisors, of practice teachers' work samples	Field Placement and Cooperating teacher's evaluations. (Table 4.8, p. 21; Table 4.9, p. 23)		The MDE is implementing a survey of all university supervisors beginning this year.	
8a. Ratings by graduates of the quality of their preparation	Feedback from graduates gives us a sense of how our program impacted each of them individually. The MDE now surveys all graduates. (Table 4.7, p. 20)			
Rates				
9. Rates of completion of courses and program	This information is incomplete at present although what we have is included. (Tables 5.1-5.3, pp. 28 – 29).			
10. Graduates' career retention rates			The MDE is attempting to share this information disaggregated by institution however, the data is not accurate at this point.	
11. Graduates' job placement rates				In the current market, we do not expect to have meaningful data in this area.
12. Rates of			This is something	

graduates' professional advanced study			we intend to track in the future.	
13. Rates of graduates' leadership roles	This provides support for the claim that our graduates have learned how to learn and understand their obligation to the profession. (p.25)		We intend to collect more data on this in a more systematic way.	
14. Rates of graduates' professional service activities	This provides support for the claim that our graduates have learned how to learn and understand their obligation to the profession. (p.25)		We intend to collect more data on this in a more systematic way.	
Case studies and alumni competence				
15. Evaluations of graduates by their own pupils			We do not have data for this yet. We are unsure how to collect this data without interfering with personnel policies in many districts.	
16. Alumni self-assessment of their accomplishments	We survey our students at graduation to get feedback about our program. (Pages A6 and F9-F25)		We have begun to distribute surveys to our graduates. At present we have limited data, but hope to have more in the future.	
17. Third-party professional recognition of graduates (e.g. NPTS)	Again, the data we have on this is informal and is not from professional organizations, however, we have continual feedback		Plans are underway to survey our graduates and to follow-up with email contacts. Among the items	

	from professionals in the field speaking to the quality of our graduates. (p. 26)		we will ask about is their professional involvement and recognition.	
18. Employers' evaluations of the program's graduates		We have some preliminary data from two pilot surveys, but not enough to be meaningful	Beginning in 2007-2008, MDE intends to survey employers of all third year teachers. This data will be disaggregated by institution.	
19. Graduates' authoring of textbooks, curriculum materials, etc.	p. 26			
20. Graduates own pupils' learning and accomplishment			Aside from occasional anecdotal evidence, we have not collected any data in this area.	

*Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, admission), admission test results (if they are used), hiring rates (if they are reported elsewhere) would all be included in the *Brief*. Available evidence that is not cited elsewhere or used in decisions, placements and the like, and which the program does not use to support its claims can simply be checked off on the inventory under "Available" and "Not used in the *Brief*."

APPENDIX F

Final Report Fall 2005

OAKLAND UNIVERSITY FIELD EXPERIENCE ELEMENTARY EDUCATION COOPERATING TEACHER ASSESSMENT

Field Experience #3

Term: Fall

Year: 2005

Please rate the following items by circling 5,4,3,2,1: RUBRIC GUIDELINES

5	4	3	2
<i>Student demonstrates this at a level exceeding expectations for a student in this level field.</i>	<i>Student proficiently demonstrates this practice at a level expected for a student in this level field.</i>	<i>Student generally demonstrates this practice.</i>	<i>Student demonstrates this practice but with inconsistency.</i>

PERSONAL ATTRIBUTES:

5	4	3	2	1
67	9	4		
1. Field student carries out tasks effectively and on time. Views tasks as a worthwhile challenge rather than a chore.	Field student carries out tasks effectively and on time.		Field student does not carry out tasks effectively or on time. Student may be negative about required tasks or duties.	
5	4	3	2	1
61	12	4		
2. Field student exhibits consistent energy, vitality and enthusiasm in completing duties.	Field student generally exhibits energy in the performance of duties.		Field student does not exhibit energy in the performance of duties.	
5	4	3	2	1
68	8			
3. Field student consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.	Field student generally dresses appropriately for the school environment and is generally well groomed.		Field student repeatedly dresses inappropriately or is not well groomed.	

RELATIONSHIP WITH OTHERS:

5	4	3	2	1
67	8	3		
1. Field student establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals.		Field student generally maintains adult behaviors when working with students, but may exhibit occasional inconsistencies or favoritism.		Field student does not exhibit respect for students. *relates with some students in a negative, demeaning, or sarcastic manner or *in a manner inappropriate to the student's developmental stage, culture.
5	4	3	2	1
53	18	5		
2. Field student seeks and utilizes suggestions from school staff and administrators.		Field student uses suggestions from school staff and administrators when they are given.		Field student does not use suggestions from school staff and administrators.

ATTENDANCE:

5	4	3	2	1
62	14			
Field student attends all scheduled days or makes up days absent. Arrives early or stays late to complete necessary preparations.		Field student attends most scheduled days but has not made up days absent. Is generally prompt.		Field student cannot be depended upon. Repeatedly late or repeatedly left early, and/or repeatedly missed scheduled days.

TEACHING SKILLS:

5	4	3	2	1
55	175			
1. Field student displays enthusiasm for the content and exhibits sound content knowledge.		Field student conveys the importance of the work but without great enthusiasm and/or exhibits some lapses in sound content knowledge.		Field student may convey a negative attitude toward the content suggesting that the content is not important or is required by others and/or exhibits many lapses in sound content knowledge.
5	4	3	2	1
66	11	12		
2. Field student establishes a climate of courtesy and cooperation.		Field student applies rules consistently and fairly and encourages slow/reluctant students.		Field student applies rules inconsistently or unfairly.

5	4	3	2	1
57	14	3		
3. Field student displays an understanding of the developmental characteristics of the age group as evidenced by inclusion of developmentally appropriate activities.		Field student is somewhat sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.		Field student does not exhibit an understanding of the developmental characteristics of the age group.
5	4	3	2	1
53	15	3		
4. Field student's lesson has a clearly defined structure that activities are organized around.		Field student's lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: Appropriate intro, sequence, relating content to prior learning, description of concepts, critical attributes, application, closure.		Field student's lesson does not have a recognizable structure or sequence.
5	4	3	2	1
44	203			
5. Assessment criteria and standards are clear, including such examples as rubrics and are clearly communicated to students.		Assessment criteria and standards have been developed but they are not clear or have not been clearly communicated to students.		Clear criteria or standards are not included in the proposed approach.
5	4	3	2	1
53	18	2		
6. Field student directions and procedures are clear to students and minimal student confusion is apparent.		Field student's directions and procedures are clarified after initial student confusion or are excessively detailed.		Field student's directions and procedures are unclear to students.

When did the student bring you this form? 8-28 9-23 10-4 11-6

Did they bring you a resume also? Yes = ; No = 64,2

Intern Evaluation 2005-06

SECONDARY EDUCATION PROGRAM EVALUATION

Oakland University

(Complete for culminating seminar)

Term __x_ Fall __x_ Winter/____ Year Status ____ Undergraduate ____ 2nd
Undergraduate ____ Graduate

Information on this questionnaire is to be provided at the end of the internship (SED455) by students who interned through the STEP program. Respond only to items that apply to your situation; leave others blank.

Scale for Items 1 & 2

Well Prepared Adequately Prepared Inadequately Prepared Unprepared

a

b

c

d

1. Assess your preparation to meet the following goals of the SECONDARY education program:

- a. to articulate an understanding of developmental characteristics and needs of young adolescents and young adults

$a = 23$ $b = 12$ $c = 2$ $d = 0$

- b. to create, modify and assess appropriate curricula to meet cognitive, affective, and psychomotor learning objectives in the following content areas:

	A	B	C	D
Music	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>
English	<i>20</i>	<i>2</i>	<i>1</i>	<i>1</i>
Mathematics	<i>4</i>	<i>2</i>	<i>4</i>	<i>1</i>
Physical Education & Health	<i>0</i>	<i>0</i>	<i>4</i>	<i>2</i>
Reading	<i>7</i>	<i>7</i>	<i>0</i>	<i>1</i>
Modern Languages	<i>8</i>	<i>4</i>	<i>0</i>	<i>3</i>
History	<i>11</i>	<i>4</i>	<i>0</i>	<i>2</i>
Biology	<i>3</i>	<i>1</i>	<i>0</i>	<i>0</i>
Chemistry	<i>2</i>	<i>1</i>	<i>0</i>	<i>5</i>
Physics	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>

- c. to express sensitivity to the individual needs of students characterized by:

	A	B	C	D
Ethnic and Racial Diversity	26	11	0	0
Socio-Economic Level	22	14	1	0
Gender	28	9	0	0
Religious Traditions and Beliefs	16	16	5	0
Physical and mental exceptionalities	19	17	1	0

- c. to communicate a comprehensive background and appreciation for the historical, social, cultural and political influences on the changing profession of education:

$$a = 20 \quad b = 15 \quad c = 2 \quad d = 0$$

- d. to interact effectively with:

	A	B	C	D
Students	32	5	0	0
Parents	25	9	3	0
Teachers	27	10	0	0

- e. to demonstrate effective instructional practices in clinical settings as the result of:

	A	B	C	D
Pre-Internship field experiences	30	7	0	0
Student teaching	33	4	0	0

2. Indicate where course work applied to your major/minor concentration(s) was taken (mark one or both choices) and assess your content knowledge preparation for teaching in your concentration(s). (Respond only for the concentration(s) that you completed.)

	Major	Minor	OU	Else-where	A	B	C	D
History	9	8	17	1	14	3	0	0
English	15	7	21	0	20	2	0	0
Math	3	3	6	0	4	2	0	0
Modern Language	9	3	10	1	9	2	0	0
Biology	2	1	3	0	3	0	0	0

Chemistry	0	2	2	0	2	0	0	0
Physics	0	1	1	0	0	0	1	0
Music	0	0	0	0	0	0	0	0
Computer Science	1	0	1	0	1	0	0	0
Political Science	0	5	5	0	2	3	0	0
Speech	0	0	0	0	0	0	0	0
Dance	0	0	0	0	0	0	0	0
Economic	0	1	1	0	1	0	0	0
Sociology	0	6	6	0	6	0	0	0
Social Science	0	0	0	0	0	0	0	0

3. How did the secondary education (professional) portion of your program compare with the liberal arts (non-professional) portion? (Mark one word to complete the statement.)

Excellent = 18 Good = 14 Minimal = 5 Inadequate = 0

Scale for Items 4 through 7

Excellent

Good

Minimal

Inadequate

a

b

c

d

4. How would you rate the quality of the following services that are designed to support your program?

a. SEHS Resource Center...

	A	B	C	D
Print materials collections for students	15	13	7	0
Print materials collection for teachers	12	17	6	1
Audio-visual software equipment	18	12	7	0

	A	B	C	D
Kresge Library journals and book collection	21	15	1	0

SEHS computer laboratory6	<i>23</i>	<i>11</i>	<i>3</i>	<i>0</i>
CAS Advising about major/minor requirements	<i>12</i>	<i>15</i>	<i>7</i>	<i>2</i>
SEHS Advising about program requirements	<i>10</i>	<i>14</i>	<i>10</i>	<i>2</i>
SEHS Advising about certification requirements	<i>8</i>	<i>18</i>	<i>7</i>	<i>3</i>
School and Field Services	<i>33</i>	<i>4</i>	<i>0</i>	<i>0</i>
Placement and Career Services	<i>13</i>	<i>19</i>	<i>5</i>	<i>0</i>

5. How well prepared do you feel in the following areas?

	A	B	C	D
Computer Technology	<i>25</i>	<i>12</i>	<i>0</i>	<i>0</i>
Audio-visual technology	<i>20</i>	<i>16</i>	<i>1</i>	<i>0</i>

6. In general, how do you rate the quality of instruction by:

	A	B	C	D
Full-time faculty	<i>23</i>	<i>12</i>	<i>1</i>	<i>0</i>
Part-time faculty	<i>18</i>	<i>16</i>	<i>1</i>	<i>0</i>

7. How would you describe Oakland's teacher education program to others?

a = 18 b = 18 c = 1 d = 0

8. What do you consider to be the strengths of the secondary education program? (Continue on back, if necessary.)

9. What do you consider to be the weaknesses of the secondary education program? (Continue on back, if necessary.)

Intern Evaluation 2004-05

ELEMENTARY EDUCATION PROGRAM EVALUATION

Oakland University
(Complete for culminating seminar)

Term ____ Fall ____ Winter/____ 2005 ____ Year Status ____ Undergraduate ____ 2nd
Undergraduate ____ Graduate

Information on this questionnaire is to be provided at the end of the internship (EED455) by students who interned through the STEP program .majored in elementary education within the department of Teacher Development and Educational Studies. Respond only to items that apply to your situation; leave others blank.

Scale for Items 1 & 2

Well Prepared Adequately Prepared Inadequately Prepared Unprepared

a b c d

1. Assess your preparation to meet the following goals of the elementary education program:

a. to articulate an understanding of developmental characteristics and needs of young adolescents and young adults

n=	A	%	B	%	C	%	D	%
191	99	52%	88	46%	4	2%	0	0%

b. to create, modify and assess appropriate curricula to meet cognitive, affective, and psychomotor learning objectives in the following content areas:

	n=	A	%	B	%	C	%	D	%
Fine arts	181	46	25%	108	60%	25	14%	2	1%
Language arts	190	115	61%	67	35%	8	4%	0	0%
Mathematics	195	139	71%	54	28%	2	1%	0	0%
Physical Education & Health	167	25	15%	64	38%	54	32%	24	14%
Reading	189	121	64%	60	32%	8	4%	0	0%
Science	190	107	56%	74	39%	9	5%	0	0%
Social Studies	186	91	49%	69	37%	22	12%	4	2%

c. to express sensitivity to the individual needs of students characterized by:

	n=	A	%	B	%	C	%	D	%
Ethnic and Racial Diversity	190	128	67%	56	29%	5	3%	1	1%
Socio-Economic Level	190	119	63%	62	33%	7	4%	2	1%

Gender	191	150	79%	39	20%	2	1%	0	0%
Religious Traditions/Beliefs	188	85	45%	71	38%	32	17%	0	0%
Physical/mental exceptionalities	189	108	57%	65	34%	16	8%	0	0%

- d. to communicate a comprehensive background and appreciation for the historical, social, cultural and political influences on the changing profession of education:

n=	A	%	B	%	C	%	D	%
186	82	44%	88	47%	16	9%	0	0%

- e. to interact effectively with

	n=	A	%	B	%	C	%	D	%
Students	190	154	81%	35	18%	1	1%	0	0%
Parents	189	88	47%	67	35%	31	16%	3	2%
Teachers and other school personnel	189	122	65%	62	33%	5	3%	0	0%

- f. to demonstrate effective instructional practices in clinical settings as the result of:

	n=	A	%	B	%	C	%	D	%
Pre-Internship field experiences	188	124	66%	53	28%	10	5%	1	1%
Student teaching	189	161	85%	26	14%	2	1%	0	0%

2. Indicate where course work applied to your major/minor concentration(s) was taken (mark one or both choices)
(Respond only for the concentration(s) that you completed.)

	Major	Minor	OU	Else-where	% Else-where
Fine Arts	1	2	3	0	0%
History/ Social Studies	49	17	63	17	21%
Language Arts	81	56	132	24	15%
Mathematics	14	33	45	16	26%
Modern Languages	4	11	15	2	12%
Science	14	34	47	14	23%

assess your content knowledge preparation for teaching in your concentration(s).

(Respond only for the concentration(s) that you completed.)

	n=	A	%	B	%	C	%	D	%
Fine Arts	3	1	33%	2	67%	0	0%	0	0%
History/ Social Studies	65	32	49%	27	42%	6	9%	0	0%
Language Arts	134	69	51%	58	43%	7	5%	0	0%
Mathematics	47	30	64%	16	34%	1	2%	0	0%
Modern Languages	13	5	38%	7	54%	1	8%	0	0%
Science	48	32	67%	16	33%	0	0%	0	0%

3. How did the elementary education (professional) portion of your program compare with the liberal arts (non-professional) portion? (Mark one word to complete the statement.)

Excellent = 101 (61%) Good = 59 (36%) Minimal = 6 (4%) Inadequate = 0

Scale for Items 4 through 7

<i>Excellent</i>	<i>Good</i>	<i>Minimal</i>	<i>Inadequate</i>
A	B	C	D

4. How would you rate the quality of the following services that are designed to support your program?

a. SEHS

Resource Center...

	n=	A	%	B	%	C	%	D	%
Print materials collections for children	184	106	58%	70	38%	7	4%	1	1%
Print materials collection for teachers	185	83	45%	94	51%	7	4%	1	1%
Audio-visual software equipment	178	81	46%	76	43%	21	12%	0	0%

	n=	A	%	B	%	C	%	D	%
Kresge Library journals and book collection	181	92	51%	79	44%	8	4%	2	1%
SEHS computer laboratory	181	88	49%	59	33%	29	16%	5	3%
SEHS science laboratory equipment and materials	179	85	47%	76	42%	15	8%	3	2%
SEHS Advising about program requirements	183	40	22%	93	51%	37	20%	13	7%
SEHS Advising about certification requirements	181	37	20%	86	48%	49	27%	9	5%
Placement and Career Services	179	44	25%	106	59%	29	16%	0	0%

5. How well prepared do you feel in the following areas?

	n=	A	%	B	%	C	%	D	%
Computer Technology	186	89	48%	82	44%	15	8%	0	0%
Audio-visual technology	188	60	32%	102	54%	25	13%	1	1%

6. In general, how do you rate the quality of instruction by:

	n=	A	%	B	%	C	%	D	%
Full-time faculty	186	100	54%	82	44%	4	2%	0	0%
Part-time faculty	185	91	49%	91	49%	2	1%	1	1%

7. How would you describe Oakland's teacher education program to others?

a = 101 b = 81 c = 3 d = 0

1. What do you consider to be the strengths of the elementary education program?
(Continue on back, if necessary.)

FACULTY/STUDENT CONCERN REPORT
Elementary Education Program
Oakland University

Last Name:	First:	M.I.:
Faculty:		Department:
Date:	Course:	

Area(s) of Concern (circle all that apply)

**Language
Skills
Considerations**

Oral Expression
 Written Expression
 Reading Ability

**Professional
Relationships**

Student-Faculty
 Student-Peer
 Student-Pupil
 Student-Field

**Professional
Responsibilities**

Meeting Obligations
 Student Advocacy
 Ethics

**Professional
Competency**

Knowledge
 Skills
 Clinical Exper.

Personal

General Health
 Vision
 Hearing
 Speech
 Stress Tolerance

Please describe the problem: (To be filled out by the faculty member)

What has been done to resolve the problem? (To be filled out by the faculty member)

What is the student's perception of the problem and the resolution? (To be filled out by the student)

Faculty Signature _____ Student Signature: _____

Signature does not imply agreement.

White copy: Field Placement Office; Yellow copy: Student; Pink copy: Instructor;

Concern Reports are used to identify potential concerns that might interfere with an elementary education student becoming a successful teacher. Their purpose is to allow intervention in a manner that will help to resolve the concern in such a way that everyone will benefit. The major purpose is to act to resolve the concern before it might interfere with the Elementary Education Student becoming at risk of not successfully completing the program and to prevent future students of that preservice teacher from receiving poor instruction.

When a *Concern Report* is filled out, a copy will be placed in the Field Placement Office. It is expected that there will be some resolution of the concern worked out between the instructor or cooperating teacher and the preservice teacher. If the student believes the concern is unfair she/he can go to the department chairperson. The field placement files are not considered a permanent record and the reports will not be available to potential employers; they will be returned to the student upon request within one year of graduation.

If a preservice teacher receives two or more *Concern Reports* in the course of their professional placement until graduation, a committee from the School of Education and Human Services will be appointed to work with that student in an effort to resolve the concern. This committee will be formed to assist the student in the area of concern. It is not meant as a disciplinary procedure but rather one of assistance.

Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the Elementary Governance Council for a review of her/his case. The Council will form a committee to review the concern. The committee will consist of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from departments delivering courses in the Elementary Education Programs, and (c) the Dean of SEHS designee. Decisions of this committee will be final.

Policy and Procedure for Faculty/Student Concern Report

Level 1: Single Course/Individual Faculty Concerns

- 1.) Faculty meets with the student to raise concern.
 - a. Fill out Concern Report
 - i. Annotates date
 - ii. Creates timeline with improvement plan if necessary
 - b. Faculty and student sign the completed Concern Report
- 2.) Faculty sends signed Concern Report to Field Placement Director to place in student's file until resolution. A second signed copy will be given to the student.
- 3.) Faculty raising concerns across all teacher preparation courses and field placements during a semester will meet at a time designated by the Elementary Teacher Education Programs Governance Council (ETPGC) during the end of the semester to brief the Council or its representative. At that time, the faculty will either sign off on the concern report or report remaining issues.
- 4.) Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the Elementary Governance Council for a review of her/his case. The Council will form a committee to review the concern. The committee will consist of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from departments delivering courses in the Elementary Education Programs, and (c) the Dean or SEHS designee.

Level 2: Multiple Course/Multiple Faculty Concerns

- 1.) Faculty member of the ETPGC will review all Concern Reports and initiate a second level of intervention if the collective concerns place the student in jeopardy of not meeting certification or professional standards.
- 2.) ETPGC will identify a faculty mentor to meet with said student within two weeks of the concerns meeting, articulating the specifics which *place the student in jeopardy of not achieving a recommendation for certification*.
 - a. Student and faculty mentor will develop a written plan during the meeting to address concerns within a specified time frame. The plan will be filed according to procedures established in Level 1, item 2.
 - b. Faculty mentor will monitor student progress, collecting any evidence supporting student progress and make a final recommendation to the ETPGC.
- 3.) Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the Elementary Governance Council for a review of her/his case. The Council will form a committee to review the concern. The committee will consist of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from departments delivering courses in the Elementary Education Programs, and (c) the Dean of SEHS designee

Generally an individual Concern Report will be kept in the file until one year after graduation. It will then be destroyed unless other problems arise with a particular student warranting additional record keeping.

Sample Student Support Committee Report

The Student Support Committee has been formed upon request of the SEHS Elementary Concerns Committee (Dr. Nancy Brown, Ms. Sherrill Karppinen, Dr. Carolyn O'Mahony) at Oakland University. The Support Committee members include Dr. Pamela Morehead (chair), Dr. Ron Swartz (student request) and Dr. Ji-Eun Lee. The charge of the Student Support Committee is to construct a plan of improvement and support for Mr. X Student regarding concerns about his performance in his recent field placements and student teaching interviews. Particularly, Mr. Student was not able to secure a year-long student teaching placement based on concerns that were communicated to him through reports (written and verbal) and formalized in a letter to him from the Elementary Concerns Committee dated July 10, 2006. Particularly, the concerns centered on the following key issues related to his field placements and interviews for student teaching:

- 1. Professional communication**
- 2. Professional demeanor**
- 3. Time management**
- 4. Interviewing skills**

The meeting between the Support Committee and Mr. Student occurred on September 12, 2006 at 3:15 p.m. in room 480K Pawley Hall. The following plan of improvement and timeline were developed collaboratively between the Student Support Committee and Mr. Student:

Professional communication: Mr. Student will reflect on the specific concerns expressed at his field placements regarding communication with teachers and students and develop a plan of improvement for his anticipated year-long placement. This plan will be reviewed with the Support Committee for approval at the October 31, 2006 meeting.

Professional demeanor: Mr. Student will read the section on professionalism in Harry Wong's book, *The First Days of School* and provide the committee with a one page critique of the reading by October 31, 2006. Additionally, Mr. Student will meet with Dr. Morehead to discuss concerns and strategies related to professional demeanor prior to October 31, 2006.

Time management: Mr. Student will provide the committee with a plan on improving his time management skills (e.g. calendar procedures) and communicate how this will improve this area of concern for his field placement and student teaching. Mr. Student will learn how to use the calendar within a technology program such as his email calendar. On the October 31 meeting, Mr. Student will provide us with an overview of what he has learned.

Interviewing skills: Mr. Student will meet with Dr. Morehead for a mock interview session to improve interview skills prior to October 31, 2006.

Mr. Student will meet with the Support Committee on October 31, 2006 at 10:30 to review his progress toward meeting the aforementioned improvement goals. The Student Support Committee will forward the recommendation regarding Mr. Student's status toward accomplishing his improvement plan no later than November 15, 2006. The Concerns Committee will determine Mr. Student's final status for his field/student teaching requirement.

Signed _____

Pamela Morehead, Chair, Student Support Committee

Signed _____

Mr. X Student, student

OAKLAND UNIVERSITY

MID-TERM PERFORMANCE BASED ASSESSMENT/ELEMENTARY STUDENT TEACHERS

Intern _____ *Cooperating Teacher* _____ *Winter 06* _____

District _____ Building Assignment _____ Grade/Subject _____

University Field Instructor _____ Date _____

Check which participant is completing the form:

_____ Intern _____ Cooperating Teacher _____ University Field Instructor

Directions: Please check the category description that best describes the student teacher's performance at this time. If a specific area is not applicable at this time, insert NA in the far right column. This allows the student teacher to know where he/she needs to improve and also what areas he/she must plan for experiencing during the rest of his/her placement. Please make suggestions for improvement, as appropriate, for each major section, on the lines below the section.

I. INTERPERSONAL RELATIONSHIPS

(Student Teacher interaction with students, faculty and staff, and parents)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>With Students</i>	Student teacher establishes unreasonable expectations for students. (either too high or too low)	1	Student teacher generally establishes reasonable expectations for students.	63	Student teacher establishes high yet reasonable expectations for students, and they are developmentally appropriate.	89
	Student teacher does not exhibit respect for students, relates with some students in a negative, demeaning, or sarcastic manner or in a manner inappropriate to the student's developmental stage or culture.	1	Student teacher generally maintains adult behaviors when working with students, and generally establishes appropriate interactions with students.	25	Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Student teacher is a thoughtful and responsive listener.	126

	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Students exhibit minimal respect for the student teacher.	10	Students exhibit respect for the student teacher.	65	Students exhibit confidence in and respect for the student teacher as an individual.	75
<i>With Faculty and Staff</i>	Student teacher does not use advice from school staff and administration.	2	Student teacher uses advice from school staff and administrators when it is given.	49	Student teacher seeks and utilizes advice from school staff and administrators.	104
	Student teacher's relationships with colleagues are generally negative or self-serving.	3	Student teacher establishes friendly relationships with colleagues to fulfill the duties required.	48	Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships.	100
	Student teacher doesn't exhibit interest in school events.	2	Student teacher participates in school events when specifically asked.	36	Student teacher volunteers to participate in school events.	100
<i>With Parents</i>	Student teacher does not make any attempt to participate, in conjunction with the cooperating teacher, in providing information to parents.	3	Student teacher participates in the school's activities for parent communication.	96	Student teacher suggests and develops, with cooperating teacher's approval, ways to share information with parents about the instructional program, using a variety of communication vehicles such as parent letters, newsletters, etc.	51
	Student teacher makes no attempt to provide any information to parents about their individual student.	5	Student teacher is aware of and consistently participates in the school's required procedures for communicating to parents.	83	Student teacher, in conjunction with the cooperating teacher, develops ways to communicate with parents about student's progress on a regular basis.	50
	Student teacher shows insensitive responses to parent concerns about students.	1	Student teacher responds to parent concerns.	46	Student teacher is available as needed to respond to parent concerns, and does so with sensitivity.	94

I. *Comments/Suggestions for Improvement*

II. **CLASSROOM CLIMATE AND MANAGEMENT**

(Expectations, Physical organization, Student Behavior Management, Managing Procedures, Record Keeping)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Expectations	Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.	1	Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.	30	Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.	117
	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.	1	Most students invest some effort in the quality of their work.	76	Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.	75

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Goals and activities communicate only modest or low expectations for student achievement.	4	Goals and activities generally convey appropriate expectations for student achievement.	47	Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)	101
<i>Physical Space</i>	The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.	4	The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.	45	The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.	96
<i>Student Behavior</i>	Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.	4	Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.	76	Standards of expected conduct are consistently clear to all students.	71
	That student teacher does not monitor student behavior; appears unaware of what students are doing.	5	Student teacher is generally aware of student behavior.	84	Student teacher is alert to student behavior at all times, employing preventive monitoring.	61
	Student teacher does not institute corrective procedures. *Efforts are inconsistent *Efforts include idle threats *Efforts include inconsistent warnings *Efforts include conditional promises *Efforts include sarcasm or negative criticism	5	Student teacher institutes corrective procedures for inappropriate behaviors. *Gives task assistance *Uses nonverbal signal interference *Uses proximity relationship control *Regroups students	84	Student teacher response to misbehavior is appropriate, consistent and successful. *Removes potential distractions *Utilizes successful attention-getting devices *Redirects with task involvement *Provides constructive activity in the face of unforeseen time problems	64
	Student teacher applies rules inconsistently or unfairly.	7	Student teacher generally applies rules fairly and encourages slow/reliant students.	40	Student teacher establishes a climate of courtesy and cooperation.	109
<i>Managing Procedures</i>	Materials are not prepared and organized.	2	Materials are prepared and organized.	53	Materials are prepared and organized for the full week of instruction.	85
	Lack of preparation results in loss of instructional time.	4	Procedures are generally in place for distribution of materials.	41	Procedures are in place for distribution, resulting in minimal loss of instructional time.	99
	Directions for transitions are not efficient. *Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.	6	Transitions are efficient. *Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.	77	Transitions occur smoothly. *Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.	64
	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.	3	Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.	87	Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.	59
<i>Record Keeping</i>	The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.	4	The student teacher incorporates a system for maintaining information on student completion of assignments.	49	The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.	90

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.	0	Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.	24	Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance., resulting in minimal loss of instructional time.	118

II. *Comments/Suggestions for Improvement:*

III. PLANNING FOR INSTRUCTION

(Pedagogy, Knowledge of Students, Setting Instructional goals,, Instructional Design, Instructional Elements, Assessment)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Pedagogy</i>	Student teacher has limited pedagogical knowledge.	4	Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.	64	Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.	85
	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.	4	The student teacher has some awareness of prerequisite learning.	64	The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.	85
<i>Knowledge of Students</i>	The student teacher does not exhibit an understanding of the developmental characteristics of the age group.	4	The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	59	Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.	93

	The student teacher does not exhibit familiarity with the different approaches to learning. (such as learning styles, modalities, multiple intelligences.)	4	The student teacher has a general understanding of the different individual approaches to learning. (such as learning styles, modalities, multiple intelligences)	68	The student teacher displays a clear understanding of the different approaches to learning through incorporation of a variety of instructional activities that address learning styles, modalities, multiple intelligences.	76
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.	3	The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.	86	The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.	63
	Student teacher is not aware of students' interests or cultural heritage.	3	The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.	85	The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.	61
<i>Knowledge of Resources</i>	The student teacher is unaware of resources available through the school or district.	7	The student teacher displays an general awareness of resources available through the school or district and attempts to incorporate them into lesson construction. (Examples, library, IMC, films, videos)	71	The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success.	72
	The student teacher is unaware of human resources available through the school or district, such as counselors, or peer tutoring, to assist students who need them.	5	The student teacher exhibits limited awareness of school or district human resources, and has asked about the procedures for referring students to these resources.	99	The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with the cooperating teacher.	49
<i>Setting Instructional Goals / Objectives</i>	Objectives do not represent high expectations for student understanding. (For example, the student teacher plans objectives for students to only acquire factual knowledge or basic skills.)	5	Objectives represent moderate expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.)	61	Objectives represent high level of expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire problem-solving skills, acquire skill in creating and incorporating individual interest levels.)	85
	Student teacher does not base objectives on multiple data sources. (The student teacher may base objectives only on textbook organization or materials available.)	2	The student teacher bases objectives on district and state framework and takes student assessment results into account.	80	Student teacher bases objectives on appropriate frameworks and additionally uses individual assessment of students to determine objectives suitable for groups of students in the class.	65
	Goals are either not clear or are stated as student activities.	4	Goals are clear but include a combination of goals and activities.	47	Goals are clearly stated as student outcomes.	95
	Goals do not permit viable methods of assessment.	1	Most goals permit viable methods of assessment.	51	Goals permit viable methods of assessment.	90

	Goals do not reflect opportunities for several types of learning.	5	Goals represent opportunities for several types of learning.	68	Goals reflect several different types of learning and opportunities for integration across disciplines, demonstrating knowledge about human motivation.	75
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Materials</i>	The student teacher does not select resources that meet the needs of students. (Activities are too easy or too hard).	1	The student teacher selects resources that meet the basic learning needs of students relative to academic ability, skill development, interest, gender and culture.	73	The student teacher selects resources that allow all students to reach their individual potential and promote an appreciation of both genders and various cultures, reflecting our diverse society (ethnicity, race, language, socio-economic status).	64
	Instructional materials and resources are not suitable to the instructional goals or do not engage students mentally.	-	Instructional materials and resources generally are suitable to the instructional goals, normally engaging the students mentally.	45	Instructional materials and resources are consistently suitable to the instructional goals and engage the students mentally.	90
<i>Instructional Design</i>	The lessons or units do not have a recognizable structure or sequence.	3	The lessons or units have a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: appropriate introduction, sequence, relating content to prior learning or future learning, description of concepts, critical attributes, application, assessment, closure.	42	The lessons or units have a clearly defined structure with activities organized around the structure.	89
	Learning activities are not suitable to students or instructional goals.	1	Some of the learning activities are suitable to students and support the instructional goals.	20	Most of the learning activities are suitable to students and support the instructional goals.	118
	Learning activities do not follow an organized progression or tie to previous experiences.	1	Progression of activities in the unit is generally even and may tie in to previous experiences.	31	Progression of the activities in the unit is even and they tie in to previous experiences.	94
	Independent practice is not appropriate in terms of task demand.	2	Independent practice is sometimes appropriate in terms of task demand.	28	Independent practice is appropriate in terms of task demand.	103
	Activities are not appropriate to the needs of students who have exceptional learning needs.	-	Activities are appropriate for some students who have exceptional learning needs.	63	Activities are appropriate to the needs of students who are culturally diverse and those with exceptional learning needs.	75
	Instruction does not support the learning goals or offer variety. (Such as cooperative learning, whole group discussion, independent study, etc.)	1	Instruction supports the instructional goals and some variety is evidenced. *Cooperative learning *Whole group discussion *Independent Study *Other	59	Instruction is varied and is appropriate to the different instructional goals.	84
<i>Instructional Elements</i>	Representation of content is not of high quality. It is inappropriate and unclear, using poor examples or analogies.	1	Representation of content is sometimes appropriate incorporating good examples.	35	Representation of content is appropriate. It links well with students' knowledge and experience.	102
	Activities and assignments are inappropriate for students. (not appropriate in terms of their age or backgrounds)	-	Most assignments and activities are appropriate for students and engage them mentally.	44	Activities and assignments are appropriate and almost all students are cognitively engaged in them.	105
	Activities and assignments are not appropriately	1	Activities and assignments are generally	35	Activities and assignments are consistently	107

	sequenced.		appropriately sequenced.		appropriately sequenced.	
	Instructional groups are not appropriate to the students or to the instructional goals.	-	Instructional groups are appropriate to the students and most are successful in advancing the instructional goals of the lesson.	54	Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.	88
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Assessment</i>	Clear criteria or standards are not included in the proposed approach.	2	Assessment criteria and standards have been developed but are not consistently communicated to students.	58	Assessment criteria and standards are clear, including such examples as rubrics, and are clearly communicated to students.	75
	Student teacher has not assessed the current level of student's prior learning.	5	Student teacher has assessed students' prior learning. There is little evidence that this has influenced criteria selection and standards.	47	Student teacher has based criteria and standards on assessment data.	80
	Congruency between content, methods of assessment and instructional goals does not exist.	1	Some of the instructional goals are assessed through the proposed assessment approach.	59	All of the instructional goals are systematically assessed through the proposed assessment method, although the approach is more suitable to some goals than to others.	72
	Assessment results do not affect planning for these students.	8	The student teacher uses assessment results to plan for the class as a whole.	93	The student teacher uses assessment results to plan for individuals and groups of students. There is evidence that the student teacher understands the characteristics, uses, advantages and limitations of different types of assessment including: observation, portfolios, teacher-made tests, performance tasks, projects, student self assessment, peer assessment, standardized tests)	49

III. *Comments/Suggestions for Improvement*

IV. DELIVERING INSTRUCTION

(Communication, Adjustment and Response, Questioning, Feedback)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Communication</i>	Student teacher's directions and procedures are unclear to students.	1	Student teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	54	Student teacher's directions and procedures are clear to students and minimal student confusion is apparent.	91
	Student teacher does not place a lesson within the context of a unit of lessons.	2	Student teacher places the lesson within the context of a unit of lessons, states the objective and expected outcomes, what is to be learned.	70	Student teacher states why lesson is important and motivates by reference to real life situations.	74
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher does not establish continuity with previous lessons.	1	Student teacher sometimes establishes continuity with previous lessons.	39	Student teacher consistently establishes continuity with previous lessons.	108
	Student teacher's language usage is inappropriate. (*)	1	Student teacher's language usage is appropriate in most areas. (*)	29	Student teacher's language usage is appropriate in all areas. (*)	114
	*Spoken language is inaudible	1	*Spoken language is audible	31	*Student teacher's spoken language is clear, correct, and expressive.	116
	*Written language is illegible	-	*Written language is legible	30	*Written language is legible and models the form adopted by the district.	111
	*Spoken or written language contains grammar or syntax errors	3	*Spoken and written language exhibit correct grammar.	45	*Spoken and written language demonstrates a superior understanding of grammar and syntax.	104
	*Vocabulary is inappropriate, vague, incorrectly used, or limited	1	*Vocabulary is correct .	26	*Vocabulary is appropriate and enriches the lesson.	108
	*Language is not appropriate to students' age and background	-	*Language generally is appropriate to students' age, interest, and background.	34	*Language is appropriate and expands student vocabulary development.	113
<i>Instruction</i>	The lesson has an unclear structure.	-	The lesson has a recognizable structure.	40	The lesson's structure is coherent with objectives set in terms of observable behavior.	85
	The pacing of the lesson is too slow or rushed, or both.	4	Pacing of the lesson is generally appropriate.	70	Pacing of the lesson is consistently appropriate.	70
	Time allocations are unrealistic.	3	Most time allocations are reasonable.	65	Time allocations are reasonable.	79
	Students are not engaged in meaningful learning.	2	Students are engaged in meaningful learning a majority of the time.	57	Students are engaged in meaningful learning.	89
<i>Adjustment and Response</i>	Student teacher is not flexible and does not adjust a lesson. Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	3	Student teacher sometimes attempts to adjust a lesson.	54	Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher uses spontaneous situations to enhance instructional objectives and demonstrates recognition of re-	96

	Student teacher does not attempt to accommodate student questions. He/She ignores or brushes aside students' questions or interests.	1	Student teacher attempts to accommodate students' questions or interests.	66	teaching at appropriate intervals. Student teacher successfully builds on a spontaneous event or question to enhance learning, while maintaining the coherence of the lesson.	88
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Chec	Developing <i>There is evidence that</i>	Chec	Accomplished <i>There is evidence that:</i>	Chec
	When a student has difficulty learning, the student teacher either gives up or blames the student or the environment for the students' lack of success.	2	Student teacher demonstrates acceptance of responsibility for the success of all students.	60	Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.	79
<i>Questioning</i>	Student teacher's questions are restricted to the recall/knowledge level, recitation.	8	The student teacher carefully sequences prepared questions, including those requiring stating relationships, analysis, summarization and classification and requiring students to define vague terms or ambiguous statements.	76	The student teacher encourages students to generalize and suggest applications. Students are expected to expand upon and analyze their initial responses and to consider new relationships.	50
	Adequate wait time is not available for students to respond.	6	Adequate wait time is generally available for students to respond.	48	Adequate wait time is consistently available for students to respond.	97
	Student teacher does not give verbal or nonverbal support to contributors.	1	Student teacher gives verbal and nonverbal support to contributors.	43	Student teacher gives verbal and nonverbal support to contributors in a variety of ways.	74
	Interaction between the student teacher and students is predominantly recitation style, with little student input.	1	Student teacher communicates the goal of the discussion to students, and attempts to engage students in a true discussion.	74	Classroom interaction represents true discussion, with student teacher stepping to the side when appropriate.	70
	Student teacher has not instituted any gender equitable practices to enhance participation.	2	Student teacher exhibits several gender equitable practices utilized to engage all students in the discussion.	39	Student teacher exhibits utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.	80
<i>Feedback</i>	Feedback is not provided or is of poor quality. (For example, it is not specific with details and consists of "Good, Poor", etc.	1	Feedback is provided frequently but is sometimes inconsistent in quality. (For example, some is specific in nature, while other is general without details.)	69	Feedback provided is consistently of high quality, or specific in nature, supportive, and appropriate positive/negative in terms of correctness. It is provided with high frequency, verbally and in written form that students can use.	89
	Feedback is not provided in a timely manner.	1	Feedback is consistently provided in a timely	52	Feedback is consistently provided in a timely manner	87

			manner.		and students make use of the feedback in their learning.	
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IV. *Comments/Suggestions for Improvement:*

V. INSTRUCTIONAL TECHNOLOGY

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Technology Operations and Concepts</i>	Student teacher demonstrates minimal knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Often basic understandings cannot be applied.	7	Student teacher usually demonstrates a proficient level of knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Sometimes this understanding can be described, but not fully applied in all situations.	52	Student teacher consistently demonstrates strong knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students and can apply this understanding in all situations.	84
	Student teacher demonstrates minimal growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she does not seek out new information related to technology.	5	Student teacher demonstrates growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she exerts some effort to seek out new information related to technology.	44	Student teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she actively seeks out new information related to technology.	76
<i>Integration of Technology into Practice</i>	Student teacher does not take the initiative to plan and design technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Attempts are usually not effectively implemented.	4	Student teacher generally plans and designs technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Some attempts have been effectively implemented.	58	Student teacher consistently plans, designs, and implements effective technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate.	42
	Student teacher makes little attempt to and/or does not adequately apply technology to facilitate a variety of effective assessment and evaluation strategies.	3	Student teacher applies technology to facilitate assessment and evaluation strategies. Some attempts are effectively implemented.	66	Student teacher consistently applies technology to facilitate a variety of effective assessment and evaluation strategies.	42
	Student teacher does not apply knowledge of technology to instructional or information management.	4	Student teacher applies knowledge of technology to instructional or information management.	59	Student teacher integrates technology into instructional and informational management procedures with effective and efficient results.	66
	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.	1	Student teacher takes advantage of electronic communication.	35	Student teacher communicates effectively via electronic channels.	87

V. *Comments/Suggestions for Improvement:*

VI. PROFESSIONAL QUALITIES

(Reflection, Professional Development, Ethics)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Reflection	Student teacher misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.	6	Student teacher generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	53	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	78
	Student teacher has few suggestions for how a lesson may be improved.	5	Student teacher makes general suggestions about how a lesson may be improved.	56	Student teacher offers specific alternative actions, complete with predictions of the probable successes of different approaches.	58
	The student teacher may justify instructional decisions on simple tradition or habit, or may have no idea why decisions were made as they were.	7	The student teacher explains decisions in a logical but perhaps simplistic way. Explanations focus more on what was done than why.	46	The student teacher explains decisions in a logical way with clear attention to how the context relates to a personal decision-making framework.	77
<i>Professional Development</i>	Student teacher does not engage in professional development activities, such as district in-services or conferences, to enhance knowledge or skill.	2	Student teacher participates in professional activities when they are held in the building or by invitation.	59	Student teacher actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and attends activities outside of the school day schedule.	85
	The student teacher does not make an effort to share knowledge with others.	3	Student teacher makes an effort to share knowledge with others during the school day.	52	Student teacher makes an effort to actively assist other educators, including before and after school hour opportunities.	92
<i>Ethics</i>	The student teacher does not understand or accept the professional codes of ethical conduct.	-	Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.	15	Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.	132

VI. *Comments/Suggestions for Improvement:*

VII. PERSONAL QUALITIES

	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.	3	Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.	21	Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.	127
	Student teacher has not informed the cooperating teacher and supervisor of the absence in a timely fashion.	1	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner.	13	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner, always forwarding materials.	118
	Student teacher does not exhibit energy in the performance of duties.	2	Student teacher generally exhibits energy in the performance of duties.	13	Student teacher exhibits consistent energy and vitality in completing duties.	129
	The student teacher cannot be depended upon. Student teacher has been repeatedly late or repeatedly left early.	1	Student teacher is consistently prompt and in attendance, for the entire required teacher school day.	16	Student teacher additionally, arrives early or stays late to complete necessary preparations.	128
	Student teacher repeatedly dresses inappropriately or is not well groomed.	4	The student teacher generally dresses appropriately for the school environment and is generally well groomed.	10	The student teacher consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.	128
	The student teacher does not carry out tasks effectively and on time. The student teacher may be negative about required tasks or duties.	2	The student teacher carries out tasks effectively and on time. For example, lesson plans are ready for the cooperating teacher the Thursday before the teaching week.	31	The student teacher carries out tasks effectively and on time, pre-plans tasks to allow for reflection and revision. He/she views tasks as a worthwhile challenge rather than a chore.	108

Comments/Suggestions for Improvement:

*1999Based in part on the rubrics established by Charlotte Danielson in Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

*2000 Modifications based on Meadowbrook Conference, March 1999, Cooperating Teacher input.

*2002 Modifications based on Seminar, August 2001, Cooperating Teacher and University Supervisor input.

*2005 Modifications based on Cooperating Teacher and University Supervisor input

PLEASE LIST ANY SUGGESTIONS

OAKLAND UNIVERSITY

SECOND PERFORMANCE-BASED ASSESSMENT FOR OU STEP INTERNS

Intern _____ *Composite* _____ *Cooperating Teacher* _____ *X* _____

District _____ Building Assignment _____ Grade/Subject _____

University Field Instructor _____ Date Winter 2006 _____

Check which participant is completing the form:

_____ Intern _____ Cooperating Teacher _____ University Field Instructor

Directions: Please check the category description that best describes the student teacher's performance at this time. If a specific area is not applicable at this time, insert NA in the far right column. This allows the student teacher to know where he/she needs to improve and also what areas he/she must plan for experiencing during the rest of his/her placement. Please make suggestions for improvement, as appropriate, for each major section, on the lines below the section.

VI. INTERPERSONAL RELATIONSHIPS

(Student Teacher interaction with students, faculty and staff, and parents)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>With Students</i>	Student teacher establishes unreasonable expectations for students. (either too high or too low)		Student teacher generally establishes reasonable expectations for students.	16	Student teacher establishes high yet reasonable expectations for students, and they are developmentally appropriate.	25
	Student teacher does not exhibit respect for students, relates with some students in a negative, demeaning, or sarcastic manner or in a manner inappropriate to the student's developmental stage or culture.		Student teacher generally maintains adult behaviors when working with students, and generally establishes appropriate interactions with students.	11	Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Student teacher is a thoughtful and responsive listener.	29

	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Students exhibit minimal respect for the student teacher.	1	Students exhibit respect for the student teacher.	16	Students exhibit confidence in and respect for the student teacher as an individual.	26
<i>With Faculty and Staff</i>	Student teacher does not use advice from school staff and administration.		Student teacher uses advice from school staff and administrators when it is given.	16	Student teacher seeks and utilizes advice from school staff and administrators.	25
	Student teacher's relationships with colleagues are generally negative or self-serving.		Student teacher establishes friendly relationships with colleagues to fulfill the duties required.	16	Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships.	23
	Student teacher doesn't exhibit interest in school events.		Student teacher participates in school events when specifically asked.	9	Student teacher volunteers to participate in school events.	28
<i>With Parents</i>	Student teacher does not make any attempt to participate, in conjunction with the cooperating teacher, in providing information to parents.	1	Student teacher participates in the school's activities for parent communication.	22	Student teacher suggests and develops, with cooperating teacher's approval, ways to share information with parents about the instructional program, using a variety of communication vehicles such as parent letters, newsletters, etc.	16
	Student teacher makes no attempt to provide any information to parents about their individual student.	1	Student teacher is aware of and consistently participates in the school's required procedures for communicating to parents.	19	Student teacher, in conjunction with the cooperating teacher, develops ways to communicate with parents about student's progress on a regular basis.	15
	Student teacher shows insensitive responses to parent concerns about students.		Student teacher responds to parent concerns.	7	Student teacher is available as needed to respond to parent concerns, and does so with sensitivity.	26

Comments/Suggestions for Improvement:

VII. CLASSROOM CLIMATE AND MANAGEMENT

(Expectations, Physical organization, Student Behavior Management, Managing Procedures, Record Keeping)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Expectations	Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.		Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.	11	Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.	30
	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.		Most students invest some effort in the quality of their work.	21	Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.	17

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Goals and activities communicate only modest or low expectations for student achievement.		Goals and activities generally convey appropriate expectations for student achievement.	18	Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)	26
<i>Physical Space</i>	The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.		The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.	13	The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.	24
<i>Student Behavior</i>	Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.		Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.	14	Standards of expected conduct are consistently clear to all students.	26
	That student teacher does not monitor student behavior; appears unaware of what students are doing.		Student teacher is generally aware of student behavior.	20	Student teacher is alert to student behavior at all times, employing preventive monitoring.	19
	Student teacher does not institute corrective procedures. *Efforts are inconsistent *Efforts include idle threats *Efforts include inconsistent warnings *Efforts include conditional promises *Efforts include sarcasm or negative criticism		Student teacher institutes corrective procedures for inappropriate behaviors. *Gives task assistance *Uses nonverbal signal interference *Uses proximity relationship control *Regroups students	22	Student teacher response to misbehavior is appropriate, consistent and successful. *Removes potential distractions *Utilizes successful attention-getting devices *Redirects with task involvement *Provides constructive activity in the face of unforeseen time problems	18
	Student teacher applies rules inconsistently or unfairly.		Student teacher generally applies rules fairly and encourages slow/relevant students.	10	Student teacher establishes a climate of courtesy and cooperation.	33
<i>Managing Procedures</i>	Materials are not prepared and organized.		Materials are prepared and organized.	11	Materials are prepared and organized for the full week of instruction.	26
	Lack of preparation results in loss of instructional time.		Procedures are generally in place for distribution of materials.	8	Procedures are in place for distribution, resulting in minimal loss of instruction time.	29
	Directions for transitions are not efficient. *Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.		Transitions are efficient. *Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.	17	Transitions occur smoothly. *Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.	30
	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.		Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.	21	Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.	35
<i>Record Keeping</i>	The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.		The student teacher incorporates a system for maintaining information on student completion of assignments.	5	The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.	32

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.		Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.	2	Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance., resulting in minimal loss of instructional time.	19

Comments/Suggestions for Improvement:

PLANNING FOR INSTRUCTION

(Pedagogy, Knowledge of Students, Setting Instructional goals,, Instructional Design, Instructional Elements, Assessment)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Pedagogy</i>	Student teacher has limited pedagogical knowledge.		Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.	6	Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.	9
	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.		The student teacher has some awareness of prerequisite learning.	7	The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.	8
<i>Knowledge of Students</i>	The student teacher does not exhibit an understanding of the developmental characteristics of the age group.		The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	6	Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.	8

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.		The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.	9	The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.	5
	Student teacher is not aware of students' interests or cultural heritage.		The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.	9	The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.	6
<i>Knowledge of Resources</i>	The student teacher is unaware of resources available through the school or district.		The student teacher displays an general awareness of resources available through the school or district and attempts to incorporate them into lesson construction. (Examples, library, IMC, films, videos)	6	The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success.	8
	The student teacher is unaware of human resources available through the school or district, such as counselors, or peer tutoring, to assist students who need them.		The student teacher exhibits limited awareness of school or district human resources, and has asked about the procedures for referring students to these resources.	7	The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with the cooperating teacher.	7
<i>Setting Instructional Goals / Objectives</i>	Objectives do not represent high expectations for student understanding. (For example, the student teacher plans objectives for students to only acquire factual knowledge or basic skills.)		Objectives represent moderate expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.)	4	Objectives represent high level of expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire problem-solving skills, acquire skill in creating and incorporating individual interest levels.)	11
	Student teacher does not base objectives on multiple data sources. (The student teacher may base objectives only on textbook organization or materials available.)		The student teacher bases objectives on district and state framework and takes student assessment results into account.	5	Student teacher bases objectives on appropriate frameworks and additionally uses individual assessment of students to determine objectives suitable for groups of students in the class.	8
	Goals are either not clear or are stated as student activities.		Goals are clear but include a combination of goals and activities.	6	Goals are clearly stated as student outcomes.	8
	Goals do not permit viable methods of assessment.		Most goals permit viable methods of assessment.	4	Goals permit viable methods of assessment.	10
	Goals do not reflect opportunities for several types of learning.		Goals represent opportunities for several types of learning.	6	Goals reflect several different types of learning and opportunities for integration across disciplines, demonstrating knowledge about human motivation.	7

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Materials</i>	The student teacher does not select resources that meet the needs of students. (Activities are too easy or too hard).		The student teacher selects resources that meet the basic learning needs of students relative to academic ability, skill development, interest, gender and culture.	9	The student teacher selects resources that allow all students to reach their individual potential and promote an appreciation of both genders and various cultures, reflecting our diverse society (ethnicity, race, language, socio-economic status).	7
	Instructional materials and resources are not suitable to the instructional goals or do not engage students mentally.		Instructional materials and resources generally are suitable to the instructional goals, normally engaging the students mentally.	7	Instructional materials and resources are consistently suitable to the instructional goals and engage the students mentally.	8
<i>Instructional Design</i>	The lessons or units do not have a recognizable structure or sequence.		The lessons or units have a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: appropriate introduction, sequence, relating content to prior learning or future learning, description of concepts, critical attributes, application, assessment, closure.	5	The lessons or units have a clearly defined structure with activities organized around the structure.	10
	Learning activities are not suitable to students or instructional goals.		Some of the learning activities are suitable to students and support the instructional goals.	2	Most of the learning activities are suitable to students and support the instructional goals.	13
	Learning activities do not follow an organized progression or tie to previous experiences.		Progression of activities in the unit is generally even and may tie in to previous experiences.	5	Progression of the activities in the unit is even and they tie in to previous experiences.	10
	Independent practice is not appropriate in terms of task demand.		Independent practice is sometimes appropriate in terms of task demand.	10	Independent practice is appropriate in terms of task demand.	5
	Activities are not appropriate to the needs of students who have exceptional learning needs.		Activities are appropriate for some students who have exceptional learning needs.	4	Activities are appropriate to the needs of students who are culturally diverse and those with exceptional learning needs.	11
	Instruction does not support the learning goals or offer variety. (Such as cooperative learning, whole group discussion, independent study, etc.)		Instruction supports the instructional goals and some variety is evidenced. *Cooperative learning *Whole group discussion *Independent Study *Other	4	Instruction is varied and is appropriate to the different instructional goals.	11
<i>Instructional Elements</i>	Representation of content is not of high quality. It is inappropriate and unclear, using poor examples or analogies.		Representation of content is sometimes appropriate incorporating good examples.	7	Representation of content is appropriate. It links well with students' knowledge and experience.	8
	Activities and assignments are inappropriate for students. (not appropriate in terms of their age or backgrounds)		Most assignments and activities are appropriate for students and engage them mentally.	4	Activities and assignments are appropriate and almost all students are cognitively engaged in them.	10
	Activities and assignments are not appropriately sequenced.		Activities and assignments are generally appropriately sequenced.	8	Activities and assignments are consistently appropriately sequenced.	6
	Instructional groups are not appropriate to the students or to the instructional goals.		Instructional groups are appropriate to the students and most are successful in advancing the instructional goals of the lesson.		Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.	

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Assessment</i>	Clear criteria or standards are not included in the proposed approach.		Assessment criteria and standards have been developed but are not consistently communicated to students.	3	Assessment criteria and standards are clear, including such examples as rubrics, and are clearly communicated to students.	12
	Student teacher has not assessed the current level of student's prior learning.		Student teacher has assessed students' prior learning. There is little evidence that this has influenced criteria selection and standards.	2	Student teacher has based criteria and standards on assessment data.	10
	Congruency between content, methods of assessment and instructional goals does not exist.		Some of the instructional goals are assessed through the proposed assessment approach.	4	All of the instructional goals are systematically assessed through the proposed assessment method, although the approach is more suitable to some goals than to others.	8
	Assessment results do not affect planning for these students.		The student teacher uses assessment results to plan for the class as a whole.	6	The student teacher uses assessment results to plan for individuals and groups of students. There is evidence that the student teacher understands the characteristics, uses, advantages and limitations of different types of assessment including: observation, portfolios, teacher-made tests, performance tasks, projects, student self assessment, peer assessment, standardized tests)	6

Comments/Suggestions for Improvement:

VIII. DELIVERING INSTRUCTION

(Communication, Adjustment and Response, Questioning, Feedback)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Communication</i>	Student teacher's directions and procedures are unclear to students.		Student teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	7	Student teacher's directions and procedures are clear to students and minimal student confusion is apparent.	8
	Student teacher does not place a lesson within the context of a unit of lessons.		Student teacher places the lesson within the context of a unit of lessons, states the objective and expected outcomes, what is to be learned.	11	Student teacher states why lesson is important and motivates by reference to real life situations.	5

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher does not establish continuity with previous lessons.		Student teacher sometimes establishes continuity with previous lessons.	3	Student teacher consistently establishes continuity with previous lessons.	12
	Student teacher's language usage is inappropriate. (*)		Student teacher's language usage is appropriate in most areas. (*)	4	Student teacher's language usage is appropriate in all areas. (*)	10
	*Spoken language is inaudible		*Spoken language is audible	6	*Student teacher's spoken language is clear, correct, and expressive.	8
	*Written language is illegible		*Written language is legible	2	*Written language is legible and models the form adopted by the district.	12
	*Spoken or written language contains grammar or syntax errors		*Spoken and written language exhibit correct grammar.	6	*Spoken and written language demonstrates a superior understanding of grammar and syntax.	9
	*Vocabulary is inappropriate, vague, incorrectly used, or limited		*Vocabulary is correct .	4	*Vocabulary is appropriate and enriches the lesson.	11
	*Language is not appropriate to students' age and background		*Language generally is appropriate to students' age, interest, and background.	3	*Language is appropriate and expands student vocabulary development.	10
Instruction	The lesson has an unclear structure.		The lesson has a recognizable structure.	5	The lesson's structure is coherent with objectives set in terms of observable behavior.	10
	The pacing of the lesson is too slow or rushed, or both.		Pacing of the lesson is generally appropriate.	7	Pacing of the lesson is consistently appropriate.	8
	Time allocations are unrealistic.		Most time allocations are reasonable.	4	Time allocations are reasonable.	9
	Students are not engaged in meaningful learning.		Students are engaged in meaningful learning a majority of the time.	5	Students are engaged in meaningful learning.	7
Adjustment and Response	Student teacher is not flexible and does not adjust a lesson. Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.		Student teacher sometimes attempts to adjust a lesson.	7	Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher uses spontaneous situations to enhance instructional objectives and demonstrates recognition of re-teaching at appropriate intervals.	8
	Student teacher does not attempt to accommodate student questions. He/She ignores or brushes aside students' questions or interests.		Student teacher attempts to accommodate students' questions or interests.	8	Student teacher successfully builds on a spontaneous event or question to enhance learning, while maintaining the coherence of the lesson.	9

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Chec	Developing <i>There is evidence that</i>	Chec	Accomplished <i>There is evidence that:</i>	Chec
	When a student has difficulty learning, the student teacher either gives up or blames the student or the environment for the students' lack of success.		Student teacher demonstrates acceptance of responsibility for the success of all students.	6	Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.	9
<i>Questioning</i>	Student teacher's questions are restricted to the recall/knowledge level, recitation.		The student teacher carefully sequences prepared questions, including those requiring stating relationships, analysis, summarization and classification and requiring students to define vague terms or ambiguous statements.	10	The student teacher encourages students to generalize and suggest applications. Students are expected to expand upon and analyze their initial responses and to consider new relationships.	3
	Adequate wait time is not available for students to respond.		Adequate wait time is generally available for students to respond.	9	Adequate wait time is consistently available for students to respond.	7
	Student teacher does not give verbal or nonverbal support to contributors.		Student teacher gives verbal and nonverbal support to contributors.	6	Student teacher gives verbal and nonverbal support to contributors in a variety of ways.	9
	Interaction between the student teacher and students is predominantly recitation style, with little student input.		Student teacher communicates the goal of the discussion to students, and attempts to engage students in a true discussion.	8	Classroom interaction represents true discussion, with student teacher stepping to the side when appropriate.	8
	Student teacher has not instituted any gender equitable practices to enhance participation.		Student teacher exhibits several gender equitable practices utilized to engage all students in the discussion.	5	Student teacher exhibits utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.	10
<i>Feedback</i>	Feedback is not provided or is of poor quality. (For example, it is not specific with details and consists of "Good, Poor", etc.		Feedback is provided frequently but is sometimes inconsistent in quality. (For example, some is specific in nature, while other is general without details.)	8	Feedback provided is consistently of high quality, or specific in nature, supportive, and appropriate positive/negative in terms of correctness. It is provided with high frequency, verbally and in written form that students can use.	8
	Feedback is not provided in a timely manner.		Feedback is consistently provided in a timely manner.	7	Feedback is consistently provided in a timely manner and students make use of the feedback in their learning.	10

Comments/Suggestions for Improvement:

IX. INSTRUCTIONAL TECHNOLOGY

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Technology Operations and Concepts</i>	Student teacher demonstrates minimal knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Often basic understandings cannot be applied.		Student teacher usually demonstrates a proficient level of knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Sometimes this understanding can be described, but not fully applied in all situations.	4	Student teacher consistently demonstrates strong knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students and can apply this understanding in all situations.	9
	Student teacher demonstrates minimal growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she does not seek out new information related to technology.		Student teacher demonstrates growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she exerts some effort to seek out new information related to technology.	4	Student teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she actively seeks out new information related to technology.	10
<i>Integration of Technology into Practice</i>	Student teacher does not take the initiative to plan and design technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Attempts are usually not effectively implemented.		Student teacher generally plans and designs technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Some attempts have been effectively implemented.	10	Student teacher consistently plans, designs, and implements effective technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate.	6
	Student teacher makes little attempt to and/or does not adequately apply technology to facilitate a variety of effective assessment and evaluation strategies.		Student teacher applies technology to facilitate assessment and evaluation strategies. Some attempts are effectively implemented.	10	Student teacher consistently applies technology to facilitate a variety of effective assessment and evaluation strategies.	4
	Student teacher does not apply knowledge of technology to instructional or information management.		Student teacher applies knowledge of technology to instructional or information management.	6	Student teacher integrates technology into instructional and informational management procedures with effective and efficient results.	7
	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.		Student teacher takes advantage of electronic communication.	3	Student teacher communicates effectively via electronic channels.	12

Comments/Suggestions for Improvement:

VI. PROFESSIONAL QUALITIES

(Reflection, Professional Development, Ethics)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Reflection	Student teacher misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.		Student teacher generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	5	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	8
	Student teacher has few suggestions for how a lesson may be improved.		Student teacher makes general suggestions about how a lesson may be improved.	6	Student teacher offers specific alternative actions, complete with predictions of the probable successes of different approaches.	9
	The student teacher may justify instructional decisions on simple tradition or habit, or may have no idea why decisions were made as they were.		The student teacher explains decisions in a logical but perhaps simplistic way. Explanations focus more on what was done than why.	4	The student teacher explains decisions in a logical way with clear attention to how the context relates to a personal decision-making framework.	10
Professional Development	Student teacher does not engage in professional development activities, such as district in-services or conferences, to enhance knowledge or skill.		Student teacher participates in professional activities when they are held in the building or by invitation.	7	Student teacher actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and attends activities outside of the school day schedule.	8
	The student teacher does not make an effort to share knowledge with others.		Student teacher makes an effort to share knowledge with others during the school day.	5	Student teacher makes an effort to actively assist other educators, including before and after school hour opportunities.	9
Ethics	The student teacher does not understand or accept the professional codes of ethical conduct.		Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.	2	Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.	14

Comments/Suggestions for Improvement:

VIII. PERSONAL QUALITIES

	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.	1	Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.	1	Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.	11
	Student teacher has not informed the cooperating teacher and supervisor of the absence in a timely fashion.	2	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner.	3	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner, always forwarding materials.	10
	Student teacher does not exhibit energy in the performance of duties.	1	Student teacher generally exhibits energy in the performance of duties.	4	Student teacher exhibits consistent energy and vitality in completing duties.	9
	The student teacher cannot be depended upon. Student teacher has been repeatedly late or repeatedly left early.	1	Student teacher is consistently prompt and in attendance, for the entire required teacher school day.	3	Student teacher additionally, arrives early or stays late to complete necessary preparations.	10
	Student teacher repeatedly dresses inappropriately or is not well groomed.		The student teacher generally dresses appropriately for the school environment and is generally well groomed.	1	The student teacher consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.	13
	The student teacher does not carry out tasks effectively and on time. The student teacher may be negative about required tasks or duties.		The student teacher carries out tasks effectively and on time. For example, lesson plans are ready for the cooperating teacher the Thursday before the teaching week.	4	The student teacher carries out tasks effectively and on time, pre-plans tasks to allow for reflection and revision. He/she views tasks as a worthwhile challenge rather than a chore.	10

Comments/Suggestions for Improvement:

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- *1999Based in part on the rubrics established by Charlotte Danielson in Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- *2000 Modifications based on Meadowbrook Conference, March 1999, Cooperating Teacher input.
- *2002 Modifications based on Seminar, August 2001, Cooperating Teacher and University Supervisor input.
- *2005 Modifications based on Cooperating Teacher and University Supervisor input

PLEASE LIST ANY SUGGESTIONS

****To students: print out the appropriate content evaluation page that follows, and have it completed also.**

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content major/minor.

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Biology</i>	Student teacher demonstrates significant voids in knowledge of concepts and applications of the fields: botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry and human biology.		Student teacher demonstrates knowledge of concepts and applications of most of the fields: botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry and human biology.		Student teacher demonstrates knowledge of concepts and applications of: botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry and human biology.	
	Student teacher seems unable to relate unifying concepts (such as systems organization, model building, evolution & equilibrium, form & function, adaptation, and community) across individual scientific fields.		Student teacher occasionally shows how unifying concepts (such as systems organization, model building, evolution & equilibrium, form & function, adaptation, and community) transcend individual scientific fields.		Student teacher is able to show how unifying concepts (such as systems organization, model building, evolution & equilibrium, form & function, adaptation, and community) transcend individual scientific fields.	
	Student teacher is unable to use activities employing mathematics and statistics to develop fundamental concepts in science and to analyze and explain data as appropriate for the teaching field and the level of the student.		Student teacher makes limited use of activities employing mathematics and statistics to develop fundamental concepts in science and to analyze and explain data as appropriate for the teaching field and the level of the student.		Student teacher uses activities employing mathematics and statistics to develop fundamental concepts in science and to analyze and explain data as appropriate for the teaching field and the level of the student.	
	Student teacher does not require students to collect, reflect upon and interpret data, to report the results of their work, nor to identify new problems for investigation.		Student teacher occasionally requires students to collect, reflect upon and interpret data, to report the results of their work, and to identify new problems for investigation.		Student teacher regularly requires students to collect, reflect upon and interpret data, to report the results of their work, and to identify new problems for investigation.	
	Student teacher does not refer to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge and how values affect scientific knowledge and its applications.		Student teacher occasionally refers to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge and how values affect scientific knowledge and its applications.		Student teacher regularly refers to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge and how values affect scientific knowledge and its applications.	
<i>Chemistry</i>	Student teacher exhibits many lapses in sound content knowledge of chemistry.		Student teacher generally exhibits sound content knowledge of chemistry.		Student teacher exhibits sound content knowledge of chemistry and creative implementation of same.	
	Student teacher is unable to use chemistry knowledge to address state benchmarks in the classroom.		Student teacher generally uses chemistry knowledge to address state benchmarks in the classroom.		Student teacher is able to select chemistry knowledge in order to address state benchmarks in the classroom.	
	Student teacher is unable to find chemistry content knowledge when needed.		Student teacher generally can find new chemistry content knowledge as needed.		Student teacher continually strives to increase content knowledge in chemistry.	
	Student teacher cannot make sound determinations of what chemical concepts and knowledge are age appropriate to the grade level at which he/she is practicing.		Student teacher commonly uses sound determinations of what chemical concepts and knowledge are age appropriate to the grade level at which he/she is practicing.		Student teacher selects chemical concepts and knowledge that are age appropriate to the grade level at which he/she is practicing.	

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>
<i>English</i>	The student teacher does not display appropriate skills in conducting a class discussion.		The student teacher displays an awareness of how to conduct a student-centered class discussion focusing on a literary selection but offers limited direction and feedback.	7	The student teacher displays an awareness of how to conduct a student-centered class discussion focusing on a literary selection and offers appropriate direction, pacing, and feedback.
	The student teacher does not display appropriate skills in introducing a literary work to the students.		The student teacher displays an awareness of how to introduce a literary work to the students but is limited in employing appropriate methodology and content.	5	The student teacher displays the ability to effectively introduce a literary work to the students and makes appropriate judgments about objectives and content.
	The student teacher does not exhibit familiarity with the need to teach English/language arts in an integrated manner.		The student teacher displays an understanding of the need to teach English/language arts in an integrated manner but needs to continue to develop the ability to plan appropriate lessons.	3	The student teacher displays an understanding of how to teach English/language arts in an integrated manner, teaching grammar in context and avoiding an isolated skill approach.
	The student teacher does not exhibit appropriate skills in evaluating student writing.		The student teacher demonstrates an awareness of appropriate evaluation of student writing but needs to continue to develop these skills.	6	The student teacher demonstrates the ability to evaluate student writing and is able to efficiently assess student progress and offer appropriate feedback to students.
<i>History</i>	Issues of cultural diversity have not been utilized to present material.		Classroom activities often include specific tasks that deal with cultural diversity.		Issues of cultural diversity are consistently interwoven throughout the lesson plans.
	Issues of chronology and time have not been utilized to present material.		Classroom activities often include specific tasks that deal with issues of chronology and time.		The problems of chronology and time are consistently interwoven throughout the lesson plans.
	Issues of geography and demography have not been utilized to present material.		Classroom activities often include specific tasks that deal with geography and demography.		Factors of geography and demography are consistently interwoven throughout the lesson plans.
	The impact of social values on the individual has not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of social values on the individual.		The impact of social values on the individual is consistently interwoven throughout the lesson plans.
	Factors of institutional authority have not been utilized to present material.		Classroom activities often include specific tasks that deal with factors of institutional authority.		Factors of institutional authority are consistently interwoven throughout the lesson plans.
	Discussions of government power and citizenship have not been utilized to present material.		Classroom activities often include specific tasks that deal with issues of government power and citizenship.		Discussions of government power and citizenship are consistently interwoven throughout the lesson plans.
	Issues of economic forces have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of economic forces.		The impact of economic forces is consistently interwoven throughout the lesson plans.
	Issues of science and technology have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of science and technology.		The impact of science and technology is consistently interwoven throughout the lesson plans.
	Issues of global connections have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of global connections.		The impact of global connections is consistently interwoven throughout the lesson plans.
	The role of citizenship has not been utilized to present material.		Classroom activities often include specific tasks that deal with the role of citizenship.		The role of citizenship is consistently interwoven throughout the lesson plans.

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Che ck	Developing <i>There is evidence that:</i>	Che	Accomplished <i>There is evidence that:</i>	Che ck
Mathemati CS	Student teacher needs to improve understanding of, and/or proficiency with, the following: numbers, ways of representing numbers, relationships among numbers and number systems, arithmetic operations, and estimation. Student teacher is not yet able to consistently demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of, and proficiency with, the following: numbers, ways of representing numbers, relationships among numbers and number systems, arithmetic operations, and estimation. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has a deep and fundamental understanding of, and proficiency with, the following: numbers, ways of representing numbers, relationships among numbers and number systems, arithmetic operations, and estimation. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
	Student teacher needs to improve understanding of patterns, relations, and functions, as well as how to use mathematical models to represent and understand quantitative relationships in some contexts. Student teacher is not yet able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of patterns, relations, and functions, and can use mathematical models to represent and understand quantitative relationships in some contexts. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has a deep understanding of patterns, relations, and functions, and can use mathematical models to represent and understand quantitative relationships in various contexts and with multiple representations. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
	Student teacher needs to improve understanding of how to represent and analyze mathematical structures using algebraic symbols and/or fluency with algebraic symbolism. Student teacher is not yet able to demonstrate these understandings in instruction.		Student teacher has an acceptable level of understanding of how to represent and analyze mathematical structures using algebraic symbols. Student teacher is sometimes able to demonstrate these understandings and fluency with algebraic symbolism in instruction.		Student teacher has a solid conceptual understanding of how to represent and analyze mathematical structures using algebraic symbols. Student teacher is consistently able to demonstrate these understandings and fluency with algebraic symbolism in instruction.	
	Student teacher needs to improve understanding of geometrical shapes and relationships and how to use visualization, spatial reasoning, and geometric modeling to solve problems. Student teacher is not yet able to consistently demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of geometrical shapes and relationships and can usually use visualization, spatial reasoning, and geometric modeling to solve problems. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has a deep understanding of geometrical shapes and relationships and can use visualization, spatial reasoning, and geometric modeling to solve problems. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
	Student teacher needs to improve understanding of units, systems, and processes of measurement, as well as how to better apply appropriate techniques, tools, and formulas to determine measurements. Student teacher is not yet able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of units, systems, and processes of measurement, as well as how to apply appropriate techniques, tools, and formulas to determine measurements. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has a solid conceptual understanding of units, systems, and processes of measurement, as well as how to apply appropriate techniques, tools, and formulas to determine measurements. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
	Student teacher needs to improve understanding of important concepts related to data analysis and probability. Student teacher is not yet able to demonstrate these understandings and convey		Student teacher has an acceptable level of understanding of important concepts related to data analysis and probability. Student teacher is sometimes able to demonstrate these		Student teacher has a solid understanding of important concepts related to data analysis (e.g., how to formulate questions, collect, analyze, organize and display data using multiple representations, analyze data using	

	important mathematical meanings in instruction.		understandings and convey important mathematical meanings in instruction.		statistical methods, and develop and evaluate inference and predictions that are based on data), as well as basic concepts of probability. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Foreign Language</i>	The student teacher concentrates on the how (grammar) and what (vocabulary) of language learning rather than recognizing communication as the organizing principle of foreign language learning.		The student teacher displays an understanding that communication is the organizing principle of foreign language learning, but too often designs lessons around grammar and vocabulary rather than language functions.		The student teacher plans and executes lessons that recognize communication as the organizing principle for foreign language learning and relegates grammar and vocabulary to their proper role as tools for improving communication.	
	The student teacher is able to listen to and understand sentences which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by situational context (Intermediate Low)		The student teacher is able to understand the main ideas and the most obvious details of connected oral discourse on familiar topics, particularly those dealing with the immediate time, place and participants. (Intermediate High)		The student teacher is able to understand main ideas and most details of connected oral discourse on a variety of topics beyond the immediacy of the situation and involving description and narration in different time frames. (Advanced)	
	The student teacher is able to read and understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs and imparting information about which the reader has to make only minimal supposition or to which the reader brings personal interest and/or knowledge. (Intermediate Low)		The student teacher is able to read consistently with full understanding uncomplicated, connected texts dealing with basic personal and social needs and can get main ideas and information from more difficult texts featuring description and narration, although the passages may have to be read several times for complete understanding. (Intermediate High)		The student teacher is able to read and follow essential points of written discourse and texts which are conceptually abstract and linguistically complex and/or texts which treat unfamiliar topics and situations; comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. (Advanced/Advanced Plus)	
	When writing, the student teacher is able to meet limited practical needs but makes frequent errors in grammar, vocabulary, punctuation, spelling and syntax; writing can be understood by natives used to the writing of non-natives. (Intermediate Low)		The student teacher is able to meet practical writing needs but makes a few patterned errors in grammar, vocabulary, punctuation, spelling and syntax; writing is consistently understood by natives used to the writing of non-natives. (Intermediate High)		When writing, the student teacher has good control of vocabulary and grammar and the most frequently used syntactic structures with an emerging sense of rhetorical structure. Writing is understandable to natives not used to the writing of non-natives. (Advanced/Advanced Plus)	
	As a speaker of the target language, the student teacher is able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward classroom and social situations when dealing with concrete exchanges and predictable topics necessary for survival in the target culture. (Intermediate Low)		As a speaker of the target language, the student teacher is able to converse with ease and confidence when dealing with most routine tasks and social situations and to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence. (Intermediate High)		As a speaker of the target language, the student teacher is able to handle with ease and confidence a large number of communicative tasks and to participate actively in most informal and some formal exchanges on a variety of topics relating to work, school, home and leisure activities, as well as to events of current, public, and personal interest or individual relevance. (Advanced/Advanced Plus)	
	The student teacher has a limited knowledge of the grammar and vocabulary of the target language.		The student teacher has an adequate knowledge of the grammar and vocabulary of the target language.		The student teacher has an extensive knowledge of the grammar and vocabulary of the target language.	
	Practices and perspectives of the target culture are not utilized in materials and classroom activities.		Classroom activities often include specific tasks that deal with practices and perspectives of the target culture.		Practices and perspectives of the target culture are consistently interwoven in classroom activities and discussions.	

	Aspects of the geography of the areas of the world that speak the target language are not utilized to present material.		Classroom activities often include specific tasks that deal with the geography of the areas of the world that speak the target language.		Aspects of the geography of the areas of the world that speak the target language are consistently interwoven throughout the lesson plans.	
	Issues of global connections have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of global connections.		The impact of global connections is consistently interwoven throughout the lesson plans.	

Comments/Suggestions for Improvement:
