CAEP Council for the
Accreditation of
Educator Preparation

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caepnet.org

February 23, 2015

Dr.Jim Powell
Ferris State University
Education and Human Services
1201 S State St
Big Rapids, MI 59307

Dear Dr.Powell,

I am happy to confirm that the *Inquiry Brief* Commission of the Council for the Accreditation of Educator Preparation (CAEP) concluded at its meeting on May 23, 2014, in Bethesda, MD, that the evidence presented in your *Inquiry Brief Proposal, as* verified by the audit and evaluated by the Initial Review Panels, merits TEAC Accreditation status.

The *Inquiry Brief* Commission unanimously passed the following motion:

Teacher Education Program[1] submitted by Ferris State University is granted **Accreditation (5 years) with two areas for improvements cited in Quality Principle 2.1.and 2.3.**

Area for Improvement in Quality Principle 2.1 and 2.3
Quality Principle 2.1: Both fulltime and adjunct faculty from multiple sites use Live Text for assignments and grading. Not all adjuncts have been calibrated on the system as yet; the program plans to bring everyone together electronically to do this.2.1: The program has not yet identified evidence needed to assess learning to learn.
Quality Principle 2.3: Quality control processes and documentation are not consistent throughout the program.

Justification for Improvement in Quality Principle 2.1 and 2.3
Quality Principle 2.1 both fulltime and adjunct faculty from multiple sites use LiveText for assignments and grading. Not all adjuncts have been calibrated on the system as yet; the program plans to bring everyone together electronically to do this. 2.1: While the program has identified specific learning goals for learning to learn, it has not yet indicated where the evidence for accomplishing these goals will be found or collected
2.3: The program's quality control system is in transition, with modification of assessment f orms and scales underway. Inconsistencies exist between what is provided in the IBP and what the program is actually using for assessment and how it is scaling its assessment instruments.

The Teacher Education program's TEAC accreditation status is effective between fall 2014 and fall, 2019.

This letter will be sent in both electronic and paper format, and, with the paper copy, we will enclose an insert that you may wish to display in your membership plaque.

Your Accreditation status also entitles your program to use one of the statements of affiliation and accreditation in the endnote below[2] and is conditional upon your continued adherence to the principles, standards, and policies of the *Inquiry Brief* Commission (www.teac.org). In announcing your accreditation status, you must make clear that it is the teacher education program cited in your *Inquiry Brief* Proposal that is accredited by the IB Commission and not your department and institution.

I draw your attention to CAEP's requirements for your annual reports displayed on the CAEP website: http://caepnet.org/accreditation/epp-annual-report/. Annual reports are submitted each year in the Accreditation Information Management System (AIMS). You will be notified of the submission dates in early 2015.
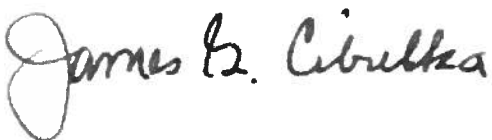
In keeping with CAEP's policy on Public Disclosure and Transparency of Accreditation Information (Policy XXXIX), we request that you post links to performance assessment summaries and other information (including websites reporting Title II data) and a link to the Summary of the Case that appears on the TEAC website (www.teac.org).

As the transition to CAEP standards progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. As a first step, resources can be found on CAEP's website www.caepnet.org.

If you have any questions about this accreditation decision or about accreditation going forward, please feel free to contact Christine Carrino Gorowara, Vice President for the *Inquiry Brief* Pathway and CAEP Evidence, at christine.gorowara@caepnet.org or 202-753-1653.

Congratulations on your accreditation achievement. We look forward to learning more about the evidence for the continued improvements you will be making in your teacher education program. We hope you will share what you are learning with others at CAEP and other conferences and will continue to be an active participant in CAEP and the IB Commission.

Sincerely yours,

James G. Cibulka
President

CC: Sarah-Kate LaVan

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[1] The Ferris State University Teacher Education Program offers options at the undergraduate level in initial teacher certification. Programs for initial licensure are offered at the Elementary (Elementary Certification programs can include the following endorsements Integrated Science, Social Studies, Mathematics, Language Arts, and Early Childhood) and Secondary level (Secondary Certification includes the following endorsements Biology, Business, Certification Only, Chemistry, English, Geography, History, Math, Marketing, Political Science, Spanish, Speech and Social Studies). The state of Michigan at its discretion, offers licensure to program completers in these option areas.

Inquiry Brief Proposal

of the

Teacher Education Program

of

The School of Education,

Ferris State University

Submitted to the

Teacher Education Accreditation Council

TEAC Team

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Karen Norman, Professor
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Support Staff
Deborah Ducat, Secretary

FERRIS STATE UNIVERSITY

SCHOOL OF EDUCATION

January 22, 2013

To whom it may concern,

The faculty of the School of Education of Ferris State University do hereby approve the Inquiry Brief Proposal for TEAC Accreditation. After numerous whole group and small discussions at retreats and committee meetings, we agree to stand behind the proposal as a reflection of our collaborative curriculum and assessment planning.
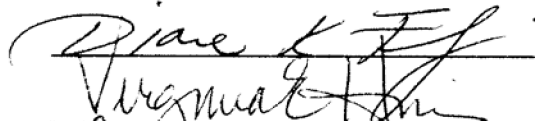
Christine Conley-Sowels
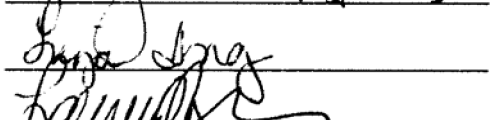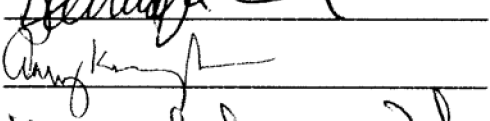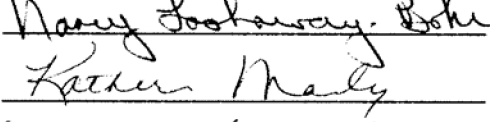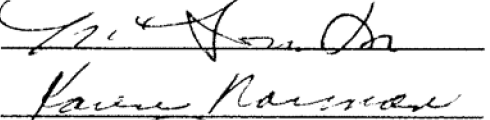
Fredrick Ennis

Diane Fleming

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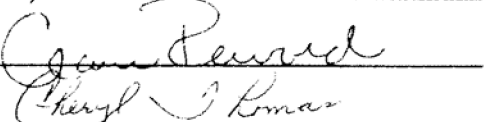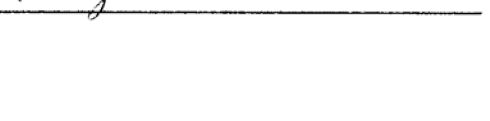Leonard Johnson

Amy Kavanaugh

Nancy Lashaway-Bokina

Katherine Manley

Hikaru Murata

Karen Norman

Claire Rewold

Cheryl Thomas

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Checklist to accompany the submission of the Inquiry Brief *and* Inquiry Brief Proposal[1]

Requirements for the *Brief*	Find it on page	Still missing
1. We identify the author(s) of the document.	On title page	
2. We provide evidence that the faculty approved the document.	Following title page	
3. We give a brief account of the history and logic of the program and its place within the institution.	1	
4. We provide some demographics of program faculty and students (e.g., race and gender), broken out by year, by each program option.	9-12	
5. We state our claims explicitly and precisely.	15-17	
6. We provide evidence to support our claims organized by their relationship to the components of QPI (1.1–1.3).	Proposal Status	
7. We provide evidence for all the subcomponents of QPI (I.4): learning how to learn (1.4.1); multicultural perspectives and accuracy (1.4.2) and technology (1.4.3).	Proposal Status	
8. We have checked that our claims are consistent with other program documents (e.g., catalogs, websites, and brochures).	17	
9. In the rationale, we explain why we selected our particular measures and why we thought these measures would be reliable and valid indicators of our claims.	17	
10. In the rationale, we also explain why we think the criteria and standards we have selected as indicating success are appropriate.	17	
11. We describe our method of acquiring our evidence – the overall design of our approach, including sampling and comparison groups (if applicable).	19-24	
12. We provide at least two measures for each claim unless there is a single measure of certain or authentic validity.	19-24	
13. For each measure we include empirical evidence of the degree of reliability and validity.	Proposal Status	
14. We present findings related to each claim, and we offer a conclusion for each claim, explaining how our evidence supports or does not support the claim.	Proposal Status	
15. We describe how we have recently used evidence of student performance in making decisions to change and improve the program.	Proposal Status	

16. We provide a plan for making future decisions concerning program improvements based on evidence of our students' performance.	27-32	
17. We provide evidence that we have conducted an internal audit of our quality control system (QCS) and we present and discuss the implications of the findings from our internal audit.	37-47	

[1] The checklist for the *Inquiry Brief Proposal* need not have entries for rows 6, 7, 13, 14 and 15.

18. We provide Appendix C that describes faculty qualifications.	51	
19. We provide Appendix D that describes our program requirements and their alignment with state and national standards.	54-67	
20. We make a case for institutional commitment to the program (Appendix B).	48	
21. We make a case that we have sufficient capacity to offer a quality program (Appendix B)	49	
22. We list all evidence (related to accreditation) available to the program (Appendix E).	68	
23. We provide copies of all locally developed assessments in Appendix F.	73	
24. We provide, if applicable, copies of decisions by other recognized accreditors for professional education programs not covered in the *Inquiry Brief (*Appendix G).	NA	
25. If our program or any program option is delivered in distance education format, we make the case that we have the capacity to ensure timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment.	NA	
26. If our program or any program option is delivered in distance education format, we describe the process by which we verify the identity of students taking distance education courses.	NA	

<center>**Section 1. Program overview**</center>

Overall logic: guiding philosophy and orientation

The teacher preparation program at Ferris State University (Ferris) and its School of Education (SOE) has the following vision, mission, core beliefs, and conceptual framework that guide the program.

   Vision. The School of Education (SOE) provides innovative programs which facilitate the development of knowledge and skills for successful professionals in an ever-changing global society. Educational opportunities that are transformative, rich with experience, grounded in assessment, and collaborative are focused on the development of the whole individual so they may fully participate as life-long learners in their chosen profession.

   Mission. The Mission of the School of Education of Ferris State University is to prepare students for careers as quality educators whose contributions will enrich lives through dedication to leadership, life-long learning, reflection, and collaboration in the classroom, school and greater community.

   Core Beliefs and Values. The faculty of the School of Education espouses the following core values and beliefs:

 • Teacher education must be transformative, facilitating opportunities for students to become reflective practitioners.

 • Teacher education should be experiential, providing diverse experiences that actively engage stakeholders.

 • The education of teachers must be assessment-driven, grounded in evidence-based research, resulting in data-driven decisions.

 • Teachers should be collaborative; affirming teaching and learning as a social process.

 • Learning is holistic, emphasizing the importance of the whole and the interdependence of its parts.

   Conceptual Framework. The conceptual framework of the School of Education is grounded in the faculty's belief that the education of teachers must be transformative, experiential, assessment-driven, collaborative and holistic. To reflect those components, the acronym of TEACH has been adopted by the faculty. Therefore, the teacher education program at Ferris State University is:

<center>1</center>

Transformative. Facilitating opportunities for students to become reflective practitioners. Transformative learning is not simply instrumental learning (Hamermas,1984). Transformative learning includes the acquisition of knowledge bases and the skills to reflect upon action and behaviors in order to support the development of a more just and inclusive society (Belenky and Stanton, 2000). By engaging in a variety of learning experiences, teacher candidates develop understanding and efficacy in personal and professional arenas. These learning experiences allow the candidate to examine multiple perspectives, foster proactive thinking, engage in discourse, and construct new knowledge resulting in transformational learning (Belenky and Stanton, 2000; Daloz, 1990; Gilsczinski, 2007; Perry, 2000). Examples of transformative learning for teacher candidates include tutoring students in rural and urban schools where the majority of students are of lower socioeconomic strata, field trips to schools where large number of the students are English Language Learners, attendance at rural and urban school board meetings, university sponsored service learning coursework and political engagement coursework, and extensive structured field placements that require students to demonstrate their knowledge bases of content and pedagogy in application while engaged with students. As a result of these experiences, student gain a greater understanding of the determinants of schooling (sample experiences may be found in Appendix F). Specific student outcomes include:

Experiential*.* Providing diverse experiences that actively engage stakeholders. Experience is education (Dewey, 1938, 1998) and therefore should provide an opportunity for students to transfer conceptual knowledge into dynamic action in their lives and careers. Authentic, situated, and contextualized experiences must enrich teacher education to assure the praxis of novice teachers (Darling-Hammond, 1986; Goodlad, 1990; McIntrye, Byrd, & Foxx, 1996). It is through experience, as observers and practitioners, that teacher candidates have the opportunity to develop visions of self-as-teacher and reflect upon their pathways and practices (Cole & Knowles, 1993; Ronfelt & Grossman, 2008) Program outcomes and expectations of teacher candidate engagement reflect the importance of experiential learning through collaborative inquiry, problem-posing and problem solving, service learning, practicum and field experiences. Via a diversity of required field experiences and assignments focused on the development of reflective skills, teacher candidates engage in activities focused on the roles, knowledge, decision-making, and community relationships of teachers. Assignments include the use of interest inventories in curricular development, reflective journals, and administration of Informal Reading Inventories, Kid Watching, and case studies (sample assignments may be found in Appendix F). Specific student outcomes include:

Assessment-driven*. G*rounding in evidence-based research, resulting in data-driven decisions. Effective teachers are continuously engaged in the assessment of student learning, engagement, pedagogical practice, self action and the determinants affecting the learning environment (Darling-Hammond, 1986). An effective professional educator should possess a

keen understanding of each of the factors that influence individual differences as well as those social elements which form the foundation of diversity of society. Specific student outcomes include:

Collaborative. Affirming teaching and learning as a social process which leads to better decision making. (Dillon-Peterson, 1986; DuFour, 1999, from Niles & Wildman, 1987). Students engage in numerous experiences which provide the basis for examining and affirmation of different perspectives so that students become knowledgeable, strategic, self-determined, and caring. This focus on the constructed and collective knowledge promotes a sense of shared responsibility for the success of each student (Ragland, Clubine, Constable, & Smith, 2002) and contributes to the development of teaching knowledge (Buehl & Fives, 2009). Specific student outcomes include:

Holistic. Emphasizing the importance of the whole and the interdependence of its parts. The purpose of education is to provide situated- experiences so that students can connect to and make meaning of new knowledge. Holistic education nurtures learning as an exploratory, life-long journey so that students have multiple opportunities and ways to connect their knowledge to their learning environments, larger community and world. Specific student outcomes include:

Program Options, Levels, Specialties, and Options

Program Areas. The program areas of the SOE provide opportunities for those students interested in the study of education in PK-12 settings. Program options prepare students across the continuum of the educational experience from early childhood education to elementary education, secondary and career and technical education as well as graduate options that lead to provisional certification and additional endorsements.

Early Childhood Education. The Early Childhood Education Program provides pathways for students to earn either an associate degree or a baccalaureate degree. Those who are enrolled in the associate degree program may continue with a seamless transition into the BS degree program. Additionally, the program offers a minor in early childhood education to students seeking an additional endorsement on their elementary education certification.

Elementary Education. After the completion of a highly structured planned program, and two academic minors, students may earn a Bachelor of Science Degree in Elementary Education. Minors include social studies, English language arts, mathematics, and integrated science. Successful completion of this program and the Michigan Teachers Test for Certification (Elementary Education Content Exam) will enable the teacher candidate to receive certification in elementary education (K-8) in the State of Michigan.

Secondary Education. Teacher candidates may choose to earn a Bachelor of Science Degree in Secondary Education with a wide variety of academic majors, minors, and in vocational education areas. Secondary certification is earned after the successful completion of an academic major and minor, or a vocational program and an academic major and the Michigan Test for Teacher Certification. Endorsement is earned in the areas of the major and minor. The majors included in the secondary education program area include biology, chemistry, English, history, mathematics, business, marketing, geography, political science, social studies, and vocational education. Minors included as program choices are biology, chemistry, English, history, mathematics, physical education, physics, geography, political science, and speech communication.

The options, which lead to teaching endorsements approved by the MDE and offered within the teacher preparation programs, are at the undergraduate and graduate levels. Specifically, there are 26 undergraduate major and minor options. Table 1.1 summarizes delineates the options with endorsements at the undergraduate level.

Undergraduate Options the lead to Endorsements
Table 1.1

Elementary Options	Secondary Options
Language Arts	Biology—major & minor
Early Childhood	Business Management, Marketing, Technology—major
Integrated Science	Chemistry—major & minor
Mathematics	English—major & minor
Social Studies	History—major & minor
	Geography—major & minor
	Marketing—major
	Mathematics—major & minor
	Physical Education—minor
	Physics—minor
	Political Science--minor
	Social Studies--minor
	Social Studies---major
	Spanish--minor
	Speech Communication—minor

Where are programs offered?
The Elementary Education program is offered at the Big Rapids and Grand Rapids campuses with all options available on site. It is also offered at the Lansing, Flint, and West

Shore Community College campuses with all options except Integrated Science available on site. At these three campuses students may opt for the integrated science option but must take the program course work necessary for that minor is at the main campus or Grand Rapids campus.

The Secondary Education programs are all available at the Big Rapids campus. Flint and Traverse City campuses offer English, History, Geography, and Social Studies majors and minors. Again, students may opt for the other options but they have to take course work for other majors or minors on the Big Rapids campus.

Ferris State University also is approved to offer a certification in Visual Arts. This program is approved by the MDE and is offered at Kendall College of Art and Design. Since the entire program is offered at Kendall it is not included in this Brief Proposal as Kendall's program has national accreditation for all its programs under the National Association of Schools of Art and Design (NASAD).

Levels of Preparation: Each undergraduate degree options in the School of Education include three levels of instruction, requiring students to attain competencies at each level. Level I courses are taken before students are formally accepted into the School of Education, Level II courses include the professional courses in education, and Level III is student teaching with an associated seminar class. These levels are described in more detail below.

Level I. Level I requires students to exhibit an understanding of human growth and development, learning theories, technological applications, and the culture and ethics of the profession. Students actively observe in local school districts to gain further insight into child development and learning. Additionally, the students receive an introduction to the profession of teaching, professional ethics, and the development of a digital portfolio, for the purpose of reflection and program assessment. Level I students also prepare for acceptance to Level II by successfully completing the Michigan Test for Teacher Certification Basic Skills Test (Reading, Mathematics, and Writing).

Level II. In Level II students develop their understanding of curricular development, instructional approaches, learning styles, classroom management, technology applications in education, and the culture of schooling. This level integrates theoretical study with situated learning as students participate in several field-based placements in appropriate classrooms in the region. These field experiences are structured to provide students with learning and understanding of the complexities of classroom culture and the role of the effective educator. Students enrolled in elementary and secondary programs complete structured field experiences during both their general (40 hours) and subject specific (80 hours) methods courses. In total, each student will complete a minimum of 120 hours of structured field experience. At this level, the students apply for student teaching which they cannot do until they pass the MTTC in their majors and/or minors leading to endorsements.

Level III. Level III requires that the teacher candidate be immersed in praxis. This 12 credit hour experience requires the candidate to assume the role of teacher during a 15-week semester under the guidance and supervision of a mentor teacher and a university supervisor. The student-teaching experience is coupled with a credit bearing seminar focused on reflection and deeper understanding of the role of teacher and school culture. At the end of Level III, the students have met the requirements for graduation, may apply for their certificates, and the SOE Certification Officer ensures that they are applying for the correct endorsements. The SOE program completers meet all programmatic and MDE requirements.

Brief History of the Program

Ferris State University. Woodbridge N. Ferris founded the Big Rapids Industrial School in 1884 for the purpose of teaching young men and women the knowledge and skills needed for careers. Throughout its history, transition from a private to a public institution in 1950 and its name changes form the Big Rapids Industrial School (Ferris Institute and Ferris State College) to Ferris State University; the institution remained true to its purpose of preparing people for careers. Teacher preparation has been integral to that purpose since 1889 when Mr. Ferris took over the preparation of Kindergarten teachers from the Women Christian Temperance Union using the teachings of Frederick Froebel, founder of the Kindergarten movement. The kindergarten teacher preparation program lasted until 1918. Following the implementation of the Kindergarten program, Mr. Ferris established a small business teacher school.

Currently, the university has eight colleges serving on campus students as well as the College of Professional and Technical Studies serving off-campus students at 19 locations. The University offers 180 career-oriented programs that align to the Ferris Vision, Mission, and Core Values. Ferris is currently preparing the self-study report for its Higher Learning Commission reaccreditation visit in 2011.

College of Education and Human Services (COEHS). Prior to becoming a college and forming its current programmatic structure, the College of Education and Human Services, housed the Ferris State University teacher preparation program and had several names, including the:

- Teacher Education Department (1961-1967)
- Department of Education (1967-1968)
- Division of Teacher Education (1968-1970)
- School of Teacher Education (1970-1972)
- School of Education (1973-1978, 1980-1992)
- School of Education and Learning Resources (1978-1980)

Throughout its history and various name changes, the COEHS primarily prepared teachers for careers in secondary and vocational education. In the Seventies and Eighties, the COEHS expanded its programmatic offerings beyond teacher education. Specifically, in 1973, Recreation Leadership and Management (RLM) began offering a Bachelor of Science degree within the Leisure Studies and Wellness Department that also included Physical Education (PHED) which offered a teaching minor and service courses for the entire FSU student population. In 1978, the COEHS initiated the Television Production Program, now Television and Digital Media Program (TDMP), which prepares its students to work in the production side of the industry. Beginning in 1982, the COEHS served as the headquarters and host of the National Occupational Competency Testing Institute (NOCTI), a provider of occupational testing for business, industry, and education now located in Big Rapids, Michigan. The Criminal Justice Program (CJ) became part of the COEHS in 1985, which is the same year that the COEHS offered its first master's degree in occupational education (now Master of Science in Career and Technical Education). Child Development (now Early Childhood Education), as associate-level program, began in 1987 with a child care center called Tot's Place.

In 1999, when the College officially became the COEHS, it kept its four departments, but elevated its teacher preparation and criminal justice programs to schools. That structure continues to be in place. Currently, School of Education (SOE) offers associate through master-level degrees in Early Childhood Education, Elementary Education, various secondary education programs, vocational education endorsements, career and technical education, and curriculum and instruction as well as a unique certification only program for professionals who want to change their careers.

Teacher Preparation at Ferris. The School of Education, which has 1973 as its date of origin, hosts teacher preparation at Ferris. It traditionally focused on vocational (occupational, career, and technical education) and secondary education. The Master's Degree in Occupational Education and the Early Childhood Education, an associate-level program, were added to the existing education offerings in 1984 and 1987 respectively. In the late Nineties, and throughout this century, the School of Education changed and added programs to be more responsive to its students and constituents in the K-12 schools, early childhood centers, career technical centers and community colleges. To that end, the Master's Degree in Occupational Education is now the Master of Science in Career and Technical Education (MSCTE). In 2001, the School of Education began offering elementary certification and the Master of Education in Curriculum and Instruction. Both Master level programs have embedded options. Lastly, the SOE also expanded its early childhood education program to offer a Bachelor of Science option. Table 1.1 demonstrates the various programs available at the undergraduate and graduate level.

The Michigan Department of Education (MDE) has consistently ranked Ferris State University as satisfactory or exemplary (2009 and 2010) among teacher preparation programs. These rankings reflect improvement in student perceptions, knowledge bases, and curricular

implementation. It is evident that the concerted effort on the part of the faculty, staff, and students to improve curriculum, instruction, and policies has led to this recognition.

Relationships with Other Programs at Ferris. The School of Education works closely with the College of Arts and Sciences, College of Business and College of Engineering Technology as well as the other programs within the College of Education and Human Services. All teaching majors and minors are offered through the College of Arts and Sciences except for Business Marketing and Business Management, Marketing and Technology which are offered through the College of Business. Students who are in the College of Engineering and Technology can choose to complete a degree in Technical Education if they want to teach in Career and Technical Education Centers. Information regarding results on the Michigan Test for Teacher Certification in the content areas are shared with the respective programs. This allows each program to evaluate and rework curriculum if needed. Individual programs are required to show how course work meets program standards set by the Michigan Department of Education. Faculty from those programs work in conjunction with faculty from the School of Education to ensure that all standards are met to the highest degree possible.

Program Demographics and Tables of Enrollment

Demographics of Students and Faculty
Demographics associated with students enrolled in the program are provided in table form. Information for the academic years from 2001-2011 is outlined. Enrollment by program affiliation is presented in Tables 1.2, 1.3, and 1.4. Graduation information is presented in Tables 1.5. Diversity of students and faculty are presented in Table 1.6 and 1.7 respectively.

Table 1.2

Enrollment Trends in Secondary Education Program Options 2001-2010

Undergraduate enrollment in Secondary Programs - Majors	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Biology	45	43	36	26	32	29	28	25	28	29	23
Business Management, Marketing, and Technology[2]							0	0	0	0	1
Chemistry	16	17	14	10	7	6	9	4	4	2	3
English	165	160	132	108	80	62	61	53	49	38	28
Geography				0	0	0	0	0	0	0	1
History				52	90	82	72	71	61	41	42
Marketing[2]	49	49	33	34	31	16	7	0	0	0	1
Mathematics	58	69	71	75	69	58	56	53	58	54	57
Physical Education[1]											22
Physics[1,3]											9
Political Science											1
Social Studies[2]	0	27	72	36	13	5	4	9	22	35	34
Spanish[1]											10
Speech Communications[1]											12
Technical Education[2]	48	77	85	60	59	65	38	45	44	13	9
Secondary total	381	442	443	401	381	323	276	260	269	214	253

Blue Shading indicates academic years in which the program was not in existence or data were not being collected for it.

1. Minors only – number not included in Secondary Total
2. Major only
3. Physics program was closed in spring 2013. Last of program minors are still completing

Table 1.3

Enrollment Trends in Elementary Education Program Options 2001-2010

Elementary Ed	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Elementary Education	264	364	428	424	445	441	374	325	318	293	299
Pre-Teaching Elementary	27	20	15	15	9	9	10	15	13	14	13
Elementary total	**291**	**384**	**443**	**439**	**454**	**450**	**384**	**340**	**331**	**307**	**312**

Table 1.4

The total enrollment of all undergraduate programs from 2001-2010

Undergraduate Program Options	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Secondary total	483	487	449	419	379	286	262	262	296	234	273
Elementary total	291	384	443	439	454	450	384	340	331	307	312
Program total	**774**	**871**	**892**	**858**	**833**	**736**	**646**	**602**	**627**	**541**	**585**

Table 1.5
Graduation from undergraduate programs from 2001-2011

All Majors and Minors	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Biology	12	6	3	6	8	2	7	3	2	4	5
Business Management, Marketing, and Technology[2]							0	0	0	0	1
Chemistry	2	1	1	2	2	1	1	1	2	0	0
English	25	25	27	25	22	9	13	9	7	5	3
Elementary Educ	0	15	31	59	56	75	76	85	50	49	58
Geography				0	0	0	0	0	0	0	3[4]
History				1	8	5	10	17	8	6	5
Marketing[2]	7	7	5	2	6	5	7	1	2	1	1
Mathematics	5	5	8	5	14	11	7	4	6	6	15
Physical Education[1]											4
Physics[1,3]											11
Political Science											5[4]
Social Studies[2]	0	2	2	4	7	2	2	1	0	4	10
Spanish[1]											1
Speech Communications[1]											10
Technical Education[2]	13	15	33	17	11	18	16	18	18	24	6
Total	63	76	110	121	134	128	135	139	95	99	138

Blue Shading indicates academic years in which the program was not in existence or data were not being collected for it.

1. Minors only – number not included in Secondary Total
2. Major only
3. Physics program was closed in spring 2013. Last of program minors are still completing
4. All graduates in Political Science in 2012 were minors

Diversity among students: The School of Education does not maintain records in reference to ethnic/racial diversity among enrolled students in teacher education, because the University provides information about demographics of all students disaggregated to individual

colleges. The demographics of the college are reflective of the overall trends of the University. Of the 13,865 2009 enrolled students, the ethnicity/race of the University was predominately white (79%), with Black/African American students representing 6% of the students, and 2% of those enrolled self-identified as Hispanic/Latino. Eight percent of enrolled students did not disclose their ethnicity/race. Therefore applying a model used by the AACTE Professional Education Data System, Table 1.6 demonstrates estimations of ethnicity of School of Education students based on enrollment and overall University demographics.

Table 1.6
Diversity among students enrolled in the College of Education and Human Services (2011)

Race/Ethnicity	Female	Male	Total
AMERICAN INDIAN OR ALASKA NATIVE	6	3	9
ASIAN	3	4	7
BLACK OR AFRICAN AMERICAN	157	96	253
FOREIGN NATIONAL	9	1	10
HISPANIC OR LATINO	54	34	88
NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0	1
WHITE	864	937	1801
TWO OR MORE RACES	24	14	38
UNREPORTED	44	43	87
Total Students	1162	1132	2294

University Faculty/Staff Diversity: The School of Education faculty consists of 14 full-time members, all being tenure-track. Additionally, there is one faculty member who is a full time faculty member of Kendall College of Art and Design, an autonomous division of Ferris State University. Kendall College hosts the art education program. There are nine females, and five males. The ethnicity of the faculty is predominately Caucasian with two members being of minority status (Asian). In Table 1.7 the diversity of the university faculty and staff is presented.

Table 1.7

Ferris State University faculty & staff demographics (2011)

Race/Ethnicity	Female	Male	Total
AMERICAN INDIAN OR ALASKA NATIVE	6	5	11
ASIAN	18	32	50
BLACK OR AFRICAN AMERICAN 17 20	17	24	41
HISPANIC OR LATINO	9	8	17
NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0
WHITE	990	853	1843
TWO OR MORE RACES	1	4	5
UNREPORTED	17	18	35
TOTAL	1058	944	2002

Features that Distinguish the Program from Others

Requirements for Admission and Graduation

All students wishing to enter a teacher preparation program can be admitted to the University as freshman. Students are then assigned to advisors in the education department. This process ensures that students are advised appropriately and that few courses are taken that may not apply to the program. Students also are placed in their First Year Seminar class based on the program major for which they intend to seek their degree. This helps students gain a better understanding of the program requirements, gives them an opportunity to get to know other students in the program and allows them to develop a relationship with at least one faculty member within the department. Students during this initial period take Level I courses and can them make a decision as to whether education is the field for them. Once students have met the Level I requirement they then complete the pre-requisite requirements to enter Level II which becomes the official admission to teacher education programs.

Admission. Students seeking admission to the undergraduate teacher education program must meet requirements that address academic preparedness, professional behaviors and scholarly success. Several measures are used to provide evidence of the readiness of the teacher candidate. Teacher education students are provided this information through required meetings, their advisors and published documentation on the unit website www.ferris.edu/education/education.

To assess academic preparedness, each candidate must successfully pass all of the components on the Michigan Test for Teacher Certification Basic Skills Test (MTTC-BST) examination. This assessment measures the academic preparedness of the candidate in the areas of reading comprehension, mathematical understanding, and writing competency. Achievement of 220 of

300 points in each of the areas constitutes a passing score. Pass rates are for academic years 2006-2009 are presented in Appendix D. The program does not receive individual scores unless students have failed, and those scores describe only areas in which the student needs remediation.

Professional behavior is determined by a variety of measures. Each candidate must provide documented clearance through the Michigan Department of Human Resources that they have no substantiated record of child abuse, abandonment, or neglect. Each candidate must self-report any crime of moral turpitude (see Appendix D).

Candidates must also sign a commitment to unit policy on professional behavior and are assessed on these behaviors each semester (Appendix D).

Scholarly success is determined by the completion of 35-credit hours of general education and all Level I Professional Education coursework with a grade of C or above, and no more than one repeat per course. Students must complete all coursework with an overall grade point average of 2.5 in the general education area. Additionally, candidates must declare their majors and/or minors, and provide a plan of program completion, which has been developed in collaboration with their academic advisor. All students are advised by a tenure-track professor and are required to meet once each semester with that assigned advisor. Students enrolled in secondary education options work with an additional content advisor in their respective areas of study.

      Graduation. Graduation requirements include university, college, and department criteria. Candidates must have completed a minimum of 124 credit hours, successfully completed a major and/or minor(s), all Level I, II, and III coursework with a minimum 2.75 grade point average, and successfully passed all components of the Michigan Test for Teacher Certification in the major/minor or concentration areas. Additionally, all students must have successfully completed with a minimum of a 3.0 GPA their student teaching experience of 15 weeks in a public school setting.

<p style="text-align:center">Section 2. Claims and Rationale</p>

Statement of Claims

The teacher preparation faculty at FSU makes the following four claims which state that the FSU teacher preparation graduates know subject matter, demonstrate ways to teach it, exhibit professional behaviors, and meet entry-level standards:

- **Claim 1. Graduates of the Ferris teacher preparation program demonstrate proficiency in subject matter knowledge (academic majors and minors).**

This claim will be tested by the reported pass rates and aggregated performance reports of concept understanding of those students who have taken the MTTC subject specific content area examinations. Performance reports indicate the level of knowledge a candidate has in relation to specific conceptual strands.   Additionally, each candidate also must meet the program requirement of grade point averages of 2.75 or above in subject area majors and minors. Students' pass rates and subarea scores will be examined to determine content knowledge areas in which students fail to meet state minimum requirements. If evidence that subject area (majors and minors) course work is not adequately preparing students for the MTTC content area examinations, then syllabi from content courses will be reviewed. This review will focus on state content standards and test objectives to ensure that students are being adequately prepared for the test. The findings will be shared with both faculty in the School of Education and in the College of Arts and Sciences. Students in the Special Education and Reading Specialist programs are required to maintain a minimum grade point average of 3.0.

- **Claim 2. Graduates of the Ferris teacher preparation program demonstrate pedagogical proficiency.**

The SOE faculty expects graduates to demonstrate ability and skills in creating learning environments that employ best practices and data driven decision making. Two Hallmark Assessments were established to ensure this claim was being met. These Hallmark Assessments are:

- Facilitate and document student achievement as evidenced by effective assessment,
- Adapt instruction and apply best practices and technology to accommodate student needs,

The faculty then examined all the education syllabi and field experience requirements to determine what "key assignments" were being assessed that would demonstrate success in meeting the Hallmark Assessments. This process of identifying the Hallmark Assessments and their related "key assignments" for this claim were developed collaboratively by faculty during a series of retreats. These assessments are used on all campuses, by all faculty; tenure-track and adjunct. The key assignments with their corresponding common rubrics are posted and graded using a software program, LiveText, that provides tools to create reports which provide insight

into irregularities, illuminate standards' alignment, and individual and group performances for the Hallmark Assessment they are supporting. The rubrics all utilize the same five point scale.

5 = Exemplary, 4 = proficient, 3 = basic, 2 = progressing, 1 = underdeveloped, and 0 = missing.

Students must perform at the 75$^{\%}$ or better on the key assignments. These reports provide information in terms of means, modes, and standard deviations as well as allow for inter-rater summaries. When used uniformly in each section of each course within the professional sequence, the key assessments will provide evidence at the individual, course, campus and program level that the program is meeting its five hallmark assessments.

Additionally, field performance assessments used during the 40-hour field experience, 80-hour field experience, and student teaching are uniform across the program's campuses, and the key assignments associated with those experiences provide further verification of candidates' abilities and skills in creating and sustaining learning environments reflective of the two Hallmark Assessments.

- **Claim 3. Graduates of the Ferris teacher preparation program demonstrate specific Professional Behaviors in their classroom teaching.**

The graduates of the SOE program demonstrate skills in developing the whole learner within a context of learner achievement and an affirming diverse environment. These skills require that teacher candidates exhibit behaviors and work samples that are reflective of pedagogical knowledge bases related to human development, educational theory, and praxis. Three Hallmark Assessments were established to ensure this claim was being met. These Hallmark Assessments are:

- Communicate high expectations of all students,
- Collaborate with others to ensure student success,
- Model Professional Behavior.

The faculty then examined all the education syllabi and field experience requirements to determine what "key assignments" were being assessed that would demonstrate success in meeting the Hallmark Assessments. This process of identifying the Hallmark Assessments and their related "key assignments" for this claim were developed collaboratively by faculty during a series of retreats. These assessments are used on all campuses, by all faculty; tenure-track and adjunct. The key assignments with their corresponding common rubrics are posted and graded using a software program, LiveText, that provides tools to create reports which provide insight into irregularities, illuminate standards' alignment, and individual and group performances for the Hallmark Assessment they are supporting. The rubrics all utilize the same point scale.

5 = Exemplary, 4 = proficient, 3 = basic, 2 = progressing, 1 = underdeveloped, and 0 = missing.

Students must perform at the $75^{\%}$ or better on the key assignments. These reports provide information in terms of means, modes, and standard deviations as well as allow for inter-rater summaries. When used uniformly in each section of each course within the professional sequence, the key assessments will provide evidence at the individual, course, campus and program level that the program is meeting its five hallmark assessments.

Additionally, field performance assessments used during the 40-hour field experience, 80-hour field experience, and student teaching are uniform across the program's campuses, and the key assignments associated with those experiences provide further verification of candidates' abilities and skills in creating and sustaining learning environments reflective of the three Hallmark Assessments.

- **Claim 4: Graduates of the Ferris teacher preparation program demonstrate entry-level proficiency of the Professional Standards for Michigan Teachers (PSMT).**

The faculty aligned the Ferris teacher preparation program curriculum to the PSMTs, and the MDE approved the program offerings. Utilizing a rubric designed to assess the PSMT's each teacher candidate is evaluated on these standards at the conclusion of student teaching. Candidates must meet or exceed each standard to be recommended for certification.

The faculty checked that these claims were consistent with other program documents. Where errors or inconsistencies exist, changes were made accordingly.

Rationale

Ferris State University teacher preparation program and the claims used in this self-study are framed by the Professional Standards for Michigan Teachers (PSMT). These standards, adopted by the Michigan Department of Education in 2008, include the following policy:

> Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards listed below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society. (MDE, 2008)

A certified teacher within the State of Michigan must initially possess and be able to demonstrate continued growth in relationship to the PSMT. Table 2.1 presents the alignment of the PSMT and TEAC Quality I Principles.

Q.P. 1.1.—Professional Knowledge
Q.P. 1.2.—Strategic Decision-Making

Q.P. 1.3---Caring and Effective Leadership Skill
Q.P 1.4.1 Cross-cutting theme: Learning how to learn
Q.P. 1.4.2. Cross-cutting theme: Multicultural
Q.P.   1.4.3 Cross-cutting theme: Technology

Table 2.1

PSMT and Quality Principles Alignment

Subject matter knowledge base in general and liberal education	Q.P. 1.1
Instructional design and assessment	Q.P. 1.2
Curricular and pedagogical content knowledge aligned with state resources	Q.P. 1.2
Effective learning environments	Q.P. 1.2, 1.3
Responsibilities and relationships to the school, classroom, and student	Q.P. 1.2, 1.3, C.T. learning how to learn, multicultural knowledge
Responsibilities and relationships to the greater community	Q.P. 1.2, 1.3, C.T. learning how to learn, multicultural knowledge
Technology operations and concepts	C.T. technology

The SOE faculty plan to use external and internal assessments, including Michigan Teachers Test for Certification (MTTC) subject area exams, subject matter grade point averages, hallmark assessments and their associated key assignments, field experience documentation, and professional behavior assessments. They selected those assessments because they purport to be valid in assessing subject area knowledge, pedagogy, and Professional Behaviors. Furthermore, since the courses within the teacher preparation program align to the PSMTs, the select assessments are valid in measuring the teacher preparation graduates' demonstration of entry-level proficiency on those standards. Therefore, the SOE faculty believe that when the graduates achieve passing scores on the identified assessments, which purport to be valid, they are demonstrating the successful accomplishment of the Claims. Rubrics have been developed to measure each key assignment. Training is given to all adjuncts responsible for teaching these courses to ensure that the assignments are fully understood and the rubrics are being used appropriately. For field experience evaluations we also work closely with the cooperating teachers to ensure that they understand and use the evaluation forms to evaluate students effectively.

Section 3. Method of Assessment

Detailed description of the assessments including the alignment of claims to assessments

Sampling

Each academic year the student population to be used for investigating the claims on the Inquiry Brief will consist of the teacher candidates from Ferris State University's School of Education in the programs covered under the TEAC accreditation. The faculty will examine data collected from teacher candidates enrolled in all programs that lead to initial certification to teach.

Evidence

There are a variety of sources of evidence the faculty may use to provide backing to the claims made by the School of Education. They will choose external measures when possible and internal sources when necessary to support the claims that are presented in Section 1 of the Proposal. A summary (Table 3.1) is below, with detailed descriptions of the instruments to follow.

Table 3.1

Instruments used for program assessment and cut scores

Claim	External Assessments	Internal Assessments with cut scores
Claim 1: Graduates of the FSU teacher preparation demonstrate subject matter knowledge.	MTTC subject area exams	GPA in major/minor content area courses (2.50-3.00).
Claim 2: Graduates of the FSU teacher preparation program demonstrate pedagogical proficiency.		1. Facilitate and document student achievement as evidenced by effective assessment, 2. Adapt instruction and apply best practices and technology to accommodate student needs. At least 80% of the students are meeting the minimum rubric level for each key assessment.
Claim 3: Graduates demonstrate Professional Behaviors.		1. Communicate high expectations for all students, 2. Collaborate with others to ensure student success, 3. Model Professional Behavior. At least 80% of the students are meeting the minimum rubric level for each key assessment.
Claim 4: Graduates of the FSU teacher preparation program demonstrate entry-level proficiency of the PSMTs.	MTTC subject area exams	• PSMT student teaching evaluation rubric. 100%

Detailed description of the assessments.

The following detailed descriptions of the Hallmark Assessments with their associated key assignments of student performance, which are aligned to the claims, have several data points allowing for both formative and summative evaluations. An external and summative assessment is the Michigan Teachers Test for Certification (MTTC), which assess subject matter competencies for all teacher candidates. These exams assess students' performance in the major and minor areas of their study as well as some pedagogy and decision making strategies related to the subject area knowledge. The internal measures that will be used include grade point averages in subject areas and professional sequence coursework, ratings of key assignments with common rubrics, field performance evaluations and the assessments of professional behaviors. Specifically, the grade point averages are formative and summative as they form the basis for decisions to allow students to move to higher levels within the program and certification at the end of the program while the key assignments with rubrics are formative within the core courses and demonstrate the attainment of standards.

Michigan Teacher Test for Certification (MTTC). Every student is required to pass the MTTC-BST (Basic Skills Test) prior to Level II course work, and the content exams prior to student teaching. Scores for the Basic Skills Test are used as a screening mechanism for entry into the upper level courses, while the content area exam scores are used to assess competencies in subject matter areas (majors and minors). Because of the uniform application of the measure to all teacher candidates in the State of Michigan, the faculty believes in the reliability of this measure as a credible assessment of subject matter knowledge. Scores from the MTTC are reported to institutions as individual student and group content area pass rates basis. Additionally, the scores are disaggregated according to content themes providing information in reference to specific concepts being tested. Passing scores are those that exceed 220. Non-passing scores are reported for remediation purposes to individual students, but are not permitted to be shared as general information to the institution. The MTTC is a criterion referenced test and the content validity of the assessments has been determined by a rigorous process developed by the test authors and the Michigan Department of Education (http://www.mttc.nesinc.com/).

The validation process for the MTTC subject area tests were conducted using a content-based approach due to the goal of the test, which is to measure specific skills and knowledge. Content validity was established by comparing test objectives and test items to the state of "Michigan statues, regulations, educational practice, and reflect the knowledge and skills judged important for the job of a Michigan teacher (Pearson, 2009, p. 11)." The test objectives were determined by comparing the Michigan state standards and Michigan program, policy, and curriculum materials and reviewed by appropriate committees of Michigan educators and validated through Content Validation surveys sent to Michigan teachers and teacher preparation faculty. Further content review and validation of the test items took place and were assessed by the Bias Review Committee of Michigan educators to provide evidence that draft items were free from bias and representative of the Michigan population. These items were then field tested in

order to gather test item performance data. Following the field testing, committees of Michigan educators determined the standards for minimally competent individuals on the test items, and used by the MDE in consultation with the committees of Michigan educators to determine the passing standard for each test (Pearson, 2009).

The faculty's initial confidence in the MTTC scores will be tested through a process that examines, within each program option, students' overall MTTC scores, their sub-area MTTC scores, and their grade-point-average in the relevant major. When more than 15% of the students are not being successful in either the overall test or the subarea's, then the faculty will examine outliers – students with high MTTC scores but lower GPA's and students with low MTTC scores and higher GPA's to improve their understanding of the variations. Additionally, the faculty will review the subarea scores to determine if any particular area(s) are proving to be problematic for students. When more than 15% of the students are not being successful in a particular subarea, then the courses addressing the test objectives for that subarea will be examined to determine changes required, either in the form of new or different courses or modification of existing syllabi, to increase student success in that subarea. The results of this analysis will be reported in our annual reports to TEAC.

Key assignments. The faculty engaged in course level conversations during several retreats in an effort to develop common assignments that could be used to measure the effectiveness of program in meeting the Hallmark Assessments. These key assignments have been developed by tenure-track faculty, are performance-based measures, and are aligned to meet specific Hallmark Assessments, as well as the Professional Standards for Michigan Teachers, and TEAC claims. Each course in the Professional Sequence now employs at least one key assignment. A list of these assignments, descriptions and corresponding rubrics can be found in Appendix F.

To assess the reliability of the rubrics to accurately measure student progress, the faculty will systematically review the rubrics to ensure that the rubric is consistent and parallel among the various criteria and levels of performance and that the rubric levels of performance are aligned with those practices that research has demonstrated has the greatest impact on student achievement. Next, faculty will identify a lead faculty member for each course and hallmark assignment. Since all student assignments and performance results on the rubric is entered into the LiveText database, lead faculty will annually perform a random selection of student work to identify item discrepancies. Finally, the faculty recognizes the need for triangulation of data points to align the Professional Standards for Michigan Teachers (PSMT) with hallmark assignment performance, and mentor ratings of students. Therefore, annually correlational data will systematically be analyzed and discussed on selected scoring rubrics for the hallmark assignments. The findings of this analysis will be included in the annual reports submitted to TEAC in the years prior to submitting the Brief, five years hence.

Additional evidence of the reliability of the key assignment is grounded in reports generated through LiveText which provide opportunity to engage in comparative analysis over campus, course, and time. These reports are based on assessment conducted by a faculty member using PSMT standard-stamped rubrics and provide the mode, mean, and standard deviation. Each rubric denotes the elements essential to the performance-based assessment and the corresponding PSMT standards. When used in concert with the web-based program LiveText, reports may be run to gather information about standards alignment, levels of achievement, and curricular alignment. Data may be aggregated according to program wide assessment, as well as disaggregated by campus, course, program options, and individual student. The graduates selected for review can be analyzed on each of the seven Professional Standards for Michigan Teachers (PSMT), which will provide evidence for claims 2, 3, and 4.

Hallmark Assessments with related Key Assignments:
When less than 80% of students are reaching the minimum acceptable rubric level for a key assignment then the assignment and its rubric will be reviewed to determine a course of action to be taken to improve students' ability to meet the key assignment.

The successful candidate will facilitate and document student achievement as evidenced by effective assessment.
- EDUC 338
- EDUC 413
- EDUC 420/421
- EDUC 431/432/435
- EDUC 438
- Portfolio (Section III item 3 and Section IV item 1)
- Field Experience 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7

The successful candidate will adapt instruction and apply best practices and technology to accommodate student needs.
- EDUC 338
- EDUC 431/432/435
- EDUC 438
- EDUC 443
- Portfolio (Section III item 2, 3, and 4)
- Field Experience items 1.7, 2.5, 2.6, 2.9

The successful candidate will communicate high expectations of all students.
- EDUC 289
- EDUC 415 or EDCD 308
- Portfolio (Section III items 1, 2, 4, and 5)
- Field Experience items 1.7, 2.5, 3.1, 4.2, and 5.2

The successful candidate will collaborate with others to ensure student success.
- EDUC 251
- EDUC 420
- Portfolio (Section X)

- Field Experience items 5.1-7, 6.2, 6.4, and 6.8

The successful candidate will model Professional Behavior.
- EDUC 101
- EDUC 303
- Portfolio (Section II items 4, 10, and 11)
- Field Experience (Professional Behaviors Section)

Professional Behaviors Assessment. All students in the teacher education program are now being assessed with reference to their professional behaviors both in campus classes and during field experiences. The faculty established standards and benchmarks referencing these behaviors, articulated in Appendix F using the Interstate New Teacher Assessment and Support Consortium (INTASC), Washington State University's Professional Dispositions Assessment, as well as the Michigan Professional Educator's Code of Ethics and the Professional Standards for Michigan Teachers, both published by the Michigan Department of Education. The development of a rubric to assess these behaviors was a result of a committee charged with the responsibility to propose a policy and a means to assess students. The instructor of record of a professional sequence course is the assessor of professional behaviors of the students enrolled in their class. Students' behaviors are rated as concern or no concern, (pass or fail). The assessment takes place through an interactive assessment rubric in LiveText which allows the data to be drawn in reference to programs, campus, course, and individual student. Students receive a copy of the assessment and are instructed to visit the assessor (professor of record) if there are concerns noted. Students who demonstrate behaviors of concern are then counseled by their academic advisors and develop plans for improvement. Should a student not seek counsel from their advisor, a referral is made to the SOE Director who then will place the student on a *Statement of Conditions*.

Field experience evaluation. During the course of self-study, members of the faculty most closely associated with undergraduate field experiences engaged in the development of uniform evaluation instruments for field experiences. A digitized format for the evaluation was created utilizing the following scale for all course rubrics.

5 = Exemplary,
4 = Proficient,
3 = Basic,
2 = Progressing,
1 = Underdeveloped,
0 = missing, and
N/A – Not observed or not applicable

This will provide the opportunity to gather data associated with student field experience performance in a manner that will allow it to be easily tied to the Hallmark Assessments each

supports. The results of this data collection and analysis then will be used to improve instruction for students and provide information for supervisors and mentor teachers. The ratings of the students will be disaggregated by program option – math, English, science, elementary education, etc. for each claim to which they are related. The faculty considers student evaluations to be unsatisfactory when they are lower than:

        Progressing – For the 40 and 80 hour field experience
        Or
        Basic - For student teaching.

Students whose performance is unsatisfactory during the field experience fail the course and are given the option to retake the full course. Should a student's performance be unsatisfactory during the second attempt, the student is dismissed from the program.

The faculty recognizes that the cross-cutting themes require assessment. Table 3.2 aligns the cross-cutting themes to the assessments and identifies the cut scores for those assessments.

Table 3.2
Assessments to be used for cross-cutting themes and the corresponding cut scores

Learning to learn	PBA items 1, 4, 5 and 9 (P/F)
Technology	Student Teaching Rubric item I.4,II.10, III.6, IV.6, V.8, and VI.7 - basic on this scale to be unsatisfactory. Key assignment in EDUC 413, 431, 432, 438 40 and 80 hour field experience - progressing on this scale to be unsatisfactory.
Multicultural	PBA items 6 and 7 (P/F) Key assignment for EDUC 303 and 415 40 and 80 hour field experience - progressing on this scale to be unsatisfactory, Student teaching – basic on this scale to be unsatisfactory.

Data Collection and Analysis

Data collection will take place on an annual basis to provide formative data in support of the claims made in this Brief. Data will be drawn from all programs across all campuses to ensure full representation, and will be analyzed to determine the validity of the claims.

Data analysis for claim one will include students pass rates and content area subarea scores compared to their content course grades to provide evidence that subject area (majors and minors) course work is adequately preparing students for the MTTC content area examinations. One potential outcome is to adjust the courses or the course requirements so that they are aligned

with the MTTC test objects with the goal of achieving an 85% probability of students passing the MTTC content area exam. Our Brief will include a report for each of the certification options- with the subarea analysis.

Data analysis for claims two through four will include descriptive analyses of the internal assessments based on the PSMT criteria. Hallmark Assessments, including key assignments, field placement documents, and professional behaviors assessments will be examined for each of the students in the annual sample. LiveText reports will be run on the students in order to determine the extent to which each student exemplifies the characteristics of effective teachers in support of the TEAC claims and the PSMT.

Cross-cutting themes will be assessed via the use of key assignments, professional behavior assessment, and field experience evaluations. Learning to learn, the use of technology in teaching and learning, and multicultural education are all embedded in the measures. For example, learning to learn is assessed through the Professional Behaviors Assessment (PBA) items 1, 4, 5 and 9; multicultural education through Field Experience evaluation item 3, PBA items 6 and 7, and the Hallmark assessments for EDUC 303 and 415; and technological understanding and application is assessed through Field Experience evaluation item 7, the Hallmark assessments in EDUC 413 and 439, and the Student Teaching Evaluation items "Delivery of Instruction" and "Student Assessment."

Program data collection will be continual and analysis will be the responsibility of the School of Education Director. The LiveText Implementation Coordinator will develop reports from the key assignments each semester, the Coordinator of Field Experience will aggregate data from Field Evaluations and GPAs, and the Certification Officer will provide MTTC data to the Director. The analysis of the data will then be shared with the faculty in open dialogue at regularly scheduled meetings for the purpose of program review, improvement and sustainability. The process of full implementation will begin during the fall semester of 2013.

How the program will interpret this evidence. The School of Education faculty realize that putting together a system of rigorous data analysis also involves a process by which adjustments will need to be made in the documents in light of evidence. We plan to use descriptive statistics in order to evaluate the documents we currently have in place, with the understanding that adjustments may need to be made to key assignments, field placement documents, and professional behaviors assessments in order to create a better alignment between them. Analysis will be used to inform curricular decisions. The first two years of the five year cycle will be used to identify and improve areas of concern. Data collected in the following three years will then be used for assessing the validity of the claims made in the TEAC Inquiry Brief.

How the quality of evidence will be evaluated. Multiple faculty members developed the key assignments, and will be used to redesign assignments and surveys as needed. The faculty will continually evaluate the data in order to provide evidence that the data support the claims being made.

Section 4. Pilot Assessment Results

Results of the self-study provided the faculty information for data-driven decision-making to assure program quality, integrity, sustainability, and the means to meet program outcomes. As an example, during the initial development of the assessments it was decided that a random selection of 20% of the students over a three year period to examine files for graduation clearance, eligibility for certification, student teacher paperwork, field placement paperwork, Level II application, and key assignments posted to LiveText. It was felt that this would provide a rich data source to make determinations about the program. However, it was found that the program was small enough and LiveText reporting functions were robust enough that random sampling was not needed. Including all students provided much richer understandings of what was working and what needed to be modified to improve student outcomes. These outcomes include the development of caring, competent and reflective professional educators.

To assess the claims, the selection of measures was made in reference to consistency of application, the stability of the measures, and the ability to compare data to provide strong evidence of program and student performance. During the initial phases of the implementation of the measures several issues came to light. First, the first iteration of the assessments had over 50 different Hallmark Assignments that were to be utilized in evaluating the strength of the program. It was quickly determined that without clear delineation of what each of these assignments was trying to measure, the analysis of the data did not provide clear evidence for faculty decision making. The faculty, continued to meet regularly to modify the assessments so they would better serve to provide the data needed. It was determined that the assignments needed more focus if they were to provide meaningful data. To that end, the faculty determined the five attributes that a successful candidate would possess. These were labeled as Hallmark Assessments. The faculty then examined all the key course, fieldwork, and student teaching assessments to determine which of the five Hallmark Assessments they supported (see Attachment F). Since every assignment is sharing the same rubric, it is much easier to determine the mean for both any particular assignment or set of assignments. The faculty determined that any assignment or Hallmark Assessment that falls below 75% (3.75) would be reviewed to determine what modifications need to be made. These measures, which are uniformly applied to all teacher candidates will provide evidence of the quality of the program as implemented across all locales.

The test results of the MTTC Content Area Exams and GPAs earned in majors and minors will provide evidence of the thoroughness of content instruction and consistency of content instruction in both the College of Arts and Sciences (CAS) and those institutions from which students transfer credit. Additionally, student learning of pedagogical theory as related to content instruction, measured by the MTTC and GPAs in capstone content area classes will provide evidence of competency. Data gathered from these assessments will provide opportunity for discourse and collaborative decisions regarding curricular revisions and reformations in the content area majors, minors, and perhaps general education between faculties from both the SOC and CAS.

The results of the Hallmark assessments will provide evidence of student development and program effectiveness in both theoretical applications and the development of behaviors of the professional educator. As a means to assess the program, the data will be used to make decisions regarding curricular content and implementation. The results will provide opportunity for discussions at faculty retreats where these decisions may be made in a collaborative manner based on the data. Additionally, further insight into program integrity as implemented by adjunct faculty will allow faculty and administration the opportunity to plan and institute orientations and training for this valuable group of instructors.

The Hallmark assessments will also provide information for individual faculty members about the effectiveness of their instruction in meeting program and course outcomes, the Professional Standards for Michigan Teachers (PSMT), and TEAC quality principles.

All these data sources used in tandem will provide the necessary and quality information for the faculty of the Ferris School of Education to make sound decisions regarding the program, teaching, and student progress.

Section 5. Discussion and Plan

At the initial stage of program analysis, it became apparent that the School of Education was adept at gathering data used during the five (5) year cycle of university academic program review. Unfortunately, that data were not directly focused on a rigorous examination of program outcomes in reference to a multifaceted approach of student performance. In light of this discovery, a dialogue began that included a reexamination of the program conceptual framework, outcomes, and the curricula design. Through a series of faculty retreats and continuous discussion in person and via technology, the faculty has transformed the conceptual framework, mission, and outcomes and developed a model of assessment that will provide a multidimensional view of program, students, faculty, and stakeholders.

Ferris State University School of Education has adopted a continuous improvement model that is grounded in assessment and data driven discussions. The premise of the model is to provide a deliberate approach to assessment of program outcomes and student performance that creates and supports a constant striving for improvement. This approach will link program improvement to student learning and provide opportunity for the faculty to 1) monitor curricular outcomes and, 2) make necessary reformations in an effort to assure sustainability and quality of the program and 3) assure the development of professional educators who are competent, caring, and committed. By the implementation of a wide variety of assessment tools, performance based and traditional, the data gleaned will be analyzed within the program framework as well as state standards, Teacher Education Accreditation Council and the Higher Learning Commission standards. The model will use a web-based program (LiveText) to archive assessment data from multiple sources. This format provides an opportunity for the aggregation and disaggregation of long and short term results and link knowledge to action. It is inclusive of the ability to view individual classes, campuses, and students in an effort to assure program quality and integrity. Data analysis will be used to refine teaching strategies, show consistency from campus to campus and from faculty to faculty, reevaluate course outcomes, monitor professional behaviors, and provide information of program consistency and sustainability.

Planning for Sustainability

Applying a systems approach to curricular evaluation may provide teacher educators greater insight into the effectiveness, efficiencies, and more importantly the sustainability of programs (Jasparro, 1999). Instead of focusing on the improvement of individual elements of a program, a systems approach examines the interconnectedness of all elements in light of the individual contributions to the whole. System thinking then provides a framework for change and continual evaluation creating a cyclical process. The cycle that the SOE faculty propose to institute is detailed in Figure 1: Dynamic of Program Assessment and Quality.

These paradigms are commonly known as continuous improvement models and affirm that multiple determinants have effect upon program effectiveness. Systems thinking in teacher education reform and transformation require coordinated change in the unit as well as the entirety of the institution. Dynamic change will only occur when the focus is on the core areas of teacher preparation: organization, curriculum, instruction, and assessment within a contextual and situated framework.

Figure 1: Dynamic of Program Assessment and Quality
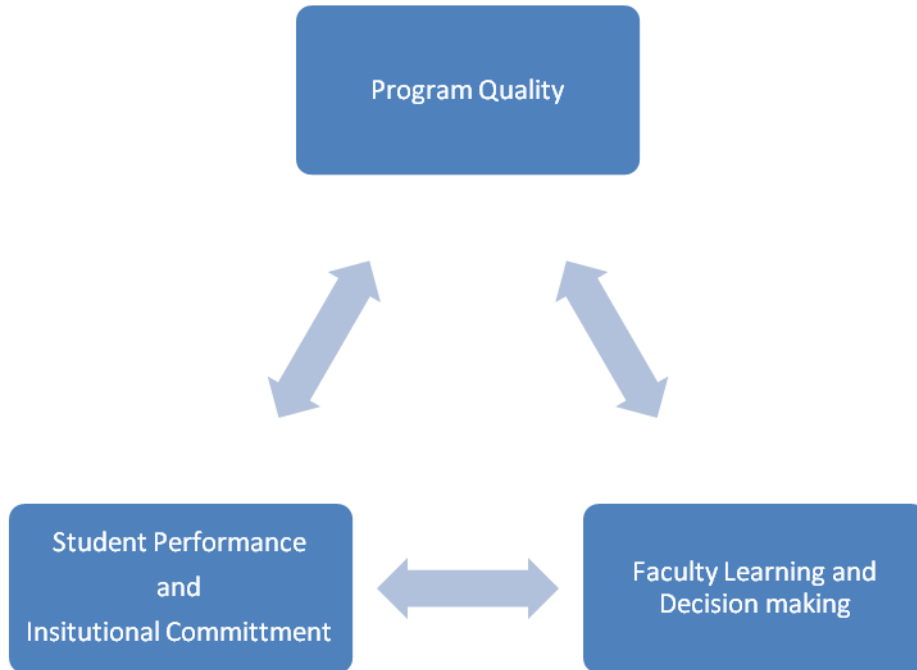
The faculty proposes the following actions to assure the sustainability of the program:

Develop a Culture of Assessment

The faculty is aware that currently there is a limited focus on deliberate assessment. Past assessment procedures have been applied to the required tasks of the program at the university and state level. In an effort to engage in authentic continuous improvement, the faculty must engage in more rigorous triangulation by the use of available and new data sources to examine effectiveness of policies, procedures, and curricular outcomes. The data would be inclusive of, but not limited to: retention and attrition rates at the unit level and at the program level, MTTC attempts and scores, grade point averages, assessment of performance outcomes (Hallmark assessments), stakeholder surveys, and reports from Institutional Research.

Implementation of LiveText
- The faculty adopted the concept of digital portfolios for student assessment by formalized vote during the fall semester of 2005. LiveText is used to archive student work and demonstrate growth over the development of the teacher candidate's academic career. Full implementation inclusive of the use of Hallmark assessments, Digital Portfolio, and assessment of Professional Behaviors was begun fall of 2009.

- Prior to full implementation, two faculty members trained to become proficient in the vendor-hosted software. Both members have provided numerous hours training faculty and adjuncts in the use of the program. Additionally, one will engage in administration of courses and assessment at the program level.

Development of Assessments
- *Hallmark assessments:* The faculty engaged in course level conversations during several retreats in an effort to develop common assessments that could be used to measure the effectiveness of program and course outcomes. These assessments, called Hallmark assessments, have been developed by tenure-track faculty, are performance- based measures, and are aligned to the program outcomes and the Professional Standards for Michigan Teachers. Each course in the Professional Sequence courses now employs at least one Hallmark Assignment. A list of these assessments can be found at this link, Hallmark assessments and common rubrics

Common Rubrics: In an effort to assure the integrity of the Hallmark assessments, course-level discussions provided opportunities for the development of common rubrics for the assessments. Each rubric denotes the elements essential to the performance-based assessment and the corresponding PSMT standards. Additionally each rubric uses the same scale.

5 = Exemplary, 4 = proficient, 3 = basic, 2 = progressing, 1 = underdeveloped, and 0 = missing.

- When used in concert with the web-based program LiveText, reports may be run to glean information about standards alignment, levels of achievement, and curricular alignment. Data may be aggregated according to program wide assessment, as well as disaggregated by campus, course and individual student.
- *Professional Behaviors Assessment:* All students in the teacher education program are now being assessed in reference to their professional behaviors both in campus classes and during field experiences. The development of a rubric to assess these behaviors were a result of a committee charged with the development of a policy and a means to assess students. The assessment takes place via an interactive assessment rubric in LiveText which allows the data to be drawn in reference to program, options, campus, course and individual student. Students receive a copy of the assessment and are instructed to visit the assessor (professor of record). Students who demonstrate behaviors of concern are then counseled by their academic advisor and develop plans for improvement.
- *Digital forms for field experience evaluation:* During the course of this self-study, members of the faculty most closely associated with undergraduate field experiences engaged in the development of uniform evaluation instruments for field experiences. A digitized format for the evaluation of field experiences will provide the opportunity to gather data associated with student field experience performance, aggregate the data in an effect manner and assess program outcomes and state standards. The results of this data

collection and analysis then could be used to improve instruction for students, provide information for supervisors and mentor teachers.

Support of Students

- *Advise Students About Professional Behaviors:* Students who have an established pattern of behavior that may hinder their ability to succeed in the program should be counseled. During a meeting of the School of Education Curriculum Committee (SOECC) the faculty discussed pathways for the advisement of students. Reports can now be run using the rubric in LiveText, provided to the advisors, and plans may be made between advisor and student. Limited improvement on the part of the student may now be addressed through the departmental procedure leading to a Statement of Conditions, grounded in evidence that has been collected over a period of time from multiple assessors.
- *Embed Technology in Teaching:* In the fall of 2006 programs across campus were advised by Academic Affairs to reduce the number of credit hours a student must take to graduate. It was during this time that the faculty decided given the nature of our students (digital natives), technology in teaching should no longer be taught as a standalone course. The three hour course was removed from the program with the idea that each professional sequence course will now embed teaching with technology within its content. Examples include the purchase of i-Pads for all faculty and a class set for instruction, regular meetings to discuss use of educational apps and evaluation of software, development and use of grade books and rubric masons, PowerPoint use for presentations, and numerous applications of Web 2.0.
- *EDUC 101 Introduction to Education-* Implementation of a course specifically designed to facilitate student understanding of the ethics, expectations, pathways, and criteria of Highly Qualified Teachers. During this course students gain exposure about state standards for teachers and students, resources and methods for successful completion of the program including MTTC testing, professional culture, ethics, and study skills. Additionally embedded in the course is exposure to reflection, an assessment of writing and technology skills, overview of the SOE conceptual framework, and the use of LiveText. All students now complete this one credit hour course prior to admittance to Level II.
- *Support for success In Advisement and on the Basic Skills Test-* To improve the quality of academic advising and advisor-advisee ratio, the SOE appointed an academic advisory in August 2008, the Advisor, who also functions as the Vocational Authorization Assistant has the following responsibilities:
  1. Support for and advising of education students;
  2. Assist students/teachers with the Vocational Authorization process;
  3. Assist with Summer Orientation and registration;
  4. Respond to inquiries about the teacher preparation program;
  5. Maintain communication with students about advising;

6. Visit Career and Technical Centers in Michigan to discuss certificate changes; and

7. Help students obtain the vocational certificate.

- The Academic Advisor also functions at the Principal Investigator (PI) for a King-Chavez-Parks Morris Hood Initiative which is a Michigan-funded program to assist underrepresented teacher preparation students. To assist students, the Advisor finds tutorial assistance and financial support for them to ensure that the students can successfully complete the external assessments and programmatic requirements.

Support of Instructional Staff

- *Review Generic Syllabi:* Faculty has initiated and continue to be involved in the development of generic syllabi inclusive of Hallmark assessments and rubrics, sample assignments, and recommended texts and resources. The collection of these syllabi has provided a great deal of support for addressing adjunct needs as well as cross-curricular understanding. The faculty is planning to review/rewrite outcomes, work on close alignment to program outcomes and state standards during the fall 2010 retreat. This planned review will facilitate course level conversations providing the opportunity for continual improvement of program curriculum.

- *New faculty and adjunct training:* Grasping the totality of the new model and one's role in the process can be daunting. Therefore the faculty recommends that new faculty and adjuncts be immersed in the culture of the SOE in a manner that not only informs, but provides understanding of purpose. The department has hosted an adjunct orientation in the past, and has identified points for improvement. One facet is the need for more time with lead instructors (tenure-track faculty) of courses, LiveText training, and opportunities develop relationships that foster investment. Currently there is a proposal that includes an Adjunct Retreat where the aforementioned can be implemented.

- A faculty member has been assigned the task of creating a LiveText users manual that addresses the general and program specific applications of LiveText. Brown bag sessions to train regular and adjunct faculty in the use of LiveText were offered in the fall semester of 2009. Training an instructional technology support person in the Faculty Center for Teaching and Learning in LiveText use and offering sessions for faculty training have been implemented.

- *Evaluation/Supervision of Adjuncts*- Currently adjunct faculty members are evaluated solely by their performance on the Student Assessment of Instruction instrument. The faculty recommends that the administration develop and implement a mechanism that more closely monitors the delivery of the program on all campuses.

Policy Development and Change

As the self-study has progressed, the faculty and staff have engaged in an examination, development, and revision of policies and procedures that will facilitate the successful development of caring, competent, and professional educators. The following list notes polices that have been developed or revised:

- Field Experience/Course success policy
- Professional Behaviors Policy
- Repeated course policy
- MTTC-BST repeat attempts policy
- Leveled Program Structure Policy
- Mandatory advisor meetings (each semester)
- Field Experience Review Policies and Procedures

Section 6. Evidence of Institutional Learning

What we learned: As we worked through the writing of the Brief Proposal many things came to light for us. By completing the internal audit we realized that not all of the same materials are kept in each file. This was evident when we were looking for documentation from our field experience. It was also clear that we need to engage our adjunct faculty in more training with the use of LiveText, discussion of the Hallmark assessments and the use of the rubrics assigned. We currently hold an adjunct training periodically and it is evident that we need to do this at a minimum, once a year. It became clear that not all faculty used LiveText on a regular basis and more training in its use is necessary. New policies needed to be developed and/or revised to ensure quality and accountability across all sites.

What consequences for improving the program and/or the accomplishments of the program's students: The revision and development of policies that would better serve the students and program have occurred. Evaluating Professional Behaviors, limiting the repeat attempts on the MTTC-BST and the Leveled Program Structure are all a result of the learning process. As we looked at finding ways to measure student learning for each class and across courses the development of Hallmark assessments occurred. We found that there were inconsistencies between faculty, both full-time and adjunct, regarding the requirements for a given class. The development of rubrics for each assignment was required to ensure that all instructors graded the assignments in the same way. The use of LiveText also was required so that we could easily track student learning. We need to develop consistent field experience evaluation documents to show progression from one level to the next.

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Section 8: Appendices

Appendix A-Internal Audit

1. **Introduction**

The initial plan for the internal audit was developed by two faculty members, Liza Ing, Ed.D. and Brendan Callahan, Ph.D., who developed the flow chart along with the timetable for the completion of the audit. These two faculty then, in consultation with the Dean and the Associate Dean, presented the audit plan to the School of Education faculty for discussion. Following feedback from the faculty, a vote was taken to approve the audit plan during the regularly scheduled meeting of the School of Education Curriculum Committee, of which all full-time tenured and tenure-track faculty are members (including off-campus members).

The internal audit complemented the evidence that Ferris State University's School of Education is meeting TEAC's Quality Principle III "Evidence of institutional commitment and program capacity for quality," by examining many of the characteristics that contribute to program quality. These characteristics include: curriculum, faculty, resources, and policies. We believe that any evaluation of a program starts with the students and faculty of the program, and other factors are secondary.

2. **Description of the quality control system**

We examined graduates of the SOE programs in elementary education, secondary education, and special education and reading endorsement at the graduate level for five years (from 2005-06 to 2009-10). We examined their permanent file for such paperwork as: graduation clearance and eligibility for certification, student teacher paperwork, field placement paperwork, and level II application. Figure A.1 shows the quality control system used to assess program quality.

For each of the students selected, we randomly chose two courses from their program of study for further evaluation. We examined whether there was a syllabus for the course on file with the SOE, a completed course evaluation, a professional behaviors assessment, and Hallmark assessments. We also examined the professors who taught these courses, with regards to tenure-track or adjunct, hiring and promotion/tenure procedures, and whether adjunct professors receive training prior to teaching the course. We also gained a sense of where the courses are being taught, in order to make conclusions about our current facilities.

All of the programs and courses are approved at the state level through the Michigan's Department of Education and at the university level through the University Curriculum

Committee, however there was a possibility that descriptions of the courses and programs may appear different in various sources (printed materials, web materials, etc.).

Figure A.1

Initial Audit Trail to address concerns of program integrity and quality
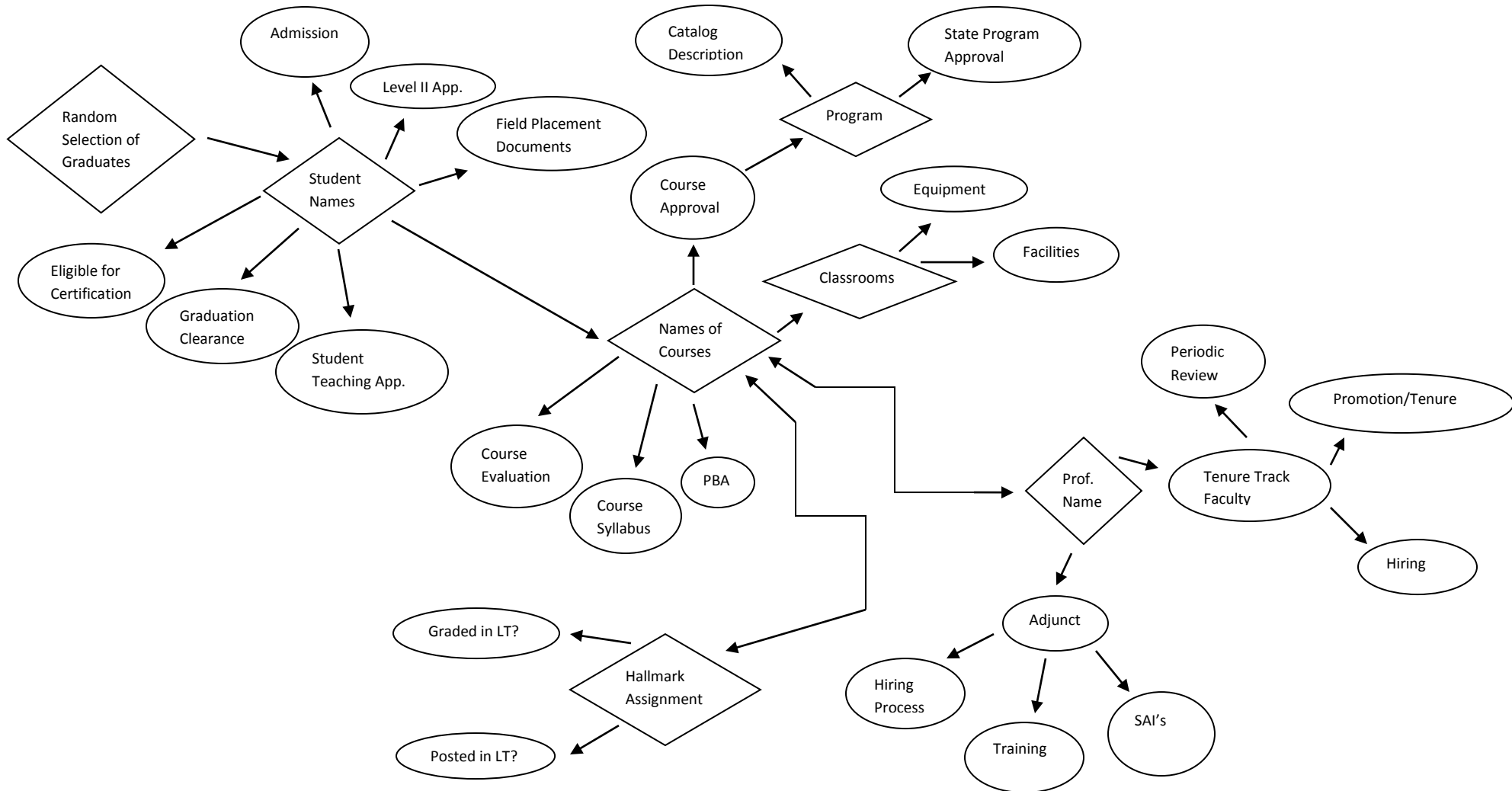
3. **Audit procedures**

A list of all SOE graduates from the last five years (academic years 2005-06 to 2009-10) was gathered by the university's alumni center. This center also gathered a random sample of 10% of those graduates for further study. This resulted in a sample of 56 students for review. Four of these were inappropriate for the purposes of review. Each of the SOE faculty was assigned between two and four student files to review, with consideration to program and location. These files were kept in a central location within the School of Education and available for faculty review. Faculty did not evaluate students from their primary program, and where feasible, did not evaluate students from their home campus. Off-campus faculty did not evaluate students from their home campus. Each of the folders was evaluated by the faculty members using a rubric provided to them by the faculty who developed the audit plan. Many of the courses have multiple sections each semester, and as the student data did not indicate which section was taken, we took the opportunity to evaluate each of the sections for a specified course and semester. In this manner, 105 course sections were evaluated along with 38 faculty and instructors. The department secretary assisted in finding information that was not available to faculty, particularly data collected prior to a 2005 change in management software.

Data analysis and evaluation were completed by the two faculty members, who analyzed the rubrics and made conclusions on the data gathered by the faculty.

4. Findings of the Internal Audit

Several problems became evident immediately upon receipt of the data and searching for files. Our first problem came when trying to locate the files of the students identified to be audited. Files are kept in a centrally located locked space in the College of Education and Human Services however they can be accessed by several people for many different reasons. Several files were missing and we had to search many places to locate them. Ferris State University archives files that are over 5 years old, meaning that they do not keep paper copies of the files but are scanned and entered electronically to our data base system. Since the graduates were not in this category we did not think that we would encounter problems, however we did. After searching several offices we were able to locate all the files.

Once files were located, each faculty member was assigned four files to review. All faculty, on and off-campus were included in this process. To ensure no biases faculty were assigned students that would not have been in classes that they taught. For example, secondary education students were assigned to elementary education faculty and off-campus students were assigned to on-campus faculty. Each faculty member was then assigned two classes to evaluate based on the courses students took. Every course identified as a Level I course was assigned so that we could ensure that data for these courses was evaluated.

The first section included student identification information. During this process we found that four of the students selected did not meet the criteria established for this audit. This identifies a problem at the University level in their data system. Current emails for graduated students was also noted, however there were several students for which the only email available was their Ferris State University account, which for some is no longer active. We also know that students do not check this email account, many even when they are students. None of the non-Ferris email accounts were checked for accuracy.

The next part of the process asked that the files be reviewed for paperwork which showed that the process for admission to the Level II and III classes were followed as well as field experience placements. The first question was related to the Level II application which was implemented in the Fall of 2005. All files that required this step included the original copy of the Level II application and all its components. This shows that we have kept appropriate records and the process was followed. The next pieces of documentation looked at the documents for the pre-student teaching field experiences. It was found that the applications that students are required to complete for these placements were not present in any of the files. The evaluation documents completed by Ferris State University faulty, cooperating teacher and attendance documents were not found in all files. This missing data is problematic as we are unable to determine whether or not the documentation was actually completed or if it was destroyed after the student completed the degree requirements.

The next part of the evidence looked at the documents required for student teaching. Again we looked for applications and evaluations completed by University supervisors, mentor teachers and attendance records. There were several files in which there was no documentation for student teaching. Most files included the evaluation documents from all sources but no applications. We wanted to determine if deviations from the requirements were made for any of the students audited. Requests for deviations may include being able to student teach prior to passage of the content area test of the Michigan Test for Teacher Certification, non-completion of all course requirements due to scheduling difficulties, being allowed to student teach in a district where they have immediate family, etc. This information should be included with the application for student teaching. The missing applications prevented us from determining if any deviations from our policy were made. The next item reviewed was the inclusion of a graduation clearance. This document is used prior to student teaching placement and is updated after student teaching to ensure that the student has met all requirements to graduate from Ferris State University. This document was included in all files examined. The final part of this portion of the audit was to determine if the student was eligible to apply for certification. Some students may not successfully complete student teaching making them ineligible to be certified in Michigan. Most files had a copy of the application for teacher certification and/or the 90-Day Letter. If the application or letter was not in the file, then the only way to determine whether or not the student met the requirement would be to review the student's transcript. This step was not completed.

Since all files did not include the application for certification or a copy of the 90-Day Letter, yet all audits indicated that the student was eligible for certification, it is believed that the faculty evaluators assumed that since the student graduated then they were eligible for certification.

The third section of the audit reviewed two classes identified for each student. To ensure that all Level II classes were evaluated one of the two faculty members conducting the audit identified two classes for each group of files. Since the files were assigned based on certification level it was easy to ensure that all students being evaluated were required to take the specific course. Faculty were asked to determine the semester in which the course was taken, whether the faculty member was credentialed to teach the course, if a course evaluation was completed for each course, if a syllabus was present, if Hallmark assessments were identified, posted and graded in LiveText, and if professional behaviors were assessed. This process required that the faculty go into our data base system to view transcripts to determine the semester a course was taken and then identify the faculty member who taught the class. There are often several sections of a class offered, especially on the Big Rapids campus. We are unable to identify which specific section the student was enrolled. In our report all sections are listed and reviewed to identify the information requested. Since our data base system does not allow us to look at classes prior to Fall 2006 we needed to rely on our secretary to gather some of this information. Full-time tenure track faculty are not required by contract to have all classes evaluated. They are required to select at least two courses for evaluation each semester. All adjunct faculty are required to have all classes evaluated each semester they teach. Once the semester that the course was taken was identified each faculty members file needed to be pulled to determine whether or not an evaluation was completed. There were a few courses in which the tenure-track faculty member is no longer employed at the University and those files are no longer available for us to review. It was also found that some of the adjunct faculty members did not have all courses evaluated either. While course syllabi are requested every semester by the department secretary, it was found that all syllabi are not present in our data base. This does not mean that a syllabus was not available to the students during the semester enrolled. We currently have generic syllabi for all classes but we still request syllabi for each semester. We did not begin to require Hallmark assessments for each course nor did we use LiveText prior to Fall 2007. We did find that very few classes used LiveText prior to Spring 2009 and not all faculty evaluated these assignments in LiveText even though the assignments were posted. All students are required to sign a Professional Behaviors contract upon entry to Level II courses or prior to entering the pre-student teaching assignments. Since Fall 2007 faculty are to evaluate the students on these behaviors for each class. However, until Spring 2009 most faculty did not evaluate these behaviors. We also found that most adjuncts have not posted or graded assignments nor have they evaluated behaviors in LiveText.

The next section audited was the classroom facilities and equipment available. Many of the classrooms have been updated over the years but we were unable to determine if the

classrooms had the necessary equipment at the time the class was used, in many cases. We decided to evaluate this section based on the current structure of the classroom. Courses offered off-campus are also difficult to evaluate. Again, we relied on the current information if it was available.

The next section was an evaluation of whether the course was approved through the University, has a catalog description, and meets state approval. All courses offered must be approved through the University curriculum process and a description is placed in the University catalog. All courses in our certification program are submitted and approved through the Michigan Department of Education prior to being submitted to the University process. It is therefore presumed that all courses have met this requirement.

The final section of the audit was to review the instructor of each course. We looked at whether the instructor was considered tenure-track or adjunct. If they were adjunct we tried to determine whether or not they attended any of the adjunct trainings that we conducted. In both cases we reviewed whether or not the faculty member was credentialed to teach the course and whether or not the hiring process was followed.

The audit process revealed several areas where we have good record keeping and several areas that may require procedural changes. Further discussion of these will follow in the conclusion and discussion sections.

5. Conclusions

A. The internal audit showed that there are areas of strength but some clear areas of improvement. This was the first time that we actually reviewed the quality control system in depth. It is believed that the system is appropriate and will yield data that can improve our programs. The data collected at this time shows that our areas of strength include a greater percentage of courses are offered by full-time tenure track faculty (approximately 2/3); that we are seeing an increase in the number of Hallmark assessments are being posted and assessed in LiveText, our electronic data collection system; and that all courses have gone through the appropriate approval process established by the Michigan Department of Education and the University Curriculum Committee and that course descriptions are current in the University catalog.

The data also shows the following areas in which we need to make improvements. At the College level information that was previously collected and maintained must be included in the student's permanent file and needs to be organized. There needs to be a systematic procedure in place for checking out files so that we are able to locate files in a timely manner. At the

University level a system needs to be in place which verifies that the degree received is recorded accurately in the University's database.

B.   Review of the internal audit yielded some specific areas of concern that need to be addressed at various levels. At the department level syllabi, continued LiveText implementation and course evaluations for adjunct faculty must be improved. At the College level a system for organizing permanent files and file check out system must be established. At the University level a check and balance for graduates must be developed.

At this time the internal audit should be completed at regular intervals, approximately every two years, to determine if these processes have been implemented and if the quality control system needs to be modified. Continuous checks will assist the program in determining if there are additional areas that require improvement or change.

6. Discussion

A. There are clear areas of concern that will need to be addressed immediately. Some areas identified have already been addressed and we are continuing to address them as we gather new information. During the past five years, Ferris State University has made great strides to deliver programs at the Big Rapids campus and four other sites throughout the state of Michigan. Although an internal audit was not completed previously, rapid growth and expansion created a concern among the faculty in the School of Education in regards to program quality, the logistics of delivery, and quality of student learning. Via discussions at retreats and curriculum meetings, concerns were aligned with the specifics of the model being used to staff courses not taught by tenure-track faculty. The concerns included: adjunct quality, program integrity, sustainability of quality, delivery logistics, and student learning.

Determining adjunct quality begins with the hiring and supervision of adjuncts. When a person requests to adjunct for the School of Education they are asked to submit a letter of application which includes a list of courses which they believe they are qualified to teach, a current resume and unofficial transcripts from all Universities attended. These applications are then given to the faculty committees (EDUCC and GCC) for review and recommendations are given to the Director regarding the eligibility of the applicant. Adjuncts are rarely interviewed for positions. It is at that point that the hiring process, assignment, and the evaluation of adjuncts become administrative tasks. Adjuncts are assigned by the Director for main campus and in conjunction with the off-campus coordinator at the respective sites. All adjuncts are given a copy of the generic syllabus which is developed by a full-time tenure track faculty member and the name of the textbook assigned to the course. Preparation of course materials and instructional procedures are left to the assigned adjunct instructor. It is strongly recommended that said instructor meet with a "lead teacher" who is a tenure-track professor and has taught the course in

a previous semester. Evaluation of the adjunct instruction is limited to the use of Student Assessment of Instruction instruments.

The aforementioned process yields questions regarding program integrity, sustainability, and more importantly quality of student learning. Faculty began to discuss grade point averages, results of the Michigan Teacher Test for Certification, anecdotal observations regarding perceived gaps in student understanding, and student performance in field experiences. Discussions regarding course design, adjunct mentoring and training, common assignment and assessments developed during formal and informal meetings. It was at this point that faculty began to engage in focused retreats addressing program expectations, content, standards alignment, and curricular mapping.

The first of these retreats, held in October 2005, focused on the review of individual course outcomes, and course level discussions among tenure-track instructors. Faculty sought clarity so that continuity would be established among on-campus and off-campus course offerings and between sections. Subsequent discussions addressed redundancy, the defining of the spiral curriculum and the need for measures to assess student learning during a spring retreat in March 2006.

The retreat of October, 2007 focused on revising the mission and conceptual framework of the program to align with the restructured curricular outcomes. It was at this meeting that faculty decided to abandon the terms technology as represented by the T, and replace it with the word transformative. It was at this same two-day session that the term awareness (A) was replaced by assessment-driven. The faculty also identified which specific standards and benchmarks of the Professional Standards for Michigan Teachers were addressed in their individual courses. During the semester, sub-committees of faculty addressed developmental level expectations for student achievement at the course level and program level.

In the spring semester faculty began to develop Hallmark assessments that would assess student learning aligned with the PSMT, program outcomes, and would be used by all persons instructing specific classes on all campuses and sites. These assignments were then complemented by common rubrics that were developed by tenure-track faculty members. These assignments and rubrics began to be imbedded in a software program , LiveText, so that data could be gathered regarding student performance on all campuses, aggregated, and disaggregated by program, course level, specific sections, and individual students. Additionally, the software could be used to analyze data in terms of curricular standards, outcomes, and mapping.

Piloting of these Hallmark assessments, common rubrics, use of LiveText, and training of adjuncts began in the fall of 2009, and full implementation will begin in the fall of 2011.

B. In order to assure program quality, integrity and sustainability, a more deliberate and systemic approach to assessment needs to be designed and implemented. A continuous improvement model (CIM) needs to be designed and the associated assessments developed collaboratively at the course level and program level among faculty members. This CIM will continue to use the internal and external assessments that are in place, but will be further enhanced by the use of Hallmark assessments and common rubrics. Figure A.2 represents the Continuous Improvement Model that will be used beginning with the 2011-2012 academic year.

C. The modifications of the QCS will need to include clearer directions for collecting data. Expand the QCS to include both Level I and Level III courses. Improve data collection and maintenance of student records. Continue training of all faculty especially adjuncts in the use of LiveText and hallmark assignment development. Increase usage of LiveText for submission and grading of Hallmark assessments as well as professional behaviors in all classes.

D. Including Level I and Level III courses will allow us to look at the students as they enter and graduate from the program. We will continue to look at MTTC content scores and pass rates. Generate reports using LiveText on an annual basis. This will enable us to more effectively measure student learning by reviewing the outcomes as measured by the Hallmark assessments. Periodically review syllabi and Hallmark assessments to ensure that the outcomes and changes in standards established by the Michigan Department of Education are being met in each class.

Figure A.2

Continuous Improvement Model of Assessment for SOE Program
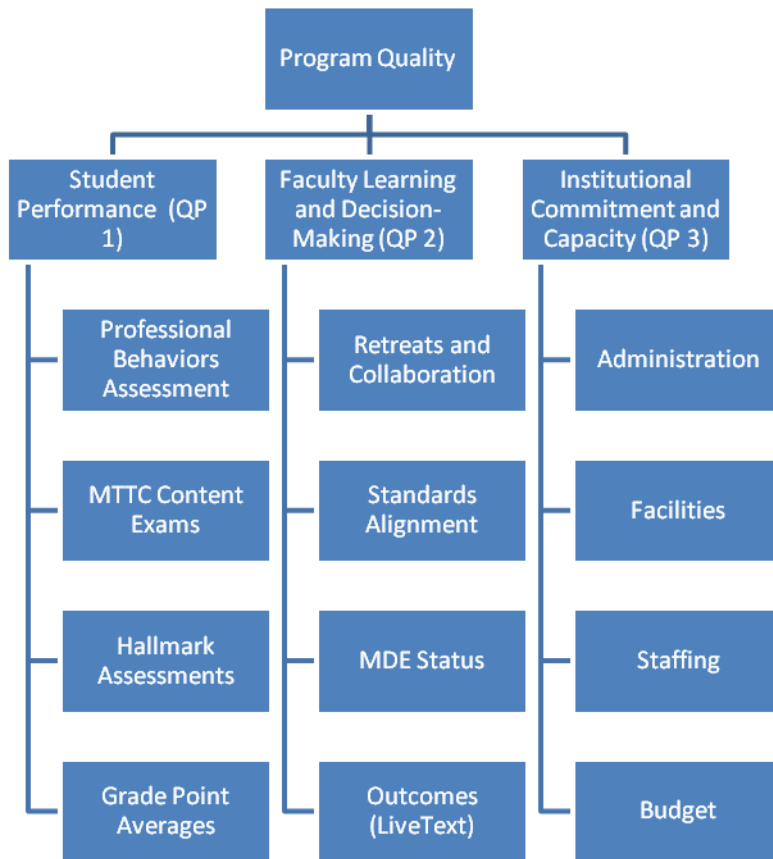
Appendix B

Program Capacity Matrix

Capacity dimension	Program Statistics	Institutional Statistics	Difference analysis
3.1.1 Curriculum	• 124-148 credits required for graduation with certification requirements	120 Bachelor of Arts 121-122 Bachelor of Science	Additional 2-22 credit hours required for teacher education due to state certification requirements and endorsement areas selected by students
3.1.2 Faculty	• 93.3% faculty have earned terminal degrees • 40% full professor, 33.3% associate professor 26.6% assistant professor • Contractually 12 credit load/semester, may teach additional 5 credits/ semester • Faculty access to professional develop through the Faculty Center for Teaching and Learning • All faculty have stipend for Professional Development	• Approx. 80% faculty have earned terminal degrees • 40% full professor, 33% associate professor, 27% assistant professor • Contractually 12 credit load/semester, may teach additional 5 credits/ semester • Faculty access to professional develop through the Faculty Center for Teaching and Learning • Faculty may earn PDI stipend for Professional Development	
3.1.3 Facilities (space & equipment provided)	• Designated classrooms in Bishop Hall • Classrooms are fully mediated • Classes taught in several locations on campus and off campus	• Bishop Hall • Classrooms are fully mediated • Classes taught in several locations on campus and off campus • All faculty have own office	

Capacity dimension	Program Statistics	Institutional Statistics	Difference analysis
	• All faculty have own office with private phone • All faculty have a desktop and a laptop computer	with private phone • All faculty have a desktop and a laptop computer	
3.1.4 Fiscal and administrative	• Program receives approximately 21% of the COEHS Budget allocations each year • SOE FY10 expenses for SupFac is 22.5% of actual expenditures ($88,473) • Incentive funds FY10 at 35%	• COEHS receives 20% of university overall budget • COEHS overall expenditure SupFac for FY10 $392, 694 • FY!) Incentive funds for COEHS were $134,403.72	All programs share equally in the budget allocations in light of credits produced, enrollment numbers
3.1.5 Student support services (equal access to services)	• Full-time advisor for program • Disability Services • All students have tenure-track faculty as an advisor	• COEHS has one full-time advisor for all • Disability Services • All students have tenure-track faculty as advisor	With exception of the dedication of a full-time advisor to the SOE, there is parity among the units
3.1.6 Student feedback (course evaluation means, numbers of complaints)	• Students feedback is gleaned from SAI or IDEA instruments • SOE Student complaints (2007-2010) 20	• Students • COEHS Student complaints (2007-2010) 27	Majority of student complaints in the college are directed towards the School of Education

Appendix C   Qualifications of Faculty

Name/ Title	Terminal Degree/Institution/ Specialization	Scholarship	Years at Ferris/Year at rank	Courses taught
Conley-Sowels, Christine Associate Professor	Ph.D., Michigan State University 2003 Special Education	Articles: 2 Books: Presentations: 11	8/3	EDUC 308/415/508/699 ESPN 502/503/504/505 ESPN 592/550/552/553/592 EDGP 308/309
Ennis, F. Michael Associate Professor	Ph.D., Ohio State University 1996 Career Technical Education	Articles: 49 Books: Presentations: 38	8/7	EDUC 205/206/289/303/338 EDUC 438 ECTE 320/325 EDGP 340/400/401/402/439
Erickson, Fritz J. Professor	Ed.D University of Northern Colorado 1987 Interdisciplinary: Educational Psychology, Technology, and Research Methodology	Articles:50 Books:6 Presentations: 11	3/3 Dr. Erickson was given rank at full professor and tenure in the SOE upon his hiring at Ferris	Dr. Erickson is the Vice-president of Academic Affairs and Provost for the University. At present he has not taught any courses for the SOE
Fleming, Diane Assistant Professor	M.S., University of Wisconsin 1981 Early Childhood Education	Articles: 5 Books: Presentations:	19/10	EDCD 100/104/105/110/111/160/ EDCD 205/211/285/ 291/298/299 EDCD 350/380 EDCD 410/420/450/491/499
Hines, Virginia Professor	Ed.D., West Virginia University 1994 Curriculum and Instruction, Foundations	Articles: 1 Books: Presentations: 14	12/7	EDUC 101/303/413/431/499 EDGP 304/305 EDLA 222

Ing, Liza Professor	Ed. D., University of Northern Colorado, 1996 Special Education- Early Childhood	Articles: Books: Presentations: 18	12/7	EDUC 415/431/508 ESPN 502/503/504/505/530/532 ESPN 534/592 EDCD 104/105/110/111/160/210 EDCD 211/285/291/298/299/308 EDGP 308/309/310/306/307
Johnson, Leonard Professor	Ph.D., Kent State University 1984 Cultural Foundations	Articles: 2 Books: Presentations:	15/11	EDGP 443/444/445 EDUC 289/303/443/495
Kavanaugh, Amy Associate Professor	Ed.D., Western Michigan University Curriculum and Instruction	Articles: 4 Books: Presentations: 11	11/6	EDUC 413/431/492/499 EDLA 476
Lashaway-Bokina, Nancy Professor	Ph.D., University of Connecticut 1996 Special Education, Gifted/Talented	Articles: 4 Books: Presentations: 38	10/4	EDUC 289/420/421431 EDLA 340/476/342, ERLA 533/501/516/536/511
Manley, Katherine Professor	Ed.D. Virginia Polytechnic University 1981 Career Technical Education	Articles: 19 Books: Presentations:100+	16/12	EDUC 400
Murata, Hikaru Associate Professor	Ph.D. University of Kansas, 1999	Articles: 3 Books: Presentations:	8/3	EDPE 215/338/426/436/499 EDPE 220/223/329
Norman, Karen Professor	Ed.D., Wayne State University 1992	Articles: 3 Books: Presentations: 8	16/12	EDUC 289/339/430/439/491
Powell, James H Director	Ph.D. Arizona State University 1993	Articles: 21 Books: Presentations: 42		

Rewold, Claire Assistant Professor	Ph.D., Oakland University 2005 Early Childhood Education	Articles: 7 Books: Presentations: 11	7/5	EDCD 104/105/110/111 EDCD 210/211/160/291/298 EDCD 299/310/380/410 EDCD 450/491/499
Thomas, Cheryl Associate Professor	Ph.D., University of Northern Colorado 2004 Educational Leadership	Articles: 2 Books: Presentations: 4	8/6	EDUC 251/338/438 EDGP 339/340/430/431 EDGP 432/433/440

Appendix D: Program Requirements

TEAC *Quality Principle I* components	Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for __ELEMENTARY EDUCATION__					State standard number	Profes-sional associa-tion stand-ard number
	Required courses	**Field work require-ments**	**Admissions requirement**	**Portfolio Require-ments**	**Exit Require-ments**		
1.1 Subject matter knowledge	**Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates:** **The Elementary Education program requires a** **1. "Planned Program" of 25-35 credit hours and a 2.75 GPA requirement for program completion,** **2. a "Professional Education Sequence" of courses totaling 46 credit hours and a 2.75 GPA, and** **3. a choice of a minimum of two (2) academic minors.** **The choices for the academic minors can be made from** **1. Language Arts, 25 credits and a 3.0 GPA; 2. Integrated Science, 25 credits and a 2.75 GPA;** **3. Mathematics, 24 credits and a 2.75 GPA; and/or** **4. Early Childhood, 27 credits and a 2.50 GPA. This minor leads to the ZS endorsement.** **Please click on the following link to access the academic check sheets for the minors and the "Planned program" sequence:** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ELED 201101planned program and minors.pdf			**Submission of all Hallmark Assessments (HA) for all required professional coursework must be submitted to the electronic portfolio, LiveText**		**PSMT 1**	

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	The "Professional Education Sequence" is provided below and is the core from which Quality principals 1.2 through 1.43 will be described: **Level I Courses:** EDUC 101 EDUC 251 EDUC 289 **Level II Courses:** EDUC 303 EDUC 413 EDUC 415 EDUC 420 EDUC 421 EDUC 431 EDUC 432 EDUC 435 **Level III Courses:** EDUC 493 EDUC 499						
1.2 Pedagogical knowledge	Program requirements listed in this row are designed to strengthen the pedagogical knowledge of candidates: EDUC 413, 420, 421, 431, 432, 435, 493, 499	**Level II:** -40- hour field placement -80-hour field placement **Level III:** One (1) semester of student teaching field		HA for courses listed. See also course syllabi link: J:\SOE\Syllabi\Generic Syllabi		**PSMT 2, 3**	

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		placement					
1.3 Caring and effective teaching skill	**Program requirements listed in this row are designed to strengthen THE caring and effective teaching skills of candidates:** **EDUC 413, 415, 420, 421, 431, 432, 435, 493, 499**	**Same as 1.2**		**Same as 1.2**		**PSMT 4**	
1.4.1 Cross-cutting theme: *Learning how to learn*	**Program requirements listed in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment of "Learning how to learn:"** **EDUC 101, 251, 289, 303, 415, 493, 499 (413,431,432, 435)**			**Same as 1.2 and 1.3**		**PSMT 5**	
1.4.2 Cross-cutting theme: *Multicultural perspectives*	**Program requirements listed in this row are designed to strengthen the "Multicultural perspectives" of candidates:** **EDUC 303, 415, 493, 499** **All General Education coursework**			**Same as 1.2, 1.3, and 1.4.1**		**PSMT 6**	
1.4.3 Cross-cutting theme: *Technology*	**Program requirements listed in this row are designed to strengthen the way candidates think about, plan for, and implement and assess the use of "Technology" in the classroom:** **Level I, Level II, and Level III course work incorporates the use of technology in the classroom in planning, delivery, assessment, and student electronic HA submission. In 2008, EDUC 206, the former "technology course," was eliminated from the curriculum in favor of implementing technology throughout and across the curriculum to more effectively and practically implement technology meaningfully into all phases of the curriculum.**			**Same as 1.2, 1.3, 1.4.1, and 1.4.2**		**PSMT 7**	

TEAC *Quality Principle I* components	Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for __SECONDARY EDUCATION__					State standard number	Professional association standard number
	Required courses	Field work require-ments	Admis-sions require-ments	Portfolio Requirements	Exit Require-ments		
1.1 Subject matter knowledge	**Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates:** **Academic majors range from 30 to 48 credits for program completion.** **Academic minors range from 21 to 32 credits for program completion.** **GPA requirements for program completion in majors and minors range from 2.50 to 3.0.** **(Click the links below to view the program check sheets for each of the academic majors and minors, the required course work, and GPA for program completion.)** **BIOLOGY (major and minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\BIOL TEACHING MAJOR 0508.pdf J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\BIOL TEACHING MINOR 0508.pdf **CHEMISTRY (major and minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\CHEM			**Submission of all Hallmark Assessments (HA) for all required professional education course work must be submitted to the electronic portfolio LiveText.** **HA are listed by course in generic syllabi. (Click on the link below to access course syllabi.)** J:\SOE\Syllabi \Generic		PSMT 1	

	TEACHING MAJOR 0508.pdf J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\CHEM TEACHING MINOR.pdf **ENGLISH;** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ENGL TEACHING MAJOR1008.pdf J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ENGL TEACHING MINOR 0508.pdf **GEOGRAPHY (major and minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\GEOG TEACHING MAJOR.pdf J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\GEOG TEACHING MINOR.pdf **HISTORY (major and minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\HIST Major check sheet110509.pdf J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\HIST TEACHING MINOR.pdf **MATHEMATICS (major and minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\MATH TEACHING MAJOR 0508.pdf J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\MATH TEACHING MINOR.pdf **PHYSICAL EDUCATION (minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\PHYS			Syllabi			

	EDUCATION TEACHING MINOR 0508.pdf **PHYSICS (minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\PHYSICS TEACHING MINOR 0508.pdf **POLITICAL SCIENCE (MINOR):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\POLI SCI TEACHING MAJOR.pdf **SOCIAL STUDIES (major):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\SOCIAL STUDIES TEACHING MAJOR 0508.pdf **SPANISH (minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\SPANISH TEACHING MINOR 0508.pdf **SPEECH (minor):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\COMM TEACHING MINOR 0508.pdf **PROFESSIONAL EDUCATION SEQUENCE (all secondary majors and minors):** J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\SecondaryEducation- 11SP Professional Education Sequence.pdf						
1.2 Pedagogical knowledge	**Program requirements listed in this row are designed to strengthen pedagogical knowledge of candidates:** **EDUC 338, 415, 438, 443** **Capstone courses in the academic majors also focus on pedagogical knowledge:**	**Level II** **-40-hour field place-ment,** **-80-hour field placement**		**See Generic Syllabi and the HA for the specific EDUC classes listed:** J:\SOE\Syllabi		**PSMT 2, 3**	

	LITR 415 **ENGL 415** **HIST 405** **GEOG 450**		**Level III -One (1) semester student teaching field placement**		\Generic Syllabi		
1.3 Caring and effective teaching skill	**Program requirements listed in this row are designed to strengthen the caring and effective teaching skills of candidates:** **EDUC 338, 415, 438, 443, 491, 499**		**Same as 1.2**		**Same as 1.2**		**PSMT 4**
1.4.1 Cross-cutting theme: *Learning how to learn*	**Program requirements listed in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment "Learning how to learn:"** **EDUC 101, 251, 289, 303, 338, 415, 438, 443, 491, 499**				**Same as 1.2 and 1.3**		**PSMT 5**
1.4.2 Cross-cutting theme: *Multicultural perspectives*	**Program requirements listed in this row are designed to strengthen the "Multicultural perspectives" of candidates:** **EDUC 303, 415, 491, 499** **All General Education course work**				**Same as 1.2, 1.3, and 1.41**		**PSMT 6**
1.4.3 Cross-cutting theme: *Technology*	**Program requirements listed in this row are designed to strengthen the way candidates think about, plan for, and implement assess the use of "Technology" in the classroom:** **All Level I, II, and III course work incorporates the use of technology in that all Hallmark Assessments (which often include the use of technology in classroom planning, delivery, and assessment) must be submitted to the electronic portfolio LiveText.** **In 2008, EDUC 206, the former "technology course," was eliminated from the curriculum in favor of implementing technology across the curriculum to more effectively and practically**				**Same as 1.2, 1.3, 1.4.1, and 1.4.2**		**PSMT 7**

	implement technology meaningfully into all phases of the curriculum.						

TEAC *Quality Principle I* components	Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for __SPECIAL EDUCATION___					State standard number	Professional association standard number
	Required courses	Field work require-ments	Admissions requirements	Portfolio requirements	Exit Require-ments		
1.1 Subject matter Knowledge	Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates: Requirements for the Special Education Concentration consist of nine (9) credit hours of a Required Core, ERLA 501 EDUC 508 EDUC 570, twelve (12) credit hours of Special Education Requirements, ESPN 502 ESPN 503 ESPN 504 ESPN 505 and completion of one (1) of four (4) Endorsement Area Options: *Mental Impairments (12 credits):* ESPN 530 ESPN 532 ESPN 534 ESPN 592		The applicant must possess a baccalaureate degree from an accredited college or university and have earned a minimum of a 2.75 GPA. The applicant must also hold either an elementary or secondary provisional teaching certificate.	Hallmark Assessments (HA) are in course-specific syllabi that can be accessed by clicking the Generic Syllabi link: J:\SOE\Syllabi\Generic Syllabi ESPN 592, Directed Teaching, requires that a reflective portfolio be submitted that identifies the	All Program Require-ments must be completed within five (5) years after admission to the Program	The standards being met are not the PSMT Standards, but rather the Special Education State Standards. http://www.michigan.gov/documents/mde/MARSE -April09_274156_	

				student's goals and specific proof that those goals and the State Special Education standards have been met.		7.pdf	
	Learning Disabilities (12 credits): ERLA 533 ESPN 520 ESPN 522 ESPN 592 *Autism(12 credits):* ESPN 540 ESPN 542 ESPN 546 ESPN 592 *Emotional Impairments (12 credits):* ESPN 550 ESPN 552 ESPN 553 ESPN 592 **Course descriptions and syllabi can be accessed by clicking the Generic Syllabi link:** J:\SOE\Syllabi\GenericSyllabi		"Conditional entry" may be granted for nine (9) hours of course work when the 2.75 GPA has not been met. The applicant must still already hold either an elementary or secondary provisional teaching certificate. A minimum 2.75 GPA must be earned during this "conditional" period in order to continue in the program.				
1.2 Pedagogical knowledge	**Program requirements listed in this row are designed to strengthen pedagogical knowledge of candidates:**	Directed Teaching (3 credits) is		Same as 1.1			

	ESPN520, 522, 530, 532, 534, 540, 542, 546, 550, 552, 553, and 592	required of all Endorsement Area Options					
1.3 Caring and effective teaching skill	**Program requirements in this row are designed to strengthen the caring and effective teaching skills of candidates:** **ESPN 502, 504, 505, and 592**	**Same as 1.2**		**Same as 1.1 and 1.2**			
1.4.1 Cross-cutting theme: *Learning how to learn*	**Program requirements in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment of "Learning how to learn:"** **EDUC 508 and 570** **ERLA 501 and 533** **ESPN 504, 522, 532, 534, 553, and 592**			**Same as 1.1, 1.2, and 1.3**			
1.4.2 Cross-cutting theme: *Multicultural perspectives*	**Program requirements in this row are designed to strengthen the "Multicultural perspectives" of candidates:** **EDUC 508 and 570** **ESPN 502, 504, 505, 520, 530, 540, and 550**			**Same as 1.1, 1.2, 1.3, and 1.4**			
1.4.3 Cross-cutting theme: *Technology*	**All course work incorporates the use of technology in that all Hallmark assessments (which often include the use of technology in classroom planning, delivery, and assessment) must be submitted to the electronic portfolio LiveText.**						

TEAC *Quality Principle I* components	Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for __READING SPECIALIST ENDORSEMENT__					State standard number	Professional association standard number
	Required courses	**Field work requirements**	**Admissions requirements**	**Portfolio requirements**	**Exit requirements**		
.1 Subject matter knowledge	**Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates:** **Requirements for the Reading Endorsement presently require 31credit hours of coursework to complete the endorsement:** **EDUC 508** **or** **EDUC 620** **EDUC 663** **EDUC 681** **ERLA 501** **ERLA 511** **ERLA 515** **ERLA 516** **ERLA 530** **ERLA 533** **ERLA 550**		**The applicant must possess a baccalaureate degree from an accredited college or university and have earned a minimum of a 2.75 GPA.** **"Conditional entry" may be granted for nine (9) hours of course work when the 2.75 GPA has not been met. A minimum 2.75 GPA must be earned during this "conditional"**	**Hallmark Assessments (HA) are in course-specific syllabi that can be accessed by clicking the Generic Syllabi link:** J:\SOE\Syllabi\ Generic Syllabi	**All Program Requirements must be completed within five (5) years after admission to the Program**	**The standards being met are not the PSMT Standards, but rather the Reading Endorsement State Standards:**	

		period in order to continue in the program.					

1.2 Pedagogical knowledge	**Program requirements listed in this row are designed to strengthen pedagogical knowledge of candidates:**
	
	  ERLA 501
	  ERLA 511
	  ERLA 515
	  ERLA533
	  ERLA 550
		Although no field experience is required, students seeking the reading Endorsement do have to do field work in the K-12 environment, especially in the following courses:
		  ERLA 530
		  ERLA 533						

1.3 Caring and effective teaching skill	**Program requirements listed in this row are designed to strengthen the caring and effective teaching skills of candidates:**
	
	  ERLA 501
	  ERLA 530
	  ERLA 533
	  ERLA 550
		Same as 1.2						

1.4.1 Cross-cutting theme: *Learning how to learn*	**Program requirements listed in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment of "Learning how to learn:"**							

	ERLA 501 ERLA 511 ERLA 516 ERLA 560						
1.4.2 Cross-cutting theme: *Multicultural perspectives*	**Program requirements listed in this row are designed to strengthen the "Multicultural perspectives" of candidates:** **ERLA 516** **ERLA 533** **ERLA 550**						
1.4.3 Cross-cutting theme: *Technology*	**Program requirements listed in this row are designed to strengthen the way candidates think about, plan for, and implement and assess the use of "Technology" in the classroom:** **ERLA 515** **ERLA 530** **ERLA 550**						

Appendix E

Inventory: Status of Evidence from measure and indicators for TEAC Quality Principle I			
Type of evidence	**Available in the Brief**		**Not Available in the Brief**
	Relied on **Reasons for including the results in the brief proposal** Location in the Brief	**Not relied on** **Reasons for not relying on this evidence** Location in Brief	**For future use** **Reasons for including in the brief**
Grades			
1.a. Student grade point in majors and minors	GPAs are evidence that graduates are competent in content area (academic majors and minors) (p.19).		
1.b. Student grade point in professional sequence courses	GPAs in professional sequence demonstrate ability and skills development in creating learning environments that employ best practices and that are reflective of data driven decision making (p.19).		
Scores on Standardized Tests			
2. Scores on Michigan Teacher Test for Certification Content Area Tests	Aggregated scores provide evidence of competence in content area (academic majors and minors) and the associated educational theory and practice (p.19)		

3. Student scores on undergraduate and/or graduate admission tests of subject knowledge and aptitude		MTTC Basic Skills Scores (pass/fail) are used as entrance into program (p.10) There is no required test for graduate admission	
Ratings			
4. Hallmark assessments			Hallmarks are designed demonstrate ability and skills in designing learning environments, opportunities, and assessment that employ best practices and that are reflective of data driven decision making. (p.20)
5. Evaluations of preservice teaching	Evidence of candidates' developing skills in engaging students within a context of learner achievement and an affirming diverse environment (p.18,120)		
6. Evaluations of student teaching	Evidence of graduates' skills in developing the whole learner within a context of learner achievement and an affirming diverse environment. (p.18, 20)		
7. Third-party ratings of program's students		Surveys are not uniform among programs and	Will it provide evidence of program/graduate quality?

		distributed via APR (every 5 years)	
8. Ratings of in-service , clinical, and PDS teaching		Not available	
8. Ratings by cooperating teacher and college/university supervisors of practice teachers' work samples.		There are ratings of preservice teachers' work samples in the elementary education program, used on individual basis.	
9. Ratings of professional behaviors			Evidence of appropriate behavior in settings of diversity, collaboration, professional demeanor and interpersonal communication (p.21)
Rates			
10. Rates of completion of courses and program		Currently not used as indication of program effectiveness	Will it provide evidence of program/graduate quality?
10. Graduate career retention rates.		Not available	Will it provide evidence of program/graduate quality?
11. Graduates' job placements rates		Not available	Will it provide evidence of program/graduate quality?
12. Rates of graduates' professional advanced study		Not available	Will it provide evidence of program/graduate quality?
13. Rates of graduates' leadership roles		Not available	Will it provide evidence of program/graduate quality?
14. Rates of graduates' professional service activities		Not available	Will it provide evidence of program/graduate quality?
Case Studies and alumni competence			
15. Evaluations of graduates by		Not available	Will it provide evidence of

their own pupils			program/graduate quality?
16. Alumni self-assessment of their accomplishments		Not available	Will it provide evidence of program/graduate quality?
17. Third-party professional recognition of graduates (eg. NBPTS)		Not available	Will it provide evidence of program/graduate quality?
18. Employers' evaluations of program's graduate		Not available	Will it provide evidence of program/graduate quality?
19. Graduates' authoring of textbooks, curriculum materials, etc.		Not available	Will it provide evidence of program/graduate quality?
20. Case studies of graduates' own pupils' learning and accomplishment		Not available	Will it provide evidence of program/graduate quality?

Appendix F: Local Assessments

Professional Behaviors Assessment: Standards and Benchmarks

Standards	Benchmarks
1. The teacher education student is an active participant and contributes to a positive climate in the university setting and the greater learning community.	Participates actively in class discussion and assignments; works effectively with others; shows respect of and consideration for the thoughts and feelings of others, assumes leadership roles, and demonstrates reflective behavior.
2. The teacher education student demonstrates mastery of written and spoken language for self-expression in both the academic setting and the learning community at large.	Communicates effectively verbally; demonstrates an ability to write in a clear, organized, fluent manner; adheres to the conventions of the language when appropriate; recognizes distinctions between formal and informal communication, and demonstrates the use of appropriate language at all times.
3. The teacher education student is a thoughtful, reflective and responsive listener.	Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others.
4. The teacher education student is committed to reflection, assessment, and learning as an ongoing process.	Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life; able to modify behavior and/or understanding when provided with new information or experience; demonstrates an interest in and commitment to lifelong learning.
5. The teacher education student initiates assistance and asks for guidance.	Volunteers to assist others in the university classroom and/or practicum setting; demonstrates an openness to assistance from others.
6. The teacher education student is sensitive to community and cultural norms of the teacher	Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, K-12 students, and cooperating teachers; shows an awareness of the context in which s/he is interacting.

education program, the university classroom, and practicum settings.	
7. The teacher education student appreciates and values human diversity and shows respect for others' varied talents and perspectives.	Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society
8. The teacher education student values the development of critical thinking, independent problem solving, and performance capabilities in her or himself and K-12 students.	Demonstrates an ability to identify, analyze, and evaluate complex issues; exhibits the ability to solve problems both independently and in cooperation with others; sets and achieves high standards.
9. The teacher education student demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.	Identifies and analyzes important trends in education; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in education.
10. The teacher education student demonstrates a level of responsibility appropriate for a professional.	Attends all classes, practicum experiences, and required activities and arrives on time; dresses for practicum experiences in an appropriate manner; communicates in a professional manner regarding extenuating circumstances that may prevent attendance; comes to class prepared.

Hallmark Assessments with related Key Assignments:

The successful candidate will facilitate and document student achievement as evidenced by effective assessment.
- EDUC 420/421
- EDUC 431/432/435
- EDUC 438
- Portfolio (Section III item 3 and Section IV item 1)
- Field Experience 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7

The successful candidate will adapt instruction and apply best practices and technology to accommodate student needs.
- EDUC 338
- EDUC 413
- EDUC 443
- Portfolio (Section III items 2, 3, and 4)
- Field Experience items 1.7, 2.5, 2.6, and 2.9

The successful candidate will communicate high expectations of all students.
- EDUC 289
- EDUC 415
- Portfolio (Section III items 1, 2, 4, and 5)
- Field Experience items 1.7, 2.5, 3.1, 4.2, and 5.2

The successful candidate will collaborate with others to ensure student success.
- EDUC 251
- EDUC 420
- Portfolio (Section X)
- Field Experience items 5.1-7, 6.2, 6.4, and 6.8

The successful candidate will model Professional Behavior.
- EDUC 101
- EDUC 303
- Portfolio (Section II items 4, 10, and 11)
- Field Experience (Professional Behaviors Section)

Course Rubrics for Key Assessment

EDUC 101

Exemplary essay: (Key Assignment) Students will write a formal essay derived from their extemporaneous essay. This work must demonstrate reflection, present evidence of course content, and follow APA style.

EDUC 251:
Parent Pamphlet
Goal: Prepare a handbook that serves as a guide for parents. The handbook must target one of the following developmental ranges:
- Early Elementary
- Late Elementary
- Middle School
- Secondary

Remember to write for your audience which is parents – not a professor. You might want to consider a more conversational tone that will help the parent feel comfortable and confident in the material. Format is open it may be a manual, a series of brochures or pamphlets, etc. Form follows function. I will grade form only to the extent that it adds to the clarity and understanding of the material. Since this will end up in your portfolio, you will probably want to make it attractive.

The content is to focus on describing for parents how they can support the development of their child. You should not only focus on what parents should do, but the reasons why they should or should not do certain things. You should be convincing about why parents should do the "right" things. Each section should be short enough to be easily readable, and yet long enough to be relatively informative and thorough. You should pay attention to format as well as content.

You will submit the three sections of the Manual or pamphlet together on or by the due date for the assignment. This pamphlet will be graded by the rubric shown in the assignment link.

Section 1: Physical Development (chapter 5)
Section 2: Cognitive Development (chapter 6)
Section 3: Emotional and Social Development (chapter 7)

Layout Considerations
- It should consist of at least six pages. If you use a half page folded layout then it should be at least ten pages.
- In addition, at least half the pages should have illustrations. These illustrations should not be more than ¼ of the total page surface.
- This handbook should be prepared with a <u>title page,</u> which should also be <u>illustrated</u>.
- Include a <u>bibliography</u> page that lists a minimum of <u>five Internet resources</u> that parents could access if they have further questions. Be sure to list the topic and give a short summary of the type of information available at the website (minimum of five additional sites).
- Type the text using a standard 12-point font, title page with a larger font and bibliography.
- Pages may be designed using some lists but if a list is used, it must be headed with a paragraph of information that explains why the list is useful. Most of the text should be a summary of information you have learned from your research, written in an essay format.
- Submit the finished work on the due date.

EDUC 289:

Key Assignments

- Classroom Management Plan: Students will develop a classroom Management Plan that incorporates and aligns their philosophy, physical arrangement, strategies, diversity, and accommodations

EDUC 303

Philosophy of education: (Key) The student is required to provide a written work that articulates their education philosophy.

EDUC 338:

1. **Unit Overview (KEY ASSIGNMENT)**

The unit overview is designed for the teacher to construct a plan for an extended (six week) period of time. The unit overview must follow the guiding principles from Understanding by Design. The unit overview must have a clear purpose and direction of the unit as well as a basic idea of how the information will be presented and assessed.

EDUC 413

A. **Lesson Plans**: Students will submit four lesson plans in hard-copy format. These lessons must include essential elements of lesson planning, be fully scripted and adhere to sound writing principles. They are to be created using LiveText Software. A variety of formats will be used in an effort to familiarize students with different instructional strategies including direct instruction, inquiry-based, guided discovery, and web quest. These lessons will be added to the portfolio and should have correct spelling and grammar. Students may select one lesson plan to redo to improve their grade. Students will also present one lesson to the 413 class.

Pre-Methods Field Experience Performance Evaluation (40-Hr)

Date: _____

Student Teacher: _____   Supervising Teacher: _____

School District and Building: _____   Subject, Grade Level, Topic: _____

Evaluator (circle):   Student   Supervising Teacher   FSU Observer

Evaluate the student teacher's performance using the following scale:

3	Exceeds Expectations	(*Applying*) = Applies knowledge and skills independently
2	Meets Expectations	(*Emerging*)= Implements knowledge and skills with minimal support
1	Needs Improvement	(*Developing*)=Builds and increases foundational knowledge and skills with constant support

N/O   Not Observed   Not Observed

Section I: PLANNING FOR LESSON PRESENTED	3	2	1	N/O
1. Demonstrates preparation/organization				
3. Selects an appropriate teaching strategy(s) that align with objectives and assessment				
5. Uses MI/Core Curriculum Standards/Common Core				
6. Demonstrates knowledge and understanding of the subject				
7. Plans for all students to experience success				
Provide examples of above:				

Section II: DELIVERY OF INSTRUCTION FOR LESSON PRESENTED	3	2	1	N/O
2. Creates a focus/activates prior knowledge				
3. States objective(s) clearly				
4. Presents lesson in a logical/sequential order				
5. Checks for understanding				
6. Paces lesson appropriately				
8. Presents closure and/or signals end of instruction				
9. Provides clear directions for assignments/guided practice				
10. Utilizes and modifies technology to enhance learning				
Provide examples of above:				

Section III: CLASSROOM MANAGEMENT FOR LESSON PRESENTED	3	2	1	N/O
1. Promotes a positive climate conducive to learning				
3. Maintains on-task behavior				
4. Uses verbal/non-verbal management techniques				
5. Actively aware of all students in class/scans room				
Provide examples of above:				

Section IV: STUDENT ASSESSMENT, TESTING & EVALUATION FOR LESSON PRESENTED	3	2	1	N/O
2. Provides specific/frequent feedback				

Provide examples of above:				

Section V: COMMUNICATION SKILLS	**3**	**2**	**1**	**N/O**
1. Develops professional rapport with students/staff				
2. Calls student by name				
3. Maintains appropriate eye contact				
4. Uses correct grammar/appropriate vocabulary				
5. Exhibits and facilitates enthusiasm				
6. Communication is clear and developmentally appropriate				
7. Listens, accepts and responds appropriately to student ideas				
Provide examples of above:				

Section VI: PROFESSIONALISM	**3**	**2**	**1**	**N/O**
1. Models desired behavior (i.e. punctual, confidential, ethical, etc.)				
3. Demonstrates professional dress and grooming				
4. Seeks, offers, accepts and responds to constructive feedback				
Provide examples of above:				

Additional Comments/Suggestions:

<u>Total number of hours</u> the FSU student completed in the classroom: _____

_____   _____
Supervising Teacher's Signature   University Instructor's Signature

_____   _____
Student's Signature   Date

(Your signature denotes that you have received and discussed this evaluation with your supervising teacher and/or university supervisor.) Reminder: Keep a copy for your records.
Copies to: Field Placement Office; Student; University Instructor; Supervising Teacher

2012

EDUC 415
Key Assignments:
1. **Disability Project: You will be given a rubric for grading and outline for contents.**

During the course of the semester you are expected to develop expertise in one of the disability areas or areas highlighted in your textbook. You may pick any one of the IDEA categories as well as ADD with or without Hyperactivity, an at-risk area or gifted and talented. You will compile a portfolio of related articles, websites, teaching strategies, case studies, adaptive technology, and information on resources in the community in which you think you will teach. It is up to you to be creative, informative, and useful to your colleagues and parents.

1. You will need to put together a resource manual that would be useful to you or a colleague and parents. This portfolio should include a variety of resources including a minimum of:
    Part 1
    a. 15 peer reviewed journal citations, summary with annotated bibliography
    Part 2
    b. 20 websites, (you may want to rate your websites)
    c. 15 books/videos on your specific topic, and
    Part 3
    d. 15 – 20 samples of accommodations to lesson plans that can be used specifically for students with the disability,
    e. 15 resources for parents and/or students,
    Part 4
    f. Contacts and resource pamphlets or information from organizations that specialize on your topic
    g. Other information that you believe would be useful for a person seeking more information about various disabilities,
    h. An annotated bibliography for all items in parts 1-3

    Note: All of the above mentioned items must have an annotated bibliography. References need to be accurately listed in your manual and should be from journals that are peer reviewed. Citations from popular press such as People or Time magazines are not acceptable nor are sources such as newspapers or USA Today magazine sections. You can go to FLITE to get more information about Peer Reviewed journals. You also need to include a summary of what the article is about. Do not copy what is in the abstract but put it in your own words. No more than a page for each article summary. Remember this is to be a useful for you, other teachers, and parents.

You must minimally include the following sections in your project
1. **Introduction to the portfolio –**
2. **Introduction to the disability/area.**
    a. Definition
    b. Eligibility criteria for IDEA services
    c. Incidence rates
3. **Resources for Teachers**
    a. This section needs to provide both information specifically aimed at the teacher and
    b. Resources for the teacher to use with students
4. **Resources for Parents**
    a. This section needs to provide both information specifically aimed at the parents and siblings and
    b. Resources for a parent to use at home with their child

5. **Resources for student self-advocacy**
    a. In the end, all students with disabilities, unless severe and profoundly disabled, must learn to self-advocate. This section should include information, resources directions, activities designed to help a student learn to self-advocate.
6. **Strategies and resources** that will assist with the use of RtI, UDL, and DI which provide documentation in the pre-referral and referral process.

EDUC 420
Key Assignments:
1. Critique, summarize, and evaluate 40 children's texts. Ten texts from each of the following categories will be assessed: Newbery, Caldecott, Multicultural, and bibliotherapy.
2. Work with a partner to create a thematic unit that includes differentiated lessons, outcomes, objectives, extension of activities, assessments, materials, multiple content areas, state standards, and a culminating activity.

EDUC 421

Key Assignments:
1. EDUC 421 students will produce a Learning Center using a trifold backboard that allows elementary students an opportunity to work independently on multiple literacy skills, that provides for self-selection, and that encompasses all content areas, and provides for self-assessment.

EDUC 438
Unit and Lesson Plan

This assignment incorporates all elements of effective planning for a unit and daily lessons. Teaching and learning strategies should be aligned to meet the needs of all students being addressed.

EDUC 431 and 432

Thematic Unit: This thematic unit will include ten lessons (2 for each major content area (8 lessons) and 2 of your choice) that integrate language arts, social studies, science and Math as well as incorporates Art, Music PE, Health and Technology. Students may use the lesson formats of their choice within LiveText. The final lesson will be a culminating activity and will include a summative assessment. Each lesson must include modifications for at least two disability areas. You must cover all ten major categories as well as ELL.

EDUC 435

Key Assignment Lesson plan:

Each student must provide a lesson plan including the standard, description, three outcomes, and assessments for the instructor prior to the lesson and post the lesson plan and assessment tools on Ferris Connect and LiveText within 24 hours after the lesson. All lesson plans, assessment tools must be typed.

Ferris State University – School of Education
Methods Field Experience Performance Evaluation (80-Hr)

Date: _____

Student Teacher: _____   Supervising Teacher: _____

School District and Building: _____   Subject, Grade Level, Topic: _____

Evaluator (circle):   Student   Supervising Teacher   FSU Observer

Evaluate the student teacher's performance using the following scale:

3	Exceeds Expectations	(*Applying*) = Applies knowledge and skills independently
2	Meets Expectations	(*Emerging*)= Implements knowledge and skills with minimal support
1	Needs Improvement	(*Developing*)=Builds and increases foundational knowledge and skills with support
N/O	Not Observed	Not Observed

Section I: PLANNING	3	2	1	N/O
1. Demonstrates preparation/organization				
3. Selects an appropriate teaching strategy(s) that align with objectives and assessment				
4. Incorporates technology appropriately				
5. Uses MI/Core Curriculum Standards/Common Core				
6. Demonstrates knowledge and understanding of the subject				
7. Plans for all students to experience success				
Provide examples of above:				

Section II: DELIVERY OF INSTRUCTION	3	2	1	N/O
1. Presents an introduction/anticipatory set				
2. Creates a focus/activates prior knowledge				
3. States objective(s) clearly				
4. Presents lesson in a logical/sequential order				
5. Checks for understanding at various levels of learning				
6. Paces lesson appropriately				
7. Maintains smooth transitions				
8. Presents closure and/or signals end of instruction				
9. Provides clear directions for assignments/guided practice				
10. Utilizes and modifies technology to enhance learning				
Provide examples of above:				

Section III: CLASSROOM MANAGEMENT	3	2	1	N/O
1. Promotes a positive climate conducive to learning				
2. Implements and maintains classroom routines effectively				
3. Maintains on-task behavior				
4. Uses verbal/non-verbal management techniques				
5. Actively aware of all students in class/scans room				
Provide examples of above:				

Section IV: STUDENT ASSESSMENT, TESTING & EVALUATION	3	2	1	N/O
1. Evaluates student learning				
2. Provides specific/frequent feedback				
3. Implements differentiated assessment techniques				
4. Uses formative and summative assessment				
5. Assessments measure student learning objectives				
7. Analyzes , reflects, and responds to assessment results				

Provide examples of above:

Section V: COMMUNICATION SKILLS	3	2	1	N/O
1. Develops professional rapport with students/staff				
2. Calls student by name				
3. Maintains appropriate eye contact				
4. Uses correct grammar/appropriate vocabulary				
5. Exhibits and facilitates enthusiasm				
6. Communication is clear and developmentally appropriate				
7. Listens, accepts and responds appropriately to student ideas				

Provide examples of above:

Section VI: PROFESSIONALISM	3	2	1	N/O
1. Models desired behavior (i.e. punctual, confidential, ethical, etc.)				
3. Demonstrates professional dress and grooming				
4. Seeks, offers, accepts and responds to constructive feedback				
7. Uses professional technology appropriately (i.e. Moodle, Facebook, etc.)				

Provide examples of above:

Additional Comments/Suggestions:

Total number of hours the FSU student completed in the classroom: _____

_____   _____
Supervising Teacher's Signature   University Instructor's Signature

_____   _____
Student Signature   Date

Your signature notes that you have received and discussed this evaluation with your supervising teacher and/or university supervisor.
Copies to: Field Placement Office; Student; University instructor; Supervising Teacher

EDUC 443

Key Assignment

Four Literary Selections. Post in the discussion area here detailed descriptions of four (4) literary selections illustrating how each can be used to introduce a particular reading assignment in your content area(s).

EDUC 491, 492, 493, 499

Key Assignments:

Prepare a Professional Portfolio:

Create a professional portfolio. Portfolio must be in a 3-ring binder and/or LiveText media or CD.

Include the following:

A. **Cover letter:**
   May be specific or generic

B. **Resume:**
   Limit to one or two (1-2) pages

C. **Educational Philosophy**:
   A brief position paper of your philosophy of teaching/education (minimum 1 page)

D. **Autobiography:**
    A minimum of one typed page

E. **Letters of reference:**
    Include two (2) letters

F. **Performance evaluation(s):**
   One or two (1-2)-performance appraisals related to teaching Experience
   (EDUC 338/438/413/431/491/493/492).

G. **Media/Technology:**
   Include two (2) pieces of educational media (mountings; lettering samples; overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards and/or media)appropriate for your subject area.

H. **Instructional Planning:**
   Include a unit plan and two (2) lesson plans: one from major and minor subject areas.

I. **Include any four (4) of the following topics:**

These may be in the form of actual work or a position paper that describes your beliefs or values regarding each educational topic.   (Refer to handouts.)

1. **Multiple Instructional Strategies:**
   Include/Design an experiential/cooperative/interactive learning activity.

2. **Adapting Instruction for Individual Needs:**
   Define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, etc.

3. **Assessment of Student Learning:**
   Alternative Assessment: Demonstrate your knowledge and implementation of alternative assessment strategies. Include examples.

4. **Communication/Counseling Skills:**
   Describe effective communication and listening techniques for successful rapport with students and parents. (Conducting parent conferences, motivating students and addressing misbehavior, etc.)

5. **Classroom Motivation and Management Skills:**
   Explain how you will establish classroom routines and rules; ways your classroom environment will promote warmth, learning and acceptable behavior; motivate and promote intrinsic learning. How will you handle misbehavior with the least disruption of the flow of a lesson?

6. **Knowledge of Subject Area:**
   Demonstrate that you understand the central concepts, tools of inquiry, and structure of your subject area(s) and can create learning experiences for students.

7. **Knowledge of Human Development and Learning:**
   Demonstrate your understanding of how students learn and develop, and that you can provide learning opportunities that support students intellectual, social, and personal development.

8. **Professional Commitment and Responsibility:**
   Explain how you are a reflective practitioner who continually evaluates the effects of your choices and actions on others (students, parents, colleagues, etc.), and actively seek out opportunities to grow professionally.

Ferris State University – School of Education
Student Teaching Performance Evaluation

Date: _____

Student Teacher: _____   Supervising Teacher: _____

School District and Building: _____   Subject, Grade Level, Topic: _____

Evaluator (Circle):   Student   Supervising Teacher   FSU Observer   Please Circle: **5-Week   10-Week   Final**

Evaluate the student teacher's performance using the following scale:

3	Exceeds Expectations	(*Applying*) = Applies knowledge and skills independently
2	Meets Expectations	(*Emerging*) = Implements knowledge and skills with minimal support
1	Needs Improvement	(*Developing*) =Builds and increases foundational knowledge and skills with support
N/O	Not Observed	Not Observed/Not Applicable

Section I: PLANNING	3	2	1	N/O
1. Demonstrates preparation/organization				
2. Implements written lesson plans appropriately				
3. Selects an appropriate teaching strategy(s) that align with objectives and assessment				
4. Incorporates technology appropriately				
5. Uses MI Curriculum Standards/Common Core				
6. Demonstrates knowledge and understanding of the subject				
7. Plans for all students to experience success				
Provide examples of above:				
Section II: DELIVERY OF INSTRUCTION	3	2	1	N/O
1. Presents an introduction/anticipatory set				
2. Creates a focus/activates prior knowledge				
3. States objective(s) clearly				
4. Presents lesson in a logical/sequential order				
5. Checks for understanding at various levels of learning				
6. Paces lesson appropriately				
7. Maintains smooth transitions				
8. Presents closure and/or signals end of instruction				
9. Provides clear directions for assignments/guided practice				

	3	2	1	N/O
10. Utilizes and modifies technology to enhance learning				
Provide examples of above:				

Section III: CLASSROOM MANAGEMENT	**3**	**2**	**1**	**N/O**
1. Promotes a positive climate conducive to learning				
2. Implements and maintains classroom routines effectively				
3. Maintains on-task behavior				
4. Uses verbal/non-verbal management techniques				
5. Actively aware of all students in class/scans room				
6. Implements technology for record keeping and classroom management				
Provide examples of above:				

Section IV: STUDENT ASSESSMENT, TESTING & EVALUATION	**3**	**2**	**1**	**N/O**
1. Evaluates student learning				
2. Provides specific/frequent feedback				
3. Implements differentiated assessment techniques				
4. Uses formative and summative assessment				
5. Assessments measure student learning objectives				
6. Implements technology appropriately to assist with student assessment				
7. Analyzes , reflects, and responds to assessment results				
Provide examples of above:				

Section V: COMMUNICATION SKILLS	**3**	**2**	**1**	**N/O**
1. Develops professional rapport with students/staff/community				
2. Calls student by name				
3. Maintains appropriate eye contact				
4. Uses correct grammar/appropriate vocabulary				
5. Exhibits and facilitates enthusiasm				
6. Communication is clear and developmentally appropriate				
7. Listens, accepts and responds appropriately to student ideas				
8. Uses technology to interact with stakeholders				
Provide examples of above:				

Section VI: PROFESSIONALISM	3	2	1	N/O
1. Models desired behavior (i.e. punctual, confidential, ethical)				
2. Promotes parental involvement				
3. Demonstrates professional dress and grooming				
4. Seeks, offers, accepts and responds to constructive feedback				
5. Maintains confidentiality				
6. Demonstrates professional commitment: legal and ethical				
7. Uses professional technology appropriately (i.e. Moodle, Facebook, etc.)				
8. Participates in school-wide and greater community activities				
Provide examples of above:				

You may add an additional sheet for more comments.

_____   _____
Supervising Teacher's Signature   University Supervisor's Signature

_____   _____
Student Teacher's Signature   Date

Your signature denotes that you have received and discussed this evaluation with your supervising teacher and/or university supervisor.
Copies to: Field Placement Office; Student Teacher; University Supervisor; Supervising Teacher
2011-2012

2013-14 Academic Year Progress Report on the

Inquiry Brief Proposal

of the

Teacher Education Program

of

The School of Education,

Ferris State University

Prepared by
Jim Powell,
Director of School of Education

Hallmark Assessments with related Key Assignments:

The Key Assignments and Field Experience Rubrics can be found in the Inquiry Brief Proposal. One major change is the move from three point to five point rubrics. During the past several years the faculty, both full time and adjunct, have been working to improve the rubrics that are used to evaluate those assignments. At the fall 2012 SOE retreat it was decided to evaluate Key Assignments using a 5 point rubric. This was done to better differentiate where students fell in the continuum of novice to effective teacher. It also closely match the rubrics used by the Michigan Department of Education. The levels are:
- 5 - Exceptional (what one would expect of an experienced effective teacher)
- 4 – Proficient (what one would expect of an effective beginning teacher)
- 3 – Basic (what one would expect of a developing effective teacher)
- 2 – Progressing (what one would expect of an inexperienced but developing teacher)
- 1 – Underdeveloped (what one would expect of an ineffective teacher)
- 0 – Missing assignment

See the attached rubrics as examples of how students are being evaluated with this tool.

Each rubric measures the students' developmental level on a number of different aspects of each Key Assignment. To be judged successful at least 75% of the students are at or exceed the overall expected developmental level in the following Key Assignments.

The successful candidate will facilitate and document student achievement as evidenced by effective assessment.

- EDUC 420/421
  - 15 out of 46 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 431/432/435
  - 431 – 24 out of 57 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
  - 432 – 26 out of 57 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
  - 435 – 39 out of 57 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 438
  - 17 out of 29 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- Portfolio (Section III item 3 and Section IV item 1)
  - While every student was required to prepare a portfolio to successfully complete student teaching, there were no portfolios that were assessed in LiveText during the past year.
- Field Experience 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7
  - All 96 students met or exceeded the expected developmental level in these areas.

The successful candidate will adapt instruction and apply best practices and technology to accommodate student needs.

- EDUC 338 - 28 out of 41 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 413 – 56 out of 61 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 443 - 25 out of 38 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- Portfolio (Section III items 2, 3, and 4)
  - While every student must complete a portfolio to successfully complete student teaching, there were no portfolios that were assessed in LiveText during the past year.
- Field Experience items 1.7, 2.5, 2.6, and 2.9
  - All 96 students met or exceeded the expected developmental level in these areas.

The successful candidate will communicate high expectations of all students.
- EDUC 289 - 55 out of 79 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 415 - 35 out of 72 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- Portfolio (Section III items 1, 2, 4, and 5)
  - While every student was required to prepare a portfolio to successfully complete student teaching, there were no portfolios that were assessed in LiveText during the past year.
- Field Experience items 1.7, 2.5, 3.1, 4.2, and 5.2
  - All 96 students met or exceeded the expected developmental level in these areas.

The successful candidate will collaborate with others to ensure student success.
- EDUC 251 - 19 out of 97 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 420 - 29 out of 46 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- Portfolio (Section X)
  - While every student was required to prepare a portfolio to successfully complete student teaching, there were no portfolios that were assessed in LiveText during the past year.
- Field Experience items 5.1-7, 6.2, 6.4, and 6.8
  - All 96 students met or exceeded the expected developmental level in these areas.

**The successful candidate will model Professional Behavior.**

- EDUC 126 - out of 141 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- EDUC 303 - 67 out of 84 students had assignments evaluated in LiveText. Over 75% of the reported scores met or exceeded the expected developmental level.
- Portfolio (Section II items 4, 10, and 11)
  - While every student was required to prepare a portfolio to successfully complete student teaching, there were no portfolios that were assessed in LiveText during the past year.
- Field Experience – Professional Behaviors area
  - All 96 students met or exceeded the expected developmental level in these areas.

2014
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

July 25, 2014

This is the 2014 Educator Preparation Institution (EPI) Performance Score Report for **Ferris State University**. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification three-year passing percentages (abbreviated MTTC), the 2012-2013 Teacher Candidate and Candidate Supervisor Survey efficacy rates (abbreviated SURV), and the points attributed to the Educator Effectiveness Labels earned by the EPI (abbreviated EFF). These scores contribute to the calculation of the Overall Score. An overall cut score of 84 is the lowest score needed for satisfactory performance for this year's report.

On the reverse side are brief summaries about how data for these component scores were collected and scored, and how the overall scores were calculated from the component scores.

The vertical bars also show the minimum and maximum for each component score and for the overall score earned by any Michigan EPI. A mean (average) for that component and overall score is also displayed.

KEY: ⌄—Highest —Mean ⌃—Lowest

2013 Performance Category & Phase

AT RISK OF LOW PERFORMING ②

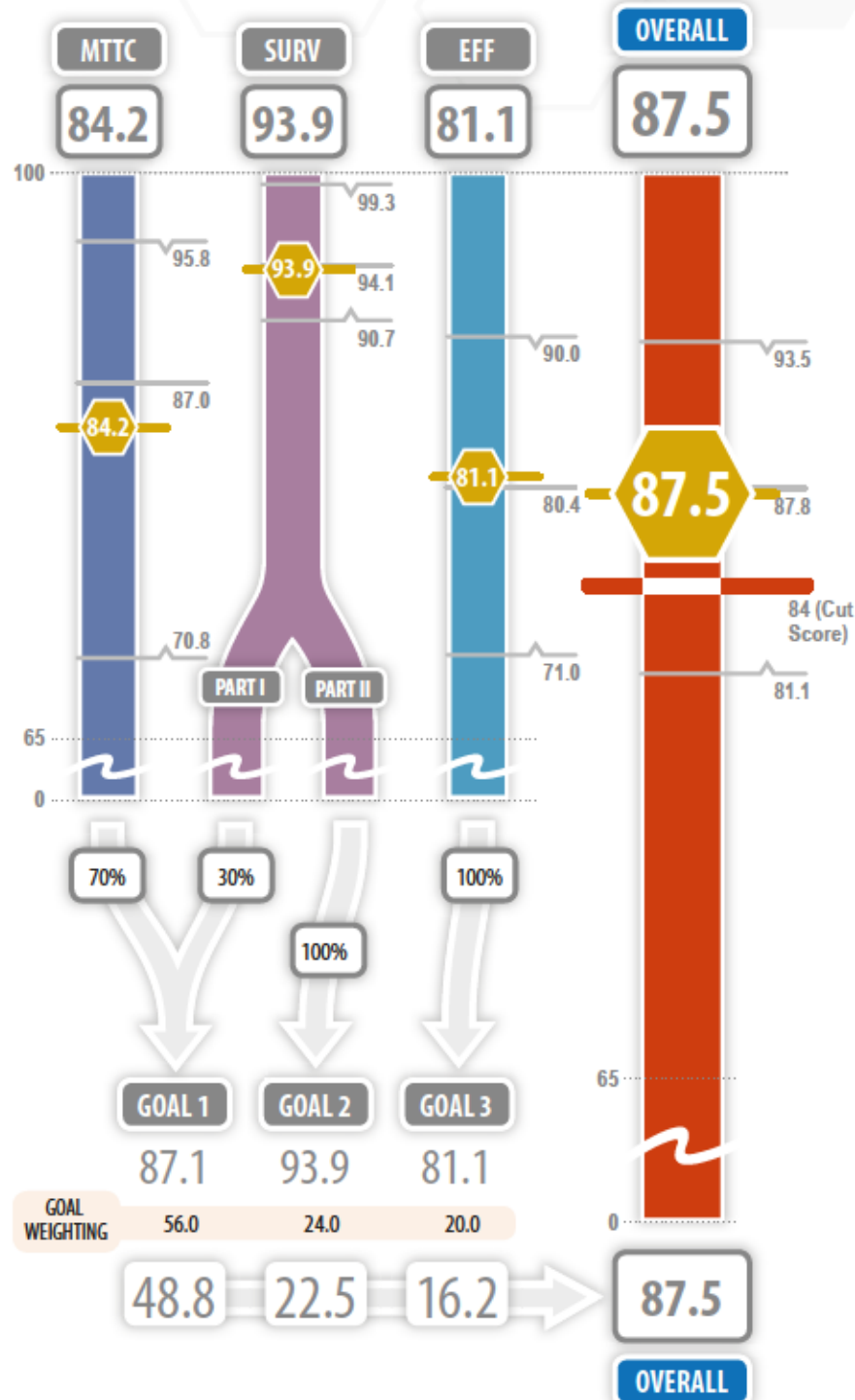**2014 STATUS:** **MET CUT SCORE**

2014 Performance Category & Phase

SATISFACTORY ①

An EPI whose teacher preparation programs are categorized as SATISFACTORY exhibits most or all of the following:

- a high percentage of teacher candidates who are able to pass their MTTC content-based assessments;
- teacher candidates who report a high level of program □ □ □ with regard to their teacher preparation, including clinical experiences;
- supervising faculty at EPIs who consistently substantiate the positive program □ □ □ □ perceptions of their teacher candidates; and
- graduates who almost exclusively earn Effective or Highly Effective ratings during their □ □ three years of eligibility to earn those ratings while employed in Michigan public schools within □ □ years since graduation.

Ferris State University

MTTC	SURV	EFF	OVERALL
84.2	93.9	81.1	87.5

MTTC: 100, 95.8, 84.2, 87.0, 70.8, 65, 0

SURV: 99.3, 93.9, 94.1, 90.7, PART I, PART II

EFF: 90.0, 81.1, 80.4, 71.0

OVERALL: 93.5, 87.5, 87.8, 84 (Cut Score), 81.1, 65, 0

MTTC 70% SURV 30% 100% EFF 100%

GOAL 1	GOAL 2	GOAL 3
87.1	93.9	81.1

GOAL WEIGHTING: 56.0 | 24.0 | 20.0

48.8 → 22.5 → 16.2 → 87.5

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

To calculate this component score, the MDE used a three-year combined passing percentage of all MTTC content/subject-area tests. These were administered to eligible candidates (as verified by each EPI). MTTC passing percentages used in the EPI Performance Score represent the "cumulative" or "best attempt" of all eligible test-takers for content/subject areas, across an unlimited number of testing opportunities. To calculate the combined passing percentage, the number of "best attempt" passing results during a three-year period was divided by the total number of first-time registrations over the same period. The combined passing percentage is not based on the number of times a candidate attempts a given MTTC test during the three-year period. For the calculation of the 2014 EPI Performance Scores, passing percentages from the August 2010 through the July 2013 administrations of content/subject-area tests were used; scores for program areas that had been closed during the three-year period were factored out for the purposes of calculating this component score.

Teacher Candidate and Candidate Supervisor Survey Efficacy Rates (abbreviated SURV on this report)

To calculate this component score, perception data were gathered at two points during the academic year from teacher candidates (TCs) who evaluate their experiences in the teacher preparation programs. These perceptions are matched with corroborating data from the candidate supervisors (CSs), from each EPI, who work with and directly supervise the clinical experiences of those teacher candidates. For the 2014 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2012 to January 2013) and the Spring/Summer time span (April 2013 to July 2013).

Each survey audience responded to questions across four categories (for CS surveys) or six categories (for TC surveys) with each item in those categories featuring a four-point Likert scale. These responses were combined to generate an overall total of all responses across all categories by Likert number. The SURV score on this report represents the total rate of efficacy, defined as the overall percentage of "3" and "4" responses on the Likert scale across all categories, across both sets of surveys, per survey type (TC or CS).

Teacher Effectiveness Rating Scores (abbreviated EFF on this report)

Once each year, teacher effectiveness labels are captured by the Registry of Educational Personnel (REP) indicating whether teachers are considered "Highly Effective," "Effective," "Minimally Effective," or "Ineffective" according to several factors that include student academic growth on statewide assessments. From the data captured by the REP, the MDE applied a point attribution methodology to create a third component score based on the ratings of teachers who received their initial certification from Michigan's EPIs.

To compute this component score, the MDE began with data on the effectiveness ratings of teachers in their first three years of experience who had effectiveness labels over a five-year period. Next, MDE assigned a point value to each effectiveness rating. "Highly Effective" labels were worth 1.00 point, "Effective" labels were worth 0.80 point, "Minimally Effective" labels were worth 0.30 point, and "Ineffective" labels were worth zero points. Finally, a factoring weight for each year of these three-year scores was applied; first-year labels were assigned a factor of 0.3, second-year labels 0.5, and third-year labels 0.2. These weighted three-year totals were then added together to create a score out of 100 possible points.

Overall Score Calculation

1. The EPI Performance Score has three underlying measurement goals:
2. Ensure that the EPI has prepared candidates to be effective classroom teachers through exposure to content and pedagogy.
3. Ensure that the EPI has the capacity to prepare teachers effectively and demonstrates continuous improvement related to MDE's priorities.
4. Ensure that program graduates meet standards for effectiveness aligned to MDE policy.

70% of Goal 1 is derived from the three-year MTTC passing percentages, and 30% of Goal 1 is derived from the survey efficacy ratings. The survey efficacy ratings contribute exclusively to Goal 2, and the teacher effectiveness rating point scores contribute exclusively to Goal 3.

These goals have a relative weight within the overall score to reflect their significance. However, in order to compensate for smaller teacher preparation programs, different weights for the three goals were applied before the overall score was calculated, depending on the proportion of teachers at each EPI who had effectiveness labels. To separate the EPIs into "tiers" based on this proportion, the total number of teachers who had received teacher effectiveness labels attributed to an EPI was divided by the total number of teachers who had completed a program at that EPI. The percentages and weighted scores are compared in the table below:

Percentage of program completers who had effectiveness labels	Weight for Goal 1	Weight for Goal 2	Weight for Goal 3
1% to 10%	70	30	0
11% to 20%	63	27	10
21% to 30%	56	24	20
31% or more	50	20	30