

Early Childhood Education Program

Academic Program Review

2017-2018

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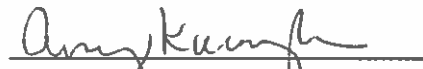
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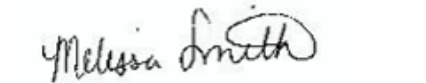
Ferris State University  
School of Education  
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My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.

  
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Appendix E Letters of Support.....

***Terms***

SOE- School of Education

ECE- Early Childhood Education

EDCD- Early Childhood Education Courses

ELC- Early Learning Center

NAEYC- National Association for the Education of Young Children

CAEP- Council for the Accreditation of Educator Preparation

***Program Name and History***

The Early Childhood Education (ECE) program at Ferris State University is within the School of Education, which is housed in the College of Education and Human Services. The Associate in Applied Science (A.A.S.) in ECE degree program was established during the early 1980s by Dr. Mary McCorrison. In addition to the program, Dr. McCorrison organized Tot’s Place Child Development Center (now Ferris State University’s Early Learning Center) in 1986 as a dual functioning lab school for the ECE program as well as a public service to the surrounding Big Rapids community. The Bachelor of Science (B.S.) in ECE degree program was established circa de 2005 with three concentrations: lead teaching, management, and child life specialist. The ECE program also offers a Z.S. endorsement for students majoring in Elementary Education who would like to work in the earlier primary grades.

***Complete Program Name***

Early Childhood Education

Program homepage: <http://catalog.ferris.edu/program/423>

### *Brief Program Description*

The program's history is incorporated into the program's culture through many relationships. First, the ECE program and the Early Learning Center (ELC) continue to strengthen their relationship in support of a place for students to practice skills discussed within the courses. The program has grown in both student enrollment and faculty, creating the desire to develop graduate level coursework. Additionally, the Dr. Mary McCorrison Child Development scholarship continues to support students within the program today. These examples of incorporating the history of the program's culture are merely representative of the many initiatives that take place day to day to strengthen the cultural foundation for the future of the program's students.

The program history influences decision-making within the program in multiple ways. First, the practical, hands-on experiences students have received in participating with the ELC through the ECE coursework helps to inform faculty of current issues, policies, and practices that need to be discussed in class, just as the latest research is communicated from the ECE faculty to the ELC staff in order to create a well-informed and updated lab school for both the program and community. Second, because of the hands-on nature of the Ferris State University environment, many students learn through the trial-and-error process. The ECE program's history of trying new ways to support student learning help to improve current practices while eliminating unwanted or unnecessary tasks. Finally, the ECE program has historically been connected to the larger School of Education within the College of Education and Human Services at Ferris State University. Because of this relationship, the ECE and SOE have grown closer through collaboration and innovation over the years.

The program's story is communicated to program stakeholders through various avenues. Initially, the history and background of the program is communicated to the ECE students through faculty within the introductory courses. Generally, students share their experiences within the ECE program with their peers, colleagues, families, and friends, creating a social understanding of the program. Other stakeholders, including employers and policy makers share connections to the ECE program and help to continue adding to the program's story in ways such as feedback, partnerships, and professional development opportunities. The constructive networks forged among these stakeholders often advertise the program's story to the general public.

## ***Program Mission***

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Ferris State University, the College of Education and Human Services, the School of Education, and the Early Childhood Education program missions all share the common goal of hands-on learning and employability. By having alignment in all areas in support of the ECE program, collaboration and partnerships become the focus for faculty. Through collaboration and partnership, students are supported through their coursework and shaped into the early childhood leaders of the future.

*Ferris State University Mission Statement:* Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

*College of Education and Human Services Mission Statement:* The College of Education and Human Services strives to graduate students who will secure careers as knowledgeable, participatory and collaborative professionals; who adapt to, serve, and participate meaningfully in a diverse and rapidly changing State, nation, and world; and who model life-long learning and integrity in their professions, their communities, and their lives.

*School of Education Mission Statement:* The mission of the School of Education 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.

*Early Childhood Education Mission Statement:* The mission of the Early Childhood Education program is to prepare students to effectively work with young children by

providing them with a combination of child development theory, educational pedagogy, and practical experiences.

### *Incorporating the Mission*

The program mission statement is aligned with the mission of the department, college, and the university in many ways. First, the program aligns to the department through collaboration with the greater community and adhering to the CAEP standards alongside the other programs within the School of Education. Second, the ECE program aligns with the college mission by focusing on participation and collaboration within the university as well as extended into the community. Finally, the program aligns to the university by remaining career oriented through the use of hands-on, experiential learning. Each course exposes students to real interactions with young children in various classroom and additional environments. Employers of ECE graduates have said they consider the hands-on experiences to be one of the program's best features. Overall, the program is in direct alignment within all of its supporting organizations' missions.

The ECE program's mission is incorporated into decisions impacting the program (including curricular changes) in a number of ways. First, faculty work together to align course content to the standards set forth by the Council for the Accreditation of Educator Preparation (CAEP). Second, faculty work together to also align course content to the accreditation standards set forth by the National Association for the Education of Young Children (NAEYC). Additionally, ECE program faculty consistently update materials and practices to reflect the current research according to these organizations. Using these organizations for guidance helps faculty navigate mission of the ECE program.

The policies and procedures in place to monitor the ECE program's mission and its relationship to the department, college, and university involve the program handbook,



which helps to communicate the mission of the program to stakeholders and furthers their respective missions by continuously improving the alignment of the missions through communication and collaboration with all stakeholders and supporters of the ECE program.

### ***Program Goals***

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The Early Childhood Education program is designed to encourage students to realize the responsibility that early childhood professionals have in providing children with safe, healthy learning environments. Students within the ECE program are also trained to provide developmentally appropriate curriculum for young learners in various settings. In general, the ECE program strives to help students become strong advocates for all young children in all societies.

#### *What the Program Hopes to Accomplish*

1. Students will be able to promote child development and learning to build family and community relationships.
2. Students will be able to observe, document, and assess in order to support young children and families.
3. Students will be able to use developmentally effective approaches, content knowledge, and early childhood field experiences to build meaningful curriculum.
4. Students will be able to identify personal professional development goals within the field of early childhood education.

The described goals apply to preparing students for professional careers, responsible citizenship, lifelong learning, and meeting employer needs or the needs of other stakeholders in several ways. The goals assist the students in developing skills that are part of an accredited practice within the field of early childhood education, making them top

candidates within the job market. The goals also guide the program to collaborate at various levels with both on and off campus organizations, creating a solid network for students. Additionally, the goals emphasize the importance of professional development, seeking feedback from employers for continuous improvement.

### *Incorporating Program Goals*

The program's goals are communicated to students, faculty, and other stakeholders through many different routes. A program overview is explained in the introductory course, and students are given program handbooks. Full-time faculty consistently communicate program goals and any updates to part-time faculty and other stakeholders. The program's goals are reviewed and re-evaluated by the SOE advisory board as well as the department faculty and staff during any major program improvement such as curriculum updates, accreditation processes such as CAEP or NAEYC, and academic program reviews. The program's goals have changed in the last five years mostly by aligning to NAEYC and CAEP, but also to strengthen the relationship with the ELC.

### *Strategic Plan*

The ECE program's strategic plan falls within the larger SOE plan. The program's strategic plan includes four initiatives: (1) provide high-quality teacher preparation education that produces competent and caring practitioners, (2) invest in the professional growth and practice of faculty through the development of effective technology enhanced learning environments and provided opportunities in faculty/staff development, mentorship, and scholarship, (3) provide guidance, advisement, and a sense of belonging through multiple means to assure teacher candidate success, and (3) initiate and sustain collaborative partnerships across the campus and greater learning communities. The program's strategic plan is reviewed and re-evaluated by the SOE advisory board, and

department faculty during accreditation through CAEP and when making changes to policies or curriculum.

### *Goal Attainment*

The program's success in achieving the stated program goals is evaluated to be successful overall. The majority of students enrolled in the Early Childhood Program graduate having met the criteria established to become an effective early childhood professional.

1. Students will be able to promote child development and learning to build family and community relationships: students work through lower level courses to prepare for the associate-level internship, where they learn to establish relationships with several families during a full-semester experience as part of the teaching staff in an actual classroom.
2. Students will be able to observe, document, and assess in order to support young children and families: through the use of the observation rooms within the ELC, students practice documenting while observing young children as discussed in earlier classes designed to build theoretical knowledge.
3. Students will be able to use developmentally effective approaches, content knowledge, and early childhood field experiences to build meaningful curriculum: prior to the associate-level internship, students participate in meaningful interactions with the young children at the ELC as part of their practicum coursework, building the skills to demonstrate developmentally appropriate practice in future courses.
4. Students will be able to identify personal professional development goals within the field of early childhood education: students consistently reflect on their experiences

throughout each level of courses in order to create a professional attitude for continuous improvement.

Overall, the ECE program is evaluated to be meeting the goals discussed. The program plans to address both met goals (reflection) and goals not realized (action) through the SOE advisory board meetings, department curriculum meetings, annual faculty retreats, and additional stakeholder meetings as needed such as reflecting on lesson plans, developing professional portfolios, and creating a teaching philosophy.

## *Curriculum*

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The following section includes hyperlinks to the curriculum checksheets for the A.A.S., B.S., and Elementary Education minor (Z.S. Endorsement) in ECE. Syllabi for all courses within the ECE program can be found in the appendix. (See appendices X-X).

## *Curriculum*

Link to A.A.S. program check sheet:

[https://wwws.ferris.edu/checksheets/checksheets/ED/ECED/AAS/ECED\\_AAS\\_ED\\_2017-2018.pdf](https://wwws.ferris.edu/checksheets/checksheets/ED/ECED/AAS/ECED_AAS_ED_2017-2018.pdf)

Link to B.S. program check sheet:

[https://wwws.ferris.edu/checksheets/checksheets/ED/ECED/BS/ECED\\_BS\\_ED\\_2017-2018.pdf](https://wwws.ferris.edu/checksheets/checksheets/ED/ECED/BS/ECED_BS_ED_2017-2018.pdf)

Link to program minor check sheet:

[https://wwws.ferris.edu/checksheets/checksheets/ED/ECEE/MNR/ECEE\\_MNR\\_ED\\_2017-2018.pdf](https://wwws.ferris.edu/checksheets/checksheets/ED/ECEE/MNR/ECEE_MNR_ED_2017-2018.pdf)

Program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program are evaluated to be outdated. Several curriculum changes are currently in process at the level of the University Curriculum Committee. General education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum are evaluated to be sufficient and require no major changes at this time.

The importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences is communicated to potential students, currently enrolled students, and other stakeholders through on and off campus

advertisements, within courses, during advising, and by meetings held as necessary.

Program requirements are communicated to potential students, currently enrolled students, and other stakeholders through the use of consistently shared documents such as program checksheets and handbooks.

Curricular changes that have been implemented in the last five years are anticipated to be refreshing and appreciated. These changes include course content updates, key assignment updates, as well as new volunteer, practicum, and internship requirements. Several curricular changes are currently under consideration and are anticipated to be helpful to the ECE program. Finally, program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum are evaluated to be disorganized, but anticipated to become better organized through the current curriculum clean-up.

## *Assessment of Student Learning*

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The following section addresses how the ECE program organizes outcomes within the main program goals. Each overarching goal has multiple outcomes that belong to various courses within the ECE program.

#### *Program-level Student Learning Outcomes*

1. Students will be able to promote child development and learning to build family and community relationships.
  - a. Knowing and understanding young children's characteristics and needs, from birth through age 8.
  - b. Knowing and understanding the multiple influences on early development and learning.
  - c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
  - d. Knowing about and understanding diverse family and community characteristics.
  - e. Supporting and engaging families and communities through respectful, reciprocal relationships.
  - f. Involving families and communities in young children's development and learning.
2. Students will be able to observe, document, and assess in order to support young children and families.

- a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
  - b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
  - c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
  - d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
3. Students will be able to use developmentally effective approaches, content knowledge, and early childhood field experiences to build meaningful curriculum.
- a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
  - b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
  - c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
  - d. Reflecting on own practice to promote positive outcomes for each child.
  - e. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.



- f. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
  - g. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
  - h. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).
  - i. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child-care centers and homes, Head Start programs).
4. Students will be able to identify personal professional development goals within the field of early childhood education.
- a. Identifying and involving oneself with the early childhood field.
  - b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
  - c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
  - d. Integrating knowledgeable, reflective, and critical perspectives on early education.
  - e. Engaging in informed advocacy for young children and the early childhood profession.

The assessment measures that are used to gauge overall student success in accomplishing established program-level learning outcomes (for example -capstone assignment, internship evaluation, national examination pass rates, etc.) are identified as capstone assignments, internship supervisor evaluations, practicum evaluations, key assignments, and the ZS endorsement certification test. These measures are evaluated to be successful in obtaining an accurate picture of the ECE students' overall success.

Program policies and procedures designed to formalize the process of establishing, monitoring, and updating program-level student learning outcomes are identified as accreditation standards set by CAEP and NAEYC, as well as alignment with university, college, department vision, mission, goals, and strategic plans. These program policies and procedures are evaluated to be foundationally strong and continuously improving the ECE program.

The process of measuring and monitoring program-level student learning outcomes for making program improvements is communicated to program stakeholders (including students, advisory members and employers, community members, and the University) mainly through the use of TracDat software. The following hyperlinks are provided to show how learning outcomes and curricular mapping for the ECE program are used to make improvements.

Link to TracDat results which show the program's continued use of program-level student learning outcomes as one way to make program improvements (or see Appendix D):

<http://fsutrcd2.ferris.edu/tracdat/faces/common/reports/CourseAssessmentPlan.xhtml>

Link to a curricular map outlining how program outcomes are addressed throughout the curriculum (or see Appendix D):

<http://fsutrcd2.ferris.edu/tracdat/faces/common/mapping/relateCourseObjectives.xhtml>

Positive program improvements made over the last three years as a result of measuring program-level student learning outcomes are evaluated to be useful and include the current curriculum clean-up and the enhanced relationship with lab school. Analysis of program-level student learning outcomes has informed the program’s short and long-term strategic plans by aligning to CAEP and NAEYC standards. Assistance from the University would be valuable in the establishment, monitoring, and reporting of program-level student learning outcomes by providing more tenure-track faculty.

***Program Profile***

*Applications, Admits, and Enrolled*

Year	Applications			TOTAL	Admitted			TOTAL	Enrolled			TOTAL
	A.A.S.	B.S.			A.A.S.	B.S.			A.A.S.	B.S.		
	(On)	On	Off		(On)	On	Off		(On)	On	Off	
2013												
2014	61	72	25	158	42	57	23	122	6	6	16	28
2015	48	79	14	141	33	66	14	113	6	10	10	26
2016	56	86	27	169	36	70	25	131	9	9	15	33
2017	57	57	35	149	42	42	41	125	10	6	21	37
TOTAL	222	294	101		153	235	103		31	31	62	124
TOTAL	222	395			153	338			31	93		124

There are two factors that make analyzing the applications, admits, enrolled data difficult, the first factor is that the number of enrolled students in both the AAS and BS programs may not be accurately reported as data prior to 2013 was not available (per IR &T) as it was collected in a different way. The second factor relates to students enrolled in the ZS minor not being calculated into the data, these students however, are attending the courses.

Furthermore, the lower number of students who actually enroll versus the number of applications submitted could be due to the lower number of graduating students in the

state of Michigan, as well as lower GPA and ACT scores which follows the overall trend at the University. Applications and admits have been fairly consistent for the last 5 years except for the dip in 2015. Enrollment numbers may be due to students choosing to attend community college to save on tuition. However, there has been an upward trend in enrollment now that we have added articulation agreements across the state. Each location has a person who handles advising.

*Enrollment – Headcounts*

AAS Headcounts

Year	On-Campus				TOTAL
	F	S	J	SR	
2013	9	6	6	0	21
2014	10	11	4	0	25
2015	7	7	8	1	23
2016	8	9	6	1	24
2017	13	10	8	1	32

BS Headcounts

Year	On-Campus				TOTAL	Off-Campus				Annual Total
	F	S	J	SR		F	S	J	SR	
2013	5	13	15	12	45	0	1	13	33	92
2014	6	5	13	18	42	0	2	13	35	92
2015	3	7	12	21	43	0	3	11	28	85
2016	6	6	8	20	40	0	2	9	33	84
2017	6	10	4	15	35	0	0	19	36	90

The Early Childhood Education program does not have an off campus option for the AAS degree, as those students are enrolled at community colleges across the state before transferring to Ferris into the BS programs.

At this time, the program does not offer a fully online option.

In 2013, there were two full-time faculty members in the program. By fall 2015, the number reduced to one, as one faculty member was denied tenure. In fall of 2016, a full-time faculty member was hired however at this time the one remaining faculty member retired. From fall 2016 to January 2018 there was one full-time tenure track faculty and one full-time 2-year temporary faculty. As of January 2018, there were no full-time tenure track faculty and one full-time 2-year temporary person in the early childhood program. For fall 2018 one full-

time tenure-track faculty member has been hired and there is currently a posting for a 2-year temporary position as the person previously in the position was hired as the tenure track faculty.

Considering the current faculty load, the number of students in the program are more than adequate. Many courses in the program are over filled due to students in the ZS (Early Childhood minor for Elementary Education Majors). These students are not included in the student count, which creates a challenge in faculty coverage due to the limited number of faculty. In addition, the off-campus programs are seeing an increase in enrollment with no faculty to cover those classes.

It is crucial that at least one additional full-time tenure track position is filled, without this position the requirements for accreditation will not be met. Additionally there is a need for a faculty member who could teach at our off-campus sites on the east side of the state. The program has graduated approximately 75 students that have never been taught or advised by a full-time faculty member. All courses off-campus are taught by adjuncts, who do not always follow program guidelines. With one full-time faculty member, a maximum 17 credits per semester plus advising can be covered. While the new admit numbers appear to be low, those students remain in the program for a minimum of four years. A majority of the students who enter the program in the Associates degree program continue into the Bachelor degree program.

In order to increase enrollment, the program requires at least two more faculty members. Classroom space on the main campus can just about meet the requirements for the number of students we currently have. Additional classroom space may be needed to accommodate additional sections of courses.

An ideal number is difficult to determine, however an additional 25 students each year could be manageable. The enrollment head counts trend is increasing. With additional

articulation agreements with community colleges, the number at our off-campus locations will continue for the bachelor degree.

At this time, the program is at capacity. In order to increase these numbers additional faculty, classroom space, and laboratory space (at Early Learning Center) is needed.

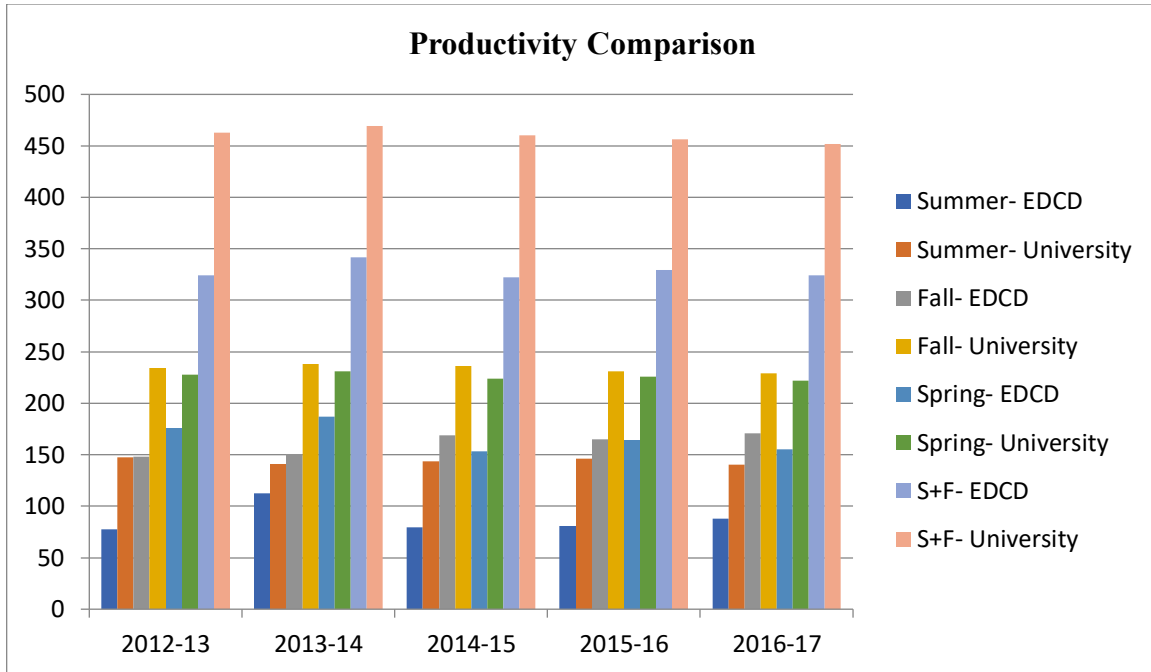
*Student Credit Hour Trends*

<b>YEAR</b>	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall+Spring</b>	<b>TOTAL</b>
2012-13	133.00	707.00	837.00	1,544.00	1,677.00
2013-14	154.00	619.00	954.00	1,573.00	1,727.00
2014-15	133.00	809.00	727.00	1,536.00	1,696.00
2015-16	210.00	623.00	823.00	1,446.00	1,656.00
2016-17	171.00	805.00	805.00	1,536.00	1,707.00

Student credit hours has been steady. An increase in these numbers is anticipated as more programs at the community colleges are articulated.

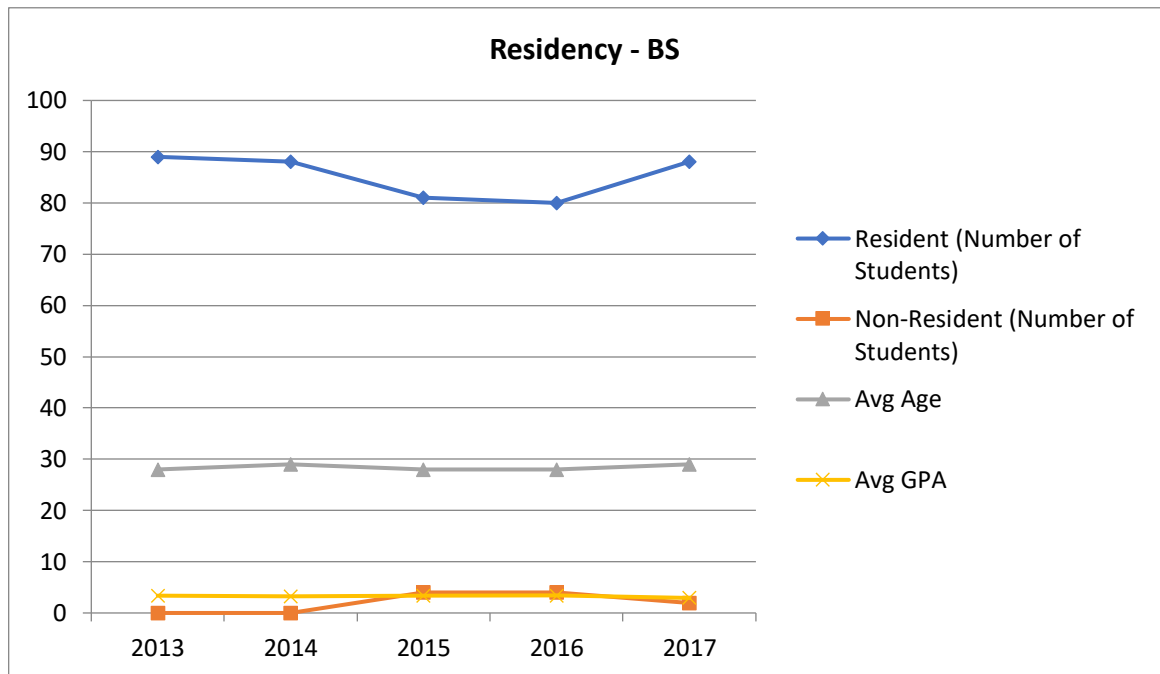
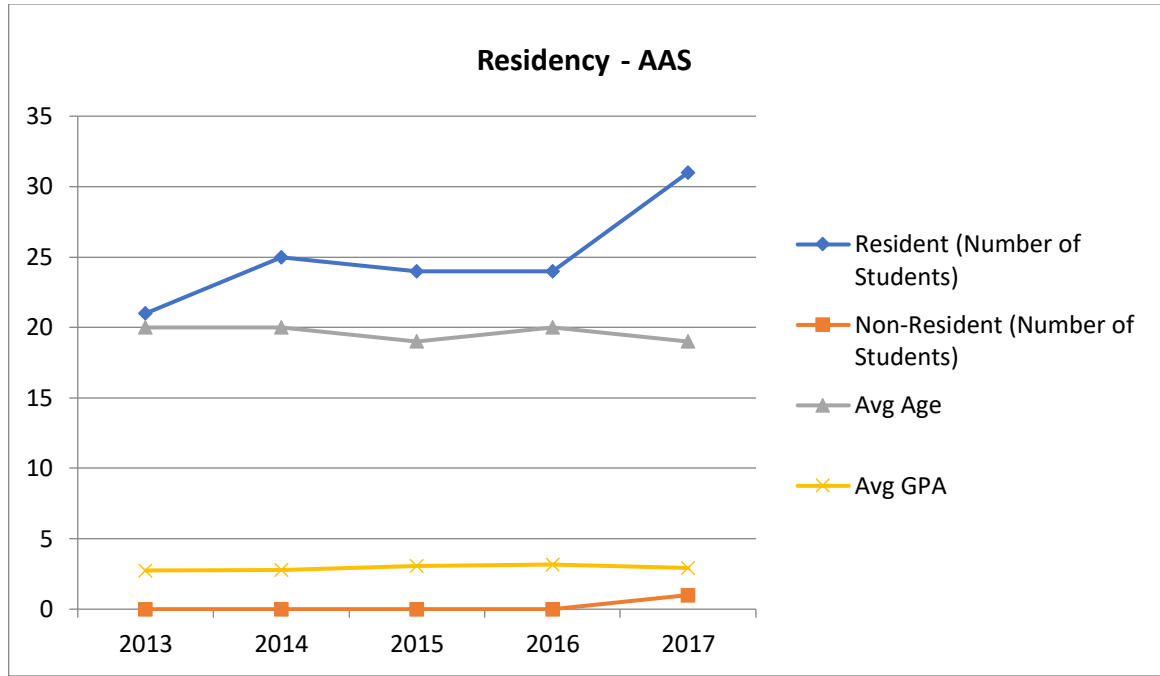
*Productivity*

<b>YEAR</b>	<b>Summer</b>		<b>Fall</b>		<b>Spring</b>		<b>Fall+Spring</b>	
	<b>EDCD</b>	<b>Univ</b>	<b>EDCD</b>	<b>Univ</b>	<b>EDCD</b>	<b>Univ</b>	<b>EDCD</b>	<b>Univ</b>
2012-13	77.78	147.68	148.22	234.53	176.11	227.86	324.28	462.53
2013-14	112.41	141.26	150.98	238.18	187.05	230.82	341.95	469.11
2014-15	79.40	143.74	169.05	236.02	153.13	224.22	322.25	460.26
2015-16	80.77	146.13	165.20	230.71	164.13	225.57	329.18	456.41
2016-17	88.14	140.28	170.79	229.40	155.15	222.19	324.44	451.73



Currently the Early Childhood Program does not offer courses in the summer with the exception of internships. The rationale for this is that a majority of students return home to work or to save money on housing and other expenses. The belief is that productivity numbers are within reason to the university overall numbers in the spring and fall semesters. Without appropriate number of faculty, the program cannot increase productivity. Available adjuncts during the day are limited so additional sections of courses cannot be added.

Enrollment - Residency

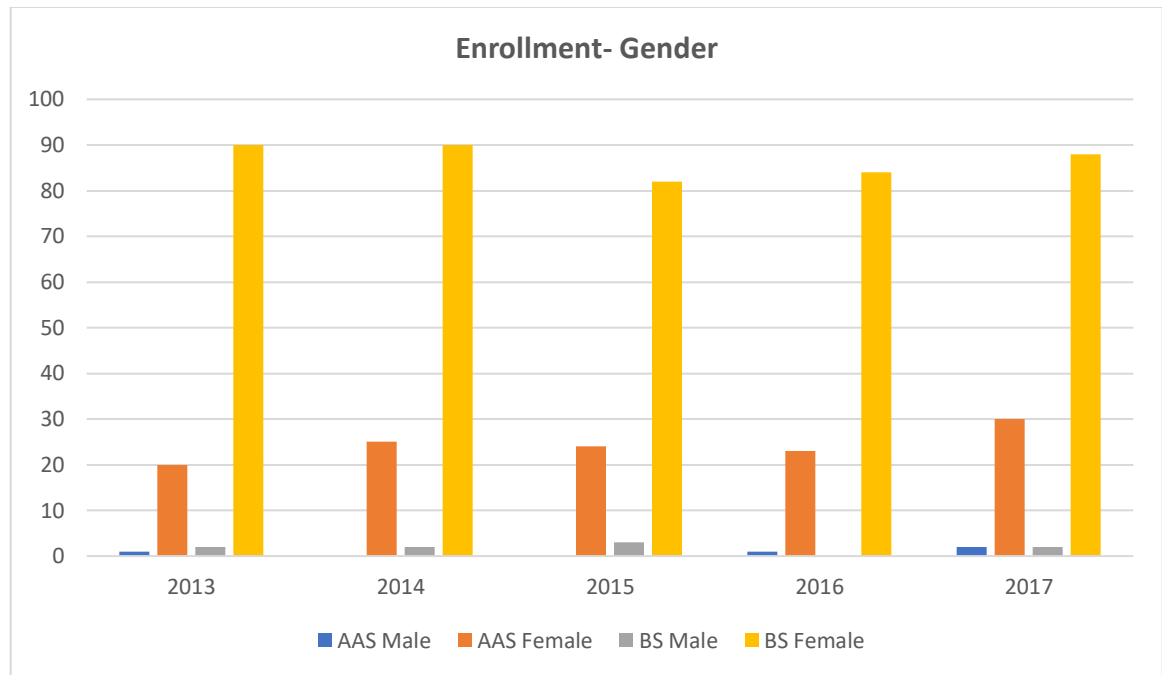


\*Report did not include ACT data. SAT data was only reported for 2017 – did not include



The ECE program is comprised mostly of Michigan Residents. 2013 and 2014 show 0 students were from outside of Michigan, that number has remained at less than ten. The average age of enrolled students has stayed at 28 or 29 since 2013. The average GPA of enrolled students peaked in 2016 at 3.43, and dropped in 2017 to 2.93. Please see the graph for specific GPA between 2013 and 2017.

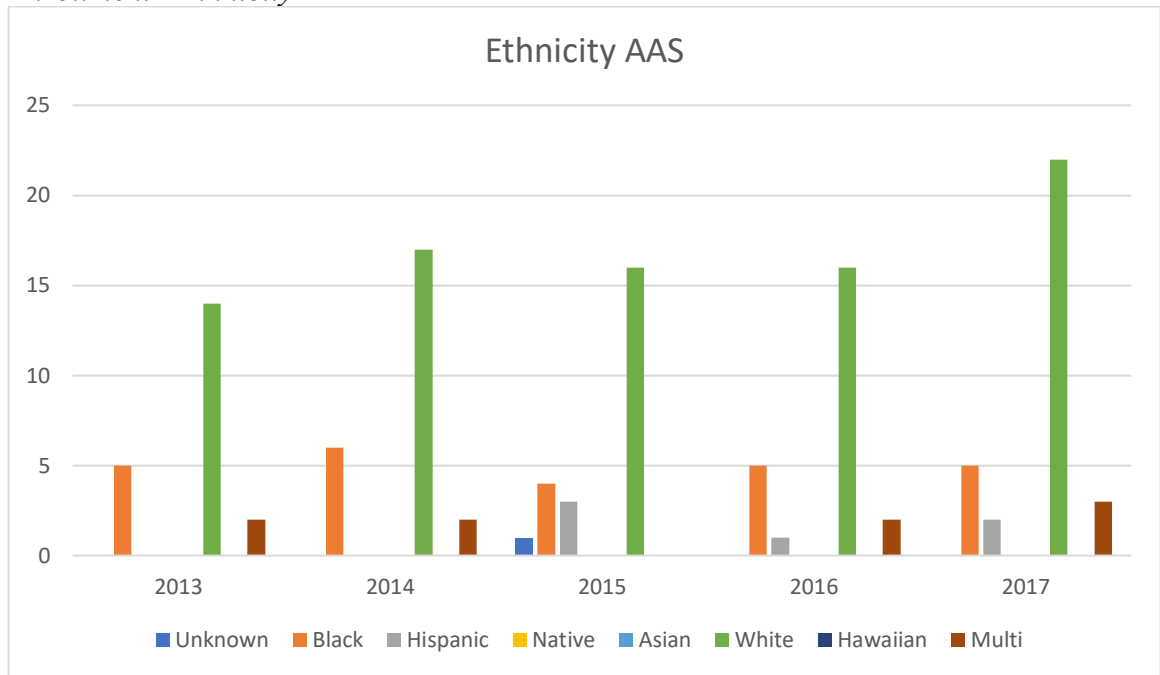
*Enrollment – Gender*

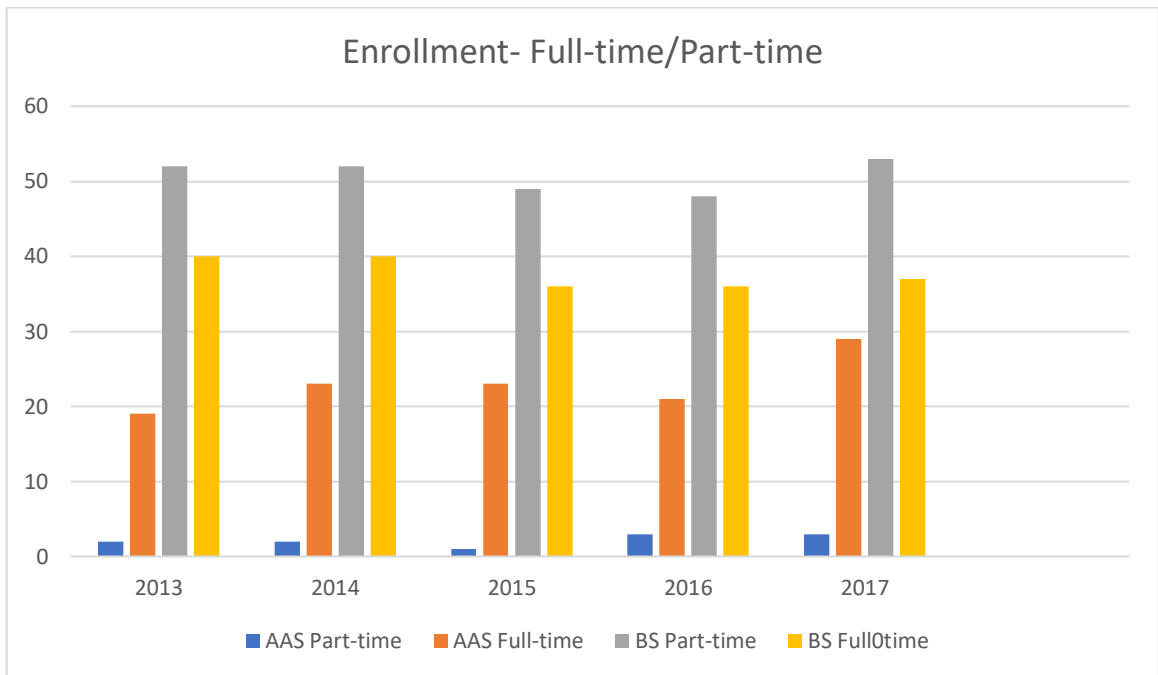
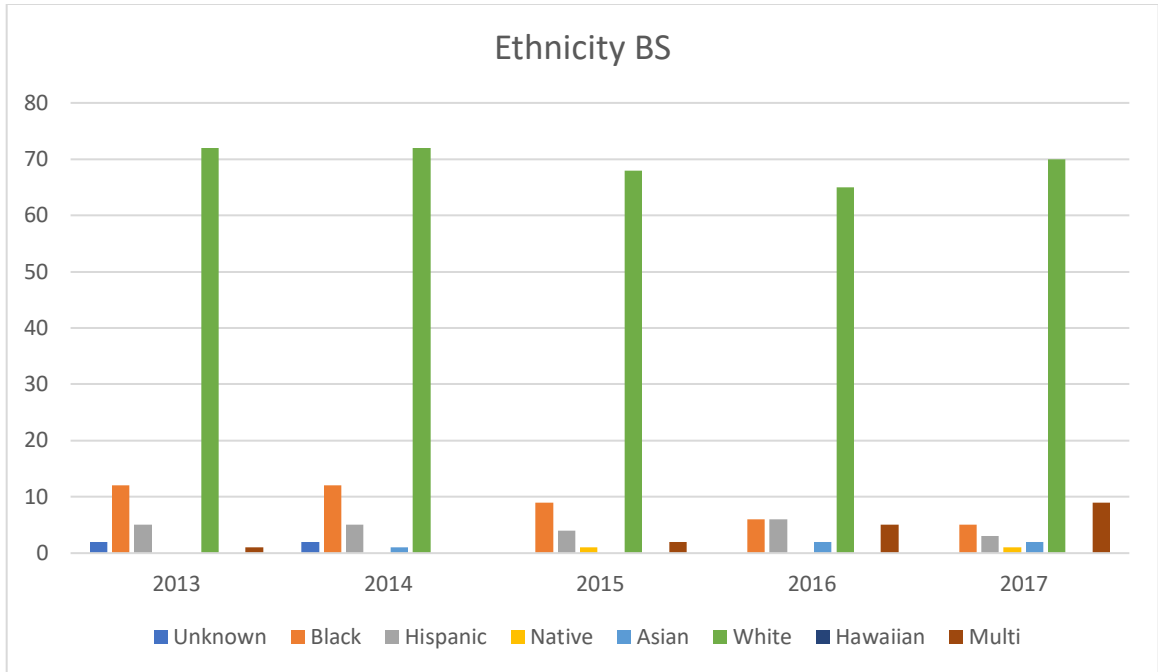


Early childhood education has traditionally been a female oriented field; salaries have been a contributing factor to this trend. According to the Bureau of Labor Statistics, early childhood educators’ median salary in 2017 was \$28,990. These teachers can earn more if they work in an elementary school setting. The National Association for the Education of Young Children (NAEYC) reports that 97% of early childhood educators are female. Similarly, there are more women enrolled in the College of Health Professions and the College of Education and Human Services overall. On the other hand, there are more men

enrolled in the College of Business and the College of Engineering Technology. In fact, Ferris State University has 7,390 females and 6,408 males enrolled.

*Enrollment - Ethnicity*

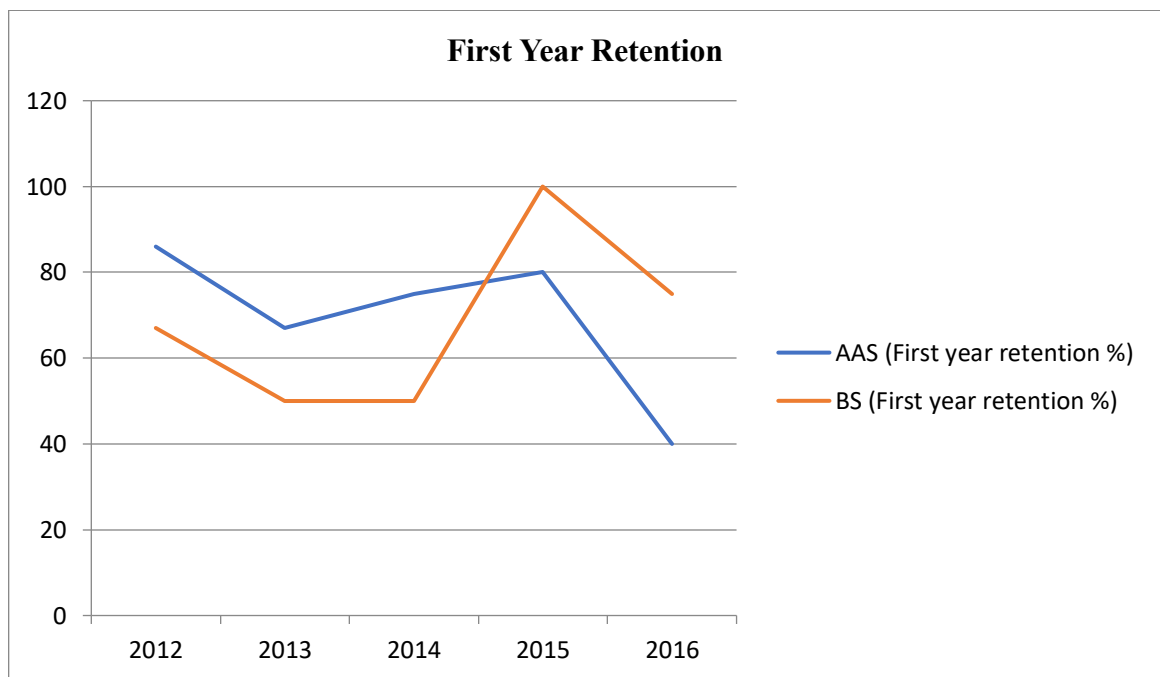




In terms of ethnicity, the program has experienced a decline in students who are black, but an increase in the students who are multi. The Select Student Support Services Grant, LEAD by Design, will target enrolled students who are diverse. In addition, as the program cultivates relationships with community colleges in urban areas, the enrollment of students

with diverse backgrounds could potentially increase. Both the grant and articulation agreements with community colleges results in the recruitment and support of “candidates from a broad range of backgrounds and diverse populations” (MDE, p. 1, 2018).

*Retention*



Retention trends-some students in the AAS decide that the field is not for them or leave

due to financial reasons. Others are dismissed from the university due to low GPA, usually in other courses not ECE courses.

Retention is better for the BA students, but often these students leave due to employment. In addition, some of these students do a program change to the associate’s degree if they are on-campus.

The College of Education and Human Services currently has a grant (4 S) called LEAD by Design that will be addressing retention for the SOE. For example, there will be mentoring and tutoring to strengthen retention. Beginning fall 2017 faculty reported the Professional Behaviors of students in each class. Students who earn 11 or less on a scale of 15, received letters from the department directing them to meet with their advisors to discuss behaviors including: participation, responsibility, preparation, collaboration, and self-reflection.

*Program Graduates*

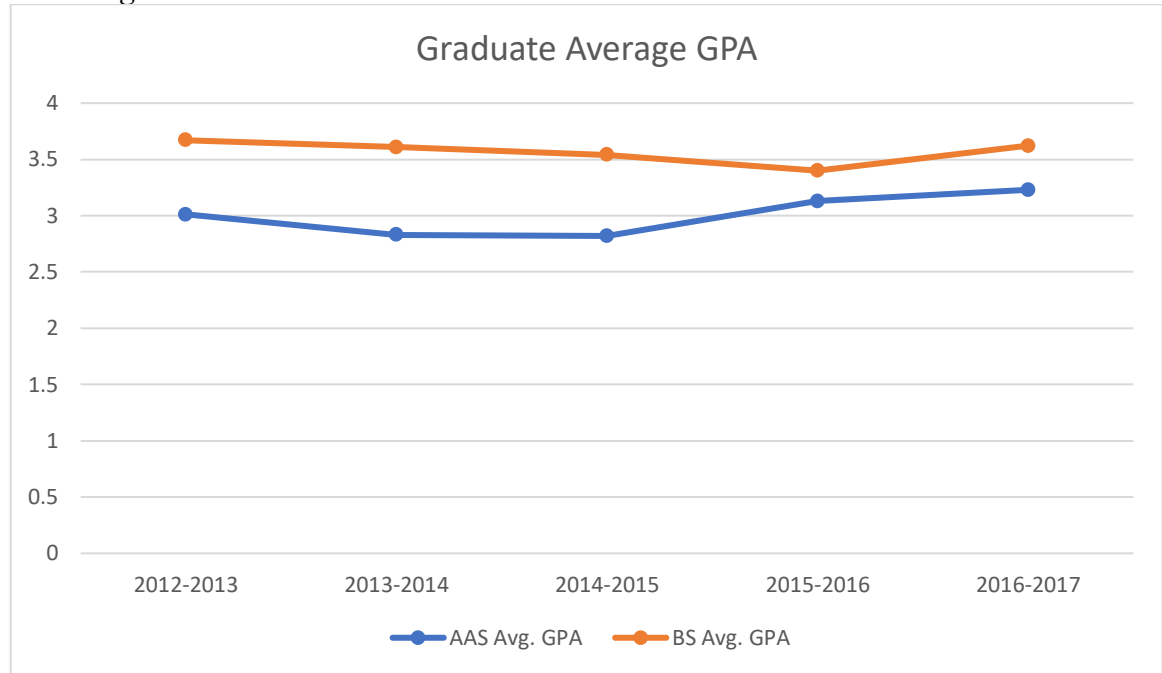
Year	AAS					BS		
	On campus	Off campus	Total			On campus	Off campus	Total
2012-2013	10	0	10			10	13	23
2013-2014	5	0	5			8	16	24
2014-2015	14	0	14			6	21	27
2015-2016	14	0	14			15	12	27
2016-2017	16	0	16			13	16	29

The number of students graduating is increasing and will continue to increase. With the 4 S grant, LEAD by Design, the program should see a change in retention which will increase graduation rates.

*Six-Year Graduation Rate*

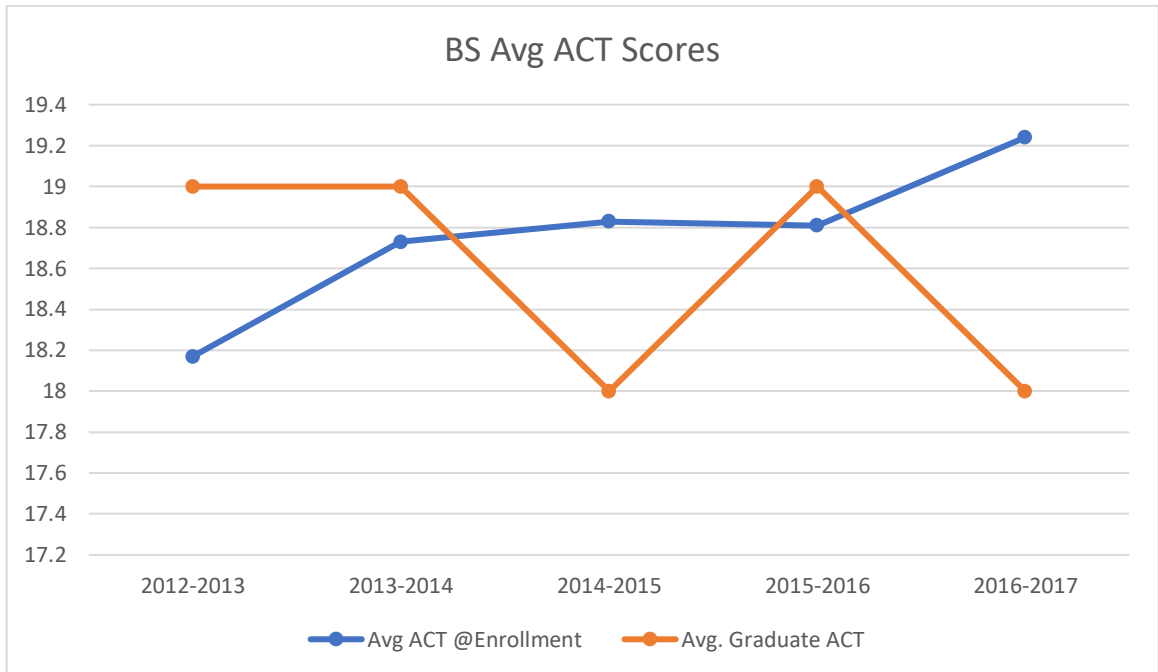
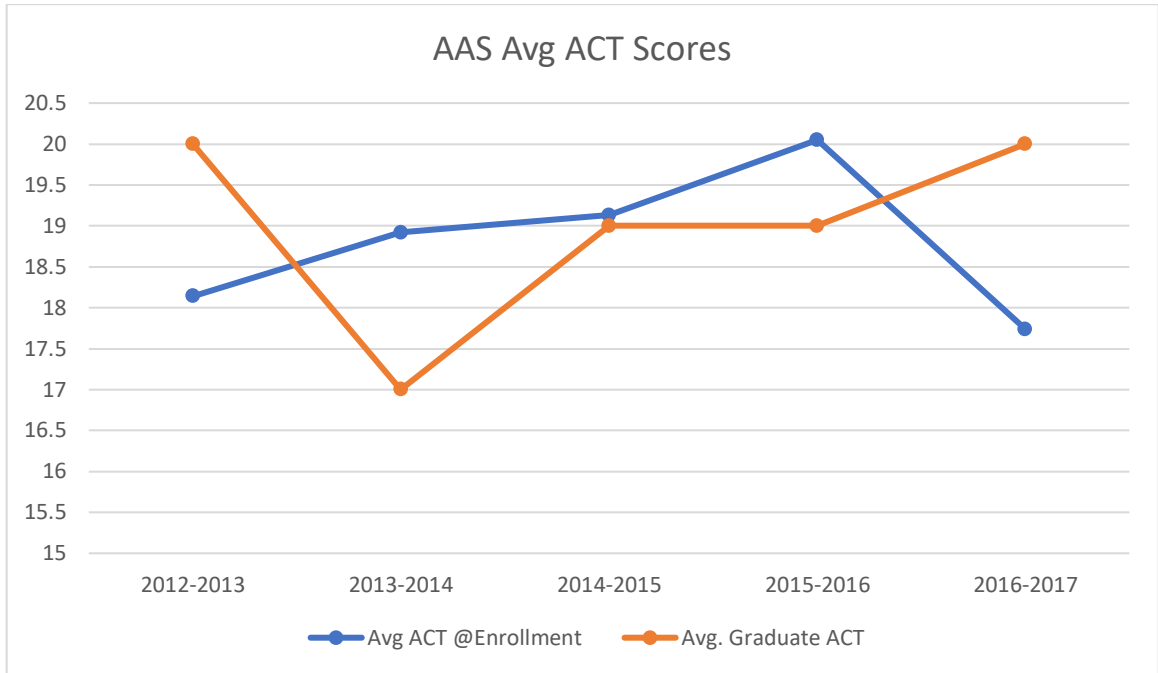
There is no data for Early Childhood Program to report.

*Graduate Average GPA*



The Graduate Average GPA has stayed consistent across the last five years, beginning at 3.67 and currently at 3.62. The program requires that all grades be C or higher, and has increased the GPA required to graduate from the program.

*Graduate Average ACT*



The average ACT scores have fluctuated between 18 and 19 over the last five years. The program does not have a minimum GPA requirement to enter the program. Program faculty and administration believe this is consistent with the

#### *State and National Examinations*

Early Childhood Majors do not take state or national examinations. Elementary Education Majors who also minor in Early Childhood Education may take the Michigan Test for Teacher Certification. This test is used to add the ZS Endorsement to their teaching certificate, which demonstrates a specialization in pre-school education. The pass rate of 86% is one of the highest in the School of Education.

#### *Program Value Beyond Productivity and Enrollment Numbers*

Too often, when people think of Early Childhood Education, they get “cute” and “isn’t that sweet” images and concepts in their heads. However, with the growing bank of data that clarifies that the field is indeed the most significant time in a person’s life to create opportunities for their success, it becomes apparent that the Early Childhood Teaching Profession has a huge impact on all areas in our culture. The ECE Program at both the Associates and Bachelors level at Ferris State University contribute greatly to the School of Education, Ferris State as a whole, the local community and areas and institutions across the state.

Most obvious is the practical advantage that the lab program offers by creating quality day care for people with young children who are students and/or on staff. The peace of mind that having a trusted, focused and meaningful experience for parents offers is incalculable and having the Early Learning Center in the School of Education building also



offers a daily reminder to all who enter the building that this is where real education starts. It isn't just ironic it is on our first floor and provides a foundation for all who rise above it.)

That then becomes the next advantage the program offers beyond the expected. Each one of our Education faculty are getting a marvelous chance to interact with the instructors in the ECE and consider how what they do interacts with the entirety of the spectrum of education. Too often, academics will fall into the trap of focusing on their specialty and become myopic about what is important and what isn't. By having the constant reminder of including the ECE into the school-wide perspective, we are better in tune and more enriched for having a complete picture for the students we are trying to prepare to become a new generation of quality educators at both the Elementary and Secondary levels across the state and the country. It helps take away the stigma of "they are only Pre-K people" and help them realize how vital those formative years and the professionals who deal with them really are.

Because that is such a strong part of the mentality throughout the School of Education faculty and staff, it shows up frequently in gatherings across the campus. So there becomes the possibility that in a meeting in the School of Pharmacology or School of Optometry as they discuss a new process or procedure, there is a growing chance that they will consider how this affects the youngest of people when before, there may not have been that reminder to bring it to that level.

In our statewide program we have seen a difference made because of the ECE Program. The city of Flint has been well publicized in regards to the effects of their water being poisoned because of Governmental neglect and the effects of lead in their water. Our ECE staff there have collaborated with the Michigan State University Extension program to train future Early Childhood educators on how to perceive the issues around lead poisoning

and to train parents on how to deal with that. With an entire generation at risk because of careless behaviors by adults, it will be Ferris trained professionals who help manage the damage and return impoverished children's lives to as close to normal as can be expected. Eventually, this process will be shared with all staff (state-wide and main campus) as the aging infrastructure across the state will bring up similar issues in other communities. In each of our locations, main campus and state-wide, the community benefits from trainings we do and professionals we put out into the world who understand the vital role that this level of education has on future employees, employers and community members. The UAW and other Unions across the state are beginning to support and speak out in favor of Early Childhood Education because they recognize the need for both quality education for the children of their members, but also because it means a more vital workforce in the future. Ferris trained professionals have been an active part of that conversation. If it is true that it takes a village to raise a child, it takes trained Early Childhood Providers to keep the village focused on the task.

#### *Flexibility and Access*

Right now, there are five non-main campus programs located at Delta Community College in the Midland/ Bay City/ Saginaw area of Michigan, Mott Community College located in Flint, Michigan, Grand Rapids Community College in Grand Rapids, Michigan, Westshore Community College in Scottsville, Michigan and Northern Michigan Community College in Traverse City, Michigan. There are plans to open new programs in Muskegon, and the Metro Detroit area at Schoolcraft College soon as well.

Currently we have no solely formal online classes or labs in our program. We do have blended classes that offer a combination of face-to-face meetings and extended online work at all locations. Our partner at Mott Community College has recently been approved

by NAEYC to offer their entire Associates program via an online platform. That gives our students there an opportunity to utilize that for 14 out of the 22 required Early Childhood courses on-line at that location. As of yet, we haven't had anyone request more online classes. We have asked students and the response has been overwhelmingly, "It is a profession that requires face to face work, that is how I want to learn about it."

All of our sites have evening classes, at the state-wide locations they are exclusively so. We recognize that most of the people enrolled off-campus are non-traditional students and are working in centers in their area. That is good because it gives them a real world laboratory to examine concepts presented and discussed in class. But that means that we need to recognize that and offer classes at points of time that won't interfere with that. So great care is taken to program classes so that they don't overlap and don't interfere with the work day or with each other.

The ECE Program is not offered in an accelerated format. Each of our campus sites have at least one class that is offered in the summer. Beyond that, the Internship (EDCD 491 & 499) can be done in the summer if the Intern so chooses. Again, because we cater to the non-traditional student as well as the traditional college student, we want to offer alternatives to a September to May 8am-3pm schedule.

On the main campus, most students will start as traditional freshmen and work their way through the progression of classes. But certainly, in today's ever-changing world, we make it available for students to join the program at nearly every level. They can join at different semesters, not just during the fall. They can transfer credits from other programs, for example, a student may receive credit for Children's Literature that was completed while an English major before changing programs, and so he or she is starting at the beginning. In the Statewide programs, people get credit for prior coursework and often in

planned, collaborative Early Childhood Associates programs, so they come in at multiple starting points, always depending on what they have taken and what meets our equivalency standards.

Because of changing State legislation, we are at a point of re-evaluation based on the possibility of new state regulations. Therefore, what is currently trending may shift soon. However, we have always been a program that is flexible both to the academic realities of the profession and the ever-changing needs of our population. The former would be demonstrated by the constant discussion of what is relevant in course materials and syllabi so that we are not teaching students ideas that were strong in the 1950s but may have faded a bit since then. Our smaller size helps us not become monolithic and remain responsive to reality.

We also look at the access aspect of this from a wide variety of perspectives. Because we will teach people from a diverse background, we want to be able to meet that with clarity and understanding. So we make sure that students in our program can come from different ethnic groups, religious constructs and ability needs, be it a physical challenge or something else.

### ***Visibility and Distinctiveness***

The ECE Program offers an AAS and BS degree; students who are Elementary Education Majors can also choose a minor in Early Childhood Education. This important curriculum is available across the state including Big Rapids, Traverse City, Grand Rapids, Lansing, Midland, and Flint. The department has articulation agreements with five community colleges, which provides increasing accessibility to students in Michigan. Students who begin taking classes at one of these community college settings can seamlessly transition to the bachelor's degree program that is also delivered at the same

site. Faculty and advisors at the community colleges often suggest Ferris for degree completion. This program is unique because of its diverse locations. In fact, on the Alumni Survey, fifteen comments were made about what was unique about this program, and over one-third of the respondents noted the convenience of the community college setting. Another aspect that is unique to the ECE at Ferris State University is the Early Learning Center (ELC) also located in Bishop Hall. Students can learn firsthand what different developmental stages look like through observations at the ELC. The alumni surveyed also noted the small class sizes and caring faculty as what make this program unique.

Due to budget constraints, the program features have not been actively marketed. The SOE has entered into an agreement with Grand Rapids Public Schools to deliver a Teacher Cadet Program at Innovation High School. This is a way to recruit high school students into the field of education and some students may well choose the ECE Program for their career.

### *Competitive Programs*

According to the spring 2018 survey, the number one reason alumni chose Ferris is the quality of the program (58%). Other reasons were divided evenly tuition, class size, and lab site availability. Central Michigan University is a main competitor of the FSU program as it is located near the main campus. CMU offers a graduate degree in Early Childhood Education and Ferris does not. The National Association for the Education of Young Children (NAEYC) site was used to identify accredited programs in the State of Michigan and revealed that Eastern Michigan University, Saginaw Valley State University, and Western Michigan University are also schools with baccalaureate degrees that are recognized as high quality. Each of these universities have the equivalent of the Early Learning Center (ELC). At CMU this center is called the Child Development and Learning

Lab. CMU has an articulation agreement with Mott Community College that allows students to transfer in with an associate's degree and then complete the bachelor's degree fully online.

Some features that the FSU program could emulate is improving our facilities and continuing to use best practices in the ELC. ECE faculty and ELC staff need to continue to collaborate on curriculum issues. The faculty and staff recently visited several early childhood programs in Michigan. This experience in May 2018 provided for meaningful teamwork and shared communication. The program faculty should review the possibility of offering online options.

The ELC at Ferris is designed to benchmark competitor programs. Early care and education is provided for infants through school-aged children. Community members, faculty, staff, and students can send their children to this center. Unlike some of our competitors, the ELC is open later to meet parents' needs. This arrangement provides a mutually beneficial service to the Ferris students as well as the Big Rapids community. Another facet of the ECE program is the numerous partnerships with community colleges where students can begin their degree and then finish at Ferris State University. Recently, the ECE program was ranked 28 nationally. This statement from the website:

<https://www.besteducationdegrees.com/top-bachelors-early-childhood-education-degrees>,

outlines how the rank was determined: For our Top 35 Bachelor's in Early Childhood Education we ranked programs by three criteria scores: a school's reputation score, calculated using selected categories of statistics from publicly available sources such as *U.S. News & World Report*, the National Center for Education Statistics, and college websites, an affordability rating using net price calculators, an average early-career salary

(from payscale.com), and specific program ratings from the National Council for Teacher Quality 2016 ranking.

### *Preeminent Program*

The same site rated University of Wisconsin-Madison and Purdue as the top two schools with ECE bachelor's degrees. Both were selected in part for the reasonable cost of tuition. Purdue was noted for also having a child development lab school, which is similar to the ELC. Graduates of Purdue's program are licensed in Indiana to teach early childhood through grade 3. The Michigan Department of Education is revising its certification structure to align more with this grade band, the standards should be finalized by fall 2019. Currently, graduates may only teach through preschool programs. The University of Michigan Flint was rated 24 and only recently added the bachelor's in early childhood education. It is identified as providing programming to working adults.

In order to become the preeminent program in the country, it is imperative that the facilities be updated to meet the university students' and children in the ELC's needs. The ECE faculty need to continue to use student performance data to inform curriculum decisions. The ECE faculty need to continue to use student performance data to inform curriculum decisions. The improvement process is embedded in the SOE Strategic Plan and occurs through the University Wide Teacher Education Committee, Professional Dispositions Evaluation Meetings, and faculty retreat. The surveys and meetings implemented during the APR process were meaningful and need to be used consistently into the future, along with the improvement process already in place, to strengthen curriculum. The ECE also should continue to cultivate partnerships with early childhood organizations.

### *Demand*

The School of Education at Ferris investigated the perceptions that current students and graduates had of the Early Childhood learning experience. To collect the data, surveys were sent to current students and alumni from the program using Survey Monkey. There were 43 responses (75% rate of return) among our current students and 21 responses (100% rate of return) from our graduates. The following information provides a description of the unique features and demand for the Ferris State University's Early Childhood program.

### *Current Students*

According to the responses, 66.7% of the current students chose Ferris's program because of its location. More specifically, some respondents indicated that it was conveniently located to home and work for them. Forty percent of the students also indicated that the class size was also a factor in selecting Ferris. When asked if they would choose the ECE program again, 78% of the respondents indicated that they would. Almost 82% of current students shared that they would recommend or highly recommend Ferris's program to others.

### *Alumni*

From the perspective of Ferris Early Childhood alumni, nearly 81% of the respondents noted that that in retrospect they would choose Ferris again if they had to do it over again. Moreover, 86% of the respondents would either recommend or highly recommend the program to others considering a career in early childhood. Ninety-five percent of the graduates responding to the survey were employed in the area of early childhood within one year after graduating spanning across Michigan.

### *Faculty*



From the faculty perspective, the outlook on the need for early childhood educators is perceived as very promising with nearly 92% expressing optimism for its demand. This response is partially attributed to several reasons. First, current Michigan legislation supports the development of stronger early childhood education. The Top 10 in 10 is an educational plan that emphasizes the need for well-equipped and certified staff working with preschool aged children. In addition, the literacy legislation that required students to be proficient in reading by third grade has led many districts to provide earlier interventions into early childhood programs such as Great Start, Early 5's, and other school programs. Additionally, Michigan policymakers are considering legislation that would restructure elementary certification so that early childhood is not optional for those seeking to be endorsed at the early childhood level. These factors point to an increasing demand for certified educators in early childhood.

### *Stakeholders*

Stakeholders of the FSU early childhood program (i.e. employers, advisory board, internship supervisors) expressed optimism as well with the outlook on early childhood careers. While 17% projected slight increases in the field, 67% anticipate significant increases. No respondents believed that there would be decreases in the demand for early childhood educators. The number of respondents was lower with six responses, but there will be efforts made to build these numbers through tracking our graduates.

## *Summary*

Upon the review of data, all surveyed groups believe that early childhood is and will continue to be in demand statewide and nationally. Current students had the lowest percentage of satisfaction of all groups. Although the percentage was high, analysis of the data indicated a common issue in the feedback section - faculty being assigned courses late. Upon review, this issue was not a common practice, but rather an anomaly this past year with unanticipated personnel changes. With the hiring of two early childhood faculty members in the spring, the stability of faculty should improve which may increase the current student satisfaction. Overall, the satisfaction of Ferris's early childhood program is high, but continued efforts will be made to improve the satisfaction rate of all groups.

The demand trends as noted in the survey data reflect the patterns present in school districts and the Michigan Department of Education. According to the Bureau of Labor Statistics, the Job Outlook for Preschool Teachers is 10%, faster than average. While the demand for early childhood grows, the response from the School of Education is increasing the rigor of the program so that our early childhood graduates will be highly marketable and influential throughout Michigan and beyond. To monitor the trends, the ECE faculty uses continuous improvement process to regularly assess the current and future needs in the education. The Advisory Board for the SOE meets approximately three times each year to facilitate input from professionals in the field.

### ***Student Achievement***

To assess student engagement in and outside of the classroom, current early childhood students were surveyed on what activities they participate at Ferris. Forty-three students responded to the survey (77% return rate) with approximately 33% of them expecting to graduate in 2018, 23% anticipating a 2019 graduation, and 30% anticipating a 2020 graduation. Seventy-eight percent of the respondents are in the bachelor degree track and nineteen percent in the associate degree track.

### ***Employment***

According to the surveys, the majority of the current students in the early childhood program balance coursework with employment. Of the respondents, 34% work more than 30 hours per week while 44% work between 20 and 30 hours per week. The approximate employment average for a typical student enrolled in the early childhood program work 20 hours per week.

### ***Extracurricular Activities (RSO, Student Government, Honors Program)***

Beyond employment, several survey respondents participate in Ferris extracurricular activities. Eight students indicated that they participate in a Registered Student Organization. No students indicated participating in Student Government or the Honors Program at Ferris. Of the responses, five out of eight who participate in RSO activities identified themselves as 2018 graduates while the other three are anticipating a 2020 graduation. Respondents from all other years (2019, 2021, and 2022) did not refer to participating in Ferris extracurricular activities.

### ***Awards and Honors***

According to the survey, several ECE students have received honors recognition such as President's List or Dean's List over the last five years. Several are recipients of different scholarships including Merit Scholarship, Southeast Michigan Scholarship, Edward Griffen Scholarship, TEACH Scholarship, and Transfer Gold Scholarship.

Students in the ECE Program also participate in community projects and volunteer services. Some of these activities include Big Brother/Big Sister, Voice of Reason, Freedom School, Detroit Summer, Wolf Run Wildlife and Spiritual Sanctuary, Relay for Life, Big Event, Grand Rapids Civic Theater, Girl Scouts, and Child Life Assistant. Several respondents indicated other forms of volunteering such as hospitals, hospices, and day care centers.

### *Research*

In regards to research-based activities, one student noted that they had an article published pertaining to the need for children to have sensory play. No other students mentioned any research activities.

### *Summary*

Based on the survey responses, the students in the early childhood program tend to balance coursework with employment. The average suggests that many carry a medium workload and may attribute to fewer numbers participating in extracurricular activities. Approximately, one-third of the respondents have received academic recognition or awards over the last five years. Thirty-seven percent are involved in voluntary work, which is an important component for our educational students to pursue.

As a faculty, we encourage our students to engage in activities in and outside of the classroom. Through engagement, they will build a positive experience at Ferris and in the community. In addressing the student achievement trends, the SOE faculty will continue to recognize student success and encourage students to engage in university and community activities as a means of becoming a well-round student.

### ***Employability of Graduates***

A 19 question survey was distributed to 186 alumni in March 2018 and 50 completed the survey. 122 emailed surveys were unopened . 96% (26) reported that they are employed in the field. 81% (22) stated that they are employed full time. 14.81% (4) are employed part time. 93% (25) alumni were employed in the field of Early Childhood within one year of graduation. Six students reported that they are employed outside the field. Nineteen percent (5) of students reported that they were accepted into graduate school within one year of graduation. Only one student reported that he/she was accepted into graduate school more than one year after graduation. Forty-four point forty-four percent (12) reported that their salary is in the range of \$26,000-35,000. This is consistent with what the Bureau of Labor Statistics reports as the average salary (\$28,990).

The program should utilize Career Services to demonstrate other parts of the field in which graduates could maximize their salaries, for example, working in the medical field (Child Life Specialist) and pursuing a graduate degree in ECE. Only 14.8% of alumni reported they used Career Services, and those who did, 67% were satisfied.

### ***Faculty Composition and Engagement***

#### ***Organization***

There is one tenure track faculty member teaching within the ECE Program. There are no full-time temporary faculty teaching within the program, but there are eight adjunct

instructors. The professors and adjunct instructors teach both on campus and at other Ferris campuses including those in Delta, Flint, Grand Rapids, and Traverse City. This table includes instructors teaching in the program and the average semester load.

*Curriculum Vitae*

Name and Degree	Type of Position	Average Semester Load
Erin Bollman, M.A.	Adjunct Instructor	4.5
Nicole Erickson, M.A.	Instructor	17.5
Brady Flachs, Ph.D.	Assistant Professor	14.5
Julie Fordham, M.A.	Adjunct Instructor	4
Lucinda Garnsey, M.A.	Adjunct Instructor	3
Liza Ing, Ed.D.	Professor	20
Brenda Kay Khalil, M.A.	Adjunct Instructor	2
Maria Markey, M.A.	Adjunct Instructor	4
Lisa Morley, M.A.	Adjunct Instructor	1.5
Ann O'Rourke-Bean, M.S.	Adjunct Instructor	6
Kelli Paquet, M.A.	Adjunct Instructor	6
Vanessa Wyss, Ph.D.	Associate Professor	18

*Service*

This table highlights the contributions of the faculty to the program, department, college, and university over the last three years. All faculty contribute to curriculum changes within the program as well as serve on capstone committees. The adjunct faculty for the program have not provided services to the program, department, college, or university over the last three years.

Faculty	Program	Department	College	University
Ms. Nicole Erickson	-APR Committee	-University Wide Teacher		-Campus Orientation

	-Advisor Child Life Student RSO -Search Committee for ELC instructor	Education Committee -Curriculum Committee -Recruitment & Retention Committee		-GEAR Up Early Move In -Virtual Women's Center Volunteer
Dr. Brady Flachs	-EDLE Internship Coordinator -Faculty Search Committees	-APR Chair Elementary Education 2018 -Director Search Committee -Curriculum Committee Co-Chair -Revised EDLE Curriculum -CAEP Accreditation -Field Experience Review Committee	-Online Advisory Committee -Career Fair Facilitator -Dawg Days Facilitator	-Academic Senate -Athletic Advisory Committee Secretary -University Wide Mobile Application Initiative Committee
Dr. Liza Ing	-Faculty Search Committee -Graduate Program Coordinator	-Early Childhood and Special Education Faculty Member Mentor -Interim Program Director	-COEHS Graduate and Undergraduate Curriculum Committee -COEHS Dean/Member	-Academic Senate -Senate E-Board Member
Ms. Lisa Morley	-Developed advisement process for seamless transition for associate level students to transfer for	-Created a recruiting process for education students.		

	continuing education.			
Dr. Vanessa Wyss	-Search committees for Director and numerous faculty	-Co-chair Curriculum Committee -Led Professional Dispositions Process -CAEP Accreditation	-College Assessment Committee -Scholarship Selection Committee	-HLC Strand 3 Committee -E Learning Management Committee -Recruitment & Retention Committee -Student Life Committee

*Research*

This table highlights faculty presentations at conferences and publications within the last three years.

Faculty	Presentations and Publications
Dr. Ing	-Designing a New Field Experience. Field Experience National Conference 2018 -Reducing Behaviors to Increase Learning. Charter Schools Office 2017 -Athens Institute for Education and Research: Presentation about the attitudes of faculty towards students with special needs Athens, Greece, 2016
Dr. Flachs	-The Extra Mile: Ensuring communication between field mentors and university professionals. Field Experiences Conference. Colorado 2018 -The Power of Sport: The positive Impact of a Unified Sports Program. 11 <sup>th</sup> Annual Summit on Communication and Sport. Bloomington, IN 2018 -Michigan School of Optometry: Special Education Referral Process 2017 -Doctoral Dissertation: Graduation rates of high school students who receive special education services and participation in school sponsored clubs and activities 2017 -FSU Retention Services Presenter 2017 - Disruptive Behaviors Presenter Ferris State Charter Schools 2017 - Peer to Peer Program Presenter Big Rapids Middle School 2016 -Michigan Career and Technical Education Conference Presenter 2016
Prof. Erickson	- Educating the Next Generation of Teachers TV 7 & 4 News 2018



	<ul style="list-style-type: none"> <li>-Becoming the Professional: Conference Presentations and Soliciting Funding, Multicultural Student Leadership Conference 2017.</li> <li>- Best Practices in University-Sponsored Early Childhood Lab Sites 2016.</li> </ul>
Dr. Wyss	<ul style="list-style-type: none"> <li>- Wyss, V., Watson, S., and Tai, R. (Revisions in progress). Female STEM Professionals' Identity: Attitudes and Perceptions About Scientists And Their Success. Gender in Science and Technology</li> <li>-Flachs, B and Wyss, V (April 2018) The Extra Mile: Ensuring communication between field mentors and university professionals. Field Experiences Conference, Greeley, CO.</li> <li>-Wyss V, and Siebert, C. (March 2018) PDS, Teacher Education, and CAEP: Past, Present, and Future. National Association of Professional Development Schools, Jacksonville, FL.</li> <li>- Peterson, A., Maixner, G., Pollak, J. and Wyss, V. (October 2016) Game-Based Learning. Designed and facilitated a workshop for new faculty members.</li> <li>- Wyss V, and Baar, K (March 2016) Growing a Partnership. Professional Development Schools, Orlando, FL.</li> <li>-Connecting pre-service teachers with active teachers to “get at” professionalism. National Association of Professional Development Schools, Atlanta, GA. 2015</li> </ul>

*Continuing Education*

This table highlights the professional development, training, or coursework completed by faculty over the last three years. Both faculty and adjuncts have continued their education to strengthen and update their skills.

Prof. Erickson	<ul style="list-style-type: none"> <li>-Central Michigan University: Ed.D. Educational Leadership Fall 2015-present</li> <li>-Online Course Design Institute 2018</li> <li>-Early Childhood Policy Summit 2018</li> <li>-Active Shooter Training 2017</li> </ul>
Dr. Flachs	<ul style="list-style-type: none"> <li>-Active Shooter Training 2017</li> <li>-Right Use of Power Training 2017</li> <li>-CAEP Accreditation Conference Training 2016 &amp; 2017</li> </ul>
Dr. Wyss	<ul style="list-style-type: none"> <li>-A Multidisciplinary Approach to Energy, Colorado Springs, (NSF funded), 2017</li> <li>-STEM Guitar Institute, Mesa Arizona (NSF funded), 2016</li> <li>-Course Design Institute, Ferris State University, 2016</li> <li>-Institute of Play, Central Michigan University, 2016</li> </ul>

	-My Flipping Class, Fireside chat, Ferris State University, Spring 2015 -Click Click Boom: The use of clickers in the classroom, Spring 2015
Julie Fordham	-Bay Mills Community College: Sound-based Method of Understanding Anishinaabemowin Summer 2014

*Stakeholder Perceptions of the Quality and Composition of Faculty*

SAI and IDEA reveal that in general, the SOE courses are highly rated. The table indicates student responses from spring 2015 through fall 2017. Carrie Adams, Secretary III, secured the data needed for this table. Although the SAI and IDEA are different, the following items were selected for a comparison: Course materials and expectations were explained clearly, Course was well organized, I rate this as an excellent course, and I rate this instructor as an excellent teacher. Fall 2016 documents did not contain the Course Material/expectations explained clearly or well-organized options, and an NA is put in place. In general, faculty use SAI and IDEA data every semester to revise and update existing courses to better fit the needs of students and teaching. Every August, instructors and adjuncts review this data at the faculty retreat and discuss as a group how to advance the program and courses as needed to lead students in the right direction while improving the Early Childhood Program.

Alumni reported that faculty were helpful, caring, and provided hands-on learning opportunities. Eighty-eight percent strongly agreed or agreed with the statement, “The program faculty are high quality.” Eighty-one percent would recommend the program to others and 78% would choose the program again.

SAI/IDEA Items	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
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Course Material/expectations explained clearly	2.1	4.25	4.25	NA	4.56	4.5
Well Organized	2.1	4.18	4.36	NA	4.35	4.39
Excellent Course	3.5	4.12	4.28	4.68	4.42	4.41
Excellent Teacher	3.6	4.34	4.14	4.44	4.26	4.42

*Program Policies and Procedures*

The tenure track faculty member is nearing the completion of a doctoral degree at CMU. There are currently two open positions for temporary faculty that the department hopes to fill by fall 2018. One of the positions is designed to meet the needs of students on the east side of Michigan; the other temporary position is for the main campus. Faculty are encouraged to apply for university grants to fund professional development as well as designating funds for in state conferences. The tenure track faculty member is new and therefore, will not begin a full advising schedule until the doctoral degree is completed. Dr. Ing and Michelle Kelenske advise Early Childhood Majors at this time. Now that Dr. Ing has assumed the full time duties of the Director of the School of Education the advisees will be distributed among other faculty. The minimum requirements for a tenure-line faculty is a doctoral degree. The minimum requirements for a full time temporary is a master’s degree with the ability to pursue a doctoral degree. The idea is that the program would hire a full time temporary who would enroll and complete a doctoral degree and then the position would transition into a tenure-line faculty. Adjunct faculty are required to hold a master’s degree in early childhood or related field and need experience teaching at that level.

*Hiring and Retention*

It has been somewhat difficult to locate faculty with graduate education in early childhood education and related fields. During the 2016-2017 the program had one tenured

faculty member, one tenure track faculty member, and a full time temporary faculty member. Since that time, the tenured faculty member became the Director of the School of Education, the tenure track member is no longer with the university, and the temporary faculty member became tenure track. As previously stated, there are two open positions for this program and it is our hope that they will be filled as soon as possible.

### ***Program Administration and Support***

#### *Administration*

The School of Education (SOE) is part of the College of Education and Human Services (COEHS), located in Bishop Hall. This is one of three departments in the COEHS: School of Criminal Justice and School of Digital Media are the other programs. The organizational structure is located here:

<https://ferris.edu/admissions/testing/factbook/FactBook17-18.pdf>

Dr. Liza Ing is the Director of the SOE, referred to as Coordinator on the organizational chart. Since joining Ferris in 2001, Dr. Ing has been a faculty member, graduate program coordinator, and previously serviced as the Interim Director of the SOE. She has graduate degrees and teaching experience in ECE and Special Education.

Dr. Arrick Jackson has been the Dean of the COEHS since July 2016. Before coming to Ferris State University Dr. Jackson was the Vice President of Community and Industry Education Services in Tarrant County College District located in Fort Worth, Texas. Dean Jackson holds degrees in Criminal Justice and Political Science.

The SOE has shifted to a team approach to curriculum and accreditation. The faculty meet to examine student performance data, share APR requirements, and communicate with the faculty from other colleges who also prepare teachers of young

children. Both Dr. Ing and Dr. Jackson dedicate time and energy to the SOE as called for by the Michigan Department of Education rules.

### *Staff*

Carrie Adams is the department secretary for the SOE, Secretary III. Michelle Kelenske is the Education Advisor and Vocational Authorization Officer for the SOE. Ms. Kelenske plays a major role in advising first year students. Previously, the department had an additional clerical staff member, Secretary I, but that position was lost fall 2017. The program relies on the support provided by the secretary to answer inquiries from prospective and current students. The SOE does employ student workers to assist, but the quality varies. Opportunities to improve the structure include clarifying what additional support is needed and identifying if support staff have recommendations for efficiency. Marketing the SOE programs could be extended by collaborating with Media Services, University Advancement, and off campus locations.

### *Support Services*

FLITE is utilized by the ECE program in a variety of ways. Kristy Motz, Education Librarian, works with faculty to provide presentations on effective use of databases for research. Students also use FLITE to access children's books for instructional planning. FLITE has many award winners on hand for the program.

Faculty Center for Teaching and Learning serves the program needs by offering one-on-one support for faculty in Blackboard. This is useful for adjusting the gradebook, creating assessments and rubrics, and inserting new content. Faculty also utilize the Faculty Center for Teaching and Learning for professional development.

The Tutoring Center is used by ECE on an as needed basis. Faculty may include the Writing Center Online Tutoring option in their syllabi or with students individually (<http://www.ferris.edu/htmls/colleges/artsands/languages-and-literature/writing-center/On-Line-Tutoring.htm>). It is a helpful service to have available in an online format as students can send their papers to [writcen@ferris.edu](mailto:writcen@ferris.edu), faculty then receive notification that a particular student used their services. The University Wide Teacher Education Committee has also brought together faculty and staff from across campus who facilitate the development of early childhood teachers. Karen Royster James is an active participant and frequently shares the services available to students so faculty can pass the information on to students who need support.

The Technology Assistance Center (TAC) is useful to faculty and students in the ECE program. The TAC hours of operation are flexible and the center is very helpful for faculty as well. TAC assists faculty with technical issues preventing a course session, by telephone or in person.

Birkham Health Center provides medical attention for students and faculty. There are a plethora of services that can be used to improve physical and mental health including weight control, depression, allergy clinic, flu and other vaccinations. For faculty and students to do their best work, they need to be in good health. Faculty make students aware of these services and refer students to appropriate services.

Media Productions has been used to record teachers providing model lessons for professional development. This recording will also benefit faculty and students in the SOE as we use student teaching instruments to confirm interrater reliability.

Institutional Research Board (IRB) has not been a key support service used by the ECE program. In the future, it could be utilized if faculty and student research with the

ELC is started. Currently, the program does not have enough faculty to teach the courses offered so there is no time for research.

The Center for Leadership, Activities and Career Services (CLACS) is utilized by the SOE for Industry Recruitment Days over the last two academic years. We are confident that attendance will increase based on faculty encouraging students to participate as well as choosing a day that is not before a holiday break. Of the current students surveyed, 94% had not used career services. Those who did use CLACS, 57% were satisfied.

Institutional Research and Testing is used by programs to reach out to graduates for their feedback on the program. Faculty use the Fact Book as a resource to monitor changes in student population and enrollment.

The ECE Program has not used University Advancement and Marketing. There is no budget for marketing of our programs so it is marketed word of mouth. Perhaps the marketing communications services listed at the website are now available to departments, as this would help with marketing the program.

<http://www.ferris.edu/HTMLS/administration/advance/communications/index.htm>

Diversity and Inclusion Office or Multicultural Student Services have not been used directly by the ECE program. Students do get involved with programs offered through this office. It provides programs for students to learn more about diversity as well as provide support for multicultural students. This office could be an excellent resource for identifying and recruiting minority students for the program. It could also offer support services to current students.

Educational Counseling and Disabilities Services (ECDS) is used by students who have documented disabilities that must be accommodated in the university classroom. Once students contact ECDS, faculty receive notification of the disability. All faculty syllabi

include a statement for students to visit ECDS if they have or believe they have a disability which needs accommodation.

Grounds and Maintenance have not been used directly by the ECE program. The ELC grounds are maintained by this department and the ECE students work with young children outside.



## *Facilities and Equipment*

### *Space*

This table summarizes the information available from each site where the ECE program is delivered.

Location	Classrooms	Lab Space	Office Space	Storage	Computer Labs
Delta CC	10	0	0	0	2
Grand Rapids	20	2	0	0	4
Mott CC	8	0	0	0	1
NMC University Center	25	0	0	0	3
Main Campus	1-3	3	3	1	1

Bishop Hall is the SOE building in Big Rapids; the program has three classrooms that accommodate 25 students each, none of which are computer labs. At the Mott Memorial Building in Flint, there are eight spaces available to hold classes, one is an auditorium that holds 320 people, one is a computer lab, and the remainder of classrooms accommodate between 14 and 40 students. The University Center in Traverse City has approximately 25 classrooms, of which three are computer labs, with 8, 16, and 24 computers. These classrooms are shared with six other universities, however, according to Debra Curtis, Director of Northern Region, since we are the largest partner, the rooms are scheduled to make sure Ferris program needs are met. The Applied Technology Center in Grand Rapids houses Ferris State University Programs. According to Laura Porritt, Secretary to the Assistant Dean, 20 classrooms hold from 24-32 students at this location. The facilities space for the other locations are included in the table.

Office and meeting space is available at varying levels at each location. On the main campus each faculty member has an office space, adjunct faculty do not. There are two conference rooms available for meetings and presentations. Each off-campus has a person with an office who directs Ferris programs. Student files are held and maintained on the sixth floor of Bishop Hall in Big Rapids. There is no designated storage for ECE materials at the other campus locations.

For the ECE Program, lab space is used for the observation of children through one-way mirrors. The Grand Rapids location has two such labs and the Big Rapids location has three located in the ELC. The main campus also has a work room for students to use laminators and other tools for class projects.

The classroom space at all locations is inadequate as EDCD courses compete with many other programs.

### *Computers*

All sites have computer lab space available to varying degrees. The computer lab in Bishop has 25 stations, but is difficult to reserve as two other departments and multiple programs within those departments share it. Currently, FLITE labs can be reserved only one or two times each semester due to a ruling by the fire department. Most of the off-campus sites have computer labs that can be reserved for classroom use. The adjunct instructors are not provided computers. The full time and tenure track faculty member each have a computer. The computers available for student use in classrooms is sufficient.

### *Equipment*

Perkins Grant money was recently used to purchase three AQUOS interactive displays for Bishop Hall classrooms. Instructors and students on the main campus use these

interactive displays. The classrooms at the off-campus sites have internet access for displaying presentations and resources.

### ***Perceptions of Overall Quality***

Dean Arrick Jackson, Director Liza Ing, ELC Director Lori Johnson, and Dr. Melissa Smith each rated the program. The ratings ranged from 85-100%. Some of the suggestions for improvement include recruit more faculty, recruit and retain students, increase marketing efforts and online course offerings. Also, develop strategies to increase diversity in student enrollment and expand marketing. Please see the appendix for each of the letters.

### ***Implementation of Findings***

The APR process is consistent with the program's continuous improvement process. The School of Education Advisory Committee contributed to the stakeholder review of the ECE program. The APR report will be distributed to this committee during fall 2018. The SOE Strategic Plan includes the strategy: Data-driven assessment of candidate success and program effectiveness will be framed by a Continuous Improvement Model (CIM) of programs. Please see the appendix for the Strategic Plan. The APR process also supports the emphasis on program effectiveness. Beginning fall 2017, the SOE faculty evaluated each student in every class for Professional Dispositions. Professional Dispositions relate to behaviors consistent with career expectations: including responsibility, cooperation, participation, and self-reflection. A meeting is held at the end of each semester to identify students who need advisor support in any of these areas, students are then contacted by letter to meet with his/her advisor. The faculty of the SOE used course data to examine student performance throughout the last two academic years. The SOE Retreat, held in

August, is used to determine annually what is effective and what needs improvement within the program. Faculty examine student performance on key assignments and make adjustments. During the University Wide Meetings that occur three times each year (October, January, and April) faculty from the SOE and the College of Arts and Sciences review student performance.

## References

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Preschool Teachers, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> (visited June 07, 2018).

Michigan Department of Education (2018). *Educator Staffing Strategic Plan in Support of Michigan's Top 10 in 10*. Recruitment into the Profession.

APPENDIX A  
Data Presentation

# PROGRAM BACKGROUND

A.A.S. ECE established in the early 1980s by Dr. Mary McCorrison

Tot's Place Child Development Center (now FSU's Early Learning Center) established in 1985 as a dual functioning lab school for ECE and service to the community

B.S. ECE established circa de 2005 with three concentrations: lead teaching, management, and child life specialist

Z.S. Endorsement for Elementary Education majors



# PROGRAM GOALS

1. Students will be able to promote child development and learning to build family and community relationships.
2. Students will be able to observe, document, and assess in order to support young children and families.
3. Students will be able to use developmentally effective approaches, content knowledge, and early childhood field experiences to build meaningful curriculum.
4. Students will be able to identify personal professional development goals within the field of early childhood education.





# NATIONAL RECOGNITION

According to BestEducationDegree.com, FSU ranks 28th in the country for best early childhood education programs:

“A notable aspect of FSU’s BS in ECE is the opportunity to learn by experience in Tot’s Place, a university-owned childcare service that functions as a training center for aspiring teachers” (besteducationdegrees.com).

<https://www.besteducationdegrees.com/top-bachelors-early-childhood-education-degrees/>



# PROGRAM ENROLLMENT (last five years)



In 2017, Flint and Traverse City added program  
In 2018, Grand Rapids added major

*(Ferris State University Web Focus Report, 5/1/18)*



# PROGRAM ENROLLMENT (last five years)

Semester	Total	Main Campus	Off Campus	Fluctuation	Campuses
<b>Major: Early Childhood Education</b>					
2014 Sp	119	73	46	n/a	3
2015 Sp	102	67	35	-17	3
2016 Sp	105	65	40	+3	3
2017 Sp*	123	73	50	+18	5
2018 Sp**	128	64	64	+5	6
<b>Total Fluctuation for Last Five Years: +9</b>					
<b>Minor: Early Childhood Education</b>					
2014 Sp	62	41	21	n/a	3
2015 Sp	56	33	23	-6	3
2016 Sp	46	23	23	-10	3
2017 Sp*	80	18	62	+34	5
2018 Sp**	73	27	46	-7	6
<b>Total Fluctuation for Last Five Years: +11</b>					
* = Flint and Traverse City added					
** = Grand Rapids added major					



(Ferris State University Web Focus Report, 5/1/18)

# ENROLLMENT: 2017

- EDCD Majors
- Main 69
- Flint 15
- Grand Rapids 2
- Midland 18
- Scottville 12
- Traverse City 10

*Source: COEHS Academic Affairs*



# PROGRAM CERTIFICATION

Michigan Test for Teacher Certification: ZS

Elementary Education Majors with EDCD Minors take this test to be certified to teach preschool through 2nd grade.

- 86% pass rate
- in the top 5 of the 21 tests taken by FSU teacher candidates



# DATA INSTRUMENTS

- **Current Student Survey** (March 28, 2018)
  - 136 invitations: 91 opened: 44 respondents
  - 32% rate of return
  - Most who responded (31.8%) graduate in 2018
  - 25% graduate in 2019
  - 29% graduate in 2020
- **Alumni Survey** (March 26, 2018)
  - 218 invitations: 47 responded
  - 22% rate of return
- **Stakeholders Survey** (March 26, 2018)
  - 25 invitations: 6 responses
  - 24% rate of return
  - Employers, internships, Advisory Board
- **Faculty Survey** (March 26, 2018)
  - 13 invitations: 13 responded
  - 100% rate of return
  - Full-time and adjunct faculty



# EDCD STUDENT PROFILE

## Work

- 36% work more than 30 hours/week
- 24% work 21-30 hours/week
- 9% are full time students

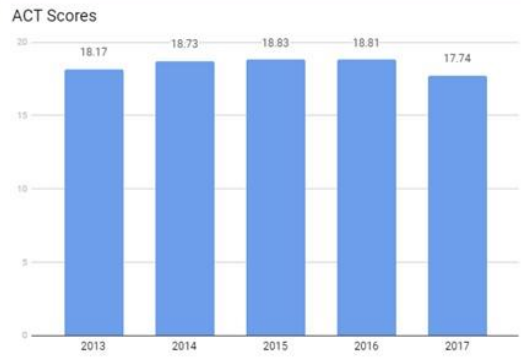
## Extracurricular Activities

- 89% of respondents are members of Registered Student Organization
- 39% have volunteered
- 34% received scholarships or recognition for grades
- 2 have participated in research

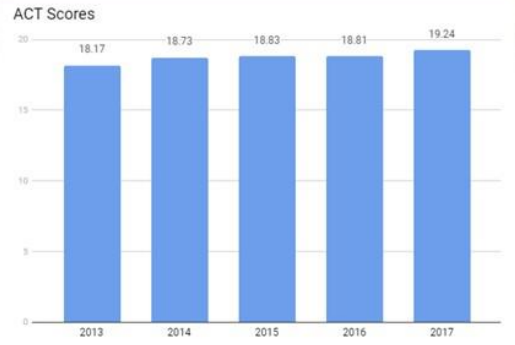


# EDCD STUDENT PROFILE

## AAS



## BS





# EDCD ALUMNI PROFILE

- 96% of respondents were employed within a year of graduation in early childhood career
- 97% of alumni are currently employed as early childhood educators
- Average salary range is \$25,000 to \$35,000



# CAREER OUTLOOK

## Faculty

- 92% are optimistic about the demand for early childhood educators

## Stakeholders

- 84% believe that the future demand for early childhood educators will increase

## Rationale

- Top 10 in 10 - development and improvement of early childhood programs
- Literacy Legislation - increased literacy in early childhood
- Certification changes - Potentially merging early childhood with elementary certification



# PROGRAM PREPARATION

## CURRENT STUDENTS

- 82% believe that the program has prepared them for a career in the field
- 79% would choose the program again

## ALUMNI

- 91% believe that the program well-prepared them for their career
- 87% would recommend the program to others
- 83% would choose the program again

## STAKEHOLDERS

- 4 out of 5 respondents rated alumni and interns as being well-prepared for their career



# UNIVERSITY CAREER SERVICES

## CURRENT

- 6% used the services
- 57% were satisfied

## ALUMNI

- 13% used the services
- 75% were satisfied
- “Give us options of future jobs”
- “Examples of what we can do, where and how”



# FUTURE FOCUS

## Goal 1

- Develop and implement a continuous improvement process that will
- Identify strengths and weaknesses of the program
- Develop and monitor improvement goals

## Goal 2

- Alignment of standards and outcomes
- Continue to update data in TracDat

## Goal 3

- Develop and sustain partnerships with early childhood organizations
- Track graduate employment data



APPENDIX B  
Generic Syllabi

**EDCD 104**  
**CHILD DEVELOPMENT PRACTICUM**  
**EDCD105**  
**CHILD DEVELOPMENT LEADERSHIP**

**COURSE DESCRIPTIONS:**

**EDCD 104:** This practicum consists of 30 hours (2 hours per week) of participation at an early childhood site. This course is designed to give the student experience in an early childhood setting prior to the experiential learning required in the Early Childhood Education curriculum. This practicum must be taken the same semester as [EDCD 105](#). Off campus visits required.

**EDCD 105:** Overview of child care and development and various employment opportunities. Discussions include a review of curriculum and the professional ethics and responsibilities of teaching young children. Also included are the components of operating a child care business. Co-Requisites: [EDCD 104](#).

**OUTCOMES:** – By the end of the semester the student will:

- demonstrate team-working skills by developing a presentation with a group of 3 or 4 other people.
- demonstrate understanding about careers and expectations in the field of early childhood education by writing a career summary paper.
- be able to represent the components of a quality childcare program (developmentally appropriate practice, licensing regulations, interior and exterior floor plans and equipment).
- gain on-site experience in an early childhood setting.
- complete a pre-test to indicate level of knowledge and understanding in the field of child development and early education

**TEXTBOOK:**

- a. Bredekamp, S. & Copple, S. (2006). *Basics of Developmentally Appropriate Practice*. Washington, DC: National Association for the Education of Young Children.
- b. *Course Pack for EDCD 104 & 105*, FSU

**EDCD 104 PRACTICUM**

You are required to spend 2 hours per week at an early childhood setting, for a total of 30 hours at the same setting. You will find your own site, from a list of centers in Big Rapids or from your hometown. An attendance form will be given to you to give to the site director. We will discuss your experiences in class. Two visits to accredited early childhood centers are required along with a three-page paper comparing your visits. You will be given an outline for the paper in class.

**EDCD 104 PRACTICUM EVALUATION: Credit/No Credit (one credit)**

- \_\_\_\_\_ Participation in discussions relating to your experiences
- \_\_\_\_\_ Paper discussing 2 visits to accredited centers
- \_\_\_\_\_ Attendance sheet indicating 30 hours signed by center director
- \_\_\_\_\_ 4 Clearance forms and 1 copy of each

**EDCD104 KEY ASSIGNMENTS**

**Practicum:** Students are required to spend 2 hours per week at an early childhood setting for a total of 30 hours at the same site.

**Practicum Paper:** Two visits to accredited early childhood centers are required along with a three-page paper comparing your visits. *(rubric attached)*

**EDCD 105 KEY ASSIGNMENTS**

**Indoor Environment Presentation:** As a team, students will create a floorplan, learning centers and choose equipment for an indoor infant/toddler or preschool classroom. The team will orally present their classroom to the other teams. *(rubric attached)*

**Outdoor Environment Presentation:** As a team, students will create a playground environment with learning centers and equipment. The team will orally present their classroom to the other teams. *(rubric attached)*

**Career Summary Paper:** Students will reflect on information about careers in the early childhood field as presented by 4-5 guest speakers. Students will include their own career plans. *(rubric attached)*

**Child Development Pre-test:** Students will take a standardized test similar to the CDA test (Child Development National certificate). This test score will be recorded and compared with a post-test to be taken at completion of the associate degree level.

**ADDITIONAL ASSIGNMENTS**

**Education Advisor Interview:** Each student will be required to meet with an education advisor to create a course sequence plan.

**Team Commitment Statement:** As a team, students will agree upon rules and procedures that they all will agree to follow during the semester.

**Peer Evaluations:** Students will rate their teammates on their effort on each team project.

**Tests:** Multiple-choice tests will be given on teamwork skills, professional ethics, licensing and DAP. A Cumulative Final Exam will also be given.



## DOCUMENTATION

**Save your class assignments to include in an employment portfolio that will be created before graduation.**

### EDCD 104 OUTLINE FOR PRACTICUM PAPER

This paper will be a three page typed paper comparing you two visits to accredited centers with your practicum site.

1. Describe your practicum center *one half page*
2. Describe your first visited accredited center *one half page*
3. Describe your second visited accredited center *one half page*
4. Explain which of the three centers you liked the best and why and which center you liked the least and why.

*One and one half page*

In your center descriptions include some of these facts: the classroom interest areas, the indoor and outdoor equipment, the floor plan, the children's activities, the teachers, and the ratio of teachers to children.

Attach the brochures from your two accredited center visits to this paper.

This paper will be graded with a Pass/Fail grade.

Including all of the above information in a well-written manner will equal a Passing grade. Not including three different centers or including less than 75% of the above information will equal a Failing grade.

Reminder: Your Practicum time card with 30 documented hours must be signed by the classroom teacher, or principal/director and turned in at the EDCD 105 final exam.

### CAREER SUMMARY OUTLINE **25 pts.**

- Two page typed summary
- Reflections on each career presentation/visitor
- New things you learned about the career
- Something you found surprising/interesting about the career
- Summarize your thoughts on all careers presented
- Your personal career ideas

Grading Rubric:

5 pts. Discussion of each career presentation

- 5 pts. Summary of all careers
- 5 pts. Personal career ideas
- 5 pts. Length, paper evenly divided
- 5 pts. Spelling/grammar

INDOOR ENVIRONMENT PRESENTATION

---

**75 points**

**Indoor Equipment (30 points)**

- \_\_\_\_\_ 5 points     **Dramatic Play** (15 different types of items, include kitchen, dishes, dress-up, storage, and dolls)
- \_\_\_\_\_ 5 points     **Art** (25 different art supplies + storage)
- \_\_\_\_\_ 5 points     **Blocks** (5 different block sets, 2 sets of each type, + 5 props)
- \_\_\_\_\_ 5 points     **Manipulatives** (20 sets + storage)
- \_\_\_\_\_ 5 points     **Books/ Quiet** (5 multicultural titles, 15 picture book titles + child size equipment for sitting)
- \_\_\_\_\_ 5 points     **Sensory Table** (at least 5 different types of sensory materials + 5 types of different props to support play)

**Indoor Floor Plan (20 points)**

- \_\_\_\_\_ 4 points     **6 Well-defined interest areas**  
Dramatic Play, Manipulative, Art, Blocks, Quiet Area, Sensory
- \_\_\_\_\_ 4 points     **Fixed classroom features (do not need to purchase items)**  
Bathroom, two sinks, two exit doors, Flooring (½ carpet, ½ hard flooring)
- \_\_\_\_\_ 4 points     **Interest Areas labeled** (easily understood by children)
- \_\_\_\_\_ 4 points     **Storage area, Cubbie area, Whole/small group areas**, safe, easily supervised areas, at least two means of egress
- \_\_\_\_\_ 4 points     **Neatness, clarity, attractiveness, and creativity of floor**

**plan**

**Presentation (25 points)**

- \_\_\_\_\_ 15 points     **Preparation, team effort, delivery, creativity of choices & display**
- \_\_\_\_\_ 10 points     **Typed Budget / Equipment List**

**Visual**

### EDCD 105: Indoor Environment Presentation Rubric

Performance Assessment		
Target	Acceptable	Unacceptable
Incorporates textbook, lecture notes, classroom observations.	Incorporates half of required sources.	Incorporates less than half of required sources
Identifies and selects characteristics of D.A.P.classrooms to create a unique floorplan.Includes all required elements in floorplan.	Identifies less than two characteristics of D.A.P. classrooms; includes less than half of required elements in floorplan.	Cannot identify characteristics of D.A.P.classrooms; includes none of the required elements.
Able to orally explain floorplan in a logical order. Visual floorplan is neat and attractive with no errors.	Oral explanation is disjointed and main topic is not clear. Visual floorplan is messy with 2 errors.	Oral explanation is not understandable. Multiple errors on visual floorplan or no visual.

OUTDOOR ENVIRONMENT PRESENTATION

75 points

---

**Outdoor Equipment (30 points)**

- \_\_\_\_\_ 5 points     **Dramatic Play** (5 items to pretend with + storage)
- \_\_\_\_\_ 5 points     **Art** (5 different types of outdoor art supplies + storage)
- \_\_\_\_\_ 5 points     **Climbing** (at least 1 climber including slides)
- \_\_\_\_\_ 5 points     **Construction** (5 items to build with, sand/water play + storage)
- \_\_\_\_\_ 5 points     **Swings** (3 different types to swing on)
- \_\_\_\_\_ 5 points     **Bikes** (3 different types of bikes + storage)

**Outdoor Floor Plan (20 points)**

- \_\_\_\_\_ 5 points     **6 Interest Areas**  
Art, Swings, Climbing, Dramatic Play, Construction, Riding
- \_\_\_\_\_ 5 points     **Fixed features** (do not need to purchase items) Balance of shade/sun, appropriate ground cover (specify type), enclosed fencing
- \_\_\_\_\_ 5 points     **Storage area**, safe, easily supervised areas, at least two means of egress
- \_\_\_\_\_ 5 points     **Neatness, clarity, attractiveness, and creativity of floor plan**

**Presentation (25 points)**

- \_\_\_\_\_ 15 points     **Preparation, team effort, delivery, creativity of choices & display**
- \_\_\_\_\_ 10 points     **Typed Budget / Equipment List**

## Generic Syllabus – 2014

### EDCD 110 Child Development I

#### Infant & Toddler Development

**Course Description:** Conception, birth, contraception, and development patterns pre-birth to 3 year olds. Focus on critical periods and attachment. Appropriate observations of infants and toddlers. A 30 hour field experience (2 hours weekly) is required.

**Course Outcomes:** Upon completion of this course, the student should be able to:

- a. research and explain aspects of child development from reading articles in professional journals.
- b. demonstrate knowledge of stages, theories and environmental (family & cultural) influences on children's development through written observations.
- c. observe infant/toddler behavior and record it accurately in an objective manner.

#### **Textbooks:**

Martin, C & Fabes, R. (2009) *Discovering Child Development*. Second Edition. Houghton Mifflin, Boston.

*EDCD 110 Course Packet*, FSU

#### **Key Assignments:**

Infant-Toddler Observations: 9 written observations will focus on infants & toddlers developmental domains and developmental stages. Follow the observation forms in coursepack. Each section must be completed with attention to neatness, correct spelling and specific examples included. (*sample observation & rubric attached*)

Journal Article Summaries: A one page typed summary of a journal article will be worth 25 points. Each article will include a brief opinion statement and a correct citation. ***Your first article will be about infants. The second article will be about toddlers.*** (*rubric attached*)

#### **Additional Assignments:**

4 Multiple Choice Tests: Written tests will be given over the textbook chapters and class lectures.

#### **DOCUMENTATION**

**Save your class assignments to include in an employment portfolio that will be created before graduation.**

EDCD 110

OBSERVATION # 4  
TODDLER OBSERVATION  
12 - 18 MONTHS

**Observation Data: (1 point)**

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Lab \_\_\_\_\_  
Time of Observation \_\_\_\_\_  
Place of Observation \_\_\_\_\_  
Name of Toddler \_\_\_\_\_  
Birthdate \_\_\_\_\_  
Age of Toddler \_\_\_\_\_ yrs. \_\_\_\_\_ months

**Instructions:**

Fill in the following observation form. Be specific. Responses must be typed. Use of correct spelling and grammar and the absence of typographical errors will be worth one (1) point. Each example is worth one point unless noted. **Total points possible: 20**

1. **Description of the Child:** Note such physical characteristics as skin, hair, nails, eyes, teeth. Describe his body proportions as compared with a 6-12 month old infant.
2. Record a two minute **running record** of everything the child does. Observe child's spontaneous activity and record in diary form.

**Motor Development:**

3. Describe the toddler's control and coordination of his **arms, hands, and fingers.**
4. Describe the toddler's control and coordination of his **legs and feet.**
5. Describe the toddler's locomotion in **crawling and creeping.**
6. Describe the toddler's locomotion at **walking and running.**

**Cognitive Development:**

7. Describe the toddler's perceptions of **one of the five senses:** taste, smell, sound, light, noise.

Language: Describe the toddler's response to and use of language. (Note such items as making non-verbal gestures, understanding simple words and/or commands, making sounds which have meaning to a familiar person, using recognizable words, phrases or simple sentences.)

8. **Response to language:**

9. **Use of language:**

10. **Imitation:** Describe the toddler's imitation of sounds, words or movements such as "peek-a-boo," "patty-cake," or other simple games.

**Social Development:**

11. Describe the toddler's **social behavior**. (Note such items as responding differently to a familiar and unfamiliar person, preferring to be with someone rather than left alone, responding when spoken to, recognizing familiar voices or sounds, responding to a mask or a strange facial expression, responding to his own name.)

12. Describe the toddler's **cooperation**. (Note such items as his ability to help himself or cooperate in dressing, washing, toileting, eating, carrying out simple requests and stopping behavior when he is asked to.)

13. Give one example of **non-cooperation**.

**Emotional Development:**

**Delight** – Record the stimulus and response for any two of the following emotional displays: contentment, affection, joy, elation, excitement, hope.

14.

15.

**Distress** – Record the stimulus and response for any two of the following emotional displays: anger, fear, anxiety, disgust, disappointment, jealousy, envy, shame.

16.

17.

18. **Interpretation:** (Your opinion based on class lectures & readings)

**JOURNAL ARTICLE ASSIGNMENTS  
25 POINTS**

**TYPED**

- 10 pts. Summary of Main Points
- 5 pts. Your opinion of article-based on class lectures & readings
- 5 pts. Spelling, Grammar, Errors
- 3 pts. Correct citation and Length: *ONE PAGE (not 3/4 page or 1 & 1/2 page)*
- 2 pts. Copy of the article (at least 2 pages long)

- You are **required** to choose an article from **one of these** journals:

*Available at FLITE in hard copy*

Child Development  
Childhood Education  
Children Today  
Early Childhood Education Journal  
Journal of Research in Childhood Education  
Young Children

*Available on-line through a FLITE database*

All of the above- using the database Educator's Reference Complete (only one example) you can do an advanced search for the subject and these specific journals.

***If you need help, contact a FLITE reference librarian.***

- Use this Format

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## EDCD 110 Journal Article Rubric

### Performance Assessment

Performance Assessment			
	Target	Acceptable	Unacceptable
<b>Research</b> N 1b, 5d ZA 1.2, 5.8 MDE 1k, 2a	Locates relevant article and uses professional journals.	Fulfills only one part of assignment correctly – journal or article focus.	Does not use relevant article or appropriate journal.
<b>Analysis</b> N 1b, 5d ZA 1.2, 5.8 MDE 1k, 2a	Identifies main points from article. Demonstrates understanding of article content.	Can't define main point of article, may recount 4 or 5 main points. Little understanding of content.	Not able to complete assignment in both dimensions – no main points and lack of understanding of content.
<b>Reflection</b> N 1b, 5d ZA 1.2, 5.8 MDE 1k, 2a	Able to relate article content to relevant aspects of child development and/or class discussions.	Attempts to relate article content to child development principles but unclear.	Not able to relate article content to relevant aspects of child development and/or class discussions.
<b>Scholarship</b> N 1b, 5d ZA 1.2, 5.8 MDE 1k, 2a	Able to write a 1 page paper that is clearly focused on the topic. No errors in spelling or grammar. Citation is included and correct. Article is attached.	Writing is disjointed and main topic is not clear. More than two errors in spelling and grammar. Article is not attached. Citation may not be included.	Unreadable. Multiple errors in spelling and grammar. Article is not attached. Citation may not be included.

## Generic Syllabus - 2014

### EDCD 111 Child Development II

**Course Description:** This class will focus on the social, emotional, physical, intellectual and moral development of 3-12 year old children. It will focus on learning developmental milestones for Early and Late Childhood. Appropriate observations will be done. A 30 hour field experience (2 hours weekly) is required.

**Course Outcomes:** Upon completion of this course, the student should be able to:

- research and explain aspects of child development from reading articles in professional journals.
- demonstrate knowledge of stages, theories and environmental (family & cultural) influences on children's development through written observations.
- observe 3 – 12 yr. old behavior and record it accurately in an objective manner.

#### **Textbooks:**

Martin, C & Fabes, R. (2009) *Discovering Child Development*. Second Edition. Houghton Mifflin, Boston.

*EDCD 111 Course Packet*, FSU

#### **Key Assignments:**

Field Experience Observations: 9 written observations will focus on 3-12 yr. olds developmental domains and developmental stages. Follow the observation forms in coursepack. Each section must be completed with attention to neatness, correct spelling and specific examples included. (*sample observation & rubric attached*)

Journal Article Summaries: A one page typed summary of a journal article will be worth 25 points. Each article will include a brief opinion statement and a correct citation. Article 1 will deal with the issue of child abuse and Article 2 will deal with violence or divorce. All articles must be about children ages 3 to 12 years old.

(*rubric attached*)

#### **Additional Assignments:**

4 Multiple Choice Tests: Written tests will be given over the textbook chapters and class lectures.

#### **DOCUMENTATION**

**Save your class assignments to include in an employment portfolio that will be created before graduation.**

## RATING FORM FOR FIVE-YEAR-OLDS

Observe one five year old child. Check the appropriate space for each item. Type the description and supporting examples. You must include the check sheet with your examples when you turn in this assignment. Use of correct spelling and grammar and the absence of typographical errors will be worth one point. Total points possible: 20

**Observation Data: (1 point)**

Observer's Name \_\_\_\_\_ Lab \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_

Child's Name \_\_\_\_\_ Birth date \_\_\_\_\_ Age \_\_\_\_\_ years \_\_\_\_\_ months

**COGNITIVE DEVELOPMENT (1 point)****YES****NO**

1. Knows parts of body: Can identify by pointing to or matching all major \_\_\_\_\_  
\_\_\_\_\_ visible parts of the body.
2. Draws triangle: Design may be drawn with or without copy. \_\_\_\_\_
3. Uses connected sentences: Tells experiences or simple events in sequence \_\_\_\_\_  
\_\_\_\_\_ (beginning, middle, end). Uses sentence combinations.
4. Draws: Draws human figure with head, body, arms and legs, \_\_\_\_\_  
\_\_\_\_\_ indications of hands and feet, and symbols for eyes and mouth.
5. Names coins: Correctly names three of four: penny, nickel, dime, or \_\_\_\_\_  
\_\_\_\_\_ quarter and does not confuse them. Does not need to know their numerical value or relative worth.
6. Recites: Reproduces short verses, rhymes, little songs from memory \_\_\_\_\_  
\_\_\_\_\_ or makes them up.
7. Knows age: Tells age to last or nearest birthday in whole years. May \_\_\_\_\_  
\_\_\_\_\_ know age to year and months or to next age. Must be more than rote memory, that is, his age should have meaning to him.
8. Knows address: Can give address (street and number ) correctly. \_\_\_\_\_
9. Knows simple relative concepts: heavy and light, hot and cold, \_\_\_\_\_  
\_\_\_\_\_ large and small, far and near.

- 10. Uses prepositions correctly: Knows the meaning of prepositions such as up and down, in and out, over and under. \_\_\_\_\_
- 11. Prints: Prints first name when requested or for self-satisfaction. \_\_\_\_\_
- 12. Knows seasons: Knows seasons of the year and how they relate to events (school starts in the fall; Christmas comes in winter.) \_\_\_\_\_

**SOCIAL DEVELOPMENT (1 point)**

**YES**

**NO**

- 1. Relates positively to adults: Rejects positively – asks for help, asks for approval, but is not overly dependent. \_\_\_\_\_
- 2. Plays cooperatively: Plays in groups (two, three or more children), observes rules in a game or in competition. \_\_\_\_\_
- 3. Shares: Shares toys and materials with other children. \_\_\_\_\_
- 4. Takes turns: Asks for a turn, awaits his turn without too much impatience. \_\_\_\_\_
- 5. Helps: Helps or offers to do something, such as helps clean up. \_\_\_\_\_

**PHYSICAL DEVELOPMENT (1 point)**

**YES NO**

- 1. Climbs: Is able to climb equipment provided for that purpose. \_\_\_\_\_
- 2. Catches: Catches a 12-inch ball or beach ball when it is thrown to her. \_\_\_\_\_
- 3. Hops: On one foot – four steps. \_\_\_\_\_
- 4. Skips: Hops on one foot, then the other, in continuous movement from place to place. \_\_\_\_\_
- 5. Strings or threads: Can thread beads or spools on string. \_\_\_\_\_
- 6. Use of scissors: Understands use of scissors and can cut a piece of paper. \_\_\_\_\_
- 7. Hammers: Can hammer nails into a board until they are secure. \_\_\_\_\_
- 8. Fastens: Buckles, laces, zips, knots with only minor help. \_\_\_\_\_
- 9. Ties: Ties a bow on shoes. \_\_\_\_\_

**EMOTIONAL DEVELOPMENT (1 point)**

**YES NO**

1. Persistence: At a chosen task until completed, or at least 10 minutes. \_\_\_\_\_
2. Pride: Shows pride in accomplishments or products she created. \_\_\_\_\_
3. Protects self: Stands up for own rights, does not permit other children to \_\_\_\_\_  
\_\_\_\_\_ constantly take advantage of him. \_\_\_\_\_
4. Amuses self: Makes purposeful use of equipment or activity during free \_\_\_\_\_  
\_\_\_\_\_ play time. \_\_\_\_\_
5. Pays attention: Can sit through a complete story selected for the age \_\_\_\_\_  
\_\_\_\_\_ group. \_\_\_\_\_

**Use specific details related to this child. This page must be typed. Each example = 1 point.**

DESCRIPTION OF CHILD:

Give four (4) supporting examples for COGNITIVE:

- 1.
- 2.
- 3.
- 4.

Give two (2) supporting examples for SOCIAL:

- 1.
- 2.

Give four (4) supporting examples for PHYSICAL:

- 1.
- 2.
- 3.
- 4.

Give two (2) supporting examples for EMOTIONAL:

- 1.
- 2.

INTERPRETATION: (Your opinion based on class lectures & readings)

**EDCD 111 Rating Form for 5 year olds Rubric**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Observation</b>	Able to record specific actions and behavior of a particular child without opinions.	Record of actions and behavior not completely objective.	Unable to objectively describe actions and behavior of a specific child.
<b>Interpretation</b>	Uses information from observation and knowledge of developmental theories to form a view of a child.	Uses information from observation and knowledge of developmental theories to form a view of a child.	Cannot interpret observational data in terms of developmental theories.
<b>Assessment Tools</b>	Able to complete the required four domains of the assessment instrument.	Completes two of the required domains of the assessment instrument.	Does not complete the required assessment instrument.
<b>Scholarship</b>	Able to complete assignment with no spelling or grammar errors.	More than two errors in spelling and grammar.	Multiple errors in spelling and grammar.

**JOURNAL ARTICLE ASSIGNMENTS  
25 POINTS**

**TYPED**

- 10 pts. Summary of Main Points
- 5 pts. Your opinion of article-based on class lectures & readings
- 5 pts. Spelling, Grammar, Errors
- 3 pts. Correct citation and Length: *ONE PAGE (not 3/4 page or 1 & 1/2 page)*
- 2 pts. Copy of the article (at least 2 pages long)

- You are **required** to choose an article from **one of these** journals:

*Available at FLITE in hard copy*

Child Development  
Childhood Education  
Children Today  
Early Childhood Education Journal  
Journal of Research in Childhood Education  
Young Children

*Available on-line through a FLITE database*

All of the above- using the database Educator's Reference Complete (only one example) you can do an advanced search for the subject and these specific journals.

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**Generic Syllabus-2014**  
**EDCD 160**  
**Education of Children**

Course Description: **Role of teacher in a variety of settings and resultant impact on young children. Communication skills and guidance methods with children. Instructional strategies and learning styles appropriate for a child's growth and development. Off campus visits required. A 30 hour field experience (2 hours weekly) is required.**

1. **Outcomes:** After completing this course the student will be able to:
  - a. Specify criteria of developmentally appropriate practices observed in visiting programs involved with direct care of children.
  - b. Identify characteristics and roles of teachers of young children.
  - c. Assess personal strengths and weaknesses for working with young children.
  - d. Demonstrate knowledge of developmentally appropriate practice (DAP) and effective instructional strategies for children through a team presentation.
  - e. Develop an understanding of the importance of becoming advocates for young children and their families.

2. **Textbooks:**

Jalongo, M. & Isenberg, J. (2012). *Exploring Your Role. 4<sup>th</sup> Edition*, Merrill/Prentice-Hall Publishing.

*EDCD 160 Course Packet*, FSU

3. **Key Assignments:**

Center Visits & Observations -

Field experience observations will consist of 6 visits to early childhood centers serving children 0 – 8 yrs. It is expected that you spend a minimum of two hours visiting a different site per assignment. Everyone will do observations of early childhood centers to look at room arrangement, interest areas and relationships between children and teachers. *(2 sample rubrics attached)*

Advocacy Project & Presentation -

Each student will do an advocacy project of their choice from a list of options. Proof of your hours and a written summary will be required along with an oral presentation of your project. Suggestions will be provided. The Advocacy project will count toward your field experience hours. *(Rubric attached)*

Self-Report Paper –

The self-report will be a five page typed comparison of teacher characteristics with your own personal characteristics. An outline will be provided. *(Rubric attached)*

Team Teaching Presentation -



Each team will teach curriculum theme activities to their peers. The activities will demonstrate your knowledge of developmental appropriateness along with your understanding of curriculum areas. *(Rubric attached)*

**4. Other Assignments:**

Tests

**EDCD 160 - CENTER VISIT**

10 points each

Observer \_\_\_\_\_

Date \_\_\_\_\_ Total Time \_\_\_\_\_

Name of Center \_\_\_\_\_

Address \_\_\_\_\_

Age of Children \_\_\_\_\_

Staff Signature \_\_\_\_\_

**PERSONAL IMPRESSIONS**

Your opinions, thoughts, and reflections gathered from visiting this classroom or childcare program.

**EDCD 160 - SWEEP OBSERVATION**

20 points each

1. Teacher Characteristics

2. Personal Impressions

Observer \_\_\_\_\_

Date \_\_\_\_\_ Total Time \_\_\_\_\_

Age of Children \_\_\_\_\_

Type of Center \_\_\_\_\_

Name of Center \_\_\_\_\_

Address \_\_\_\_\_

Staff Signature \_\_\_\_\_

### TEACHER CHARACTERISTICS

Write some ACTUAL OBSERVATIONS giving examples that illustrate the following characteristics of adult-child interactions. The emphasis is on the teacher and his or her influence on children and the teaching environment.

1. **Flexibility** - examples of the ability to change plans quickly and easily or to adapt to the needs of children.
2. **Warmth** - examples of giving children affection, coming down to their level, listening to them.
3. **Zest for Living**- examples of smiles and enjoying the children and enjoying self.
4. **Attractiveness** - examples of neatness, colors of clothes, good posture, etc.
5. **Understanding Self** - examples of self-confidence, doing something well or showing positive self-esteem.

### PERSONAL IMPRESSIONS

Your opinions, thoughts, and reflections gathered from visiting this classroom or childcare program.

#### EDCD 160 -Advocacy Project 50 pt.

\* Choose a **2 hour** volunteer project from this list: ( **20 pt.**- with documentation)

- Call M.O.A.E.Y.C. (Mecosta Osceola Association for Young Children) and ask for volunteer projects. Call the president LouAnn Gregory, at 231-796-4587 for more information.
- **Contact the Ferris Student Volunteer Center and help with any project concerning children, at 591-2140.**
- Put up a display about children's development or early childhood education at the Ferris bookstore, library, the community library or another public place. Call and ask permission beforehand.

- Write 4 different letters to your federal or state legislators or for a local newspaper explaining the need for financial support for the child care issue.
- Any other ideas you may have need to be O.K.'d by me beforehand.
  - \* Write a one page typed report on what you did and why it was beneficial for children. You **must** include documentation to prove that you did the project along with this report. Documentation could include photos, registered mail slips, letter on letterhead signed by the head of the organization, published article from the TORCH or a response letter from a legislator. **(20 pt.)**
  - \* Give an oral summary of your advocacy project to the lab, stating what you did and why it was beneficial to children. **(10 pt.)**

**Grading Sheet for Advocacy Project                      50 pt.**

<i>Written Report (20 pt.)</i>	<i>Oral Report (10 pt.)</i>
_____ 10 pt. Summary of project	_____ 5 pt. Summary of project
_____ 5 pt. Benefits to children	_____ 3 pt. Benefits to children
_____ 3 pt. Length of one page	_____ 2 pt. Clear & concise
_____ 2 pt. Spelling, Grammar, Typos	
	_____ 20 pt. <i>Documentation of 2 hour project</i>
_____ TOTAL	

**EDCD 160      SELF-REPORT PAPER                      50 pt**

Part 1. Characteristics of Teachers 10 pts.

- \* Handout
- \* Important Teachers in your life
- \* Textbook
- \* Other References

Part 2. Characteristics of Yourself 10 pts.

- \* Self/Friend Inventory
- \* Fears Rating
- \* Other Self Knowledge

Part 3. Comparison of Teacher Characteristics and Self 20 pts.

- \* Strengths and Weaknesses in relation to Teacher Characteristics
- \* Insights about Self and Working with Children

- \* Insights from Watching Teachers in Sweep Observations
- \* Other Reflections on your Educational Career

Scholarliness 10 pts.

- \* 5 pages
- \* Double-Spaced & Typed
- \* Neatness
- \* Spelling and Grammar

<b>EDCD 160 Self-report Paper Rubric</b>			
	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Research</b>	Incorporates textbook, handouts, teacher observations, rating scale.	Incorporates half of required sources.	Incorporates less than half of required sources
<b>Analysis</b>	Identifies and selects characteristics of exemplary teachers; interprets scores from rating inventories.	Identifies less than two characteristics of exemplary teachers; cannot interpret inventory scores.	Cannot identify characteristics of exemplary teachers; did not complete inventory.
<b>Reflection</b>	Compares personal characteristics with those of exemplary teachers; identifies personal strengths and weaknesses.	Compares less than two characteristics of exemplary teachers; identifies less than two personal strengths and weaknesses.	Does not compare characteristics of exemplary teachers; does not identify personal strengths and weaknesses.
<b>Scholarship</b>	Able to write a 5 page paper that is clearly focused on the topic. No errors in spelling or grammar. 5 pages.	Writing is disjointed and main topic is not clear. More than two errors in spelling and grammar. Less than 5 pages.	Unreadable. Multiple errors in spelling and grammar. Less than 4 pages.

EDCD 160                      **Team Teaching Presentation Guidelines**                      50 pt.

Team name \_\_\_\_\_ Theme \_\_\_\_\_

1. Each team will teach the lab using a preschool theme for approximately 20 minutes. A brainstorming theme web will be developed.
2. Each team will teach a circle-time/large group that includes a *Music* and a *Language* activity.
3. Each team will offer three small group activity choices at the same time, either before or after the circle-time. The small groups activities should be in the curriculum areas of: *Creative Art, Cognitive or Math, and Small Motor or Sensory.*
4. Each team will also teach a *Large Motor* large group activity.
5. The grading guidelines will be:

**Developmentally appropriate activities**

- \_\_\_\_\_ 5 pt. Music
- \_\_\_\_\_ 5 pt. Language
- \_\_\_\_\_ 5 pt. Creative Art (open-ended)
- \_\_\_\_\_ 5 pt. Cognitive or Math
- \_\_\_\_\_ 5 pt. Small Motor or Sensory
- \_\_\_\_\_ 5 pt. Large Motor

**Teaching abilities**

- \_\_\_\_\_ 5 pt. Activities well planned, & all necessary materials provided
- \_\_\_\_\_ 10 pt. Activities well executed & team organized
- \_\_\_\_\_ 5 pt. Theme Web
- \_\_\_\_\_ 50 pt. Total

Comments:

**COURSE DESCRIPTION:** Designed to provide positive experiences for inexperienced computer users. Emphasis will be on developing the skills necessary to operate the computer in pre-K-8yr. settings. An overview of the functions and capabilities of computer application programs in managing pre-K-8yr. settings will be included.

**COURSE OUTCOMES:** Students will:

- a. evaluate children's software for appropriateness and quality.
- b. demonstrate knowledge of uses of technology in the early childhood classroom by writing a newsletter for parents.
- c. be able to determine best practices by observing children and computers in the early childhood classrooms.

**TEXTBOOK AND REQUIRED MATERIALS:**

- a. Simon, Fran & Nemeth, Karen. (2012) *Digital Decisions: Choosing the Right Technology Tools for Early Childhood Education*. Gryphon House, N.C.
- b. You will need two flash drives labeled with your name

**KEY ASSIGNMENTS:**

PARENT NEWSLETTER: Students will write a 200 word newsletter to parents including graphics to give the document a professional appearance. Content for this newsletter will be from information researched on the web. *(rubric attached)*

ASSESSMENT OF CHILDREN'S SOFTWARE: Students will use and evaluate children's software and write a report about the best and worst features of the software programs evaluated. *(rubric attached)*

FIELD EXPERIENCE #1: Students will spend time in early childhood centers observing the use of computers with children and write a report about the experience. *(rubric attached)*

**ADDITIONAL ASSIGNMENTS**

HANDS-ON/WRITTEN TESTS: Two hands on tests on the computer will be given on the date listed in the syllabus. In addition there will be multiple choice/written test questions on the reading assignments.

INTERNET LIST: Students will research and type a list of internet sites for teachers and parents of young children.

FIELD EXPERIENCE #2: Students will spend time in Tot's Place early childhood center using computers with children and write a report after their experience.

EXCEL PROJECT: Students will create a graph and a spreadsheet to use with children.

WEBSITE CREATION: Students will create a website for an imaginary early childhood education center. .

POWER POINT PROJECT: Students will prepare a Power Point demonstration to be used with young children or parents of young children. Presentations will be made to the class.

### Outline For Parent Newsletter Project

- a. 25 points
- b. 200 words
- c. use internet articles you have saved on topic for parents
- d. one page, w/columns & heading
- e. include information, 2 websites (hyperlinks) for parents to get more information, one workshop invitation & one picture
- f. no typos!/professional appearance
- g. use your newsletter task instructions if you can't remember how to do a format task
- h. Print paper & hand in disk

### Grading Scale

- 5 pt. Spelling/Grammar
- 5 pt. Professional appearance
- 5 pt. Workshop/picture
- 5 pt. Correct information on parent topic (200 words)
- 5 pt. Hyperlinks

### EDCD 205 Parent Newsletter Project Rubric

	Target	Acceptable	Unacceptable
<b>Composition</b>	Newsletter is attractive and professional looking. Newsletter includes clip art and hyperlinks. Length is 200 words.	Newsletter contains one or more errors or omissions in composition. Length is less than 200 words.	Newsletter does not follow assignment rubric. Length is considerably less than 200 words.
<b>Information</b>	Information chosen to provide parents is relevant and meaningful. Information is reported correctly.	Information chosen might be relevant to some. Information not clearly communicated.	Information chosen is not relevant and not reported correctly.
<b>Computer Skills</b>	Able to download and place clip art on document. Able to	Some elements of newsletter assignment are followed but some	Not able to complete newsletter in format specified.

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	format document in columns. Hyperlinks operational.	elements are missing, incomplete or incorrect.	
<b>Scholarship</b>	Able to complete assignment with no spelling or grammar errors.	More than two errors in spelling and grammar.	Multiple errors in spelling and grammar.

**Rubric for Assessment of  
Children’s Software Project**

1. 25 points
2. Use evaluation tool handouts to evaluate 3 different software packages.
3. Write a 1 typed page letter for each package.
4. Write a letter to a center director that answers the following:
  - a. What’s good (or bad) about this package?
  - b. What curriculum areas does it enhance?
  - c. Why should it be purchased (or not)?
5. Turn in three paper evaluations and three paper letters.

Grading Scale:

- 5 pts. 3 completed software evaluations
- 5 pts. 3 letters
- 5 pts. responses to 3 questions
- 5 pts. spelling/grammar/length
- 5 pts. 2 lists of software & use of Hatch computer

Field Experience # 1 Report Outline  
25 points

Following the observation of children using computers for learning in a school/early childhood center setting, the student will write a report describing what happened and analyzing data collected.

Procedure: 1. Arrange an hour’s observation of children working with computers. Students may arrange a visitation in any elementary school or daycare center where young children and their teachers are using computers. **(not in Tot’s Place)**

- 2. Watch children and their teacher(s) working with computers.**
3. Take notes and ask questions when given an opportunity.



4. Write at least three pages of reflection regarding the experience

**Outline:**

1. The report will be at least three but not more than five pages long.
2. The report must have four sections:
  - a. Introduction
  - b. Description
  - c. Reflection
  - d. Summary
3. A Note-Taking Guide that was used during the observation to gather data must be attached to the report with a signature.

**Introduction** - Can include information about which school/center was visited, when, where and why (beyond because it was assigned...). (One paragraph)

**Description** - Describe/recount what was observed. The Note-Taking Guide used during the observation should provide the framework for describing the experience. Summarize the notes taken whenever possible. (One page)

**Reflection** - A personalized accounting of what was learned by participating in this experience. Compare what was observed to course readings, video, articles and lecture notes. (One page)

**Summary** - one paragraph to close the report.

**Grading Scale**

- 5 pt. Length, 4 sections, spelling/grammar
- 5 pt. Notes attached & signature
- 5 pt. Intro, reflection & summary
- 10 pt. Description

**EDCD 210**  
**Infant/Toddler Curriculum and Environments**

**Course Description**

Designing, planning and evaluating optimal environments and programs with developmentally appropriate activities for the positive growth of infants and toddlers. A 30 hour field experience (2 hours weekly) is required. Pre-Requisites: EDCD 110.

**Class Outcomes**

Students will:

- a. Develop & implement developmentally appropriate activities for infants and toddlers by having direct teaching experiences.
- b. Demonstrate knowledge of the components of creating a healthy, and safe learning environment for the care and education of infants and toddlers including children's language, culture and diversity.
- c. Collect resources and ideas for learning experiences to use with infants and toddlers from 3-30 months in the following areas: cognitive, language, motor and social/emotional.
- d. Develop communication strategies to establish relationships with parents.
- e. Demonstrate competence planning an IFSP for infants and toddlers with special needs.

**Textbook**

Petersen, Sandra and Donna Wittmer (2013). *Endless Opportunities for Infant and Toddler Curriculum*. Second Edition. Pearson.  
Herr, J. & Swim, T. (2002) *Creative Resources for Infants and Toddlers*, 2<sup>nd</sup> Edition. New York: Delmar Publishers  
EDCD 210 Course Packet  
*Early Childhood Standards of Quality for Infant and Toddler Programs, FSU*

**Key Assignments:**

**4 Lesson plans & 6 Activities:** Students will create and implement lesson plans and activities with infants and toddlers during their 2 hour weekly field experience. (*Rubrics attached*)

**Infant Ring or Toddler Resource Box:** Students may choose to collect resource ideas for infants or toddlers. (*Rubric attached*)

**Parent Safety Brochure:** Each student will create a tri-fold color brochure on a chosen aspect of safety for the parents of infants or toddlers. (*Rubric attached*)

**IFSP:** Each student will develop an Individual Family Service Plan for an infant or toddler with developmental delays or special needs after being given a case study of an individual child. (*Rubric attached*)

**Additional assignments**

Parent Workshop

Lead Week Plan  
 Attendance points  
 Tests

**DOCUMENTATION**

**Save your class assignments to include in an employment portfolio that will be created before graduation.**

<b>LESSON PLAN – Infant/Toddler (25 points)</b>		
<b>Name:</b>	<b>Focus area (from syllabus:</b>	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Learning format</b> (inside or outside)  Activity centers Routines	<b>Domain – Infant Toddler Standards (2 points)</b>  <b>Social Emotional</b> (B=Belonging) <b>Physical</b> (C=Exploration)  <b>Cognitive</b> (C=Exploration) <b>Language</b> (D=Communication)	
<b>Standards Addressed (2 points)</b>		
<b>Objective</b> (why this activity is important for children) (2 points)		
<b>Materials Needed (2 points)</b>		
<b>Transition Idea (1 point)</b>		
<b>Procedure</b> (Introduction, prior knowledge) (3 points)		
<b>Action/sequence of steps (2 points)</b> <ul style="list-style-type: none"> <li>• Step 1:</li>   <li>• Step 2:</li> </ul>		

<ul style="list-style-type: none"> <li>Step 3:</li> </ul>			
<b>Questions</b> (related to the domain) (2 points) <ol style="list-style-type: none"> <li></li> <li></li> </ol>			
<b>Ending</b> (reflection/recall) (3 points)			
<b>Transition Idea</b> (1 point)			
<b>Staff Approval</b> Comments	❖ Yes	❖ No	Initials
<b>Faculty Approval</b> Comments	❖ Yes	❖ No	Initials

<b>LESSON PLAN – Infant/Toddler</b>		
<b>Name:</b>	<b>Focus area</b> (from syllabus:	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Evaluation/post-assessment:</b> (2 points)		
<b>Self-reflection</b> (3 points)		
<b>DVD</b> (25 points)		
<b>Preparation</b> (5 points)		

<b>Interaction</b> (5 points)
<b>Questions/Comments</b> (5 points)
<b>Followed planned procedure</b> (5 points)
<b>Activity successful/objective met</b> (5 points)
<b>Comments</b>

EDCD 210

### Activity Evaluation

- **Six activities to be done in field experience. Each activity is worth 10 points. Students will have each activity approved by the course instructor before scheduling their activity in field experience site. This form is to be filled out by the supervising teacher.**
- *Activities to be done in any order.*

\_\_\_\_\_ (name) was prepared with the necessary props and successfully completed the following activity with a small group of children in my classroom.

Reading \_\_\_\_\_ (name of book) \_\_\_\_\_ (date)

Manipulatives \_\_\_\_\_ ( specific toy) \_\_\_\_\_ (date)

Sensory/DP \_\_\_\_\_ (activity)  
\_\_\_\_\_ (date)

Song/Music \_\_\_\_\_ ( song) \_\_\_\_\_ (date)

Story w/Prop/Large Motor \_\_\_\_\_ ( activity) \_\_\_\_\_ (date)

Activities from Infant Ring/ Toddler Resource Box \_\_\_\_\_ (activity) \_\_\_\_\_ (date)

Please circle one evaluation at the completion of all activities.

Points of high recommendation:

**Areas of needed improvement** (How can student improve?):

Your signature \_\_\_\_\_

EDCD 210

INFANT RING (50 Points)

The infant ring will consist of 27 activities for infants in the following age groups:

1. 9 activities for use with infants 0-4 months.
2. 9 activities for use with infants 4-8 months.
3. 9 activities for use with infants 8-12 months.

The infant ring will be divided into three categories. Each category will be typed on a different color 4x6 index card. There will be 3 activities for each category for each age group.

The categories include:

Physical, Cognitive/Language, Social/Emotional.

**Grading for Infant Ring:**  
**typed**

Format for Infant Activity Cards: **Must be**

- \_\_\_\_\_ 10 Points 0-4 month Activity Cards  
(Appropriate for age & category & cards complete)
- \_\_\_\_\_ 10 Points 4-8 month Activity Cards  
(Same as above)
- \_\_\_\_\_ 10 Points 8-12 month Activity Cards
- \_\_\_\_\_ 5 Points Neatness/creativity
- \_\_\_\_\_ 5 Points 3 activities for ea. category per age group
- \_\_\_\_\_ 5 Points Laminated/bound/durable
- \_\_\_\_\_ 5 Points Biblio. w/2 references

Category:	Age range:
Name of Activity:	
Objective:	
Description of activity and procedure:	

**TODDLER RESOURCE BOX (50 Points)**

The Toddler Resource Box will consist of 27 activities for toddlers in the following age groups:

- a. 9 activities for use with toddlers 12-18 months
- b. 9 activities for use with toddlers 18-24 months
- c. 9 activities for use with toddlers 24-30 months

**The Toddler Resource Box will be divided into three categories. Each category will be typed on a different color 4x6 index card. There will be 3 activities for each category for each age group. The categories include: Physical, Cognitive/Language, Social/Emotional. In each age category there should also be one activity from each of these 4 curriculum areas: storytelling, music, creative art, and science.**

*Grading for Toddler Resource Box*

- \_\_\_\_\_ 10 Points 12-18 months Activities

Format for Toddler Activity cards:

**Must be typed.**

- (Appropriate for age & category & cards complete)
- \_\_\_\_\_ 10 Points 18-24 months Activities  
(Same as above)
- \_\_\_\_\_ 10 Points 24-30 months Activities
- \_\_\_\_\_ 5 Points Neatness/creativity/ box
- \_\_\_\_\_ 5 Points 3 activities for ea. category per age group
- \_\_\_\_\_ 5 Points Laminated
- \_\_\_\_\_ 5 Points Biblio. w/2 references

Category:	Age range:
<i>Name of Activity:</i>	
Objective:	
Materials needed:	
Description of activity and procedure:	

## EDCD 210 Infant Ring Rubric

Performance Assessment			
	Target	Acceptable	Unacceptable
<b>Research MI-T-PROV.2.a</b>	Incorporates textbook, lectures, lab experiences.	Incorporates half of required sources.	Incorporates less than half of required sources
<b>Analysis MI-T-PROV.4.a</b>	Identifies and selects D.A.P. activities by age and domain.	Includes half of the activities that are dev. inappropriate.	Includes more than half of activities that are dev. inappropriate.
<b>Scholarship MI-T-PROV.1.a</b>	Correct number of activities, typed on cards, laminated and bound. No errors in spelling.	Missing 5 activities. Ring is messy. Five errors in spelling.	Missing 10 activities. Not bound or laminated. Multiple errors in spelling.

EDCD 210

Safety Brochure Assignment

25 points

Each student will create a safety brochure to share with parents of infants and or toddlers. Guidelines include:

- A tri-fold brochure printed on both sides of a single sheet of paper
- Printed on a color printer
- Topic should be one aspect of safety with infants or toddlers or both
- Examples of topic: poison safety, toy safety, sleeping/SIDS safety
- Include website for parents with more information on the topic

### Grading Rubric

5 pts. clip art/pictures & words on all six sections of the brochure

5 pts. correct website address for more information

5 pts. professional appearance

5 pts. lack of spelling & grammar errors & typos

5 pts. parent friendly



- Develop an Individual Family Service Plan Outcome form for a child with developmental delays after being given a case study of an individual child.
- Include a half-page typed description of developmentally appropriate activities for the individual child to do at home. At least 2 specific activities
- Include a half-page typed summary of how you will explain the above activities to the child's parents at the IFSP meeting.

Grading Rubric

- 5 pts. One Goal/Outcome statement with 2 short term specific objectives
- 5 pts. 2 strategies/methods to do at school
- 5 pts. Description of at least 2 specific developmentally appropriate activities
- 5 pts. Correct goals/objectives/activities for the child's needs
- 5 pts. Summary of how you will explain

**Early On IFSP Outcome and/or**  **Special Education IEP Goal**

Child's Legal Name: \_\_\_\_\_ Current Date: \_\_\_\_\_

**Concern of the Parent:**

**Present Status:** (What is the child doing now? What has been tried? What is working?)

**Goal/Outcome Statement:** (What would you like to see happen for your child?) The child \_\_\_\_\_ (audience) will (behavior) \_\_\_\_\_ what/at (condition or criteria) by (date)

Priority number: (Please circle) 1 2 3 4 5 6 7 (The priority number should match priorities identified on pages 2 and 3)

Goal #: \_\_\_\_\_

<b>Steps or short term objectives:</b> (At least 2 per goal)	<b>* Evaluation</b>	<b>**Criterion</b>	<b>***Timeframe</b> (needed to accomplish this step)
1.			
2.			
3.			
4.			

**Strategies/Methods:** (What methods or techniques will be used during the child's daily routines to meet this outcome?)

**Progress Toward Outcome**

**Progress made:** (To be evaluator at least every 6 months)

Date	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Comments/ Status of Progress ****

<b>* Evaluation</b> D - Documented observation P - Parent(s) report	<b>** Criterion</b> ___ % Accuracy ___ Parent ___ Satisfaction	<b>***Timeframe</b> - 1 month - 2 months - 3 months	<b>****Status of Progress</b> 1 - Achieved/Maintained 2 - Progressing at rate sufficient to meet goal 3 - Progressing below a rate sufficient to meet goal
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## Generic Syllabus – 2015

### EDCD 211 Children's Activities

**Course Description:** Focus on developmentally appropriate practices - lesson planning, active learning, key experiences, transitions and various activities for pre-school children. Teaching labs plus participation experiences in campus center. A 30 hour field experience (2 hours weekly) is required. Pre-Requisites: EDCD 111.

#### **Class Outcomes:**

By the end of the semester, you as the student will be able to:

- a. Develop & implement developmentally appropriate activities for preschool children that include children's language, culture and diversity by having direct teaching experiences.
- b. Collect resources and ideas for learning experiences to use with preschoolers in curriculum areas.
- c. Develop communication strategies to communicate with families.

#### **Textbooks:**

1. Jackman, H. (2015). *Early Education Curriculum*, 6th edition. Wadsworth, Cengage Learning. **Required**
2. Herr & Libby-Larson. (2009) *Creative Resources For The Early Childhood Classroom*. Fifth Edition. Delmar, Cengage Learning. **Recommended**
3. **Course pack for EDCD 211.** FSU Required
4. *Early Childhood Standards of Quality for Prekindergarten*. FSU. **Required**

#### **Key Assignments:**

**4 Lesson Plans & 6 Activities :** Students will design and implement lesson plans and activities in their scheduled weekly field experience. (*Rubrics attached*)

**Resource Box:** Resources for 4 individual curriculum areas covered in class will be made. These will include Cooking Recipe Cards, Musical Instruments, Flannel board/Puppet story pieces & Cognitive Games. (*Rubric attached*)

**Parent Newsletter:** Compose a parent newsletter about the importance of one area of curriculum discussed in class. Include activities for parents to do at home with their children to improve the child's development of the curriculum area. (*Rubric attached*)

#### **Additional Assignments**

COR Child Observation Record

Lead week Planning

Tests or Quizzes

Attendance Points

Field Experience evaluation

#### **DOCUMENTATION**

Save your class assignments to include in an employment portfolio that will be created before graduation.

<b>LESSON PLAN – Preschool/Schoolage(25 points)</b>		
<b>Name:</b>	<b>Focus area (from syllabus:</b>	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Learning format (inside or outside)</b>  <b>Large Group</b> <b>Small Group</b>  <b>Activity centers</b> <b>Routines</b>	<b>Domain – (Prekindergarten Standards) (2 points)</b>  <b>Social Emotional (Social emotional, Creative)</b> <b>Physical ( Physical, Health, Creative)</b>  <b>Cognitive (Math, Science, Social Studies, Technology, Intellectual, Creative)</b>  <b>Language (Language, Early Literacy)</b>	
<b>Standards Addressed (2 points)</b>		
<b>Objective (why this activity is important for children) (2 points)</b>		
<b>Materials Needed (2 points)</b>		
<b>Transition Idea (1 point)</b>		
<b>Procedure (Introduction, prior knowledge) (3 points)</b>		
<b>Action/sequence of steps (2 points)</b> <ul style="list-style-type: none"> <li>• <b>Step 1:</b></li>   <li>• <b>Step 2:</b></li>   <li>• <b>Step 3:</b></li> </ul>		
<b>Questions (related to the domain) (2 points)</b> <b>1.</b>		

2.			
<b>Ending (reflection/recall) (3 points)</b>			
<b>Transition Idea (1 point)</b>			
<b>Tot's Place Staff Approval Comments</b>	❖ Yes	❖ No	<b>Initials</b>
<b>Faculty Approval Comments</b>	❖ Yes	❖ No	<b>Initials</b>

<b>LESSON PLAN – Preschool/Schoolage</b>		
<b>Name:</b>	<b>Focus area (from syllabus:</b>	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Evaluation/post-assessment: (2 points)</b>		
<b>Self-reflection (3 points)</b>		
<b>DVD (25 points)</b>		
<b>Preparation (5 points)</b>		
<b>Interaction (5 points)</b>		

<b>Questions/Comments (5 points)</b>
<b>Followed planned procedure (5 points)</b>
<b>Activity successful/Objective met (5 points)</b>
<b>Comments</b>

EDCD 211

### Activity Evaluation

**Six activities to be done in field experience. Each activity is worth 10 points. Students will have each activity approved by the course instructor before scheduling their activity in field experience site. This form is to be filled out by the supervising teacher.**

\_\_\_\_\_ (name) was prepared with the necessary props and successfully completed the following activity (fill out one line below) with a small group of children in my classroom.

1. Reading \_\_\_\_\_ (name of book) \_\_\_\_\_ (date)
2. Manipulatives \_\_\_\_\_ ( specific toy) \_\_\_\_\_ (date)
3. Dramatic Play \_\_\_\_\_ (activity) \_\_\_\_\_ (date)
4. Large Motor \_\_\_\_\_ ( song) \_\_\_\_\_ (date)
5. Cognitive/Discovery Games \_\_\_\_\_ (activity) \_\_\_\_\_ (date)

6. Song with Musical Instruments (w/RB) **OR** Cognitive Games (w/RB)

\_\_\_\_\_ ( activity)\_\_\_\_\_ (date)

Please circle one evaluation at the completion of all activities.

Fine Job

**Needs Improvement**

How can student improve? \_\_\_\_\_

Your  
signature \_\_\_\_\_

EDCD 211

**TEACHER RESOURCE BOXES**

You will do 4 resource boxes @ 20 points each for a total of 80 points. Each resource box will be graded upon the amount of effort you put into making or collecting it. You need to have enough props in each box to use with 5 children.

**Box #1 SCIENCE -20 points**

\_\_\_\_\_ Cooking Recipes– 2 picture recipes mounted for use.

**Box #2 COGNITIVE –20 points**

\_\_\_\_\_ Cognitive games – 3 games. Include objectives and directions.  
(We will make these in a class workshop.)

**Box #3 STORYTELLING WITHOUT BOOK – 20 points**

**Choose One.**

\_\_\_\_\_ Flannel board story – Handmade story pieces and narrative.

\_\_\_\_\_ Puppet story – Handmade puppets and narrative.

**Box #4 MUSIC– 20 points**

\_\_\_\_\_ Musical Instruments – 5 handmade instruments-alike or different.

**GRADING SCALE FOR EACH RESOURCE BOX**

Age appropriate 5 pts.

Child appeal 2 pts.

Effort at making/collecting 5 pts.  
Durability 3 pts.

Neatness 5 pts.

EDCD 211

### **Outline For Parent Newsletter**

- i. 25 points
- j. 200 words
- k. Discuss the importance of one curriculum area.
- l. Include 2 activities for parents to do at home with their children to improve the child's development of your chosen curriculum area.
- m. one page, w/columns & heading
- n. include at least one clip-art or one picture
- o. no typos!/professional appearance

#### ***Grading Scale***

- 5 pt. Spelling/Grammar/Length
- 5 pt. Professional appearance w/picture
- 5 pt. Correct information on importance of curriculum area
- 10 pt. 2 D.A.P. activities to do at home/ match curriculum area



Parent Newsletter Rubric

<b>Composition</b>	Newsletter is attractive and professional looking. Newsletter includes clip art /picture.	Newsletter contains one or more errors or omissions in composition.	Newsletter does not follow assignment rubric.
<b>Curriculum Information</b>	Information chosen to provide parents is relevant and meaningful. Information is reported correctly. The importance of the curriculum area for child development is highlighted.	Information chosen might be relevant to some. Information not clearly communicated. The importance of the curriculum area is unclear.	Information chosen is not relevant and not reported correctly. The importance of the curriculum area is missing.
<b>Activities</b>	Two activities chosen that are developmentally appropriate for preschool children, able to be done at home, match the curriculum area, and are explained clearly for parents.	One activity chosen that is developmentally appropriate for preschool children, able to be done at home, matches the curriculum area, and is explained clearly for parents.	Activities chosen are not developmentally appropriate for preschool children, not able to be done at home, or do not match the curriculum area. Activities are not explained clearly for parents.
<b>Scholarship</b>	Able to complete assignment with no spelling or grammar errors. Length is 200 words.	More than two errors in spelling and grammar. Length is less than 200 words.	Multiple errors in spelling and grammar. Length is considerably less than 200 words.

**EDCD 285  
Orientation to Internship**

**COURSE DESCRIPTION:** Introduction to internship requirements, application forms, role playing situations, and expectations. Pre-Requisites: Must be taken semester before internship and sophomore status.

**COURSE OUTCOMES:**

By the end of this term, the student will:

- a. understand the expectations of the internship.
- b. practice written internship requirements including lesson plans and lead week forms.
- c. collect paperwork required for internship

**TEXTBOOKS:**

*EDCD 285/291 Course Packet*

**KEY ASSIGNMENTS:**

Lesson Plans: The student will write lesson plans infants/toddlers and for preschoolers. These plans will be a review from the activity classes. (*rubric attached*)

Lead Week Plans: Students will complete the Creative Curriculum forms for planning a lead week. (*rubric attached*)

Check sheet of Intern Materials: One Check sheet and packet of intern materials will be given to you and one will be kept in your file to keep track of necessary paperwork. (*rubric attached*)

**ADDITIONAL ASSIGNMENTS:**

Take-home quizzes: Five quizzes will be given to encourage students to read the handbooks & policies of Tot's Place Child Development Center.

Introductory Parent Letter: To introduce yourself to parents of the children in your internship next semester.

**INTERNSHIP PLACEMENT:** Placement for your internship at Tot's Place or other centers chosen by the instructor will be done on a first-come basis, after the completion of your check sheet of intern materials. Students may choose the center and any of the classrooms at Tot's Place, but may not get their first choice. Final decisions will be made by the instructor.

- ❖ **Completion of your Checksheet of Intern Materials/Packet and a set internship placement site is required for passing this course.**

<b>LESSON PLAN – Preschool/Schoolage(25 points)</b>		
<b>Name:</b>	<b>Focus area (from syllabus:</b>	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Learning format</b> (inside or outside)  Large Group Small Group  Activity centers Routines	<b>Domain – (Prekindergarten Standards) (2 points)</b>  <b>Social Emotional</b> (Social emotional, Creative) <b>Physical</b> ( Physical, Health, Creative)  <b>Cognitive</b> (Math, Science, Social Studies, Technology, Intellectual, Creative)  <b>Language</b> (Language, Early Literacy)	
<b>Standards Addressed (2 points)</b>		
<b>Objective</b> (why this activity is important for children) (2 points)		
<b>Materials Needed (2 points)</b>		
<b>Transition Idea (1 point)</b>		
<b>Procedure</b> (Introduction, prior knowledge) (3 points)		
<b>Action/sequence of steps (2 points)</b> <ul style="list-style-type: none"> <li>• Step 1:</li>   <li>• Step 2:</li> </ul>		

<ul style="list-style-type: none"> <li>Step 3:</li> </ul>			
<b>Questions</b> (related to the domain) (2 points) <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>			
<b>Ending</b> (reflection/recall) (3 points)			
<b>Transition Idea</b> (1 point)			
<b>Staff Approval</b> Comments	❖ Yes	❖ No	Initials
<b>Faculty Approval</b> Comments	❖ Yes	❖ No	Initials

<b>LESSON PLAN – Preschool/Schoolage</b>		
<b>Name:</b>	<b>Focus area</b> (from syllabus:	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Evaluation/post-assessment:</b> (2 points)		
<b>Self-reflection</b> (3 points)		
<b>DVD</b> (25 points)		
<b>Preparation</b> (5 points)		
<b>Interaction</b> (5 points)		

<b>Questions/Comments</b> (5 points)
<b>Followed planned procedure</b> (5 points)
<b>Activity successful/Objective met</b> (5 points)
<b>Comments</b>

9:30-10:30	Preschool Interest Areas (Activity Centers)				4:30-5:30
<b>Week of:</b>		<b>Name:</b>			
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Blocks</b>					
<b>Dramatic Play</b>					
Toys & Games AM					
PM					

<b>Art</b>	<b>AM</b>					
	<b>PM</b>					
<b>Library</b>						
<b>Discovery</b>	<b>AM</b>					
	<b>PM</b>					
<b>Sand &amp; Water</b>	<b>AM</b>	Material:	Material:	Material:	Material:	Material:
		Prop:	Prop:	Prop:	Prop:	Prop:
	<b>PM</b>	Material:	Material:	Material:	Material:	Material:
		Prop:	Prop:	Prop:	Prop:	Prop:
<b>Music and Movement</b>	<b>AM</b>					
	<b>PM</b>					
<b>Cooking</b>						
<b>Computer</b>						
<b>Outdoors</b>	<b>AM</b>					
	<b>PM</b>					

## Preschool Group Planning

Week of: \_\_\_\_\_

Name: \_\_\_\_\_

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Large Group</b>	AM					
	PM					
<b>Small Group</b>	AM					
	AM					
	PM					
<b>Read Aloud</b>	AM	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:
	PM	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:
<b>Outdoor Play</b>						
Science						
Art						
Music						
Construction						
Dramatic Play						
Fitness						
<b>Special Activities</b>						
AM Welcome	1					
Choices	2					
Rest Time	1					
Choices	2					
Misc.						
<b>Family Partnerships</b>						
<b>To Do</b>						
<b>Reflecting on the Week</b>						

**EDCD 285**  
**INTERN CHECKLIST**

Student Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

INTERNSHIP PLACEMENT REQUIREMENTS

- \_\_\_\_\_ 5 points Intern Request Form
- \_\_\_\_\_ 5 points G.P.A. form
- \_\_\_\_\_ 5 points Graduation Clearance
- \_\_\_\_\_ 5 points Course sequence outline
- \_\_\_\_\_ 5 points Faculty Advisor/Student Agreement
- \_\_\_\_\_ 5 points Completed Medical Clearance including TB
- \_\_\_\_\_ 5 points Red Cross Certification First Aid & CPR  
(copy of front and back of card w/signature)
- \_\_\_\_\_ 5 points Authorization to Release Criminal History-ICHAT form
- \_\_\_\_\_ 5 points Central Registry Clearance-DHS
- \_\_\_\_\_ 5 points NEMSCA (Head Start) Clearance Form

Materials will be collected during the 8<sup>th</sup> week of the semester. Placement will be announced no later than the last week of class.

This student has been approved for internship.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date



**EDCD 291/298/299**  
**EARLY CHILDHOOD EDUCATION INTERNSHIP,**  
**INTERN SEMINAR and PROFESSIONAL ASSESSMENT**

**COURSE DESCRIPTIONS**

**EDCD 291: 4 credits** This is the culminating internship for the Early Childhood Associate's Degree program as well as the Early Childhood Minor (ZA endorsement) for the Elementary Education program. This is a 240-hour field experience in an early childhood setting working with children, staff and parents.

**EDCD 298: 1 credit** This course is designed for all interns to discuss their internship experience.

**EDCD 299: 1 credit** This course is designed as the capstone class for the Early Childhood Education Associate degree.

**OUTCOMES**

**291:** Upon completion of the class the student will:

- ❖ Gain skills in working with children, staff and parents in an early childhood setting.
- ❖ Demonstrate skills in planning & implementing lesson plans, lead week, and developmentally appropriate curriculum that includes consideration of children's language, culture and diversity.
- ❖ Reflect on their daily experiences with children as a classroom teacher through written journal.

**298:** Upon completion of the class the student will:

- ❖ Discuss with other interns and the instructor experiences, successes and frustrations during their internship experience.
- ❖ Demonstrate knowledge of child development.
- ❖ Gain an understanding of authentic assessment procedures
- ❖ Gain an understanding of the link between assessment and curriculum planning.

**299:** Upon completion the student will:

- ❖ Review the early childhood program
- ❖ Produce an employment portfolio.
- ❖ Complete a self-evaluation of personal teaching skills

**GRADES**

You must receive either an A or a B to complete EACH of these courses.

**ASSIGNMENT EXPLANATIONS**

**EDCD 291:**

Internship Grade-

The Field Experience Packet grade will be combined with the grade given by the supervising teacher and the field visits for a final grade. **You must complete 240 hours with children.**

**EDCD 298:**

*Comprehensive Exam -*

*This is the same exam students were given upon entry into the ECE program. This will*

be similar to the national exam given to CDA candidates.

**EDCD 299:**

Portfolio -

This should be a compilation of material including lesson plans, thematic units, a resume & philosophy statement, video tapes of teaching, multimedia displays & professional development activities to be used for an employment interview.

Inventory of Practices/Self-Evaluation -

A self-inventory will be completed as a self-assessment of your preparation and readiness to work with young children.

**291 FIELD EXPERIENCE**

**Key Assignments:**

240 hours at Tot's Place – Evaluation form (*rubric attached*)

Lesson Plans (*rubric attached*)

Lead Week

Written journal (*rubric attached*)

Additional Assignments:

Selected Creative Curriculum forms

**298 INTERNSHIP SEMINAR**

**Key Assignments**

Anecdotal (Observation) Records (*rubric attached*)

Individual Child Lesson Plans (*rubric attached*)

Comprehensive Exam

**Additional Assignments**

Early Childhood Education Program Review

**299 PROFESSIONAL ASSESSMENT**

**Key Assignments**

Employment Portfolio (*rubric attached*)

**Additional Assignments**

Inventory of Practices/Self-Evaluation

Exit form

<b>LESSON PLAN – Preschool/Schoolage(25 points)</b>		
<b>Name:</b>	<b>Focus area</b> (from syllabus:	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Learning format</b> (inside or outside)  Large Group Small Group  Activity centers Routines	<b>Domain – (Prekindergarten Standards) (2 points)</b>  <b>Social Emotional</b> (Social emotional, Creative) <b>Physical</b> ( Physical, Health, Creative)  <b>Cognitive</b> (Math, Science, Social Studies, Technology, Intellectual, Creative)  <b>Language</b> (Language, Early Literacy)	
<b>Standards Addressed (2 points)</b>		
<b>Objective</b> (why this activity is important for children) (2 points)		
<b>Materials Needed (2 points)</b>		
<b>Transition Idea (1 point)</b>		
<b>Procedure</b> (Introduction, prior knowledge) (3 points)		

<b>Action/sequence of steps</b> (2 points)			
<ul style="list-style-type: none"> <li>• Step 1:</li>   <li>• Step 2:</li>   <li>• Step 3:</li> </ul>			
<b>Questions</b> (related to the domain) (2 points)			
<ol style="list-style-type: none"> <li>1.</li>   <li>2.</li> </ol>			
<b>Ending</b> (reflection/recall) (3 points)			
<b>Transition Idea</b> (1 point)			
<b>Staff Approval</b> Comments	❖ Yes	❖ No	Initials
<b>Faculty Approval</b> Comments	❖ Yes	❖ No	Initials
<b>LESSON PLAN – <u>Preschool/Schoolage</u></b>			
<b>Name:</b>	<b>Focus area</b> (from syllabus:		<b>Name of Activity:</b>
<b>Date submitted:</b>			<b>Date conducted:</b>
<b>Evaluation/post-assessment:</b> (2 points)			
<b>Self-reflection</b> (3 points)			

<b>DVD (25 points)</b>
<b>Preparation (5 points)</b>
<b>Interaction (5 points)</b>
<b>Questions/Comments (5 points)</b>
<b>Followed planned procedure (5 points)</b>
<b>Activity successful/Objective met (5 points)</b>
<b>Comments</b>

9:30-10:30		Preschool Interest Areas (Activity Centers)			4:30-5:30	
Week of:		Name:				
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Blocks</b>						
<b>Dramatic Play</b>						
Toys & Games AM PM						
Art AM PM						
<b>Library</b>						
Discovery AM PM						
Sand & Water AM PM	Material:	Material:	Material:	Material:	Material:	
	Prop:	Prop:	Prop:	Prop:	Prop:	
	Material:	Material:	Material:	Material:	Material:	
	Prop:	Prop:	Prop:	Prop:	Prop:	
Music and Movement AM PM						
<b>Cooking</b>						
<b>Computer</b>						
Outdoors AM PM						

Lead Day-Grey shaded areas    Lead Week-entire form

## Preschool Group Planning

Week of: \_\_\_\_\_

Name: \_\_\_\_\_

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Large Group</b>	AM					
	PM					
<b>Small Group</b>	AM					
	AM					
	PM					
<b>Read Aloud</b>	AM	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:
	PM	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:	Intro: Story: Recall:
<b>Outdoor Play</b>						
Science						
Art						
Music						
Construction						
Dramatic Play						
Fitness						
<b>Special Activities</b>						
AM Welcome	1					
Choices	2					
Rest Time	1					
Choices	2					
Misc.						
<b>Family Partnerships</b>						
<b>To Do</b>						
<b>Reflecting on the Week</b>						

Lead Day - Grey shaded areas Lead Week -Entire form

## **Becoming a Reflective Practitioner**

### **Journal Assignment**

There are three stages, or levels, of teachers' reflection that have been identified by research. They are:

Level 1. Focus on self – in the beginning teachers are preoccupied with their ability to fill the teaching role. They have limited repertoire and many questions about children's behavior, teaching ideas and solutions to various dilemmas. Many tend to draw on personal memories of how school was and what they did. However, many activities may be enjoyable for children but not all lead to good learning outcomes.

Level 2. Focus on the task of teaching. IN this stage teachers begin to look for relationships between pieces of their experiences, interpret the pieces, consider why it was the way it was, and try to find common principles to guide their actions. To move from Level 1 to Level 2, one strategy is to choose and examine a "critical incident." Think about something that happened to you or someone else and ask these questions:

- What was the context?
- What did the children want?
- What did you want?
- What did the children do?
- What did you do?
- What were the children thinking?
- What were you thinking?
- How did the students feel?
- How did you feel?

Level 3. Focus on the outcomes for students – highest level of reflection and comes when teachers become more student-centered and begin to really think about the outcomes their teaching has for students. Reflection at this stage involves striving for continuous improvement, analyzing experiences from multiple perspectives, and seeing and appreciating the influence you have over students' values, behavior and achievement.

Taken from Jalongo, M & Isenberg, J. (2008). *Exploring your role: an introduction to early childhood education*. Upper Saddle River, NJ: Pearson.



Student Name	<b>Observation Record (4 @ 20 points each)</b>	
Child Name	Date	Setting
Observation #1		
Language: Creative curriculum /Objective Numbers (no more than 3)		
Child Name	Date	Setting
Observation #2		
Cognitive: Creative curriculum goals/Objective Numbers (no more than 3)		
Child Name	Date	Setting
Observation #3		
Physical: Creative curriculum goals/Objective Numbers (no more than 3)		
Child Name	Date	Setting
Observation #4		
Social-Emotional: Creative curriculum goals/Objective Numbers (no more than 3)		

**Individual Child Planning Form**

**Name** \_\_\_\_\_

Child's Name:	Week:
Current Information:	
Plan:           Learning Format: large group   small group   activity centers   routines	
Domains Covered: (circle one) Social/Emotional   Physical   Cognitive Language Creative Curriculum Objective # _____	

**Self-evaluation of Lesson Plan:**

**Evaluation of Child's Progress:**

EDCD 299      **EMPLOYMENT PORTFOLIO**      200 POINTS

An employment portfolio is a collection of items you would bring to a job interview. It should contain items that are examples of your best work. It should demonstrate that you are a professional early childhood educator and should help to make your interview a positive experience.

- |            |  |
|------------|--|
| 25 points  | Resume   |
| 25 points  | Philosophy   |
| 25 points  | Cover Letter   |
| 100 points | Documentation: Include samples from below along with a <i>written reflection of why you have chosen to include each one.</i><br><br>Written samples from internship (lesson plans, lead week forms)<br><br>DVD or photos of your teaching<br><br>Written teaching/lesson plan evaluations by faculty or Tot's staff<br><br>Written samples from EDCD classes (lesson plans, theme units, etc.)<br><br>Written samples of activities for infants, toddlers & preschoolers |
| 25 points  | Visually attractive, well organized, information labeled, professional appearance, no errors or typos  |

Total \_\_\_\_\_

Comments:

Ferris State University – Early Childhood Education  
**Student Performance Evaluation**  
**Mid-term/Final**

Student: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

Classroom: \_\_\_\_\_

**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

<b>Section I: PROFESSIONALISM – (Required for all classes)</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
1. Appropriate attendance, dependability, timeliness				
2. Professional dress and grooming				
3. Positive attitude, smiling, enthusiasm				
4. Shows affection for children and adults				
5. Works as a team member/cooperates with teacher and other adults				
6. Takes initiative, goes beyond minimum requirements				
<b>Section II: COMMUNICATION &amp; INTERACTION SKILLS – (Required for all classes)</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
1. Participates in meaningful, developmentally appropriate (dap) conversations w/ children				
2. Gets down to child’s level, uses eye contact				
3. Uses correct grammar & appropriate vocabulary				
4. Appropriate tone of voice				
5. Acknowledgement of child’s efforts—encouragement				
6. Appropriate communication with parents and adults				
<b>Section III: TEACHING SKILLS (Planning/Instruction Individualized) – 210, 211, 291, 420, 491-Leadership</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
1. Selects dap activities that support child development & educational curriculum				
2. Plans & materials prepared and organized ahead of time				
3. Implements all parts of written lesson/activity plans				
4. Adjusts lessons to meet individual child’s level of development				
5. Uses observations to assess and plan for children’s individual learning needs				
<b>Section IV: CLASSROOM Management – 291, 491-Leadership</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
1. Implements & maintains classroom routines				
2. Promotes positive climate conducive to learning				
3. Actively aware of all children in classroom				
4. Adds materials to environment				

5. Smooth transitions that eliminate wait-time				
6. Uses positive guidance statements & conflict resolution techniques				

**Points of High Recommendation:**

**Areas of Improvement:**

\_\_\_\_\_  
Supervising Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature  
**Sept. 2014**

\_\_\_\_\_  
Date

*Generic Syllabus 2015*  
**EDCD 308 Teaching Strategies for Special Education and Diverse Populations**

***Catalog Description***

This course is designed to provide pre-service teachers with an introduction to teaching strategies designed to accommodate the needs of exceptional and diverse learners from birth through 12 years of age. Content will also include a brief historical perspective of the field of special education, particularly as it relates to early childhood education, including legislation and litigation, causes of disabilities, academic and social characteristics, and basic assessment and intervention procedures. Fifteen hours of field experience is required.

Course Outcomes:

1. Demonstrate an understanding of IDEIA, legislation and litigation leading to its development and the disability areas outlined in the law.
2. Develop strategies and identify resources that assist with the use of RtI, UDL, and DI which provide documentation in the pre-referral and referral process.
3. Identify resources that address the roles of the family, community and various school personnel and their involvement in the IEPT and/or IFSP process.

Course Objectives:

- The student will enhance their knowledge about the IEP and IFSP process
- The student will be able to discuss the pre-referral and referral processes
- The student will be able to discuss the characteristics of the major areas of disability
- The student will be able to discuss the roles of the family, community and various school personnel as it relates to students with special needs and diverse populations
- The student will gain a knowledge base of teaching strategies for children with special needs

**Textbook:**

Deiner, P. (2010). *Inclusive Early Childhood Education: Development, Resources and Practice*. Wadsworth, Cengage Learning: California.

***ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY***

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***Grading***

Note: The professor reserves the right to make needed and appropriate adjustments to the syllabus. This may include the addition, deletion or changing of assignments (graded or ungraded).

### ***Student Responsibilities:***

*Please note that you are responsible for all text material assigned. Some of the text material may be lectured on in class, and some may not. Do Not assume that because I do not lecture on something in the text, that it may not be important. The quizzes will be primarily on the material in the texts.*

***Attendance and Participation Policy – Attendance and participation are required – Please contact the professor if you are unable to attend class.***

### **Late assignment policy**

**Assignments are due on the date scheduled in the syllabus or as amended by the professor. Late assignments may result in up to a 50% deduction. Assignments later than one week will not be accepted.** In no case will assignments be accepted during exam week or after the semester ends. Exceptions will be made exclusively for the reasons stated in the attendance policy. Should you have an exceptional situation you may contact me to discuss a late submission or the need for an incomplete. This should be done prior to the due date, not after.

### **Academic Honesty**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy at Ferris State.

### **Disabilities**

Students with documented disabilities are encouraged to make your disability known to the professor, and if you choose your classmates. I will gladly make all accommodations requested through the FSU Office of Disability Services. Sharing your disability condition with your classmates will allow us to discuss teaching and learning strategies from a first person perspective as we all strive to become better teachers.

### **Disclaimer**

The professor reserves the right to make changes to the syllabi as needed. This may include, but is not limited to graded and non-graded assignments, assessments, classroom activities, and readings.

### **Email**

Students are responsible for checking the FerrisConnect email on a regular basis. All email communication regarding this course will take place within the course email.

### **Assignments**

1. **Interview:** You will be required to interview three members of an IFSP team. Suggestions would be the Early On teacher, an administrator, and a parent of a young child with special needs. If you are unable to interview a parent, then you should interview another member of the team. You can get this information from

the Early On teacher. Suggested questions will be provided but you can choose your own or add to the list. You need to write up the individual responses and then discuss what you learned about the process through the interviews.

### **Key Assignment**

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

You will need to put together a resource manual that would be useful to parents. This manual should include a variety of resources including a minimum of 20 peer reviewed journal citations (do not include the article), 20 websites, and 15 other sources of information that you believe would be useful for a person seeking more information about the disability, this should include videos and books written about the topic you selected. 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 magazine are not acceptable nor are sources such as newspapers or USA Today magazine sections. You may include any pamphlets or information from organizations that specialize on your topic. 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. You are also required to include some accommodations/or activities that you can do to enhance the developmental skills of a young child with special needs. Remember this is to be a useful manual for parents.

Students who have been graded well generally did some of the following:

1. Provided nice, easy to read tabs for all sections
2. Included a summary of each article they included
3. Described and rated the websites they linked to
4. Did **not** just download information from the internet
5. Included in-depth materials in an appendix, rather than overloading the main sections with background materials.
6. Summarized materials in tables or charts
7. Used personal experiences or the experiences of others to make the material come alive
8. Gathered far more information than they included and then spent time really thinking about the relevance, usefulness and truthfulness of the information they included.

### **Key Assignment**



3. Students will spend a minimum of 15 hours in a program that serves young children (birth- 8 years) with special needs. The program can be an inclusive setting but you must be able to document students with special needs are included in the program. This experience can be in more than one setting.

**Child Guidance**

**Course Description:** Students will develop effective strategies for dealing with the behavior of young children. They will gather tools for supporting the long-term development of responsibility, self-confidence and self-control in children. The course includes theory and practical guidance strategies. Students will gain respect for the unique qualities of individual children while developing strategies for dealing with the many behaviors that children exhibit. Prerequisites: Completion of [EDCD 211](#). Typically Offered Fall semester, even years only.

**Course Outcomes:** After completing this course the student will be able to:

- Demonstrate knowledge of the meaning of pro-social behavior
- Research one aspect of young children's behavior and explain it orally
- Demonstrate informing parents of appropriate guidance techniques

**Textbook:**

Miller, Darla Ferris. (2013) *Positive child guidance*. 7<sup>th</sup> edition. NY: Delmar.

Coursepack, FSU

**Key Assignments:**

**Creative Project and Presentation:** Create and present a creative project (game, song, puppet, flannel board story, big book, etc.) for use in a classroom with young children that teaches and supports pro-social behavior. (For example, you could focus on responsibility, caring, empathy, self-confidence, self-control, conflict resolution, coping with family situations, etc.) You will present your product to the class.

**Article Reviews:** Written reviews of two articles will be required. You may choose your articles from a selection given by the instructor.

**Classroom observations:** You will do one observation concerning the impact of the classroom environment on children's behavior, and another observation of children's behavior issues.

**Group Presentation:** As a group you will choose one challenging behavior and find as many on-line solutions for parents that you can. The solutions will be sorted into two categories, ones that follow child development principles and ones that do not. Include what the early childhood experts have to say about handling the behavior and include your opinions about handling the behavior. Include a handout of good websites concerning the behavior that you find for parents.

**Additional Assignments:**

**Parent Newsletter:** You will create a special edition newsletter on guidance strategies and techniques for parents. You will select an age group to focus on.

**Tests:** There will be two written tests (midterm & final) over class discussions, class material and the textbook.

**EDCD 310                      Creative Project and Presentation**

Create and present a creative project (game, song, puppet, flannel board story, big book, etc.) for use in a classroom with preschoolers

that teaches and supports pro-social behavior. (For example, you could focus on responsibility, caring, empathy, self-confidence, self-control, conflict resolution, coping with family situations, etc.) You will present your product to the class.

10 points	Project teaches and supports pro-social behavior
10 points	Developmentally appropriate content
5 points	Creativity of your project
5 points	Effort/neatness
20 points	Presentation to class
<hr/>	
50 points total	

EDCD 310                      **JOURNAL ARTICLE ASSIGNMENTS**  
**25 POINTS**

**TYPED**

10 pts. Summary of Main Points: *ONE PAGE*

10 pts. Your personal reaction to the article: *ONE PAGE*  
Relate the article to the textbook or class discussions.

5 pts. Spelling, Grammar, Correct citation, Length

- You are **required** to choose an article from:

The NAEYC website, [www.naeyc.org](http://www.naeyc.org)

On the website choose Publications, then Young Children, then Columns and then Guidance Matters

You may choose any article from the Guidance Matters Column

- Use this Format

Jacobson, J.W., & Schwartz, A.A. (2006, January). *A history of Child Abuse. Young Children; Guidance Matters*

EDCD 310

**Behavior Observation**

20 pts.

Visit a classroom with children present in an Early Childhood center. If you are working in a center, do not use your own classroom. Document 5 behavior situations in an anecdotal form. Be detailed about what you observe and be objective. Include the name of the center, age of children in classroom, etc. Include a paragraph after each observation to discuss possible causes of the behavior, analyze the adult response (or lack of) and a possible alternative to the situation.

- Basic details: name/location of center, ages of children, group size, adult/child ratio, time of day and activity observed
- 5 correctly recorded anecdotal records of behavior situations
- 5 paragraphs to discuss each observation.
- Your paragraphs should include your thoughts on possible causes for the situation, on how the adult responded and a possible alternative to the situation.

Grading Scale

2 point Basic details

5 points 5 anecdotal observations

5 points 5 paragraphs of discussion related to observations

8 points Paragraphs include causes, evaluation of adult response and alternative solution

EDCD 310

**Environmental Observation**

20

pts.

Visit a classroom with children present in an Early Childhood center. If you are working in a center, do not use your own classroom. Observe the layout of the classroom and materials in the classroom with Positive Child Guidance in mind. Include:

- Basic details: name/location of center, ages of children, group size, adult/child ratio, time of day and activity observed
- Labeled floor plan of the classroom
- One page description of the physical environment, including the layout of the room, type and amount of materials, lighting, acoustics, child access to toys, books and materials.
- 1 page analysis of the environment and how it might impact children's behavior-use Chap. 7 as a guideline.

#### Grading Scale

2 point Basic details

5 points Labeled floor plan

5 points Description of environment-1 page

8 points Analysis and impact of the environment-1 page

EDCD 310

#### **Group Presentation Outline**

50 pts.

As a group you will choose one challenging behavior and find as many on-line solutions for parents that you can. The solutions will be sorted into two categories, ones that follow child development principles and ones that do not. Include what the early childhood experts have to say about handling the behavior and include your opinions about handling the behavior. Include a handout of good websites concerning the behavior that you find for parents.

- 5 pts. Give at least 2 objectively observed examples of the challenging behavior.
- 5 pts. Find and share at least 5 on-line solutions for parents that follow positive guidance principles
- 5 pts. Find and share at least 5 on-line solutions for parents that do not
- 10 pts. Share what early childhood experts say about handling the behavior
- 5 pts. Share your group's opinions about how to handle the behavior

- 5 pts. Ask the audience for their opinions.
- 10 pts. Share a handout with at least 5 good websites that follow the ECE positive guidance principles that deal with the behavior for parents to use
- 5 pts. 10-15 minutes in length  
Everyone in the group needs to speak  
Visual aide to accompany your presentation  
Include an Introduction, the Body of Information and a Summary

## Generic Syllabus 2015

### Curriculum Perspectives in Early Childhood Education EDCD 350 - 3 Credits

- 1. Course Description:** This course is designed to look at early childhood education curriculum within the United States and internationally. Students will examine specific early childhood curriculum programs such as Reggio Emilia and Montessori and their different curricula. Students will also look at early childhood education in a variety of countries including Canada, France, Italy, China, etc. Pre-requisites: Completion of all 200-level courses. Pre-requisite: EDCD 211.
- 2. Outcomes:** After completing this course the student will be able to:
  - a. describe one early childhood education curriculum model in-depth, orally and in writing
  - b. Compare the state of early childhood care and education in the United States with the state of early childhood care and education in another country, orally and in writing.

### 3. Textbooks:

Swiniarski, L. et al. (2014) *World Class Initiatives and Practices in Early Education*. Springer Publishing.

Helm, Judy and Katz, Lilian. (2011) *Young Investigators, The Project Approach in the Early Years*. 2<sup>nd</sup> Edition. Teachers College Press/NAEYC.

EDCD 350 Coursepack, FSU

### 4. Key Assignments:

#### **International Presentation –Group Assignment:**

Students will choose a country that they would like to research and learn about the habits and patterns of early care and education in that country.

Students will prepare a 15-20 minute presentation for the class to share their findings. They will also provide a hand out for everyone in class that summarizes their findings.

#### **Curriculum Model Presentation-Group Assignment:**

Students will select a curriculum model that they would like to learn more about. They will discover key features of the model. Students will prepare a 15-20 minute presentation for the class to share their findings. They will also provide a hand out for everyone in class that summarizes their findings.

#### **Curriculum Comparison Paper:**

Each student will write a 5 page paper comparing The Project Approach with another curriculum model. The other chosen model cannot be the one used in the group presentation.

## **Additional Assignments:**

### **Lesson Plans:**

Two lesson plans will be written with a focus on global education and/ or multicultural/anti-bias activities. Lesson plan forms will be provided. These will be individual assignments.

**Test:** Covering Global ECE textbook and class discussion.

### **Early Childhood Education Policies and Procedures:**

Please read the Policies and Procedures for Early Childhood Education. If you do not have a copy from other EDCD classes, please ask for one. These policies cover all of the courses offered by the Early Childhood Education program.

## **DOCUMENTATION**

**Save your class assignments to include in an employment portfolio that will be created before graduation.**

### **Curriculum Comparison Paper-Individual Assignment 50 pts.**

This 5 page paper will compare The Project approach with one other curriculum model discussed in class (*not the model used for your own group's presentation*).

- |           |   |
|-----------|---|
| 5 points  | 5 pages in length<br>Bibliography with 4 sources: 2 Project Approach & 2 other model  |
| 5 points  | Writing Skills: Clarity and organization of thoughts, Lack of Errors  |
| 10 points | 1 and ½ page summary of the key points of the Project approach  |
| 10 points | 1 and ½ page summary of the key points of other curriculum model  |
| 20 points | 2 pages of comparison:<br>Main differences between the two<br>Main similarities between the two<br>Negative aspects of each<br>Positive aspects of each<br>Could you use a combination of both?<br>Which model would you use and why? |

---

50 points total



## Curriculum Model Presentation-Group Assignment 50 pts.

15-20 minutes in length

- 10 points      Philosophy behind the development of the model  
                    Developmentally appropriate?  
                    Based on constructivist learning/active exploration?  
                    Does it seem to be based on theory or is it primarily commercial?
- 20 points      What does the curriculum include?  
                    Activity ideas?  
                    Transition ideas?  
                    Objectives/standards?  
                    Assessment/evaluation components?  
                    Computer templates?  
                    Staff Training?  
                    Suggestions for including parents?  
                    The cost  
                    Do you find anything lacking?  
                    Your overall impression of the program
- 5 points      Visual aids  
                    Posters, maps  
                    Music  
                    Overheads  
                    Power point  
                    Books  
                    Other
- 10 points      1 page hand out of key points and include bibliography of 5 sources
- 5 points      Ask and answer questions from audience

---

50 points

## International Presentation-Group Assignment 50 pts.

15-20 minutes in length

- 10 points      The Nation/Country's  
                    Geographical Information:  
                            Culture  
                            Customs  
                            Climate  
                            Hobbies/recreation  
                    Demographics:  
                            Type of government  
                            Health Care System  
                            Child Mortality Rate  
                            Maternity Benefits  
                            Income Level  
                            Population  
                            Cities/rural
- 20 points      ECE Educational system  
                    Government departments for ECE?  
                    Ages for school  
                    Free/Public ECE? Kindergarten?  
                    Qualifications for teachers, Ratios?  
                    Comparison of ECE in the US with your country  
                    Case study example of one ECE classroom
- 5 points      Visual aids  
                    Posters, maps  
                    Music  
                    Overheads  
                    Power point  
                    Books, Other
- 10 points      1 page hand out of key points to include bibliography of 5 sources
- 5 points      Ask & answer questions from audience
- 
- 50 points

**EDCD 380**  
**Foundations of Advocacy in Early Childhood Education**

- 1. Course Description:** Types of advocacy and the ways Early Childhood professionals can advocate for children. Students will demonstrate their advocacy with an advocacy project. Pre-requisite: EDCD 211.
- 2. Objectives:** Upon completion of this course the student will be able to:
  - a. Demonstrate how to be an effective advocate for young children.
  - b. Be an advocate for an issue affecting the improvement of the field of Early Childhood Education.
  - c. Explain orally and in writing an issue needing improvement in the lives of young children.
- 3. Textbooks:** Judith Kieff, 2009, *Informed Advocacy in Early Childhood Care and Education*, Pearson.  
  
Coursepack, FSU.
- 4. Key Assignment Explanations:**

**Advocacy Project:**

Students will each do a 20 hour, eight week long advocacy project. Students will choose an issue that they are interested in advocating for, set up a project plan and carry out the project prior to the end of the semester. Failure to complete a project will result in course failure.

**Advocacy Project Issue Paper:**

Students will do a research search of articles pertaining to their issue that they would like to do an advocacy project on. This will be a 3 page paper with a summary of the literature and why the issue is important to the field of early childhood education. The paper will include a bibliography of 5 sources.

**Advocacy Project Outline:**

**Each student will write a 3 page outline of their project, including the project goals, specific action steps needed to accomplish the goals and how they will measure their success. Outline will include estimated hours for each action step (20 hours total required)**

**Advocacy Evaluation Paper:**

Each student will write an individual paper evaluating the success of their project, the problems encountered, their personal evaluation of the experience and what was learned about advocacy during the project.

**Advocacy Project Presentation:**

Each student will orally present a 10 minute description and summary of their advocacy project during a class presentation. Materials used in the project (flyers, brochures, video tapes, photographs) should be included in the presentation.

**Additional Assignments:**

**Advocacy Brochure/Handout:**

Each student will develop an advocacy brochure or handout on an issue of their choice. Points will be awarded for professional appearance and the appeal to the chosen audience.

**Letter to Editor/Informational Article:**

Each student will write a letter to a newspaper advocating for an early childhood education issue. Points will be awarded for writing skills and correct information and for suitable format for newspaper publication. More points will be awarded upon the publication of the article in the newspaper.

**Letter to Congressman or Senator:**

Student will write a letter to their congressman or senator that is focused on an early childhood issue. Points will be awarded for writing skills and correct information. Students will show proof of sending by turning in a copy of the letter and a receipt from the post office.

**EDCD 380**

**Advocacy Project Issue Paper**

**25 pts.**

Choose an issue you are concerned about and want to do your advocacy project about and then write a 3 page research paper about the issue. Include a bibliography of 5 sources.

- 2 pages = summary of literature on your issue (include historical and current information about the issue)
- 1 page= why your issue is important for ECE
- Attached bibliography with 5 sources

5 points      Length, writing skills, bibliography  
15 points     Summary of the issue  
5 points      Importance of the issue

Write a summary of your Advocacy Project plans. Describe it in 2 written pages including the information below:

- Develop a position statement for your chosen issue from your Advocacy Issue Paper.
- Identify a change you would like to make.
- Describe the project.
- Include your goals for the project.
- Identify the primary targets for the project.
- Describe how you will implement the plan.
- Describe how you will measurably evaluate the success or impact of your project. (Not just word of mouth)

Also include in outline form a timeline of the specific action steps necessary. 20 hours are required. **Do not** include in your 20 hours the time it takes to write your assigned papers. 1 page

5 points    Position Statement

5 points    Description of project plan

5 points    Clarity of 2 page written description

5 points    Evaluation plans

5 points    Timeline that includes the action steps necessary

**EDCD 380****Advocacy Project Evaluation**

25 points

At the completion of your Advocacy Project, write a three page typed paper divided into sections to include all of the following information:

- 5 points      Restate the description of the project and the change you attempted to make
- 5 points      Describe your personal opinion/evaluation of the project
- 5 points      Identify barriers/problems you encountered and describe any positive support and/or unexpected help that you received
- 5 points      Did your project have a measurable impact? What measurable evaluations did you receive for your project? Attach copies to your paper.
- 5 points      What did you personally learn about advocacy from your project?

**EDCD 380****Advocacy Project Presentation**

50 points

Orally describe and summarize your Advocacy Project. Materials used in the project (flyers, brochures, photos) should be included as visual aids.

- 10 points      Overview of issue and your position statement
- 20 points      Summary of your project
- 5 points      Evaluation of project
- 5 points      Visual aids
- 5 points      Ask & answer questions from audience
- 5 points      10 minutes in length, clarity of speaking

**Generic Syllabus 2014    EDCD 410**  
**Early Childhood Education**  
**Management & Leadership**

**1. Course Description:** The focus of this course is on the role and responsibilities of an early childhood program director/administrator. Topics include teamwork, leadership skills, standards of quality, relationships with parents, budgeting, scheduling, staff hiring, staff supervision & development, and professionalism.

- 2. Outcomes:** After completing this course the student will
- a. assume the role of the director/administrator in an early childhood center by creating a needs assessment, budget, staff schedule and staff development plan.
  - b. participate in a site visit to observe the administrator's role and professionalism and determine his/her strategies for public relations & community outreach through an interview.
  - c. develop policies and procedures that comply with accreditation/quality standards.

**3. Textbooks:**

Freeman, Decker and Decker. (2013) *Planning and Administering Early Childhood Programs*. Tenth Edition. Pearson.

FSU Coursepack

**4. Key Assignments:**

**Job Shadowing:**

Students will follow (shadow) the director of an NAEYC accredited center during a typical day at the center. Students will write a report concerning various aspects of the director's job and will orally present a summary of the report in class. (*rubric attached*)

**Staff Development Plan:**

Each student will develop a year-long, monthly plan for staff training and education in the areas of teamwork skills, discipline techniques and curriculum. (*rubric attached*)

**Center Plan:**

Each student will create a needs assessment, a staffing schedule and a budget for an imaginary early childhood center. Their plans will be orally presented to the entire class. (*rubric attached*)

**Policy Manual and Parent Handbook:**

Each student will be responsible for writing short parts of the policy manual and the parent handbook that will be graded individually. The class will then put together one complete policy manual or parent handbook which will be copied for each student to keep. (*rubric attached*)

## 5. Additional Assignments:

### Promotional brochure:

Microsoft Word, Publisher, Front Page or Outlook will be used to create a brochure to promote/publicize the center.

### Early Childhood Center Assessment:

Each student will complete a formal assessment of an accredited center using an assessment tool.

## CENTER PLAN GROUP ASSIGNMENT AND PRESENTATION (70 points)

\_\_\_\_\_ 15 pts.

### **Needs assessment**

- Need for your center
- Geographic location
- Major competition (choose at least 2 centers in BR)
- Characteristics of competition

\_\_\_\_\_ 20 pts.

### **Staffing**

The center has 12 infants (0-12mos), 12 toddlers (12-24 mos), 15 tykes (2-3 yr) and 15 preschoolers (3-6 yrs). Hire staff (head teachers, assistant teachers and a center director) for 8 hours of operation.

- Meet licensing standards for staff (list the correct number per classroom)
- Indicate number of staff per classroom that you plan to hire
- Include the qualifications for staff
- Write a job advertisement for the newspaper/internet

\_\_\_\_\_ 20 pts.

### **Annual Center Budget**

- Determine tuition per child
- Determine total income for center
- Determine salary for all staff
- Determine total expenditures
- End up with a BALANCED BUDGET!!!

\_\_\_\_\_ 15 pts. **Presentation**

- 15 minutes in length
- Clear & concise
- Total group participation
- Visual aides



- a. Write a group dev. plan for all teachers
- b. Assume for this assignment that all teachers have been teaching at your center for several years, so they don't need orientation.
- c. Year-long-monthly plan-12 ideas for training workshops/speakers/conferences
- d. Include education in the areas of teamwork skills, discipline, curriculum (can include other areas)
- e. Outline form with 3 sentence summary of each training session
- g. Include variety-don't bore the staff!

**15 Points Total:**

6 pts. Appropriate & creative ideas

6 pts. 12 ideas with summaries

3 pts. Spelling/grammar

1. Each student will choose one section from the following categories.
2. Each student will write parts of the section to be graded individually. Assemble parts and design a section of the Parent Handbook.
3. Use examples supplied in class as a starting place when making your policies.
4. Create whatever policies that you think are appropriate.

**#1: Health**

1. Administering Medication
2. Illness exclusion policy
3. Communicable diseases
4. Healthy staff practices
5. Children's Dress
6. Outdoor policy
7. Change of Clothes
8. Other

**#2: Safety**

1. Daily Sign-in
2. Change in adult pick-up
3. Safety in classroom
4. Emergency procedures
5. Drop-off & Pick-up Policies
6. Accidents
7. Child Abuse policy
8. Other

**#3: Financial**

1. Hours of operation
2. Contracts
3. Tuition Due Dates
4. Late Payments
5. Sick/Vacation Days
6. Fulltime/Part time
7. Tuition Payments Location
8. Other

**#4: Other**

1. Nutrition
2. Parent Involvement
3. What to bring from home
4. What not to bring from home
5. Holidays/Birthdays
6. Field Trips
7. Discipline/Guidance
8. Other

**Grading Scale: 25 points Total**

*Policies will be graded on completeness and clarity*

- 10 pts. Realistic, clearly written policies
- 5 pts. All parts included
- 5 pts. Can the policies be consistently enforced?
- 5 pts. Spelling/grammar

EDCD 410

**Policy Manual Assignment**

25 pts.

1. Each student will choose one section from the following categories.
2. Each student will write parts of the section to be graded individually. Assemble parts and design a section of the Policy Manual.
3. Use examples supplied in class as a starting place when making your policies.
4. Create whatever policies that you think are appropriate.

**#1: Hiring & Firing Policies**

1. Hiring procedures
2. Contracts
3. Voluntary Resignation
4. Disciplinary Action
- Employment
5. Grievance Policy
6. Professional Development
7. Performance Evaluations
8. Other

**#2: Job Rules**

1. Employment Status
2. Compensation
3. Hours of Work
4. Equal Opportunity
5. Harassment Policy
6. Confidentiality
7. Security
8. Other

**#3: Daily Rules**

1. Supervision of Children
2. Personal Property
3. Dress Code

**#4: Benefits**

1. Holidays
2. Vacations
3. Personal Days

4. Closing Responsibilities
5. Smoking/Drugs/Alcohol
6. Classroom Expenses
7. Tuition Payments
8. Other

4. Sick Days
  5. Breaks
  6. Insurance
  7. Maternity Leave
  8. Other

**Grading Scale: 25 points Total**

*Policies will be graded on completeness and clarity*

- 10 pts. Realistic, clearly written policies
- 5 pts. All parts included
- 5 pts. Can the policies be consistently enforced?
- 5 pts. Spelling/grammar

**EDCD 410                      Job Shadowing                      50 pts.**

- 1. Choose an NAEYC accredited center**
- 2. Observe the director at work for 2 hours. Explain to the director that you will be shadowing her-she should go about business as usual & forget about you. Keep a running record of what he/she does.**
- 3. Half hour interview w/director. Use Director Survey.**
- 4. Collect center brochure, proof of accreditation, center director's signature**
- 5. Typed report = 30 pts**
  - a. Completed survey**
  - b. Typed running record-outline form**
  - c. Typed ½ page opinion of the director & the center**
  - d. Collection of proof**
- 6. Oral Report = 20 pts**
  - a. 10 minute oral report in class**
  - b. Overview of the center (accredited, location, number of children, staff, appearance)**
  - c. Results of shadowing**
  - d. Results of survey**
  - e. Your opinions**
- 7. Write thank you note to director**

Name \_\_\_\_\_

**1. THE CENTER'S PROGRAMMING****Observations:** Does the director.....

- a. \_\_\_\_\_ Provide adequate materials and equipment?
- b. \_\_\_\_\_ Ensure a clean, healthy environment?
- c. \_\_\_\_\_ Ensure a safe environment?
- d. \_\_\_\_\_ Maintain proper teacher/child ratios?
- e. \_\_\_\_\_ Maintain materials and equipment in proper working order?

**Interview Questions:** Does the director.....

- f. \_\_\_\_\_ Encourage parent/teacher communication?
- g. \_\_\_\_\_ Support developmentally appropriate curriculum?
- h. \_\_\_\_\_ Encourage appropriate staff/child interaction?
- i. \_\_\_\_\_ Support the emotional well-being of children?
- j. \_\_\_\_\_ Implement a yearly program evaluation?

**Notes/Comments:****2. WORK ENVIRONMENT****Observations:** Does the director.....

- a. \_\_\_\_\_ Hire competent staff?
- b. \_\_\_\_\_ Greet staff members warmly and show personal interest?
- c. \_\_\_\_\_ Make her/himself available to staff?
- d. \_\_\_\_\_ Foster a positive work environment?
- e. \_\_\_\_\_ Give staff positive feedback?

**Interview Questions:** Does the director.....

- f. \_\_\_\_\_ Communicate clearly defined expectations (including job descriptions)?
- g. \_\_\_\_\_ Provide for staff supervision that promotes growth and good teaching?
- h. \_\_\_\_\_ Orient new staff?
- i. \_\_\_\_\_ Plan regular staff meetings?
- j. \_\_\_\_\_ Help to resolve conflicts among staff members when appropriate?

**Notes/Comments:**

### 3. PLANNING AND ADMINISTRATION

**Observations:** Does the director.....

- a. \_\_\_\_\_ Maintain a sense of humor and an ability to keep things in perspective?
- b. \_\_\_\_\_ Comply with licensing standards?
- c. \_\_\_\_\_ Manage time effectively?
- d. \_\_\_\_\_ Handle day-to-day routines?
- e. \_\_\_\_\_ Cope with the demands of the job?

**Interview Questions:** Does the director.....

- f. \_\_\_\_\_ Keep the board and/or immediate supervisors informed?
- g. \_\_\_\_\_ Facilitate the development of a long-term vision and goals?
- h. \_\_\_\_\_ Keep necessary and current records on staff and children?
- i. \_\_\_\_\_ Know what to do in a crisis?
- j. \_\_\_\_\_ Manage legal and insurance issues?

**Notes/Comments:**

### 4. PROFESSIONALISM

**Observations:** Does the director demonstrate.....

- a. \_\_\_\_\_ Confidentiality?
- b. \_\_\_\_\_ Appropriate behavior with children – positively, at eye level, with respect?
- c. \_\_\_\_\_ Organizational skills?
- d. \_\_\_\_\_ Self-confidence?
- e. \_\_\_\_\_ Communication skills?

**Interview Questions:** Does the director maintain .....

- f. \_\_\_\_\_ Professional ethics?
- g. \_\_\_\_\_ Advocacy?
- h. \_\_\_\_\_ Membership in professional organization/affiliations?
- i. \_\_\_\_\_ Flexibility?
- j. \_\_\_\_\_ Current knowledge of early childhood theory and practice?

**Notes/Comments:**

## **5. BUDGET AND FINANCE**

**Interview Questions:** Does the director.....

- a. \_\_\_\_\_ Keep the staff informed of relevant budget issues (impact of enrollment, staff salaries, cost of materials)?
- b. \_\_\_\_\_ Maintain accurate records?
- c. \_\_\_\_\_ Oversee the bookkeeping system?
- d. \_\_\_\_\_ Encourage fundraising when necessary?
- e. \_\_\_\_\_ Maintain inventory records?

**Notes/Comments:**

## **6. FAMILY and PUBLIC RELATIONS and COMMUNITY OUTREACH**

**Observations:** Does the director.....

- a. \_\_\_\_\_ Maintain a positive rapport with the families?
- b. \_\_\_\_\_ Encourage families to participate in the program?
- c. \_\_\_\_\_ Communicate effectively with parents?
- d. \_\_\_\_\_ Recommend outside support resources?
- e. \_\_\_\_\_ Support special events – i.e., picnic/pot luck suppers?

**Interview Questions:** Does the director.....

- f. \_\_\_\_\_ Promote the program in the community at large?
- g. \_\_\_\_\_ Practice fair enrollment procedures?
- h. \_\_\_\_\_ Network with other directors?
- i. \_\_\_\_\_ Help to resolve conflicts with families when appropriate?
- j. \_\_\_\_\_ Inform and support parents on child development issues?

**Notes/Comments:**

**Type a half-page opinion of the director and the center from your observations and interview.**

**Generic Syllabus 2015**  
**Advanced Children's Activities**  
**EDCD 420 - 4 Credits**

**1. Course Description:**

This course will focus on activities that increase the cognitive, physical, social and emotional development of children. This course will follow EDCD 211 with a continued focus on developmentally appropriate lesson planning, active learning and interaction skills that focus on cognitive development with preschool and school-age children. A 30 hour field experience (2 hours weekly) is required.

**2. Outcomes:** After completing this course the student will be able to

- a. develop developmentally appropriate individualized resources and lesson plans in curriculum areas.
- b. plan and execute activities that focus on the cognitive, physical, social and emotional development of children.
- c. use higher level questioning skills that encourage children's cognitive development.

**3. Textbooks:**

Epstein, Ann. S. (2014). *The Intentional Teacher*, NAEYC **Required**

Feldman, Jean. (2000) *Transition Tips and Tricks*. Gryphon House. **Required**

Matricardi, Joanne & McLarty, Jeanne. (2005) *Group Time Activities A to Z*. Thomson/Delmar, Albany, N.Y. **Required**

Platz, Don & Nancy. (2005) *Creative Resources for School Age Programs*. Thompson/Delmar, Albany, N.Y. **Recommended**

*Course pack for EDCD 420*. FSU. **Required**

**Field Experience:**

Each student will be required to complete 30 hours of field experience this semester (2 hours per week). You are required to do the assignments as scheduled in the syllabus. You will record some of your lesson plan activities. Recording equipment is available to be checked out from the School of Education. You will find your own field experience site. Time cards will be collected at mid-term and at the final for verification of your 30 hours. Failure to turn in 30 verified field experience hours will result in failure for the class.

**4. Assignment Explanations:**

**Key Assignments:**

### **Lesson Plans:**

You will be doing six graded lesson plans this semester worth 50 points each. 25 points will be for the written plans and 25 points will be for the evaluation of your activity by your professor. Four of the lesson plans will be recorded. Each lesson plan will be turned in for approval prior to doing them in your field experience. Your lesson plans will be done with at least 5 children. Your lesson plan areas will include:

circle-time w/theme	literacy-writing
science	social studies
creative dramatics	storytelling with your resource box
woodworking	cooking

Your choice of lesson plans will be determined with an individual conference with the professor based on which curriculum areas you need to improve.

### **Activities:**

You will do four activities during your lab. Activity areas will include:

sensory table	dramatic play with your resource box
blocks with props	music (singing)
creative art	cognitive games

Your choice of activities will be determined with an individual conference with the professor based on which activities you need to practice.

### **In class Lesson Plans:**

You will choose one of your lesson plans to teach in class before teaching it in your field experience.

### **Resource Boxes:**

Two Resource Boxes will be made. These will include a dramatic play prop box and a storytelling prop (flannel board, puppet, story apron, magnets, fingerpuppets). Each resource will be collected in a covered resource box. The due dates for each resource box are on the syllabus.

### **Additional Assignments:**

#### **School-age Assignments:**

Two of either of your activities or lesson plans will be done with school age children in an after-school classroom setting.

#### **Repeated Lesson Plan Evaluation:**

You will be required to re-do one of your lesson plans and turn in an evaluation paper on the changes/improvements from the first time.



<b>LESSON PLAN – Preschool/Schoolage(25 points)</b>		
<b>Name:</b>	<b>Focus area</b> (from syllabus:	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Learning format</b>  Large Group Small Group  Activity centers Routines  Inside Outside	<b>Domain – Prekindergarten Standards (2 points)</b>  <b>Social Emotional</b> (Social emotional, Creative) <b>Physical</b> ( Physical, Health, Creative)  <b>Cognitive</b> (Math, Science, Social Studies, Technology, Intellectual, Creative)  <b>Language</b> (Language, Early Literacy)	
<b>Standards Addressed (2 points)</b>		
<b>Objective</b> (why this activity is important for children) (2 points)		
<b>Materials Needed</b> (2 points)		
<b>Transition Idea</b> (1 point)		
<b>Procedure</b> (Introduction, prior knowledge) (3 points)		
<b>Action/sequence of steps</b> (2 points) <ul style="list-style-type: none"> <li>• Step 1:</li> <li>• Step 2:</li> <li>• Step 3:</li> </ul>		
<b>Questions</b> (related to the domain) (2 points) <ol style="list-style-type: none"> <li>1.</li> </ol>		

2.			
<b>Ending</b> (reflection/recall) (3 points)			
<b>Transition Idea</b> (1 point)			
<b>Tot's Place Staff Approval</b> Comments	❖ Yes	❖ No	Initials
<b>Faculty Approval</b> Comments	❖ Yes	❖ No	Initials

<b>LESSON PLAN – Preschool/Schoolage</b>		
<b>Name:</b>	<b>Focus area</b> (from syllabus:	<b>Name of Activity:</b>
<b>Date submitted:</b>		<b>Date conducted:</b>
<b>Evaluation/post-assessment:</b> (2 points)		
<b>Self-reflection</b> (3 points)		
<b>DVD</b> (25 points)		
<b>Preparation</b> (5 points)		
<b>Interaction</b> (5 points)		

<b>Questions/Comments</b> (5 points)	
<b>Followed planned procedure</b> (5 points)	
<b>Activity successful/Objective met</b> (5 points)	
<b>Comments</b>	
<b>EDCD 420 Activity Sign Up</b>	
<b>Name:</b>	<b>Activity focus area</b> (from syllabus)
<b>Name of Activity:</b>	
<b>Date to be conducted:</b>	
<b>Classroom</b>	Preschool      Head Start      After-school
<b>Learning Format:</b>  Inside  Outside	<b>Domain:</b> (Prekindergarten Standards) <b>Social/emotional</b> (Social emotional, Creative) <b>Cognitive</b> (Math, Science, Social Studies, Technology, Intellectual, Creative) <b>Physical</b> (Physical, Health, Creative) <b>Language</b> (Language, Early Literacy)
<b>Standards Addressed:</b>	

<b>Materials Needed:</b>
<b>Description of Activity:</b>  Step 1:  Step 2:  Step3:
<b>Approved by:</b>

EDCD 420

**TEACHER RESOURCE BOXES**

You will do 2 resource boxes @ 20 points each for a total of 40 points. Each resource box will be graded upon the amount of effort you put into making or collecting it. You need to have enough props in each box to use with 5 children.

**Box #1** *DRAMATIC PLAY* -20 points

\_\_\_\_\_ Prop Box– At least 5 items for 5 children around chosen theme.

**Box #2** *STORYTELLING WITHOUT BOOK* – 20 points

**Choose One.**

- \_\_\_\_\_ Flannel board story – Handmade story pieces and narrative.
- \_\_\_\_\_ Puppet story – Handmade puppets and narrative.
- \_\_\_\_\_ Story Apron - Handmade story pieces, apron & narrative
- \_\_\_\_\_ Magnet Story - Handmade story pieces, a board and narrative
- \_\_\_\_\_ Finger Puppets – Handmade story pieces and narrative

**GRADING SCALE FOR EACH RESOURCE BOX**

Age appropriate 5 pts.

Child appeal 2 pts.

Effort at making/collecting 5 pts.

Neatness 5 pts.

Durability 3 pts.

## Generic Syllabus 2014

### Introduction to Child Life

**EDCD 430- 4 credits**

#### Textbooks:

##### The Handbook of Child Life: A Guide for Pediatric Psychosocial Care

Thompson, R. H. (Ed.). (2009). *The handbook of child life: A guide for pediatric psychosocial care*. Springfield, IL: Charles C Thomas.

##### Psychosocial Care of Children in Hospitals: A Clinical Practice Manual

Gaynard, L., Wolfer, J., Goldberger, J., Thompson, R., Redburn, L., & Laidley, L. (1998).

*Psychosocial care of children in hospitals: A clinical practice manual from the ACCH child life research project*. Rockville, MD: Child Life Council.

#### Class objectives:

- Gain an understanding of the development of the Child Life profession and the requirements for becoming a Certified Child Life Specialist (CCLS).
- Gain knowledge and resources on the impact of illness, injury and health care experiences on children and their families.
- Improve your knowledge of the role of a CCLS and the various techniques and interventions used in the health care environment.

#### Child Life Council (CLC) class requirements:

Definition of a Child Life course (sections from the Child Life Council definition):

**Effective June 2013**, all applicants for the fall 2013 and subsequent exam administrations will be required to have successfully completed a minimum of one child life course. The required child life course must have a focus on children in the healthcare environment and must be taught by a Certified Child Life Specialist (CCLS).

*\*ALL of the following applied areas of study must be included in the course.*

- ◇ Child Life Documents
- ◇ Family-Centered Care
- ◇ Therapeutic play
- ◇ Scope of practice
- ◇ Preparation
- ◇ Impact of illness, injury and health care on patients and families

#### Key Assignments:

### **Diagnosis report**

Research a specific diagnosis and create an easy to read written report to present to the class. Presentations should include copies for each person in class. Bullet list and short sentence will be most appropriate. This should be 1 ½ to 2 pages in length. Five PROFESSIONAL sources are required. Any information used in your report should be included in four of your five resources.

### **Interviews**

Three generations interviewed about their hospital experience as a child in a pediatric setting. Questions should be the same for each generation. Allow space at the end for additional comments if needed. Questions will be submitted for approval and due prior to the interview completion. Please include approximately 5-10 questions (depending on the length). The three generations would include one person from “approximately” the age ranges below

13 – 29 years old

30 – 49 years old

50 – 80 years old

### **Play activity plan / outline for hospitalized children**

- **Playroom activity**
- **Medical play activity**

Develop an activity for a playroom session and an activity for a medical play session. The activity should “take” 30 – 60 minutes if implemented. You will need to include a goal age as well as adaptations options for the activity to accommodate children age 4 – 11 years old. Adaptation options for special needs population should also be included. Specific directions for implementing the activity and materials should also be included. An example will be provided as a reference for required sections and for use as a GUIDE but each persons report will be unique to their activity.

### **Internship or practicum application for practice**

Research options / interest in child life programs across the country and practice submitting applications. Each student will need to find a hospital internship application and fill out/complete the application as if they were applying to that program. Students may NOT apply to the same hospital. Your hospital choice needs to be submitted for approval. Remember this is for practice only, you may choose any children’s hospital in the country.

### **Additional Assignments**

#### **Tests & Quizzes**

Tests and quizzes will be a variety of formats that may include any or all of the following: Multiple choice, true/false, matching, fill in, short answer and essay.

- **Tests** will be schedule ahead of time with advance notice.
- **Quizzes** will not be announced and may occur at any time. Quizzes may occur every week or they may occur just 2 or 3 times during the semester.

**Generic Syllabus 2014                      EDCD 450**  
**Current Issues in Early Childhood Education**

1. **Course Description:** With the guidance of the teacher, students will choose several current and/or controversial issues in the field of Early Childhood Education to study in-depth both as a whole class and in small groups. An in-depth report, presentation or project on an individually chosen current issue will also be required.
2. **Outcomes:** Upon completion of this course the student will be able to:
  - a. identify and explain current issues in the field of Early Childhood Education.
  - b. demonstrate an understanding of how these issues impact young children, their families and their teachers.
  - c. thoroughly explain one current issue in-depth to their peers.

3. **Textbooks:**

Paciorek, Karen. (2008) *Taking Sides: Clashing Views in Early Childhood Education*. 2nd Edition. McGraw Hill Publishing.

4. **Explanation of Class/3-5 Debates:**

Students will be assigned either a positive or a negative viewpoint for 3-5 current issues to be discussed orally in class during a panel discussion/debate format. For each debate students will turn in assignment notes. (*outline of the debate structure attached*)

5. **Key Assignments:**

**Panel Discussion Notes:**

Panel Discussion Notes will consist of a list of reasons/opinions/facts to substantiate the assigned viewpoint. The notes will be used during the panel discussion and then turned in. Students will turn in Panel Discussion Notes for each issue upon completion of each debate. (*rubric attached*)

**Impact Report Notes:**

Students will orally report on each issue's impact either on children, families or teachers. Students will turn in Impact Report Notes for each issue upon completion of each debate. (*rubric attached*)

**In-depth Report & Presentation:**

Each student will write an individual in-depth report on a current issue that has not been discussed in class. The report will be 5 pages in length and will include a definition of the issue, the various viewpoints of the issue and the issue's impact on children, families and teachers. A bibliography of 5 resources will be included. Each student will orally present a 10 minute summary of their in-depth report during a class presentation. (*rubric attached*)

6. **Additional Assignments:**



**Discussion Participation:**

Because most of this class will contain class discussions and panel discussions centered on current issues, your participation is mandatory. Points will be awarded for your tactful and courteous involvement in our discussions, including both your speaking and listening skills.

**Additional debates:**

Additional debates may be added to the class if time allows. Other current issues may be covered in addition to the ones in the textbook.

EDCD 450 each	<b>Panel Discussion Notes Assignment</b>	20 pts.
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Each student will produce for each debate readable note cards with:

- Citation of 2 researched articles to prove your assigned viewpoint
- Key talking points from the 2 articles
- No duplication of research articles with your team members
- Citation of article/notes on each article = 10 pts. each

<b>Impact Report Notes Assignment</b>	20 pts. each
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Same requirements as above except the 2 researched articles must be about the debate topic's impact on children, families and teachers to prove your assigned viewpoint. These 2 articles must be different articles than the ones used in your Panel notes.

**In-depth Report Outline 75 pts.**  
**& Presentation Outline 25 pts.**

**Report:**

- \_\_\_\_\_ 5 pts. Length (5 pages)
- \_\_\_\_\_ 10 pts. Writing Skills (clarity, organization, lack of errors)
- \_\_\_\_\_ 5 pts. Written bibliography – 5 resources
- \_\_\_\_\_ 5 pts. Issue definition (*half page*)
- \_\_\_\_\_ 5 pts. **Yes** position statement & main points (*one paragraph*)
- \_\_\_\_\_ 15 pts. Research (3 panel & 3 family/teacher impact notes) (*one & half page*)
- \_\_\_\_\_ 5 pts. **No** position statement & main points (*one paragraph*)

\_\_\_\_\_ 15 pts. Research (3 panel & 3 family/teacher impact notes) (*one & half page*)

\_\_\_\_\_ 10 pts. Your opinion & reasons to back it up (*one page*)

\_\_\_\_\_ Total Points

**Presentation:**

\_\_\_\_\_ 10 pts. Length (10 minute summary of paper)

\_\_\_\_\_ 10 pts. Speaking skills (clarity, organization, not reading your paper)

\_\_\_\_\_ 5 pts. Questions from audience & your answers

\_\_\_\_\_ Total Points

EDCD 450

**Debate Structure**

**Yes** Position statement & main points

**No** Position statement & main points

**Yes** Proof of points from each team member

**No** Proof of points from each team member

**Yes** Children's impact from each team member

**No** Children's impact from each team member

**Yes** Family impact from each team member

**No** Family impact from each team member

**Yes** Teacher impact from each team member

**No** Teacher impact from each team member

**Yes** Questions and challenges for opposition

**No** Answer questions/rebuttal

**No** Questions and challenges for opposition

**Yes** Answer questions/rebuttal

General Discussion

**Orientation to Bachelor's Internship  
1 credit**

**Course Description:**

Introduction to internship requirements and expectations as well as paperwork requirements. Prerequisites will be checked and internship sites will be visited and chosen. Must be taken the semester before internship.

**Outcomes and Assessment Plan:**

Upon the successful completion of the course, the student will:

- Select an internship site that provides skilled professionals who can model effective practice and provide meaningful feedback on classroom performance.
- Participate in a job interview.
- Complete graduation clearance.
- Have visited a minimum of 4 early childhood centers to observe indicators of quality as determined by the NAEYC and the Michigan Standards of Quality.

**Required Materials:**

- None

**Key Assignments:**

**Graduation clearance:** Make an appointment with Student Academic Affairs office to check course completion requirements for graduation. *Rubric attached.*

**Intern site visits:** Visit 4 Early Childhood centers to observe quality standards. *Rubric attached.*

**Interview w/Director:** Have a mock employment interview with the director of your chosen internship site. *Rubric attached.*

**Internship contract:** You **must** have a signed and dated contract from your chosen site to pass this class. *Contract attached.*

**Additional Assignments:**

**Bachelor Internship Policies:** Read and discuss policies.

**EDCD 487 GRADUATION CLEARANCE ASSIGNMENT  
25 pts.**

In the semester before your anticipated graduation, there are several steps that need to be completed. They are listed below:

**STEP ONE:** Keep track of your completed courses and grades on your Early Childhood course schedule. You are always encouraged to see your advisor with questions about the curriculum and the Bachelor degree requirements or if

any deviation forms are needed. Appointments can be made by phone or you can use the sign up sheets posted on the Early Childhood Education advisors' office doors.

**STEP TWO:** Before graduation clearance can be considered the following must be attained:

\*Overall GPA of 2.5

\*Early Childhood courses GPA 2.75 with no grade lower than a C.

**STEP THREE:** You must clear for graduation. This is the time when you check all Bachelor degree requirements.

You make this appointment with:

Michelle Richardson

The office is located at Bishop Hall 416.

**STEP FOUR:** A copy of your graduation clearance will be sent to your advisor. Your copy of the graduation clearance should be turned in to the EDCD 487 professor for the 25 points credit for this assignment. It will be returned to you for your records. Completing the graduation clearance does not mean you will graduate. You will be required to take the remaining courses and maintain your GPA before receiving your diploma.

**Ferris State University  
Early Childhood Education  
Internship Placement Agreement**

Students in EDCD 491 are required to select an early childhood placement site to complete a 240 hour internship. The Internship policies are attached.

Internship Site Supervisor Responsibilities:

- Have a Bachelor's degree in ECE
- Have three years experience with the age group or with administration
- Be able to give the intern informal daily evaluations of the intern's work
- Provide intern with direction and guidelines
- Answer intern's questions pertaining to policies/procedures
- Be able to complete 2 formal written evaluations of intern
- Discuss the intern's progress with the Faculty advisor on the phone and in person
- Sign final time card for intern
- Sign this internship placement agreement & keep a copy for yourself



**EDCD 487**

**Intern Site Visit Assignment**

**25 pts.**

Visit at least 4 different intern sites in an effort to choose the best internship site for your internship experience. Choose sites from the list below or other sites as determined by the faculty in the ECE program. Set up your own visits or go with other classmates. Each visit should be at least an hour in length. Take your DHS clearance form with you. Turn in a signed brochure from each site as proof of your visit. Take notes on quality indicators at each site to be used for in-class discussion.

**Ada Village Preschool, Ada**

*3 – 5 yr. olds, traditional am/pm programs, NO SUMMER*

**Rockford Public Schools Childcare and Preschool Services, Rockford**

*3 yr.-schoolage, large building with 5 playgrounds and gym, large summer program*

**David D. Hunting YMCA Child Development Center, Grand Rapids**

*Infants-school-age, brand new YMCA building, children & staff use pool, track, climbing wall*

**Orchard Hill Christian Learning Center, Grand Rapids**

*3 yrs – schoolage, some traditional preschool hours, other all-day programs*

**Early Childhood Education  
Bachelor's Degree Internship Policies**

Sept. 2015

**To be eligible for your internship you must have:**

- completed all of your EDCD 300 & 400 level courses
- completed all of your Professional Concentration courses
- completed EDCD 487 Orientation to Internship & visited centers
- completed an interview with chosen center director prior to placement
- turned in internship contract

**Your EDCD 491 internship must be:**

- 240 contact hours over 15/12 weeks
- 15/20 hours per week in any configuration
- Completed individually (one intern per center)

**The internship site that you choose must be:**

- an NAEYC accredited center
- a different age group than your EDCD 291 internship

**Your internship site supervisor must:**

- have a Bachelor's degree in ECE
- have three years of experience with the age group or with administration
- be able to give informal daily evaluations of your work as well as formal written evaluations

**Your FSU faculty advisor will:**

- make at least one announced visit at your site
- place two additional phone calls to your site supervisor

**How your internship responsibilities will be evaluated:**

- Supervisor evaluations = 40% of your grade
- Faculty evaluations = 40% of grade
- Assignments = 20% of your grade (time card, work sample portfolio)
- You must receive an A or B to pass

**Required EDCD 491 internship minimum responsibilities:**

**Lead Teacher Concentration:**

- daily curriculum
- parent-teacher conferences
- written communication with parents
- 2 weeks of curriculum using FSU lesson plan forms
- 2 theme/study/lead weeks using FSU forms
- 6 weeks of lead teaching responsibilities using internship site forms
- 2 interactive bulletin boards
- home visits (if possible)
- 2 field trips/center visitors
- community project
- documentation panel for at least one lead week
- video/CD of teaching

**Early Childhood Management Concentration:**

- written communication with parents
- parent meetings
- staff meetings
- video/CD of staff meeting
- staff development
- 2 parent/staff bulletin boards
- staff/classroom supervision
- budgeting/tuition records
- advocacy project
- 6 weeks of full administrative responsibilities
  
- **Work sample portfolio should include sample handouts/newsletters/photos/videos of the above.**
  
- **The more responsibilities/activities you do, the better your experience/education will be!**

## Generic Syllabus 2014

## EDCD 491

### Early Childhood Education Internship

**Description:** Students will choose a 240-hour internship working with infants, toddlers, preschoolers, school-agers, a mixed age classroom or in administration. A different site and age group from the lower level internship is required. Students will assume the role of lead teacher/administrator and carry out daily responsibilities and requirements. Students will need an A or B to pass this class.

**Course Outcomes:** Upon the successful completion of the internship the student will be able to:

1. Assume a leadership role of teacher/director without assistance.
2. Have 240 contact hours with children with a qualified, experienced supervisor.

*(Policy and requirements attached)*

## EDCD 499

### Early Childhood Education Capstone Assessment & Internship Seminar

**Description:** Students will improve their observation assessment skills as well as evaluate their own. This class will include a weekly discussion with peers as to the daily challenges in the student's internship.

**Outcomes:** Upon the completion of this class the student will be able to objectively:

1. Describe & evaluate the changes in their teaching styles from the lower level internship to the completion of this internship.
2. Compare the NAEYC children's assessment policy with the assessment policy at their internship site.
3. Complete a published tool for assessing and early childhood center.

#### **Textbooks:**

*Basics of Assessment*, McAfee, Leong & Bodrova, NAEYC, 2004

*Program Administration Scale*, Talan & Bloom, Teachers College Press, 2004

*Early Childhood Environment Rating Scale*, Harms, Clifford, Cryer, Teachers College Press, 2005

#### **Key Assignments:**

##### **Teaching/Leadership Style Assessment Paper:**

This will be an assessment paper of your teaching/leadership style. Changes from your first ECE internship and what skills still need improvement will be included. *(rubric attached)*

**Assessment Tools:** Use Program Administration Scale (PAS) &/or the Early Childhood Environment Scale (ECERS) at your internship site and discuss results with your supervisor. *(rubric attached)*

**Child Assessment Policy Paper:** This will be a paper comparing NAEYC assessment policy with your internship site's policy & your personal opinion. *(rubric attached)*



**Internship Seminar:** Weekly discussion of daily challenges of your internship via e-mail to professor & class members as well as 4/ 6 face-to face discussions.

**Additional Assignments**

**Teacher Observations:** Observe two classroom teachers and assess their skills, using an evaluation instrument.

**Standardized Assessment:** Use a standardized test with one child.

**Child's Portfolio:** Create or add documents to a child's portfolio for one child.

**Early Childhood Education**  
**Bachelor's Degree Internship Policies**

Nov. 2014

**To be eligible for your internship you must have:**

- completed all of your EDCD 300 & 400 level courses
- completed all of your Professional Concentration courses
- completed EDCD 487 Orientation to Internship & visited centers
- completed an interview with chosen center director prior to placement

**Your EDCD 491 internship must be:**

- 240 contact hours over 15/12 weeks
- 15/20 hours per week in any configuration
- Completed individually (one intern per center)

**The internship site that you choose must be:**

- an NAEYC accredited center
- a different age group than your EDCD 291 internship

**Your internship site supervisor must:**

- have a Bachelor's degree in ECE
- have three years experience with the age group or with administration
- be able to give informal daily evaluations of your work as well as formal written evaluations

**Your FSU faculty advisor will:**

- make at least one announced visit at your site
- place two additional phone calls to your site supervisor

**How your internship responsibilities will be evaluated:**

- Supervisor evaluations = 40% of your grade
- Faculty evaluations = 40% of grade
- Assignments = 20% of your grade (weekly journal, time card, work sample portfolio)
- You must receive an A or B to pass

**Required EDCD 491 internship minimum responsibilities:**

**Lead Teacher Concentration:**

- daily curriculum
- parent-teacher conferences
- written communication with parents
- 2-4 theme weeks
- video/CD of teaching
- 2 interactive bulletin boards
- home visits (if possible)
- 2 field trips/center visitors
- community project
- 6 weeks of lead teaching responsibilities
- Documentation panel for at least one lead week

**Early Childhood Management Concentration:**

- written communication with parents
  - parent meetings
  - staff meetings
  - video/CD of staff meeting
  - staff development
  - 2 parent/staff bulletin boards
  - staff /classroom supervision
  - budgeting/tuition records
  - advocacy project
  - 6 weeks of full administrative responsibilities
- 
- **Work sample portfolio should include sample handouts/newsletters/photos/videos of the above.**
  - **The more responsibilities/activities you do, the better your experience/education will be!**

**This will be a paper comparing the NAEYC child assessment policy with your internship site's policy.**

- **3 pages**
- **First page: Describe NAEYC policy (from textbook & NAEYC position statement)**
- **Second page: Describe your internship site's child assessment policy**
- **Third half page: Compare the two policies**
- **Third half page: Include your opinion of which policy is best and why**

**Grading Scale: 30 points**

**10 points Clear, concise, accurate description of NAEYC policy**

**10 points Clear, concise, accurate description of internship site policy**

**5 points Well-written comparison and opinion**

**5 points Spelling, grammar**

This will be a chance for you to use an existing assessment tool to assess an early childhood center. Using the tool will take more than one day so begin early.

- Use the Program Administration Scale (PAS) tool book if you are in the Management Concentration.
- Use the Early Childhood Environment Scale (ECERS) tool book if you are in the Leadership Concentration.
- Follow the directions in each.
- Fill out each page and include notes
- Rate/Score your assessment following the directions in the book.
- Write half page summary of the results.
- Meet with your internship site's director and discuss your assessment.
- Write half page summary of your discussion of the results with the director/administrator of your internship site. Include their comments about areas of needed improvement.

**Grading Scale: 50 points**

**25 points Completed assessment tool**

**10 points Clearly written summary of the findings**

**10 points Clearly written discussion summary**

**5 points Correct scoring of assessment tool**

This paper will be an assessment of your own teaching or leadership style. It will also help you identify the changes in your style from your first early childhood internship to the present. You will identify skills in teaching or leadership that still need improvement.

- 3 pages
- First page: Describe your teaching/leadership style
- Second page: Discuss the changes to your teaching/leadership style from your first internship
- Third page: Assess what skills in teaching or leadership that still need improvement

Grading Scale: 30 points

15 points Well-written & thorough discussion of each topic.

10 points Objective discussion of own style and needed improvements

5 points Spelling, grammar

## APPENDIX C

### Faculty and Instructor Curriculum Vitae

**LIZA ING, Ed. D.**  
**Professor**

**13280 220<sup>th</sup> Ave.**  
**Big Rapids, MI 49307**

**email: LizaIng@ferris.edu**

#### **EDUCATION**

**UNIVERSITY OF NORTHERN COLORADO**  
**Doctorate of Education**  
Emphasis: Special Education - Early Childhood  
Dissertation: Attitudes among professors, teachers and graduate students in Early Childhood Special Education towards infants, toddlers and preschoolers with HIV/AIDS

**GREELEY, CO**  
August 1996

**UNIVERSITY OF NORTHERN COLORADO**  
**Master of Arts in Special Education**  
Certification: Special Education/Elementary Education

**GREELEY, CO**  
December 1985

**STATE UNIVERSITY OF NEW YORK**  
**COLLEGE AT BROCKPORT**  
**Bachelor of Professional Studies**  
Recreation (Therapeutic)  
Certification: Elementary Education (N, K-6)  
Special Education

**BROCKPORT, NY**  
  
August 1979  
December 1980  
January 1986

#### **EMPLOYMENT**

**FERRIS STATE UNIVERSITY**  
**Director - School of Education**  
**Interim Director**  
\*Carry out administrative duties for the School of Education including but not limited to budgeting, scheduling, staffing, program development, working with Michigan Department of Education, liaison with other Colleges at the University and K-12 schools.

**BIG RAPIDS, MI**  
July 2007 - August 2010  
May 2017- present  
July 2005 - June 2007  
September 2010 - June 2011

**Co- Program Coordinator**  
\*Worked another faculty member to take care of School of Education administrative duties while searching for a new director. Helped transition new director during spring semester.

September 2015- May 2016

**Associate Professor/Professor**

January 2001- present

\*Teach undergraduate courses in Early Childhood and Elementary Education, graduate courses in Special Education, student advising, serve on committees, Graduate Program Coordinator.

**MASSACHUSETTS COLLEGE OF LIBERAL ARTS**

**Assistant Professor**

\*Teach undergraduate and graduate courses in the Education Department. Member of various committees within the department and at the college level, advise students in early childhood education and graduate special education.

**NORTH ADAMS, MA**

July 1996 – December 2000

**UNIVERSITY OF NORTHERN COLORADO**

**Graduate Assistant**

\*Assisted in final report writing of a Federal Grant in Paraprofessional Training in Early Childhood Special Education. Student coordinator on a research project through the Bresnahan/Halstead Foundation.

**GREELEY, CO**

January 1993- 1996

**WELD COUNTY DISTRICT #6**

**Substitute Teacher**

\*Substitute at all levels and all subjects.

**GREELEY, CO**

January 1993- 1996

**MAJURO COOPERATIVE SCHOOL**

**Teacher**

\*3rd grade teacher self-contained class (30) ESL, special education students. Conducted entrance assessments for the school and programs.

**MAJURO, MARSHALL ISLANDS**

August 1990 - May 1992

**FRANKLIN COUNTY ASSOCIATION FOR RETARDED CHILDREN**

**Early Intervention Teacher**

\*Home based program for infants, birth to 3 years with disabilities. Assessment, development and implementation of programs.

**TUPPER LAKE, NY**

September 1986 - June 1988

**Preschool Teacher**

\*Self contained class (12) of children with various disabilities, ages 2 1/2 to 5 years. Supervised and trained staff, worked with interdisciplinary team.

July 1988 – August 1990



<p><b>WELD COUNTY DISTRICT 6</b>  <b>Interim Special Educator</b>  *Teacher of multiple-disabled high school students self-contained class (6). Implemented pre-developed IEP goals.</p>	<p><b>GREELEY, CO</b>  March 1986 - June 1986</p>
<p><b>WELD COUNTY COMMUNITY CENTER</b>  <b>Host Home Provider</b>  *Direct care and supervision for two mentally disabled women in my home.</p>	<p><b>Evans, CO</b>  July 1985- May 1986</p>
<p><b>Residence Counselor</b>  *Direct care worker in a community residence for eight mentally disabled women.</p>	<p>August 1984- June 1985</p>
<p><b>NASSAU COUNTY BOCES</b>  <b>Rosemary Kennedy Center</b>  <b>Teacher Assistant</b>  *assisted with severely disabled high school students.</p>	<p><b>WANTAGH, NY</b>  October 1983-June 1984</p>
<p><b>NASSAU COUNTY ASSOCIATION FOR THE HELP OF RETARDED CHILDREN</b>  <b>House Manager</b>  *Opened a group home and provided live-in direct care for eight mentally disabled men. Also employed, supervised and trained weekend and domestic staff.</p>	<p><b>BROOKVILLE, NY</b>  June 1982 – June 1984</p>

**PROFESSIONAL ACTIVITIES**

<p><b>SCHOOL OF EDUCATION</b>  <b>Education Department Faculty</b></p>	<p><b>Ferris State University</b>  January 2001- 07, 2010 - present</p>
<p><b>Council for the Accreditation of Educator Preparation</b>  <b>Chair Standard 4, and lead faculty</b></p>	<p>January 2016 - present</p>
<p><b>University Wide Teacher Education Committee</b></p>	<p>September 2016 - present</p>
<p><b>Undergraduate Curriculum Committee</b></p>	<p>January 2001 - 2003</p>
<p><b>Graduate Curriculum Committee</b></p>	<p>January 2001- 2007,  September 2010 - present</p>

<b>Liaison with Tot's Place Child Development Center Graduate Program Coordinator</b>	September 2002 - May 2003 January 2002 - 2008, September 2010 - present
<b>Tenure Committee</b>	2010 - present
<b>Search Committees:</b>	
Educational Leadership Faculty - Chair	2015 - 2016
Early Childhood Faculty - Chair	2014 - 2015
Dean- College of Education & Human Services- member	2014 - 2016
Retention and Student Services Faculty (2) - member	2014 - 2015
First Year Seminar Coordinator- member	spring 2014
Special Education Faculty- member	2013 - 2014
Elementary/Secondary Faculty- member	2012 - 2013
Special Education Faculty- Chair	2003 - 2004
Physical Education Faculty- member	2003 - 2004
Elementary/Secondary Faculty- Chair	2003 - 2004
Elementary Faculty- Chair	2002 - 2003
<b>Faculty Mentor</b>	
Early Childhood Faculty Member (Myers)	2016 - present
Early Childhood Faculty Member (Erickson)	2015 - present
Special Education Faculty Member (Flachs)	2014 - present
Early Childhood Faculty Member (Rewold)	2013 - 2014
Special Education Faculty Member (Conley-Sowels)	2004 - 2009
<b>COLLEGE OF EDUCATION AND HUMAN SERVICES Promotion and Merit (Chair)</b>	<b>Ferris State University</b> September 2001- 2003, 2012- 2014
<b>Graduate Curriculum Committee</b>	Sept. 2002 - 2007, September 2010 - present
<b>Tenure Committee</b>	September 2014 - 2015
<b>Curriculum Committee</b>	September 2016 - present
<b>UNIVERSITY COMMITTEES</b>	
<b>Graduate Professional Council</b>	<b>Ferris State University</b> June 2002 - 2007, September 2010 - present
<b>Academic Senate</b>	August 2013 - 2015 August 2016 - present
<b>Senate E-Board Member</b>	June 2017 - present
<b>STATEWIDE COMMITTEES</b>	
<b>Michigan Deans Council</b>	August 2015 - present

<b>Directors and Representatives of Teacher Education Programs</b>	September 2005 - present
<b>Institutions of Higher Education- Special Education</b>	September 2002 - 2005 September 2010 - present
<b>MECOSTA-OSCEOLA INTERMEDIATE SCHOOL DISTRICT Early Childhood Education Program Advisory Board</b>	September 2009 - 2016
<b>BIG RAPIDS AEYC Board of Directors, Vice President</b>	September 2002 - 2007
<b>EDUCATION DEPARTMENT  Education Department Faculty Undergraduate Curriculum Committee Graduate Curriculum Committee</b>	<b>Massachusetts College of Liberal Arts</b> September 1996 - December 2000
<b>MASSACHUSETTES COLLEGE OF LIBERAL ARTS COMMITTEES AIDS Education Advisory Committee Academic Policies Committee Committee for the Concerns of the Disabled</b>	September 1996 - December 2000
<b>OAK HILL CHILD CARE CENTER Board of Directors</b>	<b>Pownal, VT</b> January 1999 - Dec. 2000
<b>DIVISION OF SPECIAL EDUCATION Internal Advisory Committee</b> *Student representative on the committee that dealt with issues related to the Special Education Department faculty and students, such as evaluations, promotion and tenure policy, etc.	<b>University of Northern Colorado</b> August 1993 - May 1995
<b>COUNCIL FOR EXCEPTIONAL CHILDREN Student Chapter- 381 President</b> *Coordinate activities for the student chapter, hold meetings, represent the division at state Federation, National CEC Delegate Assembly,	<b>University of Northern Colorado</b> August 1994 - August 1995

<b>Directors and Representatives of Teacher Education Programs</b>	September 2005 - present
<b>Institutions of Higher Education- Special Education</b>	September 2002 - 2005 September 2010 - present
<b>MECOSTA-OSCEOLA INTERMEDIATE SCHOOL DISTRICT Early Childhood Education Program Advisory Board</b>	September 2009 - 2016
<b>BIG RAPIDS AEYC Board of Directors, Vice President</b>	September 2002 - 2007
<b>EDUCATION DEPARTMENT  Education Department Faculty Undergraduate Curriculum Committee Graduate Curriculum Committee</b>	<b>Massachusetts College of Liberal Arts</b> September 1996 - December 2000
<b>MASSACHUSETTES COLLEGE OF LIBERAL ARTS COMMITTEES AIDS Education Advisory Committee Academic Policies Committee Committee for the Concerns of the Disabled</b>	September 1996 - December 2000
<b>OAK HILL CHILD CARE CENTER Board of Directors</b>	<b>Pownal, VT</b> January 1999 - Dec. 2000
<b>DIVISION OF SPECIAL EDUCATION Internal Advisory Committee</b> *Student representative on the committee that dealt with issues related to the Special Education Department faculty and students, such as evaluations, promotion and tenure policy, etc.	<b>University of Northern Colorado</b> August 1993 - May 1995
<b>COUNCIL FOR EXCEPTIONAL CHILDREN Student Chapter- 381 President</b> *Coordinate activities for the student chapter, hold meetings, represent the division at state Federation, National CEC Delegate Assembly,	<b>University of Northern Colorado</b> August 1994 - August 1995

and at University Student Government.

**Vice-President** September 1993 - August 1994  
 \*Responsible for meetings in place of the president, member of Delegate Assembly at National CEC.

**COLORADO DIVISION OF EARLY CHILDHOOD Board of Directors** June 1994 - 1996  
 \*Attend monthly meetings, voting member on division related issues regarding policy and events.

**UNC CAMPUS CHILDCARE CENTER Advisory Board** University of Northern Colorado September 1993- 1996  
 \*Involved in policy and financial decisions at the center. Member of the Student Fee Allocation Board for the center.

**GRADUATE STUDENT ASSOCIATION Student Director/ Chair** University of Northern Colorado June 1995 - 1996  
 \*Director of graduate student fee allocation of \$77,500. Responsible for holding meetings and overseeing expenditures of funds to graduate students. Developing budget for 96-97 academic year.

**President- Division III** August 1994 - May 1995  
 \*Responsible for advertising and holding division meetings to allocate funds (\$10,000) to students wishing to attend conferences or other events.

**UNC GRADUATE COUNCIL Student Representative** University of Northern Colorado August 1995 - 1996  
 \*Represent graduate students to the graduate faculty in an ex-officio capacity and a member of the curriculum committee of the council.

**PROFESSIONAL ORGANIZATIONS**

**COUNCIL FOR EXCEPTIONAL CHILDREN** 1993 - present  
 \*Division of Early Childhood  
 \*Division of Mental Retardation and  
 \*Developmental Disabilities

- \*Division of Teacher Education
- \*Division of International Special Education
- \*Council for children with Behavior Disorders

**NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN** 1994 - present  
 Accreditation Validator Training 1999

**ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT** 1998 - 2007

**PI LAMBDA THETA Gamma Mu Chapter** 1999 - present

#### PRESENTATIONS

**ATHENS INSTITUTE FOR EDUCATION AND RESEARCH** May 2016  
 Attitudes of Faculty Toward Students with Special Needs Athens, Greece

**LILY NORTH CONFERENCE** November 2015  
 Attitudes of Faculty Toward Students with Special Needs

**TRENDS IN OCCUPATIONAL STUDIES** October 2014  
 Michigan Articulation- Early Childhood Education

**UNITED STATES- INDIA EDUCATION FOUNDATION** August 2008  
 Member of a team of College of Education administrators to share information about teacher preparation in US and to learn about how teacher preparation is done in India

**ATHENS INSTITUTE FOR EDUCATION AND RESEARCH** June 2006  
 Paraprofessionals and NCLB in the U.S. Athens, Greece

**FOSTER PARENT TRAINING CONFERENCE** March 2003  
 The Special Education Hurdle Grand Rapids, MI

**18<sup>th</sup> ANNUAL PACIFIC RIM CONFERENCE ON DISABILITIES** March 2002  
 Honolulu, HI  
 Do Rural Colleges and Universities Really Meet the Needs of Students with Disabilities?

**AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION 2000 NATIONAL CONFERENCE** March 2000  
 Alexandria, VA

Who are the paraprofessionals in rural elementary schools?

<b>RESOURCES FOR CHILDCARE</b> Parent involvement in Early Childhood Education	December 1999 North Adams, MA
<b>RESOURCES FOR CHILD CARE</b> Age Appropriate Behavior Management	October 1998 Pittsfield, MA
<b>BERKSHIRE MEDICAL JOURNAL</b> Current Trends in Special Education	Spring 1999
<b>NORTH ADAMS PUBLIC SCHOOLS</b> Strategies that Support Inclusive Education	Winter 1997 - 1998 North Adams, MA
<b>CHILD CARE OF THE BERKSHIRES, INC.</b> Behavior Management for Home Day Care Providers	December 1997 Pittsfield, MA
<b>1997 TED CONFERENCE</b> HIV/AIDS in Teacher Preparation Programs	November 1997 Savannah, GA
<b>UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL/BERKSHIRE MEDICAL CENTER PEDIATRIC LECTURES</b> Recent Trends in Special Education	May 1997 Pittsfield, MA
<b>INTERNATIONAL EARLY CHILDHOOD CONFERENCE ON CHILDREN WITH SPECIAL NEEDS</b> Attitudes toward children with HIV/AIDS among ECSE professors, teachers, and graduate students	December 1996 Phoenix, AZ
<b>COUNCIL FOR EXCEPTIONAL CHILDREN ANNUAL CONVENTION</b> HIV and AIDS: What do teachers need to know?	April 1996 Orlando, FL
<b>NORTHEAST CONFERENCE ON FRAGILE X</b> <b>Presenter</b> -Teaching Strategies for Effective Education	November 1994 Tarrytown, NY
<b>COURAGE TO RISK</b> <b>Presenter</b> -HIV and AIDS and the Effects on Infants and Toddlers	March 1995 Colorado Springs, CO
<b>COLORADO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN CONFERENCE</b>	March 1995 Denver, CO

**Presenter-**Infants and Toddlers with HIV or  
AIDS and the Effects on Development

#### **PUBLICATIONS**

Ing, L. (1998). Current Trends in Special Education. Berkshire Medical Journal, VI(1), p. 14-18.

#### **WORKSHOPS/CONFERENCES ATTENDED**

<b>AACTE 2017 LEADERSHIP ACADEMY</b>	June 25 - 29, 2017
<b>THINKING COLLABORATIVE SEMINAR: ADAPTIVE SCHOOLS FOUNDATION</b>	May - June 2017
<b>COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION</b> Annual Conference and Pre-Conference Workshop	March 2017
<b>BUREAU OF EDUCATION AND RESEARCH</b> National Train-the-Trainer Institute Reducing Disruptive Behaviors to Increase Learning: Strategies That Work	January 2017
<b>FACULTY CENTER FOR TEACHING AND LEARNING</b> Learn Lab Fellows Diversity and Inclusion Research Using Writing as a Tool for Learning Inquiries into Teaching and Learning Using Case Studies for Learning	Summer 2014 - 2015 Spring 2014 - 2015 Summer 2013 Spring, Fall 2012 Spring 2011
<b>TEACHER EDUCATION ACCREDITATION COUNCIL</b> Annual conference Annual conference	Fall 2008 Fall 2005
<b>COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION</b> Annual Conference and Pre-Conference Workshop	March 2016
<b>COUNCIL OF GRADUATE SCHOOLS</b> National Conference, Phoenix, Arizona National Conference, Washington, D.C.	December 2011 December 2012
<b>AMERICAN ASSOCIATION OF COLLEGES OF</b>	



**TEACHER EDUCATION**

National Conference, Indianapolis, IN

March 2014

**COUNCIL FOR EXCEPTIONAL CHILDREN  
DIVISION OF EARLY CHILDHOOD EDUCATION**

29<sup>TH</sup> Annual International Conference

October 2013

**T.E.A.C.H. EARLY CHILDHOOD**

National Articulation Summit

April 2015

Part of a Statewide team

April 2013

**AWARDS**

**DEANS RECOGNITION AWARD**

FSU College of Education and Human Services

April 2004

**STUDENT COUNCIL FOR EXCEPTIONAL  
CHILDREN: Ethnic Minority Student Scholarship**

March 1995

Indianapolis, IN

**AMERICAN ASSOCIATION OF UNIVERSITY  
WOMEN: Student Scholarship**

Greeley, CO

Academic Year 1994 - 1995

**VOLUNTEER WORK**

**MECOSTA COUNTY 4-H**

Leader for Hooves of Thunder

September 2005 - present

\*Work with youth ages 5-19 with horses.

Responsible for providing education, leadership  
skill development, and training in horseback  
riding. Teaching good sportsmanship and  
community service to youth.

*Lucinda Garnsey*  
*15045 Myers Lake Avenue Cedar*  
*Springs, Michigan 49319 616-696-0013*  
*mcjzler@gmail.com*

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### **Qualifications Profile**

**Dedicated, self-directed, and person-focused Counselor, Teacher, and Nurse with proven strengths in individual and group education, coaching support, life planning, career planning, health care, and counseling.**

- Strong belief in the fundamental basis on being real, genuine, and congruent.
- Exceptional capacity to multitask.
- Recognized as an excellent facilitator.
- Demonstrated ability to lead and motivate team members and individuals.
- Outstanding interpersonal and communication skills.

### **Education/Degrees**

Masters Degree in Counseling Education and Counseling Psychology, Western Michigan University,

Graduation - December 11, 2004 Bachelor

Degree in Elementary Education,

Aquinas College

Major – Social Studies Minor – Early Childhood Education May 1999

Magna Cum Laude

Member of Alpha Sigma Lambda Associate

Degree in Education, Grand Rapids Community College

May 1996 High Honors Member of Phi Theta Kappa

Associate Degree in Public Health and Education Washtenaw Community College

High Honors Nursing Degree,

Charles Stewart Mott Community College

## Professional Experience

- 2017 Core Content Intervention Coach – Cedar Springs Schools 2013-2016  
Elementary Teacher - Cedar Springs Public Schools  
***PLC (Professional Learning Community) Leader***
- 2004-2013 Guidance Counselor - Cedar Springs High School At Risk  
Counselor and Director of Guidance  
***Personal counseling, academic support, behavior support, classroom support, cognitive coaching, community wide grief counseling, group counseling, mentorship leader, career development, class scheduling, test specialist, post high school life planning and goal setting***
- 2004-2000 Elementary Teacher - Cedar Springs Public Schools 1999-1999  
Bilingual Teacher – Eagleview Elementary, Kent City 1982-1985  
Nurse – University of Michigan Hospitals (Surgical Intensive Care) ***Quality Assurance Representative for my unit***

## Certifications and Proficiencies

- National Certified Counselor (NCC)
- Board Certified Cognitive Coach (BCC)
- Licensed School Counselor (LSC)
- Licensed Nurse
- Professional Learning Community Leader
- Spanish language – development of programs
- Crisis Management training at GVSU
- Coronary Care Certification/Heart Arrhythmia
- CPR Certification
- Quality Assurance Representative, U of M
- Bullying Issues several conferences
- Parenting with Love and Logic - Facilitator Trained
- Trained as an Adjunct Professor at Ferris State University

**Kelli Paquet**  
**4015 Lawndale Road, Saginaw, MI 48603**  
**Cell (989) 280-5604 | Email: kellilynn1965@gmail.com**

● Objective

- To obtain a position in the Early Child Education field as a Lecturer/Adjunct at a College or University, Lead Teacher for a Preschool Classroom, Great Start to Readiness Teacher/Director, Early Childhood Specialist, Great Start to Quality Improvement Consultant, Program Quality Assessment (PQA) Consultant or Director for an Early Childhood Program.

Experience

- Come Grow With Us Preschool and Early Childhood Center, Saginaw, MI
- *Owner/Director/Teacher June 2000-June 2015*
- Provided individualized, positive interaction with children on a daily basis.
- Presented daily opportunities for the children to make plans, choices, solve problems and be creative and imaginative. Conduct their own learning and communicate what they are interested in learning about.
- Reviewed, documented and assessed children's actions.
- Developed teaching plans in accordance with the Creative Curriculum Guide and High Scope. Attended to the children's social, emotional, physical safety and health needs.
- Maintained a FUN, clean, organized and enjoyable learning environment. Established a staff and parent handbook.
- Knowledgeable and adhered to the Michigan State licensing rules. Taught Great Start Readiness Program (GSRP) classroom.
- Set-up and maintained an Early Childhood Center with Infants through five years old. Communicated with parents on a daily basis.
- Familiar with Reggio Inspired classrooms and play-based programs. Organized and conducted staff and parent trainings.
- Mentored Delta College and Ferris Early Child Development Students.
- Come Grow With Us Preschool
- *Director/Lead Teacher September 1999-June 2000*
- Discovergarten Program - Saginaw Township Schools, Saginaw, MI
- *Director/Teacher 1996 - 1997*

Education

- University of Michigan-Flint, Flint MI
- *Master's Degree, September 2017, Early Childhood Education*
- Ferris State University, Big Rapids, MI
- *Bachelor of Science Degree, September 2013, Early Childhood Education*
  
- Delta College, University Center, MI
- *Associates Degree, May 1991, Child Development*

### Training & Seminars

- Great Start To Quality Trainer SISD (November 2017)  
CPI certified through Bay-Arenac ISD (September 2017)
- Creative Curriculum & TS Gold Training Bay-Arenac ISD (September 2017)  
Great Start to Quality Approved Rater (Preschool) Certificate February 2017
- High Scope Preschool Professional Quality Assessment (PQA) Training/Class October 2016  
Crucial Conversations – March 2015 (2 days) Midland County ESA (12 Hours)
- Toolbox for Administrators – Michelle Burkhardt (SISD) May 28, 2015 (2 hours)  
Awarded 5 STARS for Come Grow With Us Preschool May 12, 2014
- STARS Program - Great Start to Quality (SISD)  
Conscience Discipline Training
- GSRP Training - Enrollment Specialist Training, July 31, 2014  
Regional Preschool Partnership Introduction to Creative Curriculum & Teaching Strategies Gold, August 26 & 27, 2014 (10 hrs.)  
Supporting Behavior in Early Childhood Through Positive Behavior Intervention Support
- By Kelly Dunlap, Ph.D., August 15, 2014 (6 hours)
- Praise Vs Encouragement-SISD Great Start to Quality, March 13, 2014 (3 hours)  
High Scope Curriculum Training (CEU's), July 7, 2013
- Challenges of Working with Families Great Start to Quality (SISD), February 20, 2013 (2 hours)  
Various conferences through NAEYC, Grand Rapids, MI

### Organizations

- National Association for the Education of Young Children (NAEYC)  
Michigan Association for the Education of Young Children (MiAEYC)  
Women in Leadership
- Quality Child Care Initiative (QCCI) Served as a mentor to another program.  
North American Reggio Alliance (NAREA)
- U of M Alumni
- Delta College Advisory Board

### Skills and Abilities

- Employee management, bookkeeping, quarterly tax reports, hiring & terminating employees, organized fund raising. Computer literate-Word, Excel, Power Point,
- Planned field trips and special events for children and families (Harvest Festival, Thanksgiving Feast, Mommy's Night, Daddy's Night, Preschool Picnic and Graduation, et al)
- Safety Training: CPR, First Aid, Blood Borne Pathogens (needs renewal)

# NICCOLE L. ERICKSON

[niccoleerickson@ferris.edu](mailto:niccoleerickson@ferris.edu)

231-591-5320

## EDUCATION

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**Doctor of Education, Educational Leadership** December 2018  
Central Michigan University (CMU), Mount Pleasant, MI  
Dissertation topic: The culture of early childhood teacher education: Exploring stakeholder perceptions regarding undergraduate student field experiences within a university lab school  
Current GPA: 3.84

**Master of Science, Career and Technical Education** August 2015  
Ferris State University (FSU), Big Rapids, MI  
Thesis topic: Best practices in university-sponsored early childhood lab sites  
Distinction

**Bachelor of Science, Early Childhood Education** August 2012  
Ferris State University, Big Rapids, MI  
Concentrations: Lead teaching and Spanish language  
Cum laude

**Associate in Applied Science, Early Childhood Education** August 2012  
Ferris State University, Big Rapids, MI  
Concentrations: Lead teaching and Spanish language  
Cum laude

## PROFESSIONAL EXPERIENCE

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**Assistant Professor** Aug 2018 – present  
Ferris State University, Big Rapids, MI  
School of Education (SOE) 231-591-3648  
Responsibilities: Teaching undergraduate courses within the Early Childhood Education (ECE) program in a variety of formats on and off the main campus, advising students, and serving on department, college, and university committees.

**Early Childhood Education Instructor** Aug 2014 – Aug 2018  
Ferris State University, Big Rapids, MI  
School of Education 231-591-3648  
Responsibilities: Teaching multiple associate- and bachelor-level courses within the ECE program in a variety of formats on and off the main campus, partnering with the university early childhood lab school, meeting individually with students, attending college- and department-wide meetings and events and annual faculty retreats, mentoring other faculty, updating program curriculum to meet the criteria set for by the National Association for the Education of Young Children (NAEYC) and the Council for the Accreditation of Educator Preparation (CAEP), serving on various committees, leading a registered student organization (RSO), and developing an online course.

**Graduate Research Assistant**

Aug 2016 – May 2018

Central Michigan University, Mount Pleasant, MI

Department of Educational Leadership 989-774-3079

Responsibilities: Proof-reading dissertation drafts, extrapolating data from peer-reviewed sources and organizing literature, drafting articles for professional journals, developing Blackboard shells for doctoral courses, and developing and co-teaching a doctoral-level course.

**Board Member**

Jun 2016 – Mar 2017

Grant Township, Big Rapids, MI

Property Tax Board of Review 231-796-4713

Responsibilities: Considering valuation determinations, exemptions or taxable status of real and personal properties, requests for corrections, and taxable value uncapping.

**Legal Assistant**

Sep 2014 – Dec 2014

Lobert Law Office, P.C., Big Rapids, MI

General Civil Legal Practice 231-796-7609

Responsibilities: Completing promissory agreements, legal descriptions of property and title affidavits. Delivering documents to the county courthouse. Answering phone calls, meeting with clients, and organizing files.

**Youth Gymnastics Coordinator**

Aug 2011 – Dec 2014

City of Big Rapids, Big Rapids, MI

Recreation Department 231-592-4025

Responsibilities: Developing a gymnastics program for the Big Rapids and greater Mecosta County area youth ranging in age from two to twelve years. Meeting with the city recreation manager, ordering equipment, advertising the program, hiring and training coaches, facilitating and supervising instruction, and communicating with staff and parents.

**Early Childhood Classroom Teacher**

May 2010 – Aug 2014

Ferris State University, Big Rapids, MI

Early Learning Center (Tot's Place Child Development Center) 231-591-2390

Responsibilities: Teaching and caring for infants, toddlers, preschoolers, and elementary-age children, developing weekly, daily, and individual lesson plans, documenting children's physical, cognitive, social, and emotional development, facilitating parent-teacher conferences, attending professional trainings, and mentoring new teachers and college students within the FSU Early Childhood Education program.

**High School Varsity Cheerleading Head Coach**

Jan 2009 – Nov 2013

Big Rapids Public Schools, Big Rapids, MI

Athletic Department 231-796-7651

Responsibilities: Developing a cheerleading program for Big Rapids High School students. Meeting with the district athletic director and high school principal, ordering uniforms and other equipment, and advertising the sport. Facilitating tryouts, practices, football and basketball games, cheerleading competitions, fundraisers, team-bonding nights, summer camps and youth clinics. Building relationships within the Big Rapids community. Communicating with students and parents and maintaining student-athletes' academic eligibility and dispositions.

**Academic Tutor**

Jan 2012 – May 2012

Ferris State University, Big Rapids, MI

Retention &amp; Student Success 231-591-2428

Responsibilities: Encouraging students in their own mastery of various subjects, communicating with faculty and students, and meeting with students once or twice per week.

### **Nursery Attendant**

Sep 2008 – Sep 2010

United Church of Big Rapids, Big Rapids, MI

Sunday Morning Service 231-796-7124

Responsibilities: Caring for infants and toddlers by providing developmentally appropriate activities, communicating with parents, and maintaining health and safety standards within the classroom.

### **COURSES TAUGHT**

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#### **Ferris State University**

EDCD 104	Child Development Practicum	Fall 2016
EDCD 105	Child Development Leadership	Fall 2016
EDCD 110	Child Development 1	Fall 2015
EDCD 210	Infant-Toddler Environment & Curriculum	Spring 2016
EDCD 285	Child Development Internship Orientation	Spring 2018
EDCD 291	Child Development Internship	Summer 2018
EDCD 298	Internship Seminar	Summer 2018
EDCD 299	Professional Assessment	Summer 2018
EDCD 350	Curriculum Perspectives in Early Childhood Education	Fall 2015
EDCD 450	Current Issues in Early Childhood Education	Spring 2016
EDCD 487	Orientation to Internship	Spring 2018
EDCD 491	Early Childhood Education Internship	Summer 2018
EDCD 499	Early Childhood Education Assessment & Internship Seminar	Summer 2018

#### **Central Michigan University**

EDL 815	Ethical Leadership	Summer 2017
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### **PUBLICATIONS**

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Erickson, N., & Ing, L. (2017). *Best practices in university-sponsored early childhood lab sites*. (Master's thesis). Retrieved from Ferris Institutional Repository.  
(<http://hdl.handle.net/2323/5967>)

### **PRESENTATIONS**

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Bailey, T., Hill, S., & Erickson, N. (2017). *Becoming the professional: Conference presentations and soliciting funding*. Multicultural Student Leadership Conference, Central Michigan University, Mount Pleasant, MI.

### **HONORS & AWARDS**

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Recipient	King-Chávez-Parks Future Faculty Fellowship, CMU	2016 – present
Distinction	FSU College of Education & Human Services (COEHS)	August 2015
Cum Laude	FSU College of Education & Human Services	August 2012
Dean's List	FSU College of Education & Human Services	2008 – 2012
Recipient	Outstanding Student Award, FSU COEHS	2010 – 2011
Recipient	Academic Excellence Award, FSU COEHS	2010 – 2011

### **PROFESSIONAL DEVELOPMENT**

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Attendee	Online Course Design Institute, FSU, Big Rapids, MI	May 2018
Attendee	Demonstration Preschool Trip, FSU ELC, Ann Arbor, MI	May 2018
Attendee	Early Childhood Policy Summit, U of M, Flint, MI	April 2018
Attendee	Directors & Reps of TE Programs, FSU, Big Rapids, MI	February 2018
Attendee	How to Build Cultural Competency, FSU, Big Rapids, MI	November '17
Attendee	Course Design Institute, FSU, Big Rapids, MI	May 2017
Attendee	Active Shooter Presentation, FSU, Big Rapids MI	March 2017
Attendee	MyDegree Worksheet Training, FSU, Big Rapids, MI	February 2017
Attendee	Right Use of Power Training, FSU, Big Rapids, MI	January 2017
Attendee	Faculty Advisor Seminar, FSU, Big Rapids, MI	January 2017
Attendee	National AEYC Annual Conference, Orlando, FL	November '17
Attendee	T.E.A.C.H. EC National Articulation Summit, Novi, MI	November '15
Attendee	Faculty Blackboard Training, FSU, Big Rapids, MI	August 2015
Attendee	Shifting Mindsets EC Summit, CMU, Mount Pleasant, MI	June 2015
Attendee	T.E.A.C.H. EC National Articulation Meeting, Novi, MI	May 2015
Attendee	Michigan AEYC Annual Conference, Grand Rapids, MI	April 2013

### PROFESSIONAL SERVICE

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Member	Academic Program Review Committee, ECE Program, FSU SOE	2017 – present
Advisor	Child Life Students Registered Student Organization (RSO), FSU	2016 – present
Member	University-Wide Teacher Education Committee, FSU	2016 – present
Member	CAEP Standard Five Ad Hoc Committee, FSU SOE	2016 – present
Member	Curriculum Committee, FSU School of Education	2015 – present
Co-Initiator	Curriculum Update, ECE Program, FSU SOE	2017 – present
Coordinator	TV 7&4 News, Educating the Next Generation of Teachers	May 2018
Supervisor	Katrena Froh, Practicum Student, Child Life Master's, WMU	Spring 2018
Volunteer	Dee 1 Speaker, Multicultural Student Services (MSS), FSU	November '17
Volunteer	Leading on Campus Presentation, MSS, FSU	October 2017
Volunteer	GEAR-UP Early Move-In, Multicultural Student Services, FSU	August 2017
Volunteer	Big Rapids High School Senior Swing Out, MSS, FSU	June 2017
Volunteer	Virtual Women's Center, Multicultural Student Services, FSU	June 2017
Volunteer	Campus Orientation, Multicultural Student Services, FSU	June 2017
Member	Search Committee, Early Learning Center Faculty, FSU	Summer 2017
Member	Recruitment & Retention Committee, FSU School of Education	2016 – 2017
Member	Benevolence Committee, FSU School of Education	2016 – 2017
Member	Search Committee, Early Childhood Education Faculty, FSU SOE	Spring 2016

### PROFESSIONAL ORGANIZATIONS

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Member	National Association of Early Childhood Teacher Educators	2017 – present
Member	National Association for the Education of Young Children	2015 – present
Member	Michigan Association for the Education of Young Children	2015 – present
Member	National Coalition for Campus Children's Centers	2015 – present

### OTHER EXPERIENCES & AFFILIATIONS

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Member	Parent Advisory Board, Early Learning Center, FSU	2015 – present
Member	Fellowship Christian Church, Big Rapids, MI	2014 – present
Volunteer	Nursery Service, Fellowship Christian Church	2012 – present

Volunteer	GEMS Girls' Club, Fellowship Christian Church	2013 – 2014
Volunteer	Children's Church, Fellowship Christian Church	2012 – 2013
Student	Study Abroad Costa Rica, Spanish Language Program, FSU	Summer 2012
Member	Association of Future Educators RSO, Ferris State University	2008 – 2012
Missionary	Fellowship Christian Students, Fellowship Christian Church	2007 – 2012
Secretary	Fellowship Christian Students, Fellowship Christian Church	2007 – 2012
Member	Fellowship Christian Athletes, Fellowship Christian Church	2007 – 2011
Member	Varsity Cheerleading Team, Ferris State University	2005 – 2011
Coach	Rocket Football & Cheerleading Program, Big Rapids, MI	2006 – 2008

# ANNE O'ROURKE-BEAN MEd

2107  
Pinehurst  
Ln Grand

Blanc, Michigan 48439 / (810) 964-2720 / anneobean@gmail.com

## OBJECTIVE

## EDUCATION

### **Masters of Science in Education**

*Walden University*

Graduated Cum Laude with a focus in Curriculum Design, Assessment and Instruction with a Pre-Kindergarten focus

### **Bachelors of Science in Early Elementary Ed**

*Rochester College*

Graduated Magna Cum Laude

### **Montessori Primary Teaching Certificate**

*Adrian Dominican Montessori Teacher Institute*

## SKILLS

Curriculum Design and Implementation

Practical Management Applications

Workshop and Seminar leadership

Current Best Practices integration and application

Well versed in State of Michigan licensing procedures

Working knowledge of if Michigan Quality STARS & NAYCE accreditation

Certified in Pre-K Montessori

## WORK HISTORY

### **Intern Supervisor for Early Childhood Teacher Ferris State University**

Mott Community College Satellite 1401 E. Court St. Flint MI 48503

(810) 762-0461

Janelle Hemingway

### **Lead Teacher, Head Start / Great Start Readiness Program Spilt**

Beecher Schools/ Genesee County ISD *January 2016 to present*

Genesee Educational Consultant Service G-6235 Corunna Rd. C Flint MI

48532 (810) 396-1100

Site Director Supervisor Y. Johnson

### **Lead Teacher-Montessori Curriculum Director-Community Liaison**

Pee Wee Patch

*August 2014 to January 2016*

1796 S. Lapeer Rd. Lake Orion, MI 48360 (248) 814-1010

Ellen Terpening PhD. Direct supervisor (248) 667-2757

### **Regional Area Asst. Director, Pre-School Director & lead Teacher, Summer School Regional Director**

Learn-It Systems

*November 2011 to August 2014*

3600 Clipper Mill Rd., Ste. 330 Baltimore MD 21211

Gregory Washington Local and direct supervisor (734)709-0796

### **Family Child Care Specialist**

Grand Rapids Urban League *January 2007 to February 2011*

745 Eastern Ave SE, Grand Rapids, MI 49503 [\(616\) 245-2207](tel:(616)245-2207)

Brenda G. Moore Direct Supervisor [\(616\) 245-2207](tel:(616)245-2207)

### **Lead Teacher**

Discovery Montessori *June 2005 to August 2006*

1055 W Grand Blanc Rd, Grand Blanc, MI 48439

Paula Scott Direct Supervisor (810) 591-5136

### **PROFESSIONAL DEVELOPMENT**

Teaching Strategies Gold Inter-rater Reliability Certification 3-Kindergarten through June 2019.

Teaching Reliability Certification Preschool: Dual Language Learners and Children with Disabilities through August 2019.

Promoting Positive School Climate Training Modules 1-5.

### **Professional Organization**

American Montessori Society

National Association for the Education of Young Children

National Black Child Development Institute

### **References**

Shelby Daigle [shelby-dangbm@comcast.net](mailto:shelby-dangbm@comcast.net)

Ellen Terpening [ellenterpening4education@ymail.com](mailto:ellenterpening4education@ymail.com)

Gregory Washington [gWashington@ft.newyorklife.com](mailto:gWashington@ft.newyorklife.com)

Christol Ballard [cjones152821@gmail.com](mailto:cjones152821@gmail.com)

**VANESSA L. WYSS, M.Ed., Ph.D.**

School of Education  
Ferris State University  
Big Rapids, Michigan 40307

[vlwyss@gmail.com](mailto:vlwyss@gmail.com)

765-730-9498

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**EDUCATION**

<b>Ph.D.</b>	<b>Science Education</b> <b>The University of Virginia</b> <b>Curry School of Education</b> Charlottesville, Virginia	<b>2008</b>
	Dissertation Topic: Questioning the gender critical mass theory in physics	
<b>M.Ed.</b>	<b>Curriculum and Instruction</b> <b>The University of Vermont</b> <b>College of Education and Social Services</b> Burlington, Vermont	<b>2001</b>
<b>B.S.</b>	<b>Biological Sciences</b> <b>Saint Michael's College</b> Colchester, Vermont	<b>1998</b>

**PROFESSIONAL EXPERIENCE**

<b>Assistant Professor</b>	School of Education Ferris State University	2013 – Present
<b>Assistant Professor</b>	Educational Studies Ball State University	2008 - 2013
<b>Research Assistant</b>	Curry School of Education University of Virginia	2005 - 2008
<b>Teaching Assistant</b>	Curry School of Education University of Virginia	2005 - 2008
<b>Middle School Science Teacher</b>	Bellows Free Academy Fairfax, VT	2000 - 2004

## POST SECONDARY COURSES TAUGHT

A Multidisciplinary Approach to Energy, Ferris State University  
Reading in Secondary Content Areas, Ferris State University  
General Secondary Methods, Ferris State University  
School Work and Society, Ferris State University  
Instructional Theory into Practice, Ferris State University  
Elementary Math and Science Methods, Ferris State University  
Secondary Education Methods, Ferris State University  
Educational Psychology, Ferris State University  
Lifespan Development, Ferris State University  
Introduction to Education, Ferris State University  
Introduction to Multicultural Education, Ball State University  
Research on Impacting Student Learning, Ball State University  
Interdisciplinary Learning and Student Motivation, Ball State University  
Project-Based Learning and Rubrics, Ball State University  
Woodrow Wilson Mentorship, Ball State University  
Dynamics of Secondary Education, Ball State University  
Basic concepts in Secondary Education for graduate students, Ball State University  
Instructional Strategies and Approaches in Middle School, Ball State University  
Middle School Curriculum  
Student Teaching supervision  
Middle School Field Experience, Ball State University  
High School Field Experience, Ball State University  
Field Research in Science and Mathematics, University of Virginia  
Introduction to Elementary Science Education, University of Virginia

## GRANT WORK

### *Funded*

- 2012** Co-PI: Using Data to Inform the Creation and Revisions of Key Rubric Assessments in the Practicum Sequence: Ball State University Office of Academic Assessment and Institutional Research Summer Grant **(Internal) Grant with Dr. Cathy Siebert PI, Barb Pavey, CI—(\$3,000).**
- 2010** Factors Influencing Career Choice of STEM Bachelor’s Degree Earners. **(Internal) Enhance Grant (\$3,000).**
- 2010** Using Data to Inform Revisions of Key Assessments in the Secondary Practicum Sequence: Ball State University Office of Academic Assessment and Institutional Research Summer Grant; **(Internal) Grant with Dr. Cathy Siebert PI, Karen Dowling, CI—(\$1,500)**
- 2009** Podcasts as a Way to Connect Students to Scientists, **(Internal) Aspire Grant (\$9,800).**

### *Unfunded*

- 2012** PI: Options of STEM Post-Baccalaureates in Transitions to Work (OPT2Work): **(External) NSF REESE Grant (\$500,000).**
- 2010** Factors Influencing Career Choice of STEM Bachelor's Degree Earners; with Robert H. Tai; **(External) NSF GSE grant (\$500,000).**
- 2010** Career Choice Persistence in STEM; **External AAUW fellowship grant (\$6,000).**
- 2010** Inspiring Middle School Students to become Scientists; **External Grant Dekker Foundation Grant (\$7,500), Discovery Group (\$25,000).**
- 2010** Middle School Students Interest in Pursuing STEM Careers; **External Grant, Corning Foundation (\$17,500).**
- 2010** Increasing Interest in STEM Careers at the Middle School Level; **External Grant, Discovery Group (\$25,000).**

#### **PUBLICATIONS AND AUTHORSHIP**

- Wyss, V.,** Watson, S., and Tai, R. (Revisions in progress). Female STEM Professionals' Identity: Attitudes and Perceptions About Scientists And Their Success. *Gender in Science and Technology*
- Siebert, C., **Wyss, V.,** Jackson, T. (2014) Sharing PDS Teacher Expertise with Pre-Service Teachers Through Videos. In, Polly, D., Heafner, T. Chapman, M. and Spooner, M. (eds) Professional Development Schools and Transformative Partnerships. IGI Global.
- Wyss, V.,** Freedman, D. and Siebert, C. (2014) "The Development of A Discussion Rubric for Online Courses: Standardizing Expectations of Graduate Students in Online Scholarly Discussions". *TechTrends*, 58(2) p. 99 – 107.
- Wyss, V.,** Tai, R, Dolenc, N., and Kong, X. (2013) "Time on text and science achievement for high school biology students". *American Secondary Education Journal* 41(2).
- Wyss, V.,** and Watson, S. (2013) "Developing videos to better inform middle school students about STEM career options". *TechTrends*, 57(2) p. 54-62.
- Wyss, V.,** Huelskamp, D., and Siebert, C. (2012) "Increasing middle school student interest in STEM careers with videos of scientists." *International Journal of Environmental and Science Education*, 7(4) p 501-522.
- Wyss, V.,** Tai, R. (2012) Service learning in high school biology and college major choice *College Student Journal*, 46(2) p.459-456.

Wyss, V., Siebert, C., Dowling, K. (2012) Structuring Effective Practicum Experiences for Pre-service Teachers. *Education*, 132(3) p.600-606.

Wyss, V., Tai, R. (2010) Conflicts between graduate study in science and family life. *College Student Journal*, 44(2) p.475-491.

Wyss, V., Tai, R. and Sadler P. (2007) High school class-size and college performance in science. *High School Journal*, 90(3) p.45-53.

Maltese, A., Tai, R., Dexter, K., **Wyss, V.** (2006) Breaking from tradition: Unfulfilled promises of block scheduling in science. *Science Educator*, 16(1) p.1 – 7.

**Wyss, V. (2002). Teach your Teachers: preparing teachers for advisory groups. Journal of the New England League of Middle Schools, Reprinted Winter 2005.**

### **Complementary Works:**

**Wyss, V.** and Siebert, C. (September 9, 2012) “Why they teach: in their own words”. Star Press.

**Wyss, V.** (June 2011) Teaching Tips submitted for publication in Secondary and Middle-level Methods by Ken Henson.

**Wyss, V.** (December 2010) The spread of contagious diseases. Lesson plan created for the Indiana Department of Homeland Security. <http://www.in.gov/dhs/3516.htm>

### **Works in Progress:**

**Wyss, V. L., & Siebert, C. J.** (in progress). Rolling the dice for students with exceptionalities: Ensuring the success of all students through professional development school partnerships. In preparation for submission to *School-University Partnerships*.

Siebert, C. J., & **Wyss, V. L.** (in progress). Teachers as teacher educators: Supporting the critical role clinical faculty assume in preparing pre-service teachers for contemporary classrooms. In preparation for submission to *The Teacher Educator*.

**Wyss, V.,** and Heulskamp, D. “The road less traveled: STEM professionals speak about their journeys from childhood to career”. Planned submission to the *School Science and Mathematics Journal*

Heulskamp, D. and **Wyss, V.** “podcasting in middle school science classrooms to enhance learning”. Planned for submission to the *Journal of Science Education and Technology*

### **PRESENTATIONS**

**Wyss V,** and Baar, K (March 2016) Growing a Partnership. *Professional Development Schools*, Orlando, FL.



- Wyss V. (April, 2015) Connecting pre-service teachers with active teachers to “get at” professionalism. *National Association of Professional Development Schools*, Atlanta.
- Wyss, V.** (2014) “Getting Pre-Service Elementary Teachers to Buy in to Problem Based Learning for Math and Science Through Modeling”. *School Science and Mathematics Association*, Jacksonville, FL.
- Siebert, C. and **Wyss, V.** (March 2014) Jackpot or Bust? Implementing a Co-Teaching Model within Secondary Professional Development Schools. *National Association of Professional Development Schools*, Las Vegas.
- Wyss, V.** and Siebert, C. (February 2013) Practicing what we preach: helping pre-service teachers understand how to implement current practice through video interviews with practicing teachers. Proposal for presentation at *National Association of Professional Development Schools*, New Orleans, LA.
- Wyss, V.**, Jones, J., & Polush, E. (April 2013) Middle school girls’ preferences in career options: is helping others a main motivation in STEM career choices? Proposal for presentation at *National Association of Research in Science Teaching*, Puerto Rico
- Siebert, C., **Wyss, V.**, and Lumbis, B. (March 2012) Teachers as Teacher Educators: Supporting the critical role clinical faculty assume in preparing preservice teachers for contemporary classrooms. Presented at *National Association of Professional Development Schools, Las Vegas*
- Siebert, C., **Wyss, V.**, and Dowling, K. (March 2012) Rolling the dice for students with exceptionalities: Ensuring the success of all students through professional development school partnerships. Presented at *National Association of Professional Development Schools, Las Vegas*
- Siebert, C., Dowling, K., and **Wyss, V.** (March 2011) When times are troubled: sustaining preservice teacher education initiatives with limited resources. Presented at *National Association of Professional Development Schools, New Orleans*
- Wyss, V.**, Siebert C., and Dowling, K. (March 2011) From the trenches: teachers’ perspectives on scheduling pre-service teacher practica. Paper Presented at *National Association of Professional Development Schools, New Orleans*
- Heulskamp, D. and **Wyss, V.** (January 2011) The impact of Podcasts of Scientists on Student Interest in STEM Careers. Paper Presented at *Association of Science Teacher Education, Minneapolis*
- Wyss, V.**, Siebert, C., and Dowling, K. (March 2010) The impact of scheduling on pre-service teacher practicum experiences. Paper Presented at *National Association of Professional Development Schools, Orlando, FL.*

Siebert, C., **Wyss, V.**, and Dowling, K. (March 2010) Improving Effective Technology Integration Through Simultaneous Renewal Revisited. Presented at *National Association of Professional Development Schools*, Orlando, FL.

**Wyss, V.**, Heulskamp, D. (October 2009) People Who Influence Scientists Along the Path. Presented at *School Science and Mathematics Association*. Reno.

Siebert, C., **Wyss, V.**, and Dowling, K. (March 2009) Improving Effective Technology Integration Through Simultaneous Renewal. Presented at *National Association of Professional Development Schools*. Daytona Beach, FL.

**Wyss, V.** and Tai, R. (April 2008) Gender Differences in Response to Family and Work Conflicts in Physics and Chemistry for Doctoral Students and Beyond. Paper Presented at *American Educational Research Association*, New York.

**Wyss, V.**, Liu, C., and Tai, R. (March 2008) The influence of service learning in high school science on undergraduate major choice. Paper Presented at *National Association of Research in Science Teaching Conference*, Baltimore.

**Wyss, V.** (January 2008) Textbook use in high school biology classes and student learning. Paper Presented at *Association for Science Teacher Education Conference*, St. Louis.

**Wyss, V.**, and Tai, R. (January 2007) High School Class size and College Science Performance. Paper Presented at *Association for Science Teacher Education Conference*, Clearwater, FL.

Tai, R., Maltese, A., **Wyss, V.** (November 2006). *Project Crossover*. Poster presentation at Principal Investigators Meeting NSF (REESE) Washington, DC.

## WORKSHOPS

Peterson, A., Maixner, G., Pollak, J. and **Wyss, V.** (October 2016) Game-Based Learning. Designed and facilitated a workshop for new faculty members.

**Wyss, V.** (November 2011) Encouraging Fellows to practice lesson planning, co-teaching and differentiation. Facilitated short workshop session with Woodrow Wilson Clinical Faculty via Big Blue Button.

Siebert, C., **Wyss, V.** (May 2010) Assessing Student Performance to Create Improved Student Achievement. Two-day workshop for teachers at New Castle-Chrysler High School.

**Wyss, V.**, (May 2010) How not to pull your hair out when raising adolescents. Parents' Academy, Muncie IN.

## PROFESSIONAL DEVELOPMENT

A Multidisciplinary Approach to Energy, Colorado Springs, (NSF funded), 2017  
STEM Guitar Institute, Mesa Arizona (NSF funded), 2016

Course Design Institute, Ferris State University, 2016  
 Institute of Play, Central Michigan University, 2016  
 My degree new user, Ferris State University, Fall 2014  
 Presentation Zen, Ferris State University, Fall 2014  
 My Flipping Class, Fireside chat, Ferris State University, Spring 2015  
 Click Click Boom: The use of clickers in the classroom, Spring 2015  
 AACTE conference. Indianapolis, IN, February 26<sup>th</sup> – March 1, 2014.  
 On Course Training, Roscommon, MI, August 11 – August 13, 2014.  
 Creating Environments that Engage, Inspire and Retain STEM Students conference. Central  
 Michigan University, Mt. Pleasant, MI, March 22, 2014

### LEADERSHIP AND HONORS

<b>Deans Faculty Recognition</b>	Ferris State University, College of Education and Human Services	2016
<b>Kappa Delta Pi</b>	Advisor, Ferris State University	2014-Current
<b>Association of Future Educators</b>	Advisor, Ferris State University	2014 - Current
<b>Junior Faculty Fellowship</b>	Ferris State University	Spring 2015
<b>FSU Author Celebration</b>	Ferris State University Recognition of research efforts and publications	Spring 2014 and Spring 2015
<b>Terhune Travel Award</b>	Terhune Foundation, BSU Awarded for presenting research findings at professional organizations	Spring 2013 Spring 2012 Spring 2010
<b>Teaching and Learning Fellow</b>	Ball State University	May 2009 – May 2010
<b>Omicron Delta Kappa</b>	The University of Virginia	March 2008 – Present
<b>Selected Participant</b>	AERA Institute on Statistical Analysis for Education Policy Supported by NCES and NSF	May 2008
<b>Honor Committee Representative</b>	Education Council University of Virginia	2006-2007

<b>Supervising Teacher</b>	Bellows Free Academy Middle School Fairfax, Vermont	2002 – 2004
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**SERVICE**

***Ferris State University Based Service***

<b><i>Co-Chair</i></b>	<i>APRC Secondary Education Programs</i>	<b>2017</b>
<b><i>Co-Chair</i></b>	<i>Department Curriculum Committee and College Representative</i>	<b>2017</b>
<b><i>Chair</i></b>	<i>CAEP II</i>	<b>2015 - present</b>
<b><i>Chair</i></b>	<i>Recruitment and Retention</i>	<b>2016 - 2017</b>
<b><i>Chair</i></b>	<i>Field Experience Course Collaboration</i>	<b>2016 - present</b>
<b><i>Member</i></b>	<i>CAEP Chairs Committee</i>	<b>2015 - present</b>
<b><i>Member</i></b>	<i>E-Learning Management Advisory</i>	<b>2015</b>
<b><i>Advisor</i></b>	<i>Student Registered Organizations: KDP and AFE</i>	<b>2014-present</b>
<b><i>Member</i></b>	<i>APRC Graduate programs</i>	<b>2016 - 2017</b>
<b><i>Member</i></b>	<i>Student Success Committee</i>	<b>2016 - present</b>
<b><i>Member</i></b>	<i>Search Committee for Advisor, Grand Rapids location</i>	<b>2017</b>
<b><i>Member</i></b>	<i>Search Committee for Director</i>	<b>2017</b>
<b><i>Member</i></b>	<i>Search Committee for Faculty Position</i>	<b>2016</b>
<b><i>Member</i></b>	<i>Review Committee for Field Experiences</i>	<b>2015 - present</b>
<b><i>Volunteer</i></b>	<i>Riverview Elementary School, Classroom Volunteer</i>	<b>Spring 2015</b>
<b><i>Member</i></b>	<i>Search Committee for Secretarial position</i>	<b>Spring 2015</b>
<b><i>Liaison</i></b>	<i>Little River School House</i>	<b>2014 - 2017</b>
<b><i>Member</i></b>	<i>Thesis Committee Member for Todd Helms</i>	<b>Fall 2014</b>
<b><i>Member</i></b>	<i>College Assessment Committee</i>	<b>Fall 2014 - present</b>

<b>Member</b>	<i>Department Assessment Committee</i>	<b>Fall 2014 - 2017</b>
<b>Adviser</b>	<i>Thesis Committee Chair for Karen Lucey (completion 2016)</i>	
<b>Adviser</b>	<i>Thesis Committee Chair for James Douglas (completion 2014)</i>	
<b>Member</b>	<i>Thesis Committee Member for Jennifer Zywicki (completion 2014)</i>	
<b>Member</b>	<i>Thesis Committee Member for Meg Lucas (completion 2014)</i>	
<b>Member</b>	<i>Department Graduate Curriculum Committee</i>	<b>2014 - 2015</b>
<b>Member</b>	<i>Department Curriculum Committee</i>	<b>2013 – 2014</b>
<b>Member</b>	<i>Scholarship Selection Committee</i>	<b>2013-present</b>
<b>Host/Mentor</b>	<i>To Visitor Faculty from Changsha Social Work College</i>	<b>2013 - 2014</b>
<b>Ball State Based Service</b>		
<b>Representative</b>	<b><i>Intro to Education Course Development Committee (Ad hoc to PEC)</i></b>	Spring 2013
<b>Substitute TC Representative</b>	<b><i>Council on the Environment (COTE)</i></b> Ball State University Year long substitute for Michelle Dudka	2012 - 2013
<b>Substitute Ed Studies Representative</b>	<b><i>Professional Education Committee</i></b> Ball State University Spring 2012 substitute for Cathy Siebert	Spring 2013
<b>Elected Committee Member</b>	<b><i>Salary Committee</i></b> Educational Studies, BSU	2012 - 2014
<b>Elected Alternate</b>	<b><i>Promotion and Tenure Committee</i></b> Educational Studies, BSU	2012 - 2013
<b>Committee Member</b>	<b><i>Peer Evaluations (ad hoc)</i></b> Educational Studies, BSU	2011 - 2012

Elected Committee Member	<b>Search Policy Committee</b> Educational Studies, BSU	2011 - 2012
Elected Alternate	<b>Promotion and Tenure Committee</b> Educational Studies, BSU	2011 – 2012
Appointed Committee Member	<b>Chair's Advisory</b> Educational Studies, BSU	2010-2012
Mentor	<b>Woodrow Wilson Fellows</b> Ball State University	2010 – 2011
Research Advisor	<b>Woodrow Wilson Fellows</b> Ball State University Sherry Makowski Kaleigh Pylon	2010-2011
Committee Member	<b>Curriculum Committee</b> Educational Studies, BSU	2010 – 2011
Secretary	<i>Salary Committee</i> Educational Studies, BSU	2009 – 2011
Committee Member	<i>Dissertation Committee</i> for Ph.D. student in Science Education; Diane Heulskamp	2008-2010
Participant	<i>Ph.D. Committee</i> Educational Studies, BSU	2008-2010
Liaison	<b>Professional Development School Liaison with Muncie Central High School</b>  <i>Professional Based Service</i>	2008 – present
Grant Reviewer	<b>Board of Regents' Pilot Funding for New Research program</b>	2012
Proposal Reviewer	<b>National Association of Research for Science Teaching Annual International Conference in Rio Grande, Puerto Rico</b>	2012
Peer Reviewer	<b>American Education Research Association; 2008 annual</b>	2007- 2008

**conference presentation  
proposals**

Peer Reviewer	<i>TechTrends</i>	2012 -- present
Peer Reviewer	<i>School Science and Mathematics Journal</i>	2006 – present
Peer Reviewer	<i>International Journal of Gender, Science and Technology</i>	Fall 2011 - present
Peer Reviewer	<i>Journal of Women and Minorities in Science and Engineering</i>	Fall 2010 – present

**MEMBERSHIP**

Association for Middle Level Education

School Science and Mathematics Association

National Association of Professional Development Schools

Association of Science Teacher Education

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# Brenda Khalil

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Midland, Michigan 48640  
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[brendakhalil@delta.edu](mailto:brendakhalil@delta.edu) or [khalilb@ferris.edu](mailto:khalilb@ferris.edu)

## Education

### **Master of Arts in Early Childhood Education**

Saginaw Valley State University, University Center, MI  
GPA 3.92/4.0

### **Bachelor of Arts in Elementary Education**

Saginaw Valley State University, University Center, MI  
GPA 3.81/4.0

## Teaching Experience

### **Adjunct Instructor**

Ferris State University, University Center, MI

Fall 2009-present

Delta College, University Center, MI

Winter 2004-present

- Teach Child Development courses including:

Infant/Toddler Development, Introduction to Child Development, Preschool Practicum, Advocacy in Early Childhood Education, Current Issues in Early Childhood Education

### **Elementary Public-School Teacher**

Bay City Public Schools, Bay City, MI

1994-2005

- Created and implemented lesson plans for diverse needs for minority, at-risk, and special needs students
- Maintained relationships with parents, community members, administration, staff, and students

## Certification and Training

Maintain State of Michigan Professional Teaching Certificate

Enroll in professional development through online Education Courses including

Reading Across the Disciplines

Communication in the Classroom

Internet Teaching Techniques



# ERIN WOLVERTON BOLLMAN

11283 East Royal Rd. \* Canadian Lakes, MI 49346 \* 231-972-6125 \* [erinbollman@mac.com](mailto:erinbollman@mac.com)

## Objective

To obtain a teaching position at a university that will allow me to make a positive impact with college level students.

## Education

2000-2004	<b>Western Michigan University</b>	Grand Rapids, MI	Master's Degree in Reading
1995-1999	<b>University of Iowa</b> <i>Elementary Education, Early Childhood Specialization</i>	Iowa City, IA	Bachelor's of Arts,

**Certification:** *Michigan Professional Certificate*

Elementary K-5 All Subjects; K-8 All Subjects, Self-Contained

Early Childhood Education Pre K-K

## Teaching Experience

11/13 – Present	<b>Ferris State University</b>	Big Rapids, MI	
	Adjunct Instructor, School of Education, Early Childhood		
01/00 - 06/06	<b>Lakeside Elementary</b>	East Grand Rapids, MI	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade Teacher
	<ul style="list-style-type: none"><li>• Instructed 3<sup>rd</sup> grade for 2 1/2 years and 2<sup>nd</sup> grade for 5 years.</li><li>• Created and implemented literacy-based lesson plans.</li><li>• Trained in differentiation and conducted lessons in the classroom that differentiated students.</li><li>• Communicated regularly with parents through phone calls, conferences, newsletters, and daily emails.</li><li>• Initiated and developed a “book room” for staff to access guided reading leveled books.</li><li>• Acquired tenure within four years of teaching.</li><li>• Participated on reading and writing committee.</li></ul>		
10/99 – 12/99	<b>Henley School</b>	Richmond, New Zealand	
	<ul style="list-style-type: none"><li>• Student teacher for year 3 and 4 (ages 8 and 9).</li><li>• Developed and taught literature-based thematic units.</li><li>• Developed and taught reading and math units.</li><li>• Observed numerous classrooms, including Reading Recovery.</li></ul>		
09/99 – 10/99	<b>Grant Wood Elementary</b>	Iowa City, Iowa	
	<ul style="list-style-type: none"><li>• Student teacher for a kindergarten class.</li><li>• Developed and taught activities in math, cooking, art, and letter recognition.</li><li>• Attended and facilitated parent/teacher conferences.</li></ul>		
01/99 – 05/99	<b>HACAP Faith Head Start</b>	Iowa City, Iowa	
	<ul style="list-style-type: none"><li>• Observed and taught preschool.</li></ul>		

- Selected art, fine motor, dramatic play, and language activities.
- Assisted cooperating teacher in home visits.
- Developed and taught all day for three weeks.

## **Extra Curricular Work Experience**

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2001-2005

### **East Grand Rapids Assistant Tennis Coach**

- Boys' and Girls' Varsity Teams
- Coached State Championship Teams

## **Activities and Honors**

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- NCAA Division I Tennis Team, Iowa City, IA, member 1995-1999
- Selected for Round Table Discussion with Tipper Gore, outstanding student teacher, Grant Wood Elementary, 1999
- NCAA Division I Championships, Sweet Sixteen Finish, Gainesville, FL, 1999
- Instructor at Youth Education Sports Program (Y.E.S.), Gainesville, FL, 1999
- Women's Intercollegiate Sports Council (W.I.S.C.), Iowa City, IA, member '97-'99
- Invited to Annual Finkbine Dinner, leaders on campus, Iowa City, IA, '98-'99
- Golden I Book Award, academic honor, Iowa City, IA, 1996

## **Volunteer Service**

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- St. Mary School Board Member 2015-Present
- Weekly volunteer at St. Mary's School
- Volunteer on St. Michael's Parish Auction Committee, 2011, 2012
- Volunteer on St. Michael's Parish/School Fish Fry Committee, 2010-2012
- Consistent volunteer at St. Michael School, 2010-2012
- Ronald McDonald's House, Iowa City, IA, 1995-1999
- University of Iowa Children's Hospital, Iowa City, IA, 1995-1999

## **References**

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Nancy McSkimming, Lakeside Elementary, 616-235-7553,

**Brady D. Flachs**

7865 Garfield Road  
Mecosta, Michigan 49332  
(231) 598-0765  
flachsb@ferris.edu

<b>Education</b>	<b>DOCTORATE OF EDUCATION EDUCATIONAL LEADERSHIP</b> <u>Central Michigan University</u> May 2017	Mt. Pleasant, Michigan
	<b>STATE APPROVAL SPECIAL EDUCATION SUPERVISOR</b> <u>Saginaw Valley State University</u> May 2012	University Center, Michigan
	<b>MASTERS DEGREE CURRICULUM AND INSTRUCTION ADMINISTRATION CONCENTRATION DISTINCTION</b> <u>Ferris State University</u> December 2010	Big Rapids, Michigan
	<b>COGNITIVE IMPAIRMENT ENDORSEMENT (SA)</b> <u>Calvin College</u> May 2007	Grand Rapids, Michigan
	<b>BACHELORS OF SCIENCE DEGREE ELEMENTARY EDUCATION SCIENCE (DX), GEOGRAPHY (CB) MAGNA CUM LAUDE</b> <u>Central Michigan University</u> May 2003	Mt. Pleasant, Michigan

**Brady D. Flachs**

7865 Garfield Road  
Mecosta, Michigan 49332  
(231) 598-0765  
flachsb@ferris.edu

<b>Experience</b>	<b>ASSISTANT PROFESSOR</b> School of Education <u>Ferris State University</u> September 2014-Present	Big Rapids, Michigan
	<b>SUPERVISOR OF SPECIAL EDUCATION/ PLANNER-MONITOR/ EARLY-ON SUPERVISOR</b> <u>Mecosta-Osceola ISD</u> July 2012-July 2014	Big Rapids, Michigan
	<b>INTERIM DIRECTOR OF SPECIAL EDUCATION</b> <u>Mecosta-Osceola ISD</u> July 2012-July 2013	Big Rapids, Michigan
	<b>SUPERVISOR OF SPECIAL EDUCATION</b> <u>Mecosta-Osceola ISD US10 Corridor Programs</u> July 2010-July 2012	Big Rapids, Michigan
	<b>ALTERNATIVE HIGH SCHOOL COORDINATOR/ ATHLETIC DIRECTOR</b> <u>New Directions High School/Big Rapids Public Schools</u> August 2008- June 2010	Big Rapids, Michigan
	<b>CLASSROOM TEACHER</b> <u>Big Rapids Public Schools</u> High School Inclusion and Resource Room August 2007- August 2008	Big Rapids, Michigan
	<b>CLASSROOM TEACHER</b> <u>Morley Stanwood Community Schools</u> 5-12 <sup>th</sup> Grade, Science, Special Education (All Subjects) November 2004-July 2007	Morley, Michigan

**Brady D. Flachs**

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flachsb@ferris.edu

<b>Related Experience</b>	<b>ADJUNCT FACULTY MEMBER</b> <u>Ferris State University</u> 2012-2014 <ul style="list-style-type: none"><li>Instructor of both undergraduate and graduate level courses in the field of special education, general education, and educational leadership</li></ul>	Big Rapids, Michigan
	<b>BIG RAPIDS AREA JUNIOR HOCKEY ASSOCIATION</b> Member/Vice President 2015-Present	Big Rapids, Michigan
	<b>BIG RAPIDS HOCKEY BOARD OF DIRECTORS</b> Member/Treasurer 2013-Present	Big Rapids, Michigan
	<b>BIG RAPIDS HIGH SCHOOL</b> Assistant Coach for Football and Hockey 2012-Present	Big Rapids, Michigan
	<b>VOLUNTEER COACH</b> <u>Chippewa Hills Youth Soccer/ Football Program</u> 2012-Present	Remus, Michigan
	<b>VOLUNTEER COACH</b> <u>Big Rapids High School/ Youth Program Hockey</u> 2010-Present	Big Rapids, Michigan
	<b>VOLUNTEER COACH</b> <u>Big Rapids Youth Football Program</u> 2010-Present	Big Rapids, Michigan
	<b>FOOTBALL/ TRACK COACH</b> <u>Big Rapids High School</u> 2007- 2009	Big Rapids, Michigan

## **Brady D. Flachs**

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flachsb@ferris.edu

### **Qualifications**

#### **TRAINING/CONFERENCES/PRESENTATIONS:**

- FSU Retention Services Presenter- 2016-2017
- FSU University-Wide Teacher Education Committee Co-Presenter-Differentiation in Education 2017
- COEHS Right Use of Power Training Attendee-2017
- COEHS Active Shooter Training Attendee-2017
- BRHS Making the Grade Television Show, Invited Speaker/Presenter- March 2017
- Ferris State Charter Schools Disruptive Behaviors Training-Co-Presenter- August 2017
- Council for Exceptional Children (CEC) National Conference Attendee- April 2017
- CAEP Accreditation Conference Attendee- 2017
- DARTEP- CAEP Conference Attendee- 2017
- Reducing Disruptive Behaviors for Classroom Results Conference Attendee- 2016
- USA Hockey Coaching Education Program Level 3 Clinic- September 2016
- Big Rapids Middle School Peer 2 Peer Program Presenter- September 2016
- Big Rapids High School Hockey Banquet Keynote Speaker 2016- Adversity, Leadership, and Followership
- Council of the Accreditation of Educator Preparation (CAEP) Conference 2016- Participant
- Michigan Career and Technical Education Conference 2016- Presenter
- FSU-Faculty Center for Teaching and Learning Designing Online Courses Training 2016- Participant
- FSU- Students in Peril- The Student Experience of Research 2016- Participant
- Michigan Association of Administrators of Special Education Member (MAASE)
- Michigan Office of Special Education Fall Forum 2013
- Ferris State University- Michigan School of Optometry Presenter 2013
- MOISD Professional Development Planning Team Member and Presenter
  - 2013 IEP Improvement and the Common Core Curriculum
  - 2013 Common Core Curriculum- Writing Measurable IEP Goals
  - 2012 The Exceptional Learner and the General Education Teachers Role
  - 2012 Dealing with Stress and Change in the Workplace-Book Talk
  - 2012 Speed PD Facilitator
  - 2011 The New Teacher IDP Process Creator/Presenter
- Michigan Department of Education CIMS Focused Monitor Training 2013

- Statewide Autism Resources and Training (START)- Training Participant 2013
- Michigan DHS- Foster Parent Conference Presenter 2013
- Compass Learning-Learning Forward- Success through RTI, Extended Day/Year and Summer School Innovation
- MOISD Educational Strategies Training 2013
- Michigan Department of Education Special Education Monitors Training 2012-13
- MASB Superintendent Boot Camp 2011
- State of Michigan Special Populations Conference Presenter 2011
- MAASA-Ready By 21 National Peer Work Group Member
- MTSA Conference Participant

**PROFESSIONAL ORGANIZATIONS:**

- Council for Exceptional Children (CEC)
- Michigan Educator Preparation Institutes (EPI) Member
- Michigan Association of Administrators of Special Education Member (MAASE)
- Knights of Columbus Member
- Region 1 Special Education Monitors Member
- Northern Autism Network Member

**ADDITIONAL QUALIFICATIONS:**

- FSU Athletic Advisor Committee Member-Secretary- 2017-Present
- FSU COEHS- Online Advisory Committee Member-2017-Present
- FSU University-Wide Mobile Application Initiative Committee Member- 2016-Present
- FSU SOE/GRPS Cooperative Teacher Cadet Program Member- 2016-Present
- FSU School of Education Recruitment and Retention Committee Member- 2016- Present
- FSU School of Education CAEP Committee Member- 2016- Present
- FSU School of Education CAEP Standard Area Subcommittee- Member and Chair of Standard 5 Committee- 2016- Present
- FSU School of Education- Faculty and Director Search Committee Member-2015-Present
- FSU School of Education- SOE Curriculum Committee Member/Co-Chair- 2014-Present
- FSU School of Education- SOE Field Experience Review Committee Member/Co-Chair- 2015- Present
- FSU School of Education- Educational Leadership Internship Coordinator 2015-Present
- FSU School of Education- Outstanding Student Subcommittee Member 2016-Present
- FSU College of Education and Human Services Career Fair Facilitator 2015, 2016

- FSU College of Education and Human Services Dawg Days Facilitator 2015, 2016
- Little Kevin Hockey Hope Fund Board of Directors- 2015- Present
- USA Hockey Coaches Training Level I, II, and III Certified
- Implemented online curriculum program at New Directions H.S. and Ashmun/Pineview Schools. Guided New Directions H.S. to achieving AYP for the first time in school history in 2009 and again in 2010.
- MOISD MEA Negotiation Team Member
- BRPS and MOISD interview committee member
- Featured in Athletic Management Magazine (Oct./Nov. 2009) for corporate sponsorship program organization
- MARSP Foundation Scholarship Award Winner 2011
- Leadership Mecosta Alumni 2010
- MOISD Transition Council Member
- Chippewa Hills Public Schools Athletic Department Fundraising Member
- Big Rapids School Improvement Committee Chairperson 2009
- Extensive computer skills including: Microsoft Office, Web page design, Education 2020, Video editing software, Easy IEP, Apex, Moodle, Blackboard, Edmodo, Dropbox, Blackboard
- Enthusiastic, Motivated, Loyal, Reliable, Organized and Creative



**Julie Fordham**  
**521 W. Fuller Ave. 201A**  
**Big Rapids, MI 49307**  
**(231) 245-9253**  
**Flowerdrum59@yahoo.com**

#### QUALIFICATIONS SUMMARY

**Awarded Michigan Educator Fellowship** through America Achieves  
**Received United Way Grant for a school garden 2015**  
**Presenter- SMEA Ferris State University (Common Core Training)**  
**Early Childhood Education Program Adjunct Professor- FSU & GVSU**  
**Presenter - MLPP Implementation for 1<sup>st</sup> Grade; Anishnabe Success Stories: Role Models**  
**Presenter- MEA conference: Mission Transition, Detroit, MI**  
**Supervising Teacher; Mentor Teacher**  
**Master's Degree In Early Childhood Education & ZA Endorsement**  
**Crossroads Writing Project Fellow**  
Nurturing; dedicated; committed to instilling love of learning  
Excellent communication, interpersonal, and classroom management skills  
Independent worker and proven team player  
Knowledgeable of child development and Common Core/GLCE  
**Grant writer:** Lucille Cometet, BIA Title VII Program, MI Arts and Humanities  
**Member – Little River Band of Odawa Indians**

#### WORK EXPERIENCE

<b>Adjunct Professor, Montcalm Community College,</b> Sidney, MI	Summer 2016
Teach infant and toddler curriculum	
<b>Adjunct Professor, Ferris State University Early Childhood Education Program,</b> Big Rapids, MI	Fall 2007-current
instruct Bachelor degree students in various early childhood courses supervise and evaluate interns	
<b>Adjunct Professor, Grand Valley State University Elementary Education Program,</b> Grand Rapids, MI	2010-2013
instruct Master's Degree students in early childhood education courses use Blackboard technology	
<b>First Grade/Second Grade Teacher, Big Rapids Public Schools</b> Big Rapids, MI	2006-current
daily instruction and supervision of first grade students serve on district writing committee school improvement team supervision of student teachers	
<b>Preschool Teacher/Director</b>	2006

NEMSCA, Big Rapids MOISD, MI

**First Grade Teacher, JKL Lumsden, Bahweting Elementary**  
Sault Ste. Marie, MI

1996-2005

integrate Native American culture into curriculum  
prepare lesson plans and teach all subjects including after school remedial reading  
use running record of assessment for reading to assess children, then  
place them into appropriate program to meet specific needs  
keep portfolio for each child to illustrate progress  
serve on various committees as the facilitator  
serve as a mentor teacher and supervising teacher  
utilize ABANTE computer program for benchmarks and Making the Grade  
accountable to three levels of authority  
**ACHIEVEMENTS:** Class achieved first place standing in the *Safe Tribal Community Competition* in 2001. Competed against Grades 1-3 from Indian Education Programs and Tribal Schools in three States.  
School Representative for *Golden Apple Award*

**Director/Teacher of Indian Education, Suttons Bay Schools**  
Suttons Bay, MI

2002-2003

supervise two teachers, a social worker and tutors  
prepare reading and math lessons for K-3 grade students  
prepare federal and 2% grants  
supervise after school homework lab, grades K-8  
supervise and plan after school reading club, grades K-2  
serve on various school and ISD committees  
keep extensive files on Native American students  
plan and coordinate services for K-12 Native American Students  
work with building principals, superintendent and parent committee

Mid Michigan Community Action Agency, Inc.  
**Preschool Director/Building Supervisor**

1995-1996

implemented a developmentally appropriate program for "at-risk"  
preschool children

**Reed City Latchkey Director**

1995

opened/supervised afternoon school program for elementary age children

**Preschool Teacher, Muskegon/Oceana C.A.A.P. Head Start**

1994-1995

**Substitute Teacher, Grades K-8, Muskegon Area Intermediate School District**

1992-1994

**Student Teacher, Ravenna Public Schools, Ravenna Upper Elementary**

1992

**Assistant Teacher, Muskegon Public Schools, Marquette Elementary**

1992

**Teacher "On My Own Program", McMillan Elementary School, Muskegon, MI**

1991

**Director, Infant/Toddler Program and Summer Elementary Program**  
Kids Unlimited, Muskegon, MI

1989-1990

**EDUCATION/PROFESSIONAL DEVELOPMENT**

<b>Bay Mills Community College- Sound-Based Method of Understanding</b>	Summer 2014
<b>Anishinaabemowin 2 credits</b>	
<b>Graduate Program Ferris State University 4.00 GPA</b>	2010-2011
<b>Master's Degree GVSU 4.00 GPA</b>	2006
<b>Graduate Program for Early Childhood Education</b> Grand Valley State University, Allendale, MI	2005-2006
<b>Graduate Program for Elementary Education</b> Northern Michigan University, Marquette, MI	1998-2004
<b>Michigan Elementary Professional Certificate, Northern Michigan University</b>	2002
<b>Michigan Literacy Progress Profile Certification</b> Eastern Upper Peninsula Intermediate School District	2000
<b>BA Degree, Grand Valley State University, Allendale, MI</b> Major: Language Arts/Elementary Education (GPA 3.76) Certification: Elementary Provisional ACHIEVEMENT: Dean's List, 1991 and 1992	1993
<b>Associate of Arts Degree, Muskegon Community College, Muskegon, MI</b> Major: Elementary Education	1990
<b>Wildlife Management Program, Michigan State University, East Lansing, MI</b>	1978-1979

**Workshops, Training, Conventions, including:**

MEA Professional Bargaining Conference  
Formative Assessment  
Response to Intervention  
Project-Based Learning  
Michigan Reading Association Conference, Grand Rapids, MI  
Break Through to Literacy  
Differentiated Instruction  
Early Childhood Conference, Gaylord MI  
6 + 1 Writing Traits  
Social Studies Training, ISD  
Upper Peninsula Mentoring Project  
International Reading Association 46<sup>th</sup> Annual Convention  
New Orleans, LA  
Infusing Culture and Standards into the K-3 Curriculum  
Albuquerque, NM  
Annual Michigan State First Grade Teacher's Convention  
How to Be a Successful and Effective Teacher  
How to Take a Running Record  
Teaching Phonics in a Balanced Reading Program  
Orton-Gillingham Decoding/Encoding Certificate  
Upper Peninsula Dyslexia Outreach Program  
READING 1<sup>st</sup>, LTRS & DIBELS

Michigan Literacy Progress Profile, MLPP  
Michigan Model for Health

**INTERESTS:** Avid reader, interested in Native American culture,  
hiking, crafts, educational research

# LISA M. MORLEY

6445 Miller Rd. Manistee, MI 49660

(231)889-0186 or (231)233-6539

## EXPERIENCE

2001–Present West Shore Community College Scottville, MI  
*Professor Early Childhood Education*

1. Created and implemented two-year associate's degree in Early Childhood Education, currently WSCC has the most transferable credits and offered degree program in early childhood in Michigan
2. Received three Who's Who of America's Teachers
3. Worked on articulation ZA Endorsement with FSU and bachelors online program with MSU
4. Developed advisory board for early childhood associates with community member for quality programming
5. Developed performance based assessment for NOCTI early childhood associates

2010–Present Ferris State University Big Rapids, MI  
*Early Childhood/Elementary Education Advisor & Adjunct Professor*

1. Developed an advisement process for a seamless transition for associate level students to transfer for continuing education
2. Developing a recruitment process for education students
3. Developing quality placement for student practicum(s)

2002–2006 Baker College Cadillac, MI  
*Adjunct Instructor*

1. Classes taught: CDA portfolio prep, Children's Curriculum & Activities, Introduction of Early Childhood Education, and Health & Safety
2. Developed an independent study course for the CDA program
3. Advisor to students for ZA endorsement and CDA credential

2000–2001 Onekama Consolidated Schools  
Onekama, MI  
*Secondary Teacher*

1. Taught Child Development, conception to 18 years old

2. Formulated measurable outcomes to set objectives for course work
3. Wrote text book and course objectives

1998–2002      Castle & Kites Children’s Center      Onekama, MI  
*Director*

1. Created and implemented all policies and procedures for staff and children’s curriculum
2. Managed daily a licensed center for 64 children and 10 staff
3. Purchased all equipment and materials for infants, toddlers, preschool, and school-aged children
4. Program nominated for two (1999 & 2001) Governor’s Quality Care Awards through Michigan Department of Consumer & Industry Services

1994–1998      The Creative Learning Center      Grand Rapids, MI  
*Aide/Lead Teacher/Director*

1. Began as Aide and became Lead Teacher in the Infant & Toddler classrooms and worked up to becoming one of the Directors in a program with 150 children licensed for daily and 45 staff members
2. NAEYC Accredited program
3. High Scope training facility

**EDUCATION**

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2007-2009      Walden University      Baltimore, MA  
 a. PhD, Doctorate in Education (in progress- ABD)  
 b. Specializing in Early Childhood Education  
 c. Current GPA 3.8

2005–2006      University of Phoenix      Phoenix, AZ  
 a. M.A., Masters in Education, emphasizing Early Childhood Education.  
 b. Graduated with honors 3.82.

1990–1994      Northern Michigan University      Marquette, MI  
 a. B.S., Psychology (completed in 1998).  
 b. Minor: Preschool Teacher.  
 c.

**CERTIFICATIONS**

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CPR & First Aid (1988-Present)

Fetal Alcohol Assessor (2000-present)

IDA (Infant & Toddler Development Assessor) (2001-2008)

Safe Sitters National Trainer (1998-Present)

NAEYC active member since 1994 – trainer (state & national level)

Child Advocacy Trainer – Frey (1997-1999)

#### **PROFESSIONAL MEMBERSHIPS**

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- MiAEYC (Association for the Education of Young children) 1994-present
- ACCESS (American Associate Degree Early Childhood Educator) Member & Board Member (Public Policy) in Michigan Chapter 2007-Present, (year 2011-2014) President
- MACCEP (Michigan Association for Community College Educator Preparation) member 2009-present

#### **PROFESSIONAL CONSULTANT**

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Inter-Tribal Council of Michigan

Five Cap, Inc. Head Start

Telemon Migrant Head Start

Northwestern Michigan 4C's

Kent County 4C's

MiAEYC consultant

Mi 4C's Administration Board Member

Children's Trust Fund – Family Advocates

Frey Foundation

Great Start Tri-County Advisor

Next Generation Learning Center

# *Maria Elena Markey*

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7345 Fraser Rd.

Freeland, MI 48623

(989) 415-7735

## **OBJECTIVE**

To obtain a teaching position in a college/university setting that will offer career opportunities by leveraging my professional experience as an educator to foster the development of the next generation of professionals.

## **PROFESSIONAL PREPARATION**

Saginaw Valley State University, Saginaw, MI  
Master of Arts in Teaching – Early Childhood Education, December 2003

Saginaw Valley State University, Saginaw, MI  
Early Childhood Specialization (ZA Endorsement), December 1998

Eastern Michigan University, Ypsilanti, MI  
Bachelor of Science – Elementary Education, April 1993  
Major: *Elementary Education (K-5)*  
Minors: *Science (DX) 6-8*  
*Social Science (CX) 6-8*  
*Self-Contained K-8*

Delta Community College, University Center, MI  
Associate of Arts, December 1998

## **CERTIFICATION**

Michigan State Professional Education Certificate, June 2019

## **WORK EXPERIENCE**

### Ferris State University

Delta Community College Campus

**Adjunct Instructor** May 2012-Present

Primary Duties: Develop and implement college lesson plans for the following courses in early childhood: ED CD350, ED CD380, and ED CD420.

### Bay City Public Schools

Auburn Elementary, Auburn, MI August 2010 - Present

**Inclusion Kindergarten Teacher**

Primary Duties: Develop and implement lesson plans in all subject areas, including social development. Encourage students to learn through direct instruction and learning centers. Implement different learning strategies for different learning styles along with developing behavior modification plans to enhance the academic process for individual students.

McAlear-Sawden Elementary, Bay City, MI August 2007 – June 2010

**Kindergarten Teacher**

Primary Duties: Develop and implement lesson plans in all subject areas, including social development. Encourage students to learn through direct instruction and learning centers. Implement different learning strategies for different learning styles along with developing behavior modification plans to enhance the academic process for individual students.



Mackensen Elementary, Bay City, MI

August 2006 – June 2007

**Fifth Grade Teacher**

Primary Duties: Assess students' prior knowledge based on concept mapping, administered tests, performed observations, and differentiated instruction to enhance the knowledge of learning in Science and Math.

Mackensen & Hampton Elementary, Bay City, MI

August 2005 – June 2006

**Kindergarten Teacher**

Primary Duties: Develop and implement lesson plans in all subject areas within a half day school setting, including social development. Encourage students to learn through direct instruction and learning centers. Implement different learning strategies for different learning styles along with developing behavior modification plans to enhance the academic process for individual students.

Eastside Middle School, Bay City, MI

August 2004 – June 2005

**Eighth Grade Teacher**

Primary Duties: Assess students' prior knowledge based on concept mapping, power point demonstrations, administered tests, performed observations, and differentiated instruction to enhance the knowledge of learning in Science and Social Studies.

Washington Elementary, Bay City, MI

August 2003 – June 2004

**Kindergarten Teacher**

Primary Duties: Develop and implement lesson plans in all subject areas, including social development. Encourage students to learn through direct instruction and learning centers. Implement different learning strategies for different learning styles along with developing behavior modification plans to enhance the academic process for individual students.

Western Middle School, Bay City, MI

August 2001 – June 2003

**Seventh Grade Teacher**

Primary Duties: Assess students' prior knowledge based on concept mapping, power point demonstrations, administered tests, performed observations, and differentiated instruction to enhance the knowledge of learning in Science and Social Studies.

**EDUCATIONAL EXPERIENCE**

- Organized individual behavior modification plans and coordinated efforts between school professionals and parents for troubled students.
- A member of BCEA Public Relations Committee for 3 years.
- Taught a variety of age groups within K-8 due to union rules and movements caused by them.
- Mentored TE 100 students and non-tenured teachers

**PROFESSIONAL DEVELOPMENT/TRAINING**

Teaching the Exceptional Child

Guided Reading/Daily 5

Leadership in Content Area Literacy

Power of Brain-Compatible Learning

Saginaw Bay Writing Project

Prevention of Early Learning Failure

Michigan Kindergarten Conference

Bay City Public Schools Mentoring Program

A Framework for Understanding Poverty

Singing and Reading Connection Parts 1& 2

**INTERESTS**

Learning, reading, spending time with my family, helping others, volunteering at church, exercising, traveling, and painting ceramics

## *Maria Elena Markey*

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7345 Fraser Rd.

Freeland, MI 48623

(989) 415-7735

### REFERENCES

Mr. Steven Sevenser  
Bay City Public Schools  
Auburn Elementary  
Principal  
(989) 662-4921 (work)

Mrs. Lisa Taglauer  
Bay City Public Schools  
Auburn Elementary School  
2<sup>nd</sup> gr. teacher  
(989) 662-4921 (work)  
(989) 859-2111 (cell)

Mrs. Christine Horn  
Delta Community College  
Associate Professor of Nursing  
christinehorn@delta.edu  
(989) 686-9598 (work)  
(989) 245-1857 (cell)

Mrs. Loral Triebel  
Early Literacy Consultant  
MDE: Office of Education  
Improvement and Innovation  
Curriculum and Instruction  
triebelle@michigan.gov  
(989)522-2946 (cell)

APPENDIX E  
LETTERS OF SUPPORT

APPENDIX D

TRACDAT

# Assessment: Program Assessment



## Program - Early Childhood Education (B.S.)

**Mission Statement:** The mission of the School of Education 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.

**Advisory Board/Committee Meetings:** Twice per year

**Next FSU Academic Program Review:** 2016-2017

**Accreditor Body - Academic Year of Next Review:** 2019-2020

**College:** COEHS

### Outcome: Transformative 1

**Students demonstrate competencies in academic and pedagogical knowledge bases.**

**Outcome Status:** No Longer an Outcome

#### *Assessment Methods*

**Internship Evaluation** - Students are evaluated by the cooperating teacher and university supervisor. Students demonstrate competency when writing and implementing developmentally appropriate lessons. (Active)

**Criterion for Success:** 95% of the students will meet the acceptable level of established criteria.

**Assessment Schedule:** Annually

#### *Related Goals*

College of Education & Human Services

**Collaboration** - Collaboration

**Collaboration** - Diversity

**Collaboration** - Ethical community

**Collaboration** - Excellence

### Outcome: Transformative 2

**Students are reflective of their roles, decisions, knowledge, and interactions in multiple communities.**

**Outcome Status:** No Longer an Outcome

#### *Assessment Methods*

**Internship Evaluation** - Students will include statements in their reflective journals that identify the activities performed that show their understanding of this outcome during the internship. (Active)

**Criterion for Success:** 95% of the students will meet this criteria at the acceptable level.

**Assessment Schedule:** Each student will be graded during their internship. The program will review annually.

## Related Goals

College of Education & Human Services
<b>Collaboration</b> - Collaboration
<b>Collaboration</b> - Diversity
<b>Collaboration</b> - Ethical community
<b>Collaboration</b> - Excellence

## Outcome: Experiential 1

**Students are active participants in the learning and greater communities.**

**Outcome Status:** No Longer an Outcome

### Assessment Methods

<b>Internship Evaluation</b> - Students will reflect on the activities that they have performed throughout their program to show how they have participated in the learning and greater community. (Active)
<b>Criterion for Success:</b> 95% of the students will meet the acceptable level of this criteria
<b>Assessment Schedule:</b> Annually

## Related Goals

College of Education & Human Services
<b>Collaboration</b> - Collaboration
<b>Collaboration</b> - Diversity
<b>Collaboration</b> - Ethical community
<b>Collaboration</b> - Excellence

## Outcome: Experiential 2

**Students seek opportunities to engage in a variety of experiences to inform, educate and expand their professional knowledge bases.**

**Outcome Status:** No Longer an Outcome

### Assessment Methods

<b>Internship Evaluation</b> - Students will reflect in their journals how this outcome has been met throughout their educational program with emphasis on the internship. (Active)
<b>Criterion for Success:</b> 95% of students will meet this criteria at the acceptable level.
<b>Assessment Schedule:</b> Annually

## Related Goals

College of Education & Human Services
<b>Collaboration</b> - Collaboration
<b>Collaboration</b> - Diversity

<b>Collaboration</b> - Ethical community
--

<b>Collaboration</b> - Excellence
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## Outcome: Assessment-Driven 1

Students are competent in the gathering of data, demonstrating the ability to synthesize, analyze, reflect upon, and make professional decisions based on those processes.

**Outcome Status:** No Longer an Outcome

### Assessment Methods

<b>Written Product (essay, research paper, journal, newsletter, etc.)</b> - Students will write research papers using journals on a variety of topics related to early childhood education (Active)
---

<b>Criterion for Success:</b> 90% of the students will meet the criteria at the acceptable level.
---

<b>Assessment Schedule:</b> Annually
--------------------------------------

### Related Goals

College of Education & Human Services
---------------------------------------

<b>Collaboration</b> - Collaboration
--------------------------------------

<b>Collaboration</b> - Diversity
----------------------------------

<b>Collaboration</b> - Ethical community
--

<b>Collaboration</b> - Excellence
-----------------------------------

## Outcome: Assessment-Driven 2

Students are able to demonstrate an understanding of the relationships, causes and effects of their professional actions in the classroom and greater communities.

**Outcome Status:** No Longer an Outcome

### Assessment Methods

<b>Internship Evaluation</b> - Students will reflect on their experiences during their internship that demonstrates their growth and understanding of these relationships. (Active)
---

<b>Criterion for Success:</b> 95% of the students will meet this criteria at the acceptable level.
--

<b>Assessment Schedule:</b> Annually
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### Related Goals

College of Education & Human Services
---------------------------------------

<b>Collaboration</b> - Collaboration
--------------------------------------

<b>Collaboration</b> - Diversity
----------------------------------

<b>Collaboration</b> - Ethical community
--

<b>Collaboration</b> - Excellence
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## Outcome: Collaborative 1

Students demonstrate an understanding of the synergy that can be developed through positive and productive relationships in the learning and greater communities.

**Outcome Status:** No Longer an Outcome

### Assessment Methods

**Internship Evaluation** - Cooperating teachers will evaluate and reflect on the students ability to demonstrate this outcome with peers, students and parents.  
(Active)

**Criterion for Success:** 95% of the students will meet this criteria at the acceptable level.

**Assessment Schedule:** Annually.

### Related Goals

College of Education & Human Services

**Collaboration** - Collaboration

**Collaboration** - Diversity

**Collaboration** - Ethical community

**Collaboration** - Excellence

## Outcome: Collaborative 2

Students demonstrate an understanding of and commitment to a model of life-long learning in the education and greater communities.

**Outcome Status:** No Longer an Outcome

### Assessment Methods

**Internship Evaluation** - Students will reflect how they are committed to life-long learning in their journals. (Active)

**Criterion for Success:** 95% of the students will meet this criteria at the acceptable level.

**Assessment Schedule:** Annually.

### Related Goals

College of Education & Human Services

**Collaboration** - Collaboration

**Collaboration** - Diversity

**Collaboration** - Ethical community

**Collaboration** - Excellence

## Outcome: Holistic 1

Students demonstrate an understanding of the complexities of the educative processes and the interrelationships of those processes.



**Outcome Status:** No Longer an Outcome

### *Assessment Methods*

**Internship Evaluation** - Cooperating teachers will evaluate and reflect on how the student demonstrated competency in this outcome. (Active)

**Criterion for Success:** 95% of the students will meet this criteria at the acceptable level.

**Assessment Schedule:** Annually.

### *Related Goals*

College of Education & Human Services

**Collaboration** - Collaboration

**Collaboration** - Diversity

**Collaboration** - Ethical community

**Collaboration** - Excellence

## **Outcome: Holistic 2**

**Students understand the multiple roles of all stakeholders in productive and successful learning and greater communities.**

**Outcome Status:** No Longer an Outcome

### *Assessment Methods*

**Internship Evaluation** - Cooperating teachers will evaluate and reflect on how the student demonstrated competency in this area. (Active)

**Criterion for Success:** 95 % of the students will meet this criteria at the acceptable level.

**Assessment Schedule:** Annually

**Internship Evaluation** - Student will reflect in their journals their understandin of this outcome and activities that they completed to demonstrate competency in this area. (Active)

**Criterion for Success:** 95% of the students will meet this criteria at the acceptable level.

**Assessment Schedule:** Annually

### *Related Goals*

College of Education & Human Services

**Collaboration** - Collaboration

**Collaboration** - Diversity

**Collaboration** - Ethical community

**Collaboration** - Excellence

## **Outcome: Promote Child development**

**Students will be able to promote child development and learning to build family and community relationships.**

**Outcome Status:** Active

**Planned Year(s) of Assessment:** 2017 - 2018, 2018 - 2019, 2019 - 2020

## Assessment Methods

Student Internship portfolios will be evaluated to determine success. (Active)

**Criterion for Success:** 85%

## Related Courses

**EDCD 104** - Child Development Practicum - (I - Introduced)

**EDCD 105** - Child Development Leadership - (I - Introduced)

**EDCD 110** - Child Development 1 - (I - Introduced)

**EDCD 111** - Child Development 2 - (I - Introduced)

**EDCD 160** - Education of Children - (R - Reinforced)

**EDCD 205** - Computer Appl for Children - (I - Introduced)

**EDCD 210** - Infant Toddler Envir - Curr - (R - Reinforced)

**EDCD 211** - Childrens Activities - (R - Reinforced)

**EDCD 285** - Child Development Intern Orien - (R - Reinforced)

**EDCD 291** - Child Development Internship - (R - Reinforced)

**EDCD 298** - Internship Seminar - (R - Reinforced)

**EDCD 299** - Professional Assessment - (R - Reinforced)

**EDCD 310** - Child Guidance - (R - Reinforced)

**EDCD 350** - Curr Perspect Early Child Educ - (R - Reinforced)

**EDCD 380** - Advocacy in Early Child Educ - (R - Reinforced)

**EDCD 410** - Early Child Edu Mgt-Leadership - (R - Reinforced)

**EDCD 420** - Advanced Children's Activities - (R - Reinforced)

**EDCD 450** - Current Issues Early Child Educ - (R - Reinforced)

**EDCD 491** - Early Childhood Educ Internship - (M - Mastery)

**EDCD 499** - ECE Capstone Assess-Internship - (M - Mastery)

## Outcome: Support young children and families

Students will observe, document, and assess in order to support young children and families

**Outcome Status:** Active

**Planned Year(s) of Assessment:** 2017 - 2018, 2018 - 2019, 2019 - 2020

## Assessment Methods

Internship Evaluation Students will provide documentation in their portfolio. (Active)

**Criterion for Success:** 85%

## Related Courses

**EDCD 104** - Child Development Practicum - (I - Introduced)

**EDCD 105** - Child Development Leadership - (I - Introduced)

**EDCD 110** - Child Development 1 - (I - Introduced)

**EDCD 111** - Child Development 2 - (I - Introduced)

**EDCD 160** - Education of Children - (R - Reinforced)

**EDCD 210** - Infant Toddler Envir - Curr - (R - Reinforced)

**EDCD 211** - Childrens Activities - (R - Reinforced)

**EDCD 285** - Child Development Intern Orien - (R - Reinforced)

**EDCD 291** - Child Development Internship - (R - Reinforced)

**EDCD 298** - Internship Seminar - (R - Reinforced)

**EDCD 299** - Professional Assessment - (R - Reinforced)

**EDCD 310** - Child Guidance - (R - Reinforced)

**EDCD 350** - Curr Perspect Early Child Educ - (R - Reinforced)

**EDCD 380** - Advocacy in Early Child Educ - (R - Reinforced)

**EDCD 410** - Early Child Edu Mgt-Leadership - (R - Reinforced)

**EDCD 420** - Advanced Children's Activities - (R - Reinforced)

**EDCD 450** - Current Issues Early Child Edu - (R - Reinforced)

**EDCD 491** - Early Childhood Edu Internship - (M - Mastery)

**EDCD 499** - ECE Capstone Assess-Internship - (M - Mastery)

**EDLA 207** - Emergent Literacy - (R - Reinforced)

**EDLA 222** - Text and the Child - (R - Reinforced)

**EDLA 340** - Writers Workshop - (R - Reinforced)

**EDLA 342** - Reader Response - (R - Reinforced)

**Outcome: Use developmentally effective strategies**

**Students will use developmentally effective approaches, content knowledge, and early childhood field experiences to build meaningful curriculum.**

**Outcome Status:** Active

**Planned Year(s) of Assessment:** 2017 - 2018, 2018 - 2019, 2019 - 2020

## *Assessment Methods*

Internship Evaluation Students will submit documentation in their portfolios. (Active)

**Criterion for Success:** 85%

## *Related Courses*

**EDCD 110** - Child Development 1 - (I - Introduced)

**EDCD 111** - Child Development 2 - (I - Introduced)

**EDCD 160** - Education of Children - (I - Introduced)

**EDCD 205** - Computer Appl for Children - (I - Introduced)

**EDCD 210** - Infant Toddler Envir - Curr - (R - Reinforced)

**EDCD 211** - Childrens Activities - (R - Reinforced)

**EDCD 285** - Child Development Intern Orien - (R - Reinforced)

**EDCD 291** - Child Development Internship - (R - Reinforced)

**EDCD 298** - Internship Seminar - (R - Reinforced)

**EDCD 299** - Professional Assessment - (R - Reinforced)

**EDCD 310** - Child Guidance - (R - Reinforced)

**EDCD 350** - Curr Perspect Early Child Educ - (R - Reinforced)

**EDCD 380** - Advocacy in Early Child Educ - (R - Reinforced)

**EDCD 410** - Early Child Edu Mgt-Leadership - (R - Reinforced)

**EDCD 420** - Advanced Children's Activities - (R - Reinforced)

**EDCD 450** - Current Issues Early Child Edu - (R - Reinforced)

**EDCD 491** - Early Childhood Edu Internship - (M - Mastery)

**EDCD 499** - ECE Capstone Assess-Internship - (M - Mastery)

**EDLA 207** - Emergent Literacy - (R - Reinforced)

**EDLA 222** - Text and the Child - (R - Reinforced)

**EDLA 340** - Writers Workshop - (R - Reinforced)

**EDLA 342** - Reader Response - (R - Reinforced)

## Outcome: Professional Development

Student will identify personal professional development goals within the field of early childhood education.

**Outcome Status:** Active

**Planned Year(s) of Assessment:** 2017 - 2018, 2018 - 2019, 2019 - 2020

### Assessment Methods

Students will include information in their portfolios that address professional development. (Active)

**Criterion for Success:** 85%

### Related Courses

**EDCD 105** - Child Development Leadership - (I - Introduced)

**EDCD 160** - Education of Children - (I - Introduced)

**EDCD 285** - Child Development Intern Orien - (R - Reinforced)

**EDCD 291** - Child Development Internship - (R - Reinforced)

**EDCD 298** - Internship Seminar - (R - Reinforced)

**EDCD 299** - Professional Assessment - (R - Reinforced)

**EDCD 380** - Advocacy in Early Child Educ - (R - Reinforced)

**EDCD 410** - Early Child Edu Mgt-Leadership - (R - Reinforced)

**EDCD 420** - Advanced Children's Activities - (R - Reinforced)

**EDCD 491** - Early Childhood Edu Internship - (M - Mastery)

**EDCD 499** - ECE Capstone Assess-Internship - (M - Mastery)







APPENDIX E  
ACCREDITATION



1140 19<sup>th</sup> Street, NW | Suite 400  
Washington, DC 20036  
tel: 202.223.0077 | fax: 202.296.6620  
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<sup>1</sup> 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 forms 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<sup>2</sup> and is conditional upon your continued adherence to the principles, standards, and policies of the *Inquiry Brief* Commission ([www.teac.org](http://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.

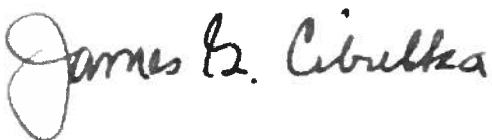
In keeping with CAEP's policy on Public Disclosure and Transparency of Accreditation Information (Policy XXXIX), we request that you post links to performance assessment summaries and other information (including websites reporting Title II data) and a link to the Summary of the Case that appears on the TEAC website ([www.teac.org](http://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](http://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](mailto: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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<sup>1</sup> 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.

---

<sup>2</sup> Programs accredited by the IB Commission of the Council for the Accreditation of Educator Preparation that wish to state this affiliation in published materials should use one of the following official statements, in accordance with CAEP Policy VI (Representation of Accreditation Status to the Public):

Ferris State University Teacher Education Program is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from Fall 2014 and Fall 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes

**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**

**Office of the Dean**

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# FERRIS STATE UNIVERSITY

## SCHOOL OF EDUCATION

January 22, 2013

**T**  
TRANSFORMATIVE  
**E**  
EXPERIENTIAL  
**A**  
ASSESSMENT  
DRIVEN  
**C**  
COLLABORATIVE  
**H**  
HOLISTIC

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.

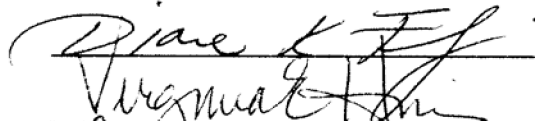
Christine Conley-Sowels



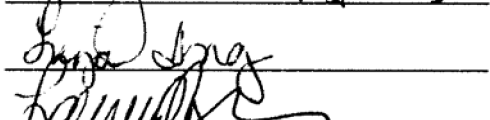
Fredrick Ennis



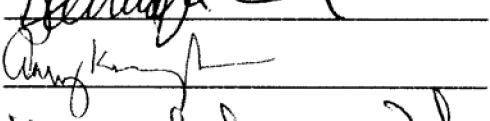
Diane Fleming



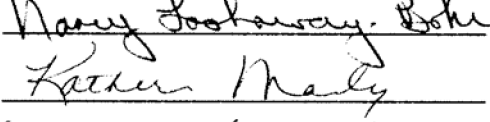
Virginia Hines



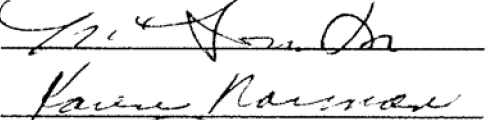
Liza Ing



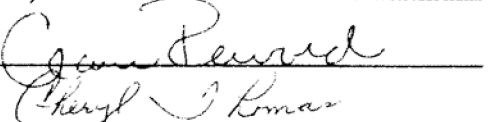
Leonard Johnson



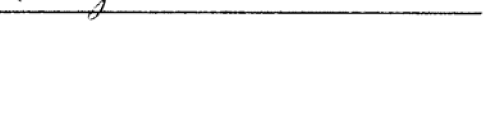
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*Checklist to accompany the submission of the Inquiry Brief and Inquiry Brief Proposal<sup>1</sup>*

<b>Requirements for the <i>Brief</i></b>	<b>Find it on page</b>	<b>Still missing</b>
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 (1.4): 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	

<sup>1</sup> 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 <i>Inquiry Brief</i> (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	

## Section 1. Program overview

*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:

***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; McIntyre, 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.*** Grounding 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**

<b>Elementary Options</b>	<b>Secondary Options</b>
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 from 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

<b>Undergraduate enrollment in Secondary Programs - Majors</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Biology	45	43	36	26	32	29	28	25	28	29	23
Business Management, Marketing, and Technology <sup>2</sup>							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 <sup>2</sup>	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 <sup>1</sup>											22
Physics <sup>1,3</sup>											9
Political Science											1
Social Studies <sup>2</sup>	0	27	72	36	13	5	4	9	22	35	34
Spanish <sup>1</sup>											10
Speech Communications <sup>1</sup>											12
Technical Education <sup>2</sup>	48	77	85	60	59	65	38	45	44	13	9
<b>Secondary total</b>	<b>381</b>	<b>442</b>	<b>443</b>	<b>401</b>	<b>381</b>	<b>323</b>	<b>276</b>	<b>260</b>	<b>269</b>	<b>214</b>	<b>253</b>

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

<b>Elementary Ed</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
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
<b>Elementary total</b>	<b>291</b>	<b>384</b>	<b>443</b>	<b>439</b>	<b>454</b>	<b>450</b>	<b>384</b>	<b>340</b>	<b>331</b>	<b>307</b>	<b>312</b>

Table 1.4

The total enrollment of all undergraduate programs from 2001-2010

<b>Undergraduate Program Options</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
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
<b>Program total</b>	<b>774</b>	<b>871</b>	<b>892</b>	<b>858</b>	<b>833</b>	<b>736</b>	<b>646</b>	<b>602</b>	<b>627</b>	<b>541</b>	<b>585</b>

Table 1.5  
Graduation from undergraduate programs from 2001-2011

<b>All Majors and Minors</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Biology	12	6	3	6	8	2	7	3	2	4	5
Business Management, Marketing, and Technology <sup>2</sup>							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 <sup>4</sup>
History				1	8	5	10	17	8	6	5
Marketing <sup>2</sup>	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 <sup>1</sup>											4
Physics <sup>1,3</sup>											11
Political Science											5 <sup>4</sup>
Social Studies <sup>2</sup>	0	2	2	4	7	2	2	1	0	4	10
Spanish <sup>1</sup>											1
Speech Communications <sup>1</sup>											10
Technical Education <sup>2</sup>	13	15	33	17	11	18	16	18	18	24	6
<b>Total</b>	<b>63</b>	<b>76</b>	<b>110</b>	<b>121</b>	<b>134</b>	<b>128</b>	<b>135</b>	<b>139</b>	<b>95</b>	<b>99</b>	<b>138</b>

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 then 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](http://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.

## Section 2. Claims and Rationale

### *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.		<ol style="list-style-type: none"> <li>1. Facilitate and document student achievement as evidenced by effective assessment,</li> <li>2. Adapt instruction and apply best practices and technology to accommodate student needs.</li> </ol> <p>At least 80% of the students are meeting the minimum rubric level for each key assessment.</p>
Claim 3: Graduates demonstrate Professional Behaviors.		<ol style="list-style-type: none"> <li>1. Communicate high expectations for all students,</li> <li>2. Collaborate with others to ensure student success,</li> <li>3. Model Professional Behavior.</li> </ol> <p>At least 80% of the students are meeting the minimum rubric level for each key assessment.</p>
Claim 4: Graduates of the FSU teacher preparation program demonstrate entry-level proficiency of the PSMTs.	MTTC subject area exams	<ul style="list-style-type: none"> <li>• PSMT student teaching evaluation rubric. 100%</li> </ul>

## **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 statutes, 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.

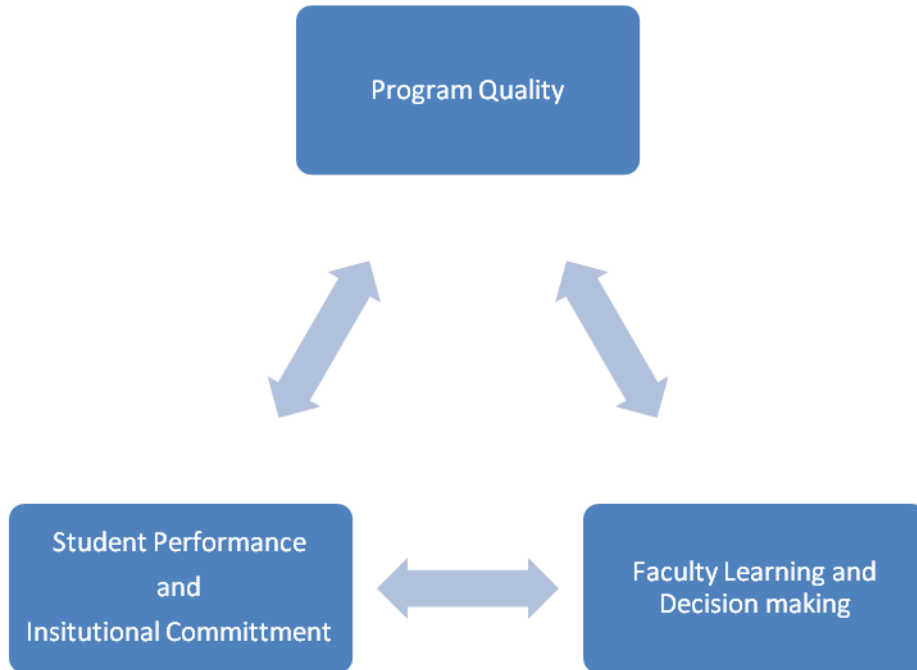
### **Planning for Sustainability**

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 policies 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.

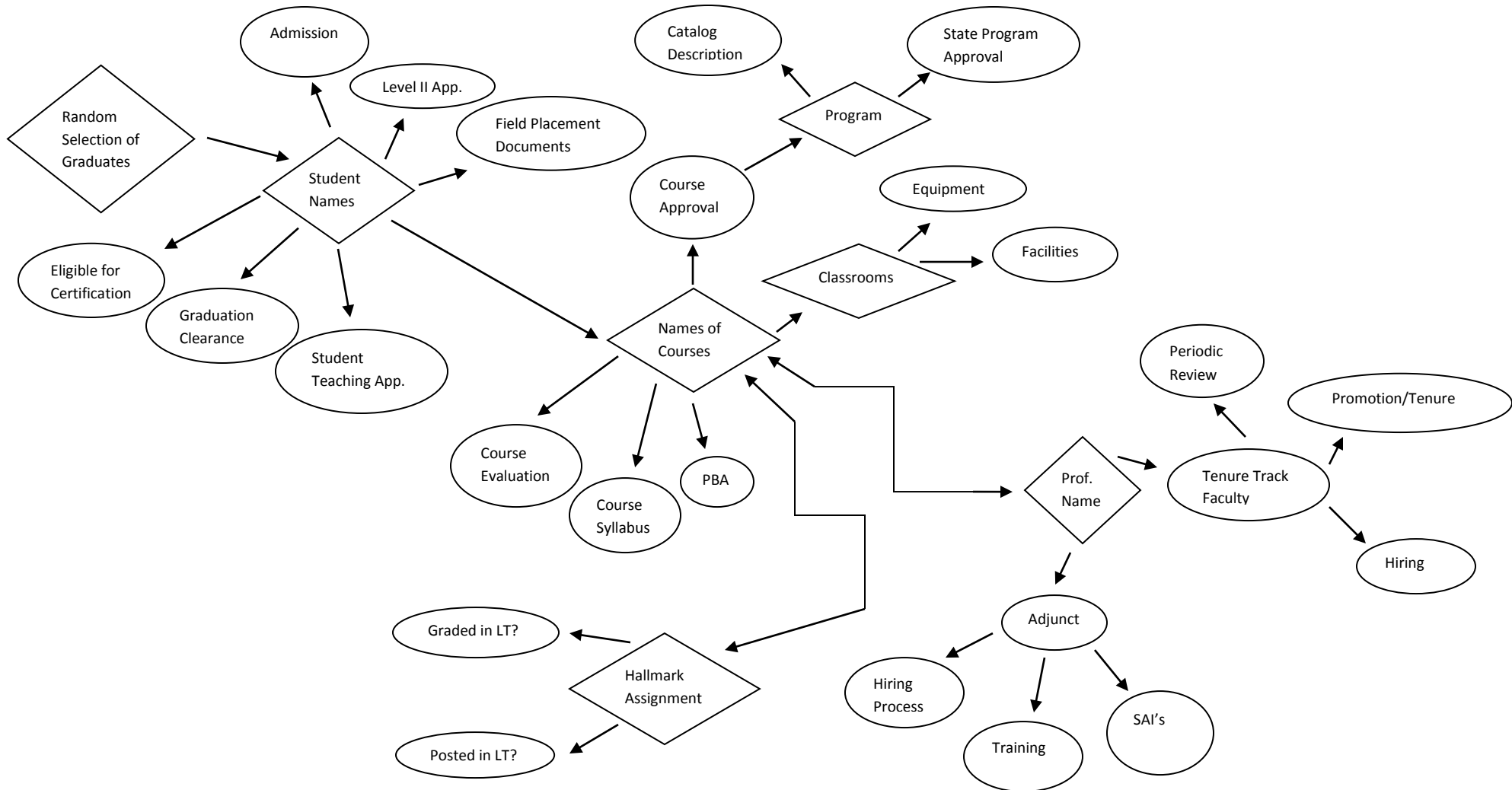
All of the programs and courses are approved at the state level through the Michigan's Department of Education and at the university level through the University Curriculum



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 faculty, 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.



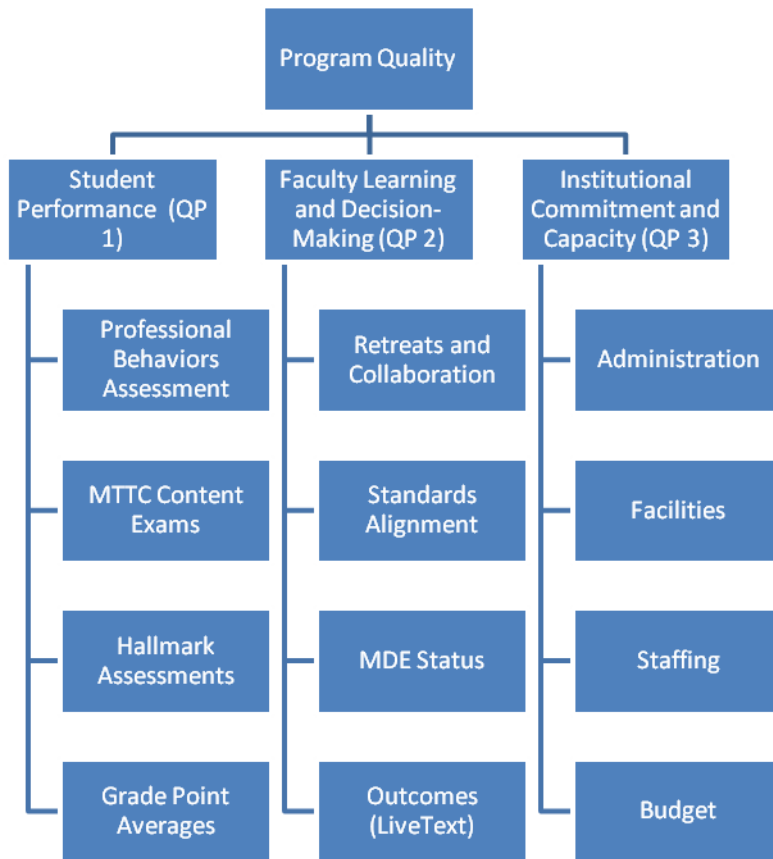
**B.** In order to assure program quality, integrity and sustainability, a more deliberate and systemic approach to assessment needs to be designed and implemented. A continuous improvement model (CIM) needs to be designed and the associated assessments developed collaboratively at the course level and 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	<ul style="list-style-type: none"> <li>• 124-148 credits required for graduation with certification requirements</li> </ul>	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	<ul style="list-style-type: none"> <li>• 93.3% faculty have earned terminal degrees</li> <li>• 40% full professor, 33.3% associate professor 26.6% assistant professor</li> <li>• Contractually 12 credit load/semester, may teach additional 5 credits/ semester</li> <li>• Faculty access to professional develop through the Faculty Center for Teaching and Learning</li> <li>• All faculty have stipend for Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Approx. 80% faculty have earned terminal degrees</li> <li>• 40% full professor, 33% associate professor, 27% assistant professor</li> <li>• Contractually 12 credit load/semester, may teach additional 5 credits/ semester</li> <li>• Faculty access to professional develop through the Faculty Center for Teaching and Learning</li> <li>• Faculty may earn PDI stipend for Professional Development</li> </ul>	
3.1.3 Facilities (space & equipment provided)	<ul style="list-style-type: none"> <li>• Designated classrooms in Bishop Hall</li> <li>• Classrooms are fully mediated</li> <li>• Classes taught in several locations on campus and off campus</li> </ul>	<ul style="list-style-type: none"> <li>• Bishop Hall</li> <li>• Classrooms are fully mediated</li> <li>• Classes taught in several locations on campus and off campus</li> <li>• All faculty have own office</li> </ul>	

	<ul style="list-style-type: none"> <li>All faculty have own office with private phone</li> <li>All faculty have a desktop and a laptop computer</li> </ul>	<ul style="list-style-type: none"> <li>with private phone</li> <li>All faculty have a desktop and a laptop computer</li> </ul>	
<b>Capacity dimension</b>	<b>Program Statistics</b>	<b>Institutional Statistics</b>	<b>Difference analysis</b>
3.1.4 Fiscal and administrative	<ul style="list-style-type: none"> <li>Program receives approximately 21% of the COEHS Budget allocations each year</li> <li>SOE FY10 expenses for SupFac is 22.5% of actual expenditures (\$88,473)</li> <li>Incentive funds FY10 at 35%</li> </ul>	<ul style="list-style-type: none"> <li>COEHS receives 20% of university overall budget</li> <li>COEHS overall expenditure SupFac for FY10 \$392, 694</li> <li>FY!) Incentive funds for COEHS were \$134,403.72</li> </ul>	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)	<ul style="list-style-type: none"> <li>Full-time advisor for program</li> <li>Disability Services</li> <li>All students have tenure-track faculty as an advisor</li> </ul>	<ul style="list-style-type: none"> <li>COEHS has one full-time advisor for all</li> <li>Disability Services</li> <li>All students have tenure-track faculty as advisor</li> </ul>	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)	<ul style="list-style-type: none"> <li>Students feedback is gleaned from SAI or IDEA instruments</li> <li>SOE Student complaints (2007-2010) 20</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>COEHS Student complaints (2007-2010) 27</li> </ul>	Majority of student complaints in the college are directed towards the School of Education

### Appendix C Qualifications of Faculty

<b>Name/ Title</b>	<b>Terminal Degree/Institution/ Specialization</b>	<b>Scholarship</b>	<b>Years at Ferris/Year at rank</b>	<b>Courses taught</b>
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 289/420/421/431 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 <i>Quality Principle I</i> components	Program option requirements that address <i>Quality Principle I</i> and state subject matter and pedagogical standards for <b>ELEMENTARY EDUCATION</b>					State standard number	Professional association standard number
	Required courses	Field work requirements	Admissions requirement	Portfolio Requirements	Exit Requirements		
1.1 Subject matter knowledge	<p>Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates:</p> <p>The Elementary Education program requires a</p> <ol style="list-style-type: none"> <li>1. “Planned Program” of 25-35 credit hours and a 2.75 GPA requirement for program completion,</li> <li>2. a “Professional Education Sequence” of courses totaling 46 credit hours and a 2.75 GPA, and</li> <li>3. a choice of a minimum of two (2) academic minors.</li> </ol> <p>The choices for the academic minors can be made from</p> <ol style="list-style-type: none"> <li>1. Language Arts, 25 credits and a 3.0 GPA;</li> <li>2. Integrated Science, 25 credits and a 2.75 GPA;</li> <li>3. Mathematics, 24 credits and a 2.75 GPA; and/or</li> <li>4. Early Childhood, 27 credits and a 2.50 GPA. This minor leads to the ZS endorsement.</li> </ol> <p>Please click on the following link to access the academic check sheets for the minors and the “Planned program” sequence:  <a href="J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ELED 201101planned program and minors.pdf">J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ELED 201101planned program and minors.pdf</a></p>			Submission of all Hallmark Assessments (HA) for all required professional coursework must be submitted to the electronic portfolio, LiveText		PSMT 1	

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

		placement					
<b>1.3 Caring and effective teaching skill</b>	<p>Program requirements listed in this row are designed to strengthen THE caring and effective teaching skills of candidates:</p> <p>EDUC 413, 415, 420, 421, 431, 432, 435, 493, 499</p>	Same as 1.2		Same as 1.2		PSMT 4	
<b>1.4.1 Cross-cutting theme: <i>Learning how to learn</i></b>	<p>Program requirements listed in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment of “Learning how to learn:”</p> <p>EDUC 101, 251, 289, 303, 415, 493, 499 (413,431,432, 435)</p>			Same as 1.2 and 1.3		PSMT 5	
<b>1.4.2 Cross-cutting theme: <i>Multicultural perspectives</i></b>	<p>Program requirements listed in this row are designed to strengthen the “Multicultural perspectives” of candidates:</p> <p>EDUC 303, 415, 493, 499 All General Education coursework</p>			Same as 1.2, 1.3, and 1.4.1		PSMT 6	
<b>1.4.3 Cross-cutting theme: <i>Technology</i></b>	<p>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:</p> <p>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.</p>			Same as 1.2, 1.3, 1.4.1, and 1.4.2		PSMT 7	

TEAC <i>Quality Principle I</i> components	Program option requirements that address <i>Quality Principle I</i> and state subject matter and pedagogical standards for <u>SECONDARY EDUCATION</u>					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	<p>Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates:</p> <p>Academic majors range from 30 to 48 credits for program completion.</p> <p>Academic minors range from 21 to 32 credits for program completion.</p> <p>GPA requirements for program completion in majors and minors range from 2.50 to 3.0.</p> <p>(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.)</p> <p><b><u>BIOLOGY (major and minor):</u></b>  <a href="J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\BIOL TEACHING MAJOR 0508.pdf">J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\BIOL TEACHING MAJOR 0508.pdf</a></p> <p><a href="J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\BIOL TEACHING MINOR 0508.pdf">J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\BIOL TEACHING MINOR 0508.pdf</a></p> <p><b><u>CHEMISTRY (major and minor):</u></b>  <a href="J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\CHEM">J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\CHEM</a></p>			<p>Submission of all Hallmark Assessments (HA) for all required professional education course work must be submitted to the electronic portfolio LiveText.</p> <p>HA are listed by course in generic syllabi. (Click on the link below to access course syllabi.)  <a href="J:\SOE\Syllabi\Generic">J:\SOE\Syllabi\Generic</a></p>		PSMT 1	

<p>TEACHING MAJOR 0508.pdf</p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\CHEM TEACHING MINOR.pdf</p> <p><b><u>ENGLISH:</u></b></p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ENGL TEACHING MAJOR1008.pdf</p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\ENGL TEACHING MINOR 0508.pdf</p> <p><b><u>GEOGRAPHY (major and minor):</u></b></p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\GEOG TEACHING MAJOR.pdf</p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\GEOG TEACHING MINOR.pdf</p> <p><b><u>HISTORY (major and minor):</u></b></p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\HIST Major check sheet110509.pdf</p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\HIST TEACHING MINOR.pdf</p> <p><b><u>MATHEMATICS (major and minor):</u></b></p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\MATH TEACHING MAJOR 0508.pdf</p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\MATH TEACHING MINOR.pdf</p> <p><b><u>PHYSICAL EDUCATION (minor):</u></b></p> <p>J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\PHYS</p>			Syllabi			
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	<p>EDUCATION TEACHING MINOR 0508.pdf</p> <p><b><u>PHYSICS (minor):</u></b>  J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\PHYSICS TEACHING MINOR 0508.pdf</p> <p><b><u>POLITICAL SCIENCE (MINOR):</u></b>  J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\POLI SCI TEACHING MAJOR.pdf</p> <p><b><u>SOCIAL STUDIES (major):</u></b>  J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\SOCIAL STUDIES TEACHING MAJOR 0508.pdf</p> <p><b><u>SPANISH (minor):</u></b>  J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\SPANISH TEACHING MINOR 0508.pdf</p> <p><b><u>SPEECH (minor):</u></b>  J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\COMM TEACHING MINOR 0508.pdf</p> <p><b><u>PROFESSIONAL EDUCATION SEQUENCE (all secondary majors and minors):</u></b>  J:\Deans_Office\Associate Dean\Checksheets\REVISIONS\SecondaryEducation- 11SP Professional Education Sequence.pdf</p>						
<p>1.2 Pedagogical knowledge</p>	<p>Program requirements listed in this row are designed to strengthen pedagogical knowledge of candidates:</p> <p>EDUC 338, 415, 438, 443</p> <p>Capstone courses in the academic majors also focus on pedagogical knowledge:</p>	<p>Level II -40-hour field placement, -80-hour field placement</p>		<p>See Generic Syllabi and the HA for the specific EDUC classes listed: J:\SOE\Syllabi</p>		<p>PSMT 2, 3</p>	

	<b>LITR 415</b> <b>ENGL 415</b> <b>HIST 405</b> <b>GEOG 450</b>	<b>Level III</b> <b>-One (1)</b> <b>semester</b> <b>student</b> <b>teaching</b> <b>field</b> <b>placement</b>		<b>\Generic</b> <b>Syllabi</b>			
<b>1.3 Caring and effective teaching skill</b>	<b>Program requirements listed in this row are designed to strengthen the caring and effective teaching skills of candidates:</b>  <b>EDUC 338, 415, 438, 443, 491, 499</b>	<b>Same as 1.2</b>		<b>Same as 1.2</b>		<b>PSMT 4</b>	
<b>1.4.1 Cross-cutting theme:</b> <i>Learning how to learn</i>	<b>Program requirements listed in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment “Learning how to learn:”</b> <b>EDUC 101, 251, 289, 303, 338, 415, 438, 443, 491, 499</b>			<b>Same as 1.2 and 1.3</b>		<b>PSMT 5</b>	
<b>1.4.2 Cross-cutting theme:</b> <i>Multicultural perspectives</i>	<b>Program requirements listed in this row are designed to strengthen the “Multicultural perspectives” of candidates:</b>  <b>EDUC 303, 415, 491, 499</b> <b>All General Education course work</b>			<b>Same as 1.2, 1.3, and 1.41</b>		<b>PSMT 6</b>	
<b>1.4.3 Cross-cutting theme:</b> <i>Technology</i>	<b>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:</b>  <b>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.</b>  <b>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</b>			<b>Same as 1.2, 1.3, 1.4.1, and 1.4.2</b>		<b>PSMT 7</b>	

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



	<p><b><i>Learning Disabilities (12 credits):</i></b>  <b>ERLA 533</b>  <b>ESPN 520</b>  <b>ESPN 522</b>  <b>ESPN 592</b></p> <p><b><i>Autism( 12 credits):</i></b>  <b>ESPN 540</b>  <b>ESPN 542</b>  <b>ESPN 546</b>  <b>ESPN 592</b></p> <p><b><i>Emotional Impairments (12 credits):</i></b>  <b>ESPN 550</b>  <b>ESPN 552</b>  <b>ESPN 553</b>  <b>ESPN 592</b></p> <p><b>Course descriptions and syllabi can be accessed by clicking the Generic Syllabi link:  <a href="J:\SOE\Syllabi\GenericSyllabi">J:\SOE\Syllabi\GenericSyllabi</a></b></p>		<p><b>“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.</b></p>	<p><b>student’s goals and specific proof that those goals and the State Special Education standards have been met.</b></p>		<p><b>7.pdf</b></p>	
<p><b>1.2 Pedagogical knowledge</b></p>	<p><b>Program requirements listed in this row are designed to strengthen pedagogical knowledge of candidates:</b></p>	<p><b>Directed Teaching (3 credits) is</b></p>		<p><b>Same as 1.1</b></p>			

	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: <i>Learning how to learn</i>	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: <i>Multicultural perspectives</i>	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: <i>Technology</i>	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 <i>Quality Principle I</i> components	Program option requirements that address <i>Quality Principle I</i> and state subject matter and pedagogical standards for <b>READING SPECIALIST ENDORSEMENT</b>					State standard number	Professional association standard number
	Required courses	Field work requirements	Admissions requirements	Portfolio requirements	Exit requirements		
.1 Subject matter knowledge	<p>Program requirements listed in this row are designed to strengthen subject matter knowledge of candidates:</p> <p>Requirements for the Reading Endorsement presently require 31 credit hours of coursework to complete the endorsement:</p> <p>EDUC 508 or EDUC 620</p> <p>EDUC 663 EDUC 681 ERLA 501 ERLA 511 ERLA 515 ERLA 516 ERLA 530 ERLA 533 ERLA 550</p>		<p>The applicant must possess a baccalaureate degree from an accredited college or university and have earned a minimum of a 2.75 GPA.</p> <p>“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”</p>	<p>Hallmark Assessments (HA) are in course-specific syllabi that can be accessed by clicking the Generic Syllabi link:  <a href="#">J:\SOE\Syllabi\Generic Syllabi</a></p>	<p>All Program Requirements must be completed within five (5) years after admission to the Program</p>	<p>The standards being met are not the PSMT Standards, but rather the Reading Endorsement State Standards:</p>	

			period in order to continue in the program.				
<b>1.2 Pedagogical knowledge</b>	<p>Program requirements listed in this row are designed to strengthen pedagogical knowledge of candidates:</p> <p>ERLA 501 ERLA 511 ERLA 515 ERLA533 ERLA 550</p>	<p>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:</p> <p>ERLA 530 ERLA 533</p>					
<b>1.3 Caring and effective teaching skill</b>	<p>Program requirements listed in this row are designed to strengthen the caring and effective teaching skills of candidates:</p> <p>ERLA 501 ERLA 530 ERLA 533 ERLA 550</p>	Same as 1.2					
<b>1.4.1 Cross-cutting theme: <i>Learning how to learn</i></b>	<p>Program requirements listed in this row are designed to strengthen candidates knowledge of, planning for, and implementation and assessment of “Learning how to learn:”</p>						

	<b>ERLA 501</b> <b>ERLA 511</b> <b>ERLA 516</b> <b>ERLA 560</b>						
<b>1.4.2 Cross-cutting theme:</b> <i>Multicultural perspectives</i>	<b>Program requirements listed in this row are designed to strengthen the “Multicultural perspectives” of candidates:</b>  <b>ERLA 516</b> <b>ERLA 533</b> <b>ERLA 550</b>						
<b>1.4.3 Cross-cutting theme:</b> <i>Technology</i>	<b>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:</b>  <b>ERLA 515</b> <b>ERLA 530</b> <b>ERLA 550</b>						

## 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
	<u>Relied on</u> <b>Reasons for including the results in the brief proposal</b> Location in the Brief	<u>Not relied on</u> <b>Reasons for not relying on this evidence</b> Location in Brief	<u>For future use</u> <b>Reasons for including in the brief</b>
<b>Grades</b>			
1.a. Student grade point in majors and minors	GPA's are evidence that graduates are competent in content area (academic majors and minors) (p.19).		
1.b. Student grade point in professional sequence courses	GPA's 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).		
<b>Scores on Standardized Tests</b>			
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	
<b>Ratings</b>			
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)
<b>Rates</b>			
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?
<b>Case Studies and alumni competence</b>			
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)

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### 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  $\frac{1}{4}$  of the total page surface.
- This handbook should be prepared with a title page, which should also be illustrated.
- Include a bibliography page that lists a minimum of five Internet resources 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

<b>Section I: PLANNING FOR LESSON PRESENTED</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section II: DELIVERY OF INSTRUCTION FOR LESSON PRESENTED</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section III: CLASSROOM MANAGEMENT FOR LESSON PRESENTED</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section IV: STUDENT ASSESSMENT, TESTING &amp; EVALUATION FOR LESSON PRESENTED</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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:

Total number of hours 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

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

<b>Section I: PLANNING</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section II: DELIVERY OF INSTRUCTION</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section III: CLASSROOM MANAGEMENT</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				

<b>Section IV: STUDENT ASSESSMENT, TESTING &amp; EVALUATION</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section V: COMMUNICATION SKILLS</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section VI: PROFESSIONALISM</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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.)				
<b>Provide examples of above:</b>				

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

<b>Section I: PLANNING</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>					
<b>Section II: DELIVERY OF INSTRUCTION</b>					
		<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section III: CLASSROOM MANAGEMENT</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section IV: STUDENT ASSESSMENT, TESTING &amp; EVALUATION</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				
<b>Section V: COMMUNICATION SKILLS</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				

<b>Section VI: PROFESSIONALISM</b>				
	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/O</b>
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				
<b>Provide examples of above:</b>				

*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



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

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**2014 STATUS:** MET CUT SCORE

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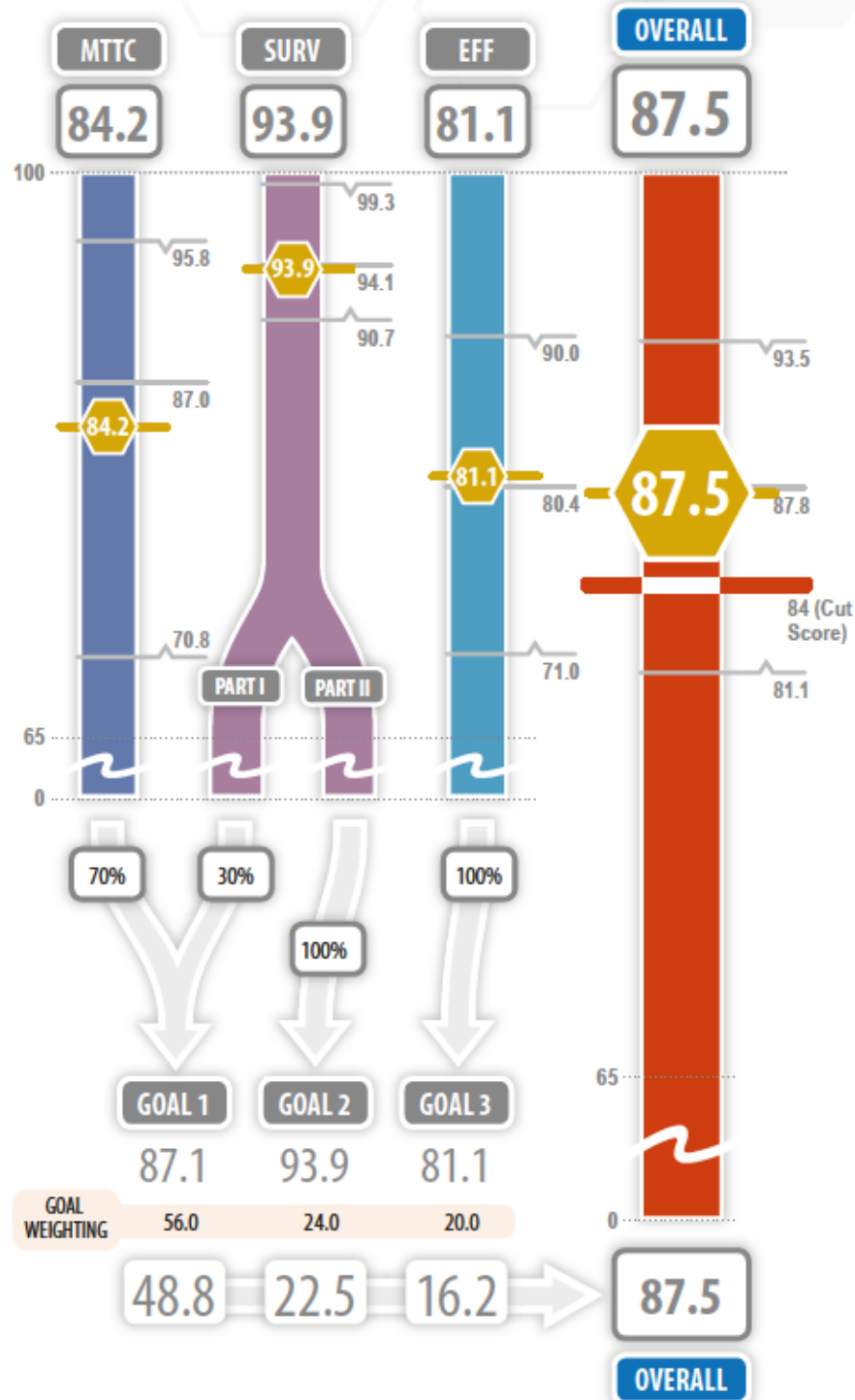
**2014 Performance Category & Phase**

**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



## 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

APPENDIX F  
LETTERS OF SUPPORT



# FERRIS STATE UNIVERSITY

## EARLY LEARNING CENTER

**To:** Dr. Amy Kavanaugh, APR Chair  
**From:** Lori Johnson, Early Learning Center  
**Subject:** Early Childhood Education Program Review  
**Date:** August 7, 2018

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### 1. Program Quality (scale of 1-100)

Quality – 90; In a period when overall University-wide enrollment levels continue to decline the Early Childhood Education program has continued to see an increase in enrollment.

Current faculty have devoted much effort in assessing the effectiveness of the content of each course and have demonstrated a commitment to provide experiences that adhere to national standards of best practice. This is especially noteworthy with the low number of tenure-track faculty the Early Childhood Education program has had in recent years. Even with the shortage of tenured-track faculty there has been a great deal of focus on creating more effective and continuous alignment between the lab program at the Early Learning Center and the Early Childhood academic program. This partnership provides students the opportunity for hands-on learning experiences to prepare them for a successful career in the field of Early Childhood Education.

It is my recommendation to continue the Early Childhood Education program with minor modifications in course content (currently at the Academic Senate level for approval) and additional faculty to support student success.

### 2. Rationale for Rating Assigned

While the Early Childhood program continues to have increasing enrollment numbers, one of the challenges is recruiting and retaining an adequate amount of consistent full time faculty members. The ability to offer students the support and resources they need to reach their full potential as educators is hindered by a) the lack of full time tenured-track faculty and b) heavy reliance on adjunct faculty. The reliance of adjunct faculty inhibits consistent instruction across courses and the ability of the program to coordinate effective field experiences for students.

### 3. Recommended next steps

- a. Focus on recruiting additional faculty to provide consistency in program standards of best practice
- b. Continue to evaluate and update course content and field experiences
- c. Look for ways to establish formal partnerships with hospitals to allow for field placements in the Child Life Specialist track

d. Design a Master's degree specifically in Early Childhood Education

Institutional support is imperative to allow this program to flourish. With committed faculty, quality partnerships with field placement sites, and the ability to train the early childhood educators of tomorrow there is great potential for the Early Childhood program at Ferris State University to be a national leader.

To: Amy Kavanaugh

Re: Perception of Quality: Early Childhood Education

August 15, 2018

Because I teach a course in children's literature through the English, Literature, and World Languages department, I have had the opportunity to work closely with many of the students and faculty of the Early Childhood Education (ECE) program over the past four years. I have been repeatedly impressed with the dedication and commitment of the faculty and students, and I believe strongly in the high quality and success of the program.

**Overall Quality:**

The Early Childhood Education Program offers both an Associate of Applied Science Degree and a Bachelor of Science degree. These programs prepare students to work closely with young children in a variety of careers, most notably as Early Education Teachers. As noted in the Academic Program Review, these careers are in high demand, and current students and alumni of the program feel strongly that the courses and curriculum have prepared them for their careers. There is no better indication of the quality and success of a program than the willingness of those who have graduated to recommend the program to a peer.

In my experience teaching Children's Literature at several other universities, students choosing this career path often graduate without being fully prepared or qualified; this is not the case at Ferris State University. The mission statement of the program makes clear that child development theory and educational pedagogy are priorities. Students are introduced to hands-on experiences and theoretical approaches at every level of their educational path. The courses being offered highlight the importance of understanding cognitive development and contemporary educational practice, and many of the students have a chance to implement these skills in their internships.

In evaluating the quality of the program, I would assign a "grade" of a B (or an 85 on a scale of 100). This score is based on the increasing numbers of enrolled students, the success of these students (as shown through assessment), and the quality of the curriculum. The steps necessary for improvement, and the reasons for not assigning a higher score, are listed below.

**Areas for Improvement:**

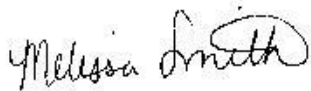
The two largest moves the program could make to improve the program would be to 1) increase the number of tenure track faculty members teaching in the program, and 2) improve recruitment and retention of enrolled students. Both issues are addressed in the Academic Program Review. The majority of faculty members teaching in the program are non-tenure track, and because of varying workload demands for adjunct instructors, this inhibits their ability to participate in professional development or conduct research. The lack of tenure can also weaken our ability to retain quality faculty

members. The remedy, of course, is to hire additional tenure track faculty (or convert current positions). I know this is currently a priority for the program, but it is also dependent on administrative circumstances outside their control.

There are a number of upcoming initiatives that the program will be implementing to increase the visibility of the program around the state, and being ranked as the 28<sup>th</sup> best Early Childhood Education Bachelor's Degree Program on a popular website will certainly help recruit students to the program. In addition, there are a number of offices on campus that are working to increase enrollment across the university; as the program utilizes these resources (as outlined in the Academic Program Review), the number of enrolled students will certainly increase. Similarly, the retention of students has become a priority for the program in recent years, and the implementation of the LEAD by Design grant is a great example of the work being done to encourage student success.

Overall, I see great value and success in our ECE program, and I look forward to working with the faculty and students in the years to come. If you have additional questions or concerns, please feel free to contact me at 231-591-5898 or [MelissaSmith@ferris.edu](mailto:MelissaSmith@ferris.edu).

Thank you,

A handwritten signature in cursive script that reads "Melissa Smith".


Melissa Smith  
Assistant Professor  
English, Literature, and World Languages  
Ferris State University





**FERRIS STATE UNIVERSITY**  
COLLEGE OF EDUCATION AND HUMAN SERVICES

**To:** Amy Kavanaugh, APR Chair

**From:** Arrick Jackson, Dean COEHS 

**Subject:** School of Education Early Childhood Education Program Review

**Date:** August 22, 2018

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1. On a scale of 1-100, rate the overall quality of the program.

Quality—95; The School of Education Early Childhood Education Program was rated a rating of 95 for overall quality. The program despite the turnover in faculty has provided excellent instruction for the students. The current search for an additional faculty and the hiring of Niccole Erickson will increase the programs strength in instruction of the program and its curriculum. The faculty are fully engaged in professional development and are developing and leading exciting events that provide great exposure for the program (e.g., Teacher Cadet Program, the 4S Grant/LEAD by Design program, and School Leadership Institute). Further, the Program continues to maintain a steady increase in enrollment and with the expansion of collaborations and articulation agreements with the community colleges, I expect that enrollment will only increase. The programs efforts toward reaccreditation with CAEP are tremendous and their recent success in obtaining a grant to support their retention efforts are excellent steps toward increased programmatic health. Also, to be noted is the strong partnership and collaboration between the program and the Early Learning Center (ELC) located on the first floor of Bishop Hall. This has been a great partnership that allows our student's to use the ELC as a lab for hands-on experience and career preparation. Further, with the increased need for Early Childhood educators and professionals our student population will continue to benefit from a healthy job market in the industry. Nonetheless, there is still opportunity for improvement in the areas of recruitment, retention, and facilities.

2. Summarize the reason(s) for the rating assigned.

Although the School of Education Early Childhood Education program benefits from strong faculty and a robust curriculum, many opportunities have not been maximized to produce greater results. For example, the Early Childhood Education Program still needs to leverage many of the in-bound marketing techniques (i.e., social media and other web-based strategies) that several of the other competing schools in the State are leveraging. Our Early Childhood Education program has unique opportunities for offering professional development training to local teachers as developing unique partnerships. There are also grant opportunities in the gifted and talented arena that

could provide excellent opportunities for staffing and programmatic growth. The School also needs to expand where possible its on-line course offerings. As mention in the report, our students come to SOE Early Childhood program because of its face-to-face courses and interaction with faculty. However, our partner organizations and competitors are leveraging on-line technology to deliver curriculum and training. Given our staffing, this may not be feasible at this time, but should become a focus for the future of the program. This will require faculty training, incentives, and collaboration with instructional designers to ensure continued quality and rigor in the on-line courses. The Early Childhood Education program also needs to continue to leverage multiple funding sources through either grants, partnerships, or external fundraising to assist students with financial support and allow faculty the opportunities to enhance their research and student research agendas.

3. Outline recommended next steps to improve program quality.
  - a. Build on APR report to develop strategies for
    - i. Continue efforts to align curriculum to ensure up-to-date courses and industry alignment
    - ii. Create partnerships in non-traditional areas to expand job opportunities for students
    - iii. Increasing diversity among student enrollment
    - iv. Utilizing on-line technology where appropriate
    - v. Recruiting faculty for off-site courses
  - b. Increase funding to
    - i. Provide scholarships for students
    - ii. Provide opportunities for student research
    - iii. Pay for recruitment and retention of talented faculty
    - iv. Pay for recruitment and marketing
  - c. Review workload of faculty to
    - i. Allow for faculty to develop robust research agendas
    - ii. Allow faculty the opportunity to explore grant opportunities
    - iii. Allow faculty to engage with community partners and leverage their expertise
    - iv. Allow faculty the opportunity to engage in a variety of student engagement activities that are beyond the classroom experience but are important to the overall student university experience.

Overall, the health of the Early Childhood Education program is strong and provides excellent teaching and learning opportunities for our students. This program has demonstrated that it is both a value-added program and a workforce program that matriculates well-educated Early Childhood teachers and professionals who are prepared to enter the profession of teaching in a variety of areas. The School of Education Early Childhood Education program remains one of the healthiest programs at Ferris State

University and meets all of the goals of the University, and should be fully supported to maintain its reputation and academic outcomes.



**FERRIS STATE UNIVERSITY**  
SCHOOL OF EDUCATION

To: Academic Program Review Committee

From: Liza Ing, Ed. D., Director, School of Education *Liza Ing*

Date: August 29, 2018

RE: Early Childhood Education Program Review

1. On a scale of 1-100, rate the overall quality of the program.  
Quality: 100; The overall quality of the Associate's and Bachelor's degree in Early Childhood Education are excellent. The program provides extensive field experiences starting with the first class that students take. This process allows students to determine the appropriateness of the program for them early on. The hands-on experience gives students real-life experiences which allows them to be more effective and employable immediately following graduation and in many cases while completing their degrees. There is high demand and these positions are considered essential. Student enrollment in these programs continues to grow. The addition of several articulation agreements with community colleges around the state continues to grow and increases enrollment in the bachelor program.
2. Summarize the reason(s) for the rating assigned  
Student feedback through surveys indicates that they find the program to be beneficial overall. Employment rates of graduates from the program is high. Many students are employed while completing the bachelor level courses. Collaboration between the faculty in the early childhood program and the Early Learning Center has been beneficial to both programs. Continuation of this collaboration will serve as a positive impact for both.

The bachelor degree programs offers three concentrations- lead teacher, management, and Child Life Specialist. Each concentrations prepares students to be employed in a variety of positions in the early childhood field. The flow of course work from the associates to the bachelor level shows increased skill and broader knowledge of the field.

Curriculum changes are still pending with the University Curriculum Committee. We are hopeful that those changes are approved this fall. These changes were initiated due to the changing climate of the early childhood field. Our students need to be prepared to work in the changing global climate. Early childhood is essential in the development of our society. Program changes at the associate's level has been lacking. While the content of each class is current, the types of classes offered has not changed. The course work in the bachelor degree program had not been reviewed since its development in the mid-2000s. Accreditation standards forced a review of the programs, which has led to the recommended changes.

Current enrollment numbers indicate a clear need for additional faculty members. The report shows that there is currently one full-time tenure-track faculty member teaching in the programs. This person has an overload every semester in order to meet the needs of our students. We hired a 2-year temporary position during the summer and this faculty member is at 13 credits for the fall. Finding available, qualified persons to teach early childhood courses is difficult. We need to have greater oversight with our off-campus programs but lack of faculty members seriously impedes this process.

3. Outline recommended next steps to improve program quality.

- a. Build on APR report to develop strategies for
  - i. Increase diversity among student enrollment
  - ii. Utilize online technology where appropriate
  - iii. Expand marketing strategies
  
- b. Increase funding to
  - i. Provide scholarships for students
  - ii. Pay for recruitment of talented faculty
  - iii. Pay for recruitment and marketing
  - iv. Allow faculty opportunities to engage with community partners and leverage their expertise
  
- c. Increase faculty lines to
  - i. Provide oversight and consistency at off-campus locations
  - ii. Develop a master's degree program

Overall, the health of this program is strong and provides excellent teaching and learning opportunities for our students. This program demonstrated that it is both a value-added program and a program that provides for a much needed workforce. Students are prepared to enter the workforce upon graduation in a variety of areas. The early childhood program is one of the healthiest programs in the School of Education as evidenced by the number of articulation agreements being requested by community colleges around the state. There is a need to develop curriculum at the master's degree level. We could be competitive in this area as there is a growing need for qualified instructors at the higher education level.