



SPRING ARBOR UNIVERSITY

School of Education



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Section 1: Program Overview

History of the Institution

[Spring Arbor University](#) is an evangelical Christian university affiliated with the Free Methodist Church, and is committed to excellence in liberal arts. The institution began as Spring Arbor Seminary in 1873 and was open to all, regardless of gender, religious denominations or beliefs. The faculty and students were committed to the promotion of earnest Christianity and sound, solid learning. In 1923, its fiftieth anniversary, the Board of Trustees voted to add a junior college to the academy and in 1929 the school became Spring Arbor Seminary and Junior College.

In 1960 the Board of Trustees changed the name to Spring Arbor College, and the high school was terminated as part of a plan to make Spring Arbor College a four-year college. It was in 1963 that Spring Arbor College was granted preliminary regional accreditation as a four-year liberal arts college, graduating its first senior class in 1965. During this period, the faculty adopted a statement, known as the Spring Arbor Concept, that set the philosophical parameters for the curriculum and that is still accepted. The Concept affirms the University's respect for tradition, its heritage of innovation, and its pledge to pursue excellence. This statement provided the framework for a revised mission statement adopted by the Board of Trustees and faculty in the fall of 1995. Full accreditation came in 1967, and was most recently reaffirmed in 2007.

The Spring Arbor University Concept

Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

On April 30, 2001, Spring Arbor College became Spring Arbor University. Recognizing the wide-ranging growth of its degree offerings, its locations and its structure, the change in name also acknowledges new aspirations and an ambitious vision for the future. The move clarifies the school's status internationally, positions the institution to better reach a growing constituency, pushes the entire collegiate community to guard our spiritual heritage and challenges the organization to excel academically and administratively. At this time, the University's academic programs were organized into four units, the Schools of Adult Studies, Arts & Sciences, Business, and Education. In 2008 the structure was changed so that the four units became the School of Arts & Sciences, the School of Education (SOE), the Gainey School of Business, and the School of Graduate and Professional Studies (GPS).

Spring Arbor's enrollment as of October 1, 2010 was 4,195, of which 3,001 are undergraduate and 1,194 are graduate. A full enrollment profile is included in Appendix B.

History of the School of Education

During the early 1960s, out of a need to attract and retain students who were primarily interested in teaching careers in the state of Michigan, the College administration decided to pursue accreditation as a four-year college. Therefore, when it became a four-year institution, a majority

of the College's majors and minors were related to teacher preparation, with both elementary and secondary certifications available in content areas ranging from art to social studies. During the 1960s and early 1970s, the College's enrollment never exceeded more than 800 students. In the early 1970s, when the teaching market had a significant downturn, numerous departments responded by expanding their programs to provide students with options other than teacher education. Responding to the realities of the market, the College was able to maintain its size and remain stable.

In the late 1980s, the College began to consider the development of a Master of Arts in Education (MAE) program. It was then that the College began exploring accreditation by the National Council for the Accreditation of Teacher Education (NCATE), completing the process in 1991, when NCATE approved what was then known as the Spring Arbor College Teacher Education Program. Based on a comprehensive marketing study, the College launched its MAE program in early 1994. Building on the skill and infrastructure developed by Adult Studies, teacher education programs at both the undergraduate and graduate levels were developed at several off-campus locations in northern, central, and southern Michigan.



Figure 1
Locations where the SOE offers undergraduate education programs

In 1996, the College applied for continuing NCATE accreditation of its initial preparation program and new accreditation for its MAE program. The process took longer to complete because of some weaknesses in both areas that needed to be addressed, but both were accredited in 1999. During this time the program expanded to include more specialty areas, and began offering courses at times that were accessible to post baccalaureate teacher candidates. In the fall of 2004, the SOE sought and received continuing accreditation of seven years for both programs from NCATE.

The teacher education program has recently enjoyed recognition in a couple of different ways. In 2004, Spring Arbor alumni Chris McAuliffe ('87) and Lisa Wollett ('94) were honored as National Milken Educators for the State of Michigan. In 2007, the Michigan Department of Education began to rank its initial teacher preparation programs as part of the revised guidelines and policy for Title II of the 2005 reauthorization of the Higher and Secondary Education Act (known as "No Child Left Behind"). For all four years that these ratings have been published, Spring Arbor has been scored as *exemplary*. In 2008-09, Learning Tree, LLC chose Spring Arbor as a site to offer [four sessions for K-12 and higher education on how to develop professional learning communities](#). In 2010, Dr. Robert Marzano personally conducted a [two-day assessment workshop](#) with an attendance of 350 K-12 and Higher Ed administrators faculty, and students. In 2010, Spring Arbor alumna Matinga Ragatz ('89) was named Michigan Teacher of the Year. Finally, in eight of the past nine competitions for Student Teacher of the Year that have been conducted by the Michigan Association of Colleges of Teacher Education (MACTE), a Spring Arbor student teacher has either won or been the runner-up.

Table I: Teacher Education Enrollments and Specialty Areas Programs at Each Site, Fall 2010

Location	Enrollment	Program Offerings	
Main Campus, Spring Arbor	424 (398 in 2009) (329 in 2008)	<u>Elementary</u> §Early Childhood Education (major, minor) *English as a Second Language (minor) French (minor) Integrated Science (minor) Language Arts (major, minor) Mathematics (major, minor) Reading (minor) Social Studies (major) Spanish (major, minor) Special Education (major)	<u>Secondary</u> Biology (major, minor) Chemistry (major, minor) English (major, minor) *English as a Second Language (minor) French (minor) Health Education (minor) History (major, minor) Mathematics (major, minor) †Music Education (major) Physical Education (major, minor) Physics (minor) Political Science (minor) Psychology (minor) Spanish (major, minor) *Speech and Drama (major, minor) ‡Social Studies (major) Special Education: Learning Disabilities (major) †Visual Arts (major)
Lansing	61 (61 in 2009) (55 in 2008)	<u>Elementary</u> Language Arts (major, minor) Social Studies (major) Integrated Science (minor) Special Education: Learning Disabilities (major)	
Gaylord	32 (33 in 2009) (35 in 2008)	<u>Elementary</u> Language Arts (major, minor) Social Studies (major) Integrated Science (minor) Special Education: Learning Disabilities (major)	<u>Secondary</u> English (major, minor) Social Studies (major) Special Education: Learning Disabilities (major)
Petoskey	28 (31 in 2009; 6 in Alpena in 2009) (28 in 2008; 22 in Alpena in 2008)	<u>Elementary</u> Early Childhood Education (endorsement) Language Arts (major, minor) Social Studies (major) Integrated Science (minor) Special Education: Learning Disabilities (major)	<u>Secondary</u> English (major, minor) Social Studies (major)

§currently offered as an elementary option in combination with a major or two minors; will be offered as a traditional major and minor pending MDE approval Spring 2011

*pending MDE approval Spring 2011

†taken as a “comprehensive” major with more credit hours than other areas for K-12 teaching with no minor

‡two options: can be taken as a traditional major or pending MDE approval Spring 2011 as a comprehensive major with more credit hours and no minor

Distinguishing Characteristics

Mission, Guiding Principles, Conceptual Framework

The mission statement of the School of Education is as follows:

Our Christ-centered mission is to develop and empower dedicated professional educators committed to student learning in a global society.

This mission statement was devised and adopted by the faculty of the SOE at its annual fall retreat in 2008. It brings together the traditional Christian faith basis of a Spring Arbor education, the focus on the professional preparation of teachers, and the emphasis on keeping the tradition and the focus relevant for a new University direction towards global initiatives, “globalization through the eyes of faith.”

At subsequent meetings that year, the faculty also defined and adopted a set of guiding principles that support the mission statement and undergird all aspects of the program, touching students, staff, faculty, and curriculum:

- A Christian perspective informs who we are and what we do.
Rationale: It is well known and accepted that at Spring Arbor University, the Concept is the foundation upon which the entire University is built. It supports all components of the larger institution from conversation to commitment. The School of Education is an integral component of the larger institution and therefore is also guided by The Concept and similarly and more specifically by the SOE Mission Statement and these four guiding principles. The foundation upon which the SOE defines and determines processes and procedures is the same Christian perspective. It is our first consideration in philosophical and practical matters and is the preface to fulfilling any requirements mandated by state and federal entities.
- Our teaching and learning leads to competence in the domains of the conceptual framework.
Rationale: The School of Education created the Model of Effective Teaching in preparation for NCATE reaccreditation in 1999. Throughout the ensuing years that framework has guided the teacher preparation program and curriculum design. The model has been revisited for each accreditation to insure that the approach to addressing teacher preparation is vital and contemporary. The most recent design of the Conceptual Framework was created through serious and thoughtful deliberation and collaborative discussion involving faculty, staff and students. Course syllabi and objectives (as defined by the State Standards) are correlated to each component of the Framework and at the end of each course students assess the curriculum by linking their knowledge to the objectives and Framework. In their final course, student teacher candidates assess the entire Teacher Preparation program and all coursework by linking what they have learned to the Framework. Faculty use this data to help determine whether the full curriculum addresses the full Conceptual Framework.

- Transformational learning leads to the development of dedicated professional educators.
Rationale: In Fall 2009, based on two years of research and planning, a new procedure was implemented to create an intentional and deliberate process for induction into the teacher preparation program, EDU 140. Because of the current economic and social environment in the education profession, the faculty determined it necessary to take a more proactive approach to insuring that students who enter the program are serious candidates and have the skills and dispositions necessary for successful completion of the program or have needed support and opportunity to remediate areas of skill/disposition deficiency if needed. It is made clearly evident that teacher preparation is strenuous and requires determination and commitment. The purpose is transformational learning. Excellence is the target. The intent is that every teacher candidate who completes SAU's program and enters the profession will do so with the highest level of expertise and experience possible for a novice teacher. To further insure the beginning teacher's excellence as she or he is inducted into the profession, Spring Arbor offers a first year teacher mentor program. The program is offered in the form of an online faculty/beginning-teacher/teacher to teacher mentorship. Beginning teachers are invited to participate in a first year mentor program based on the latest research for best practices. EDU 510 is a graduate course designed to continue the transformation from teacher candidate to beginning teacher excellence. These two experiences, early induction and post graduate mentoring, are the bookends to a preparation program designed to provide our candidates with opportunities and learning experiences transform them a teacher candidate to an extraordinary novice teacher.
- We prepare students to be critical participants in issues of diversity, equity and global responsibility.
Rationale: The summative goal of the Spring Arbor University Concept is that our graduates will move into the world with the intention of being critical participants and contributing members of their respective professions and in their world. Students are provided many opportunities within their SAU program and specifically in the teacher preparation program, to not only view their world from a global perspective, but to enter the profession with an open mind and heart and with the knowledge, skills, and dispositions to view every student as having worth, dignity and an inherent right to the most excellent educational environment they can possibly provide. Issues of diversity, equity, and a global worldview are addressed intentionally and specifically throughout the preparation program and it is the expectation that teacher candidates will assimilate the knowledge and experiences provided in each course from a diverse and global perspective.

The faculty then revisited the literature-based conceptual framework that had been the basis of curriculum and assessment since 1999, and updated it by clarifying the centrality of the integration of faith and learning and adding four cross-cutting areas that permeate the core areas of teacher education. A full description of this framework with bibliography from the 2004 NCATE Institutional Report is provided in Appendix F. The faculty chose to keep the six core domains from the previous model with some minor revision. The result was the Model of Teacher Education, which was introduced to the institution in the fall of 2009 and is displayed graphically in Figure 2. The Spring Arbor University icon is the artistic representation for the

SAU Concept, and is placed at the center of the Model of Teacher Education. This demonstrates the importance and impact the Concept has on the School of Education and its programs. The core domains are in the inner circle, and the other components permeate them, even though they are portrayed two-dimensionally as an outer rim to the circle.



Figure 2
Model of Teacher Education

The SOE faculty describe each domain of the Model as follows:

- *Integrating Faith and Learning* enhances the development of professionally empowered educators who exhibit the principles of service to mankind with Christ as the model in personal and professional situations;
- *Pedagogy*, or the art and science of teaching, includes a repertoire of instructional strategies with learning (making meaning) as the central focus. Effective teachers have the ability to adapt learning to individual student needs through a variety of teaching methods;
- *Assessment* involves selecting, developing, and using appropriate strategies and instruments to measure achievement of program goals and instructional objectives. It includes an understanding of the effective use of different forms and timing of classroom assessment as an integral part of learning and teaching;
- *Diversity* encourages an understanding of how students differ in their approaches to learning and the need to create instructional opportunities that are adapted to diverse populations. This domain recognizes the influence of culture, language, race, ethnicity, gender, religion, and cognitive and physical abilities on student learning; supports the learning of the exceptional child, and promotes development of an inclusive environment;
- *Content Knowledge* encompasses the theories, principles, and concepts of a particular discipline. This includes deep knowledge of the subject itself as well as an understanding of how that content is integrated and best taught across the curriculum;
- *Management and Organization* involves planning to maximize learning; organizing time, materials, equipment, and data to enhance academic performance; minimizing interruptions and behavioral problems; and motivating learners;
- *Collaboration with Stakeholders* involves building working relationships and communicating effectively with stakeholders (students, teachers and administrators, families, community members, etc.) to enhance learning; promoting effectiveness; advocating for change and developing practical strategies and processes through which people can effect change, solve problems and improve practices;
- *Professional Dispositions and Skills* are habits of thinking and action that emanate from professional attitudes, values, and beliefs. They are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities;
- *Global Perspective* enhances an awareness, understanding and appreciation of the world beyond oneself, one's community, and one's culture, as reflected in teachers' choices and actions;
- *Leadership and Scholarship* includes the ability to provide exceptional guidance and direction as classroom teachers and in the larger educational arena through mentoring,

service, and advocacy. This domain encourages an understanding of the value and role of scholarship and intellectual engagement to inform and enhance professional performance; and

- *Technology*, a universal tool in contemporary culture, calls for literacy, skill, and intent to appropriately use it in all aspects of effective teaching. Technology competency encompasses electronic media, hardware, software, and other devices and applications.

Off-Campus Sites

As noted previously, Spring Arbor was one of the first institutions in Michigan to offer degree completion programs at off-site locations. The first undergraduate teacher education programs were offered at sites in lower northern Michigan such as Alpena and Petoskey that had community colleges but no nearby four-year institution, for the purpose of helping these local communities raise up teachers from among their own population. The programs are offered collaboratively with the community colleges in a “2+2.5” type arrangement, with Spring Arbor providing education courses and upper-level courses in select certifiable majors and minors. The University will allow a minor to be transferred from another institution but require students with a major to have nine hours of upper-division credit from Spring Arbor. The University next opened a program in Lansing in cooperation with Great Lakes Christian College, which was able to grant degrees in certifiable specialty areas but wished to partner with Spring Arbor for teacher preparation. Students from the Lansing area who did not attend this institution, such as graduates of the local community college, are also accepted into our program. The most recent site to be opened is in Gaylord, at the invitation of the stakeholders of a regional “university center.” A few years after the opening of the Gaylord site, economic necessities provoked by a difficult economy in Michigan caused the Alpena operation to be closed in 2008. Classes were offered after that time to allow any teacher candidate who was either a Spring Arbor student or a student at Alpena Community College who had signed an intent form to transfer to SAU to complete their program in Gaylord or another site but still complete student teaching in Alpena. Faculty and staff were maintained in Alpena during this phase-out, and some main campus faculty taught courses to Alpena students via instructional television or distance learning.

The operation of our off-campus teacher preparation sites follows a philosophy of maintaining consistent quality of courses, policies, procedures, and advising while adjusting to the uniqueness of each site’s students, community, and educational context. Each site is administered by a regional director (RD) who is responsible for maintaining services for recruiting, public relations and advertising, physical plant. Off-site support staff in areas such as admissions, financial aid, and technology are administered from the main campus. Beyond this, the School of Education has a staff member from the area assigned to each of the three sites. This staff member, known as a Teacher Education Student Advisor (TESA), is responsible for student advising, keeping student records up to date, providing logistical support to faculty, providing information for program assessments or student testing, facilitating meetings between main campus personnel and students, teachers, principals, etc. at or near the site, and answering questions regarding student admission to the SOE, petitions, application to student teach, and application for certification.

The site operations are also supported in two significant ways by the SOE. First, a staff member serves as a Compliance Officer, who functions as a site ombudsman, who communicates SOE policies and procedures to TESAs and makes sure there is consistency while still accounting for uniqueness, who represents the sites (e.g. their students) at SOE meetings, who schedules classes and faculty at the sites, and who facilitates meetings between main campus and site personnel or students. An administrative assistant aids the Compliance Officer. The Compliance Officer generally makes 2-4 visits to each site every semester, and conducts a workshop with all the TESAs twice a year. The second area of support comes from the implementation of lead faculty; each course that has more than one section taught by more than one person is assigned a lead faculty member, who is one of the full-time or affiliate faculty in the School. This person receives a modest stipend to make sure that the curriculum is consistent among courses, to identify aspects of the course that are uniform and those which may be adapted to the instructor's strengths. They communicate regularly with other course faculty (many of who are adjuncts) to answer questions and convey changes in curriculum or curriculum-related policy. The lead faculty must communicate at least annually with other instructors, but in practice it generally occurs at least once per term. Lead faculty and responsibilities are provided in Appendix C.

Special University Endorsements for Teacher Candidates

The School of Education has created three special programs for teacher candidates who want to concentrate in areas that go above and beyond the typical preparation program. They are called "endorsements" to be consistent with University terminology, but should not be confused with subject area endorsements added to one's teaching certificate by the MDE.

One endorsement is in International Education Leadership. This endorsement will prepare teacher education candidates who have a desire and heart for international education to be well equipped with the knowledge and skills necessary to be effective in diverse settings. Curriculum requirements include a year of a modern world language, courses in intercultural communication and cultural anthropology, a course in leadership, and a philosophy course. Candidates for the endorsement must undertake 40 of their required 120 field experience hours prior to student teaching in an approved school setting with a significant international population and/or tutoring a non-native English speaker at Spring Arbor University or another approved setting. The endorsement also requires two international experiences, one as part of the University's required cross cultural studies trip and the other as a teaching internship; the internship may be counted as student teaching if the mentor overseas teacher has an active US teacher certification in the appropriate grade level and subject area.

A second endorsement is in Urban Education Leadership. This endorsement will cultivate an appreciation and love for urban students, while providing the knowledge and skills to be successful in the urban education setting. Curriculum requirements include courses in urban sociology and racial and cultural minorities and a course in leadership. The endorsement also requires participation in two all-day field trips to urban school settings. In order to help facilitate access to nearby settings, the SOE has entered into an information and pedagogical exchange partnership with the Jalen Rose Academy in Detroit. Candidates for the endorsement are strongly suggested to take either of two special sections of EDU 271, The Diverse Learner, which are offered on-site at urban school districts in central Florida or Houston, Texas. This will help

candidates satisfy a requirement that 40 of their required 120 field experience hours prior to student teaching be completed in a pre-approved urban setting. Finally, candidates must undertake their teaching internship in an urban setting; the internship may be counted as student teaching if the mentor urban teacher has an active US teacher certification in the proper grade level and subject area.

The third endorsement is for students desiring to teach in Christian schools. The SOE is accredited by the Association of Christian Schools International (ACSI) to offer a recognized teacher certification program. In addition to a teaching certificate from the MDE, candidates will be able to add a second certification desired and recognized by thousands of Christian schools worldwide. The candidate must successfully meet their requirements for certification from the MDE to be eligible for this ACSI designation. Curriculum requirements include courses in Christian school education and Bible, as well as successful completion of specific assignments related to ACSI accreditation within identified education courses. Candidates must also develop a written biblical philosophy of education and demonstrate their ability to integrate biblical truth and principles within lesson plans and instruction. They must also undertake 20 of their required 120 field experience hours prior to student teaching in a Christian school.

Field Placements

The School of Education handbook describes the parameters of a cumulative set of field experiences on pp. 18-19 that must be completed prior to student teaching. A minimum of 120 hours is required. The types of experiences that may be counted include observation or paraprofessional work in classroom settings, tutoring in established programs and observation in a preschool under the auspices of a licensed teacher. Students are responsible for transportation to and from the sites.

- It is been a long-standing requirement that at least 30 of the hours must be in classrooms where the students can observe classes with populations that are racially and/or culturally diverse or have special needs students. 15 of the hours must be in classrooms that have special needs students. These hours are required as part of EDU 271, The Diverse Learner, or as part of the special education curriculum for those majors. 15 of the hours must be in racially/culturally diverse classrooms; these hours are required as part of EDU 271 or EDU 273, Diversity Issues for Educators.
- As of the Fall 2010, 15 of the 120 hours must be observed in a classroom focusing on the students' major and/or minor(s), with a minimum of five hours in any one subject area.
- Methods courses require at least 20 hours of field experience, including the teaching of at least two whole-group lessons unless stated otherwise in the syllabus.
- Other education courses (including special education or early childhood) may require hours as part of their courses, as defined in the course syllabus. Hours that are prescribed for a course generally include an additional reflective aspect to the experience.

Candidates who have had substantive school-based experiences as a substitute teacher, coach, camp counselor, or tutor in an approved setting may count up to 50 hours towards the 120 hour requirement if their principal or other supervisor can verify the experience on official letterhead.

The two elementary methods courses offered by the SOE on the main campus are known as “site-based” courses because the instructors partner each section of the course with a local teacher and his or her elementary classroom for the semester. The teacher candidates and instructor perform group observations of the classroom and then have discussions based on those shared experiences. The instructor models pedagogy by teaching a lesson to the elementary students. The candidates get to know the students and spend some time helping them with their schoolwork. Finally, the candidates teach two whole-group lessons to the elementary students. This immersive methods experience allows the teacher candidates and the instructor to have a shared, rich set of experiences within which to structure discussions.

Faculty

For 2010-11, the School of Education has sixteen full-time faculty. A full profile of this group, along with other University faculty who teach part-time for the School of Education, is provided in Appendix C along with links to faculty profiles on the Spring Arbor website that are used for MDE specialty area program approval. Table II shows a short demographic breakdown of Spring Arbor’s faculty based on the 2010-11 academic year. This includes faculty who teach in both the undergraduate and graduate programs because in any given year, some faculty may teach in either or both programs.

Table II: SOE Faculty Demographics, 2010-11

	Full-Time SOE			Full-Time SAU, Part-Time or Adjunct SOE			Adjunct SOE (includes student teacher supervisors)		
	<i>Total</i>	<i>White</i>	<i>Term. Degree</i>	<i>Total</i>	<i>White</i>	<i>Term. Degree</i>	<i>Total</i>	<i>White</i>	<i>Term. Degree</i>
Male	6	5	2	11	11	6	24	24	5
Female	10	9	5	10	10	3	41	40	3
Total	16	14	7	21	21	9	65	64	8

The totals for the “Full-Time SAU, Part-Time or Adjunct SOE” columns include six affiliate faculty members in the School of Education. Affiliate faculty agree to teach 17 hours or more per academic year with limited administrative duties (committees, task forces, advising, etc.) but without faculty rank. Generally our affiliate faculty have retired from a teaching position elsewhere and wish to do more extensive teaching than the typical adjunct faculty members who either have a full-time position elsewhere or are also retired but wish only a light teaching load. The totals also include four faculty who are housed in the School of Arts & Sciences who taught graduate courses, and nine SOE adjuncts who also taught only graduate courses.

Mentoring and Induction

During the 2007-08 academic year the School of Education faculty and staff invested one Friday each month to analyzing the overall program with an assigned focus on two specific components of our program. The first was how we get our students into the School of Education with the basic skills and dispositions required to be a successful teacher candidate (see Edu 140 and PSL,

later on), and the second was how we move our students out and into the profession with the greatest support and platform for excellence as possible. From those discussions, several major modifications were made or added to our program. One change was the addition of EDU 510, a year-long mentoring program for our most recent graduates in their first professional education year. The primary prerequisite is that the graduate must have a full-time teaching position, either as a long-term substitute or as a staff member. This online course focuses on mentoring, collegial collaboration, and discussion about the significant events of one's first year in the profession. The students participate in this Blackboard online mentorship for two semesters with a certified teacher as director/advisor. The course consists of required reflective assignments, readings in current professional literature, and discussion requirements. For participation in the two-semester course, the students earn two graduate credits that can be transferred into the MAE or MAEO program as elective credit at no cost to the students.

The rationale and discussions that led to this are documented in the Wiki on the SOE Community Shell in Blackboard under "Omega Project."

A sample of five end-of-the-year reflection papers written by students in this course is in the shared network drive ("G drive" in the folder "_SOE_Reports/TEAC/2010-11/Edu 510 Samples") and is available for review by the TEAC auditing team.

Governance

The School of Education is one of four independent academic units within the University. It is led by a Dean, who is a full-time faculty member who reports to the Provost along with the Deans of the other four schools, the Registrar, and the Dean for Online Education. An organizational chart for the University is provided in Appendix B. The Dean of Education has an administrative team, controls a budget for undergraduate and graduate programs, and manages sixteen full-time faculty and thirteen staff members as well as 59 adjunct faculty. 22 additional faculty members who are either affiliate Education faculty or are housed in the School of Arts & Sciences teach education classes.

The SOE is organized according to administrative directors of undergraduate programs, graduate programs, accreditation and assessment, special education programs, off-site programs, and an administrative assistant who also functions as office manager. There are also faculty members who coordinate student teaching placement, early childhood education, and the professional skills lab. The SOE also has staff personnel that include a Compliance Officer, Certification and Assistant Certification Officers, a Graduate Program Coordinator, a Post-Baccalaureate Student Advisor and Special Education secretary. A field placement secretary, a graduate program secretary, an off-site program and financial secretary, two Teacher Education Student Advisors, and a receptionist are also included on the SOE team. An organizational chart for the School of Education is provided in Appendix B. At present, the Dean is also fulfilling the role of director of undergraduate programs, with help from the other directors and staff.

Admission Requirements

The standards for admission to the School of Education are listed on p. 116 of the 2010-11 University catalog as well as pp. 20-21 of the SOE Handbook. The most remarkable aspect of the admission process is an initial requirement that all students (traditional, transfers, post baccalaureate) successfully complete EDU 140 with a “C” or better and pass the Professional Skills Lab (PSL). EDU 140, Exploring Critical Skills for the Professional Educator, is a two-credit course that identifies those essential skills and dispositions necessary to become an effective teacher. Candidates receive practical opportunities to develop the skills of critical thinking, human interaction, organization, reading, writing, and speaking in an educational context. Students who receive a “C” or better in the course, register for the Michigan Basic Skills Test (MBST), and feel prepared to complete the PSL may undertake the examination. The PSL is an examination of basic skills that includes a writing sample and a group interview where SOE representatives evaluate human candidate skills and dispositions: critical thinking, human interaction, reading, writing, and speaking. Successful completion of the PSL merits advancement to successive EDU courses and an invitation to apply to the SOE. Candidates who do not successfully complete the PSL are contacted to discuss performance and receive suggestions for remediation strategies in the form of a specific plan. The PSL may be repeated to show improvement in any skill areas identified for remediation for which the above plan has been successfully completed. Specific examples of remediation plans can be provided during the on-site visit, but must be guarded from inclusion in public documents due to FERPA (Family Educational Rights And Privacy Act) considerations.

The School of Education admits degree-seeking and non-degree seeking students. Degree-seeking candidates must have first been accepted as a student at Spring Arbor University, and be in good academic standing. Non-degree candidates must have completed a bachelor’s degree or higher at a regionally accredited institution of higher learning, and include those seeking initial certification in Michigan and those who are seeking to add a subject area endorsement to an existing Michigan certificate. Non-degree candidates do not have to be admitted to the University via a separate process; admission to the SOE constitutes admission to the University.

Beginning in the Fall 2010, candidates will evaluate their status of admission to the SOE as directed by their EDU 202 or EDU 360 course instructor. The goal is to qualify and admit candidates into the SOE as early as possible so the timeframe for assessing their aptitude for the profession is as long as possible.

Cohort Advising

With the new requirement that all teacher education candidates take EDU 140 and the PSL came a new model for student advising. Previously, the Office of the Registrar assigned main campus teacher education students to a primary academic advisor who was either a faculty member in the student’s major or minor or a faculty member in the School of Education. The primary advisor is responsible for approving the student’s academic plan, which is the basis for course registration. Starting in Fall 2009, students on the main campus who take EDU 140 during a given term are all assigned to one SOE faculty member who serves as the primary advisor, and they are each assigned to a faculty member in an appropriate academic department who serves as a secondary

advisor. This SOE faculty member serves as the cohort advisor for the group throughout the term of their program at SAU. This allows for greater consistency of advising for the group of students who are under the same catalog requirements. Specific examples of academic plans can be provided online through the SAU Portal, but must be guarded from inclusion in public documents due to FERPA (Family Educational Rights And Privacy Act) considerations.

Completion Requirements

All candidates for teacher certification complete their program after passing through two distinct checkpoints. The first of these is when she or he applies for student teaching. The SOE Executive Team approves the application. The second is when he or she is recommended for certification to the MDE, which is performed by the Certification Officer. Many of the requirements between the two checkpoints overlap, thus some of the overlapping requirements are reviewed earlier than others. Within the School of Education, each process is audited separately even as together they serve to screen or remediate candidates for successful program completion.

Requirements for approval of student teaching are listed on p. 117 of the 2010-11 University catalog as well as p. 27 of the SOE Handbook. Requirements for certification are listed on p. 33 of the SOE Handbook.

Candidates who wish to apply to student teach must submit an application packet by Sept. 15 or Feb. 15 prior to the term in which they wish to student teach. The packet is available online at <http://www.arbor.edu/stapp.aspx>. Steps to prepare the candidate for applying to student teach are listed in the SOE Handbook on pp. 28-29.

A candidate's packet is examined for completeness by the Director of Field Placement at her or his home site, who then interviews the candidate. The director for the main campus and Lansing sites is a full-time faculty member who also serves as the lead faculty for EDU 450 (student teaching). The director for the two northern sites is an affiliate faculty member stationed at one of the sites. After review, each director forwards the names of the students in three directions:

- to the appropriate specialty area department chairperson for an independent academic recommendation;
- to the faculty of the School of Education to allow all faculty to weigh in on the suitability of the candidate; and
- to the Vice-President of Student Affairs for main campus students or the TESA for students at the sites for an independent, non-academic recommendation of the students' suitability.

Through a joint effort of the field placements directors, and staff, the Assistant Certification Officer, the Compliance Officer, and the TESAs, candidates are placed into one of several categories. This categorization is based on the information provided in their packets, monitoring of progress in their program, and recommendations and advice received from the departments, the SOE faculty, and Student Affairs. There are six categories altogether:

1. the candidate has met all requirements and is recommended for student teaching;

2. the candidate has met most requirements including GPA requirements and recommendations from both the department and SOE faculty but has one or two that are outstanding but in process, and can be recommended for student teaching once the outstanding items are resolved;
3. the candidate has been recommended by both the department and SOE faculty but has not met all requirements or has some issues that require further discussion of his or her case; candidates who have an outstanding class (meaning they have not taken it yet or did not receive a high enough grade), who have received a disposition from any one instructor or staff member, or who have had a “yellow flag” raised by the department faculty, the SOE faculty, or student affairs are automatically put into this category;
4. the candidate has been “recommended with reservation” by either the department or SOE faculty, but has not met all requirements and engenders some reservation for being approved to student teach; generally this means that reservations have been expressed from more than one quarter, such as a list of dispositional issues from multiple instructors over multiple terms, a grade point average that is below the minimum in any of the areas defined, a “recommended with reservation” advisory from Student Affairs or the TESA, or report of a misdemeanor or felony;
5. the candidate has been “not recommended” by either of the department or SOE faculty, has not met all requirements and engenders serious reservation for being approved to student teach; generally this means that serious reservations have been expressed from more than one quarter, such as a list of dispositional issues from multiple instructors over multiple terms, a grade point average that is below the minimum in any of the areas defined, a “not recommended” evaluation from the academic department or Student Affairs, or report of a misdemeanor or felony; and
6. the candidate already possesses a teaching certificate and is seeking to add a specialty area endorsement to their certificate; again the approval process is very directed in that the SOE alone monitors progress and either the candidate is approvable or her or his application is not submitted.

Table III shows the breakdown by the above categories for 2009-10. 61.7% of applicants were in the “clean” categories of 1, 2, or 6, while 38.3% were in the “studied” categories of 3, 4 or 5.

Table III: Summary by Category of Student Teaching Applicants for 2009-10

Term/Site	Cat 1	Cat 2	Cat 3	Cat 4	Cat 5	Cat 6
Fall 2009 Main Campus	16	1	14	8	0	1
Fall 2009 Lansing	1	2	1	0	0	16
Fall 2009 Gaylord	3	1	3	0	0	0
Fall 2009 Petoskey	4	1	0	0	0	1
Spring 2010 Main Campus	12	1	13	7	0	6
Spring 2010 Lansing	3	1	0	0	0	0
Spring 2010 Gaylord	2	1	0	0	0	1
Spring 2010 Petoskey	0	0	0	0	0	0
Total	41	8	31	15	0	25

After being approved to student teach, the candidate works with the field placement director at their site to arrange a placement. The placement must be arranged with a cooperating teacher who has a valid state-issued teaching certificate at the same level and specialty area as the candidate for the classroom where the student teaching will occur. The SOE Student Teaching Handbook has been developed to help guide candidates through a successful student teaching experience. The Handbook explains SOE policy in numerous aspects of student teaching, and describes the circumstances under which a candidate may petition the Executive Team for a waiver of policy. An exception to any one of the requirements for student teaching must be approved by a two-thirds vote of the SOE Executive Team or the full faculty.

A single elementary or secondary placement is 15 weeks in length. For candidates seeking endorsements in early childhood education or special education, additional weeks are required. Additional weeks will also be required for the elementary candidate desiring an additional optional placement in middle school. The “normal split” is 10 weeks for the elementary/secondary placement and 10 weeks for the endorsement period with associated numbers of class days. Personal illness, emergencies, weather-related cancellation of school, etc., may require the extension of a placement or placements in order to meet the time requirements of the endorsement sought. Elementary candidates may choose to student teach in both an elementary and middle school classroom, or just in an elementary setting.

Candidates are typically placed within a 50-mile radius of the Spring Arbor University site at which they have been a student. To be considered for a placement beyond this point, the candidate must initiate a written petition to the SOE Executive Team at least a semester in advance to student teach at a distance and take seminar online or at a different site.

Student teachers receive a grade of “S” for satisfactory achievement or a “U” for unsatisfactory achievement during student teaching. An “S” is necessary but not sufficient in order to be recommended by SAU to the Michigan Department of Education (MDE) for certification and/or endorsement. The rating of the cooperating teacher determines whether or not the candidate passes their student teaching experience except in the most unusual circumstances, which must be reported to the Executive Team by the Director of Field Placement.

After student teaching, the SOE will recommend to the MDE the certification of those candidates who meet the requirements listed on p. 33 of the SOE Handbook.

The MDE reserves the right to change certification requirements at any time. All MDE requirements would supersede requirements stated in the SOE Undergraduate Student or Student Teacher Handbooks and the Spring Arbor University catalog.

Section 2: Claims and Rationale

Background

As background for understanding the claims and rationale for the SOE, there are two important items to note.

In the summer of 2007 the State of Michigan for the first time made a public release of a ranking system for rating all of the public and private teacher preparation institutions (TPIs) in the state. This system was developed as Michigan's response to Title II reporting requirements and reflects the expectations of the State Board of Education. This "TPI Rating" is based upon six criteria determined solely by the Board. Each TPI receives a score based on the criteria, and is then rated as "exemplary," "satisfactory," "at-risk," or "low-performing." The Board publicizes the standards after one of its summer meetings, and the ratings are usually printed in one or more metropolitan newspapers. These criteria constitute a form of high stakes testing, and have been incorporated into the SOE assessment system.

In January of 2008 the faculty of the School of Education chose TEAC as the accrediting body they wanted to utilize for national accreditation of its undergraduate teacher preparation program. Since that time, the faculty have been involved in a series of meetings to redesign the mission, guiding principles, conceptual framework and claims of the program, as well as the assessments used to gauge the program's quality. However, these new precepts were phased in beginning with the cohort of students taking EDU 140 at all locations in the Fall 2009. As the bulk of the students in the program are still following the previous model and because of the timing of the presentation of this brief, our program has two distinct groups of students, from an assessment standpoint. Therefore this brief will be somewhat dualistic, as the goals, objectives, and measures for the "old" conceptual framework and assessment system will be presented with less explanation but the claims and rationale for the "new" framework and assessment system will be explained more thoroughly. In section 4, the data for the "old" will be presented along with the data for the "new" that has been gathered to date.

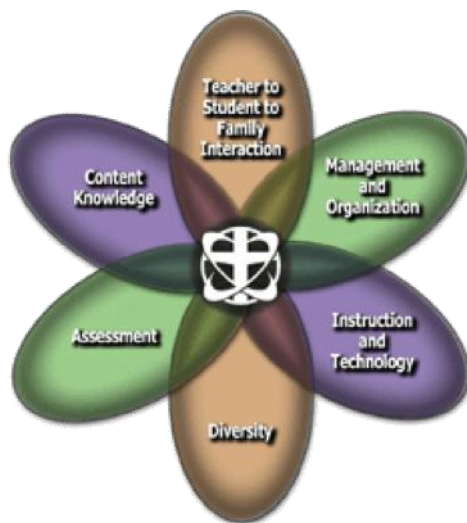


Figure 3:
The Effective Teaching Model,
1998 – phaseout in 2009

The previous conceptual framework was used to guide the program. It is recognizable as an antecedent of the current version, as all seven of the domains in that previous model have a clear counterpart in the contemporary one. The domains of the Effective Teaching Model that served as the conceptual framework from 1998-2009 are shown in the image to the right. Appendix E contains a ready-reference comparison of the old and new conceptual frameworks.

The academic assessment system used at Spring Arbor University involves the use of a web software tool known as WEAVE. The basic format used by academic departments for portraying the assessment system is a type of matrix, and we will utilize that format to present the assessment system in this inquiry brief. For the SOE program we use a particular type of matrix known as a triangulation matrix. A triangulation matrix is intended to show that triangulation (at least three measures) is used to determine the efficacy of program goals.

Statement of the “old” claims - Goals with Rationale

The four program goals of the “old” assessment model were as follows:

1. Demographics for program completers exceeds minimum criteria in certain areas defined by the State Board of Education’s TPI ranking; this is basically a rating of how well the SOE produces the kinds of teachers that Michigan needs and whether they complete the program in a timely manner; while there is not a direct connection with the TEAC standards, this is important information to show that the SOE meets state standards;
2. Students graduating from the teacher education department will have the content knowledge for entry-level teaching; this would relate most closely to the TEAC notion of “competent”;
3. Students completing the teacher preparation program will have the knowledge, values, and skills for domains outlined in each of the domains of the conceptual framework during their student teaching; this relates most closely to the TEAC notions of “qualified” and “caring” and includes the cross-cutting themes of technology and diversity, exemplified during student teaching; and
4. Students will have the knowledge and the performance skills for management, instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher; this relates most closely to the TEAC notion of “qualified” and “caring” and includes the cross-cutting themes of technology and diversity, exemplified over the course of the program including reflection upon it.

Table IV provides a concise summary of the “old” assessment system. The achievement targets defined for the TPI ratings were used for measures of TPI data. All other achievement targets were determined in a more heuristic manner, from the faculty’s belief that such achievement was “good enough” to show that the system was working. During this process, deliberations continue for some artifacts in order to seek qualifiable evidence that reflects measurement of objectives. Preliminary measures will be identified even if the objective, measure, or target are still under development.

Table IV also contains references to TEAC quality principles for which there is correspondence. Table V in Section 3 shows a alignment between the “old” conceptual framework, state standards, and TEAC quality principles. Appendix A contains a triangulation matrix of the “new” assessment system. It is important to note that the “old” system has been largely incorporated into the “new” one, as the SO Faculty continue to track the same variables although in several instances the analysis process has been improved.

Table IV
Triangulation Matrix for “Old” Conceptual Framework

Goals	Objectives	Related Measures	Achievement Targets
<p>Demographics: Demographics for program completers exceeds minimum criteria in the areas of six-year cohort yield, students of color, and students with a major or minor in the high needs areas of math, science, special education, and world language.</p> <p>This goal does not correspond to any TEAC quality principle.</p>	Demographics for program completers exceeds minimum criterion in the area of six-year cohort yield.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, Six-Year Yield	90% of students who enter the education program complete it within six years.
	Demographics for program completers exceeds minimum criterion in the number of students of color completing the program.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, Students of Color	10% of all program completers are students of color (Black, Hispanic, Asian, Native American).
	Demographics for program completers exceeds minimum criterion in the number of students completing the program with a major or minor in the high needs areas of math, science, special education, and world language.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, High Needs Content Areas	35% of program completers have a major or minor in a high needs area - math, science, special education, and world language.
<p>Content Knowledge for Student Teaching: Students graduating from the teacher education department will have the content knowledge for entry-</p>	Average cumulative yearly pass rate for all “claimed” program completers exceeds minimum criterion.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report	90% of “claimed” MTTC subject area test takers pass the test over the course of an academic year.
	The grade point average of all program completers for all majors and minors exceeds 2.5.	SOE Executive Team Review of Student Teacher Applications	100% of all program completers have a GPA of at least 2.5 for all majors and minors.

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	Demographics for program completers exceeds minimum criterion in the number of students of color completing the program.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, Students of Color	10% of all program completers are students of color (Black, Hispanic, Asian, Native American).
	Demographics for program completers exceeds minimum criterion in the number of students completing the program with a major or minor in the high needs areas of math, science, special education, and world language.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, High Needs Content Areas	35% of program completers have a major or minor in a high needs area - math, science, special education, and world language.
<p>Content Knowledge for Student Teaching: Students graduating from the teacher education department will have the content knowledge for entry-</p>	Average cumulative yearly pass rate for all “claimed” program completers exceeds minimum criterion.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report	90% of “claimed” MTTC subject area test takers pass the test over the course of an academic year.
	The grade point average of all program completers for all majors and minors exceeds 2.5.	SOE Executive Team Review of Student Teacher Applications	100% of all program completers have a GPA of at least 2.5 for all majors and minors.

Goals	Objectives	Related Measures	Achievement Targets
<p>level teaching.</p> <p>This goal corresponds to TEAC quality principle 1.1.</p>	<p>At the end of each course, candidates can describe how they believe that class related to the conceptual framework; At the end of their program candidates can write how they believe the program related to the conceptual framework.</p>	<p>Coursewise analysis of learning paper; Program analysis of learning paper</p>	<p>In development (see Appendix F)</p>
<p>Target Performance During Student Teaching: Students completing the teacher preparation program will have the knowledge, values, and skills for domains outlined in the conceptual framework during their student teaching. These domains include: classroom management, teacher/student/family interactions, assessment, instruction & technology, content knowledge, diversity, & professional dispositions (which is related to The Concept).</p> <p>This goal corresponds with TEAC quality</p>	<p>High percentage of student teacher candidate placements are successfully completed during the professional semester, as rated by the cooperating teacher in the listed domains.</p>	<p>Student Teacher Evaluation by Cooperating Teacher, ratings include recommended, recommended with reservations, or not recommended. Forms the basis for certification decision.</p>	<p>95% of novice teacher candidate placements are successfully completed during an academic year.</p>

Goals	Objectives	Related Measures	Achievement Targets
principles 1.1, 1.2, 1.3, and 1.4. See Table V in Section 3.			
	High percentage of all student teachers exhibit target proficiency most or some of the time in each domain of the Effective Teaching Model, as rated by cooperating teachers	Student Teacher Evaluation by Cooperating Teacher, ratings include “3” (target proficiency most of the time), “2” (target proficiency some of the time), and “1” (not target proficiency).	95% of all novice teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers where the percentage of “2” and “3” ratings is at least 80%.
	Students taught by teacher candidates during student teaching demonstrate an acceptable level of learning.	K-12 student achievement data within EDU 430 work sample	In development (discussed in Sections 5)

Goals	Objectives	Related Measures	Achievement Targets
<p>Knowledge and Performance Skills: Students will have the knowledge and the performance skills for management, instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher.</p> <p>This goal corresponds with TEAC quality principles 1.1, 1.2, 1.3, and 1.4. See Table V in Section 3.</p>	<p>High percentage of SAU student teachers agree or strongly agree that they possess the skills related in survey areas – literacy, liberal arts background, organization of student learning, subject matter knowledge, organization of classroom, management of learning, work in a school environment, technology, elementary or secondary or special education or K-12 pedagogy, contribution to their preparation within the classroom and beyond the classroom. These areas in sum correspond to the conceptual framework.</p>	<p>Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, survey of student teacher efficacy, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), or “1” (strongly disagree)</p>	<p>80% of SAU student teachers agree or strongly agree that they possess each of the skills delineated.</p>
	<p>Item related to lesson/unit planning in methods courses.</p>	<p>In development</p>	<p>In development (see Section 5)</p>
	<p>High percentage of alumni believe that they possess knowledge and skills appropriate to teaching.</p>	<p>Alumni Survey, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), or “1” (strongly disagree)</p>	<p>80% of alumni rate their skills as a “3” or “4” on groups of survey items related to domains of Conceptual Framework.</p>
	<p>High percentage of employers of alumni (school principals) believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.</p>	<p>Employee Survey of Alumni, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), “1” (strongly disagree), or “NB” (no basis for observation)</p>	<p>80% of employers of alumni rate their employees’ skills as a “3” or “4” on groups of survey items related to domains of Conceptual Framework.</p>

Statement of the incoming Claims

The five claims of the “new” assessment system to be used beginning in 2010-11 are as follows:

1. *The Spring Arbor University Model for Teacher Education guides our programs*; this claim states that our conceptual framework is a foundation for our program and is used authentically; the Model encompasses the candidate accomplishments embedded in TEAC Quality Principle I, but this claim does not correspond with those accomplishments;
2. *Our program completers demonstrate competence in each domain/element of the Model*; this claim will address the TEAC notions encompassed in the Model, so that if completers are competent in all domains of the Model then they show evidence of student learning per TEAC Quality Principle 1, 1.1 – 1.4);
3. *Our assessment processes are reasonable and consistent, and our data is used to inform decisions*; this claim is related to the concept that the quality control system employed by the SOE faculty is a valid assessment of student learning, per TEAC Quality Principle 1.5 and 2, but is not a specific claim related to candidate achievement;
4. *The School of Education intentionally monitors student and program outcomes and collaborates to make improvements*; this claim is related to the concept that the SOE faculty uses evidence to make program changes and improvements, although it should be noted that in the current climate of higher education in Michigan, program changes are often based on new program standards from the State Board of Education rather than internal evidence; this is related to TEAC Quality Principle 1.5 and 2 but is not a specific claim related to candidate achievement; and
5. *The School and University infrastructures adequately support the preparation of teacher candidates*; this claim is more closely related to TEAC Quality Principle 3 that the infrastructure of the institution provides adequate support to run a program with integrity, but is not a specific claim related to candidate achievement.



Figure 4
Model of Teacher Education

Rationale

As noted previously, the goal of any triangulated assessment system is to be able to use three or more measures for each claim or objective. This is the reason why each of the claims is addressed by five to ten different measures. When the SOE faculty derived the “new” assessment system, one of the basic guiding questions was, “what do we do now in order to know that our students are well prepared?” For a smaller, Christian liberal arts institution that is in touch with its students on a regular basis, several of the assessments are possible because of our size and proximity to our students, and would probably not be scalable. We see that as a positive characteristic of our assessment system.

Each aspect of the TPI rating system has been incorporated as an objective for one of the claims. The rationale for doing this is that the rating system has been identified by an authoritative body

as a set of appropriate objectives for teacher preparation programs in Michigan, so the SOE faculty is aware that the program will be judged annually and publicly by these markers, and that the goals underlying the markers are acceptable for the program. By incorporating the individual aspects of the TPI system, the SOE shows that it addresses the important assessment features of the State. As the State moves towards additional measures of the quality of teacher preparation programs, the SOE Faculty is likely to include them as part of its assessment system.

The School of Education has been preparing teachers since the inception of the institution, and has been accredited by NCATE from 1992 until it voluntarily gave up that accreditation in the summer of 2010 to pursue accreditation by TEAC. Many of the assessment processes related to grades, ratings, and surveys evolved over that time span, and have been largely normed to the practices of other NCATE institutions or other State institutions. Examples of practices adopted from our previous experience with NCATE include the establishment of a conceptual framework that is informed by research literature about best practices for teacher preparation and the use of that framework to guide curriculum and assessment, the inclusion of ratings of student teachers and employers in our assessments. The use of a 3-point scale on some surveys is based on NCATE practice, corresponding to target, acceptable, or unacceptable achievement. An 80% standard has historically been used by both NCATE and the State of Michigan to determine a minimum acceptable success rate on particular assessments, as a guide to knowing when the rate is “good enough.” However, how well the data fit historical patterns is also important, so that if in a certain area the 80% standard is achieved but the actual number shows a substantive drop over one or two years (e.g. a drop from 94% to 84%) or stands out in some way from other percentages (e.g. one area shows an 85% while other areas are 92-96%), the faculty will investigate the cause and develop an action plan.

As the thinking of the field has changed, so have the objectives or targets. For example, the minimum cumulative grade point average has recently been raised from 2.5 to 2.7 in response to concerns that “grade inflation” has allowed candidates to earn grades that would qualify them but may not be commensurate with the necessary content knowledge on the MTTC subject areas tests or in the field. A poll of Michigan teacher preparation institutions made over a listserv in 2008-09 showed that nearly all programs had established a GPA standard that ranged from 2.7 – 3.0 in this area, and was helpful in calibrating our thinking on the subject. Another example is the combination of EDU 140 and the Professional Skills Lab, an innovative approach to candidate induction that is based on the doctoral work of a faculty member. EDU 140 is a new approach to a decades-long discussion by SOE Faculty about how to make sure that candidates are as fully aware of what it means to be a teacher as possible, and that the money they spend in pursuit of teacher certification is not wasted by a realization late in their program that they really don’t want to pursue this after all. The PSL is a corollary measurement indicating that candidates who pass the lab have the basic skills and dispositions that a novice teacher needs, so that a student doesn’t find out late in their program that they may not be suited to a career as a teacher.

In other instances, the SOE Faculty or other University bodies or individuals attempt to do things such as hold meetings, conduct audits of student progress, report findings of assessment data, etc. on a regular basis. In these instances, the basis for success in this new system is that the specific body or individual does what it should every time, a 100% rate.

Section 3: Method of Assessment

This section is organized by each measure of assessment listed in Table IV. Three additional measures which are used in formative rather than summative assessment are also described: the ratings from the Professional Skills Lab and the ratings of candidate dispositions.

Six Year Yield, Candidates of Color, High Needs Content Areas: Each of these are scores reported to the MDE as part of the TPI rating, and are not correlated to TEAC quality principles per se but they do serve to function as dashboard indicators for areas where the SOE may not normally have standards. For example, it was perceived that the SOE could do more to counsel students into or out of the profession earlier in the program partly as a way to improve the six-year yield when the SOE scores were lower in the early years of the TPI. This action led to the creation of EDU 140 and the PSL. The State Board of Education is responsible for the validity of these indicators, but they clearly correspond to a desire for TPIs to have programs that students are able to complete in a reasonable time, and to produce graduates that fill voids in the ranks of new teachers.

Maximum points for the Six-Year Yield are earned with a score of 90, meaning that 90% or more of the teacher candidates from that institution complete the teacher preparation program six years after being accepted; note that it is typical for such acceptance to occur in the sophomore year or later. Maximum credit for the Candidates of Color is earned with a score of 10, meaning that 10% or more of the program completers from the TPI in that year were students of color (Black, Hispanic, Asian or Pacific Islander, Alaskan Native or Native American). Maximum credit for the High Needs Content Area is earned with a score of 35, meaning that 35% or more of the program completers from the TPI in that year were recommended for certification in the areas of mathematics, science, special education, or world languages (including Teaching English as a Second Language).

The SOE Faculty fully embrace the values of the University that the basic demographic profile of the institution should look like that of the Kingdom of God, meaning that if there is a smaller percentage of students of color at SAU than in the State of Michigan, the institution has work to do to attract and retain more than we do now.

Michigan Tests for Teacher Certification (MTTC): The MTTC is a required test of content knowledge that is mandated by Michigan law per Section 1531 of Public Act 451 (1976) as amended by Public Act 267 (1986), Public Act 282 (1992), and Public Act 289 (1995). A test of basic skills (MBST, or Michigan Basic Skills Test) was begun in 1991 followed by subject area examinations in 1992. In 2003 the MTTC was also approved as a suitable test to demonstrate that a teacher was highly qualified according to the 2001 Federal No Child Left Behind Act. All teacher candidates are required by law to completely pass the MBST prior to student teaching, and to pass the MTTC subject area test for the area in which they are to be endorsed prior to being recommended by the teacher preparation institution. This includes an elementary education test that is a composite exam of content knowledge in the areas of language arts, social studies, math, science, the arts, and physical education and health. The MDE does not limit the number of times the appropriate MTTC may be taken, but does require that only examinees who intend to become certified K-12 teachers take any of the exams.

The MTTC is administered by National Evaluation Systems (NES) five times a year in a face-to-face format, with a more expensive online option available beginning in 2010-11. Candidates register for the MTTC subject areas exams directly with NES, so that the TPI is not involved in the process. Not every SAU student who takes the MTTC is represented in the publicly disseminated results. After the test is administered, each TPI receives a list of students who specified that the test scores should be sent to that TPI. SAU and other TPIs have one week to “claim” any student on the list by a set of criteria specified by the MDE, so that the TPI is not responsible for students who are not truly in the education program, who are taking a test in a subject area for which they have not been prepared by the TPI, or who take the test too early in their program.

Beginning with the 2005-06 year the Board made TPIs publicly accountable for the pass rates of candidates on the subject area exams who are claimed by making it part of the TPI ranking. The maximum point value on the TPI is given when the three-year cumulative pass rate for all subject area test takers is 90% or above. TPIs are not held responsible for summary results of the MBST, because that exam is meant to be taken by candidates prior to entering a teacher preparation program. The SOE Faculty accepts the report by NES and the MDE regarding the validation of the MTTC (third paragraph). The most recent 3-year report of MTTC scores is included in Appendix F.

Sections 4 and 5 discuss MTTC results and how they are used to inform the SOE Faculty regarding candidate preparation.

Grade Point Averages in Subject Area and Professional Education Courses: Teacher candidate grades are examined in two different ways. First, no course grade below a “C” or 2.0 may be counted for credit in the candidates’ major, minor(s), education planned program, or education professional program (which includes MDE-approved reading courses). Some courses have higher minimum standards; for example, grades in EDU 202 and ENG 104 must be 2.5 or above to be counted for credit. Second, the cumulative grade point average for all of the above sets must individually be above 2.7; this means that separate tabulations are made for the GPA in the major, minor, planned and professional program. The candidate’s overall GPA must also be at least 2.7. These minimum standards were set by the SOE Faculty for the 2010-11 academic year; for many years prior to this, the cumulative GPA had to be a 2.5 and the GPAs in the subject area and education courses each had to be a 2.6. Each group of courses has been approved by the MDE as the appropriate set for the initial licensure of teachers in the appropriate specialty areas. The SOE Executive Team, aided by SOE staff, audits the GPAs in the subject area and education courses to insure that all students who are approved for student teaching have the minimum average. Under exceptional circumstances a student who is close to the minimum but slightly under may be allowed to student teach if he or she can pass the MTTC in the subject area with the lowered GPA; these kinds of exceptions have become rarer since the MDE made the TPIs accountable for MTTC pass rates.

The reliability and validity of grades has been under considerable debate for many years in many venues. However, the reality is that they are still viewed as a legitimate measure of student proficiency in the skills and knowledge of the course. According to recent surveys of teacher

preparation program admission criteria, GPA is the most commonly required criterion (Ginsberg & Whaley, 2003; Petersen & Speaker, 1996.) Findings from this research study and others (Byrnes et al., 2003; Olstad, 1987) indicate that GPA and other traditional admission criteria are poor predictors of student teaching performance. However, the use of GPA as an admission criterion may still be merited considering its potential to identify those candidates most likely to succeed academically in the teacher preparation program (Denner et al., 2001). The SOE is implementing a new MTTC tracking system for 2010-11 that will allow us to gather data on the content area GPAs and correlate them with MTTC subject area scores in the different subareas represented on each test.

The Director of Field Placement recently noted that it is getting harder to place students with GPAs below 3.0 because of the hesitancy of principals.

The SAU Undergraduate Catalog has a definition of the grading system, including the meaning of an “A,” “B,” etc. on pp. 35-36. The SOE Faculty (and in fact the University faculty) for at least the past decade have used an unofficial but widespread grading scale where 95/96-100 is an A, 92-95/96 is an A-, etc.

In 2009-10, the average GPA of all education courses was 3.63. Note that this does not include courses in the major and minor. For a “traditional” format the GPA was 3.62 and for an online format it was 3.78. The GPA for SED courses was 3.60 with a course range from 3.24 to 4.0, for ECE courses it was 3.80 with a range from 3.67 to 4.0, and for all other EDU courses it was 3.62 with a range from 3.32 to 4.0. For gender, the GPA was 3.47 for males, and 3.67 for females. For the sites, the range was from 3.58 for main campus candidates to 3.79 for Petoskey candidates. For race/ethnicity, the range was from 3.49 for Blacks to 3.93 for non-resident aliens. The full breakdown of grades by each of the above variables and by course is provided in Appendix F.

While the results of this kind of grade analysis have been reviewed by the graduate education programs for a couple of years now, this is the first time this data has been calculated for the teacher preparation program, and the SOE Faculty has not yet had time to process it.

Analysis of Learning Paper (course and program): The analysis of learning paper for each course was constructed to provide students an opportunity to reflect upon how that particular EDU course contributed to their understanding, and skill development in the domains of the Conceptual Framework. The analysis paper for the program has a similar purpose but for the entire program, and is undertaken in the student teaching seminar course, EDU 430. Both types of papers are initiated in the 2010-11 academic year on a pilot basis, and will be put into effect in 2011-12.

The writing prompt for the course paper is “How has {this course} addressed the domains of the SOE Conceptual Framework and helped you prepare to be an effective teacher?” The course papers serve a secondary purpose of helping candidates prepare for the program paper, and in fact may be used as reference material for the program. The course papers are assessed in two ways: 1) as a writing assignment worth at least 5% of the course grade using a rubric similar to what is used by the University’s English Department for common institutional writing assessments, and 2) as a measure of how well students perceive the domains of the Framework

were addressed, using a simple but common rubric. The two are separate assessments even though they are based upon the same assignment. Part of the reason for the former assessment is so that students approach the assignment seriously, however they will not be penalized for any halting or adverse perception on the latter as long as the writing is thoughtful, organized, and coherent and involves good mechanics. The guidelines and rubric for this paper are in Appendix F.

For the analysis of learning program paper, the writing prompt is “How has the teacher preparation program at Spring Arbor University (including courses in your major and minor or any program concentration) addressed the domains of the SOE Conceptual Framework and helped you prepare to be an effective teacher?” The program paper is assigned in EDU 430, but will be assessed by the Director of the Special Education or the Early Childhood programs if the student submitting it has that specialty area as a major or minor. The program paper is also assessed in two ways: 1) as a writing assignment which must be passed with a “4” or “5” (on a 5-point scale) for the candidate to pass EDU 430 (the assignment may be revised and resubmitted), and 2) as a measure of how well students perceive that their curricular and extracurricular experiences, including the specialty areas, addressed the Conceptual Framework. The preliminary target is that 80% of students receive a passing score on the first attempt which may be revised based on progressive experience; this target may be revised once we have more experience with the program assessment of the papers. Again, the duality of the assessment is to engender serious effort and any response that is thoughtful, organized, coherent, and involves good mechanics will result in a passing score. The guidelines and rubric for this paper are in Appendix F.

Student Teacher Evaluation by Cooperating Teacher: This is a corollary instrument to the Pedagogical Dispositions in that it is a rating chart of the candidate’s performance that is completed by the cooperating teacher during student teaching. Candidates who have multiple placements are rated in each placement. The evaluation form has multiple items related to student teaching performance that are grouped according to the domains of the Conceptual Framework. The form therefore draws face validity from the correlation with that model. A survey of the cooperating teachers of student teachers was undertaken in 2005 to ascertain the content validity of the form. Unfortunately, a personnel change has resulted in the apparent loss of the specific survey data. The cooperating teachers rated items related to management, assessment, and instruction highest and items related to diversity, content knowledge, and technology lower. When a new form is created to reflect the new conceptual framework, a new survey to help us grasp the content validity will be implemented.

The candidate is rated on a three-point scale for each item: target proficiency most of the time, target proficiency some of the time, and unacceptable proficiency. At the end of the form, the cooperating teacher makes a recommendation for the candidate’s certification: recommend, recommend with reservations, or do not recommend. There are unusual circumstances whereby a candidate will be recommended by the SOE in spite of an adverse opinion from the cooperating teacher, and this is done where it is the judgment of both the University supervisor and the Director of Field Placement that an adverse relationship developed between cooperating teacher and candidate that was not the fault of the candidate. However, these are unusual; the norm is for the cooperating teacher’s judgment to determine whether the candidate successfully completed

EDU 450, student teaching. The candidates are rated at mid-term and at the end of the semester. The mid-term rating is meant to be a type of formative assessment for the candidate, allowing him or her to understand strengths and improve weaknesses. The mid-term ratings are not used for course grades or in the assessment system. The instrument is provided in Appendix F.

University supervisors use the same form to rate the student teachers at mid-term and at the end of the placement. The Director of Field Placement in assigning a grade for EDU 450 utilizes the final recommendation of the supervisor, but only the rating of the cooperating teacher is used in the SOE quality control system. This differentiation is made because the MDE asks supervisors to rate student teachers on a separate survey as part of the TPI, so that is where the SOE examines their judgments about our novice teachers.

Apart from GPAs, the student teacher evaluation is the SOE's most longstanding candidate rating instrument. The measure for success can be interpreted in the following way: "nearly all student teachers are proficient in the domains of the Conceptual Framework." The target measure is for 95% of students to have at least 80% of their ratings on the evaluation to indicate target proficiency most or some of the time. The validity comes from the correlation of the instrument with the Conceptual Framework, and the fact that ratings of student teachers by both cooperating teachers and supervisors are very well correlated. The Director of Field Placement checks to make sure that the overall recommendation from both cooperating teacher and university supervisor is consistent, and when there is a difference then he or she investigates the matter to determine whether there is a conflict of opinion or just a mild disagreement. In 2007-08, supervisors and cooperating teachers had a larger (4-8 percentage point) disagreement on the percentage of "3" ratings for 12 of the 58 items (items 2a, 5d, 6b, 9a, 9b, 9c, 10b, 13a, 13c, 14c, 14d, and 15c – see Appendix F to view the items on the form). In 2008-09, there was 4-8 percentage point disagreement on 15 of the 58 (2a, 3a, 4a, 5c, 6c, 7c, 9a, 12a, 13c, 14b, 14c, 15a, 15b, 15c, 15d), and in 2009-10 there was disagreement on 17 of the 58 (2a, 4e, 5b, 5d, 7b, 8c, 9b, 10a, 10b, 11a, 11b, 13a, 14c, 14d, 15b, 15d, 16e, 16g). For the three years, items 2a and 14c had 4-8 points of disagreement each time, while items 5d, 9a, 9b, 10b, 13a, 13c, 15b, 15c, 15d had 4-8 points of disagreement two of the three years. Item 15 relates to technology, and most of the disagreement on these items comes from ratings of "no basis" as opposed to something else. On all other items the disagreement was less than that, with the supervisor ratings generally tending to be higher. We attribute part of this correlation to the communication between the Director of Field Placement, the supervisor, and the cooperating teacher on the expectations for the placement as well as the precision of the SOE Student Teaching Handbook in explaining the expectations for candidate performance in student teaching. Both the mid-term and final evaluations from the supervisor(s) and cooperating teacher(s) are placed in the candidate's official file.

Item Related to Lesson/Unit Planning in Methods Courses: The MDE has noted that it will in the future require a standardized assessment report on the ability of candidates from a TPI to plan lessons and/or units. In anticipation of this requirement, the SOE has developed a common lesson plan template that is used in all methods classes. While the SOE Faculty has discussed implementing a standard assessment, it had not implemented it in order to see what the MDE publishes before implementing based on that set of criteria. However since there is discussion

about a redesign of methods courses underway in Spring 2011, this project is now moving forward.

Edu 430 Candidate Work Sample: In 2008-09, the SOE Faculty began to test the implementation of a candidate work sample as part of the student teaching seminar. Like the lesson/unit planning, this was begun in response to an announcement by the MDE that there would be a standardized assessment of candidates from TPIs based on a work sample. A local K-12 administrator who is an assessment specialist was contracted to work with the seminar students. The work sample would involve having the student administer a pre- and post- intervention survey of knowledge around a specific lesson plan that is taught during student teaching. The candidates then conduct an analysis to determine the learning. An example of the assignment description, and rubric and are included in Appendix F. Candidate samples are on the shared network drive (“G drive” in the folder “_SOE_Reports/TEAC/2010-11/Edu 430 Samples”) and are available to TEAC auditors. After three years of experimentation and gradual rollout to sites, for the 2010-11 academic year the assignment is deemed to be “in production.” At the end of this academic year, a target measure will be selected and the work sample will be included as part of the assessment system. The grade for the work sample is currently included in the overall grade for Edu 430.

MDE Annual Survey of Student Teachers and Supervisors: This survey is used as part of the MDE’s TPI rating. Starting in 2005-06, the MDE compiled a survey of student teachers at each institution. The goal was to survey the student teachers on how well they felt they were prepared in various aspects of teaching directly related to the Entry-Level Standards for Michigan Teachers (ELSMT), which evolved in 2008 to the Professional Standards for Michigan Teachers (PSMT). The survey is fairly lengthy, with over 100 items presented in the form of 38 questions which are grouped into 13 categories corresponding to the seven standards in the ELSMT/PSMT, four levels of elementary, secondary, special education, or other K-12 pedagogy, and “within classroom” and “beyond classroom” preparation. Efficacy scores are tabulated for the thirteen categories and reported by the TPIs; maximum credit for the TPI rating is earned when 80% of the students feel efficacious in all of identified areas, and 80% of the candidates participate in the survey. All TPI reports are provided in Appendix E.

Reliability scores for this survey are reported at .75 and above by the MDE. The validity of this instrument is based in part on its use by the State Board of Education as a comprehensive, public assessment of its TPIs. Thus the same same 80% level is used as a target measure in the SOE assessment system. The SOE Faculty has examined the ELSMT/PSMT for some time, and mapped it onto the Conceptual Framework, so that validity of this instrument is also based on the judgment of the Faculty that if the Conceptual Framework is mapped to the PSMT then a holistic assessment of the PSMT can be a holistic assessment of the Framework. Understandably, a secularization of the integration of faith and learning is necessary as well. The mapping between the two is shown in Table V, along with a mapping to TEAC Quality Principle I to show the alignment between all three.

In 2006-07 the MDE added a survey of supervisors to the TPI ratings. The survey itself is much smaller than for the candidates, but the premise is very similar: supervisors were asked to rate candidates according to items that correspond to the seven standards of the PSMT plus their “in-

classroom” and “out of classroom” preparation. The TPIs report the ratings in these nine areas, and receive maximum credit on the TPI ratings if 80% of the supervisors participate and suitably rate the efficacy of 80% of the candidates.

Table V: Correspondence of Conceptual Frameworks with State Standards and TEAC Quality Principle 1

Domain of Conceptual Framework		Correspondence with ELSMT/PSMT Standards	Correspondence with TEAC Quality Principle 1
“Old”	“New”		
Content Knowledge	Content Knowledge	1, 3	1.1
Management and Organization	Management and Organization	2, 3, 4, 5, 7	1.2
Instruction (from Instruction and Technology	Pedagogy	all, but focused on 2 and 3	1.2
	Collaboration with Stakeholders	6, 7	1.2
Diversity	Diversity	1, 4, 5	1.4.2
Assessment	Assessment	2, 3, 4, 5, 6	1.2, 1.4.1
The SAU Concept	Integration of Faith and Learning	all, but corresponds best with 5, 6	1.3, 1.4.1
Technology (from Instruction and Technology	Technology	7	1.4.3
	Leadership and Scholarship	6	1.4.1
	Global Perspective	1	1.4.1
The SAU Concept	Professional Dispositions and Skills	all, but corresponds best with 5, 6	1.2, 1.3, 1.4.1

Employer Survey of Alumni: Every three years, the SOE has conducted a survey of its alumni by sending forms to employers (principal or assistant principal) and asking them to rate the alumni according to numerous items that correspond to the Conceptual Framework. For the 2010 survey, the SOE chose to use data provided by the MDE to Spring Arbor that showed the district and job assignment of any SAU novice teacher hired as a classroom teacher or other specialist (e.g. Resource Room) with an ISD/RESA (Intermediate School District or Regional Educational Service Agency) within the last three years. The survey used in 2010 was modified from previous years in that it borrowed items from the MDE supervisor survey and it was intended to correspond to the new Conceptual Framework even though in theory the alumni did not go through a preparation program under that new Framework. This was done to provide some data on “caring” and “serving” that could be used in this inquiry brief as well as looking to the future, to allow the 2013 survey to be compared to this one. This decision may detract some from the validity of the survey, but only in a conservative direction.

The target measure for the employer survey of alumni is that 80% of employers believe that the alumni possess appropriate knowledge and skills as defined by the items on the survey, which in turn correspond to the Conceptual Framework. Appendix F shows the 2010 survey, which lists the items and which ones correspond to a particular domain; Appendix F also has a report on the results of the survey.

Alumni Self-Report Survey: Every three years, the SOE has conducted a survey of its alumni's opinion of how well they were prepared by the teacher preparation program for their first position. The 2010 survey follows the same population sample and questions used in the principal survey, and will allow for direct comparison between the two. To the extent that it is viable, a paired analysis will be performed. This survey will also ask for information about leadership opportunities, honors and recognition, graduate school, and job placement including whether or not the alumnus sought or is seeking a position as a teacher.

The target measure for the employer survey of alumni is that 80% of alumni believe that they possess appropriate knowledge and skills as defined by the items on the survey.

Professional Dispositions and Skills Instrument: The Professional Skills and Dispositions Instrument (known as the "buff" form; its predecessor was known as the "pink" form) is based upon the domain of the Conceptual Framework by that same name and is used by professors to rate how well candidates demonstrate "habits of thinking and action that emanate from professional attitudes, values, and beliefs." It was first motivated in 2003 by the NCATE (2000) standards that state that all candidates "... demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn" (p. 4). It may be viewed simplistically as a way to document the professional development of candidates and identify areas for professional growth and/or improvement where needed, non-academic behavior that may not be reflected in an academic measurement such as a course grade. The instruments may also be considered a secular mapping of the effects of the Integration of Faith and Learning. It allows ratings in 32 areas grouped under the following categories: academically skilled, caring, competent, and qualified. The instrument is shown in Appendix F. Every teacher candidate is rated by both the professor and by themselves in EDU 140, 202, 271, methods courses, and EDU 429. The forms are stored in each candidate's official file if an area of concern is noted. Behavior that is cause for concern is flagged, and when this happens the faculty member meets with the student to identify the concern, suggest a remediation plan, and then follows through on the plan. These occasions are also logged into a database by SOE staff. While it would be preferable to log and analyze all disposition scores (positive or negative), available faculty and staff time currently limit the SOE to this mode of operation.

When candidates apply for admission to the SOE or when they apply for student teaching, their dispositions record is checked and any outstanding concerns are discussed by the SOE Executive Team, with heightened discussion and possible action if the candidate has raised concerns on multiple occasions with multiple professors (see section 1, description of categories for applicants to student teach). The instrument is provided in Appendix F.

Pedagogical Dispositions Instrument: The Pedagogical Dispositions Instrument is a corollary to the Professional Dispositions and Skills Instrument. Both the course instructor and the mentor teacher in whose classroom the candidate teaches at least two lessons use it in all methods courses for an evaluation of the candidate. The teaching of two lessons in a K-12 classroom at the appropriate age level and subject area for the methods course is a policy requirement for all methods courses. The ratings are made in each domain of the Conceptual Framework. At the end of the form both the professor and the teacher make separate recommendations as to whether they think the student should continue in the education program, and the student also signs signifying awareness of both recommendations. It was similarly motivated by the NCATE (2000) standard cited previously and enacted in 2003. The forms are stored in each candidate's official file. A plan for improvement where it is needed is discussed between the methods course instructor and the teacher candidate. These occasions are also logged into a database by SOE staff. When candidates apply for admission to the SOE or when they apply for student teaching, their dispositions record is checked and any outstanding concerns are discussed by the SOE Executive Team, with heightened discussion and possible action if the candidate has raised concerns on multiple occasions with multiple professors (see section 1, description of categories for applicants to student teach). The instrument is provided in Appendix F.

Professional Skills Lab (PSL): Lemke & Harrison (2001) herald the success of a recently revised admissions program instituted by Gonzaga University. In addition to using traditional academic screening criteria, this institution has developed a more holistic admissions program facilitated through a four-hour, Saturday morning session entitled the *Professional Skills Lab*. The outcomes of this session include the following products: state-required forms completed by teacher education candidates, a test of the candidate's basic reading fluency, reflective writing samples completed by participants, and observation notes taken by faculty members of leaderless discussions of groups of students. These products are utilized by faculty to develop consensus as to which candidates should be admitted into the teacher preparation program.

Spring Arbor has implemented an alternative form of the PSL, using a Group Assessment Procedure in lieu of the discussions. The Group Assessment Procedure is one teacher candidate selection tool that has repeatedly demonstrated validity in predicting student teaching performance scores. Evidence of the validity of the Group Assessment Procedure as a selection tool was limited to those teacher candidates attending large public institutions of higher education in both Israel and Utah (Byrnes et al., 2003; Shechtman, 1983; Shechtman & Godfried, 1993). Findings of research by SOE Faculty member Sally Ingles (2010) suggest that the Group Assessment Procedure is predictive of student teaching performance scores for teacher candidates attending a small, private university in the Midwest. As a result of a study based on the initial implementation of the PSL in 2009-10, stronger evidence regarding the validity of the Group Assessment Procedure is available.

At SAU, a candidate must pass EDU 140 with a grade of "C" or better to undertake the PSL. A report on the results of each PSL is made to the SOE Executive Team at the end of the term. The instruction sheet and rubric for the PSL are currently confidential so that they are not available to students. However, they are available on a shared network drive ("G drive" in the folder "_SOE_Reports/TEAC/2010-11/PSL") and are available to TEAC auditors. Results from the PSL to date are provided in Section 4.

Section 4: Results

The data from the “old” assessment model were presented to the SOE Faculty at the monthly faculty meetings in April 2009 (‘07-08 data) and May 2010 (‘08-09 data). The TPI results are presented to the SOE Faculty at two different times: in the spring when the data is sent to the MDE and in the fall after the data has been finalized by the State Board of Education. The official TPI ratings from the MDE are included in Appendices D and E. The full triangulation matrices for 2007-08 and 2008-09 are also included in Appendix E; they are available in WEAVE as well. The results of the ’09-10 data will be presented to the SOE Faculty when they are ready, sometime in the Spring 2011 term when the TPI data is sent to the MDE. However, some results from ’09-10 are known now and are presented in the three-year summary below.

Goal: Demographics for program completers exceeds minimum criteria in the areas of six-year cohort yield, students of color, and students with a major or minor in the high needs areas of math, science, special education, and world language.

Table VI: Results of Goals for Program Demographics

Target	Results
90% of students who enter the education program complete it within six years.	<u>2007-08</u> : 89% -> NOT MET <u>2008-09</u> : 90% -> MET <u>2009-10</u> : to be determined
At least 10% of all program completers are students of color (Black, Hispanic, Asian, Native American).	<u>2007-08</u> : 4% -> NOT MET <u>2008-09</u> : 5% -> MET <u>2009-10</u> : to be determined
35% of program completers have a major or minor in a high needs area - math, science, special education, and world language.	<u>2007-08</u> : 35% -> MET <u>2008-09</u> : 41% -> MET <u>2009-10</u> : results to be determined

This success of this goal is of importance to the SOE Faculty but has no direct correspondence with TEAC quality principle 1. The results show mixed success. As noted previously, the six-year yield was an area of concern since the first TPI ratings were released (the yield then was 74%), and the SOE Faculty will be especially interested in seeing how well the PSL positively affects the yield.

One of the goals of the PSL, as noted previously, is to increase the yield. A short summary of the results of the PSL since its inception is shown below. There have been 234 students who have enrolled in Edu 140 to date (Fall 2009, Spring 2010, Summer 2010, Fall 2010). From this group, 76.5% passed, 7.3% failed, 6.4% declined to take the PSL, and 9.8% were ineligible to take the PSL because they received a grade of “C-“ or lower. From the group that passed, 15.8% had scores of “highly recommended,” 45.3% had scores of “recommended,” and 15.0% had scores of “recommended with remediation.”

Table VII shows the percentages of students who took the PSL according to different groups. The percentages indicate the fraction of that specific group that attempted the PSL out of all the

students in that group who attempted it, so that the percentages in each column sum to 100%. Students who were ineligible or declined were not included

Table VII: Summary of PSL Demographics (N=234)

Site	Type	Gender	Race/Ethnicity	Year
Main: 76.1%	Trad: 54.3%	Male: 24.7%	White: 90.9%	'09-10: 62.2%
Lan: 14.0%	Transfer: 30.5%	Female: 75.3%	Black: 3.3%	'10-11: 37.8%
Gayl: 7.0%	PBA: 15.2%		Hisp: 4.1%	
Pet: 2.9%			Other: 1.2%	

The student “type” refers to either a traditional undergraduate student who takes all or nearly all their coursework at Spring Arbor, a student who transfers in one or two years worth of credit hours towards a Spring Arbor degree, or a student who has earned a bachelor’s degree at another institution and is a non-degree student seeking only teacher certification. Under the column of race and ethnicity, the student group “Other” consists of one multicultural student (per recent US and Michigan census designation), one international student, and one student who listed “unknown” as their race/ethnicity.

Table VIII shows a summary of PSL pass rates according to different groups. The percentages indicate the percentage of the specific group that passed the PSL out of all the students in that group who attempted it. Students who were ineligible or declined are not included.

Table VIII: Summary of PSL Pass Rates

Site	Type	Gender	Race/Ethnicity	Year
Main: 70.8%	Trad: 68.9%	Male: 76.7%	White: 73.3%	'09-10: 74.7%
Lan: 79.4%	Transfer: 75.7%	Female: 72.1%	Black: 62.5%	'10-11: 71.4%
Gayl: 82.4%	PBA: 83.8%		Hisp: 80.0%	
Pet: 85.7%			Other: 66.7%	

We anticipate that with the attrition of approximately 24% of the EDU 140 enrollment, the six-year yield for program completers will be much higher than 90%. For example, some students who fail, decline, or are ineligible to take the PSL choose to retake the course and/or the lab after some remediation and are then successful.

One variable that is being monitored is the effect on the TPI-based goal of the percentage of completers who are students of color. The University is attempting to recruit more students of color, and the effort of the faculty Diversity Committee and the Office of Multicultural Affairs has helped create a more positive climate for retention of students. Our hope is that students of color who pass the PSL will be retained in the program. The pass rates for students of color is comparable to that of white students, but there is some discrepancy between Black and Hispanic students. However, the sample size is probably too low to draw firm conclusions yet.

Goal: Students graduating from the teacher education department will have the content knowledge for entry-level teaching.

Table IX: Results of Goal for Content Knowledge

Target	Results
The cumulative single year pass rate (MTTC subject area) for all "claimed" program completers is 90%.	<u>2007-08</u> : 94.8% -> MET <u>2008-09</u> : 84.5% -> NOT MET <u>2009-10</u> : 79.8% -> NOT MET
The grade point average of all program completers for all majors and minors is 2.5.	<u>2007-08</u> : 100% -> MET <u>2008-09</u> : 100% -> MET <u>2009-10</u> : 100% -> MET
Achievement targets for course and program analysis of learning papers in development	These papers are being implemented in Fall 2010/Spring 2011, and targets will be determined after analyzing the initial results.

The MTTC pass rate is an area of extreme concern, as the pass rate has dropped considerably in the past two years. The state averages for these same three years are 90.8% (2007-08), 84.7% (2008-09), and 85.0% (2009-10).

The MDE uses the cumulative rate over 3 years for the TPI rating, while the SOE is using the more conservative single-year cumulative rate in Table IX. The most recently published three-year data from the MDE (September 2006 through August 2009) shows Spring Arbor with a 91.9% cumulative pass rate, which would pass the target standard. However, the School of Education knows from information provided by the MDE that the cumulative rate for the three years identified in Table VII will be publicized in the next release of the TPI as 88.7%, which would not meet the target standard either. The statewide average for this same period will be 89.3%.

During the three-year period from 2007-10, the MTTC was attempted 38,925 times. The pass rates across the state for each specialty area range from a low of 50% for Italian (N=1) to 100% for several areas whose largest N was 52. Ten specialty area tests were attempted one thousand times or more:

- Elementary Education (98.1%, N=8350),
- Social Studies (73.9%, N=3006),
- Elementary Language Arts (80.6%, N=2873),
- Early Childhood Education (97.1%, N=2071),
- Elementary Mathematics (88.0%, N=1920),
- History (87.8%, N=1870),
- Elementary Integrated Science (74.0%, N=1484),
- Learning Disabilities (95.7%, N=1352),
- Cognitive Impairment (90.1%, N=1192), and
- Secondary Mathematics (94.6%, N=1139).

The Elementary Education test covers content in six different areas: language arts, science, mathematics, social studies, physical education and health, and “the arts” (music, drama, visual art). It does not test pedagogical knowledge, so it is more like Praxis II than Praxis III.

The SOE Faculty believes that part of the reason for the decrease in pass rate is that the MDE has raised the cut scores on some of the tests. Table X shows the changes in MTTC scores for each specialty area at SAU over the past six years. The shaded cells indicate a year where the passing cut score was adjusted upwards, so that a student taking the test had to get more correct answers to earn the same score as a student in a prior year. An examination of the data shows that in each specialty area where the cut score was adjusted, SAU’s passing scores have decreased.

In 2007-08, prior to the change in the cut scores, SAU students passed at a rate above the state average in 18 areas. The only two specialty areas where SAU’s test scores were below that of the state average were Physical Education (nine percentage points) and Social Studies (eight).

In 2009-10, SAU students passed at a rate above the state average in eleven areas, including Physical Education (17 percentage points above). Seven areas were below the state averages: English (four points), Psychology (77), Biology (30), Spanish (34), Elementary Education (two), Social Studies (16), and Elementary Mathematics (31).

If eighteen test attempts had succeeded rather than failed, SAU’s ’09-10 pass rate would have been 90%.

The faculty does accept the fact that at one point the SAU pass rate was above the state average and now is below it. For this reason, a study has been undertaken to explore some of the possible causes and solutions. We will be performing a broad correlation of test success during 2010-11 with other measures such as grade point average in the specialty area, and whether the student has a major or minor. This is discussed further in section 5.

In terms of trends for the overall pass rates, the SOE has had a decreasing number of students taking the elementary education test, which had been a strong point. With fewer students taking that test, the weighting of their stronger pass rate has diminished. In ’08-09 the scores for Guidance Counseling and Social Studies were notable low areas, while in ’09-10 it was Language Arts and Social Studies. Each of these areas have some of the larger populations of SAU students attempting the test.

Social Studies has been area of concern for several years. The Social Studies programs in the State are being revised in 2010-11 due to new standards, and part of the change will mean fewer elective classes for Spring Arbor’s Social Studies majors. It is hoped that this will improve the pass rate of SAU students on this test. The SOE is actively working with the History Department to closely monitor and resolve this issue.

Table X: MTTC Longitudinal Pass Rates by Content Area

Subject Area	2004-2005		2005-06		2006-07		2007-08		2008-09		2009-2010	
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate
English	22	90.9%	22	100.0%	19	100.0%	10	100.0%	8	100.0%	5	80.0%
Speech	3	100.0%	1	100.0%	1	100.0%	1	100.0%	1	0.0%	1	100.0%
History	10	90.0%	14	92.9%	9	88.9%	6	100.0%	8	87.5%	-	-
Political Science	1	0.0%	2	100.0%	-	-	-	-	1	100.0%	-	-
Psychology	4	75.0%	5	60.0%	6	100.0%	3	100.0%	2	50.0%	3	0.0%
Science	10	100.0%	19	89.5%	3	66.7%	2	100.0%	-	-	-	-
Biology	5	80.0%	5	60.0%	3	66.7%	5	100.0%	2	50.0%	4	50.0%
Chemistry	-	-	1	100.0%	1	100.0%	1	100.0%	5	60.0%	-	-
Physics	-	-	2	100.0%	1	100.0%	-	-	-	-	-	-
Math (Sec)	9	100.0%	6	100.0%	7	71.4%	6	100.0%	4	100.0%	2	100.0%
Spanish	5	100.0%	8	100.0%	1	100.0%	5	100.0%	1	0.0%	4	50.0%
Music Education	6	83.3%	5	100.0%	3	100.0%	2	100.0%	5	80.0%	1	100.0%
Art Education	1	100.0%	1	100.0%	1	0.0%	-	-	-	-	-	-
Health	-	-	-	-	-	-	-	-	2	100.0%	5	100.0%
Physical Education	10	100.0%	11	100.0%	13	84.6%	8	87.5%	3	66.7%	2	100.0%
Computer Science	2	100.0%	-	-	-	-	-	-	-	-	-	-
Guidance Counselor	14	78.6%	18	94.4%	31	90.3%	46	100.0%	36	77.8%	10	90.0%
Learning Disabled	19	78.9%	31	90.3%	25	76.0%	33	97.0%	21	90.5%	16	93.8%
Early Childhood Education	11	90.0%	20	100.0%	16	93.8%	11	100.0%	18	100.0%	10	100.0%
Elementary Education	87	96.6%	99	94.9%	68	94.1%	73	98.6%	55	98.2%	53	94.3%
Social Studies	28	85.7%	45	62.2%	21	95.7%	29	69.0%	20	50.0%	26	53.8%
Math (Elem)	3	100.0%	7	100.0%	5	100.0%	3	100.0%	6	100.0%	4	50.0%
Language Arts	25	72.0%	31	87.1%	16	100.0%	16	87.5%	20	80.0%	5	80.0%
Integrated Science	-	-		100.0%	4	100.0%	4	100.0%	6	83.3%	5	80.0%
Visual Arts	-	-		100.0%	5	100.0%	4	100.0%	2	100.0%	1	100.0%
Cumulative	275	89.5%	357	89.6%	261	91.2%	267	94.8%	226	84.5%	164	79.3%

The SOE has also instituted a series of Blackboard-based MTTC practice tests in special education and elementary education that have been put together by faculty. A study was performed in 2009 that correlated the results of the practice and actual elementary education tests, and determined cut scores on each section of the practice test that corresponded to a successful subscore on the corresponding section of the actual test. In Fall 2010, study guides for each of SAU's specialty areas were purchased and made available to students to study from for the remainder of the 2010-11 test cycle.

The SOE Faculty believes that part of the reason for the decrease in pass rate is that the MDE has raised the cut scores on some of the tests. We are attempting to determine which tests have had cut score increases. MTTC results for the past five years (for both SAU and for all TPIs in the State) are included in Appendix E. In terms of trends for the overall pass rates, the SOE has had a decreasing number of students taking the elementary education test, which has been a strong point; in '08-09 the scores for Guidance Counseling and Social Studies were notable low areas, while in '09-10 it was Language Arts and Social Studies. The Social Studies programs in the State are being revised in 2010-11 due to new standards, and part of the change will mean fewer elective classes for Spring Arbor's Social Studies majors. The SOE is actively working with the History Department to closely monitor and resolve this issue. The SOE has also instituted a series of Blackboard-based MTTC practice tests in special education and elementary education that have been put together by faculty. A study was performed in 2009 that correlated the results of the practice and actual elementary education tests, and determined cut scores on each section of the practice test that corresponded to a successful subscore on the corresponding section of the actual test.

Based on the three-year cumulative pass rate used for the TPI as well as the GPA requirement, the SOE Faculty believes its novice teachers are competent in their specialty area knowledge.

Goal: Students completing the teacher preparation program will have the knowledge, values, and skills for domains outlined in the conceptual framework to be successful during their student teaching. These domains include: classroom management, teacher/student/family interactions, assessment, instruction & technology, content knowledge, diversity, & professional dispositions (which is related to The Concept).

The data in the following table are based upon survey information and treat the data as categorical rather than numeric. Percentages based on frequency counts are the appropriate format for reporting.

Table XI: Results of Goal for Success in Domains of Conceptual Framework

Target	Results
95% of student teacher candidate placements are successfully completed during the professional semester.	<u>2007-08</u> : 95.5% recommended, 3.9% recommended with reservations -> MET <u>2008-09</u> : 95.6% recommended, 3.9% recommended with reservations -> MET <u>2009-10</u> : 97.6% recommended, 2.4% recommended with reservations -> MET
95% of all student teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers where the percentage of “2” and “3” ratings is at least 80%.	<u>2007-08</u> : ranges from 98.3% for Assessment to 99.8% for Teacher-Student-Caregiver Interaction and Professional Behaviors and Dispositions -> MET <u>2008-09</u> : ranges from 98.4% for Assessment to 99.8% for Teacher-Student-Caregiver Interaction and Professional Behaviors and Dispositions -> MET <u>2009-10</u> : ranges from 99.8% for Assessment to 100% for Content Knowledge, Diversity, Technology, and Professional Behaviors and Dispositions -> MET
Achievement target for EDU 430 work sample in development.	The achievement target will be determined based upon the scores of students in Fall 2010/Spring 2011.

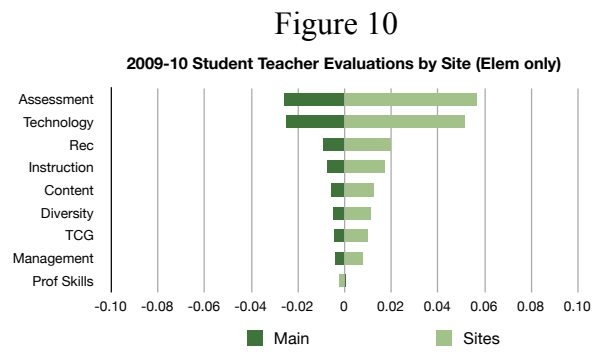
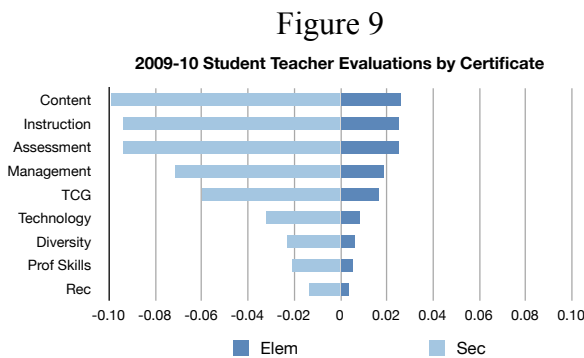
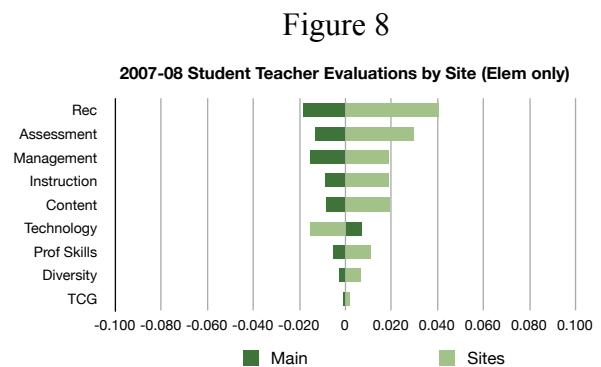
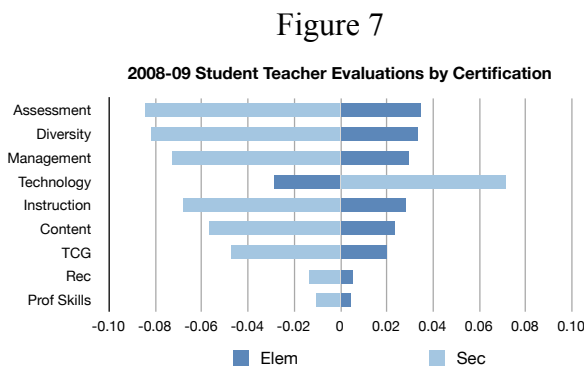
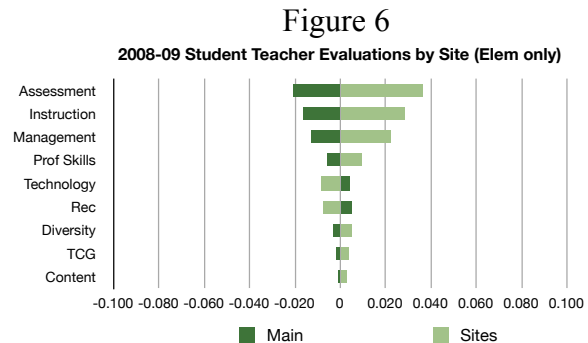
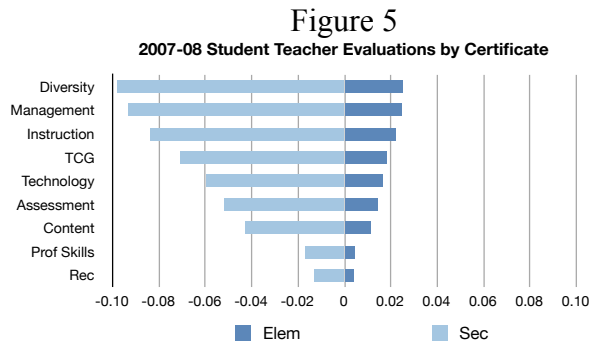
This goal has been satisfied by the ratings of cooperating teachers, as the SOE students have received very strong ratings during student teaching. A breakdown of the ratings by domain for the middle row of Table XI is provided in Table XII. Even though the data are categorical, a “mean” was also calculated for the past two years as a way of indicating whether the students tended to be rated closer to a “2” or a “3.”

Table XII: Longitudinal Ratings of Student Teachers by Cooperating Teachers, by Domain

Domain	2007-08	2008-09	2009-10
Teacher-Student-Caregiver Interaction	99.8%	99.7% (mean 2.93)	99.9% (mean 2.95)
Instruction	99.0%	98.9% (2.88)	99.9% (2.91)
Content Knowledge	99.3%	99.1% (2.91)	100% (2.91)
Assessment	98.3%	98.4% (2.86)	99.8% (2.88)
Diversity	99.4%	99.2% (2.90)	100% (2.93)
Classroom Management	99.3%	99.0% (2.86)	99.9% (2.90)
Technology	99.3%	99.3% (2.92)	100% (2.91)
Behaviors and Dispositions	99.8%	99.8% (2.96)	100% (2.97)

The high “means” indicate that most of the ratings were closer to a “3” (target behavior observed most of the time) than “2” (target behavior observed some of the time).

Because of low N, a breakdown of these ratings by certification level, subject area or by site may not be conclusive. A breakdown of the ratings by certification level (elementary/secondary) does show that secondary students consistently receive lower ratings than elementary students. These breakdowns are shown in Figures 5-10 below. The “0” point is the fraction or % of all student teacher evaluations that received a “3” in the area indicated. Using a “3” provides greater discrimination than using a “2” and a “3.”



The bar to either side indicates whether elementary or secondary student teachers at all locations scored higher or lower than the norm. So for example, in Figure 5 for the group of survey items corresponding to “Diversity,” 90.4% (0.904) of all student teachers received a “3.” So .904 is the “0” point. The bar to the right indicates that elementary students received a higher fraction (or

percentage) of “3s,” and the bar to the left indicates that secondary students received a lower fraction. The difference between the two bars, about .12, is the spread between the two groups of students.

The overall N ranges from 144 in '07-08 to 101 in '09-10, and about 25% are secondary, so the sample size is still a bit low. The trend over the past three years pretty clearly shows that secondary student teachers receive lower ratings than elementary student teachers. It also shows slightly higher ratings for students from sites, but to a much lesser degree.

The areas are listed from top to bottom in order of the largest difference between elementary and secondary or between main campus and sites. In the case of certification level, Instruction and Diversity are in the top 3 for two of the three years. Professional Skills and the actual recommendation are always either lowest or second lowest. It is interesting to note that the recommendation has a small spread while the evaluation of the particulars has a larger spread.

In the case of locale, Assessment and Management & Organization are in the top 3 for two of the three years. Professional Skills, Diversity, and Teacher-Student-Caregiver Interaction are each in the bottom 3 for two of the three years

The target for the third assessment in Table X, the work sample, is under development during the 2010-11 year. The assignment description, support materials, and rubric for the work sample are available for view (note that these materials are copyrighted by a third party and may not be used without the expressly written permission of the author.

Based on the above results, the SOE Faculty believes its novice teachers are qualified and competent as teachers. The high marks in the domains of diversity and technology provide evidence that this extends to TEAC's cross-cutting areas of diversity and technology. The SOE does not have a specific measure of critical thinking and liberal arts apart from survey data in the area of content knowledge, but future data from the work samples can be used for support in this area since the work sample is mainly a problem-solving and assessment project that requires candidates to employ critical thinking skills to ascertain student performance under their teaching.

Goal: Students will have the knowledge and the performance skills for management, instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher.

The data in the following table are based upon survey information and treat the data as categorical rather than numeric. Percentages based on frequency counts are the appropriate format for reporting.

Table XIII: Results of Goals for Knowledge and Professional Skills

Target	Results
More than 80% of SAU student teachers in 2008-09 agree or strongly agree that they possess the skills related in survey areas, as delineated.	<p><u>2007-08</u>: all categories above 80%, ranging from 92% for Secondary Pedagogy to 97% for ELSMT 4, organization of management -> MET</p> <p><u>2008-09</u>: all categories above 80%, ranging from 92% for Secondary Pedagogy and ELSMT 2 (organize student learning) to 98% for ELSMT 1 (liberal arts background) and ELSMT 3 (subject matter knowledge) -> MET</p> <p><u>2009-10</u>: to be determined</p>
(Standard lesson plan assessment in development)	A common template has been agreed upon, and a common assessment and target measure is in the process of development.
80% of alumni believe that they possess knowledge and skills appropriate to teaching	<u>November 2010 survey</u> : results to be determined
80% of employers of alumni believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.	<u>September 2010 survey</u> : all categories above 80% ranging from 95.2% for Assessment and Technology to 98.9% for Integration of Faith and Learning. -> MET

From at least two quarters, (student teachers and principals), this goal has also been satisfied to date, as the SOE students have received or given themselves very strong ratings. Unfortunately, the November 2010 alumni survey has been delayed and will probably not be deployed until February or March 2011.

A breakdown of the student teachers' ratings of their own skills on the MDE's TPI survey for each category in Table XIII above is provided in Table XIV. The results for all TPIs in the state are available from the MDE for each year of the TPI, including 2007-08 and 2008-09. The data for 2009-10 will be available from the SOE in mid-March, 2011, and published by the MDE in the Summer or Fall 2011.

Table XIV: Student Teacher Self-Rating of Skills, by MDE Survey Category

Category	2007-08	2008-09
Literacy	89%	95%
Liberal Arts Background (ELSMT 1)	96%	98%
Organize Student Learning (ELSMT 2)	86%	90%
Subject Matter Knowledge (ELSMT 3)	97%	98%
Organization of Classroom (ELSMT 4)	97%	97%
Management of Learning (ELSMT 5)	96%	96%
Work in School Environment (ELSMT 6)	93%	94%
Technology (ELSMT 7)	96%	95%
Elementary Pedagogy	90%	96%
Secondary Pedagogy	82%	90%
Special Ed Pedagogy	91%	98%
K-12 Pedagogy (music, PE, art)	95%	96%
Teacher Prep Program Contribution from within Classroom	92%	97%
Teacher Prep Program Contribution beyond Classroom	90%	94%

The lowest marks from the above survey occurred in 2007-08 in the areas of “organize student learning (ELSMT 2)” and “secondary pedagogy.” The low score in the area of ELSMT 2 can be traced to a specific question about whether candidates felt prepared to work with English Language Learners (ELLs). The ELL item alone (item 1809 on the survey) was 65% in both 2007-08 and 2008-09. The SOE Faculty discussed this issue and felt that it needed to more strongly and directly address preparation in Edu 271, Edu 424, Edu 429, and Edu 430. Part of this includes using the terms “English Language Learners” and “ELLs” rather than similar but perhaps outdated terms, and part of it included more directed instruction in this course about working with ELLs. Improvement is expected in 2009-10 and beyond as these effects are propagated. This particular item was a sore spot for most of the teacher preparation institutions in the State, as we discovered through a survey of other institutions.

The low score in secondary pedagogy shows some correspondence with the rating of student teachers in Figures 5, 7, and 9, where cooperating teachers rated secondary candidates well but lower than elementary candidates. This also agrees with a perception that the SOE Faculty holds that we do a better job preparing elementary teachers than secondary. Simplistically, elementary methods classes total ten credit hours, while secondary methods only total four. Nearly all secondary methods classes are taught by faculty in the School of Arts & Sciences, which speaks well of institutional collaboration for teacher preparation but makes quality control a little harder. Improving the preparation of secondary teachers remains a goal of the SOE Faculty. Of the four items which comprise this category, the lowest percentage occurred in writing in the content area in 07-08 (74%) and teaching in the minor area in 2008-09 (85%).

Based on the above results, the SOE Faculty believes its novice teachers see themselves as qualified and competent. The high marks in the categories of liberal arts background and technology provide evidence that this extends to TEAC’s cross-cutting areas of liberal

arts/critical thinking and technology. This survey touches on aspects of preparation related to diversity, but those items are aggregated into ELSMT 2; looking at just those diversity items (1805-1808 on the MDE survey, which does not include the ELL item) results in a percentage of 89% in 2007-08 and 93% in 2008-09, which is slightly lower than the other categories but quite acceptable.

A summary of the results of the September 2010 survey of employers (principals) of recent program completers is shown in Table XV. It is expected that this instrument will be used for future ratings of both cooperating teachers and employers, so it has been formulated to fit the new conceptual framework. As with the ratings by cooperating teachers, the results show high marks for graduates from 2006-2008. In order to provide some additional discrimination of results, the ratings for the highest category alone are shown, and the domains listed in descending order based on this mark of excellence. As noted previously, all of the principals who responded were from traditional public or charter schools with one exception. The data were also examined by the type of school in which the students were employed – elementary (N=89), middle school (N=20), high school (N=31), preschool/kindergarten (N=3), or administrative (N=2). The low numbers still preclude solid conclusions from being drawn, but the ratings of middle or high school teachers in the “strongly agree” category were higher than those of elementary students, an interesting contrast to the student teacher data reported previously. Shaded cells indicate whether ratings of “strongly agree” were higher for elementary, middle school, or high school teachers in a given domain.

Table XV: Employer (Principal) Rating of Recent Program Completers
N=145 (29.8% return)

Domain	Strongly Agree or Agree	Strongly Agree			
		All	Elem	MS	HS
Integration of Faith and Learning	99.0%	80.1%	78.0%	77.5%	85.5%
Professional Dispositions and Skills	97.2%	72.9%	69.9%	78.5%	73.9%
Management & Organization	97.3%	68.7%	67.4%	70.0%	67.9%
Leadership & Scholarship	94.7%	67.6%	67.8%	72.5%	58.3%
Collaboration with Stakeholders	95.4%	66.6%	64.2%	65.5%	67.4%
Technology	94.9%	63.9%	62.2%	56.7%	71.6%
Diversity	95.8%	61.7%	60.0%	61.1%	64.6%
Global Perspective	96.2%	61.4%	54.2%	72.2%	75.0%
Content Knowledge	97.3%	61.3%	60.5%	61.3%	59.6%
Assessment	95.1%	59.9%	58.9%	55.8%	60.2%
Pedagogy	96.0%	59.8%	62.5%	60.6%	58.7%
Overall	96.3%	65.0%			

The results of this survey shows that the strength of SAUs’ recent program completers lies in the showcase qualities that are reflect their preparation at an evangelical Christian institution. Spring Arbor faculty and staff strive to create an atmosphere for transformational learning, where students develop integrity of character and live out their faith in a professional manner within a secular or religious job environment.

To date, there has been less direct evidence that Spring Arbor's teacher candidates are caring. Thus, one of the items on the employer survey specifically asked the principals to evaluate whether "The above named teacher, who recently completed Spring Arbor University's teacher education program, is able to genuinely care for students." The principals gave Spring Arbor novice teachers the highest percentage rating for "strongly agree" of any item on the survey, 84.7%. The second highest percentage, 81.6%, was given in response to the survey item "... is able to relate well with students." Both of these items were constructed specifically to help determine whether the teacher education program produces caring students.

The lowest individual items on the survey for excellence were related to our novice teachers' ability to "challenge gifted students" (53.1%, 95.4%), while the lowest rated item pertains to "fulfilling leadership role in/out of school" (59.7%, 90.6%). Interestingly, one item had more responses of "not observed or not applicable" than agree/disagree combined, and that was "adapt instruction to ELL students" (56.9%, 93.8%), which was taken directly from the MDE student teacher survey.

Based on this employer data, the SOE Faculty believes its novice teachers are qualified, competent, and also caring. However, the SOE Faculty recognizes that it must investigate or generate additional sources of data to more fully support this position. Putting these same questions about caring into the student teacher assessment will allow assessment by independent groups of evaluators, the cooperating teachers of student teachers and the principals of novice teachers.

Placement Data

For the first time in the history of the SOE, comprehensive initial job placement data for a cohort of students is available. The students who completed the program in 2007-08 are the first group for which the SOE has sufficient job tracking between information from the MDE, students enrolling in Edu 510, and self-reporting of jobs by students to SOE faculty and staff.

The confirmed overall placement rate was 50.8% (79/191). The confirmed placement rate for males from was 65.6% (21/32), and the confirmed placement rate for students of color was 85.7% (6/7, and the seventh student was one who moved out of state). The SOE Faculty will consider how to include this job placement data into its assessment system in the future. However, internal discussions have set 90% as a target rate for initial placement.

Out of 179 students, we know that 91 (50.8%) secured permanent or long-term sub positions. Another 20 students from that group now live in states for which we cannot account for their first-time employment status. There are 40 students altogether who now live out-of-state; for comparison, over 80% of Spring Arbor students come from Michigan, with the rest mainly from Ohio and Indiana. Since the MDE obviously does not have placement information from that group we do not know who is employed, but we do know that while a couple of students moved to Illinois and Indiana, the majority moved to states far from Michigan, including Connecticut, Maryland, Virginia, North and South Carolina, Florida, Georgia, Tennessee, Kentucky, Arizona, Colorado, Nevada, and Oregon. If all 20 of these students moved because they received a job position, the placement rate would increase to 62.0%. This does not take into account students

from that group who chose not to enter the job market as a teacher. We hope to clarify this percentage with the next alumni survey, as we will ask this cohort about job placement.

Integration of Faith and Learning

The SOE Faculty has been considering how to more effectively assess how well the integration of faith in learning occurs in teacher education courses. This is an area for future growth, and there is some expectation that the analysis of learning papers will provide some data on this question. One of the SOE staff members, as part of a graduate course in action research, did some initial analysis of this issue by undertaking a random sample of recent alumni (2006-2009). The results of this analysis shows that 86%-88% of these program completers agreed or strongly agreed that the integration of spirituality in EDU classes was beneficial to learning, that they experienced a heightened sensitivity to spiritual issues and their role as critical participants in the contemporary world as a result of their program, and that the program helped them develop a better understanding of Christian values in their professional roles. This is viewed as a positive finding. The data are shown in Appendix F.

A second point of comparison on this issue come from an analysis as part of the same graduate project of the SAU course evaluations of all EDU and SED courses from 2006-2009 on questions 9, 10, and 16 (see Appendix F for SAU course evaluation instrument). Question 9, related to how well a faith perspective was brought into the course, showed a range of 92-93% agreement for EDU courses and 84-86% for SED courses. Question 10, related to how well the concept was integrated into courses, showed a range of 89-92% agreement for EDU courses and 88-92% for SED courses. Question 16, related to how well the professor was an effective Christian role model, ranged from 95-97% agreement for EDU courses and hovered around 92% for SED courses. This is also viewed as a positive finding, with data included in Appendix F.

Section 5: Conclusion

One useful historical note about the campus culture regarding assessment is in order. Both SAU and the SOE have been very diligent over the years in making sound, individual judgments about student performance and success. Harkening back to the history provided in section 1 of the brief, for many years the institution was so small and homogenous that ‘hand’ tabulation of data was sufficient for many purposes. As the University grew in numbers, it was recognized that sustaining this type of intimacy was not possible. In the mid-2000s, an effort known as the Business Process Redesign (BPR) was begun to develop technological tools for collecting and analyzing all manner of student information across campus – recruiting and enrollment, financial, spiritual, academic, athletic, extra-curricular, etc. The legacy of the BPR was to focus development on front-end areas of the University’s success such as finding students, getting them into classes, tracking their bill payment, auditing their degree programs, etc.

There is now a secondary wave in progress to work on back-end areas such as assessment. Instead of only being concerned with whether individual students succeed, SAU is also now concerned with developing and measuring program outcomes in all four Schools. But this means that some variance in some variables related to outcomes has not been routinely analyzed because the technological tools for doing so were not available. For example, the SOE Faculty fully recognizes that all data should be checked for bias (gender, race, specialty area, site). But this area of assessment is still in development mainly because the SOE does not have a central database of information for its candidates. The academic database, CARS, is maintained by the Registrar’s Office and the Department of Technology Services. CARS has the information to allow data discrimination, but only software specialists are allowed to write scripts to obtain data reports from it, and the SOE has to “stand in line” with other requests. The course management system, Blackboard, had some content management capabilities that would have allowed some database functionality, but those services were not renewed in 2010-11. The SOE does have a Microsoft Access database that is used for SOE-specific data entry, and this database does interface with CARS in limited ways but it would have to be rewritten in order to function as a central database. However, the goal of the SOE is to try to check the data for bias as much as possible. For example, the grade breakdown described previously is broken down this way. A new way of correlating MTTC scores with grades will follow suit.

In section 2, the above goals from the “old” assessment system were correlated with the TEAC quality principles as follows:

1. Demographics for program completers exceeds minimum criteria in certain areas defined by the State Board of Education’s TPI ranking; this is basically a rating of how well the SOE produces the kinds of teachers that Michigan needs and whether they complete the program in a timely manner, and does not correlate with TEAC quality principles;
2. Students graduating from the teacher education department will have the content knowledge for entry-level teaching; this correlates to TEAC quality principle 1.1, subject matter knowledge;

3. Students completing the teacher preparation program will have the knowledge, values, and skills for domains outlined in each of the domains of the conceptual framework during their student teaching; this correlates to TEAC quality principles 1.1, 1.2, 1.3, and 1.4; and
4. Students will have the knowledge and the performance skills for management, instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher; this correlates to TEAC quality principles 1.1, 1.2, 1.3, and 1.4.

In sections 2, 3, and 4 as well as Appendices A and B, we show that we have an assessment system that looks at both student and faculty performance, that we look at the data from this system to inform our progress, and that we make changes to our programs based on the data. The faculty of the School of Education believes that both our goals and the TEAC quality principles are satisfied.

Section 2 also correlates the claims of the “new” assessment with the TEAC quality principles. As a reminder, beginning with the 2010-11 academic year this new triangulation matrix will be enacted and will form the basis for all future assessment reports and evaluation of how well the TEAC quality principles were addressed.

There remain several items that the faculty would like to address to sustain program improvements. These items are documented in the “action plan” column of the full triangulation matrices for each year. They have been mentioned in the course of the brief, but are listed in this section as well.

The effect of the Professional Skills Lab was intended to increase the yield of students who are accepted into the School of Education and complete the program. The primary marker for success is an improvement in the six-year yield, which is currently at 90.2%. As the PSL was implemented in Fall 2009, it will take several years before the impact can be measured. Another marker for success is a decrease in the number of students applying for student teaching that are placed in categories where the application must be carefully studied because of dispositional or grade issues, approved if the student abides by the terms of a student teaching contract, tabled in order for the student to undertake remediation, or denied. As reported in section 1, 38.3% of the 2009-10 student teachers were in these “studied” categories. It will be at least one more year before students who began under this new system apply for student teaching.

There is still an ongoing concern with content knowledge as demonstrated on the state exams. Unfortunately, college instructors are not allowed to take an MTTC exam to examine its makeup. However, the SOE faculty will continue to work with that of the School of Arts & Sciences to actively remediate students who failed the test and to better prepare students to pass on the first try. A number of commercial MTTC test study guides have been made available to students through a Blackboard course shell upon request. An effort will be made to hold at least two study sessions annually for each test that are guided by an appropriate faculty member in either school. Specific sessions in language arts and history/social studies were held in Fall 2010. The SOE administration conducted a summit meeting in mid-November 2010 with department chairs from

the School of Arts & Sciences to discuss the issue more thoroughly. The purpose of this meeting is to provide the results of the October 2010 MTTC administration, including data on gender, race/ethnicity, site, GPA in the content area, and whether the candidate is a traditional undergraduate, a transfer student who may be bringing some content courses from another institution, or a post baccalaureate candidate who may be bringing in most or all of their content courses from another institution. The sample size must include most or all of the 2010-11 tests before any reliable conclusions can be drawn, and an effort is underway to track this data back through 2009-10 and possibly also 2008-09 so that the period of concern for MTTC test scores can be analyzed.

Three new pieces of data for the assessment system must be brought online. One is the teacher work sample, which has been in process since the 2008-09 academic year. Now that the procedure appears to be sufficiently defined, 2010-11 data is being gathered and a target measure identified so that it will appear in the 2010-11 assessment plan. A second is the program analysis of learning paper, which is being implemented as a pilot during 2010-11. Once the data is gathered, the SOE faculty may choose to take another year or more to make changes in the procedure and to identify a target measure before implementation as an assessment component. The third is the standard assessment lesson/unit planning. At one time the SOE faculty were awaiting a state mandate for this that would either be part of periodic program review or the TPI system, but are now prepared to study the concept, define a procedure, pilot test it, refine it, and set a target measure. This may be at least a two year process.

Two additional pieces of data - job placement and the integration of faith and learning - which were newly developed with this inquiry brief in mind must now be “placed” within the assessment system. This will begin by examining the current (“new”) conceptual framework to see which claim they best fit. A target measure will then be defined for each one. The job placement rate which will always have some uncertainty because of the difficulty in tracking out-of-state movement and some graduates’ desire not to enter the job market. The integration of faith and learning study will be incorporated into the alumni survey so that some information be available every three years. The SOE Faculty will also have to determine information from the course and/or program analysis of learning papers into

A final piece of data which will be coming to all TPIs in the State of Michigan is the correlation of student outcomes on K-12 standardized tests with the teacher preparation institution of the teachers of those students. This is expected to become part of the TPI rating system. The SOE faculty is not sure how the details will be worked out, but anticipates seeing early returns on this data during the 2011-12 academic year, and is prepared to integrate it into the assessment system.

It is the hope of the SOE Faculty that the self-study process elaborated upon in this brief will continue to improve the quality of Spring Arbor’s initial teacher preparation program, and also form the basis for a positive accreditation finding by TEAC.

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Appendix F contains an additional bibliography from the establishment of the “old” conceptual framework for the 1999 and 2004 NCATE Institutional Reports.

Appendix A Internal Audit

INTERNAL AUDIT

The Internal Audit for Spring Arbor University's School of Education was completed by Philippa Webb, Assistant Professor of Education at Spring Arbor University and Janet Alleman, Professor of Teacher Education at Michigan State University. Dr. Alleman was asked to participate because she is a faculty member employed at a different teacher preparation program in the State of Michigan that is accredited by TEAC.

The audit was conducted in three parts:

1. Following the progression of teacher candidates through the teacher preparation program to measure with the School of Education Initial Preparation Quality Control System.
2. Following how the Conceptual Framework Model of Teacher Education is evident in all courses and embraced by faculty members teaching the classes in compliance with the School of Education Initial Preparation Quality Control System.
3. The Inquiry Brief was examined and feedback provided for design and logic of the assessment system, adequacy of evidence presented, and overall presentation.

The quality control system for the School of Education may be portrayed in three different ways. The first is through a schematic diagram. The second is a tabular representation, Table XVI, of the same information presented in the schematic. The third is the triangulation matrix for the current ("new") conceptual framework, Table IXX, which was referenced in Section 2.

The schematic is in the form of a flow chart. There are two entry points, one for a "candidate" which refers to: a) traditional undergraduate who is either a freshman or a transfer student who has been admitted to Spring Arbor and is interested in applying to the teacher education program, or b) a post baccalaureate who has a certifiable subject area(s) who is similarly interested. The other entry point is "potential faculty" and refers to a person who is interested in either a full-time or adjunct position within the School of Education.

The schematic can be printed/viewed separately [here](#).

Table XVI
School of Education Initial Teacher Preparation Quality Control System

	Review of Teacher Candidate	Review of SOE Faculty/Program	Review of Institution
Review by Teacher Candidate	<ul style="list-style-type: none"> ○ Self-assessment of professional dispositions ○ Self-assessment of pedagogical dispositions ○ Self-assessment of student teaching 	<ul style="list-style-type: none"> ○ Provides coursewise review of faculty and course material ○ Provides surveys of learning upon program completion (MDE, SAU, SOE) ○ Provides survey of program learning as practicing teacher 	<ul style="list-style-type: none"> ○ Provides survey of institutional learning upon completion
Review by SOE Faculty	<ul style="list-style-type: none"> ○ Executive Team reviews application materials for admission to teacher education program and admits students ○ Monitors student progress towards completion (advising audits, major/minor/planned program/professional program, coursework and grades, dispositions and remediation plans, field experience, analysis of learning) ○ Executive Team reviews application materials for student teaching and approves candidates ○ Certification Officer monitors whether student has met criteria for certification, especially MTTC, and recommends candidate to MDE 	<ul style="list-style-type: none"> ○ Assigned to teach courses (some assigned as lead faculty) ○ Review and approval of courses, programs, and MDE folios (SOE faculty, Academic Senate) ○ Review of philosophy, handbook, forms (SOE faculty meetings, fall retreat, Executive Team, Dean Team) ○ Annual review of program assessment data (TPI, WEAVE) ○ Periodic self-assessment with TEAC 	<ul style="list-style-type: none"> ○ Feedback from SAU Faculty Forum (monthly) and SAU Faculty meetings (quarterly) ○ Faculty interviews during Periodic self-assessment with Higher Learning Commission of NCA

	Review of Teacher Candidate	Review of SOE Faculty/Program	Review of Institution
Review by Institution	<ul style="list-style-type: none"> ○ Admits students to Institution ○ Approves program of study (Academic Senate) ○ Monitors candidate progress towards graduation (Registrar audits) ○ Advises candidates ○ Approves candidates for graduation and bestows diploma 	<ul style="list-style-type: none"> ○ Submits credentials for hiring ○ Assigned a position within a subject area, either as full-time or adjunct based on highly qualified, professional experience and education ○ Review of specialty area programs (courses, other requirements) ○ Review of faculty quality (merit review, assessment by chair, tenure review, post-tenure review) 	<ul style="list-style-type: none"> ○ Periodic self-assessment with Higher Learning Commission of NCA

Primary Review

School of Education progression of teacher candidates through the teacher preparation program culminating with student teaching and recommendation for certification:

In conducting the audit for the progress of teacher candidates to show evidence of progression through the teacher preparation program twelve student files from the academic year 2008 – 2009 were pulled randomly for examination of necessary documents and evidence. These files were representative of main campus teacher candidates as well as teacher candidates from other sites.

Included in the audit were the following categories:

1. Application to School of Education
2. Recommendations for admission to the School of Education
3. Approval by the Executive Team for acceptance
4. Letter of acceptance
5. School of Education Orientation checklist
6. Professional Behavior/Dispositions
7. Pedagogical Knowledge/Skills and Dispositions EDU 350
8. Pedagogical Knowledge/Skills and Dispositions EDU 354
9. Field Experience Record sheets
10. Conviction Disclosure Form
11. Professional Semester Application
12. Approved by Executive Team for Student Teaching
13. Transcripts
14. Graduation Audit
15. CPR/First Aid verification
16. Professional Certification Request Form
17. Faculty Recommendation for Certification
18. Met all requirements for 90 day letter/Provisional Certification

When teacher candidates are approved to student teach by the Executive Team they are categorized in six categories:

- Category 1 – the student has been “recommended” and fulfills requirements
- Category 2 – the student has been “recommended” for admission by faculty in their major or minor and the School of Education but has not met requirements for admission to the School of Education, or if a Post BA student their transcripts have not arrived
- Category 3 – the student has been “recommended” for admission by faculty in their major or minor and the School of Education but may not current hold the required minimum GPA, not met the requirements for admission to the School of Education, may have documented dispositional issues and/or if a Post BA transcripts have not arrived

- Category 4 – the student has been “recommended with reservation” by faculty in their major or minor and/or the School of Education but may not currently hold the required minimum GPA, not have met the requirements for admission to the School of Education, may have documented dispositional issues and/or if a Post BA transcripts have not arrived.
- Category 5 – the student has been “not recommended” by faculty in their major or minor and/or the School of Education, may not currently hold the required GPA, may not have met requirements for the School of Education, may have documented dispositional issues, and/or if a Post BA transcripts have not arrived.
- Category 6 – The student is seeking an additional endorsement onto a current teaching certificate.

*The audit for teacher candidate progress is charted and included as follows. There are clarification notes following the chart as well as recommendations.

Table XVII: Summary of Random File Selection of Students for TEAC Quality Control System
Student Teacher Files from 2008-09

File Artifact	File 1	File 2	File 3	File 4	File 5	File 6	File 7	File 8	File 9	File 10	File 11	File 12
Application to SOE	x	x	x	x	x	x	x	x	x	x	x	x
Recommendations for admission to SOE	x	x	x	x	x	x	x	x	x	x	x	x
Approval by Executive Team for acceptance	x											
Letter of acceptance to SOE			x				x	x			x	
SOE Orientation checklist	x	x	x	x	x	x	x	x	x	x	x	x
Professional Behavior/ Dispositions (pink form)	x	x		x	x	x	x	x	x			
Pedagogical Knowledge/Skills and Dispositions (purple form) EDU 350		x	x	x	x		x	x				
Pedagogical Knowledge/Skills and Dispositions (purple form) EDU 354	x	x	x	x	x		x	x	x			
Field Experience Record Sheets (orange form)	x	x	x	x	x	x	x	x	x	x	x	x
Conviction Disclosure Form	x		x		x		x	x	x	x	x	x
Professional Semester Application	x	x	x	x	x	x	x	x	x	x		x
Approved by Executive Team to student teach	x		x	x		x	x	x		x	x	x
Transcripts	x	x	x	x	x	x	x	x	x	x	x	x
Graduation Audit	x	x	x	x	x	x	x	x	x			
CPR/First Aid verification	x	x	x	x	x	x	x	x	x	x	x	x
Provisional Certification Request Form	x	x	x	x	x	x	x	x	x	x	x	x
Faculty Recommendation for Certification	x	x	x	x	x	x	x	x	x	x	x	x
Met all requirements for 90 day letter/provisional certification	x	x	x	x	x	x	x	x	x	x		x

Findings from the SOE student files:

- Artifacts in the student files correspond with requirements for student teaching/completion of program and certification found in the SOE Handbook and Student Teaching Handbook
- Files 10 – 12 were from SAU in Petoskey and Gaylord
- Approvals for acceptance to the School of Education were not able to be located in the Executive Team minutes, this could have been because of auditor not being able to adequately locate them. Steps are in process to centralize data thus taking care of such voids.
- File 2 was the only file that had several noted evaluation forms for student teaching from supervisors
- File 11 was not given a 90 day letter due to two misdemeanors, however, was recommended for certification. Michigan Department of Education decides for certification with misdemeanors.
- All files contained pertinent correspondence and emails from staff and faculty of SOE which are helpful in understanding the teacher candidates and their School of Education experience.
- Petitions and exemption requests were also in files
- Approval for students to student teach by Executive Team:
 - ** (Student's are approved by different categories for student teaching)
 - 1. File 1 no category found (3/26/08)
 - 2. File 2 could not find in the E Team minutes approval to student teach, although evidence was in the file that student teaching was completed and the teacher candidate was recommended for certification
 - 3. File 3 category 4 (10/15/08)
 - 4. File 4 category 1 (10/15/08)
 - 5. File 5 could not find in the E Team minutes approval to student teach, although evidence was in the file that student teaching was completed and the teacher candidate was recommended for certification
 - 6. File 6 category 3 (2/27/08)
 - 7. File 7 category 1 (10/15/08)
 - 8. File 8 category 3 (2/27/08)
 - 9. File 9 could not find in the E Team minutes approval to student teach, although evidence was in the file that student teaching was completed and the teacher candidate was recommended for certification
 - 10. File 10 category 1 (10/15/08)
 - 11. File 11 category 2 (10/15/08)
 - 12. File 12 category 1 (10/15/08)

**Description of categories is found in the written text preceding the chart.

Recommendations:

- Include in the student files a copy of the mentor teacher's mid-semester and final evaluations for student teaching (these evaluations are kept in a separate file but not copies in the existing student files)
- Include in the student files a copy of SOE student teacher supervisor's mid-semester and final evaluations for student teaching (these files are kept in a separate file but not copies in the existing student files)
- Make sure Pedagogical Skills and Disposition forms for EDU 350 and EDU 354 are included in the file (for files 10 -12 the void is justified due to the uniqueness of the teacher candidates)
- Make sure Professional Skills and Disposition forms are included in the file (for files 10 – 12 the void is justified due to the uniqueness of the teacher candidates)
- Include in the student files copy of final student resume they write in EDU 430
- Include in the student files a copy of the 90 day letter for quick reference
- Make sure that all E Team minutes are consistent and easy to access in regard to admission approvals and student teaching approvals**

**These records are being continually improved and updated for accessibility and clarity to make access easy and clear.

Evidence of Conceptual Framework Model of Teacher Education in Syllabi of EDU courses:

The Conceptual Framework model has been the basis for teaching and learning in the School of Education since 1999. The Conceptual Framework Model of Teacher Education is the basis for teaching, learning and assessment in the School of Education. An in-depth description of this model is included in the Program Overview Brief.

The center of the School of Educations model is the Integration of Faith and Learning. Six core domains for the model surround the center.

The six domains include:

- Pedagogy
- Diversity
- Management and Organization
- Collaboration with Stakeholders
- Content Knowledge
- Assessment

Surrounding the six domains are the four crosscutting areas circling the outer rim. The four crosscutting areas include:

- Professional Skills and Dispositions
- Global Perspective
- Technology
- Leadership and Scholarship

To look for consistency of integrating the model within the EDU teacher preparation courses sixty-nine syllabi were reviewed dating from Spring 2004 – Spring 2011. Two models were used during the years 2004 – 2011.

Both models include the six domains.

The School of Education Faculty adopted the current Conceptual Framework Model in the fall of 2009.

The review from the syllabi of courses is charted as follows:

Table XVIII: Evidence of Conceptual Framework Models Included
in Syllabi for Education Courses
Random Selection of Courses from 2004-2011

SEMESTER / YEAR	COURSE	EVIDENCE
Spring 2004	EDU 100	yes
Spring 2004	EDU 271	yes
Spring 2004	EDU 350	yes
Spring 2004	EDU 354	yes
Spring 2004	EDU 424	yes
Fall 2004	EDU 100	yes
Fall 2004	EDU 262	yes
Fall 2004	EDU 271	yes
Fall 2004	EDU 343	yes
Fall 2004	EDU 354	yes
Spring 2005	EDU 100	yes
Spring 2005	EDU 270	yes
Spring 2005	EDU 350	yes
Spring 2005	EDU 354	yes
Spring 2005	EDU 430/450	yes
Fall 2005	EDU 100	yes
Fall 2005	EDU 266	yes
Fall 2005	EDU 273	yes
Fall 2005	EDU 354	yes
Spring 2006	EDU 100	yes
Spring 2006	EDU336	yes
Spring 2006	EDU 350	no
Spring 2006	EDU 416	yes
Fall 2006	EDU 100	yes
Fall 2006	EDU 263	yes
Fall 2006	EDU 336	yes
Spring 2007	EDU 200	no
Spring 2007	EDU 273	yes
Spring 2007	EDU 350	yes
Spring 2007	EDU 354	yes
Spring 2007	EDU 416	yes
Fall 2007	EDU 200	yes
Fall 2007	EDU 263	yes
Fall 2007	EDU 271	no
Fall 2007	EDU 344	yes
Fall 2007	EDU 429	yes

SEMESTER / YEAR	COURSE	EVIDENCE
Spring 2008	EDU 100	yes
Spring 2008	EDU 271	one section yes/one no
Spring 2008	EDU 336	yes
Spring 2008	EDU 424	yes
Fall 2008	EDU 200	no
Fall 2008	EDU 262	yes
Fall 2008	EDU 350	yes
Fall 2008	EDU 429	yes
Spring 2009	EDU 200	no
Spring 2009	EDU 210	yes
Spring 2009	EDU 271	no
Spring 2009	EDU 330	yes
Spring 2009	EDU 368	yes
Fall 2009	EDU 140	yes
Fall 2009	EDU 330/331	no
Fall 2009	EDU 343	yes
Fall 2009	EDU 430	yes
Spring 2010	EDU 202	yes
Spring 2010	EDU 262	yes
Spring 2010	EDU 354	yes
Spring 2010	EDU 360	yes
Spring 2010	EDU 429	yes
Fall 2010	EDU 140	yes
Fall 2010	EDU 202	yes
Fall 2010	EDU 331	no
Fall 2010	EDU 343	yes
J Term 2011	EDU 202	yes
J Term 2011	EDU 271	no
Spring 2011	EDU 140	yes
Spring 2011	EDU 350	yes
Spring 2011	EDU 376	yes
Spring 2011	EDU 430	yes

Findings from the EDU syllabi:

Sample of syllabi taken reflect all required courses for Teacher Preparation candidates to complete the program for student teaching and certification.

Only nine of the sixty-nine syllabi reviewed did not contain the Conceptual Framework Model. Possible reasons for the omission of model in syllabi:

- Model given to teacher candidates in a separate handout
- Subject area syllabi (not teacher education department)
- Model added after syllabi submitted for record
- New professor/instructor did not include model in syllabus

Random selection of syllabi and faculty/instructors who taught the classes show due diligence in qualifications for teaching the courses selected.

Each faculty member and/or adjunct professor follows the Spring Arbor University procedure for applying and being accepted to teach in the program. Application packets are completed and candidates are interviewed by the Dean of Education and/or a faculty committee and then approved. This applies to all positions on main campus and other sites. Support faculty for major and minors are approved by the department chair of the given discipline.

Recommendations:

- Take other samples of syllabi for more data
- Have a plan to find out why model not evident in syllabi as well as a tight plan for follow-up to make sure included in each syllabi
- If needed, follow a faculty member from application to teach at Spring Arbor University to current assignments as a case study

Conclusions of Audit:

The findings of the audit show a well developed inclusive Teacher Preparation Program in compliance with the School of Education Initial Teacher Preparation Quality Control System. The evidence of progression of teacher candidates and use of the Conceptual Framework Model by faculty as the core for instruction is valid. Recommendations were given for each section of the audit.

We recommend that EDU 140 be highlighted as a Hallmark for the School of Education. Much collaboration and work was placed into developing this course as a foundation for progression into the School of Education. Further data will be available in a year to give evidence of the impact for this change. Measurements of the former groups of students compared to those who have taken EDU 140 would be valuable.

Table IXX
Triangulation Matrix for the Current (“new”) Conceptual Framework

Claims	Objectives	Related Measures	Achievement Targets
The Spring Arbor University Model for Teacher Education guides our programs.	The Model (or its graphical representation), also known as our Conceptual Framework, is present in every syllabus, along with an explanation of how the content of that class addresses the Model.	Course syllabi	100% of EDU, SED, RDG, ECE syllabi.
	The Model forms a basis and framework for our student assessments.	Professional Skills and Dispositions, Pedagogical Dispositions, Student Teacher Evaluation, Employer and Alumni Survey	100% of assessments.
	The Model (or its graphical representation) is identified in public documents as the conceptual or guiding framework for the School of Education.	Undergraduate catalog, web site, SOE handbooks, MDE program folios, program advertising, office signage	100% of public documents.
	At the end of each course, candidates can describe how they believe that class related to the conceptual framework	Coursewise analysis of learning paper.	In development
	At the end of their program candidates can write how they believe the program related to the conceptual framework	Program analysis of learning paper	In development

Claims	Objectives	Related Measures	Achievement Targets
Our program completers demonstrate competence in each domain/element of the Model.	The cumulative pass rate for all "claimed" program completers is 90%.	Single-year MTTC pass rates	90% of "claimed" MTTC subject area test takers pass the test over the course of an academic year.
	The minimum grade point average of all program completers for all majors and minors (including elementary planned program) is 2.7.	Content area GPA	100% of program completers have a GPA of at least 2.7.
	The minimum grade point average of all program completers for the professional education sequence is 2.7.	Education course GPA	100% of program completers have a GPA of at least 2.7.
	All candidates approved for student teaching have an acceptable record of professional skills and dispositions or pedagogical dispositions	Professional Skills and Dispositions Instrument; Pedagogical Dispositions Instrument	100% of candidates approved by SOE Executive Team after audit for acceptable record of dispositions.
	Item in methods courses related to lesson/unit planning.	In development	In development
	Students taught by teacher candidates during student teaching demonstrate an acceptable level of learning.	EDU 430 work sample	In development
	High percentage of all student teachers exhibit target proficiency in each domain of the Effective Teaching Model	Student Teacher Evaluation by Cooperating Teacher, ratings include "3" (target proficiency most of the time), "2" (target proficiency some of the time), and "1" (not target proficiency).	95% of all novice teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers where the percentage of "2" and "3" ratings is at least 80%.

Claims	Objectives	Related Measures	Achievement Targets
	High percentage of SAU student teachers agree or strongly agree that they possess the skills related in survey areas – literacy, liberal arts background, organization of student learning, subject matter knowledge, organization of classroom, management of learning, work in a school environment, technology, elementary or secondary or special education or K-12 pedagogy, contribution to their preparation within the classroom and beyond the classroom. These areas in sum correspond to the conceptual framework.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, survey of student teacher efficacy, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), or “1” (strongly disagree)	80% of SAU student teachers agree or strongly agree that they possess each of the skills delineated.
	High percentage of employers of alumni (school principals) believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.	Employee Survey of Alumni, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), “1” (strongly disagree), or “NB” (no basis for observation)	80% of employers of alumni rate their employees’ skills as a “3” or “4” on groups of survey items related to domains of Conceptual Framework.
Our assessment processes are reasonable and consistent, and our data is used to inform decisions.	Use of PSL validated	PSL	Positive report on validity of PSL
	MTTC, MDE surveys for student teachers and supervisors validated yearly by MDE	MDE annual surveys of student teachers and their supervisors (TPI), MTTC results (TPI)	Validated by MDE
	Each candidate has received a “C” or higher in each course that is counted	Data from graduation audits	100% of grades in courses counted for credit towards program

Claims	Objectives	Related Measures	Achievement Targets
	towards completion of the program		completion are “C” or higher
	All SOE curriculum, policies and procedures are the same or equivalent at each external site.	Data from Compliance officer	Compliance officer meets once per term with site personnel and communicates once per year with lead faculty; compliance officer regularly attends meetings of SOE Dean Team and Executive Team and is a voting member of each
	Certification officer performs a final audit of all candidates to make sure that they have met all requirements for certification before being recommended to the MDE.	Data from Candidate folder	100% of program completers meet all requirements for certification prior to being recommended
	Annual assessment reports (TPI, Title II, WEAVE, AACTE/NCATE, SOE, other) presented to admin, faculty	Minutes of Meetings, Reports	Meeting minutes show that Director of Accreditation and Assessment presents reports annually or other appropriate period to SOE Faculty or Dean Team; 100% of assessment reports available to all SOE Faculty on shared network drive or Blackboard Community Shell
	Faculty evaluations are used to evaluate and inform faculty performance for improving practice.	SAU Course Evaluation, SAU Faculty evaluation	100% of SOE faculty receive course evaluations that are within the range of most recent benchmark; Dean meets with 100% of SOE faculty annually (non-tenured) or biannually (tenured) to evaluate teaching.
	All data checked for bias (gender, race, specialty area, site)	In development	In development
The School of	Faculty will integrate faith and	Minutes of Meetings	100% of regularly scheduled SOE

Claims	Objectives	Related Measures	Achievement Targets
Education intentionally monitors student and program outcomes and collaborates to make improvements.	learning in their practice.		meetings (Dean Team, Executive Team, SOE Faculty) begin with prayer; SOE Faculty meetings include a devotion
	All candidates who are admitted to the School of Education demonstrate basic professional dispositions and skills.	Data from Professional Skills Lab	100% of students who are admitted to the School of Education pass the Professional Skills Lab.
	SOE Faculty meet regularly to discuss and/or approve candidate admissions, academic or character issues, petitions, applications to student teach, and problems during student teaching	Minutes of Meetings	The SOE Executive Team meets 11-12 times a year to accomplish this.
	All candidates who are admitted to the School of Education must first meet all admissions criteria	Audits, Minutes of Meetings	100% of students admitted to the School of Education are approved by a vote of the SOE Executive Team.
	All candidates who are approved to student teach must first meet all criteria for student teaching	Audits, Meetings	100% of students approved to student teach are approved by a vote of the SOE Executive Team.
	All candidates who student teach are supervised by a certified or retired teacher, and overseen by a Director of Field Placement at the site who is a certified or retired teacher; all placements are made in classrooms taught by a tenured cooperating teacher who is certified at the grade level and endorsement of the candidate.	Data from Directors and Supervisors	100% of SOE faculty and staff involved in student teaching are certified or retired teachers; 100% of cooperating teachers are tenured and certified appropriately
	Candidates are successful in	Michigan Department of	90% of students who enter the

Claims	Objectives	Related Measures	Achievement Targets
	completing the program.	Education’s annual Teacher Preparation Institute (TPI) report, Six-Year Yield	education program complete it within six years.
	Demographics for program completers exceeds minimum criterion to show institutional responsiveness to State needs.	Michigan Department of Education’s annual Teacher Preparation Institute (TPI) report, Students of Color and High Needs Content Areas	At least 10% of all program completers are students of color (Black, Hispanic, Asian, Native American); 35% of program completers have a major or minor in a high needs area - math, science, special education, and world language.
	SOE Administrators meet regularly to discuss and propose changes in program, curriculum, policy, and procedure, and to review assessment data	Minutes of Meetings	The SOE Dean Team meets 30-35 times a year to accomplish this.
	SOE Faculty meet regularly to approve changes in program, curriculum, policy, and procedure, and to review assessment data	Minutes of Meetings	The SOE Faculty meets 9-10 times a year to accomplish this.
The School and University infrastructures adequately support the preparation of teacher candidates.	Administrative head of School of Education has a Dean-level appointment	SAU Organizational chart	Organization of SAU shows Administrative head of School of Education at Dean level.
	Administrative structure of School of Education shows faculty and staff as described in this brief.	SOE Organizational chart	Organization of SOE shows all positions described.
	The School of Education is adequately funded by the University	AACTE Budget Report, Fall Enrollment Report	Instructional funding is proportional to SOE enrollment
	The University provides academic oversight of SOE programs	Minutes of Meetings	100% of all new SOE programs, program changes, new courses, and

Claims	Objectives	Related Measures	Achievement Targets
			significant course changes are approved by the University's Academic Senate
	SOE Faculty are treated comparably to other faculty within institution (hiring processes, makeup, promotion, tenure, etc.)	SAU Faculty Handbook	100% of SOE faculty (full-time, affiliate, adjunct) are governed equally by the Faculty Handbook
	SOE Faculty have opportunities for professional development	Funding, workshops	100% of SOE full-time faculty receive \$700/year for professional development; the SOE administration provides one annual professional development opportunity for its faculty
	SOE candidates receive proper academic advising	Graduation plans in Academic planner	100% of SOE Candidates have an approved graduation plan prior to registering for classes each year; 100% of plans are approved by an academic advisor who is an SOE faculty member
	SOE and Arts & Sciences faculty work together to make sure that all specialty area programs are approved by the MDE and thus aligned to MDE standards.	% of Folios approved (TPI)	100% of programs approved by MDE

Data Measures

The data measures which accompany the triangulation matrix for the current (“new” conceptual framework are elaborated upon below. Measures which are carryovers from the “old” system are described more fully in section 3.

Course Syllabi: Each course syllabus is required to have a graphic of the Conceptual Framework as well as a section describing how the course relates to that Framework. In previous meetings, the SOE Faculty have looked at the courses in the program and discussed the major contributions each course should make to helping the students develop proficiency in each domain of the Framework. The courses were most recently analyzed when the SOE recently submitted its entire elementary education program to the State for reapproval because of the release of new standards (2010). The validity of using the syllabus stems from the fact that the syllabus is the legal basis for what the professor commits to teach and what the student commits to learn. Every EDU (Education), SED (Special Education), RDG (Reading), or ECE (Early Childhood Education) syllabus, regardless of whether it is taught by a full-time or adjunct faculty member, should have this in it. All syllabi are collected by SOE staff and checked specifically for this section, and are then archived on the shared network drive (“G drive” in the folder “Syllabi mh” or “Syllabi_offsite”). If a faculty member omits this section, the SOE staff member contacts the lead faculty for the course that is responsible for communicating the importance of this section and resolving any questions.

Undergraduate catalog, SOE and Student Teaching Handbooks, web site, advertising, and any other public printed or online materials that are used to describe the undergraduate program. The SOE Faculty strives make sure that all public documents have accurate information about the programs, policies, and procedures of the School of Education; we see this as an issue of integrity before God, the SOE Community, and the public, so that what we say and what we do are in agreement. Some information about the program appears in each of these documents, while other information is only provided when relevant to the intended audience. The undergraduate catalog information describes the formal requirements of admission, curriculum, and completion of the program, as well as course descriptions of the curriculum. The Office of Academic Affairs prints the catalog, and the Dean of Education along with the chairs of the Arts & Sciences academic departments are responsible for its content. The SOE Handbook may be considered a policy and procedures manual that explains to candidates how the teacher preparation program works. The Student Teaching Handbook specifically addresses policy and procedures for student teachers. The School of Education produces both of these handbooks. The web site provides a repository of current program information for students as well as a way to access electronic forms and files. The web site is also used for program review by the MDE. Advertising documents are used for the purpose of recruiting students to the program. Both the web site and advertising are maintained by University Communications, although there is a section of the web site that is maintained by the SOE.

Grade Audit: Staff members from both the SAU Registrar’s Office and the SOE independently audit the transcripts of each candidate to make sure that all courses taken by the candidate that count towards completion of the teacher education program were passed with a grade of “C” or higher.

Compliance Officer: The compliance officer has a regularly scheduled face-to-face meeting or training session with each of the TESAs on the main campus once per term to discuss policies and procedures. At all other times, telephone conferences or email discussions are held as needed. The Compliance Officer is a voting member of the SOE Dean Team and Executive Team, and also attends all SOE Faculty meetings. At these meetings, the Compliance Officer represents the staff and students at the sites, and is able to discuss or negotiate policy or procedural interpretations in both directions. The Compliance Officers schedules all classes and faculty teaching at the sites, and acts as a liaison between the lead faculty member for a course and an adjunct faculty member teaching at the site.

Certification Officer: The Certification Officer and Assistant Certification Officer work together to perform an independent audit of whether each candidate has fulfilled all of the requirements for certification listed in the SOE Handbook (pp. 33-34). It is an independent audit in that it does not rely on previous audits performed on the candidate's file when accepted into the SOE or approved for student teaching. However the Certification Officer, the Assistant Certification Officer, the TESAs, the Post-Baccalaureate Advisor, the Director of Field Placement at each site, and administrative assistants all play key roles in performing all three types of audits of teacher candidates.

Annual Assessment Reports: All annual assessment reports are made available to SOE Faculty by the Director of Accreditation and Assessment on a shared network space known as the "G Drive." On each occasion when a report is delivered, a presentation or note summarizing the results and possible ramifications is made to the SOE Faculty at their monthly meeting. The meeting minutes mention when these reports are made.

Faculty Evaluations: Faculty evaluations are undertaken from two different sources. First, each student in each course taught by an SOE faculty member completes an evaluation of the faculty member's performance during the course using a standard instrument developed by the University, the validity of which is the responsibility of the University. Each course evaluation is read by the Dean of the SOE, and then passed along to the faculty member. There is a periodic examination of the range of evaluations made, to help the Dean determine the norms. The Dean is then responsible for having any necessary discussions with a faculty member who is low performing, including setting up an remediation plans. The most recent analysis of evaluations is included in Appendix C.

The Dean is also responsible for seeing each full-time or affiliate faculty member teach a course – the cycle is biannual for tenured faculty and annually for all others. The faculty member completes a short form that serves as a self-evaluation, and the Dean completes the same form. The two of them then sit down and discuss what to put down on a final version of the evaluation that is sent to the Office of Academic Affairs and reviewed by the Provost.

All data checked for bias (gender, race, specialty area, site): see discussion on p. 24 of the brief.

Meetings and Audits: As suggested previously, the size of the SOE undergraduate program allows the faculty and staff to know the students, so that oversight and quality control is quite

possible by meeting together to discuss student issues, approve student petitions, and review and approve students individually for admission to the SOE as well as student teach. The SOE Dean Team, Executive Team, and Faculty each meet on a regular basis with agendas and minutes kept of each meeting. The three groups meet weekly, monthly, and monthly respectively. The Executive Team has one extra meeting each term to approve student teachers and handle petitions related to student teaching. Prior to each meeting, SOE staff or faculty members are responsible to provide information to the body about voting or discussion issues anywhere from a day to a week prior to the meeting (depending on the context). This information may be in the form of an audit of student data, several of which have been described previously. While all of the teams attempt to make decisions by consensus, the requirement is that 2/3 of the voting members must approve any affirmative resolution.

Directors and Supervisors: The Director of Field Placement at each site is responsible for securing cooperating teachers and university supervisors for each candidate who is student teaching. The SOE policy is that every cooperating teacher must have an active certificate at the level and in the endorsement that the student teacher requires for his or her placement, regardless of whether the school is public or private. It is the Directors' goal to have the same standard for supervisors, but flexibility for using retired teachers or university faculty who had teaching certificates but allowed them to lapse because of their move to higher education is allowed.

Organizational charts: Appendix B shows organizational charts for both the University and the School of Education showing the place of the School within the institution and the hierarchy and positions within the School. These charts are meant to show that the administrative structure of the SOE is comparable to other TPIs.

Budget and Enrollment Report: Each year as part of the AACTE (American Association of Colleges of Teacher Education) annual report, the SOE provides financial figures from the annual audit of the Business Office that show the expenditures for instruction across the University and for the School. A comparison of the percentage of the instructional budget for the School and the percentage of enrollment within the SOE against that of the University provides a gross summary of whether the SOE is being funded adequately.

Meetings: The same as that described previously except that the body is the University's Academic Senate. The Senate is chartered by the SAU Faculty Handbook and chaired by the Provost. It meets twice a month on a schedule published prior to the start of the academic year in order to approve curriculum and proposals and changes by all academic departments, or policies proposed by a department that affects the University.

Faculty Handbook: The [SAU Faculty Handbook](#) is published by the Office of Academic Affairs, and defines policies and procedures for the employment of faculty, including hiring, work environment, and promotion and tenure. SOE Faculty are treated the same as faculty from other departments with respect to these practices. The SOE also has some affiliate faculty members, which fulfill an intermediate role between full-time and traditional adjunct positions (Section 5.11).

Funding, workshops: The SAU Faculty Handbook states that each full-time faculty member

receives \$700 annually for professional development, with stipulations for how that money may be spent. (Section 5.8.5 and Appendix 12). The Dean of the School of Education has committed to providing an annual, large-scale professional development activity for SOE Faculty and teacher candidates as well as K-12 teachers and administrators and faculty from other institutions. In 2008-09, there was a four-part series on Professional Learning Communities featuring Dr. Anthony Muhammed. In 2009-10 there was a two-day workshop on assessment featuring Dr. Robert Marzano. In 2010-11 the plan is to have another series of assessment-related workshops featuring one or more presenters from Marzano Research, LLC. Funding at these events for both SOE Faculty and candidates was/is provided by grant from the School of Education, and was/is separate from the SAU professional development money.

Academic Planner: The Registrar's Office works with all academic advisors to develop a graduation plan for every undergraduate and graduate student in the University. This plan is stored in the Academic Planner, a database with a web-interface that provides a real-time graduation audit to both the student and the advisor. The Registrar is responsible for making sure that every student has a plan that has been approved by an advisor prior to registering for classes for the upcoming year; this registration takes place in April. The plans of teacher candidates reflect both the specialty areas and education program courses, and are approved by the SOE Faculty member who serves as the cohort advisor.

Percentage of Folios Approved: The percentage of specialty area programs approved by the MDE for a given teacher preparation program are another part of the TPI rating system. This provides public accountability for each institution so that every specialty area program is current in its approval. Maximum credit is earned with a score of 90 (90%). The SOE had a score of 94 (94%) in the first year of the TPI for this category, and has had a score of 100 (100%) ever since, meaning that all SOE specialty area programs are approved. Faculty from the SOE and Arts & Sciences work together to prepare and send folios to the MDE.

Secondary Review

A secondary aspect of the internal audit comes in the form of a review of School of Education processes by the principal author of the Brief during the course of writing it. Corrections were made in each of the following areas where it was determined that the policies and procedures of the School of Education were not being carried out accurately.

Application to the School of Education and Application for student teaching: Recommendation from Student Services

Each of the three major “checklists” corresponding to important milestones in a candidate’s progression through the program was examined in order to make sure that each item was being checked adequately. These checklists include application to the School of Education, application to student teach, and final clearance for recommendation for certification. The examination was made with the faculty or staff member(s) responsible for performing the check.

In the course of performing this audit, it was determined that the item corresponding to a recommendation from the University’s Office of Student Development and Learning (also known as “Student Services”) was being handled inconsistently. The intent of this item is to make sure that candidates who are applying to the School of Education or to student teach are in good non-academic standing with the University. This allows Student Services to tell the School of Education if the candidate is having a behavioral problem that would raise concerns about his or her character. When applications are received, a list of names is sent from the SOE to the Vice-President of Student Development and Learning, who then circulates the list internally with her staff. She then returns the names to the SOE if the candidate is “clear.” If not, then a discussion of the behavior in question ensues and a report is made to the SOE Executive Team as part of the approval process. In the recent memory of the faculty and staff involved in this process, only once had a candidate not been cleared, and that happened several years ago.

Since the Office of Student Development and Learning is located on the main campus, candidates at one of the off-site locations would not provide a basis for recommendation. Thus, the substitute for this recommendation is a one from the TESA at the site who serves as the academic advisor and would be in a good position to note any non-academic personality or behavioral issues. It should be noted that TESAs are “authorized” to use the Professional Dispositions and Skills Instrument as a formal mechanism to raise a concern about a candidate’s behavior or character, and that doing so would provide a record for the SOE Executive Team to examine. However, in recent years there had not been a formal “clearance” of off-site candidates by the TESAs in keeping with the maxim that no news is good news.

Thus starting midway through Fall 2010, the TESAs recommendation will be consistently checked for off-site candidates applying to the School of Education or student teaching.

Lead faculty course followup

During the Fall 2010 semester, an adjunct faculty instructor was not able to continue in his or her role partway through the semester. The lead faculty member for that course was able to step in and teach the course for the remainder of the semester.

In the course of doing this, the lead faculty member discovered that the adjunct faculty member was not completely following the course outline for the course; the outline is meant to clarify what aspects of the course are mandatory and which are instructor-specific. However, it was not obvious that this was the case by looking at the course syllabus.

The SOE Dean Team discussed this issue in November 2010 and will be recommending that all lead faculty take at least one opportunity to “look more deeply” into the courses under their purview to make sure that the curriculum is consistent. The Dean Team views this as an isolated incident, but is still taking this precautionary measure.

Method of “claiming” students for the MTTC subject area tests

As noted in Sections 1 and 4 of the brief, the SOE will be conducting a more thorough analysis of candidate performance on the MTTC pass rate. A key part of this analysis is determining which students taking the test “belong” to Spring Arbor and which do not. The Michigan Department of Education allows (literally) anybody to take the MTTC in either basic skills or subject areas as long as they pay the fee and agree to comply by the [rules for test participation](#). The examinee then indicates the institution to which the test results are to be sent, ostensibly because he or she is applying to or already enrolled in the teacher preparation program at that institution. Once the test roster has been assembled, the institutions are then given a list of examinees who have asked that their scores be sent to them. For examinees in any of the specialty area tests, the institution has one week to “claim” as few or as many of the names on that roster according to prescribed criteria. Then when the results are released about three to four weeks later, the public/published pass rates are attributed only to those who were claimed.

The MDE’s criteria for claiming students for the subject area tests are very specific and clear. Candidates must be claimed if:

1. She or he has been accepted into the teacher education program,
2. He or she is taking a test for corresponding to their specialty area(s) of certification, and
3. She or he has completed at least 90% of their coursework in the specialty area.

It was noted that EDU support courses such as Methods classes that are listed on the MDE’s Form XX (a listing of specialty area coursework) when the program was approved are not always used in the 90% calculation above. It was determined that starting with the November 2010 test, the EDU methods courses would be counted.

In the case of elementary students, the MDE’s criteria are slightly less clear; the third criterion above is amended to read, “is the test-taker eligible for student teaching/internship” with the intent being whether or not the examinee has completed or is very close to completing the coursework that the institution deems essential for success as a student teacher/intern at the

elementary level. It is left to the institution to make the determination of essential coursework. In this case, it was determined that starting with the November 2010 test the newly defined elementary planned program, the elementary professional program, and the state-approved reading courses would constitute essential coursework. Starting with the January 2011 test, if a student was “in progress” during a course that course would be considered complete for the purpose of claiming.

Archive of student teacher approval lists

In sections 1 and 3 of the inquiry brief, it is explained that there is an audit of all candidates applying to student teach that is prepared and presented to the SOE Executive Team to form the basis for an informed decision.

In October 2010, shortly before the Executive Team was to meet to review candidates for student teaching in Spring 2011, it was determined that the above audit would be presented electronically to the Executive Team using a laptop and a large-screen television set. This contrasts with the paper presentations of years past. It was stated that a paper or electronic copy of this audit needed to be kept for archival purposes. That led to a question about how it was archived in the past, as the staff member who was responsible for this in 2009-10 and several years prior was no longer in the School of Education.

The database that is used to track student teacher data is a Microsoft Access database that was built by programmers in the University’s Office of Technology Services. This SOE database draws its some of its information from CARS, the University’s academic database. Information in the SOE database changes as students continue to take classes (i.e. a GPA calculated in October 2009 would be updated in December 2009 at the end of the term). Since the data is always being updated, it is not possible to go back and print a copy of the student teacher list from a given term and see the information that was correct at that time; instead, the information would be correct at the present time. This means that in order to have an archive copy, the report would have to be physically or electronically stored at the time the audit was presented.

In preparation for the TEAC site visit, it was determined that archiving of previous student teacher lists had not been done. The major reason for this is that the information is protected by FERPA, thus in the past when the lists were generated they were destroyed after the Executive Team was done with that group of candidates.

Starting with the October 2010 student teacher approval meeting, an electronic copy (PDF) of the student teacher list being considered for that meeting will be archived on the shared drive used to store Executive Team documents.

Starting with the 2011-12 year, the date of Executive Team approval will also appear on the “grid” showing placement information for each student teacher in that term.

Appendix B Institutional Support

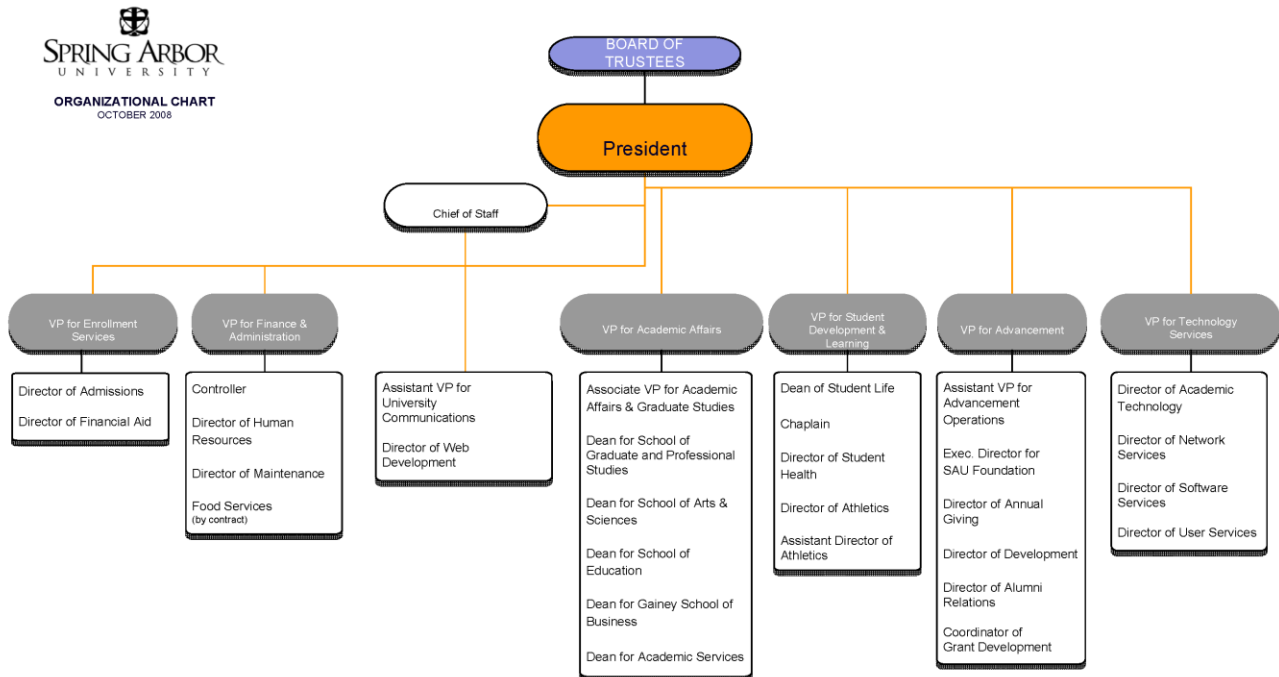
Due to the national economy, the state of the economy in Michigan, and current trends in education, the student population in the SOE has experienced an enrollment decline in the past five years although there has been an upswing the past two years. Despite this decline, the university continues to provide support for innovation in program development and design in the SOE. The viability and value of the SOE is heartily acknowledged by the faculty, staff and administration of the greater University.

Evidence that the university provides needed support to the School of Education in proportion to the service provided, the needs of the administration, faculty, staff and students is provided in several ways.

Governance

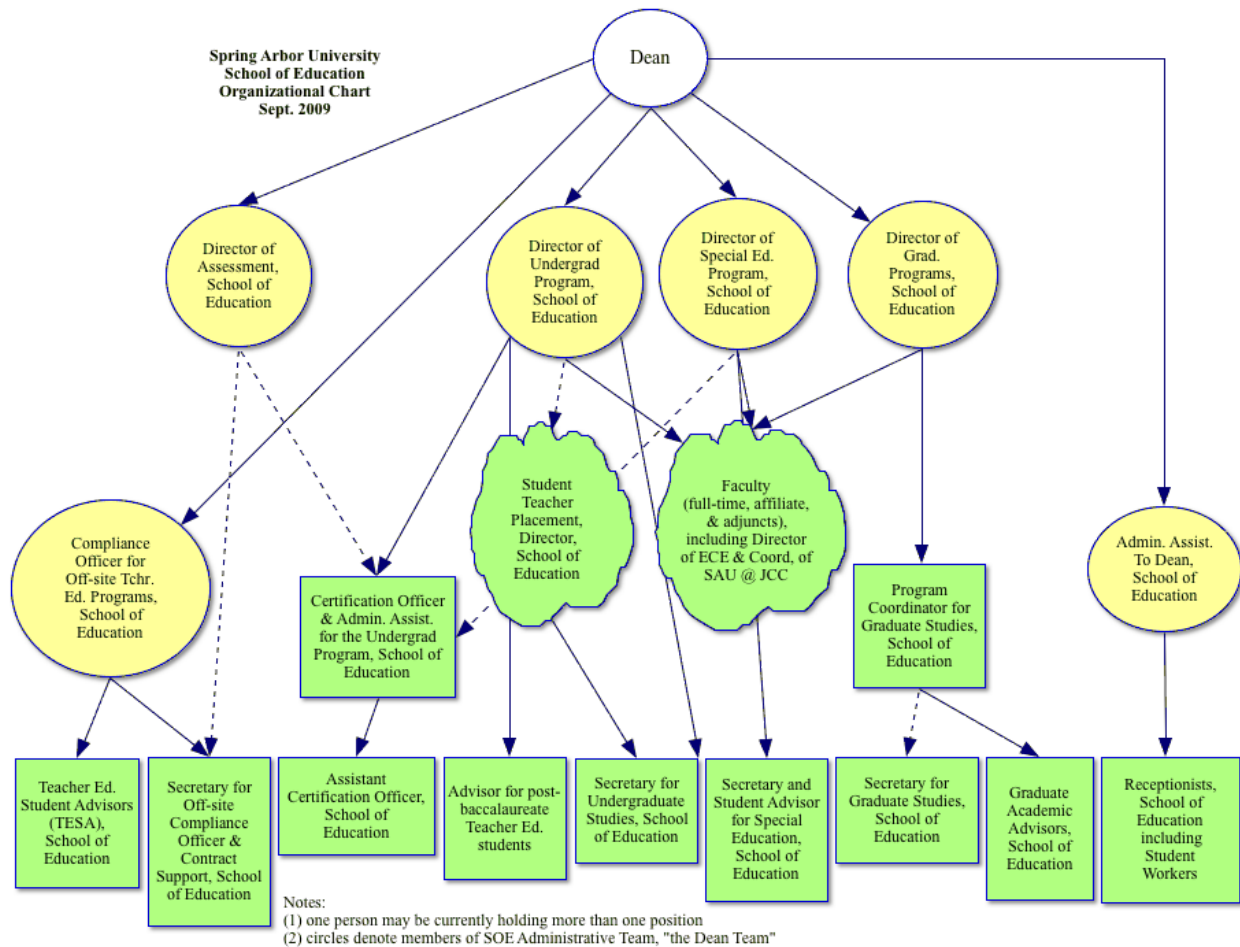
An organizational chart for the University showing the place of the School of Education’s Dean in the administrative hierarchy is shown in Figure B-1 below, and may also be [accessed online](#).

Figure 6:
Spring Arbor University Organizational Chart



An organizational chart for the School of Education showing the administrative structure of the School of Education is shown in Figure B-2 below, and may also be [accessed online](#). Solid lines denote reporting lines, dashed lines indicate coordination in some areas but not direct reporting.

Figure 7:
School of Education Organizational Chart



The 2010-11 membership of the SOE Executive Team is as follows, with voting members designated with an asterisk (the Dean votes in the event of a tie):

Linda Sherrill, Faculty Member and Dean

*Reuben Rubio, Faculty Member and Director of Accreditation and Assessment

*Dale Linton, Faculty Member and Student Teacher Placement Director

*Joel Ottenbreit, Faculty Member at large (2nd year of two-year term)

*Kathleen Wilcox, Faculty Member at large (1st year of two-year term)

*Philippa Webb, Faculty Member at large (serving at Dean's request, undesignated term)

*Julie Zeller, Certification Officer

*Rashell Johnson, Compliance Officer

Heather Gilbert, Assistant Certification Officer and Executive Team Secretary

The Dean, the Director of Accreditation and Assessment, the Director of Graduate Programs, and the Certification Officer collaborate with faculty from the School of Arts & Sciences to administer both undergraduate and graduate programs related to teacher education. The Dean and Graduate Director, along with the Director of Special Education, are voting members of the University's Academic Senate, which is an academic curriculum and policy decision-making body composed of administrators and department chairs from all four Schools that meets semimonthly to approve new undergraduate programs and courses, or changes in policy or procedures that affect the academic life of faculty, staff, and students. Beginning in the fall 2010, the Dean and Director of Accreditation and Assessment meet five times a year with the Dean and department chairs of the School of Arts & Sciences to discuss the results of the most recent Michigan Tests for Teacher Certification. The Dean and Graduate Director are also voting members of the institution's Graduate Council, which is a subcommittee of Academic Senate that meets monthly and is allowed to make similar decisions about curriculum and policy for the graduate programs. The Graduate Director and Certification Officer are members of the School of Graduate and Professional Studies' Master of Arts in Counseling (MAC) Curriculum Committee, for the purpose of overseeing the curriculum and policies that affect students in the graduate-level school counseling program. The Director of the MAC School Counseling program also is a voting member of the SOE Master of Arts committee, and provides a standing report on the school counseling program. Finally, the SOE Director of Accreditation and Assessment is a member of the institution-wide Assessment Leadership committee that provides oversight and guidance for the University's Director of Assessment.

The Director of Accreditation and Assessment also collaborates regularly with departments in the SOE and the School of Arts & Sciences to work with the MDE, mostly to co-write folios for periodic review of programs necessitated by new specialty area standards.

Financial

The amount of money spent on instruction for the School of Education relative to the institution for the past few years in comparison to enrollment in the University’s undergraduate programs versus that of the SOE is shown in Table XI.

Table XX:
Longitudinal Comparison of SOE Enrollment and Funding Relative to Institution

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Instructional Budget for Institution	\$19.0M	\$18.2M	\$17.5M	\$16.6M	\$15.9M	\$15.7M
Instructional Budget for School of Education	\$2.5M	\$2.6M	\$2.5M	\$2.8M	\$3.0M	\$2.6M
Instructional Budget: School of Education as % of Institution	13.1%	14.3%	14.6%	16.8%	19.1%	16.7%
Total Enrollment of Institution	4120	3973	3970	3714	3701	3511
Undergraduate Enrollment of School of Education	529	469	540	578	693	783
Enrollment: School of Education as % of Institution	12.8%	11.8%	13.6%	15.6%	18.7%	22.3%

A comparison of the shaded rows shows that percentage-wise, the budget for the School of Education has exceeded the enrollment over the past five years, with 2009-10 showing the closest match. The financial data comes from Spring Arbor’s AACTE (American Association of Colleges of Teacher Education) annual reports from 2006 through 2011. The enrollment data comes from Spring Arbor’s annual October 1 census for the corresponding year, where enrollment data for the fall term matches budget data for that year (e.g. October 1, 2009 enrollment for the 2009-10 budget year).

The School of Education budget provides for faculty, staff and resources in proportion to provide coursework and student support services required to prepare our teacher certification students as excellent beginning professionals. The Dean is provided opportunity to make discretionary decisions with regard to the budget, primarily in reallocating funds already in the budget from areas of less need to areas of greater need. Faculty and staff needs are addressed based on student

population in the Teacher Preparation Program. As program needs and student populations in the various majors/minors or at the sites change, budget concerns are addressed to appropriate funds to serve the needs of the students. Faculty positions are submitted each summer to the Provost at Dean's Retreat. Each Dean submits requests for new and replacement faculty and staff positions, which are then discussed and ranked in order of need and opportunity by the Deans and Provost. Those requested positions are submitted to the President for approval. The application process begins with the President's approval for position recruitment. The School of Education has maintained all but two personnel positions for the six years. An administrative position and one supporting staff position was yielded to the University for the new Globalization office. The current positions are maintained and personnel replaced as positions are vacated.

The School of Education has offered several professional development opportunities to the faculty and staff of both the SOE as well as the greater SAU community. Examples of these are the Professional Learning Communities Mini Academy, the Marzano event, Summit of all Faculty (full-time, affiliate, adjunct for both undergraduate and graduate programs) in Summer 2009, major changes in the SOE Teacher Preparation Program including new course and program design (i.e. EDU 140, EDU 202, EDU 510, EDU 271/3 in Houston and Florida, the ESL program, both undergraduate and graduate reading programs, Early Childhood major and minor), opportunities for the students to experience off site preparation opportunities, all of which required support from the University some in terms of finances, all in terms of administrative and personnel support. University administration has wholeheartedly supported every endeavor the SOE has submitted without reservation.

The graduate program partners with private educational entities to provide professional development workshops for teachers in the field at a special fee structure. These workshops garner in excess of \$300,000 for the University. In the 2009-10 academic year, a portion of these funds was allocated back to the SOE to create a new budget line for graduate program development and to support new programs and new program development.

Facilities

The physical location of the School of Education was relocated in summer of 2002 from a small house sitting on what is now the Plaza to the building that previously housed the library. The facility more than tripled the space allocated to the SOE. The former library was rechristened "Dietzman Hall" in recognition of then-Board Chairman Les Dietzman and his family in 2003. It was retrofitted with cubicles to support every faculty and staff position with adequate space. The SOE shares the main floor of Dietzman Hall with the Office of Institutional Advancement. The location is adequate for the population and program at the current time, it is understood that as the School of Education population grows and outgrows the current facility, the Advancement personnel would possibly be relocated to give the SOE the entire first floor of the facility. At that time, space will be redesigned to support a model classroom. The entrance to Dietzman Hall was refurbished in summer 2009 and is receiving a new roof in December 2010.

The University did provide two classrooms at the downtown Jackson site to be developed into model classrooms particularly for the methods classes. These classrooms were redesigned and supplied as close to a K-12 classroom as possible at the University's expense. Methods classes

were conducted there from 2004 – fall 2009. Travel from main campus to that site was untimely for the students and cost factors for students' fuel costs became prohibitive, and at the request of students and faculty those classrooms were vacated and a classroom on campus was designated for use with methods courses and as many other EDU classes as the schedule will bear. This classroom is located in Sayre-DeCan Hall 104. It is fitted with an arrangement of chairs and tables that allows for flexible classroom seating arrangements, and is equipped with both a SMART Technologies Interactive Whiteboard and an AverMedia document camera as well as an inkjet printer and the institution's standard technology bunker used for teaching. The bunker consists of a projector with remote control, a desk/podium, a desktop computer, a DVD player, wiring to support the temporary use of a laptop in lieu of the desktop, and an in-room sound system with an amplifier that can route audio from any of the above sources into the room.

Space allocation and maintenance demonstrates a positive supportive relationship between the university and the SOE.

Collegiality

The SOE administration, faculty, and staff work closely with colleagues in the Arts & Sciences. The primary vehicle for this collaboration is in community organizations, Senate, Senate Curriculum Committee, Faculty Forum, Staff Professional Association (SAPA), Community of Learners, Focus, etc. The School of Education is consistently invited/expected to participate and contribute in strategic university discussions and decisions connected to policy and procedure, such as the recent reaccreditation visit from the Higher Learning Commission of the North Central Association. The SOE is well represented in every committee and decision-making process. The SOE frequently takes a leadership role and sets the standard or model for policies and procedures that often become university wide (i.e. admissions procedures, lead faculty, misdemeanor/felony procedures, assessment design, policy, and procedures). Several faculty members of the School of Education have made presentations at the University-wide Community of Learners speaker series (monthly during the academic year). At least one School of Education faculty member has also been honored with Faculty Merit Awards for all but one year of the existence of the SOE.

Appendix C

SOE Faculty Information

Full-time Spring Arbor faculty are expected to have similar academic credentials to those at public and other private higher education institutions, a terminal degree in an area related to education or special expertise and experience in that area that is commensurate with one who holds a terminal degree. They are assigned to teach courses in areas for which they are qualified. However, Spring Arbor faculty are also expected to have a strong faith commitment to Jesus Christ and evangelical Christian doctrine, to understand the Spring Arbor Concept and how it relates to one's teaching and other professional activities, and to understand how to integrate a Christian worldview into teaching while still helping candidates know what they need in order to be certified by the MDE and become successful teachers in the public arena.

In this Appendix, there are five items discussed with corresponding artifacts:

- Faculty Profiles (page C-2)
- Lead Faculty Responsibilities and List (C-5)
- Faculty Review (C-7)
- Summary of Student Course Evaluations from 2008-09 (C-13)
- Faculty Development (C-25)

Faculty Profiles

The following is a list of full-time and affiliate faculty assigned to Spring Arbor University's School of Education. The links are connections to the MDE faculty profile of each undergraduate instructor. The MDE faculty profile is the standard format that the MDE uses when asking institutions for faculty information as part of the folio submitted for specialty area program approval. The faculty profiles contain the "other" information typically examined by TEAC that is not listed in this table.

Note that all lead faculty also teach the course for which they are responsible; lead faculty responsible for a block of courses teach one or more courses within that block. Details about graduate courses are not included in this table.

Table XXI
School of Education Faculty Profiles

Name	Position, Role(s)	Degree	Gender	Race	Tenure Status	Rank (or equivalent for administrative faculty)	Year of Hire
Linda Sherrill	<ul style="list-style-type: none"> • Dean of SOE • Teaches ECE courses • Teaches graduate EDU courses 	Ed.D.	F	White	None	Assistant Professor	2005
Reuben Rubio	<ul style="list-style-type: none"> • Director of SOE Assessment • Lead Faculty EDU 360 and NSC 200 • Teaches RDG 361 	Ph.D. candidate	M	Hispanic	None	Assistant Professor	2001
Kathryn Bell	<ul style="list-style-type: none"> • Director of Graduate Teacher Education, • Teaches graduate EDU courses 	Ph.D.	F	White	None	Associate Professor (Graduate)	2004
Donna Bergman	<ul style="list-style-type: none"> • Director of Special Education • Lead Faculty Special Education (SED) courses 	Ed.D.	F	White	None	Associate Professor	2004
Mary Campbell	<ul style="list-style-type: none"> • Lead Faculty EDU 354 and EDU 429 	M.A.	F	White	None	Associate Professor	1998
Diane Crosley	<ul style="list-style-type: none"> • Teaches EDU 336, EDU 343, EDU 425, NSC 200 	M.A.	F	White	None	Affiliate	2000
Joan Fenton*	<ul style="list-style-type: none"> • Director of Field Placement, Petoskey and Gaylord • Teaches EDU 140 	M.A.	F	White	None	Affiliate	2005

Name	Position, Role(s)	Degree	Gender	Race	Tenure Status	Rank (or equivalent for administrative faculty)	Year of Hire
David Hamilton	<ul style="list-style-type: none"> Teaches graduate EDU courses Also teaches French courses in Department of World Languages 	Ph.D.	M	White	Tenured	Professor (Graduate)	1988
David Hopper	<ul style="list-style-type: none"> Special Assistant to President Teaches EDU 360 Teaches graduate EDU courses 	Ph.D.	M	White	Tenured	Professor (Graduate)	1992
Sally Ingles	<ul style="list-style-type: none"> Lead Faculty for EDU 140, PSL Teaches EDU 202, EDU 271 	Ph.D.	F	White	Tenure Track	Associate Professor	2003
Sharon Joplin	<ul style="list-style-type: none"> Lead Faculty for EDU 271, Early Childhood (ECE) courses 	Ph.D. pre-candidate	F	Black	Tenured	Associate Professor	1987
Angela Kirby	<ul style="list-style-type: none"> Teaches graduate EDU courses 	Ph.D.	F	White	Tenure Track	Assistant Professor (Graduate)	2006
Dale Linton	<ul style="list-style-type: none"> Director of Field Placement for Main Campus, Lansing Lead Faculty for Secondary Methods courses Teaches EDU 140 	Ph.D. candidate	M	White	None	Assistant Professor	2004
Randy Meredith †	<ul style="list-style-type: none"> Director of Academic Computing 	Ed.D. candidate	M	White	None	Assistant Professor	1999

Name	Position, Role(s)	Degree	Gender	Race	Tenure Status	Rank (or equivalent for administrative faculty)	Year of Hire
Bonita Miller ‡	<ul style="list-style-type: none"> • Lead Faculty for EDU 424 • Joint appointment in Academic Student Connections • Teaches ESL courses • Teaches graduate EDU courses 	Ph.D.	F	White	Tenured	Associate Professor	1991
Joel Ottenbreit	<ul style="list-style-type: none"> • Teaches undergraduate SED courses • Teaches EDU 271 • Teaches graduate SED courses 	Ed.S.	M	White	None	Assistant Professor	2007
Miriam Sailors	<ul style="list-style-type: none"> • Lead Faculty for EDU 262 • Special liaison with Jackson Community College • Teaches EDU 429 • Teaches graduate courses 	Ed.D.	F	White	Tenured	Professor	2000
Kathleen Wilcox	<ul style="list-style-type: none"> • Lead Faculty for EDU 350 and Reading (RDG) courses • Teaches graduate courses 	Ph.D.	F	White	Tenure Track	Assistant Professor	2008
Philippa Webb	<ul style="list-style-type: none"> • Teaches EDU 140, EDU 430 	M.A.	F	White	None	Assistant Professor	2009
John Williams	<ul style="list-style-type: none"> • Lead Faculty for EDU 202 and EDU 430 • Teaches EDU 271, EDU 425 	M.A. (PhD-ABD)	M	White	Tenured	Associate Professor	1987

*Joan Fenton will be replaced by Katherine Fleischman at the same position and rank in Spring 2011

‡These faculty are not always counted as full-time SOE employees because their load is mostly or fully in another SAU department

Lead Faculty

The list of lead faculty for undergraduate courses are listed below, followed by a list of responsibilities for that person.

Lead Faculty List

EDU 140	Sally Ingles
EDU 202	John Williams
EDU 262	Miriam Sailers
EDU 271, 273	Sharon Joplin
All Secondary Methods	Dale Linton
EDU 350	Kathleen Wilcox
EDU 354	Mary Campbell
EDU 360	Reuben Rubio
EDU 424	Bonita Miller
EDU 425	Kathleen Wilcox
EDU 429	Mary Campbell
EDU 430	John Williams
EDU 450	Dale Linton
All ECE Courses	Sharon Joplin
All SED Courses	Donna Bergman
All RDG Courses	Kathleen Wilcox

Lead Faculty Responsibilities, 2010-11

Every course within the School of Education taught by more than one instructor will require the care of a “lead” faculty member. This person will take a leadership role in maintaining the currency, relevance, and cross-campus consistency of the course to the School of Education curriculum and degree program. A lead faculty member should have acknowledged content expertise in the course subject matter, and must have an appointment as:

- a) An affiliate faculty member, or
- b) A faculty member at 0.5FTE or greater, or
- c) An administrator with teaching responsibilities, or
- d) An adjunct faculty member (only when necessitated by program needs in the absence of another qualified person from a), b), or c).

The lead faculty member for a course will be approved by the School of Education executive team and contracted by the Dean to perform the following tasks:

- 1) Maintain a course outline (see course outline template), course syllabus, articles, sample calendar for all possible term formats, and assignment descriptions and rubrics for all standardized course artifacts (including analysis of learning) in the SOE Community Course on Blackboard; these materials should be checked and updated at least annually;
- 2) Determine prerequisite courses and talk with the appropriate faculty for prerequisites to make sure the course provides adequate preparation;
- 3) Make contact with the instructor of each section of the course at least once per semester, either in person or by some means of telecommunications; the purpose of this meeting is to provide any new course information or forms to all course professors, to communicate broad School-related issues of importance (e.g. portfolios, analysis of learning paper, accreditation, assessment, technology, position announcements, observation hours, dispositions), to receive feedback from professors about curriculum, resources, and student issues related to course content, and to discuss changes or improvements in the course;
- 4) Work with the Library or Instructional Technology to make sure that any instructional support materials (e.g. videos, software, books, articles) are available to adjunct faculty at all sites where the course is taught
- 5) Be available to all professors of the course for individual consulting about the course and for review of course syllabi, noting that for the adjunct professors in particular the lead faculty may be the most important contact person for advice;
- 6) Create and maintain guidelines for a life-learning paper when requested by the Dean;
- 7) Create and maintain descriptive and promotional information pertaining to course (e.g. catalog copy); and
- 8) Serve as the primary contact with the bookstore for communicating required texts for all sections of the course, and for arranging for any needed desk copies to be requested.

Note that the lead faculty member is **not** expected to counsel students in sections of courses that they do not teach, to advise professors about personnel, performance, or pedagogical issues, or to assess submissions for life-learning papers without further remuneration. However, the lead faculty member **can** give feedback to the Program Directors or the Dean in any of the above areas if a specific concern is noted.

Faculty Review

Spring Arbor University policy is for all tenure-track and non-tenure track full-time faculty to undergo an annual review, which includes a classroom observation by the faculty member's supervisor. For tenured faculty, it is every other year. After completing these forms, the supervisor meets with each faculty member to discuss the results together.

In the School of Education, the Dean performs the observation and review for undergraduate course instructors, and conducts the discussion meeting. Blank observation and review forms are included in this Appendix. In 2009-10, the Dean met with all of the instructors and indicated that each one generally met or exceeded expectations. Specific suggestions for improvement were made during these discussions. The 2010-11 faculty review is still in process, but will be complete by the end of the Fall 2010 semester. The Dean of the School of Education is available to show and discuss these forms.



Faculty Review - Classroom Observation Form

Comments are required for ratings of “Needs Improvement” and “Exceeds Expectations”

Course:	Exceeds Expectation	Meets Expectations	Needs Improvement
The instruction includes multiple modes of instruction (whole group, small group, question/answer, etc.) Comments:			
The instructor makes provision for various student learning styles (auditory, visual, etc.) Comments:			
The instructor makes connections to students’ prior knowledge. Comments:			
The instruction shows evidence of higher order critical thinking skills: analysis, synthesis and evaluation. Comments:			
Real-world experience and application of concepts is integrated in the lesson content. Comments:			
There is an integration of faith and learning. Comments:			
There is opportunity for student questions and feedback. Comments:			

Course:	Exceeds Expectation	Meets Expectations	Needs Improvement
The instructor is prepared. Comments:			
The instructor communicates ideas clearly. Comments:			
The instructor demonstrates personal connection to the students. Comments:			

Additional Comments:

Faculty Review Rubric

Date of Evaluation:

Faculty Name:

Rank:

Name of Reviewer:

Title:

Review Approach: Both the reviewer and faculty fill in their portion of the review on separate forms. Then they meet, transferring the faculty's self-evaluation to the reviewer's copy, and perform the review. The reviewer may request that the faculty's self-evaluation be submitted in advance of the review.

Category	Meets or Exceeds Expectations (score as 2 or 3)	Needs Improvement (score as 1)	Score
1. Content Expertise: Possesses knowledge, skills, and competencies appropriate for the content areas being taught.	Areas of expertise well-developed and consistently updated by research, involvement in professional organizations, attendance at conferences, etc...	Rarely engages in professional development activities to update knowledge and skills.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
2. Instructional Design: Establishes clear learning objectives and designs effective assignments, activities, and assessments to meet them.	Review of syllabi and lesson materials consistently show appropriate development to match course descriptions for courses taught.	Review of instructional materials indicate missing elements or problem areas in one or more courses.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
3. Teaching Effectiveness: Course evaluations by students.	Scoring, annotations, and comments indicate positive regard and evidence of effectiveness in teaching and learning process appropriate to the course description and objectives.	Scoring, annotations, and comments are mixed with several indications of problems in the teaching and learning process as related to the course description and objectives.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
4. Teaching Effectiveness: Peer evaluations, school/dept. designed course evals, student comments, etc...	Measures consistently show mostly positive regard and effectiveness of the faculty member.	Measures indicate some issues to be addressed in the faculty member's teaching effectiveness.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer

5. Course Management: Effectiveness in utilizing course management tools, providing timely feedback, grading, completion of administrative tasks/forms, availability to students.	Regularly uses Blackboard to provide course information, grades, announcements, feedback, etc...; consistently available to students; effectively completes admin tasks.	Rarely, or never uses course management technology; feedback, availability to students, completion of admin tasks inconsistent.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
6. Transformative Skills: Creates environment leading to integrations of faith and learning, and transformation in both spiritual and professional development.	Has shown evidence of contribution to integration of faith and learning (written or spoken on integration, developed a curriculum/course materials with integrative activities, teaches regularly in the CORE program.)	Little evidence of integrative activities in courses or on campus; seldom, if ever teaches in CORE.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
7. Advising: Timely advising, assisting and supporting students with academic and life plans. (May not apply to graduate faculty.)	Is intentional, deliberate, and consistent in providing academic and supportive assistance to assigned advisees and is sought out by many students other than assigned advisees.	Provides minimal required assistance to assigned student advisees.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
8. Scholarly Development: Activities which contribute to professional expertise such as active in professional organizations, writing, presentations, recitals, research, shows, and/or other contributions to the field. Graduate	Is an active member of at least one professional organization, and other activity within his/her field.	Is not active in a venue for professional development or discourse.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer

Faculty requirement			
9. Involvement in SAU Service: Committee/task force involvement, CORE involvement, program development, leadership activities, etc...	Active in multiple service venues.	Minimal involvement outside of contracted responsibilities.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
10. SAU Community Activities and Relationships: Involved and cooperative, a team player, innovative, positive attitude, respect, timeliness, courteous, adaptable, dependable.	Participation in multiple university activities, exhibiting broad support for students, colleagues, and larger university efforts.	Minimal participation in university activities, demonstrating little support outside of contracted responsibilities.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer
11. Professional Activities (for the larger community):	Participates in multiple community activities, exhibiting broad support for larger community efforts.	Minimal participation in community activities, demonstrating little support outside of contracted responsibilities.	Self Eval.
	Evidence/Comments:	Evidence/Comments:	Reviewer

Reviewer Comments:

Reviewer Signature _____

Date _____

Faculty Member's Acknowledgement

I have reviewed this document and discussed the content with my department chair or dean. My signature indicates that I have been advised of my review status but does not necessarily imply that I agree with the evaluation.

Faculty Comments:

List the points that you may not agree with and why, along with any positive comments about the review and your work at SAU.

Faculty Signature _____

Date _____

Student Evaluations

As noted in the Brief, the cumulative student evaluations for undergraduate courses taught in 2008-09 were examined. The instrument used by the University as well as a summary of these results is included in this Appendix.

While the evaluations are generally very positive, some areas of concern were noted, especially when the 4/5/6 percentage dipped below 80% or the 5/6 percentage was below 70%.

In some cases, low percentages can be traced to one instructor or class at a given site. The one category that seemed consistently lower than the rest was elementary methods, and can partially be explained by its perceived relative difficulty: students spent more hours outside of class in elementary methods.

In the tables below, the following key may be used to understand the data presented:

- “All Edu” refers to all courses with an “Edu” designation
- “Alpena Edu,” etc. refer to all courses with an “Edu” designation at a given site.
- “Elem Meth” and “Sec Meth” refer to elementary and secondary methods courses.
- “All ECE” refers to all courses taken for an endorsement in early childhood education.
- “All SED” refers to all courses taken for an endorsement in special education.
- “Gaylord SED” and “Campus SED” refer to special education courses at a given site.

Spring Arbor University
STUDENT EVALUATION OF INSTRUCTOR AND COURSE

Please use black or blue ink pen. Darken the oval completely. Make your marks like this: ● Not like this: ○✗

Department: (i.e. EDU, PSY)

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	(W)	(X)	(Y)	(Z)
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	(W)	(X)	(Y)	(Z)
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	(W)	(X)	(Y)	(Z)

Course #:	Section:	Year: 20 ___	Faculty Code:	Student Classification	Semester:
(1) (1) (1)	(1)	(1) (1)	(1) (1) (1) (1)	Freshman ○	Fall ○
(2) (2) (2)	(2)	(2) (2)	(2) (2) (2) (2)	Sophomore ○	Interim ○
(3) (3) (3)	(3)	(3) (3)	(3) (3) (3) (3)	Junior ○	Spring ○
(4) (4) (4)	(4)	(4) (4)	(4) (4) (4) (4)	Senior ○	Summer ○
(5) (5) (5)	(5)	(5) (5)	(5) (5) (5) (5)	5th year Sr. ○	
(6) (6) (6)	(6)	(6) (6)	(6) (6) (6) (6)	Post BA ○	Site / Location
(7) (7) (7)	(7)	(7) (7)	(7) (7) (7) (7)	Graduate ○	SA Campus ○
(8) (8) (8)	(8)	(8) (8)	(8) (8) (8) (8)	Early Enrollee ○	Other ○
(9) (9) (9)	(9)	(9) (9)	(9) (9) (9) (9)	Guest Student ○	
(0) (0) (0)	(0)	(0) (0)	(0) (0) (0) (0)		Location

Questions 1 - 25:

1. On average, how many hours per week do you spend on this course outside of class?.....	0-2	3-5	6-8	9-11	12+
	○	○	○	○	○
2. What is your cumulative SAU grade point average at the present time?..... (If you have been a student at SAU less than one semester indicate N/A.)	4-3.1	3-2.1	2-1.1	1-0	n/a
	○	○	○	○	○

	Strongly Agree	6	5	4	3	2	1	Strongly Disagree	Not Applicable
Numeric Scoring Scale		6	5	4	3	2	1		
3. Grading guidelines for the course were clearly defined.....	○	○	○	○	○	○	○	○	○
4. Course requirements were clearly presented and explained.....	○	○	○	○	○	○	○	○	○
5. The expected learning outcomes for this course were clearly defined.....	○	○	○	○	○	○	○	○	○
6. Current events and sources were used to enhance instruction.....	○	○	○	○	○	○	○	○	○
7. My understanding of the course content increased.....	○	○	○	○	○	○	○	○	○
8. All the textbooks for the course were useful to meet course objectives.....	○	○	○	○	○	○	○	○	○
9. Christian faith perspectives were effectively integrated into this course.....	○	○	○	○	○	○	○	○	○
10. The SAU Concept was appropriately integrated into this course.....	○	○	○	○	○	○	○	○	○
11. The instructor was prepared for each class period.....	○	○	○	○	○	○	○	○	○
12. The instructor used class time wisely.....	○	○	○	○	○	○	○	○	○
13. The instructor was knowledgeable about the course content.....	○	○	○	○	○	○	○	○	○
14. The instructor made clear and understandable presentations.....	○	○	○	○	○	○	○	○	○
15. The instructor is an effective teacher with the teaching approach(s) used.....	○	○	○	○	○	○	○	○	○
16. The instructor was an effective role model for the Christian life.....	○	○	○	○	○	○	○	○	○
17. The instructor was open to students with differing perspectives and questions.....	○	○	○	○	○	○	○	○	○
18. The instructor was helpful and responsive to students.....	○	○	○	○	○	○	○	○	○
19. The instructor evaluated my work in a timely manner.....	○	○	○	○	○	○	○	○	○
20. The instructor provided sufficient feedback on assignments and exams.....	○	○	○	○	○	○	○	○	○
21. The instructor was enthusiastic and conveyed a passion for the subject matter.....	○	○	○	○	○	○	○	○	○
22. Supplementary question #1.....	○	○	○	○	○	○	○	○	○
23. Supplementary question #2.....	○	○	○	○	○	○	○	○	○
24. Supplementary question #3.....	○	○	○	○	○	○	○	○	○
25. Supplementary question #4.....	○	○	○	○	○	○	○	○	○

Turn over sheet and continue evaluation.

Table XXII
Numerical Summary of Student Evaluations of EDU and SED courses, 2008-09

Question 1 - Hours outside of class						
	0-2	3-5	6-8	9-11	12+	missing
All Edu	24%	44%	17%	5%	8%	1%
Alpena Edu	0%	17%	19%	17%	46%	1%
Gaylord Edu	11%	38%	18%	9%	20%	4%
Lansing Edu	28%	41%	19%	3%	9%	0%
Petoskey Edu	29%	38%	13%	8%	6%	6%
Campus Edu	27%	48%	17%	4%	3%	1%
Elem Edu	26%	43%	17%	6%	8%	1%
Sec Edu	25%	43%	17%	6%	7%	1%
Elem Meth	11%	44%	28%	8%	9%	0%
Sec Meth	18%	57%	16%	9%	0%	0%
All ECE	24%	43%	18%	4%	10%	1%
All SED	20%	53%	16%	2%	6%	2%
Gaylord SED	12%	55%	24%	6%	3%	0%
Campus SED	22%	52%	16%	2%	7%	2%

Question 2 - SAU GPA						
	3.1-4	2.1-3	1.1-2	0.0-1	n/a	missing
All Edu	78%	11%	1%	0%	8%	2%
Alpena Edu	96%	3%	0%	0%	1%	0%
Gaylord Edu	77%	4%	0%	0%	14%	5%
Lansing Edu	83%	7%	0%	0%	9%	1%
Petoskey Edu	77%	2%	0%	0%	13%	8%
Campus Edu	76%	14%	1%	0%	8%	1%
Elem Edu	76%	12%	1%	0%	9%	2%
Sec Edu	76%	12%	1%	0%	9%	1%
Elem Meth	85%	15%	0%	0%	0%	1%
Sec Meth	70%	23%	0%	0%	5%	2%
All ECE	91%	5%	0%	0%	5%	0%
All SED	82%	7%	0%	0%	9%	2%
Gaylord SED	82%	3%	3%	0%	12%	0%
Campus SED	79%	9%	0%	0%	9%	2%

Question 3 - Grading guidelines clearly defined

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	61%	22%	9%	4%	3%	1%	0%	83%	92%
Alpena Edu	56%	10%	15%	7%	6%	7%	0%	65%	81%
Gaylord Edu	67%	22%	5%	1%	4%	1%	0%	89%	94%
Lansing Edu	70%	15%	6%	2%	7%	1%	0%	84%	90%
Petoskey Edu	81%	12%	2%	2%	0%	4%	0%	92%	94%
Campus Edu	59%	24%	10%	4%	2%	1%	0%	83%	93%
Elem Edu	63%	22%	8%	3%	3%	1%	0%	85%	93%
Sec Edu	62%	22%	9%	3%	3%	1%	0%	84%	93%
Elem Meth	53%	20%	8%	10%	7%	2%	0%	73%	81%
Sec Meth	52%	30%	14%	5%	0%	0%	0%	82%	95%
All ECE	56%	20%	11%	4%	5%	4%	0%	76%	86%
All SED	60%	21%	10%	4%	4%	2%	1%	81%	90%
Gaylord SED	59%	38%	3%	0%	0%	0%	3%	97%	100%
Campus SED	57%	19%	12%	4%	5%	3%	1%	76%	88%

Question 4 - Course Reqs clearly presented/explained

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	60%	22%	9%	5%	3%	1%	0%	82%	91%
Alpena Edu	49%	17%	11%	14%	7%	3%	0%	65%	76%
Gaylord Edu	67%	22%	5%	4%	3%	0%	0%	89%	94%
Lansing Edu	71%	16%	2%	5%	6%	2%	0%	86%	88%
Petoskey Edu	75%	10%	10%	2%	2%	2%	0%	85%	94%
Campus Edu	58%	24%	10%	4%	3%	1%	0%	82%	92%
Elem Edu	61%	22%	8%	4%	3%	1%	0%	83%	92%
Sec Edu	61%	22%	8%	4%	3%	1%	0%	83%	92%
Elem Meth	47%	18%	14%	12%	6%	3%	0%	65%	78%
Sec Meth	57%	23%	11%	9%	0%	0%	0%	80%	91%
All ECE	54%	20%	12%	7%	6%	2%	0%	73%	86%
All SED	59%	24%	11%	4%	3%	0%	1%	82%	93%
Gaylord SED	59%	34%	6%	0%	0%	0%	3%	94%	100%
Campus SED	57%	22%	13%	5%	4%	0%	1%	78%	91%

Question 5 - Expected learning outcomes clearly defined

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	63%	21%	9%	4%	1%	1%	0%	85%	94%
Alpena Edu	56%	19%	8%	7%	4%	6%	0%	75%	83%
Gaylord Edu	63%	25%	5%	3%	1%	3%	0%	89%	94%
Lansing Edu	70%	15%	7%	5%	3%	1%	0%	84%	92%
Petoskey Edu	67%	19%	8%	2%	2%	2%	0%	87%	94%
Campus Edu	63%	23%	10%	4%	1%	1%	0%	85%	95%
Elem Edu	46%	44%	6%	3%	1%	1%	0%	90%	96%
Sec Edu	64%	22%	8%	4%	1%	1%	0%	86%	94%
Elem Meth	53%	18%	14%	8%	4%	2%	0%	72%	85%
Sec Meth	66%	18%	11%	2%	0%	2%	0%	84%	95%
All ECE	56%	21%	12%	5%	2%	2%	0%	78%	90%
All SED	57%	26%	8%	5%	3%	1%	1%	83%	91%
Gaylord SED	56%	38%	3%	0%	3%	0%	3%	94%	97%
Campus SED	55%	24%	10%	7%	3%	1%	1%	79%	89%

Question 6 - Current events and sources used to enhance instruction

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	62%	22%	10%	4%	1%	1%	1%	84%	93%
Alpena Edu	60%	18%	7%	7%	6%	3%	0%	78%	85%
Gaylord Edu	60%	23%	8%	5%	1%	3%	1%	83%	91%
Lansing Edu	61%	20%	9%	7%	2%	2%	2%	80%	90%
Petoskey Edu	69%	17%	4%	4%	2%	4%	0%	87%	90%
Campus Edu	62%	23%	10%	3%	1%	0%	1%	85%	95%
Elem Edu	63%	22%	9%	4%	1%	1%	1%	85%	94%
Sec Edu	63%	22%	9%	4%	1%	1%	1%	85%	94%
Elem Meth	49%	29%	10%	7%	2%	2%	1%	78%	88%
Sec Meth	66%	23%	7%	5%	0%	0%	0%	89%	95%
All ECE	54%	23%	12%	7%	3%	1%	1%	77%	89%
All SED	60%	24%	10%	4%	2%	0%	3%	84%	94%
Gaylord SED	52%	29%	10%	6%	3%	0%	6%	81%	90%
Campus SED	59%	24%	11%	3%	2%	0%	3%	83%	94%

Question 7 - Understanding of course content increased

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	70%	17%	7%	3%	1%	1%	0%	87%	94%
Alpena Edu	61%	18%	14%	6%	0%	1%	1%	79%	93%
Gaylord Edu	68%	17%	8%	0%	1%	6%	3%	84%	92%
Lansing Edu	69%	18%	6%	4%	2%	1%	0%	87%	94%
Petoskey Edu	54%	13%	0%	29%	0%	4%	0%	67%	67%
Campus Edu	71%	18%	7%	3%	1%	1%	0%	88%	95%
Elem Edu	70%	18%	6%	2%	1%	2%	1%	88%	95%
Sec Edu	70%	19%	7%	2%	1%	2%	0%	88%	95%
Elem Meth	64%	17%	10%	3%	0%	5%	1%	81%	91%
Sec Meth	70%	18%	9%	0%	2%	0%	0%	89%	98%
All ECE	61%	17%	13%	5%	3%	1%	1%	78%	90%
All SED	61%	24%	9%	4%	1%	1%	1%	85%	94%
Gaylord SED	66%	19%	6%	3%	6%	0%	3%	84%	91%
Campus SED	58%	26%	10%	5%	0%	1%	1%	84%	94%

Question 8 - All textbooks useful

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	57%	20%	11%	6%	3%	3%	6%	77%	88%
Alpena Edu	70%	13%	12%	6%	0%	0%	4%	83%	94%
Gaylord Edu	56%	26%	3%	7%	3%	4%	16%	82%	85%
Lansing Edu	57%	21%	13%	5%	4%	1%	7%	77%	90%
Petoskey Edu	75%	10%	4%	8%	4%	0%	2%	84%	88%
Campus Edu	54%	21%	13%	6%	3%	3%	6%	76%	88%
Elem Edu	58%	20%	10%	6%	3%	2%	7%	79%	89%
Sec Edu	58%	20%	11%	6%	3%	2%	6%	78%	89%
Elem Meth	48%	23%	10%	9%	7%	3%	2%	71%	81%
Sec Meth	52%	20%	11%	2%	0%	14%	0%	73%	84%
All ECE	52%	19%	16%	8%	3%	3%	8%	71%	87%
All SED	55%	24%	13%	4%	3%	1%	5%	79%	92%
Gaylord SED	47%	22%	13%	6%	9%	3%	3%	69%	81%
Campus SED	54%	27%	12%	5%	1%	0%	7%	81%	93%

Question 9 - Christian faith perspectives integrated

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	64%	20%	10%	4%	1%	1%	2%	84%	94%
Alpena Edu	56%	16%	10%	10%	7%	1%	3%	71%	81%
Gaylord Edu	55%	27%	9%	7%	1%	1%	5%	81%	91%
Lansing Edu	62%	19%	12%	7%	0%	1%	2%	80%	93%
Petoskey Edu	43%	26%	17%	4%	2%	9%	11%	68%	85%
Campus Edu	68%	20%	9%	2%	1%	0%	1%	88%	97%
Elem Edu	68%	19%	9%	3%	1%	1%	2%	86%	96%
Sec Edu	67%	19%	9%	3%	1%	1%	2%	86%	95%
Elem Meth	67%	15%	10%	5%	0%	3%	0%	82%	92%
Sec Meth	53%	21%	12%	5%	5%	5%	2%	74%	86%
All ECE	52%	24%	13%	7%	3%	1%	2%	76%	89%
All SED	51%	26%	12%	7%	2%	1%	6%	78%	90%
Gaylord SED	19%	41%	15%	15%	7%	4%	22%	59%	74%
Campus SED	53%	26%	12%	7%	0%	1%	5%	79%	92%

Question 10 - SAU Concept appropriately integrated

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	62%	21%	9%	5%	1%	1%	3%	83%	92%
Alpena Edu	61%	22%	4%	8%	4%	0%	0%	83%	88%
Gaylord Edu	63%	29%	1%	4%	0%	3%	0%	92%	94%
Lansing Edu	57%	24%	9%	8%	2%	1%	4%	81%	90%
Petoskey Edu	59%	22%	8%	6%	2%	4%	2%	80%	88%
Campus Edu	63%	19%	11%	5%	1%	1%	3%	82%	93%
Elem Edu	65%	21%	8%	4%	1%	1%	2%	86%	94%
Sec Edu	66%	21%	6%	4%	1%	1%	2%	87%	94%
Elem Meth	63%	15%	9%	8%	2%	4%	2%	78%	87%
Sec Meth	51%	20%	12%	7%	7%	2%	7%	71%	83%
All ECE	52%	21%	13%	10%	4%	0%	2%	73%	87%
All SED	52%	29%	9%	6%	2%	1%	2%	82%	91%
Gaylord SED	41%	31%	16%	9%	3%	0%	3%	72%	88%
Campus SED	50%	30%	9%	6%	3%	1%	2%	81%	90%

Question 11 - Instructor prepared for each class

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	71%	16%	7%	2%	2%	1%	0%	87%	95%
Alpena Edu	69%	15%	4%	4%	4%	3%	0%	85%	89%
Gaylord Edu	75%	16%	5%	1%	1%	1%	0%	91%	96%
Lansing Edu	72%	15%	4%	3%	5%	2%	0%	87%	91%
Petoskey Edu	81%	8%	4%	2%	4%	2%	0%	88%	92%
Campus Edu	70%	18%	8%	2%	1%	1%	0%	88%	96%
Elem Edu	72%	16%	7%	2%	2%	1%	0%	88%	95%
Sec Edu	72%	16%	7%	2%	2%	1%	0%	88%	95%
Elem Meth	61%	15%	13%	4%	5%	2%	0%	76%	89%
Sec Meth	75%	16%	5%	0%	2%	2%	0%	91%	95%
All ECE	66%	18%	11%	2%	2%	1%	1%	85%	95%
All SED	62%	21%	9%	4%	2%	2%	1%	83%	91%
Gaylord SED	63%	34%	0%	3%	0%	0%	3%	97%	97%
Campus SED	58%	21%	10%	5%	3%	3%	0%	79%	89%

Question 12 - Instructor used class time wisely

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	64%	17%	9%	4%	3%	3%	0%	81%	90%
Alpena Edu	64%	6%	14%	8%	6%	3%	0%	69%	83%
Gaylord Edu	67%	20%	5%	3%	0%	5%	0%	87%	92%
Lansing Edu	69%	17%	4%	0%	4%	6%	1%	86%	90%
Petoskey Edu	65%	10%	12%	8%	0%	6%	0%	75%	87%
Campus Edu	63%	19%	9%	4%	3%	2%	0%	82%	91%
Elem Edu	64%	17%	9%	4%	3%	3%	1%	81%	90%
Sec Edu	64%	17%	9%	4%	3%	3%	0%	81%	90%
Elem Meth	48%	15%	13%	11%	5%	8%	0%	62%	75%
Sec Meth	75%	14%	7%	0%	2%	2%	0%	89%	95%
All ECE	58%	17%	12%	5%	5%	2%	0%	75%	88%
All SED	61%	18%	12%	4%	4%	3%	1%	78%	90%
Gaylord SED	63%	22%	9%	0%	3%	3%	3%	84%	94%
Campus SED	57%	17%	14%	5%	4%	3%	1%	74%	88%

Question 13 - Instructor knowledgeable

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	80%	13%	4%	2%	1%	0%	0%	92%	97%
Alpena Edu	69%	22%	4%	3%	1%	0%	0%	92%	96%
Gaylord Edu	76%	13%	4%	4%	3%	1%	0%	89%	92%
Lansing Edu	79%	12%	5%	1%	2%	2%	0%	91%	95%
Petoskey Edu	77%	13%	2%	4%	2%	2%	0%	90%	92%
Campus Edu	82%	12%	4%	1%	1%	0%	1%	94%	98%
Elem Edu	80%	13%	4%	1%	1%	1%	0%	93%	97%
Sec Edu	80%	13%	4%	1%	1%	1%	0%	93%	97%
Elem Meth	71%	16%	5%	4%	3%	2%	1%	86%	91%
Sec Meth	86%	9%	2%	2%	0%	0%	0%	95%	98%
All ECE	72%	14%	10%	3%	1%	0%	1%	86%	96%
All SED	76%	14%	5%	3%	0%	1%	1%	91%	96%
Gaylord SED	81%	9%	3%	6%	0%	0%	3%	91%	94%
Campus SED	75%	15%	6%	2%	0%	1%	0%	91%	96%

Question 14 - Instructor made clear and understandable presentations

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	66%	18%	8%	4%	3%	1%	0%	83%	91%
Alpena Edu	69%	10%	7%	6%	6%	3%	0%	79%	86%
Gaylord Edu	70%	18%	3%	4%	4%	3%	0%	87%	90%
Lansing Edu	72%	17%	3%	2%	6%	1%	0%	88%	91%
Petoskey Edu	69%	19%	4%	2%	2%	4%	0%	88%	92%
Campus Edu	64%	19%	10%	5%	2%	1%	1%	83%	92%
Elem Edu	65%	19%	8%	5%	2%	2%	1%	84%	92%
Sec Edu	65%	19%	8%	4%	2%	1%	0%	84%	92%
Elem Meth	50%	19%	12%	9%	4%	6%	0%	69%	81%
Sec Meth	73%	16%	7%	0%	5%	0%	0%	89%	95%
All ECE	60%	16%	11%	5%	6%	2%	0%	76%	88%
All SED	60%	23%	8%	5%	3%	2%	2%	82%	90%
Gaylord SED	59%	19%	13%	6%	3%	0%	3%	78%	91%
Campus SED	55%	25%	9%	5%	3%	3%	2%	80%	89%

Question 15 - Instructor effective teacher with approaches used

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	67%	17%	7%	5%	3%	2%	0%	84%	90%
Alpena Edu	64%	11%	7%	6%	4%	8%	0%	75%	82%
Gaylord Edu	67%	23%	1%	5%	3%	1%	0%	90%	91%
Lansing Edu	72%	15%	6%	1%	5%	2%	0%	87%	93%
Petoskey Edu	69%	13%	4%	6%	6%	2%	0%	83%	87%
Campus Edu	67%	18%	7%	5%	3%	1%	1%	84%	91%
Elem Edu	67%	17%	8%	4%	3%	1%	1%	84%	92%
Sec Edu	67%	18%	7%	4%	3%	1%	0%	84%	92%
Elem Meth	55%	16%	7%	12%	8%	2%	0%	72%	78%
Sec Meth	68%	25%	2%	5%	0%	0%	0%	93%	95%
All ECE	60%	15%	5%	7%	5%	7%	0%	75%	80%
All SED	59%	22%	10%	5%	1%	2%	2%	81%	91%
Gaylord SED	61%	19%	16%	0%	0%	3%	10%	81%	97%
Campus SED	57%	23%	10%	6%	2%	2%	1%	80%	90%

Question 16 - Instructor effective role model for Christian life

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	76%	16%	5%	2%	1%	0%	2%	92%	97%
Alpena Edu	65%	13%	10%	7%	6%	0%	1%	77%	87%
Gaylord Edu	70%	22%	5%	0%	1%	1%	3%	92%	97%
Lansing Edu	68%	25%	2%	3%	3%	0%	0%	93%	94%
Petoskey Edu	73%	16%	7%	4%	0%	0%	16%	89%	96%
Campus Edu	79%	15%	5%	1%	1%	0%	1%	94%	99%
Elem Edu	78%	16%	4%	1%	1%	0%	2%	94%	98%
Sec Edu	77%	16%	4%	1%	1%	0%	2%	94%	98%
Elem Meth	76%	16%	4%	2%	1%	1%	2%	92%	96%
Sec Meth	64%	21%	10%	5%	0%	0%	5%	86%	95%
All ECE	69%	16%	8%	4%	4%	0%	0%	85%	93%
All SED	68%	21%	8%	3%	1%	0%	5%	88%	96%
Gaylord SED	41%	34%	17%	3%	0%	3%	14%	76%	93%
Campus SED	69%	19%	7%	3%	1%	0%	3%	88%	95%

Question 17 - Instructor open to students with differing perspectives

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	69%	19%	6%	2%	3%	1%	1%	88%	94%
Alpena Edu	59%	23%	4%	4%	7%	3%	1%	82%	86%
Gaylord Edu	72%	22%	0%	0%	3%	4%	0%	94%	94%
Lansing Edu	71%	19%	2%	2%	5%	2%	1%	90%	92%
Petoskey Edu	73%	21%	2%	2%	2%	0%	0%	94%	96%
Campus Edu	70%	18%	8%	3%	2%	1%	1%	88%	95%
Elem Edu	71%	20%	5%	2%	2%	1%	1%	90%	95%
Sec Edu	70%	20%	5%	2%	2%	1%	1%	90%	95%
Elem Meth	55%	21%	11%	5%	4%	5%	0%	76%	87%
Sec Meth	63%	21%	14%	2%	0%	0%	2%	84%	98%
All ECE	67%	14%	9%	4%	5%	2%	1%	80%	89%
All SED	72%	20%	4%	2%	1%	1%	2%	92%	96%
Gaylord SED	59%	28%	3%	3%	3%	3%	3%	88%	91%
Campus SED	74%	18%	5%	2%	0%	0%	1%	92%	97%

Question 18 - Instructor helpful and responsive to students

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	71%	16%	6%	3%	3%	1%	0%	87%	93%
Alpena Edu	68%	10%	4%	10%	4%	4%	0%	78%	82%
Gaylord Edu	81%	10%	3%	3%	4%	0%	0%	91%	94%
Lansing Edu	77%	12%	3%	2%	4%	3%	0%	89%	92%
Petoskey Edu	73%	13%	8%	4%	2%	0%	0%	87%	94%
Campus Edu	69%	18%	7%	3%	2%	1%	0%	87%	94%
Elem Edu	73%	16%	5%	3%	2%	1%	0%	89%	94%
Sec Edu	72%	16%	5%	3%	2%	1%	0%	88%	94%
Elem Meth	56%	18%	9%	9%	6%	2%	1%	74%	83%
Sec Meth	61%	25%	9%	2%	0%	2%	0%	86%	95%
All ECE	64%	14%	8%	5%	6%	2%	0%	78%	86%
All SED	72%	18%	6%	2%	1%	1%	2%	90%	96%
Gaylord SED	65%	19%	10%	0%	3%	3%	6%	84%	94%
Campus SED	71%	17%	7%	3%	1%	1%	1%	89%	95%

Question 19 - Instructor evaluated work in timely manner

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	72%	16%	7%	2%	2%	1%	0%	88%	95%
Alpena Edu	68%	17%	6%	3%	4%	3%	0%	85%	90%
Gaylord Edu	78%	15%	3%	1%	1%	1%	1%	94%	96%
Lansing Edu	76%	11%	6%	1%	5%	2%	1%	87%	93%
Petoskey Edu	85%	8%	6%	0%	2%	0%	0%	92%	98%
Campus Edu	70%	18%	8%	2%	2%	0%	0%	87%	95%
Elem Edu	71%	17%	7%	2%	2%	1%	1%	88%	95%
Sec Edu	71%	17%	8%	2%	2%	1%	0%	88%	95%
Elem Meth	62%	20%	11%	2%	4%	1%	1%	82%	93%
Sec Meth	70%	16%	11%	0%	2%	0%	0%	86%	98%
All ECE	72%	15%	6%	4%	4%	1%	0%	86%	92%
All SED	23%	72%	2%	1%	1%	1%	1%	95%	97%
Gaylord SED	69%	19%	6%	6%	0%	0%	3%	88%	94%
Campus SED	61%	22%	5%	5%	4%	3%	1%	83%	88%

Question 20 - Instructor provided sufficient feedback on assignments and exams

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	68%	18%	8%	3%	2%	1%	0%	86%	94%
Alpena Edu	65%	18%	6%	6%	4%	1%	0%	83%	89%
Gaylord Edu	69%	23%	4%	1%	1%	1%	3%	92%	96%
Lansing Edu	71%	18%	3%	3%	3%	3%	0%	89%	92%
Petoskey Edu	79%	12%	4%	2%	4%	0%	0%	90%	94%
Campus Edu	67%	18%	9%	3%	1%	1%	0%	85%	94%
Elem Edu	69%	18%	8%	3%	1%	1%	0%	87%	95%
Sec Edu	69%	18%	8%	3%	1%	1%	0%	87%	95%
Elem Meth	58%	23%	9%	5%	2%	2%	0%	82%	91%
Sec Meth	68%	18%	14%	0%	0%	0%	0%	86%	100%
All ECE	62%	17%	8%	7%	4%	2%	0%	79%	87%
All SED	65%	20%	5%	5%	3%	2%	3%	85%	90%
Gaylord SED	63%	16%	9%	13%	0%	0%	3%	78%	88%
Campus SED	61%	22%	5%	5%	4%	3%	2%	83%	88%

Question 21 - Instructor enthusiastic and passionate about subject

	6	5	4	3	2	1	missing	%5/6	%4/5/6
All Edu	80%	13%	3%	2%	1%	0%	1%	93%	96%
Alpena Edu	75%	15%	0%	6%	4%	0%	0%	90%	90%
Gaylord Edu	82%	13%	0%	1%	3%	1%	0%	95%	95%
Lansing Edu	79%	13%	1%	6%	2%	0%	0%	92%	93%
Petoskey Edu	87%	6%	4%	0%	4%	0%	0%	92%	96%
Campus Edu	79%	15%	4%	1%	1%	0%	1%	94%	98%
Elem Edu	81%	13%	3%	2%	1%	0%	0%	94%	97%
Sec Edu	80%	13%	3%	2%	1%	0%	0%	94%	97%
Elem Meth	78%	16%	2%	1%	3%	1%	1%	93%	95%
Sec Meth	81%	12%	7%	0%	0%	0%	2%	93%	100%
All ECE	73%	15%	4%	5%	3%	0%	1%	88%	92%
All SED	74%	17%	6%	2%	1%	1%	3%	91%	96%
Gaylord SED	72%	16%	6%	0%	3%	3%	3%	88%	94%
Campus SED	71%	18%	6%	3%	1%	0%	3%	89%	95%

Faculty Development

The SOE faculty operates as a professional community. Since fall 2007 the faculty has had two separate series of monthly meetings for the purpose of discussing, evaluating and making decisions most focused on moving to TEAC Accreditation and establishing the foundational components in preparation for writing the brief as well as mapping standards to present the new elementary program as mandated by the Michigan Department of Education. Appropriate faculty have committed to making Professional Learning Communities a significant foundation of their curriculum as well as modeling this structure in their course(s).

In the spring of 2006 the School of Education was approached by a funding benefactor who offered a sum of \$50,000 to the School of Education to form a partnership with the Western School District, the K-12 district most physically proximate to Spring Arbor, and The Reading and Writing Connection, a local community tutorial service. The partnership was focused on Professional Learning Communities (PLCs) and a collaborative approach between the partners to 1) establish the principles of PLCs as was most appropriate and 2) to mutually support each other as the principles were being applied in service to the respective populations. An alternate goal was to establish this partnership as a professional development mentor for surrounding educational institutions, both public and private and K-16 in scope. The SOE took a leadership role in developing this partnership and in the 2008-09 academic year hosted a four-session mini-academy for any educational institution in the surrounding area. The institutions brought district teams to the sessions to not only learn how to establish, but to build a foundation on which each team would help the district in establishing its own processes as Professional Learning Communities. Participation totaled approximately 230 educators from a wide range of institutions, including the vast majority of full-time SOE faculty and a few adjunct and School of Arts & Sciences faculty.

As a follow-up to the Professional Learning Communities focus and as a result of feedback from the participants of the mini-academy, Dr. Robert Marzano was approached as a focus presenter on Formative and Standards-Based Assessment for data driven decision-making. In May 2010, Dr. Marzano came to Spring Arbor and presented his research-based findings and principles in a two-day workshop to an audience of over 350 educators from PK-12 public and private institutions as well as many university faculty from the surrounding areas, with 339 attendees the first day and 198 the second. All full-time SOE faculty and a few adjunct and School of Arts & Sciences faculty were in attendance. A summary of attendees and comments from the workshop is provided in Appendix F.

Based on survey feedback from the participants, the SOE Professional Learning Communities committee is in discussion with Dr. Marzano to conduct a four 2-day session focused academy to which local districts will send teams to delve deeper into the research. These teams will serve as mentors to lead their respective districts in establishing this research-based assessment processes. Participation is limited to 125 participants and will be conducted in spring, 2011.

Appendix D State and Program Requirements

State Requirements

State requirements have been satisfied by Spring Arbor's teacher education program.

- All of Spring Arbor's specialty area programs are approved by the Michigan Department of Education, and are [listed on the MDE's web site](#). A new program in Reading was approved by the MDE in August 2010. A revised program in Elementary Education was approved by the MDE in August 2010. A new program in teaching English as a Second Language is currently under revision by the SOE after having been submitted to the MDE and returned with feedback from a review team. Revised programs in Early Childhood Education and Social Studies, History, and Political Science have been submitted to the MDE and await review in February 2011. A revision of a previous program in Speech and Drama Education is under development for submission to the MDE.
- The School of Education has filed an annual Title II report with the MDE since the program began in 2000. The most recent filing occurred in March 2010, and is may be viewed [here](#).
- The Teacher Preparation Institution Performance Scores (TPI Ranking) for Spring Arbor and all other TPIs in Michigan are available from the MDE web site for [2005-06](#), [2006-07](#), [2007-08](#), and [2008-09](#). The 2009-10 rankings will be scored in the Spring 2011 and made public in the Summer 2011.

Program Requirements

Program requirements as noted on p. 10 of the TEAC exercise workbook are as follows, with links to the corresponding locations:

- Admissions requirements to the School of Education are listed on p. 116 of the [2010-11 SAU Undergraduate catalog](#). Students become candidates for admission after:
 - Receiving an invitation to apply for admission after successful completion of EDU 140 and the PSL;
 - Providing accurate answers on the SOE application form regarding disclosure of conviction or pending conviction of misdemeanor or felony;
 - Having a cumulative SAU grade point average of 2.7 ("B-") or higher;
 - Earning grades of at least 2.50 in EDU 202 and ENG 104;
 - Earning grades of at least 2.0 ("C") in SPE 212 (elementary or secondary) or SPE 100 (secondary) and PSY 100;
 - Receiving an acceptable recommendation from the Student Development Office in the case of main campus candidates; candidates at the off-site locations must receive an acceptable rating on a Professional Skills and Disposition form from the TESA at the site;
 - Earning a passing score on all three sections (reading, mathematics, writing) of the Michigan Basic Skills Test;
 - Possessing Sophomore academic standing or higher; and

- Receiving acceptable scores on all Professional Skills and Dispositions forms.
- All courses have been examined once or more as a result of MDE specialty area program reviews. Lead faculty maintain a course outline for each course which is maintained in the Blackboard Community Shell for the SOE. Syllabi for all courses, including those which do not have lead faculty, are archived on the shared network “G” drive.
- Course title and descriptions; all EDU course titles and descriptions may be found beginning on p. 123 of the [2010-11 SAU Undergraduate catalog](#).
- Program requirements for each specialty area are listed on the following pages of the [2010-11 SAU Undergraduate catalog](#):
 - Visual Arts Education, pp. 64-65
 - Biology, p. 76
 - Chemistry, pp. 88-89
 - Early Childhood Education (revised program pending MDE approval), pp. 110-111
 - Elementary Education, pp. 118-121
 - Secondary Education, p. 122
 - English, pp. 130-131
 - English as a Second Language (new program pending MDE approval), p. 136
 - French, p. 142
 - Health Education, p. 154
 - History, pp. 158-159
 - Integrated Science, p. 163
 - Language Arts, pp. 167-168
 - Mathematics, pp. 175-176
 - Music Education, pp. 182-183
 - Physical Education, p. 196
 - Physics, pp. 198-199
 - Political Science, p. 202
 - Psychology, pp. 208-209
 - Reading, p. 213
 - Social Studies (revised program pending MDE reapproval), pp. 223-224
 - Spanish, pp. 234-235
 - Special Education: Learning Disabilities, pp. 236-237
 - Speech and Theater Education (revised program to be submitted to MDE), p. 242
- Program standards for the teacher education program includes being in good standing within the program at the time the candidate applies to student teach. The requirements for student teaching may be found beginning on p. 117 of the [2010-11 SAU Undergraduate catalog](#). They are:
 - Admittance to the School of Education program and current good standing;
 - An acceptable Criminal History Record check as designated by the SOE and the MDE;
 - A minimum SAU 2.70 overall grade point average (GPA);
 - A minimum 2.70 cumulative GPA in each content area major and minor;
 - A minimum 2.70 cumulative GPA in the Elementary or Secondary Professional Program and Reading courses. In addition, if elementary, a minimum 2.70 cumulative GPA is required in the Elementary Education Planned Program;

- A minimum 2.00 grade in every required, prerequisite, or support course for the education program (with the exceptions of EDU 202 whose minimum grade is 2.50, and CPS 150 whose minimum grade is a 2.33);
 - A minimum 2.00 grade in each course in each major and minor;
 - Completion of all Education courses except Student Teaching Seminar (EDU 430) and Directed Teaching (EDU 450);
 - Completion of all courses in the major(s) and minor(s);
 - Completion of all general education courses required by Spring Arbor University and the Michigan Department of Education;
 - A favorable recommendation by the student's major department(s);
 - A favorable recommendation by the student's minor department(s);
 - A favorable recommendation by the School of Education;
 - An acceptable recommendation by the Student Development Office (main campus location) or an acceptable Professional Behaviors and Dispositions form from the TESA (off site locations);
 - Acceptable Professional Dispositions and Skills evaluations;
 - Acceptable Pedagogical Skills and Dispositions evaluations;
 - Completion of the minimum 120 hours pre-student teaching field experience hours, documented on proper forms, and provided to the School of Education office at the site where the candidate is enrolled as a student, see pages 18-19 of the SOE Handbook;
 - Successfully passing all three sections of the Michigan Basic Skills Test; and
 - Acceptable proof of liability insurance or a signed waiver as designated by the SOE.
- Graduation requirements for the University may be found beginning on p. 21 of the [2010-11 SAU Undergraduate catalog](#).
- State licensure requirements for program completers may be found on pp. 33-34 of the [2010-11 School of Education Undergraduate Student Handbook](#). They are as follows:
 - Bachelor's degree from SAU or from a regionally accredited college or university (in the case of post baccalaureate students); elementary candidates must have a major or two minors in specialty areas for which the University is approved to certify elementary candidates; secondary candidates must have a major and a minor in in specialty areas for which the University is approved to certify secondary candidates;
 - final "clearance" from the Office of Academic Registration and Records and "clearance" of financial accounts with the Business Office;
 - A minimum cumulative grade point average of 2.70 from SAU;
 - A minimum 2.70 grade point average in each content area major and minor;
 - A minimum 2.70 grade point average in either the Elementary Planned Program and the Elementary Professional Program or the Secondary Professional Program;
 - A minimum grade of 2.0 in each of the courses in the sequence of Education courses and each individual course in the major and minor(s);
 - A satisfactory recommendation from the cooperating teacher(s) for student teaching;
 - A satisfactory recommendation from the university supervisor for student teaching;

- Presentation of a valid CPR (Child and Adult) card and valid First Aid card to the Certification Officer, SOE front desk staff, or TESA from one of the MDE's approved providers; these cards must be valid at the time the candidate is recommended to the MDE for certification;
 - Submission of a completed request form including conviction disclosure statement, including an answer to the question regarding conviction(s) or pending conviction(s) of a misdemeanor or felony on the Certification Request Form; and
 - Passing score(s) in the appropriate specialty area(s) of the Michigan Test for Teacher Certification (MTTC); the MDE determines passing scores, and the score notification must come directly from the testing agency; per MDE policy, students must be recommended for certification within five years from the date of passing the Elementary and subject area test(s) (if applicable) for certification; Students seeking certification in Elementary Education must pass the Elementary Education Michigan Test for Teacher Certification; optional tests may be taken in the candidates' major or minor subject area(s) and, if passed, will add subject area endorsement on the K-5 elementary certification for grades 6- 8, K-8, or K-12 depending on the major or minor; students seeking certification in Secondary Education must pass the subject area test in the candidate's major. Passing the MTTC subject area test in the candidate's minor is optional but strongly recommended for increased marketability; Students seeking Secondary Certification with a Learning Disabilities major are highly recommended to take and pass the Elementary Education Michigan Test for Teacher Certification in addition to the subject area test in the area of the major. Passing the Elementary Education MTTC can help to make the student more highly qualified for NCLB purposes.
- Alignment of the curriculum for each specialty area (including elementary education) is demonstrated each time a folio for the program is submitted to and approved by the MDE. All specialty area programs are approved with the exception of the areas noted previously. Some of the folios are available on the web for public viewing, and some (older) ones are available on a secured server. The publicly viewable folios are linked from the list below; the other folios are on the secure server and can be shared with TEAC auditors upon request. The reason for this bifurcated storage is that the University changed its web content management system in 2008.
 - [Early Childhood Education](#)
 - Elementary Education ([Option 1](#) | [Option 2](#))
 - [English as a Second Language](#)
 - [French](#)
 - [History](#)
 - [Political Science](#)
 - [Reading](#)
 - [Social Studies](#)

Appendix E: Status of evidence from measures and indicators for TEAC *Quality Principle I*

Type of Evidence	Available and in the <i>Brief</i> ¹		Not Available and Not in the <i>Brief</i>	
Note: items under each category are examples. Program may have more or different evidence	<u>Relied on</u>	<u>Not relied on</u>	<u>For future use</u>	<u>Not for future use</u>
	Reasons for including the results in the <i>Brief</i> & Location in <i>Brief</i>	Reasons for not relying on this evidence Location in <i>Brief</i>	Reasons for including in future <i>Briefs</i>	Reasons for not including in future <i>Briefs</i>
<p>Grades Page #</p>				
1. Student grades and grade point averages	The faculty of the University consider grades and grade point averages an important academic outcome.	18, 25, 36		
<p>Scores on standardized tests Page #</p>				
2. Student scores on standardized license or board examinations	The State of Michigan and the faculty of the University consider scores on the subject area Michigan Tests for Teacher Certification as an important academic outcome; students must pass the appropriate test to be considered a program completer.	18, 24, 35		
3. Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude	The State of Michigan and the faculty of the University considers scores on the Michigan Basic Skills Test as an important demonstration of basic academic competence; students must pass all three sections of this test to be admitted into the School of Education. By law, no student can student teach without passing scores on the test.	24		

¹ Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, admission), admission test results (if they are used), hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

4. Standardized scores and gains of the program graduates' own pupils		49		The State of Michigan is planning to track this data and release it to teacher prep institutions as early as the 2011-12 academic year. When that happens, the SOE faculty will use this as an outcome indicator.	
Ratings		Page #			
5. Ratings of portfolios of academic and clinical accomplishments			While at the current time the capstone education class (Edu 430) does have a portfolio requirement, it is only used to determine a grade in that course and not for program analysis.		
6. Third-party rating of program's students	Each of the components of the State of Michigan's teacher preparation ranking index is included in our assessment system.	2, 18-21			
7. Ratings of in-service, clinical, and PDS teaching	The faculty of the School of Education considers the ratings of cooperating teachers and university supervisors an important academic outcome.	15, 19, 27, 39			
8. Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples.		19, 28, 39		This has been in active development since 2008 and the results being tabulated against a "draft" target measure in 2010-11. It will be entered into our assessment matrix for 2010-11.	

<p>8a. Ratings of prospective candidates in Education on the Professional Skills Lab.</p>	<p>The faculty of the University considers the results of the locally-administered Professional Skills Lab (PSL) as an important indicator of success in completing the education program. The PSL began in Fall 2009, so as of yet we do not have a cohort of students who have completed the program for which we can measure the effect.</p>	<p>12, 33, 34</p>			
<p>8b. Ratings of the School of Education programs by its students.</p>	<p>The faculty of the University considers the reviews of its students as an important indicator of program quality. This is also one component of the State of Michigan's system for ranking the quality of teacher education programs.</p>	<p>19, 29, 42- 44, 46, C-13</p>			

Rates		Page #			
9. Rates of completion of courses and program	Program completion rates are compiled and reported to the State of Michigan, and are part of our assessment system.	18, 24, 33			
10. Graduates' career retention rates					We are not able to track this data for all students. But beyond that, as a liberal arts institution, Spring Arbor prepares its students for a well-rounded, Christ-centered life that does not necessarily make career retention in any one field a goal.
11. Graduates' job placement rates		45, 49		This data is currently being tabulated for the 2011 AACTE report for the first time ever, so we will have a sense of this rate. The State of Michigan provides a record of recent graduates hired at Michigan public schools, and we also keep track of anecdotal reports of placements. But we are not able to track this data for all students, so the percentage will have some uncertainty.	
12. Rates of graduates' professional advanced study					We have no plans to do long-term tracking of graduates at this time, although we do ask about graduate study in our triennial survey of recent alumni.

13. Rates of graduates' leadership roles					We have no plans to do long-term tracking of graduates at this time.
14. Rates of graduates' professional Service activities					We have no plans to do long-term tracking of graduates at this time.
Case studies and alumni competence		Page #			
15. Evaluations of graduates by their own pupils					We have no plans to do this, although some candidates include this (when positive) as part of their portfolio.
16. Alumni self-assessment of their accomplishments					We have no plans to do long-term tracking of graduates at this time. We do ask this question in our triennial survey of recent alumni. We are pleased to recognize our graduates' accomplishments within the Spring Arbor Community when we hear of them.
17. Third-party professional recognition of graduates (e.g., NBPTS)	We only track this anecdotally, but we are pleased to recognize our graduates as often as possible.	2			
18. Employers' evaluations of the program's graduates	We do a survey of principals of recent graduates of our program every three years, and include the results in the assessment system.	21, 30, 44			
19. Graduates' authoring of textbooks, curriculum materials, etc.					We have no plans to do long-term tracking of graduates at this time.
20. Case studies of graduates' own pupils' learning and accomplishment					We have no plans to track this.

Appendix F

Supporting Documents

The documents in this section are comprised of PDFs from multiple sources, and hence do not have page numbers.

The following documents are contained in Appendix F, in the order in which they are referenced in the Inquiry Brief:

- Summary for Robert Marzano workshop, May 25-26, 2010
- Comparison of “old” and “new” Conceptual Frameworks
- Professional Dispositions and Skills Instrument
- Pedagogical Dispositions Instrument
- Course Analysis of Learning: Assignment Description, Rubric
- Program Analysis of Learning: Assignment Description, Rubric
- MDE 3-year report of MTTC Scores (2006-09, the most recent list publicly available)
- Grade Summary for EDU, SED, ECE courses, 2009-10
- EDU 430 Work Sample: Assignment Description, Rubric
- Student Teacher Evaluation by Cooperating Teacher: Instrument, Summary
- TPI Reports: 2005-06, 2006-07, 2007-08, 2008-09
- 2010 Employer Survey: Items, Summary
- Integration of Faith and Learning: Data from Graduate Course Research Study
- Spring Arbor University Faculty Evaluation: Instrument, SOE Summary 2008-09
- Triangulation Matrix: 2007-08, 2008-09, 2009-10 (partial)
- MTTC results for all Michigan TPIs: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09
- Description of Conceptual Framework with Bibliography from 2004 NCATE Institutional Report

Summary for Robert Marzano workshop, May 25-26, 2010

Summary for Robert Marzano Workshop
May 25-26, 2010

Tuesday, May 25	Wednesday, May 26 (for K-12 administrators & Higher Education Staff)
K-12 Teachers and Admin. – 266	K-12 Admin. – 144
College Faculty and Students – 29	Higher Ed. – 33
SOE Faculty, Staff and Students – 34	SOE Faculty - 20
SAU Faculty and Admin – 10	SAU – Admin - 1
Total - 339	198

48 school districts and 15 colleges/universities were represented. One business was represented (The Reading/Writing Connection)

Below are some comments:

What was most valuable?

- The workshop was most valuable. The discussions with participants, the energy of Dr. Marzano and the participants, the knowledge shared, the thoughts and thinking generated --- how do you choose “what was most valuable”?
- Validation of our work and more tools and ideas to grow it.
- Many great ideas, which I plan to share with pre-service teachers.
- Specific step-by-step advice for culture change in the district.
- Getting new ideas on observations. It helped to view different strategies or viewpoints for looking at teacher instruction and student learning.
- Dr. Marzano is an excellent motivator.
- Bringing educational leaders together to learn this common content – gives us the power to change schools in Mid-Michigan.
- Challenged traditional ways of thinking.

Other Comments

- Wow! I could listen to him for days.
- Great presentation!
- Awesome!
- Excellent presentation. It was obvious that the presenter adapted the presentation to meet the needs of the audience. Very relevant!
- So nice that a University offered this session. Our universities need to train our teachers in this.
- Thank you for doing this work!
- This presentation really clarified solutions for problems that the K-12 education system is facing.
- Thank you for providing a speaker of this quality!

Article on SAU website

http://www.arbor.edu/edu_newsDetail.aspx?id=73882

Comparison of “old” and “new” Conceptual Frameworks

Quick Comparison of “New” and “Old” Conceptual Frameworks

“New”



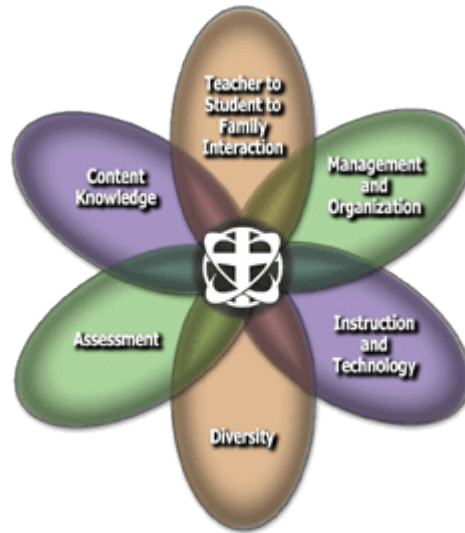
Model of Teacher Education

Integration of Faith and Learning

Pedagogy
 Diversity
 Management & Organization
 Collaboration with Stakeholders
 Content Knowledge
 Assessment

Professional Skills & Dispositions
 Global Perspective
 Technology
 Leadership & Scholarship

“Old”



Effective Teaching Model

(the SAU logo in the center represents
 The Concept)
 Instruction and Technology
 Diversity
 Management and Organization
 Teacher to Student to Family Interaction
 Content Knowledge
 Assessment

Professional Dispositions and Skills Instrument

Spring Arbor University Teacher Education Program Professional Dispositions and Skills Instrument

For use beginning Fall 2010

Student Name: _____

Student ID: _____

Date: _____

Course (Dept/Number): _____

Term (Semester/Year): _____

Context (circle one): Required Self Other

Purpose (circle one or both): Professional Growth Professional Improvement

This form will be used to document professional development and to identify areas for professional growth and/or improvement where needed.

<u>Professional</u> – Behavior is displayed frequently and consistently 3	<u>Acceptable</u> – Behavior is displayed frequently 2	<u>Needs Improvement</u> – Behavior is displayed infrequently; professional improvement plan required 1	<u>Serious Concerns</u> – Behavior displayed is contrary to Spring Arbor’s expectations for professional educators 0	<u>Not Observed</u> – Behavior not observed N/O
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Academically Skilled: Candidates with this set of dispositions demonstrate foundational skills in communication, literacy, and critical thinking.	self	fac
1. Listening: Listens purposefully and attentively. Uses active listening skills in discussions, values responses of others, integrates and applies information to the teaching and learning process.		
2. Speaking: Uses language and grammar appropriately. Conveys ideas clearly and effectively. Voice and elocution create and maintain interest.		
3. Writing: Writing is well organized and developed. Relatively error free, clear, with vocabulary appropriate for the audience.		
4. Reading Fluency: Demonstrates ability to read aloud with appropriate expression.		
5. Comprehension: Constructs meaning and articulates key ideas from readings.		
6. Research Skills: Provides reasoned evidence to support positions and opinions. Uses research/standards/data appropriately.		
7. Analysis and Evaluation: Exhibits ability to examine closely, to critique, and to ask questions; does not accept the status quo at face value but employs higher level thinking skills to synthesize, discern and/or apply in varying contexts.		
8. Independent Thinking: Displays the capacity to envision and craft meaningful and appropriate strategies to address situations.		
Comments:	score	score
Caring: Candidates with this set of dispositions demonstrate that they value and appreciate all aspects of others’ well-being. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors that characterize a set of caring dispositions.	self	fac
9. Empathy: Inclination to identify with, and see things from the perspective of others.		
10. Compassion: Sympathy, often with a desire to help relieve the suffering of others.		
11. Relationships: Ability to develop appropriate rapport with others. Relates to others in socially acceptable ways.		
12. Respect: Shows appropriate regard for the needs, ideas, and experiences of others.		
13. Passion: Demonstrates interest, enthusiasm and optimism for the people, content, and context of the teaching/learning process. Body language and vocalizations convey positive attitude and energy.		
14. Cultural Competence: Appreciates and values diversity; is aware of and acts to reduce the negative effects of personal biases. Learns from and works with diverse personalities, needs, learning styles, cultures, and backgrounds.		
15. Open-mindedness: Exhibits an ability to look at different sides of an issue; considers alternatives to one’s own beliefs and practices.		
16. Responsiveness: Attentive to others’ needs; makes an effort to meet the needs of others.		
Comments:	score	score

Competent – Candidates with this set of dispositions demonstrate prerequisite qualities for effective teaching.	self	fac
17. Accepts Responsibility for Actions: Accepts consequences of decisions and actions without excuses; appropriately receives and uses feedback		
18. Attentive: Concentrates on others’ communication; takes others’ communication into account.		
19. Aware: exhibits “with-it-ness,” which demonstrates awareness of others in the setting, acknowledges others’ needs, and constructs knowledge from others’ actions, questions, and responses to inform decisions.		
20. Collaboration: Can assume the role of either leader or equal member of a group and knows when it is appropriate to do so to accomplish goals of the group. Shares responsibility for group work.		
21. Efficacy: Nurtures high expectations for self and others, demonstrates self direction and confidence, and empowers others.		
22. Flexible: Adapts, adjusts, and modifies practices to meet the needs of others; is comfortable with change.		
23. Resourceful: Utilizes resources in effective ways; adapts practices to unforeseen challenges; visualizes and implements novel ideas and practices.		
24. Initiative: Proactively pursues solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need; assumes leadership as necessary, responds to situations appropriately.		
25. Participation: Contributes positively to discussions, asks relevant questions, and values diverse opinions through tactful interaction.		
26. Reflection: Takes time to consistently evaluate effectiveness of personal behavior in terms of the larger goals of education; nurtures reflectivity in others; reflects on own growth and accountability.		
Comments:	score	score
Qualified – Candidates with this set of dispositions demonstrate attributes of a professional educator.	self	fac
27. Personal and Professional Ethics and Integrity: Adheres strongly to high moral principles and ethical standards as expressed in the Michigan Code of Ethics for Teachers. Encourages others to be equally ethical.		
28. Confidentiality: Complies with federal, state, and institutional policies relating to confidentiality.		
29. Presentation of Self: Exhibits appropriate dress, grooming, demeanor, punctuality, tact, discretion, courtesy, confidence.		
30. Work Ethic/Responsibility: Adheres to school policy for teachers; completes professional tasks in a thorough and efficient manner. Seeks feedback and makes changes as necessary.		
31. Persistence: Exhibits vigilance, stamina, and endurance; is goal-oriented and understands the willingness to do whatever it takes to create an environment for learning.		
32. Planning and Delivery: Work shows care and thoughtfulness, is organized and engaging, meets expectations, and creates a favorable impression.		
Comments:	score	score

Note: If a student has a disability as defined under Americans with Disabilities Act (ADA), **and** has filed the required verification documents with the SAU Accommodations Officer in the Academic Student Connections, **and** has granted permission for that information to be shared with appropriate personnel, then some modifications of criteria related to the disability will be considered.

This document and any attachment must be placed in the student’s file **with the signatures of both student and faculty member; all attachment pages must be signed or initialed by both.** If taken at an off-site location, a copy (plus any attachments) must be sent to the School of Education Compliance Officer on the main campus.

SIGNATURES ARE REQUIRED

Student’s signature & date (verifying awareness of information in the assessment, and agreement with attached plan)

Professor’s signature & date

SOE Executive Team Action

Was action taken? (attach supporting documents)

Date of Action: _____

Pedagogical Dispositions Instrument

Spring Arbor University -- School of Education

Evaluation is completed at the end of the methods field experience and is based upon a *minimum* of two lesson plans taught.

PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Student Evaluation for Methods Courses

STUDENT NAME _____ **PROFESSOR NAME** _____ **COURSE** _____ **TERM** _____ **YEAR** _____
School/Subject Area(s) _____ **Grade Level** _____

MENTOR TEACHER NAME _____

Rating: 1 = Needs Improvement NR = Not Observed/Rated
2 = Satisfactory

DOMAINS OF EFFECTIVE TEACHING	TARGET INDICATORS	Mentor Teacher rating	Professor rating	COMMENTS
Content Area Knowledge	<ul style="list-style-type: none"> • Demonstrates solid understanding of content/ subject(s) being taught. • Gives correct responses to students during lessons. • Evaluates student work accurately. 			
Management and Organization	<ul style="list-style-type: none"> • States clear and appropriate behavior expectations. • Anticipates and avoids potential management problems; demonstrates “with-it-ness”. • Enforces behavior expectations; classroom is safe and orderly. • Maximizes the use of instructional time and time on task. 			
Instruction	<ul style="list-style-type: none"> • Develops lesson plans that are accurately linked to curricular standards and that fit well into overall unit and long-range plans. • Creates relevant and meaningful learning experiences for students. • Clearly states purpose/objective of lesson being taught. • Provides clear directions and ample modeling. • Uses appropriate strategies to meet learning objectives. • Continually monitors student progress and makes changes when necessary. • Elicits solid summary of learning at close of lesson. 			
Technology	<ul style="list-style-type: none"> • Uses technology to collect, manage and present information. 			
Assessment	<ul style="list-style-type: none"> • Develops rubrics or criteria for assessing student work that accurately match/measure lesson plan objective. • Uses student performance on assessments to inform instruction and self-evaluate. 			
Diversity	<ul style="list-style-type: none"> • Prepares and implements accommodations or extension activities for students who are performing above or below grade level. • Models respectful interactions with individuals of differing socioeconomic, religious, racial, or cultural backgrounds. 			
Teacher-Student-Caregiver Interaction	<ul style="list-style-type: none"> • Interacts respectfully and sincerely with others. • Projects voice with adequate volume, enthusiasm, and varying tone and inflection. • Actively listens to students. • Uses correct grammar in oral and written communication 			
Professional Behaviors and Dispositions	<ul style="list-style-type: none"> • Consistently reports on-time or early. Attendance is regular and dependable. • Neat and clean appearance appropriate to the setting and activity. 			

Evaluation is completed at the end of the methods field experience and is based upon a *minimum* of two lesson plans taught.

	<ul style="list-style-type: none"> • Prepares lessons, makes student handouts, and obtains necessary materials well in advance of teaching the lesson. • Collaborates/communicates well with mentor teacher and other professionals. • Receives feedback considerately and attempts to implement suggested changes. 			
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Check the appropriate statement:

- I recommend this student continue in the teacher education program at SAU.
- I recommend with reservation this teacher candidate continue in the teacher education program at SAU.
- I do not recommend this teacher candidate continue in the teacher education program at SAU.

Mentor Teacher's Signature

Date

COMMENTS:

Check the appropriate statement:

- I recommend this student continue in the teacher education program at SAU.
- I recommend with reservation this teacher candidate continue in the teacher education program at SAU.
- I do not recommend this teacher candidate continue in the teacher education program at SAU.

Professor's Signature

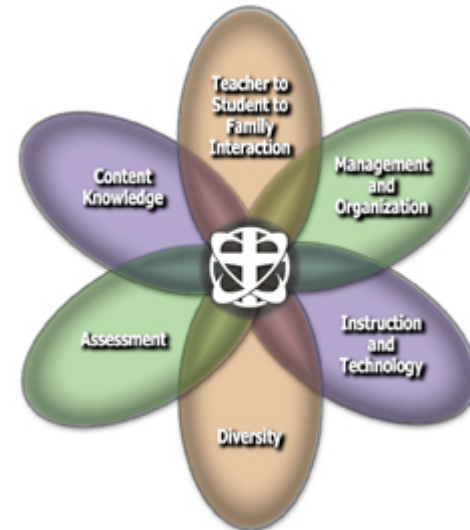
Date

COMMENTS:

Student's Signature

(Verifying awareness of information in this rating instrument.)

Date



Spring Arbor University -- School of Education
PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Evaluation is completed at the end of the methods field experience and is based upon a *minimum* of two lesson plans taught.

Student Evaluation for Methods Courses

STUDENT NAME _____ **PROFESSOR NAME** _____ **COURSE** _____
TERM _____ **YEAR** _____ **School/Subject Area(s)** _____ **Grade Level** _____

MENTOR TEACHER NAME _____ **Rating:** 1 = Needs Improvement NR = Not Observed/Rated
 2 = Satisfactory

DOMAINS OF MODEL OF TEACHER EDUCATION	TARGET INDICATORS	Mentor Teacher rating	Professor rating	COMMENTS
Integration of Faith and Learning	The teacher candidate demonstrates that the integration of Faith and Learning enhances the development of a professionally empowered educator who exhibits the principles of caring for and service to mankind with Christ as the model in personal and professional situations.			
Content Knowledge	The teacher candidate demonstrates competence and confidence in knowledge of the content that encompasses the theories, principles, and concepts of a particular discipline. This includes deep knowledge of the subject itself as well as an understanding of how that content is integrated and best taught across the curriculum and supportive to the specific standards of the discipline being taught.			
Management and Organization	The teacher candidate demonstrates the understanding of planning and teaching procedures and routines to maximize instructional time, proactively managing the learning environment, and using strategies that keep students actively engaged without interruptions or behavioral problems. Throughout the coursework and field experience the candidate develops reasonable rules and procedures, effectively manages the physical and behavioral environment to facilitate instruction, organizes time, materials, and equipment to positively affect academic performance, and utilizes strategies and skills that motivate learners and keep them on task.			

Spring Arbor University -- School of Education
PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Evaluation is completed at the end of the methods field experience and is based upon a <i>minimum</i> of two lesson plans taught.

DOMAINS OF MODEL OF TEACHER EDUCATION	TARGET INDICATORS	Mentor Teacher rating	Professor rating	COMMENTS
Pedagogy	The teacher candidate demonstrates evidence of Subject Matter Knowledge, Pedagogical Knowledge and Professional Caring Skills. The candidate provides a focus on learning based on knowledge of subject matter, state standards and real world application. The candidate designs lessons using research-based strategies and collaborate with other professionals to meet students' learning needs. The candidate is committed to a belief that all individuals are unconditionally accepted as valued.			
Technology	The teacher candidate understands technology as a universal tool in contemporary culture, which calls for literacy and skill, and shows an intent to appropriately implement it in all aspects of effective teaching. Technology Competency encompasses electronic media, hardware, software, and other devices used to collect, manage and present information.			
Assessment	The teacher candidate demonstrates his or her knowledge of how to select, develop, and use appropriate assessment strategies and instruments to measure achievement of program goals and instructional objectives that are built on state standards. She or he understands the effective use of different forms of classroom assessment –formal and informal, criterion and norm referenced, selected response, extended response, performance, personal communication, assessment OF and FOR learning—as an integral part of learning and teaching. Best practices in grading, the use of rubrics, student involvement in assessment, and analyzing data The teacher candidate understands that assessment also includes self-assessment and the ability to be aware of how one's choices affect others, especially one's students.			
Diversity	The teacher candidate demonstrates an understanding of how students differ in their approaches to learning and the need to create instructional opportunities that are adapted to diverse populations. The candidate recognizes the influence of culture, language, race, ethnicity, gender, religion, and cognitive and physical abilities on student learning; support the learning of the exceptional child, and promotes development of an inclusive environment.			

Spring Arbor University -- School of Education
PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Evaluation is completed at the end of the methods field experience and is based upon a <i>minimum</i> of two lesson plans taught.

DOMAINS OF MODEL OF TEACHER EDUCATION	TARGET INDICATORS	Mentor Teacher rating	Professor rating	COMMENTS
Collaboration with Stakeholders	The teacher candidate demonstrates an understanding that collaboration is an important process to develop ideas about how people can work together to improve teaching for learning, to create philosophies about how change blends a variety of perspectives among people to make things possible, to develop practical strategies and processes through which people can effect change, solve problem or improve practices, and to generate commitment to working together constructively and embracing new ideas.			
Professional Behaviors and Dispositions	The teacher candidate demonstrates an understanding of professional behaviors and disposition as professional attitudes, values, and beliefs exemplified through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities and as additional to knowledge that is connected to tools and practices. The candidate develops habits of thinking and action – about teaching, children, and the role of the teacher. These include the disposition to reflect and to learn from practice; a willingness to take responsibility for children’s learning, determination, and persistence in working with children until they succeed; and the will to continue to seek new approaches to teaching that will allow greater success with students.			
Global Perspective	The teacher candidate demonstrates an understanding that an excellent teacher will have an awareness, understanding and appreciation of the world beyond one’s self, one’s community and one’s culture and that individual and corporate decisions can and do have a ripple effect on others around the globe. The candidate will demonstrate an understanding of the necessity of gaining knowledge and insight regarding various and sometimes-competing views, ideas and belief systems.			
Leadership & Scholarship	The teacher candidate demonstrates the ability to provide exceptional guidance and direction as classroom teachers and in the large educational arena through mentoring, service, and advocacy. The candidate understands the value and role of scholarship and intellectual engagement to inform and enhance professional performance.			

Spring Arbor University -- School of Education
PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Evaluation is completed at the end of the methods field experience and is based upon a *minimum* of two lesson plans taught.

Check the appropriate statement:

- I recommend this candidate continue in the teacher education program at SAU.
- I recommend with reservation this candidate continue in the teacher education program at SAU.
- I do not recommend that this candidate continue in the teacher education program at SAU.

Mentor Teacher's Signature

Date

COMMENTS:

Check the appropriate statement:

- I recommend this candidate continue in the teacher education program at SAU.
- I recommend with reservation this candidate continue in the teacher education program at SAU.
- I do not recommend that this candidate continue in the teacher education program at SAU.

Professor's Signature

Date

COMMENTS:

Candidate's Signature

Date

(Signature verifies awareness of information in this rating instrument and does not signify agreement or disagreement with the ratings)

**Course Analysis of Learning:
Assignment Description, Rubric**

Edu nnn
Analysis of Learning Paper
Fall 2010

Edu nnn students will write an analysis of learning paper that is due on date.

Writing prompt: How has this course addressed the domains of the SOE Conceptual Framework and helped you prepare to be an effective teacher?

Write a 5-7 paragraph (500 words) essay according to the following guidelines:

- a. Write for an audience of teacher educators (assume understanding of Framework and technological savvy)
- b. Synthesize the course material and experiences with that of your elementary or secondary preparation in your responses
- c. Include a compelling introduction and conclusion
- d. Include specific examples to support your analysis
- e. Demonstrate writing competency as defined in the rubric, e.g.
 - o Use correct grammar and punctuation
 - o Achieve clarity with transitions between and within paragraphs
 - o Employ a variety of sentence structures and precise vocabulary

Formatting Instructions

Double spaced, 12 point type, 1" margins, pages numbered correctly, electronic file format in .doc, .rtf, or .docx, appropriate title and electronic file name (include student name)

Put your name, student ID number, site, certification level (elementary or secondary), and major/minor in the header for the first page, and name and page numbers in the footer.

Remember that this narrative should be original work, and that Ephesians 4:25 says "Therefore, having put away falsehood, let each one of you speak the truth with his neighbor, for we are members one of another."

The attached rubric will be used to assess the narrative.

This narrative is worth 5% of the course grade.

School of Education Analysis of Learning Rubric

	Content	Organization	Fluency	Writing
“5”	The paper presents a compelling analysis, fully developed with supporting ideas. It engages its audience demonstrating insight, complexity, and sophistication. The paper fully and convincingly addresses the prompt. This paper offers analysis, synthesis or evaluation of significant ideas; it is challenging and creative.	The paper evinces a tight organizational structure appropriate to the audience and purpose. It provides coherent transitions between and within paragraphs; paragraphs are fully developed with topic sentences and are logically ordered. The introduction engages audience and establishes relationship between the reader and the paper’s purpose; conclusion provides clinching statement or appropriate closing.	Words are precisely chosen and ideas carefully honed. Sentences are clear, coherent and varied in length and structure (variety of compound, compound-complex and simple sentences). Stylistic devices further the discussion. Vivid diction energizes the paper throughout.	Formatting conventions are precisely observed. Grammar, spelling, punctuation, and usage conform to the conventions of standard American English.
“4”	The paper presents an analysis and thoughtfully engages its intended audience. The paper fully addresses the prompt. It offers analysis, synthesis and/or evaluation of significant ideas.	The overall organizational structure is appropriate to the prompt and purpose. Paragraphs are logically related with topic sentences, but may lack some richness of detail or evidence. Transitions between and within paragraphs are clear and cohesive. The introduction establishes relationship between the reader and paper’s purpose. The paper comes to closure.	Sentences are usually clear, coherent, and varied in style and structure. Word choice and tone support the paper’s purpose. Paragraphs are fairly well developed. Stylistic devices further the discussion.	The paper contains no serious errors in grammar, spelling, punctuation, and usage, and conforms to the conventions of standard American English.
“3”	The paper states a position rather than making a supported analysis. While the paper attempts to address the prompt, it may occasionally wander away from its central idea. Attempts analysis and/or evaluation.	The overall organizational structure is generally easy to follow and appropriate to the audience and purpose. The paper may lack topic sentences, support, or be mis-sequenced. Transitions within and between paragraphs are evident, but may be awkward, mechanical, or ineffective. Mechanical or trite closing.	Sentences are generally clear and correct; however, some may be basic, choppy, or lack variety. Word choice may generally support the paper’s purpose, but may be less precise and compelling.	Format is generally correct. Errors in grammar, punctuation, or usage occasionally interfere with communication and minimize writer’s credibility.
“2”	The paper does not address the prompt and neither targets nor engages an audience. It fails to develop support for claims and wanders in its focus. Ineffective or omitted analysis, synthesis, and/or evaluation.	The organizational structure is illogical, unclear or inappropriate. Transitions between and within paragraphs are missing or ineffective. Paragraphs frequently seem unrelated, repetitive, or poorly constructed with limited support. The introduction is overly general, missing, or misleading; conclusion is weak or missing.	Sentences are frequently basic, choppy, or repetitive in structure and may lack clarity. Sentences may be incomplete. Inappropriate word choice detracts from paper’s purpose.	Format is not consistently correct or appropriate. Multiple errors in spelling, grammar, punctuation, and usage impede communication and undermine the writer’s credibility.

SOE Conceptual Framework Domain Analysis

EDU instructors: As you read and score the Analysis of Learning papers in your course, please indicate how each student assessed the individual domains of the Conceptual Framework.

Number of papers analyzed _____

Course _____ Semester/year _____ Instructor(s) _____

Domain	3—Student indicates strong preparation	2—Student indicates this was addressed	1—Student indicates this was not addressed
Pedagogy			
Interactions with Stakeholders			
Diversity			
Content Knowledge			
Assessment			
Management and Organization			
Professional Skills and Dispositions			
Technology			
Global Perspective			
Leadership and Scholarship			
Integration of Faith and Learning			
Totals per column			

**Program Analysis of Learning:
Assignment Description, Rubric**

School of Education Analysis of Learning papers (course and program) Faculty Information Sheet

Rationale

This is a vital piece of our School of Education overall assessment program since it is near the endpoint of our data collection. The information gathered from this assessment is used to determine how effectively the students have understood and internalized the Model of Teacher Education (our Conceptual Framework) as well as maintained or improved their writing skills as they move toward program completion.

Information from this assessment will also be used for program improvement.

Implementation

A course analysis of learning paper will be completed by students near the end of each EDU undergraduate course. The program Analysis of Learning paper will be written by all students near the middle of the term in EDU 430.

To support their writing in 430, students will be given a packet of information including the image and domain definitions of the conceptual framework, an instruction sheet, and the rubric used to score the paper. They may also bring in copies of course analysis of learning papers completed previously in the program.

Students must receive a “4” or a “5” on the 430 final program paper in order to receive a passing grade in 430. The target score for the teacher preparation program will be that 80% of students get a “4” or a “5” on the first attempt. Students scoring below a “4” can revise and resubmit until the end of the course. Instructors may specify remediation needs and/or number of possible attempts acceptable.

Program Support

School of Education faculty for other EDU courses will include an analysis of learning paper near the end of their course for their students to “practice” synthesizing and analyzing how their coursework influences their understanding and use of the conceptual framework. Information provided via these papers can also help instructors evaluate course and teaching effectiveness.

Course writing prompt: How has this course addressed the domains of the SOE Conceptual Framework and helped you prepare to be an effective teacher?

Guidelines for 430 Final Paper

Because the final Analysis of Learning paper is so vital, it is important for 430 instructors to ask their students to carefully follow the guidelines below.

EDU 430 Writing Prompt: How has the teacher preparation program at Spring Arbor University (including courses in your major and minor or any program concentration) addressed the domains of the SOE Conceptual Framework and helped you prepare to be an effective teacher?

Instructions to Students in 430

Write an analysis of learning essay according to the following guidelines:

- a. Write for an audience of teacher educators (assume understanding of Framework)
- b. Synthesize your elementary or secondary preparation with that of your major or minor or concentration preparation (e.g. social studies, mathematics, language arts, early childhood, special education, etc.) in your responses
- c. Include a compelling introduction and conclusion
- d. Devote a paragraph to each element of the Conceptual Framework
- e. Include specific examples to support your analysis
- f. Demonstrate writing competency as defined in the rubric, e.g.
 - Use correct grammar and punctuation
 - Achieve clarity with transitions between and within paragraphs
 - Employ a variety of sentence structures and precise vocabulary

Formatting Instructions

Double spaced, 12 point type, 1” margins, pages numbered correctly, electronic file format in .doc, .rtf, or .docx, appropriate title and electronic file name (include student name)

Put your name, student ID number, site, certification level (elementary or secondary), and major/minor in the header for the first page, and name and page numbers in the footer.

Remind the students that this paper should be original work, and of Ephesians 4:25 which says that “Therefore, having put away falsehood, let each one of you speak the truth with his neighbor, for we are members one of another.”

Submission Information

Require EDU 430 students to submit this assignment electronically—one for the professor and one for SOE program assessment. The copy that goes to the professor can be hard copy if that’s what is preferred. Collect the electronic papers from your students in a folder labeled with the course, semester and year, and send the folder as a zip file to Reuben Rubio, Director of Accreditation and Assessment for the School of Education rarubio@arbor.edu before the end of the semester in which the assessment is given.

The EDU 430 instructors should forward papers from early childhood or special education students to the ECE and SED directors, who will score those papers.

The 430 professor will assign a holistic score (5, 4, 3, 2) to each paper based on the rubric and complete the domains tally sheet for all papers. Use your class list to send student scores and the domains tally sheet to Reuben Rubio at rarubio@arbor.edu.

Direct any questions you have about this assessment to Reuben Rubio at ext. 1419 or rarubio@arbor.edu. Your effort and cooperation in our overall assessment process is valuable and greatly appreciated. Also, any input you can offer for improvement is welcomed.

Spring Arbor University Writing Assessment Grading Rubric

	Content	Organization	Fluency	Writing
“5”	The paper presents a compelling analysis, fully developed with supporting ideas. It engages its audience demonstrating insight, complexity, and sophistication. The paper fully and convincingly addresses the prompt. This paper offers analysis, synthesis or evaluation of significant ideas; it is challenging and creative.	The paper evinces a tight organizational structure appropriate to the audience and purpose. It provides coherent transitions between and within paragraphs; paragraphs are fully developed with topic sentences and are logically ordered. The introduction engages audience and establishes relationship between the reader and the paper’s purpose; conclusion provides clinching statement or appropriate closing.	Words are precisely chosen and ideas carefully honed. Sentences are clear, coherent and varied in length and structure (variety of compound, compound-complex and simple sentences). Stylistic devices further the discussion. Vivid diction energizes the paper throughout.	Formatting conventions are precisely observed. Grammar, spelling, punctuation, and usage conform to the conventions of standard American English.
“4”	The paper presents an analysis and thoughtfully engages its intended audience. The paper fully addresses the prompt. It offers analysis, synthesis and/or evaluation of significant ideas.	The overall organizational structure is appropriate to the prompt and purpose. Paragraphs are logically related with topic sentences, but may lack some richness of detail or evidence. Transitions between and within paragraphs are clear and cohesive. The introduction establishes relationship between the reader and paper’s purpose. The paper comes to closure.	Sentences are usually clear, coherent, and varied in style and structure. Word choice and tone support the paper’s purpose. Paragraphs are fairly well developed. Stylistic devices further the discussion.	The paper contains no serious errors in grammar, spelling, punctuation, and usage, and conforms to the conventions of standard American English.
“3”	The paper states a position rather than making a supported analysis. While the paper attempts to address the prompt, it may occasionally wander away from its central idea. Attempts analysis and/or evaluation.	The overall organizational structure is generally easy to follow and appropriate to the audience and purpose. The paper may lack topic sentences, support, or be mis-sequenced. Transitions within and between paragraphs are evident, but may be awkward, mechanical, or ineffective. Mechanical or trite closing.	Sentences are generally clear and correct; however, some may be basic, choppy, or lack variety. Word choice may generally support the paper’s purpose, but may be less precise and compelling.	Format is generally correct. Errors in grammar, punctuation, or usage occasionally interfere with communication and minimize writer’s credibility.
“2”	The paper does not address the prompt and neither targets nor engages an audience. It fails to develop support for claims and wanders in its focus. Ineffective or omitted analysis, synthesis, and/or evaluation.	The organizational structure is illogical, unclear or inappropriate. Transitions between and within paragraphs are missing or ineffective. Paragraphs frequently seem unrelated, repetitive, or poorly constructed with limited support. The introduction is overly general, missing, or misleading; conclusion is weak or missing.	Sentences are frequently basic, choppy, or repetitive in structure and may lack clarity. Sentences may be incomplete. Inappropriate word choice detracts from paper’s purpose.	Format is not consistently correct or appropriate. Multiple errors in spelling, grammar, punctuation, and usage impede communication and undermine the writer’s credibility.

SOE Conceptual Framework domain analysis

EDU/SED/ECE 430 instructors: As you read and score the Analysis of Learning papers in your course, please indicate how each student assessed the individual domains of the Conceptual Framework.

Number of papers analyzed _____

Course _____ Semester/year _____ Instructor(s) _____

Domain	3—Student indicates strong preparation	2—Student indicates this was sufficiently addressed	1—Student indicates this was not sufficiently addressed
Pedagogy			
Interactions with Stakeholders			
Diversity			
Content Knowledge			
Assessment			
Management and Organization			
Professional Skills and Dispositions			
Technology			
Global Perspective			
Leadership and Scholarship			
Integration of Faith and Learning			
Totals per column			

MDE 3-year report of MTTC Scores, 2006-09

Michigan Test for Teacher Certification
ANNUAL SUMMARY OF STATE RESULTS: INITIAL & CUMULATIVE
Program Year: September 2006 - August 2009

KEY: *N = Number of Eligible Test Takers; N Pass (% Pass) = Number (Percent) of Eligible Test Takers Who Passed the Test*

NOTE: *This table should be viewed with the accompanying descriptive page and interpretive cautions.*

Preparation Institution = 26 Spring Arbor University

	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
Test:					
002 English	38	37	97.4	37	97.4
004 Speech	3	2	66.7	2	66.7
009 History	22	20	90.9	20	90.9
010 Political Science	1	1	100.0	1	100.0
011 Psychology	11	10	90.9	10	90.9
016 Science	5	4	80.0	4	80.0
017 Biology	10	8	80.0	9	90.0
018 Chemistry	7	5	71.4	5	71.4
019 Physics	1	1	100.0	1	100.0
022 Mathematics (Secondary)	16	15	93.8	16	100.0
028 Spanish	7	6	85.7	6	85.7
039 Music Education	10	9	90.0	9	90.0
041 Art Education	1	0	0.0	0	0.0
043 Health	2	2	100.0	2	100.0
044 Physical Education	24	20	83.3	20	83.3
051 Guidance Counselor	114	99	86.8	102	89.5
063 Learning Disabilities	80	70	87.5	78	97.5
082 Early Childhood Education	46	43	93.5	44	95.7
083 Elementary Education	196	183	93.4	194	99.0
084 Social Studies	72	49	68.1	52	72.2
089 Mathematics (Elementary)	14	14	100.0	14	100.0
090 Language Arts (Elementary)	52	44	84.6	46	88.5
093 Integrated Science (Elem)	14	13	92.9	13	92.9
095 Visual Arts Education	11	11	100.0	11	100.0
All Tests (excluding Basic Skills)	757	666	88.0	696	91.9

Grade Summary for EDU, SED, ECE courses, 2009-10

Spring Arbor University
School of Education
Undergraduate Course Breakdown
2009-10

Major Divisions	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	U	S	I	NC	LAB	N	GPA
All EDU, SED, ECE	841 46%	330 18%	128 7%	151 8%	50 3%	26 1%	40 2%	12 1%	1 0%	4 0%	3 0%	29 2%	203 11%	0 0%	0	213	2031	3.63
Online	58 64%	17 19%	6 7%	6 7%	3 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0	0	91	3.78
Traditional	783 45%	313 18%	122 7%	145 8%	47 3%	26 2%	40 2%	12 1%	1 0%	4 0%	3 0%	28 2%	203 12%	0 0%	0	213	1940	3.62
EDU	615 48%	212 17%	84 7%	102 8%	37 3%	22 2%	34 3%	10 1%	1 0%	3 0%	2 0%	24 2%	135 11%	0 0%	0	213	1494	3.62
EDU Online	50 71%	12 17%	3 4%	2 3%	2 3%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0	0	70	3.85
EDU Traditional	565 47%	200 17%	81 7%	100 8%	35 3%	22 2%	34 3%	10 1%	1 0%	3 0%	2 0%	23 2%	135 11%	0 0%	0	213	1424	3.61
SED	160 39%	90 22%	41 10%	45 11%	11 3%	4 1%	6 1%	2 0%	0 0%	0 0%	1 0%	5 1%	43 11%	0 0%	0	0	408	3.60
SED Online	1 8%	4 31%	3 23%	4 31%	1 8%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	13	3.33
SED Traditional	159 40%	86 22%	38 10%	41 10%	10 3%	4 1%	6 2%	2 1%	0 0%	0 0%	1 0%	5 1%	43 11%	0 0%	0	0	395	3.61
ECE	66 51%	28 22%	3 2%	4 3%	2 2%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	25 19%	0 0%	0	0	129	3.80
ECE Online	7 88%	1 13%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	8	3.96
ECE Traditional	59 49%	27 22%	3 2%	4 3%	2 2%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	25 21%	0 0%	0	0	121	3.79
EDU Courses	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	U	S	I	NC	LAB	N	GPA
EDU140	39 26%	43 29%	18 12%	18 12%	4 3%	4 3%	5 3%	6 4%	0 0%	1 1%	2 1%	8 5%	0 0%	0 0%	0	0	148	3.36
EDU140L	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	118	118	
EDU200	12 39%	4 13%	1 3%	7 23%	2 6%	1 3%	2 6%	1 3%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	0	0	31	3.35
EDU202	18 40%	12 27%	6 13%	8 18%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	45	3.62
EDU210	3 75%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 25%	0 0%	0 0%	0	0	4	4.00
EDU262	36 32%	39 35%	11 10%	11 10%	8 7%	3 3%	2 2%	0 0%	0 0%	2 2%	0 0%	0 0%	0 0%	0 0%	0	0	112	3.49
EDU263	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU269	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU271	68 68%	21 21%	3 3%	2 2%	2 2%	1 1%	2 2%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0	0	100	3.81
EDU271L	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	53	53	
EDU272	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	1	4.00
EDU273	10 77%	3 23%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	13	3.92
EDU285	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	4 100%	0 0%	0	0	4	#DIV/0!
EDU319	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU330	22 38%	9 16%	6 10%	7 12%	3 5%	3 5%	7 12%	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	58	3.32
EDU331	19 34%	10 18%	6 11%	5 9%	7 13%	5 9%	4 7%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	56	3.32
EDU336	13 68%	0 0%	4 21%	0 0%	0 0%	0 0%	1 5%	0 0%	0 0%	0 0%	0 0%	1 5%	0 0%	0 0%	0	0	19	3.74
EDU337	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU338	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU341	5 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	5	4.00
EDU342	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	1	4.00
EDU343	1 25%	1 25%	1 25%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 25%	0 0%	0 0%	0	0	4	3.67
EDU344	4 40%	2 20%	2 20%	0 0%	1 10%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 10%	0 0%	0 0%	0	0	10	3.63
EDU346	9 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0	0	9	4.00
EDU347	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU348	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU349	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0 ####	0	0	0	#DIV/0!
EDU350	33 49%	9 13%	8 12%	11 16%	0 0%	3 4%	1 1%	2 3%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0	0	68	3.54
EDU354	51	4	2	4	1	0	0	0	0	0	0	0	0	0	0	0	62	3.87

EDU 430 Work Sample:
Assignment Description, Rubric



“The Big Picture”

Purpose: Seminar Student Teachers will understand and apply research-based best practice regarding assessment and data through in-class activities and on-site implementation.

Outcomes:

1. Students will experience the process of creating a quality assessment to be implemented in their classrooms while student teaching.
2. Students will create an assessment administration plan in addition to the assessment itself to ensure validity and reliability of the assessment.
3. Students will implement their assessment in the classroom based on best practices and collect data regarding that assessment.
4. Students will bring the assessment data to class to aggregate and disaggregate the data looking for patterns and evidence of student learning on multiple levels.
5. Students will be exposed to a variety of theories on grading practices and explore the current issues and alternative options to be better prepared for the classroom.

Structure:

Class 1: Understanding and Creating Quality Assessments (3 hours)

- Balanced Assessment Systems
- Stiggin’s Assessment Types
- Levels of Cognitive Demand (Bloom’s Taxonomy)
- Test Blueprints
- Quality Filters

***Between Class 1 and 2 continue to build your own classroom assessment, assessment blueprint and implementation plan outside of seminar time.

Class 2: Work Time with Q&A (1 hour ONLY)

- Bring your rubric and whatever you have completed so far on the assessment and data project as a check point to make sure you are on track.

*** Between Class 2 and 3 make sure you have actually administered your assessment to your class, fully implemented your assessment plan and have gathered data that you can bring in to class to utilize.

Class 3: Data Analysis and Grading Issues (3 hours)

- Data Retreat Analysis (Fact Finding, Hypothesis, Action Plan, Reflection)
- Grading Issues
- Grading Solutions

*** After Class 3, finalize your assessment and data project by completing the data section and any other portions that need revision or revisiting. The project should be hard copy or electronically turned in ONE week after the last class.

REMEMEBER: One week after Class 3 the Assessment and Data Project is due!

DECONSTRUCTING CONTENT EXPECTATIONS...

A. COURSE/SUBJECT: _____

B. BIG IDEA: _____

C. GLCE/HSCEs: 1. _____

2. _____

3. _____

4. _____

5. _____

D. GLCE/HSCE I (Full Version): _____

E. GLCE/HSCE I Verbs: _____

F. GLCE/HSCE I Nouns: _____

G. GLCE/HSCE I Vocabulary (Other important language):

H. GLCE/HSCE I Instruments, Measures and Representations: _____

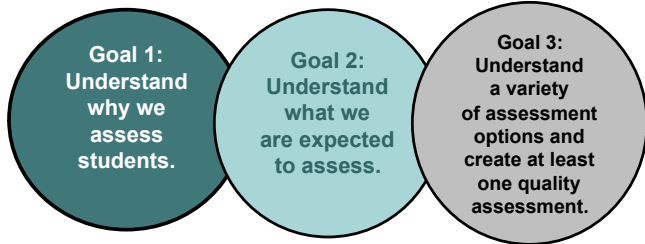
I. GLCE/HSCE I Instructional Strategy:

J. GLCE/HSCE I Assessment Strategy:

(*Repeat steps D - J with other HSCEs within the Big Idea)

Balanced Assessment

(Session 1)



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Agenda

4:00 - 4:30

Short Introduction of Assessment Project Rubric and Materials

4:10 – 4:30

Why Assess?

-Purpose & Definition

4:30 – 5:00

Assess What?

-Clarifying Expectations/Clear Targets

5:00 – 5:30

Assess How?

-Research on Creating/Designing Valid Assessments

-Types of Assessments

5:30 – 6:00

Working Dinner

6:00 – 7:00

Assess How Continues...

-Creating Your Own Assessment

7:00

Wrap up

Suggested Norms

- o Fully participate/Listen and show respect
- o Be on time (arriving and after breaks)
- o No irrelevant side conversations

Materials

Provided by: Tovah	Students
<ul style="list-style-type: none"> •PowerPoint •Assessment & Data Project Rubric •Deconstructing Content Expectations •Levels of Cognitive Demand (Bloom's Taxonomy) •Individual Assessment Blueprint (Checklist) •Stiggins' Classroom Assessment for Student Learning (Menu of Options p. 90) •Quality Filters 	<ul style="list-style-type: none"> •Completed Assessment & Data Reflection Worksheet •Content Expectations (Full Text)

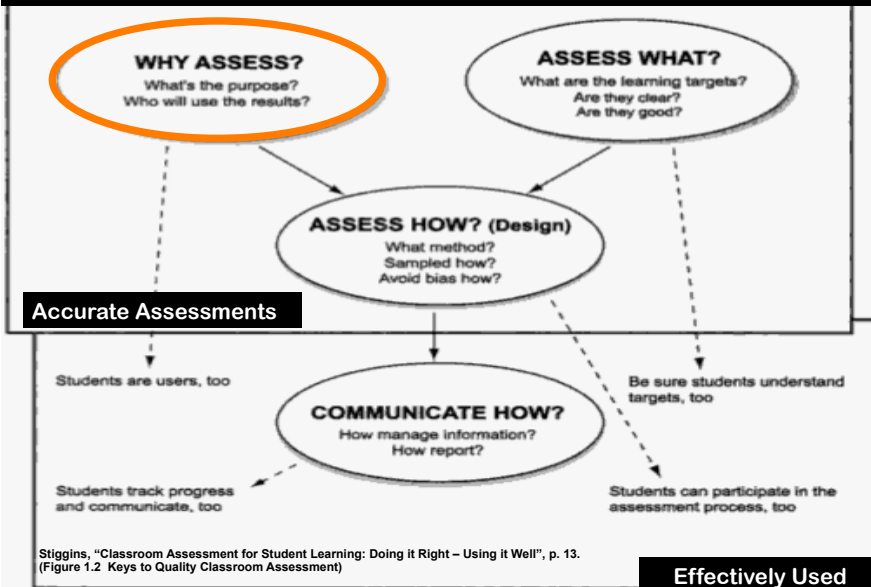
Assessment & Data Project Rubric

Assessment RUBRIC (12 points possible)	Exceeded Expectation 2 points	Met Expectation 1 point	Partially Completed Expectation 0 points	Incomplete ----- Not Acceptable
Assessment Type	The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins and articulates an applied reason for why this assessment type(s) is the most appropriate.	The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)	The SAU student utilizes, but does not articulate the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)	Must Revise and Resubmit
Aligned Expectations	The SAU student clearly indicates the content expectations tested for each individual item and/or requirement and articulates/demonstrates with evidence the quality of the expectation to item alignment.	The SAU student clearly indicates the content expectations tested for each individual item and/or requirement.	The SAU student partially indicates the content expectations tested on the assessment or is unclear in the alignment to expectations.	Must Revise and Resubmit
Levels of Cognitive Demand	The SAU student clearly utilizes and indicates a variety of cognitive demands within each expectation assessed. (ex: one expectation has multiple questions each at a different cognitive level) in addition to a variety within the assessment.	The SAU student clearly utilizes and indicates a variety of cognitive demands within the assessment based on the vocabulary within the expectation.	The SAU student clearly utilizes and indicates a only one or two of cognitive demands within the assessment based on the vocabulary within the expectation	Must Revise and Resubmit

Rubric Continued

	Exceeded Expectation 2 points	Met Expectation 1 point	Partially Completed Expectation 0 points	Incomplete ----- Not Acceptable
Assessment Organization	The SAU student has created a separate test blueprint document indicating/articulating a clear purpose in the assessment's organization, alignment, level of cognitive demand, answer key, etc.	The SAU student has created a separate test blueprint document indicating/articulating a clear purpose and thought process in the assessment's organization.	The SAU student has created a separate test blueprint, but has not clearly articulated the thought process behind the organization of the assessment.	Must Revise and Resubmit
Assessment Administration	The SAU student has demonstrated/articulated a clear, valid, planned method for administering the assessment and has communicated the procedures to the classroom student ahead of time with a back up plan for student that miss the original administration of the assessment.	The SAU student has demonstrated/articulated a clear, valid, planned method for administering the assessment and communicated the procedure to the classroom students.	The SAU student has demonstrated/articulated a valid method for administering the assessment.	Must Revise and Resubmit
Communicating Results	The SAU student has articulated a plan for communicating the results of the assessment back to the student and parents in various forms, in addition to demonstrating how they plan to utilize the data from the teacher perspective for evidence of student learning/growth and creating a plan of action based on the results.	The SAU student has articulated a clear plan for utilizing the data from the teacher perspective for evidence of student learning/growth and creating a plan of action for student interventions and extensions based on the results.	The SAU student has articulated a plan for communicating the results of the assessment back to the students.	Must Revise and Resubmit

FOUNDATION FOR A BALANCED ASSESSMENT SYSTEM

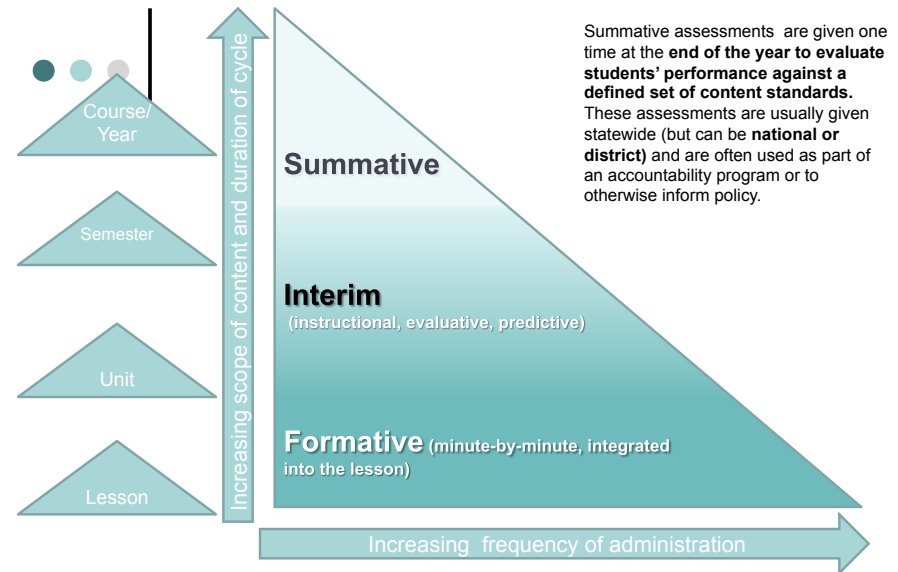


Why Assess?

- As a table top group write on your poster paper as many reasons as you can brainstorm for *why educators assess?*
- Rank your reasons by numbering in order of most important to least important. Do your best to come to consensus within your group on the order.
- Be ready to share with others regarding why your group ranked the reasons in that order.

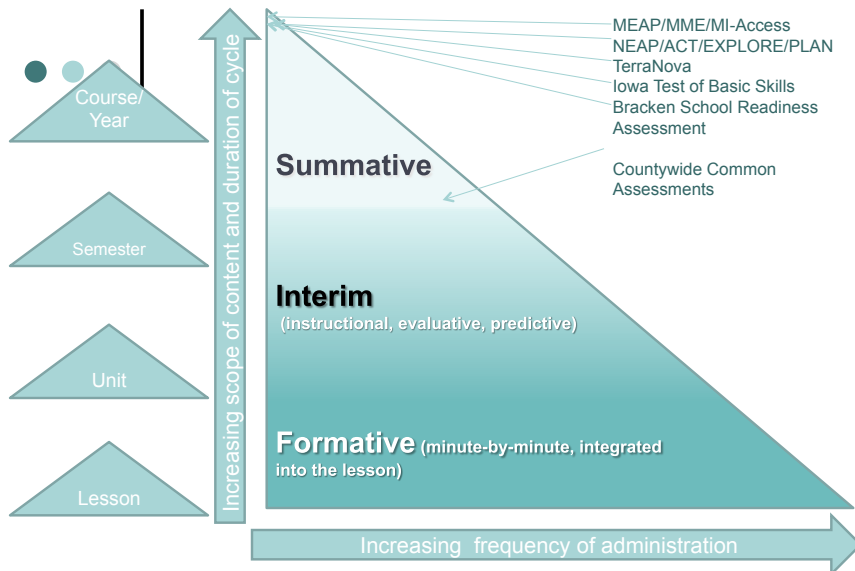
Why Assess?

- If we assess for all these different reasons or purposes and there are many stakeholders involved, can *we truly have one assessment that meets all these needs? Why and what could we do about it?*
- As a pair, you will walk and talk the question above. I'll ask 3 pairs to share out their conversation.

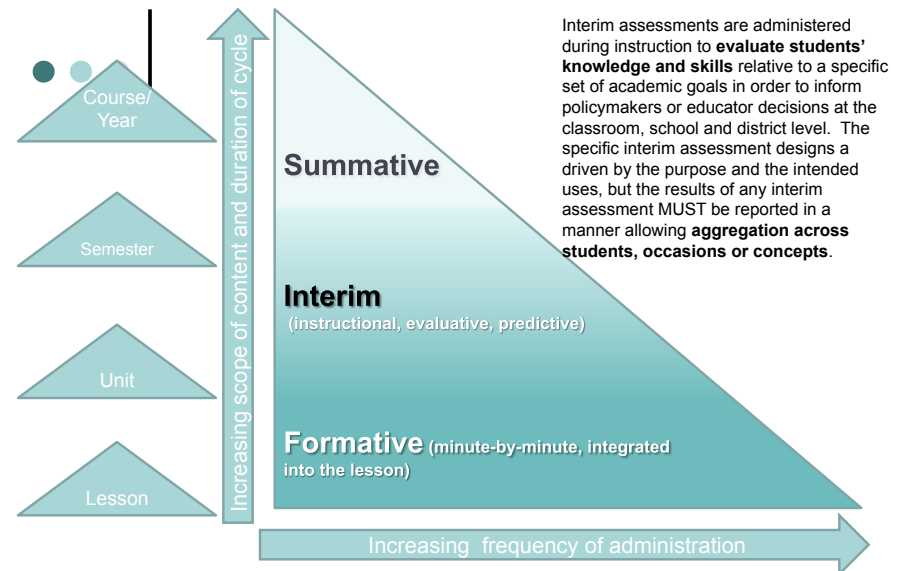


Summative assessments are given one time at the **end of the year** to **evaluate students' performance against a defined set of content standards**. These assessments are usually given statewide (but can be **national or district**) and are often used as part of an accountability program or to otherwise inform policy.

A Framework for Considering Interim Assessments. By Marianne Perie, Scott Marion & Brian Gong, National Center for the Improvement of Educational Assessment, Feb. 2007

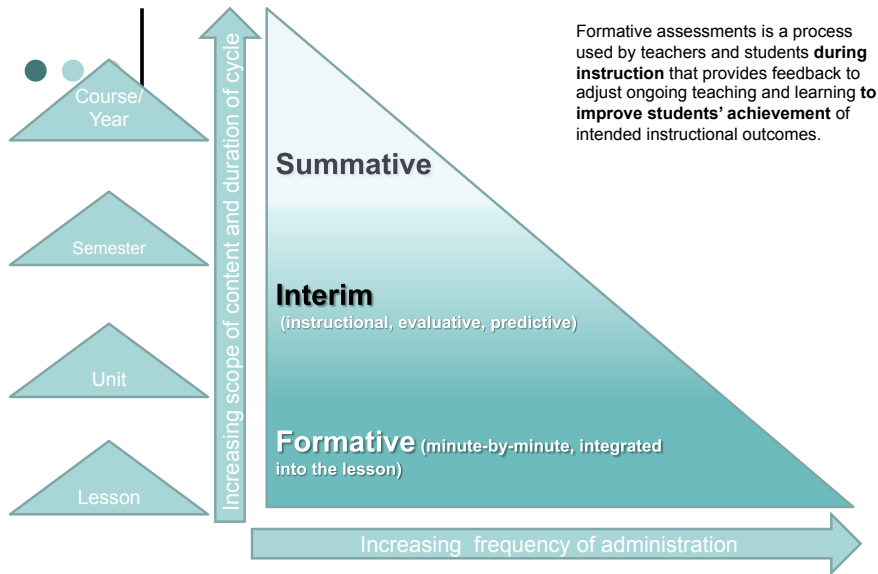


A Framework for Considering Interim Assessments. By Marianne Perie, Scott Marion & Brian Gong, National Center for the Improvement of Educational Assessment, Feb. 2007



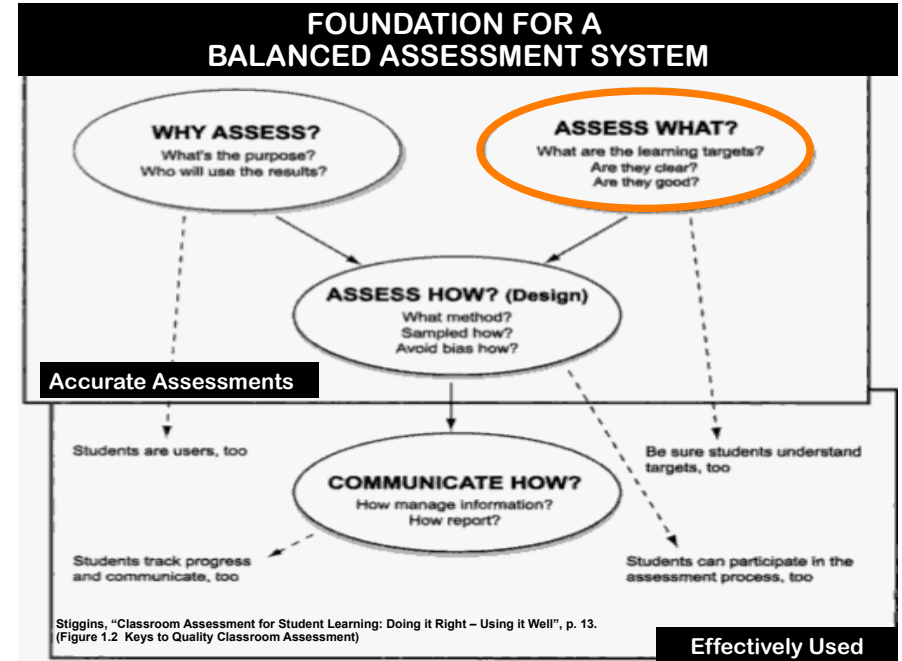
Interim assessments are administered during instruction to **evaluate students' knowledge and skills** relative to a specific set of academic goals in order to inform policymakers or educator decisions at the classroom, school and district level. The specific interim assessment designs a driven by the purpose and the intended uses, but the results of any interim assessment **MUST** be reported in a manner allowing **aggregation across students, occasions or concepts**.

A Framework for Considering Interim Assessments. By Marianne Perie, Scott Marion & Brian Gong, National Center for the Improvement of Educational Assessment, Feb. 2007



Formative assessments is a process used by teachers and students **during instruction** that provides feedback to adjust ongoing teaching and learning to **improve students' achievement** of intended instructional outcomes.

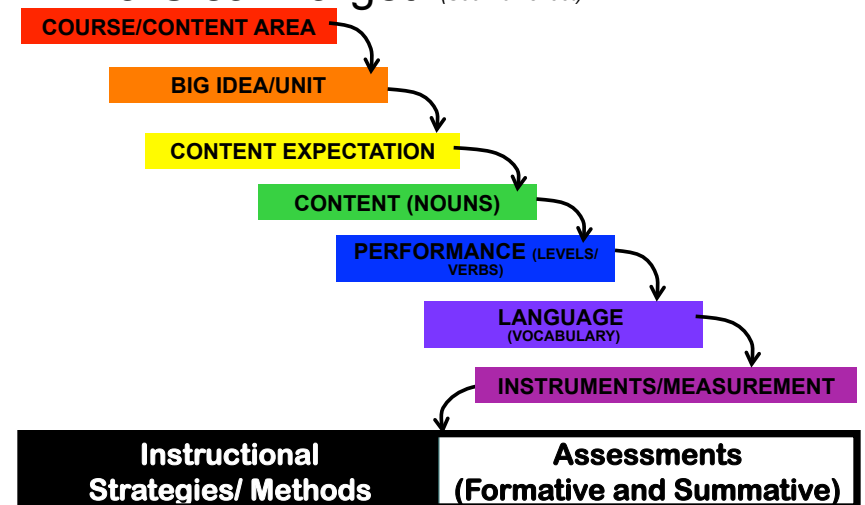
A Framework for Considering Interim Assessments. By Marianne Perie, Scott Marion & Brian Gong, National Center for the Improvement of Educational Assessment, Feb. 2007



Assess What?

1. What are the learning targets?
 - HSCE (9-12 grade)
 - GLCE (K-8 unless Science)
 - Guidelines/Benchmarks
2. Are the targets clear?
 - To gain clarity for yourself, we need to deconstruct the expectations. This will help clarify the evidence we want students to produce to demonstrate their understanding.

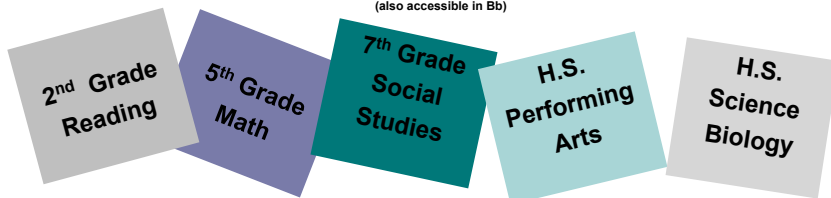
Deconstructing Expectations for a Clear Target! (See worksheet)



Deconstructing Your Content for Your Student Teaching

Your goal before dinner is to use the worksheets (*minimally sections A – I*) to deconstruct two or more of your content expectations that you will be teaching between now and the end of March. This is the basis for creating a valuable, quality assessment with clear targets.

Worksheet Samples (also accessible in Bb)



DECONSTRUCTING CONTENT EXPECTATIONS...

You would complete one of these worksheet for each GLCE/HSCE you intend to assess.

- A. COURSE/SUBJECT:** _____ 5th Grade Mathematics _____
Source: http://www.mich.gov/documents/5th_Math-Intro_Ltrweb_149037_7.pdf
- B. BIG IDEA:** ___ Geometry: Know the meaning of angles, and solve problems _____
- C. GLCE/HSCEs:** 1. ___ G.TR.05.01 _____
2. ___ G.GS.05.02 _____
3. ___ G.GS.05.03 _____
4. ___ G.GS.05.04 _____
5. ___ G.GS.05.05 _____
6. ___ G.GS.05.06 _____
- D. GLCE/HSCE I (Full Version):** ___ G.GS.05.02 Measure angles with a protractor and classify them as acute, right, obtuse, or straight. _____
- E. GLCE/HSCE I Verbs:** ___ measure, classify _____
- F. GLCE/HSCE I Nouns:** ___ angles, acute, right, obtuse, straight _____
- G. GLCE/HSCE I Vocabulary (Other important language):**
Protractor, rays, endpoint, vertex, sides, opening/turn between sides
- H. GLCE/HSCE I Instruments, Measures and Representations:** _____
___ Protractor, 2D & 3D measurements, polygons contain multiple angles, degree symbol _____
- I. GLCE/HSCE I Instructional Strategy:**
- Define angles – Acute, Right, Obtuse (Audio/Visual) – 2 min. video clip
 - Find angles with in the classroom (Kinesthetic /Intrapersonal)
 - Draw various angles/ Create angles with various supplies in the classroom (Kinesthetic/Interpersonal)

Shortened Version on Deconstructing Expectations

EXAMPLE: Physics High School Content Expectations

(P2.2 Velocity — Time: The motion of an object can be described by its position and velocity as functions of time and by its average speed and average acceleration during intervals of time.)

P2.2A Distinguish between the **variables** of **distance, displacement, speed, velocity, and acceleration**.

P2.2B Use the **change of speed and elapsed time** to **calculate** the **average acceleration** for **linear motion**.

P2.2C Describe and **analyze** the **motion** that a **velocity-time graph** represents, given the **graph**.

P2.2D State that **uniform circular motion** involves **acceleration** without a **change in speed**.

P2.2e Use the **area under a velocity-time graph** to **calculate** the **distance traveled** and the **slope** to **calculate** the **acceleration**.

P2.2f Describe the **relationship** between **changes in position, velocity, and acceleration** during **periodic motion**.

COLOR KEY: **Red** = Performance Verb **Blue** = Content Nouns **Green** = Additional Vocabulary or Instruments

If we teach to one level of cognitive demand, then we also are expected to assess to that same level...

- o Based in the performance verbs in the content expectations, what level of cognitive demand is each expectations meeting?
- o Refer to the handout and mark on your deconstructing worksheet or on your actual expectations the correct level...
 - Evaluation – appraise, evaluate, judge
 - Synthesis – formulate, construct, create

 - Analysis – compare, contrast, relate
 - Application – apply, solve, compute

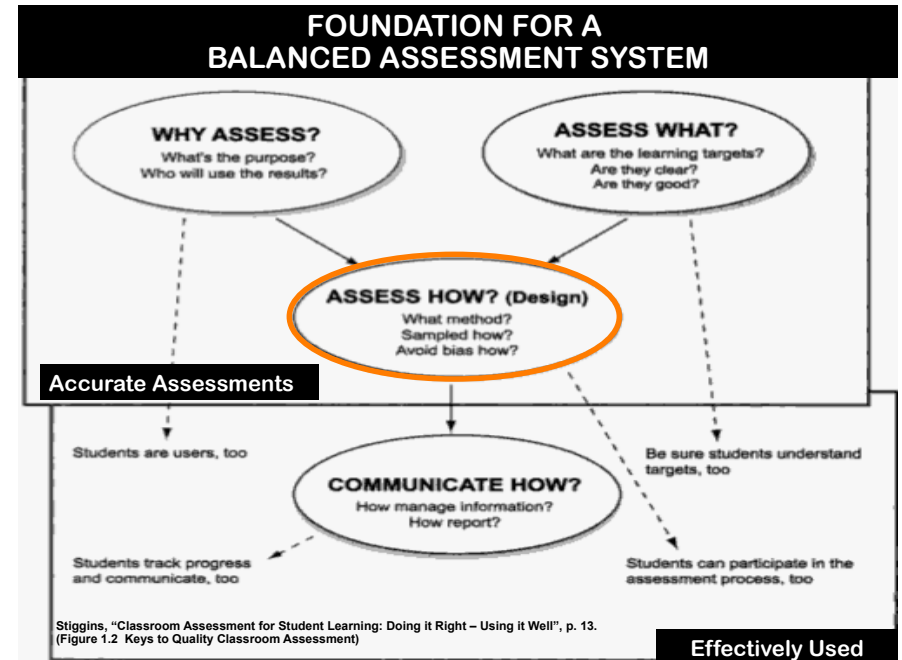
 - Comprehension – explain, predict, paraphrase
 - Knowledge – define, label, list

** We will revisit this key information later when we decided the best method for assessing each expectation.

Dinner Break

• Take a break to **get food**, use the facilities and catch your breath...

• **Begin to read through** the rest of the PowerPoint and additional handouts that we will be utilizing the rest of the session.



Foundational Review

- Independently for a few minutes, review the information regarding summative and formative assessments:
 - "Comparing Assessment *for* and *of* Learning" (Table 2.2 p. 33 in Stiggins Book)
 - "Purposes for (Users and Uses of) Assessment" (Table 2.3 p.35 in Stiggins Book)
 - "Assessment Methods – A Menu of Options" (Table 2.3 p.90 – 94 & 100 in Stiggins Book)
- At your table, discuss for 3 – 5 minutes what ideas stand out to you from the information you reviewed.

Narrowing the Focus

- As a group, look at the 4 options for creating assessment items, p. 90 - 93 and create a brief example for each type (do not use the examples in the handout) and write it on the poster paper (please label the assessment type above the example)

High School Group	
Selected Response	Extended Response
Performance Assessment	Communication Assessment

- Be ready to quickly share out to the other groups.

**Think: Can an assessment item be more than one type?*

Connecting Back to the Beginning

- Looking at the table on p. 100, think about what type(s) of assessment items would best fit based on the connection to the target (content expectation) and the level of cognitive demand.
- Mark on your deconstructing worksheet(s) or on your actual expectations the assessment type that best fits per expectation!

Table 4.1 Links Among Achievement Targets and Assessment Methods

(p.100)

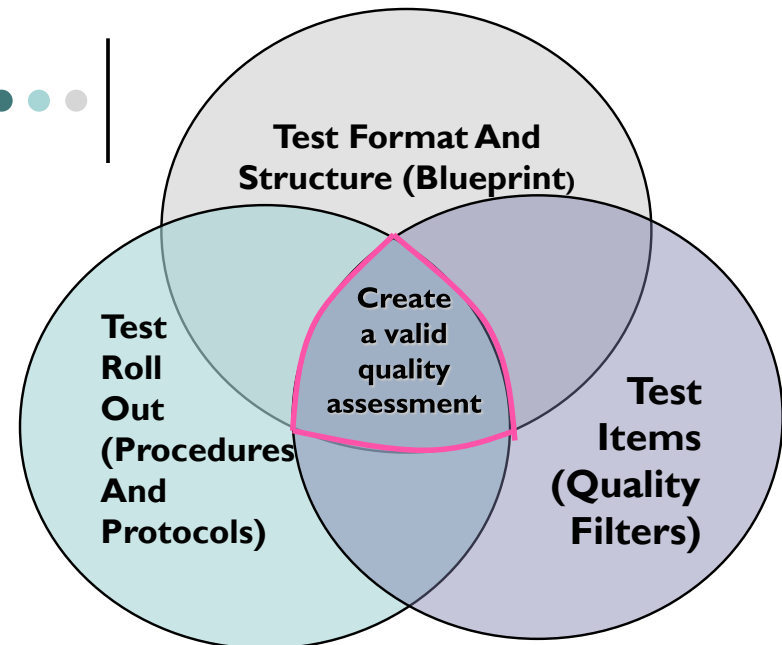
Target to Be Assessed	Assessment Method			
	Selected response	Extended Written Response	Performance Assessment	Personal Communication
Knowledge Mastery	Good match for assessing mastery of elements of knowledge.	Good match for tapping understanding of relationships among elements of knowledge.	Not a good match—too time consuming to cover everything.	Can ask questions, evaluate answers and infer mastery—but a time-consuming option.
Reasoning Proficiency	Good match only for assessing understanding of some patterns of reasoning.	Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve some problems and infer reasoning proficiency.	Can ask student to “think aloud” or can ask followup questions to probe reasoning.
Skills	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Good match. Can observe and evaluate skills as they are being performed.	Strong match when skill is oral communication proficiency; not a good match otherwise.
Ability to Create Products	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves.	Strong match when the product is written. Not a good match when the product is not written.	Good match. Can assess the attributes of the product itself.	Not a good match.

Assessment Blueprint *(see handout)*

- The entire test will assess a variety of GLCEs/HSCEs or benchmarks based the information to be taught while you are student teaching.
- Item Check:**
 - Each item must be aligned to one content expectation only.
 - For each content expectation there should be at least 3 items to easily gauge proficiency unless the item is a Performance Assessment.
 - The three items will range in levels of cognitive demand (Evaluation, Synthesis, Analysis, Application, Comprehension, and Knowledge) and vary based on verb(s) content expectation.
- Organization Check:**
 - Question difficulty should build throughout the test from lower cognitive demand to higher level thinking within a GLCE/HSCCE item grouping and across GLCEs/HSCCEs.
 - Make each item independent of each other on test.
 - Evenly distribute correct answers through out the test (approximately) if the test is multiple choice.
 - Consistent Clear Format – Font, Font Size, Bold/Italicize, etc.
- Procedure for Administering the Assessment:**
 - Clear Directions
 - Rules and Protocol have been established
 - Testing Environment promotes success and consistency
- Clear process for 1) gathering data from assessment, 2) consistent/concise steps for grading, and 3) communicating data results and grades to students and parents.**

Item #	GLCE/HSCCE or Benchmark Code (with description if necessary)	Type of Assessment Question (Multiple Choice, Extended Response, Performance or Communication based)	Level of Cognitive Demand (Evaluation, Synthesis, Analysis, Application, Comprehension, and Knowledge)	Answer (A,B,C,D) or Refer to Rubric	Value of Question/Contribution to Data (Other Notes/Comments)
1					
2					
3					

Source: Offices of Curriculum, Instruction, and Assessment Ohio Department of Education, September 2005



“You can’t make a valid test... without valid items.”

“When an item is well designed, students should choose the correct answer only when they know the targeted idea and they should choose an incorrect answer only when they do not know the idea.”

“Student should be able to demonstrate their knowledge without being tripped up by confusing language, inaccurate information, unclear diagrams, or contexts that are unfamiliar or unnecessarily complex.”

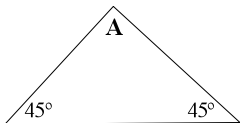
Project 2061 Today, Winter 2007

Quality Filter 1: Clear Target

Can you articulate the *ONE* specific content expectation the item is assessing?

Good Sample: G.GS.05.06
Understand why the sum of the interior angles of a triangle is 180°

Without using a protractor, figure out the measurement of angle A?



- a. 45°
- b. 60°
- c. 90°
- d. 120°

Poor Sample: G.GS.05.05 Know that angles on a straight line add up to 180° ...G.GS.05.06 Understand why the sum of the interior angles of a triangle is 180° ...

What do the interior angles of a triangle and angles on a straight line have in common?

- a. Both add up to 360°
- b. Both create multiple vertex
- c. Both add up to 180°
- d. They don't have anything in common

Quality Filters

- Quality filters are criteria for questions that can help us ensure quality... (see *check list worksheet*)
- Not every question will pass ALL quality filters, but we need to try to meet the criteria as much as possible.
- Quality filters are focused in on three areas:
 - **Item** – Clear Target, Content Match, Performance Match, Essence of the GLCE, & Grade Level Appropriate Language,
 - **Item Stem** – Clear Language, Avoid Generalizations, Majority of Content and Information, Avoid Bias
 - **Answer Choices**- One Correct Answer, Plausible Distracters/Foils, Order of Answer Choices, Grammatically Fits with Stem, Similar Terminology, Similar Length, Style, & Structure, Unique/Independent Responses, & Avoid Redundant Terms.

Quality Filter 2: Content Match

Does the Item match the content (nouns) required by the GLCE?

Good Sample: D.AN.05.04.02 Solve multi-step problems involving means.

Below, Preston recorded the number of drinks sold at the concession stand for each week during the home soccer games.

Week	Number of Sodas Sold
1	108
2	143
3	165
4	137
5	117

What was the mean number of drinks sold per week?

- a. 137
- b. 57
- c. 134
- d. 165

Poor Sample: G.TR.04.04. Recognize plane figures that have line symmetry.

Which of these objects cannot be folded in half so that both halves are the same?

- a.
- b.
- c.
- d.

Quality Filter 3: Performance Match

Does the item match the performance (verbs) required by the GLCE?

Good Sample: N.MR.04.29.01 *Solve* for the unknown in equations such as: $1/8 + x = 5/8$ or $3/4 - y = 1/2$

Solve for the unknown in this equation:

$$\frac{3}{5} + w = \frac{4}{5}$$

- a. $\frac{7}{5}$
 b. $\frac{1}{5}$
 c. $\frac{1}{10}$
 d. $\frac{8}{10}$

Poor Sample: N.ME.04.09 Multiply two-digit numbers by 2, 3, 4, and 5, using the distributive property, e.g., $21 \times 3 = (1 + 20) \times 3 = (1 \times 3) + (20 \times 3) = 3 + 60 = 63$

What is missing in the number sentence below?

$$5 \times 37 = (5 \times 7) + (_ \times 30)$$

- a. 3
 b. 5
 c. 15
 d. 37

Quality Filter 4: Learning Essence of GLCE

Does this item get too trivial or is it addressing obscure information? Does it feel like a trick question?

Good Sample: Sample:A.FO.06.06 Represent information given in words using algebraic expressions and equations

Jack had c cookies in his lunch bag. He ate 4 cookies. Which algebraic expression represents the number of cookies left in the bag?

- a. $c + 4$
 b. $4 - c$
 c. $c - 4$
 d. $4 \div c$

Poor Sample:A.FO.06.06 Represent information given in words using algebraic expressions and equations

Sue is shopping at a grocery store in her home town to make dinner tonight. She buys two cans of corn that each cost \$1.59, four cans of beans that cost \$0.99 each, and one jar of sauce for \$4.99. Which number sentence shows his total if there is a flat tax of \$2.50 for the groceries?

- a. $2.50 + (2 + 4 + 1) \times (1.59 + 0.99 + 4.99) = \15.07
 b. $(1.59 + 2) \times (0.99 + 4) \times 4.99 + 2.50 = \91.89
 c. $4 \times 1.59 + 2 \times 0.99 + 4.99 = \13.33
 d. $2 \times 1.59 + 4 \times 0.99 + 4.99 + 2.50 = \14.63

Quality Filter 5: Contains Language at the Appropriate Grade Level

Does the difficulty of the problem come from how hard the question is to read rather than the content?

Good Sample: G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).

The shape of a softball is similar to a _____.

- a. cone
 b. cube
 c. prism
 d. sphere

Poor Sample: G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).

Identify which three dimensional item below could be classified as a sphere.

- a. Cardboard box
 b. Kickball
 c. Kitchen table
 d. Pencil

Quality Filter 6: Use Clear Language

Even if the student doesn't know the answer, would s/he understand what the question is asking? (Avoid the word "You")

Good Sample: N.FL.06.04 Multiply and divide any two fractions, including mixed numbers, fluently.

A new bag of candy contains 10 pieces. Kim ate some of the candy from the bag and now has $\frac{4}{5}$ of the bag left. She decides to give the rest of the candy to 2 of her friends. How many pieces of candy do each of her friends receive?

- A. 2
 B. 4
 C. 5
 D. 8

Poor Sample: N.FL.08.09 Solve problems involving compounded interest or multiple discounts.

The Community Credit Union return 5.5% per annum compounded $\frac{1}{4}$ - ly on a 15-month CD. If you deposit \$10,000 and the interest is accrued, what is the balance in the account after 1 year?

- A. \$11130.45
 B. \$10,550
 C. \$12388.25
 D. \$ 10,055

Quality Filter 7: Caution When Using Generalization

Does the stem contain words like "Every-All-None-Always-Never"?

Good Sample: N.ME.05.10
Understand a fraction as a statement of division

Which expression shows another way to write $\frac{17}{5}$?

- a. $17 - 5$
- b. $5 \div 17$
- c. 17×5
- d. $17 \div 5$

Poor Sample: N.MR.04.19 Write tenths and hundredths in decimal and fraction forms, and know the decimal equivalents for halves and fourths.

Which amount below is equivalent to $\frac{1}{2}$?

- A. 0.50
- B. $\frac{2}{4}$
- C. 0.5
- D. All of the above

Quality Filter 8: Include the Majority of the Content and Information

Are the number of words in the question stem longer than in individual answer choices?

Good Sample: N.FL.06.14 For applied situations, estimate the answers to calculations involving operations with rational numbers.

The table below shows the population of Michigan cities in the 2003 census. Which is the *best* estimate of the total population of the three cities?

Michigan Population

City	Number of People
Albion	4,838
Chelsea	25,946
Dexter	8,488

- a. below 35,000
- b. about 40,000
- c. between 40,000 and 45,000
- d. more than 45,000

Poor Sample: N.FL.04.10.01 Multiply fluently any whole number by a one-digit number, and a three-digit number by a two-digit number; for a two-digit by one-digit multiplication, use distributive property to develop meaning for the algorithm.

John was asked to describe how to find the answer to 43×6 to his class. Which explanation makes the most sense?

- A. I added $40 + 6$ to get 46 and I added $40 + 3$ to get 43. Then, I multiplied 46 by 43 to get 1,978. So $43 \times 6 = 1,978$.
- B. I multiplied 40×6 and got 240. Then, I did 3×6 and got 18. So I added 240 to 18 to get 258. So, $43 \times 6 = 258$.
- C. I multiplied 40×3 to get 120. Then, I multiplied 40×6 to get 240. I added $120 + 240$ to get 360. So $43 \times 6 = 360$.
- D. I did $43 + 43$ and got 86. I did that 6 times. So I added 86 six times to get 516. So, $43 \times 6 = 516$.

Quality Filter 9: Avoid Bias

Does the stem include brand names or other discriminatory vocabulary? (Race, Gender, Religion, Socio-economics, etc.)

Good Sample: D.AN.05.03 Given a set of data, find and interpret the mean (using the concept of fair share) and mode.

A 5th grade class is planning a fieldtrip. Each student wrote down the date on which she/he wanted to have the trip. The teacher needs to choose the date that is wanted by the *greatest* number of students. How would the teacher choose the best date?

- a. Find the mode
- b. Solve for the mean
- c. Estimate the median
- d. Guess the range

Poor Sample: N.FL.05.05 Solve applied problems involving multiplication and division of whole numbers.

Bill had a flock of 238 emus. He divided his flock as evenly as possible among 4 areas. Which picture shows how Bill could have divided his flock among the land?

- A.

61 emus	61 emus
61 emus	61 emus

59 emus	59 emus
59 emus	59 emus
- B.

61 emus	59 emus
59 emus	61 emus

61 emus	59 emus
59 emus	61 emus
- C.

60 emus	59 emus
59 emus	60 emus

61 emus	59 emus
59 emus	61 emus
- D.

61 emus	59 emus
59 emus	61 emus

61 emus	59 emus
59 emus	61 emus

Quality Filter 10: One Correct Answer

Do the answer choices contain 1 correct answer, and 3 incorrect, yet equally viable choices?

Good Sample: N.ME.03.16

Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator."

What fraction is NOT shaded?



- A. $\frac{4}{5}$
- B. $\frac{5}{4}$
- C. $\frac{4}{9}$
- D. $\frac{5}{9}$

Poor Sample: N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator."

Which pie chart shows $\frac{3}{4}$?

- A.
- B.
- C.
- D.

Quality Filter 11: Foils/Distracters Need to be Plausible

Can each foil tell you something about the student's level of learning or where misconceptions may be? (Include feedback for foils in ExamView)

Good Sample: M.UN.02.06 Use the concept of duration of time, e.g., determine what time it will be half an hour from...

What time will it be a half hour after the time shown on the clock?



- a. 10:10
- b. 10:30
- c. 10:40

Poor Sample: M.PS.05.05.03

Represent relationships between areas of rectangles, triangles, and parallelograms using models.

What is the area of the triangle?



- a. 1 square units
- b. 4 square units
- c. 8 square units
- d. 16 square units

Quality Filter 12: Place Answer Choices in Alphabetical, Chronological or Numerical Order

...unless the purpose of the question is to order items. Are the answer choices in the most appropriate order?

Good Sample: M.PS.02.08 Add and subtract money in mixed units, e.g., \$2.50 + 60 cents and \$5.75 - \$3, but not \$2.50 + \$3.10.

Jeff had...



...in an envelope and \$5.75 in his piggy bank. How much money does Jeff have in all?

- a. \$3.75
- b. \$7.00
- c. \$7.75

Poor Sample: M.PS.02.08 Add and subtract money in mixed units, e.g., \$2.50 + 60 cents and \$5.75 - \$3, but not \$2.50 + \$3.10.

What is the sum of \$2.66 and \$0.20?

- a. \$4.66
- b. \$2.68
- c. \$2.86

Quality Filter 13: Answer Choices Grammatically Fits with the Stem

Do the answer choices grammatically match the stem? Watch for double negatives...(Students should be able to eliminate answer choices by content, not by lack of grammatical agreement.)

Good Sample: D.RE.05.01.03 Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.

The line graph below shows the amount of money sports players have made in the past.



Which statement below is **NOT** true?

- a. In 1995, basketball was the lowest paid sport.
- b. Overall, basketball has increased in salary the most in the past 10 years.
- c. In 2004, football was the highest paid sport.
- d. From 2000 - 2004, baseball salaries stayed the same.

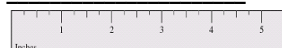
Poor Sample: M.UN.02.01 Measure lengths in meters, centimeters, inches, feet and yards approximating to the nearest whole unit and using abbreviations.

Below are two lines. Use the pictures of the rulers to determine which statement is **NOT** true.

Line 1



Line 2



- a. Line 1 is about 3 in.
- b. Line 1 is **NOT** more than 5 in.
- c. Line 1 and Line 2 is equal lengths.

Quality Filter 14: Contains Similar or Absence of Terminology for Each Choice

If a specific term is used in the stem, is it similarly used in each answer choice?

Good Sample: D.AN.05.04.01 Solve multi-step problems involving means.

Jonathan had three test scores that were 88, 86, and 84, while Annie had scores of 82, 92, and 84. How did Jonathan's mean score compare with Annie's mean score?

- a. Jonathan's mean score was 1 point higher than Annie's.
- b. Annie's mean score was 1 point higher than Jonathan's.
- c. Both mean scores were 86.
- d. Both mean scores were 84.

Poor Sample: N.FL.04.35 Know when approximation is appropriate and use it to check the reasonableness of answers; be familiar with common place-value errors in calculations.

Eighty 4th graders are planning a field trip for the day. If each student eats at least one whole sub, then which of the following would **NOT** be a reasonable estimation?

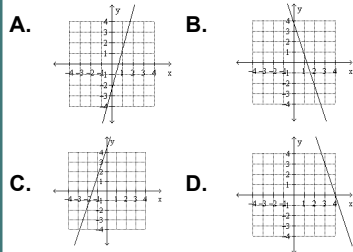
- a. 45 sandwiches
- b. 80 sandwiches
- c. 100 sandwiches
- d. 110 sandwiches

Quality Filter 15: Similar Length, Style, Structure

Is there equal appeal to each answer choice, so content is the determining factor?

Good Sample: A.PA.07.07.01 Represent linear functions in the form $y = x + b$, $y = mx$, and $y = mx + b$, and graph, interpreting slope and y-intercept.

Which graph represents a line with a y-intercept of 4 and slope -3?



Poor Sample: A.PA.07.04. For directly proportional or linear situations, solve applied problems using graphs and equations, e.g., the heights and volume of a container with uniform cross-section, distance and time under constant speed...

An elevator can hold a maximum of 10 people who weigh an average of 175 pounds each. If a box of freight weighing 325 pounds is placed on the elevator, what equation can be solved to determine the number of people of average weight who can safely get on the elevator without exceeding the weight capacity?

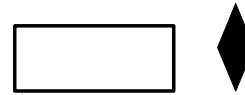
- $1750 + 175x = 325$
- Solve for p if, $325 + 175p = 1750$
- $175w = 1750 + 325$
- $325 + 175y = 1750$ and round down to the next whole number

Quality Filter 16: Should be Unique

Be careful not to overlap choices.

Good Sample: G.SR.02.05 Identify, describe and compare familiar two-dimensional and three dimensional shapes...

Compare the two shapes below, identify what attributes they have in common?



- The shapes are the same size.
- Each shape has four sides.
- Both shapes are the same color.

Poor Sample: G.TR.07.03: Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor.

What would need to be true for these two figures to be similar?



- The figures have to look identical and have two equal angles.
- All four sides would have to be the same length.
- All sides have to be proportional and all angles have to be equal.
- Both A & B

Quality Filter 17: Avoid Redundancy in Choices

Place repeat words in the stem instead of at the beginning of each answer choice.

Good Sample: A.PA.07.04 For directly proportional or linear situations, solve applied problems using graphs and equations, e.g., height of water in a tank being filled at a constant rate, degrees Celsius and degrees Fahrenheit...

Today it is 25°C in Toronto. Using the equation below, determine the temperature in degrees Fahrenheit?

$$F = \frac{9}{5}C + 32$$

- 14°F
- 40°F
- 72°F
- 77°F

Poor Sample: N.FL.08.09 Solve problems involving compounded interest or multiple discounts.

At the bank, a savings account returns 3% and is compounded quarterly. If \$1,000 is deposited and the interest is accrued, what is the balance in the account after 2 year?

- The balance is \$11130.45
- The balance is \$10,550
- The balance is \$12388.25
- The balance is \$ 10,055

Let's Practice on a few...

- The Community Credit Union return 5.5% per annum compounded $\frac{1}{4}$ -ly on a 15-month CD. If \$10,000 is deposited and the interest is accrued, what is the balance in the account after 1 year?
 - The balance is \$11130.45
 - The balance is \$10,550
 - The balance is \$12388.25
 - The balance is \$ 10,055

- A local car dealership wants to know how many people hear their advertisements on the radio. Which method provides you with the most valid results?
 - Survey the next 20 customers
 - Survey all the people living within a $\frac{1}{2}$ mile radius
 - Survey a large random sample of people living within the listening range of the radio station
 - Survey customers at a nearby auto store



For your driving permit, you are keeping track of the minutes you drive each day on a matrix. If you started at 9:50 in the morning and ended at 2:05pm, how much time should you enter on your log?

- 5 hrs / 15 min
- 4 hrs/ 15 min
- 4 hrs / 55 min
- 7 hrs / 45 min
- 5 hrs / 15 min



Reporting Scores

(How does this compare to MEAP/MME?)

MEAP/MME Translation of Data and Reports				Most Data and Reports
Raw Score (# Correct out of Total) – Can be made into a %- Simple straight forward and each question is worth 1 point.)	Scale Score (Based on the Raw Score, Grade Level, Difficulty of Questions, and the Guess-ability Factor (IRT model))	Cut Scores (Within each grade level, cut scores become the separators within the scale score. The cut scores are made for 1,2,3 & 4)	Proficiency Levels (Once the cut scores are set, if a student scores a 1 or 2 they are proficient, if a student scores a 3 or 4 they are NOT proficient.) <i>(This is the end product that most schools focus on for each student.)</i>	Raw Score (# Correct out of Total) – Can be made into a %- Simple straight forward and each question is worth 1 point.)

● ● ● | Wrap Up.

- Review the rubric one more time...
- Reminder of work dates, times available for support, and project expectations
 - Feb. 8 4:00 – 7:00 – Assessment Information and Creation
 - March 15 4:00 – 5:00 – Work time and Support
 - April 13 4:00 – 7:00 – Data Analysis

April 20 PROJECT DUE

• Questions?

● ● ● | Assessment & Data Project Rubric

Assessment RUBRIC (12 points possible)	Exceeded Expectation 2 points	Met Expectation 1 point	Partially Completed Expectation 0 points	Incomplete ----- Not Acceptable
Assessment Type	The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins and articulates an applied reason for why this assessment type(s) is the most appropriate.	The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)	The SAU student utilizes, but does not articulate the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)	Must Revise and Resubmit
Aligned Expectations	The SAU student clearly indicates the content expectations tested for each individual item and/or requirement and articulates/ demonstrates with evidence the quality of the expectation to item alignment.	The SAU student clearly indicates the content expectations tested for each individual item and/or requirement.	The SAU student partially indicates the content expectations tested on the assessment or is unclear in the alignment to expectations.	Must Revise and Resubmit
Levels of Cognitive Demand	The SAU student clearly utilizes and indicates a variety of cognitive demands within each expectation assessed. (ex: one expectation has multiple questions each at a different cognitive level) in addition to a variety within the assessment.	The SAU student clearly utilizes and indicates a variety of cognitive demands within the assessment based on the vocabulary within the expectation.	The SAU student clearly utilizes and indicates a only one or two of cognitive demands within the assessment based on the vocabulary within the expectation	Must Revise and Resubmit

● ● ● | Rubric Continued

	Exceeded Expectation 2 points	Met Expectation 1 point	Partially Completed Expectation 0 points	Incomplete ----- Not Acceptable
Assessment Organization	The SAU student has created a separate test blueprint document indicating/articulating a clear purpose in the assessment's organization, alignment, level of cognitive demand, answer key, etc.	The SAU student has created a separate test blueprint document indicating/articulating a clear purpose and thought process in the assessment's organization.	The SAU student has created a separate test blueprint, but has not clearly articulated the thought process behind the organization of the assessment.	Must Revise and Resubmit
Assessment Administration	The SAU student has demonstrated/ articulated a clear, valid, planned method for administering the assessment and has communicated the procedures to the classroom student ahead of time with a back up plan for student that miss the original administration of the assessment.	The SAU student has demonstrated/articulated a clear, valid, planned method for administering the assessment and communicated the procedure to the classroom students.	The SAU student has demonstrated/ articulated a valid method for administering the assessment.	Must Revise and Resubmit
Communicating Results	The SAU student has articulated a plan for communicating the results of the assessment back to the student and parents in various forms, in addition to demonstrating how they plan to utilize the data from the teacher perspective for evidence of student learning/growth and creating a plan of action based on the results.	The SAU student has articulated a clear plan for utilizing the data from the teacher perspective for evidence of student learning/growth and creating a plan of action for student interventions and extensions based on the results.	The SAU student has articulated a plan for communicating the results of the assessment back to the students.	Must Revise and Resubmit

● ● ● | Thank you for your time!

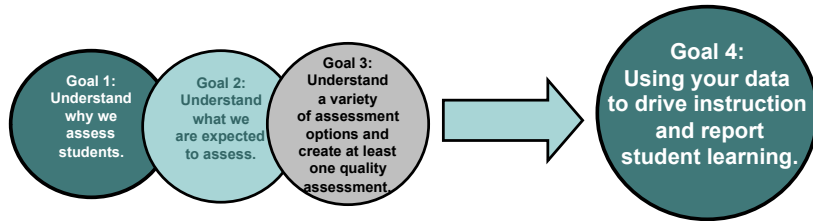
Contact Information:

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 Jackson, MI 49201
 517.768.5146
Tovah.Sheldon@jcisd.org



Using Data

(Session 2)

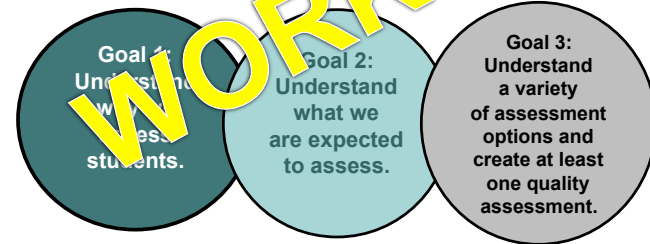


Tovah Sheldon
517.768.5146
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Balanced Assessment

(Session 2)



Tovah Sheldon
517.768.5146
eloconsulting@gmail.com

4:05 – 4:10



Agenda

4:00 - 4:50 **Work on creating, adapting, or finalizing your assessment project**

- One on one conferencing (with Tovah)
- Check out samples
- Collaborate with a colleague
- If you have completed your project, feel free to work on other portions of your portfolio

4:50 – 5:00 **What's Next? Clarify April 13 Session**

- **Options:**
 1. Use data from assessment you created to work through item analysis
 2. Explore MEAP and MME reports to understand how to access, read and utilize them in the classroom.
 3. Theory on Utilizing Data and Grading Systems (Stiggins, Guskey, etc.)
 4. Other

5:00 – on **Normal Seminar Class...**

SAU Assessment and Data Project Rubric

Assessment RUBRIC (12 points possible)	Exceeded Expectation 2 points	Met Expectation 1 point	Partially Completed Expectation 0 points	Incomplete ----- Not Acceptable
Assessment Type	The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins and articulates an applied reason for why this assessment type(s) is the most appropriate.	The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)	The SAU student utilizes, but does not articulate the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)	Must Revise and Resubmit
Aligned Expectations	The SAU student clearly indicates the content expectations tested for each individual item and/or requirement and articulates/demonstrates with evidence the quality of the expectation to item alignment.	The SAU student clearly indicates the content expectations tested for each individual item and/or requirement.	The SAU student partially indicates the content expectations tested on the assessment or is unclear in the alignment to expectations.	Must Revise and Resubmit
Levels of Cognitive Demand	The SAU student clearly utilizes and indicates a variety of cognitive demands within each expectation assessed. (ex: one expectation has multiple questions each at a different cognitive level) in addition to a variety within the assessment.	The SAU student clearly utilizes and indicates a variety of cognitive demands within the assessment based on the vocabulary within the expectation.	The SAU student clearly utilizes and indicates a only one or two of cognitive demands within the assessment based on the vocabulary within the expectation	Must Revise and Resubmit
Assessment Organization	The SAU student has created a separate test blueprint document indicating/articulating a clear purpose in the assessment's organization, alignment, level of cognitive demand, answer key, etc.	The SAU student has created a separate test blueprint document indicating/articulating a clear purpose and thought process in the assessment's organization.	The SAU student has created a separate test blueprint, but has not clearly articulated the thought process behind the organization of the assessment.	Must Revise and Resubmit
Assessment Administration	The SAU student has demonstrated/articulated a clear, valid, planned method for administering the assessment and has communicated the procedures to the classroom student ahead of time with a back up plan for student that miss the original administration of the assessment.	The SAU student has demonstrated/articulated a clear, valid, planned method for administering the assessment and communicated the procedure to the classroom students.	The SAU student has demonstrated/articulated a valid method for administering the assessment.	Must Revise and Resubmit
Communicating Results	The SAU student has articulated a plan for communicating the results of the assessment back to the student and parents in various forms , in addition to demonstrating how they plan to utilize the data from the teacher perspective for evidence of student learning/growth and creating a plan of action based on the results.	The SAU student has articulated a clear plan for utilizing the data from the teacher perspective for evidence of student learning/growth and creating a plan of action for student interventions and extensions based on the results.	The SAU student has articulated a plan for communicating the results of the assessment back to the students.	Must Revise and Resubmit

Totals:

Notes/Suggestions:

**Student Teacher Evaluation by Cooperating Teacher:
Instrument, Summary**



Teacher Candidate Midterm/Final Evaluation

Teacher Candidate _____ Student ID _____ Date _____

Evaluated by _____ School _____ Grade Level _____ **Check One:** Mid-Term Final
Subject(s) _____

- Rating:**
- 1** = A teacher candidate who exhibits behaviors which indicate unacceptable proficiency.
 - 2** = A teacher candidate who exhibits behaviors which indicate target proficiency, some of the time.
 - 3** = A teacher candidate who exhibits behaviors which indicate target proficiency, most of the time.
 - N/A** = A student proficiency standard that was unable to be observed.

Proficiency Standards: Standards are based upon the School of Education’s Effective Teaching Model, and are correlated with the Entry-Level Standards for Michigan Teachers

Comments: Please feel free to give specific comments or examples about how the student did or did not demonstrate each target standard.

TEACHER – STUDENT – CAREGIVER INTERACTION			Rating	Comments
1.	Exhibits genuine interest and respect for students	a) Enthusiastic and engaging verbal interactions w/students, using humor appropriately b) Maintains good eye contact c) Actively listens to students and adults d) Voice projection is appropriate and effective e) Treats others with respect. f) Exhibits self-control in challenging and unexpected situations.	a) ___ b) ___ c) ___ d) ___ e) ___ f) ___	
2	Fosters relationships with parents to support students’ learning and well-being	a) Communicates effectively and sensitively with students and parents (face-to-face, whole group, phone calls, newsletters, notes, report card comments, conferences) b) Provides opportunities for families or community members to assist with learning in the home or community	a) ___ b) ___	
3	Collaborates with other professionals	a) Attends staff meetings and makes self aware of building issues b) Actively pursues collegial communication, participates in discussions and planning of educational goals and activities	a) ___ b) ___	

		c) Accepts feedback on own performance and attempts to integrate information	c) —	
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INSTRUCTION (is Committed to Student Learning and Achievement)		Rating	Comments
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4	Creates a positive learning environment	<ul style="list-style-type: none"> a) Uses creative approach to teaching that motivates and interests children b) Learning experiences are meaningful and relevant to students c) Level of instruction is challenging (high expectations), yet developmentally appropriate d) Maintains a physically and emotionally safe environment (risk taking is supported) e) Is flexible in approach to teaching, using a variety of approaches to maximize learning for all types of learners 	<ul style="list-style-type: none"> a) — b) — c) — d) — e) — 	
5	Exhibits conceptual approach to teaching.	<ul style="list-style-type: none"> a) Can justify lesson plans according to the concepts and subject matter standards they want students to learn b) Models met cognitive processes and higher order thinking for students c) Lessons show integration of knowledge from various disciplines d) Creates opportunities for students to use information to construct knowledge and reflect on their learning 	<ul style="list-style-type: none"> a) — b) — c) — d) — 	
6	Exhibits Appropriate Pedagogical Approach for Subject and Type of Learner	<ul style="list-style-type: none"> a) Anticipates or realizes difficulties or alternative conceptions that students have in understanding specific concepts b) Has knowledge of appropriate methods for engaging students with the various subjects (e.g. history and math require unique approaches) c) Uses a variety of strategies and manipulatives to promote higher order thinking 	<ul style="list-style-type: none"> a) — b) — c) — 	

CONTENT AREA KNOWLEDGE		Rating	Comments
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7.	Has Adequate Knowledge of Liberal Arts and Subject Area	<ul style="list-style-type: none"> a) Has in-depth knowledge of all subjects being taught, demonstrated through inquiry, critical analysis, and synthesis of the content b) Uses appropriate sources when presenting factual information in lessons c) Applies content and learning to real world situations beyond the classroom 	<ul style="list-style-type: none"> a) — b) — c) — 	
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ASSESSMENT			Rating	Comments
8.	Exhibits diagnostic and reflective approach to teaching	a) Continually assesses students' prior knowledge and experience, using the information in a cyclical approach to instruction b) Uses a variety of assessment techniques in planning and evaluating instruction c) Uses assessment techniques appropriate to the subject matter d) Assesses student learning and reflects on strengths and weaknesses of own professional practice and the effects on student learning	a) ___ b) ___ c) ___ d) ___	

DIVERSITY			Rating	Comments
9.	Exhibits evidence of belief that all children can learn.	a) Creates inclusionary environment by individualizing and/or adapting instruction to children w/diverse backgrounds, abilities or learning styles b) Continually monitors student progress and makes changes when necessary c) Identifies and builds on students' strengths through assessment of students' prior knowledge	a) ___ b) ___ c) ___	
10	Exhibits evidence of belief in the value of diversity.	a) Models respectful interactions with children from diverse racial, cultural, socioeconomic or religious backgrounds b) Instruction and materials emphasize the importance of a shared heritage to the fabric of American society	a) ___ b) ___	

MANAGEMENT AND ORGANIZATION			Rating	Comments
11	Uses a flexible and developmentally appropriate approach to management.	a) Uses a variety of methodologies for student management and modifies approach when needed b) Management techniques reflect knowledge of child development and factors which affect group and individual motivation	a) ___ b) ___	
12	Plans and prepares adequately in advance for lessons.	a) Prepares lessons well in advance, obtaining necessary materials that support the content being taught b) Creates individual lessons that fit well into overall unit and long-range plans	a) ___ b) ___	
13	Maximizes instruction time	a) Achieves appropriate pace for lessons and transitions b) Preparation of lesson materials maximizes the use of instructional time and time on task c) Actively engages students in routine management of materials and learning procedures	a) ___ b) ___ c) ___	
14	Classroom management and discipline ensure	a) Encourages and models appropriate behavior b) Proactively anticipates and avoids potential hazards in all environments c) Establishes appropriate and clear behavioral expectations	a) ___ b) ___ c) ___	

	safe, orderly and respectful environment	d) Demonstrates a range of discipline techniques and applies them appropriately for the situation and the characteristics of the students e) Encourages individual responsibility	d) ___ e) ___	
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TECHNOLOGY	Rating	Comments
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15	Uses technology for professional and personal purposes	a) Uses information technology to organize information about student performance b) Encourages and models use of electronic communication such as e-mail and the internet c) Encourages students to use information technology to collect, manage, use, and present information d) Evaluates internet resources and educational software for grade level appropriateness and use policies	a) ___ b) ___ c) ___ d) ___	
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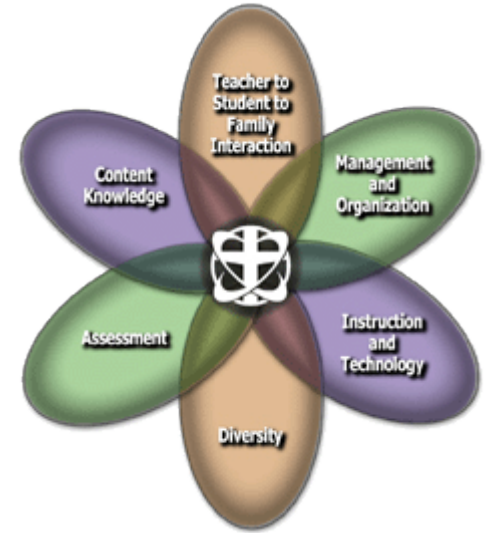
PROFESSIONAL BEHAVIORS AND DISPOSITIONS	Rating	Comments
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16	Exhibits Positive Attitude Toward Self as a Profession	a) Neat and clean appearance which is appropriate for the setting and activity b) Exhibits appropriate level of confidence for a beginning teacher c) Is aware of areas of weakness and is committed to improvement, viewing self as a life-long learner d) Uses correct grammar in oral and written communication e) Attendance is punctual and shows commitment to professional responsibilities f) Exhibits a positive attitude toward the teaching profession g) Turns in requested or required material in a timely manner	a) ___ b) ___ c) ___ d) ___ e) ___ f) ___ g) ___	
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Check the appropriate box as your recommendation for this teacher candidate to become a certified teacher.

- I recommend this teacher candidate for certification.
- I recommend with reservation this teacher candidate for certification.
- I do not recommend this teacher candidate for certification.

Comments:



Effective Teaching Model

Signature

Please check one: Classroom Teacher University Supervisor University Professor

Date

Tabulations of Student Teacher Evaluations, 2009-10

Cooperating Teachers (CTs) only

Question	3	2	1	0/NA	Total	%2/3	average
1a	116	10	1	0	127	99.2%	2.91
1b	123	4	0	0	127	100.0%	2.97
1c	122	5	0	0	127	100.0%	2.96
1d	116	11	0	0	127	100.0%	2.91
1e	126	1	0	0	127	100.0%	2.99
1f	123	4	0	0	127	100.0%	2.97
2a	115	8	0	4	127	100.0%	2.93
2b	90	13	0	24	127	100.0%	2.87
3a	120	2	0	5	127	100.0%	2.98
3b	119	6	0	2	127	100.0%	2.95
3c	122	5	0	0	127	100.0%	2.96
4a	111	15	1	0	127	99.2%	2.87
4b	119	8	0	0	127	100.0%	2.94
4c	119	8	0	0	127	100.0%	2.94
4d	124	3	0	0	127	100.0%	2.98
4e	113	13	0	1	127	100.0%	2.90
5a	118	9	0	0	127	100.0%	2.93
5b	110	14	0	3	127	100.0%	2.89
5c	112	13	0	2	127	100.0%	2.90
5d	118	9	0	0	127	100.0%	2.93
6a	108	17	0	2	127	100.0%	2.86
6b	111	13	0	3	127	100.0%	2.90
6c	107	16	1	3	127	99.2%	2.85
7a	108	19	0	0	127	100.0%	2.85
7b	121	5	0	1	127	100.0%	2.96
7c	114	11	0	2	127	100.0%	2.91
8a	104	20	0	3	127	100.0%	2.84
8b	105	19	0	3	127	100.0%	2.85
8c	118	7	0	2	127	100.0%	2.94
8d	110	12	1	4	127	99.2%	2.89
9a	118	8	0	1	127	100.0%	2.94
9b	115	11	0	1	127	100.0%	2.91
9c	109	16	0	2	127	100.0%	2.87
10a	122	2	0	3	127	100.0%	2.98
10b	107	6	0	14	127	100.0%	2.95
11a	107	19	0	1	127	100.0%	2.85
11b	107	16	1	3	127	99.2%	2.85
12a	112	14	0	1	127	100.0%	2.89
12b	116	8	0	3	127	100.0%	2.94
13a	110	17	0	0	127	100.0%	2.87
13b	113	14	0	0	127	100.0%	2.89
13c	118	7	1	1	127	99.2%	2.93
14a	122	5	0	0	127	100.0%	2.96
14b	115	11	0	1	127	100.0%	2.91
14c	110	16	0	1	127	100.0%	2.87
14d	103	22	0	2	127	100.0%	2.82
14e	123	4	0	0	127	100.0%	2.97
15a	96	9	0	22	127	100.0%	2.91
15b	104	7	0	16	127	100.0%	2.94
15c	85	11	0	31	127	100.0%	2.89
15d	97	10	0	20	127	100.0%	2.91

16a	125	1	0	1	127	100.0%	2.99
16d	120	7	0	0	127	100.0%	2.94
16c	125	2	0	0	127	100.0%	2.98
16d	120	7	0	0	127	100.0%	2.94
16e	118	9	0	0	127	100.0%	2.93
16f	126	1	0	0	127	100.0%	2.99
16g	125	0	0	2	127	100.0%	3.00

1	726	35	1	0	762	99.9%	2.95
2	205	21	0	28	254	100.0%	2.91
3	361	13	0	7	381	100.0%	2.97
4	586	47	1	1	635	99.8%	2.92
5	458	45	0	5	508	100.0%	2.91
6	326	46	1	8	381	99.7%	2.87
7	343	35	0	3	381	100.0%	2.91
8	437	58	1	12	508	99.8%	2.88
9	342	35	0	4	381	100.0%	2.91
10	229	8	0	17	254	100.0%	2.97
11	214	35	1	4	254	99.6%	2.85
12	228	22	0	4	254	100.0%	2.91
13	341	38	1	1	381	99.7%	2.89
14	573	58	0	4	635	100.0%	2.91
15	382	37	0	89	508	100.0%	2.91
16	859	27	0	3	889	100.0%	2.97

TCG	1292	69	1	35	1397	99.9%	2.95
Instruction	1370	138	2	14	1524	99.9%	2.91
Content	343	35	0	3	381	100.0%	2.91
Assessment	437	58	1	12	508	99.8%	2.88
Diversity	571	43	0	21	635	100.0%	2.93
Management	1356	153	2	13	1524	99.9%	2.90
Technology	382	37	0	89	508	100.0%	2.91
Prof Beh	859	27	0	3	889	100.0%	2.97

	Rec	w/ Res	No Rec	Missing			
Recommend	124	3	0	0	127	100.0%	
	0.976378	0.023622	0	0			

Students above 80%	127	Students above 2.5	124
All Students	127	All Students	127
%age	100.0%	%age	97.6%

TPI Reports:

2005-06, 2006-07, 2007-08, 2008-09

Spring Arbor University 2005-06 TPI Ranking - MDE Summary

Workbook for institutions' self-reported data elements for performance score:

1. Program Completion Factor, a.k.a., Yield of New Teachers

- a. Candidates recommended* from six (6) year cohort = {entry required
- b. Candidates admitted** to six (6) year cohort = {entry required
- c. Program Completion Factor, Line "a."/Line "b." {calculated automatically
[Note: 90% is maximum reportable]

<i>e.g.</i>
25
30
83%

* candidates who are recommended + candidates eligible for recommendation by June 30th of the year six (6) years prior to June 30th of the most recently completed academic year, e.g., candidates recommended and eligible for recommendation by June 30, 2006, were admitted to program during 2000-2001 academic year.

** candidates admitted at or beyond junior year of baccalaurate program + candidates at entrance to post-BA program. If an institution admits teacher candidates with freshmen or sophomore status, then do not count those candidates until they gain junior status

Optional: Institution comments/clarifications/elaborations -

2. Survey of Candidates

- A. (1) Surveys returned with at least one question answered = {entry required
- (2) Number of unduplicated teacher candidates placed in directed student teaching + internships during most recently completed academic year = {entry required
- (3) Survey response percentage = {auto calculated

e.g.
127
195
65%

B. Program ELSMT Efficacy Factors: see separate instructions and reporting workbook

Optional: Institution comments/clarifications/elaborations -

see accompanying worksheet for student teacher survey summary

3. Responsiveness to state need

A. Diversity score

(1) Number of minority* candidates recommended for initial, provisional teaching certificate

= {entry required

(2) Number of total candidates recommended + candidates eligible for recommendation

= {entry required**

* U.S. Census categories:

Afr-Amr or Blnk, Hispn or Ltino, Asian, Natv Hwian/Pacific Islndr, Amr Ind/Alsk Natv

e.g.	e.g.
25	12
160	160

(3) Diversity score

= {auto calculated

(4) a. Diversity score is at least 5% =

b. Diversity score exceeds 9.9% =

16%	8%
Yes	Yes
Yes	No

Optional: Institution comments/clarifications/elaborations -

3. Responsiveness to state need (continued)

B. Production of teachers in high need areas

(1) Number of candidates recommended for special education endrsmnts, all categories

= {entry required

e.g.

(2) Number of initial candidates (elementary + secondary) recommended for mathematics endrsmnts

= {entry required

(3) Number of initial candidates (elementary + secondary) recommended for broad science endrsmnts, viz., DX, DI

= {entry required

(4) Number of initial candidates (secondary only) recommended for specific science endrsmnts, viz., chemistry, physics, biology, earth/space science

= {entry required

(5) Number of initial candidates (elementary + secondary) recommended for world language endrsmnts

= {entry required

(6) Total candidates prepared in high need endorsements*
* SBE may identify other endorsements at some later date

= {auto calculated

(7) Number of total candidates recommended + candidates eligible for recommendation

= {entry required*

(8) High endorsement need score

= {auto calculated

Optional: Institution comments/clarifications/elaborations -:

4 candidates had two endorsements in high need areas, but they were only counted once each

Spring Arbor University 2005-06 Student Teacher Survey - MDE Summary

LITERACY EFFICACY

Survey Respondents = 186
 Literacy Respondents = 179

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...
- 1801 organize a rich environment for literacy learning.
 - 1802 use literacy instructional strategies with a variety of texts.
 - 1803 help students improve their reading skills.
 - 1804 help students improve their writing skills.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1801	0	20	65	94	179
1802	0	22	66	89	177
1803	0	19	64	96	179
1804	0	22	69	88	179
Sub Totals	0	83	264	367	714

Efficacy Subtotal	State Score
264 (Auto Cal.)	631 (Auto Cal.)
367 (Auto Cal.)	714 (Auto Cal.)
631 (Auto Cal.)	0.883753501 (Auto Cal.)
	88% (Auto Cal.)

ELSMT 1 EFFICACY

Survey Respondents = 186
 ELSMT1 Respondents = 176

- Q32** Regarding your LIBERAL ARTS BACKGROUND, how much do you agree with each of the following statements: I am well prepared to...
- 3201 use knowledge from the liberal arts (such as humanities and science) to enrich my teaching practice.
 - 3202 communicate effectively in several forms of writing.
 - 3204 make interdisciplinary connections with my content area.
 - 3205 model the role of an individual in a free society.
 - 3206 demonstrate understanding of multiple perspectives and individual differences.
 - 3207 demonstrate an understanding of responsible citizenship.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3201	1	17	60	98	176
3202	0	14	55	107	176
3204	1	10	56	109	176
3205	0	10	45	121	176
3206	0	5	51	120	176
3207	0	5	45	126	176
Sub Totals	2	61	312	681	1056

Efficacy Subtotal	State Score
312 (Auto Cal.)	993 (Auto Cal.)
681 (Auto Cal.)	1056 (Auto Cal.)
993 (Auto Cal.)	0.940340909 (Auto Cal.)
	94% (Auto Cal.)

ELSMT 2 EFFICACY

Survey Respondents =

186

 ELSMT2 Respondents =

179

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...
- 1805 organize students from different cultures to interact positively with each other.
 - 1806 plan for students with developmental disabilities or developmental delays.
 - 1807 challenge gifted and talented students.
 - 1808 motivate discouraged students for improved academic performance.
 - 1809 adapt instruction for students learning English as a second language.

- Q22** How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
- 2201 use a variety of authentic assessments (e.g. portfolios, performance tasks, anecdotal records).
 - 2204 modify assessments for students with special needs.
 - 2205 analyze student work in order to modify my own teaching strategies.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1805	2	26	62	89	179
1806	0	35	86	58	179
1807	5	27	89	58	179
1808	0	21	80	78	179
1809	25	70	46	36	177
2201	1	9	81	87	178
2204	1	28	68	81	178
2205	1	7	67	102	177
Sub Totals	35	223	579	589	1426

Efficacy Subtotal 579 (Auto Cal.) 589 (Auto Cal.) <hr style="width: 100%;"/> 1168 (Auto Cal.)	State Score 1168 (Auto Cal.) 1426 (Auto Cal.) <hr style="width: 100%;"/> 0.819074334 (Auto Cal.) <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="text-align: center;">82%</td></tr> </table> (Auto Cal.)	82%
82%		

ELSMT 3 EFFICACY

Survey Respondents =

186

 ELSMT3 Respondents =

178

- Q20** For the following statements, how much do you agree with each regarding your KNOWLEDGE OF SUBJECT MATTER: I am well prepared to...
- 2001 teach the core concepts of my content major.
 - 2002 relate classroom learning in my content area(s) to the real world.
 - 2003 integrate my subject matter with other content areas.
 - 2004 help students think critically (e.g. analyze, solve problems, make decisions).

Choice 1	Choice 2	Choice 3	Choice 4	Row Total
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Efficacy Subtotal State Score

2001	0	7	65	105	177
2002	0	3	55	119	177
2003	0	9	60	109	178
2004	0	6	68	104	178
Sub Totals	0	25	248	437	710

248 (Auto Cal.)	685 (Auto Cal.)
437 (Auto Cal.)	710 (Auto Cal.)
685 (Auto Cal.)	0.964788732 (Auto Cal.)
	96% (Auto Cal.)

ELSMT 4 EFFICACY

Survey Respondents =	186
ELSMT4 Respondents =	178

Q24 How much do you agree with each regarding your level of preparation in ORGANIZING THE CLASSROOM ENVIRONMENT: I am well prepared to...

2401 engage students in cooperative group work.

2402 lead rich discussions of content.

2403 provide alternative explanations or examples when students are confused.

2404 use direct instruction to convey information.

2405 use all levels of questions in teaching.

2406 use teaching strategies that relate content to real-world situations.

2407 choose methods that help students to value learning tasks.

2408 help students believe they can do well in school tasks.

2409 identify students' experiences, interests and knowledge in order to establish classroom routines that promote learning.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2401	0	10	51	115	176
2402	0	10	65	103	178
2403	0	10	61	107	178
2404	0	5	56	116	177
2405	0	7	58	111	176
2406	0	8	54	116	178
2407	0	14	77	87	178
2408	0	6	43	129	178
2409	0	11	52	112	175
Sub Totals	0	81	517	996	1594

Efficacy Subtotal	State Score
517 (Auto Cal.)	1513 (Auto Cal.)
996 (Auto Cal.)	1594 (Auto Cal.)
1513 (Auto Cal.)	0.949184442 (Auto Cal.)
	95% (Auto Cal.)

ELSMT 5 EFFICACY

Survey Respondents =	186
ELSMT5 Respondents =	178

Q22 For the following statements, how much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
 2202 use a variety of standardized assessments, (eg., state tests, district testing, textbook unit tests, etc.) to guide my decisions about what to teach.

Q26 How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to...
 2601 use state and local student learning standards to assess and improve my teaching.
 2603 behave ethically in the variety of situations I will face as a teacher.
 2605 use professional development opportunities to improve my teaching.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2202	1	21	66	90	178
2601	0	13	70	93	176
2603	0	7	40	130	177
2605	1	9	47	118	175
Sub Totals	2	50	223	431	706

Efficacy Subtotal	State Score
223 (Auto Cal.)	654 (Auto Cal.)
431 (Auto Cal.)	706 (Auto Cal.)
654 (Auto Cal.)	0.926345609 (Auto Cal.)
	93% (Auto Cal.)

ELSMT 6 EFFICACY

Survey Respondents = 186
 ELSMT6 Respondents = 178

Q22 For the following statements, how much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
 2203 communicate information about students' progress to parents and others.

Q26 How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to...
 2602 communicate with parents, guardians and families.
 2606 collaborate with colleagues on professional issues.
 2608 take on service roles in the teaching profession (such as curriculum committees and school improvement teams).

Q28 How much do you agree with each regarding your level of preparation to PARTICIPATE IN EXTENDED LEARNING COMMUNITIES: I am well prepared to...
 2801 work on a committee of teachers to improve curriculum.
 2802 arrange for my students to serve and learn in the community.
 2803 participate in teachers' professional organizations and activities.
 2804 use school and district resources to teach my students.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2203	0	14	63	100	177
2602	1	14	49	113	177
2606	1	5	44	127	177
2608	1	22	71	80	174

Efficacy Subtotal	State Score
496 (Auto Cal.)	1255 (Auto Cal.)
759 (Auto Cal.)	1417 (Auto Cal.)
1255 (Auto Cal.)	0.885673959 (Auto Cal.)
	89% (Auto Cal.)

2801	3	36	74	65	178
2802	3	20	69	86	178
2803	3	21	63	91	178
2804	1	17	63	97	178
Sub Totals	13	149	496	759	1417

ELSMT 7 EFFICACY

Survey Respondents =

186

ELSMT7 Respondents =

177

Q30 How well do you agree with each regarding your level of preparation to USE TECHNOLOGY TO MAXIMIZE STUDENT LEARNING: I am well prepared to...

- 3001 integrate educational technology into my classroom instruction.
- 3002 practice high ethical standards surrounding the use of technology.
- 3003 use educational software to bring new learning opportunities into my classroom.
- 3004 use technology to organize and manage my student records.
- 3005 support the use of a variety of technology in student work.
- 3006 support my students' use of technology to demonstrate conceptual understanding.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3001	0	15	60	101	176
3002	2	8	53	114	177
3003	0	11	82	84	177
3004	2	16	57	102	177
3005	1	12	64	100	177
3006	1	16	66	94	177
Sub Totals	6	78	382	595	1061

Efficacy Subtotal	State Score
382 (Auto Cal.)	977 (Auto Cal.)
595 (Auto Cal.)	1061 (Auto Cal.)
977 (Auto Cal.)	0.920829406 (Auto Cal.)
	92% (Auto Cal.)

ELEMENTARY PEDOGOGY

Survey Respondents =

186

Elementary Respondents =

123

Q12 In ELEMENTARY CERT, how much do you agree with the following statements:I am well prepared to...

- 1201 teach Mathematics.
- 1202 teach Social Studies.
- 1203 teach Science.
- 1204 teach Language Arts.
- 1205 teach Reading (including oral reading).
- 1206 teach Writing in a variety of genres.

1207 use instructional strategies that help children with reading comprehension across content areas.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1201	2	13	46	62	123
1202	2	11	45	65	123
1203	3	22	38	58	121
1204	0	8	24	90	122
1205	0	8	24	90	122
1206	2	13	31	77	123
1207	0	12	40	71	123
Sub Totals	9	87	248	513	857

Efficacy Subtotal	State Score	
248 (Auto Cal.)	761 (Auto Cal.)	0.872837
513 (Auto Cal.)	857 (Auto Cal.)	
761 (Auto Cal.)	0.88798133 (Auto Cal.)	
	89% (Auto Cal.)	

SECONDARY PEDAGOGY

Survey Respondents =	186
Secondary Respondents =	54

Q10 If your focus is a SECONDARY CERT, how much do you agree with the following: I am well prepared to...

- 1001 teach my major content area(s).
- 1002 teach my minor content area(s).
- 1003 use instructional strategies that help students with their reading comprehension in my content area(s).
- 1004 use instructional strategies that help students to write in my content area(s).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1001	2	1	13	38	54
1002	3	9	11	29	52
1003	2	5	23	23	53
1004	2	4	24	24	54
Sub Totals	9	19	71	114	213

Efficacy Subtotal	State Score
71 (Auto Cal.)	185 (Auto Cal.)
114 (Auto Cal.)	213 (Auto Cal.)
185 (Auto Cal.)	0.868544601 (Auto Cal.)
	87% (Auto Cal.)

SPECIAL ED PEDAGOGY

Survey Respondents =	186
Special Ed Respondents =	39

Q14 If your PRIMARY focus is SPECIAL EDUCATION, how much do you agree with the following statements:I am well prepared to...

- 1401 use teaching techniques effective for the identified disability.
- 1402 use instructional strategies that help students with their reading comprehension across content areas.
- 1403 use instructional strategies that help students to write.
- 1404 collaborate with other teachers to meet student learning needs.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1401	0	7	22	10	39
1402	0	6	17	16	39
1403	1	6	15	17	39
1404	0	5	16	18	39
Sub Totals	1	24	70	61	156

Efficacy Subtotal	State Score
70 (Auto Cal.)	131 (Auto Cal.)
61 (Auto Cal.)	156 (Auto Cal.)
131 (Auto Cal.)	0.83974359 (Auto Cal.)
	84% (Auto Cal.)

K-12 PEDAGOGY

Survey Respondents =	186
K-12 Respondents =	26

Q16 In MUSIC, PHYSICAL EDUCATION, ART OR LIBRARY/MEDIA, how much do you agree with the following:I am well prepared to...

- 1601 teach my content area to elementary students.
- 1602 teach my content area to secondary students.
- 1603 use instructional strategies that help students with reading comprehension in my content area.
- 1604 make connections between my content area and other academic content.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1601	1	5	6	14	26
1602	1	5	4	15	25
1603	1	5	8	12	26
1604	1	1	7	17	26
Sub Totals	4	16	25	58	103

Efficacy Subtotal	State Score
25 (Auto Cal.)	83 (Auto Cal.)
58 (Auto Cal.)	103 (Auto Cal.)
83 (Auto Cal.)	0.805825243 (Auto Cal.)
	81% (Auto Cal.)

PROGRAM-IN CLASSROOM

Survey Respondents =	186
Program In Respondents =	179

Q19 How much did your Teacher Preparation Institution contribute to your ability to ...

- 1901 adapt instruction for success of students with different needs?
- 1902 support student literacy across content areas?

Q21 How much did your Teacher Preparation Institution contribute to your ability to...

- 2101 teach the core concepts of your main content area?
- 2102 relate classroom learning in your content area(s) to the real world?

Q23 How much did your Teacher Preparation Institution contribute to your ability to...

- 2301 analyze student work in order to modify your own teaching strategies?

- 2302 use a variety of standardized assessments to guide your decisions about what to teach?
- Q25** How much did your Teacher Preparation Institution contribute to your ability to...
- 2501 use a variety of research-based instructional methods to meet the needs of all students?
- 2502 use classroom management techniques that sustain a productive learning community?
- Q27** How much did your Teacher Preparation Institution contribute to your ability to...
- 2701 use state and local student learning standards to assess and improve your teaching?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1901	6	23	89	61	179
1902	5	26	77	71	179
2101	4	23	77	72	176
2102	3	20	82	72	177
2301	4	19	76	79	178
2302	4	27	80	67	178
2501	3	20	82	73	178
2502	1	17	74	85	177
2701	2	19	82	74	177
Sub Totals	32	194	719	654	1599

Efficacy Subtotal	State Score
719 (Auto Cal.)	1373 (Auto Cal.)
654 (Auto Cal.)	1599 (Auto Cal.)
1373 (Auto Cal.)	0.858661664 (Auto Cal.)
	86% (Auto Cal.)

PROGRAM-BEYOND CLASSROOM

Survey Respondents =	186
Program-Beyond Respondent	178

- Q27** How much did your Teacher Preparation Institution contribute to your ability to...
- 2702 assume the range of responsibilities of a professional educator in a school?
- Q29** How much did your Teacher Preparation Institution contribute to your ability to...
- 2901 work on a committee of teachers to improve curriculum?
- 2902 use school and district resources to teach your students?
- Q31** How much did your Teacher Preparation Institution contribute to your ability to...
- 3101 integrate educational technology into your classroom instruction?
- 3102 support your students' use of technology to demonstrate conceptual understanding?
- Q33** How much did your Teacher Preparation Institution contribute to your ability to...
- 3301 use knowledge from the liberal arts (such as humanities and science) to enrich your teaching practice?
- 3302 communicate effectively in several forms of writing?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2702	4	20	74	78	176
2901	16	39	76	47	178
2902	12	28	83	54	177
3101	5	32	65	75	177

Efficacy Subtotal	State Score
504 (Auto Cal.)	985 (Auto Cal.)
481 (Auto Cal.)	1236 (Auto Cal.)
985 (Auto Cal.)	0.796925566 (Auto Cal.)

3102	9	33	62	73	177
3301	3	22	73	77	175
3302	1	27	71	77	176
Sub Totals	50	201	504	481	1236

80% (Auto Cal.)

State Total

Institution	Overall Score		MTTC 30		Survey 10			Program Completion 10 (Cohort)		Program Review Status 10		Diversity 5		High Need Content 5	
					Eff.	Resp.									
	Points		%	Points	%	%	Points	%	Points	%	Points	%	Points		
Spring Arbor	64	Exemplary	91	30	90	90	10	74	6	95	10	8	3	36	5

Workbook for institutions' self-reported data elements for performance score:

1. Program Completion Factor, a.k.a., Yield of New Teachers

- a. Candidates recommended* from six (6) year cohort = {entry required
- b. Candidates admitted** to six (6) year cohort = {entry required
- c. Program Completion Factor, Line 'a. "/Line "b." {calculated automatically
[Note: 90% is maximum reportable]

<i>e.g.</i>
25
30
83%

* candidates who are recommended + candidates eligible for recommendation by August 31 of the year six (6) years prior to August 31 of the most recently completed academic year, e.g., candidates recommended and eligible for recommendation by August 31, 2007, were admitted to program during 2001-2002 academic year.

** candidates admitted at or beyond junior year of baccalaureate program + candidates at entrance to post-BA program. If an institution admits teacher candidates with freshmen or sophomore status, do not count those candidates until they gain junior status

Optional: Institution comments/clarifications/elaborations -
 we used an additional "filter" that we did not use last year, that students should also have passed the MBST in addition to simply having junior academic status within the institution; this MBST filter is what qualifies the students on this list as teacher candidates, as back in 2001 (and to this day) students must pass the MBST before taking 300-level education courses.

2. Survey of Candidates

A. (1) Surveys returned with at least one question answered

= {entry required

(2) Number of unduplicated teacher candidates placed
in directed student teaching + internships
during most recently completed academic year

= {entry required

(3) Survey response percentage

= {auto calculated

e.g.
127
195
65%

B. Program ELSMT Efficacy Factors: see separate instructions and reporting workbook

Optional: Institution comments/clarifications/elaborations -

3. Responsiveness to state need

A. Diversity score

(1) Number of minority candidates recommended for initial, provisional teaching certificate

= {entry required

(2) Number of total candidates recommended + candidates eligible for recommendation

= {entry required**

e.g.	e.g.
25	12
160	160

(3) Diversity score

= {auto calculated

(4) a. Diversity score is at least 5% =

b. Diversity score exceeds 9.9% =

16%	8%
Yes	Yes
Yes	No

Optional: Institution comments/clarifications/elaborations -

3. Responsiveness to state need (continued)

B. Production of teachers in high need areas

(1) Number of candidates recommended for special education endrsmnts, all categories

= {entry required

e.g.

(2) Number of candidates (elementary + secondary) recommended for mathematics endrsmnts

= {entry required

(3) Number of candidates (elementary + secondary) recommended for broad science endrsmnts, viz., DX, DI

= {entry required

(4) Number of candidates (secondary only) recommended for specific science endrsmnts, viz., chemistry, physics, biology, earth/space science

= {entry required

(5) Number of candidates (elementary + secondary) recommended for world language endrsmnts

= {entry required

(6) Total candidates prepared in high need endorsements*
* SBE may identify other endorsements at some later date

= {auto calculated

(7) Number of total candidates recommended + candidates eligible for recommendation

= {entry required*

(8) High endorsement need score

= {auto calculated

Optional: Institution comments/clarifications/elaborations -:

LITERACY EFFICACY

Survey Respondents =

138

 Literacy Respondents =

136

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...
- 1801 organize a rich environment for literacy learning.
 - 1802 use literacy instructional strategies with a variety of texts.
 - 1803 help students improve their reading skills.
 - 1804 help students improve their writing skills.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1801	3	5	60	68	136
1802	2	8	61	65	136
1803	2	12	52	70	136
1804	3	13	52	67	135
Sub Totals	10	38	225	270	543

Efficacy Subtotal 225 (Auto Cal.) 270 (Auto Cal.) <hr style="width: 100%;"/> 495 (Auto Cal.)	State Score 495 (Auto Cal.) 543 (Auto Cal.) <hr style="width: 100%;"/> 0.91160221 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>91% (Auto Cal.)</td> </tr> </table>	91% (Auto Cal.)
91% (Auto Cal.)		

ELSMT 1 EFFICACY

Survey Respondents =

138

 ELSMT 1 Respondents =

134

- Q32** Regarding your LIBERAL ARTS BACKGROUND, how much do you agree with each of the following statements: I am well prepared to...
- 3201 use knowledge from the liberal arts (such as humanities and science) to enrich my teaching practice.
 - 3202 communicate effectively in several forms of writing.
 - 3204 make interdisciplinary connections with my content area.
 - 3205 model the role of an individual in a free society.
 - 3206 demonstrate understanding of multiple perspectives and individual differences.
 - 3207 demonstrate an understanding of responsible citizenship.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3201	0	15	46	71	132
3202	1	9	32	92	134
3204	0	3	45	86	134
3205	1	2	40	91	134
3206	0	2	34	97	133
3207	0	2	23	109	134
Sub Totals	2	33	220	546	801

Efficacy Subtotal 220 (Auto Cal.) 546 (Auto Cal.) <hr style="width: 100%;"/> 766 (Auto Cal.)	State Score 766 (Auto Cal.) 801 (Auto Cal.) <hr style="width: 100%;"/> 0.95630462 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>96% (Auto Cal.)</td> </tr> </table>	96% (Auto Cal.)
96% (Auto Cal.)		

ELSMT 2 EFFICACY

Survey Respondents =

138

 ELSMT 2 Respondents =

136

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...
- 1805 organize students from different cultures to interact positively with each other.
 - 1806 plan for students with developmental disabilities or developmental delays.
 - 1807 challenge gifted and talented students.
 - 1808 motivate discouraged students for improved academic performance.
 - 1809 adapt instruction for students learning English as a second language.
- Q22** How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
- 2201 use a variety of authentic assessments (e.g. portfolios, performance tasks, anecdotal records).
 - 2204 modify assessments for students with special needs.
 - 2205 analyze student work in order to modify my own teaching strategies.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1805	3	17	52	64	136
1806	1	23	61	50	135
1807	2	21	61	52	136
1808	4	7	69	56	136
1809	15	55	52	14	136
2201	0	6	47	82	135
2204	1	21	51	61	134
2205	2	2	45	84	133
Sub Totals	28	152	438	463	1081

Efficacy Subtotal 438 (Auto Cal.) 463 (Auto Cal.) <hr style="width: 100%;"/> 901 (Auto Cal.)	State Score 901 (Auto Cal.) 1081 (Auto Cal.) <hr style="width: 100%;"/> 0.83348751 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>83% (Auto Cal.)</td> </tr> </table>	83% (Auto Cal.)
83% (Auto Cal.)		

ELSMT 3 EFFICACY

Survey Respondents =

138

 ELSMT 3 Respondents =

133

- Q20** For the following statements, how much do you agree with each regarding your KNOWLEDGE OF SUBJECT MATTER: I am well prepared to...
- 2001 teach the core concepts of my content major.
 - 2002 relate classroom learning in my content area(s) to the real world.
 - 2003 integrate my subject matter with other content areas.
 - 2004 help students think critically (e.g. analyze, solve problems, make decisions).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2001	1	3	30	99	133
2002	1	2	25	105	133
2003	1	2	33	96	132
2004	1	2	43	87	133
Sub Totals	4	9	131	387	531

Efficacy Subtotal	State Score
131 (Auto Cal.)	518 (Auto Cal.)
387 (Auto Cal.)	531 (Auto Cal.)
518 (Auto Cal.)	0.97551789 (Auto Cal.)
	98% (Auto Cal.)

ELSMT 4 EFFICACY

Survey Respondents =

138

 ELSMT 4 Respondents =

134

- Q24** How much do you agree with each regarding your level of preparation in ORGANIZING THE CLASSROOM ENVIRONMENT: I am well prepared to...
- 2401 engage students in cooperative group work.
 - 2402 lead rich discussions of content.
 - 2403 provide alternative explanations or examples when students are confused.
 - 2404 use direct instruction to convey information.
 - 2405 use all levels of questions in teaching.
 - 2406 use teaching strategies that relate content to real-world situations.
 - 2407 choose methods that help students to value learning tasks.
 - 2408 help students believe they can do well in school tasks.
 - 2409 identify students' experiences, interests and knowledge in order to establish classroom routines that promote learning.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2401	1	4	37	92	134
2402	1	5	40	88	134
2403	1	3	37	92	133
2404	1	2	38	93	134
2405	0	3	50	81	134
2406	0	3	34	96	133
2407	1	7	49	77	134
2408	1	2	32	96	131
2409	1	3	31	97	132
Sub Totals	7	32	348	812	1199

Efficacy Subtotal	State Score
348 (Auto Cal.)	1160 (Auto Cal.)
812 (Auto Cal.)	1199 (Auto Cal.)
1160 (Auto Cal.)	0.96747289 (Auto Cal.)
	97% (Auto Cal.)

ELSMT 5 EFFICACY

Survey Respondents =

138

 ELSMT 5 Respondents =

134

- Q22** For the following statements, how much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
- 2202 decisions about what to teach.
- Q26** prepared to...
- 2601 use state and local student learning standards to assess and improve my teaching.
 - 2603 behave ethically in the variety of situations I will face as a teacher.
 - 2605 use professional development opportunities to improve my teaching.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2202	0	15	50	69	134
2601	2	4	44	84	134
2603	1	3	12	116	132
2605	0	4	23	107	134
Sub Totals	3	26	129	376	534

Efficacy Subtotal	State Score
129 (Auto Cal.)	505 (Auto Cal.)
376 (Auto Cal.)	534 (Auto Cal.)
505 (Auto Cal.)	0.94569288 (Auto Cal.)
	95% (Auto Cal.)

ELSMT 6 EFFICACY

Survey Respondents =

138

 ELSMT 6 Respondents =

134

- Q22** I am well prepared to...
- 2203 communicate information about students' progress to parents and others.

- Q26** How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to...
- 2602 communicate with parents, guardians and families.
 - 2606 collaborate with colleagues on professional issues.
 - 2608 take on service roles in the teaching profession (such as curriculum committees and school improvement teams).
- Q28** am well prepared to...
- 2801 work on a committee of teachers to improve curriculum.
 - 2802 arrange for my students to serve and learn in the community.
 - 2803 participate in teachers' professional organizations and activities.
 - 2804 use school and district resources to teach my students.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2203	1	5	46	81	133
2602	0	5	32	96	133
2606	0	4	30	100	134
2608	5	19	43	66	133
2801	1	23	58	52	134
2802	2	19	49	64	134
2803	0	6	54	74	134
2804	0	5	49	80	134
Sub Totals	9	86	361	613	1069

Efficacy Subtotal	State Score
361 (Auto Cal.)	974 (Auto Cal.)
613 (Auto Cal.)	1069 (Auto Cal.)
974 (Auto Cal.)	0.9111319 (Auto Cal.)
	91% (Auto Cal.)

ELSMT 7 EFFICACY

Survey Respondents =	138
ELSMT 7 Respondents =	134

- Q30** How well do you agree with each regarding your level of preparation to USE TECHNOLOGY TO MAXIMIZE STUDENT LEARNING: I am well prepared to...
- 3001 integrate educational technology into my classroom instruction.
 - 3002 practice high ethical standards surrounding the use of technology.
 - 3003 use educational software to bring new learning opportunities into my classroom.
 - 3004 use technology to organize and manage my student records.
 - 3005 support the use of a variety of technology in student work.
 - 3006 support my students' use of technology to demonstrate conceptual understanding.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3001	2	5	42	84	133
3002	0	4	32	98	134
3003	1	5	47	81	134
3004	1	7	41	85	134
3005	0	5	50	79	134
3006	1	6	51	74	132
Sub Totals	5	32	263	501	801

Efficacy Subtotal	State Score
263 (Auto Cal.)	764 (Auto Cal.)
501 (Auto Cal.)	801 (Auto Cal.)
764 (Auto Cal.)	0.95380774 (Auto Cal.)
	95% (Auto Cal.)

ELEMENTARY PEDOGOGY

Survey Respondents =	138
Elementary Respondents =	85

- Q10** In ELEMENTARY CERT, how much do you agree with the following statements: I am well prepared to...
- 1001 teach Mathematics.
 - 1002 teach Social Studies.
 - 1003 teach Science.
 - 1004 teach Language Arts.
 - 1005 teach Reading (including oral reading).
 - 1006 teach Writing in a variety of genres.
 - 1007 use instructional strategies that help children with reading comprehension across content areas.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1001	2	11	32	40	85
1002	1	10	26	48	85
1003	1	16	29	39	85
1004	2	4	23	55	84
1005	2	4	26	53	85
1006	3	6	25	51	85
1007	2	7	35	40	84
Sub Totals	13	58	196	326	593

Efficacy Subtotal	State Score
196 (Auto Cal.)	522 (Auto Cal.)
326 (Auto Cal.)	593 (Auto Cal.)
522 (Auto Cal.)	0.88026981 (Auto Cal.)
	88% (Auto Cal.)

SECONDARY PEDAGOGY

Survey Respondents =	138
Secondary Respondents =	27

- Q12** If your focus is a SECONDARY CERT, how much do you agree with the following: I am well prepared to...
- 1201 teach my major content area(s).
 - 1202 teach my minor content area(s).
 - 1203 use instructional strategies that help students with their reading comprehension in my content area(s).
 - 1204 use instructional strategies that help students to write in my content area(s).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1201	0	0	5	22	27
1202	0	2	10	13	25
1203	0	1	8	18	27
1204	0	1	10	16	27
Sub Totals	0	4	33	69	106

Efficacy Subtotal	State Score
33 (Auto Cal.)	102 (Auto Cal.)
69 (Auto Cal.)	106 (Auto Cal.)
102 (Auto Cal.)	0.96226415 (Auto Cal.)
	96% (Auto Cal.)

SPECIAL ED PEDAGOGY

Survey Respondents =	138
Special Ed Respondents =	12

- Q14** If your PRIMARY focus is SPECIAL EDUCATION, how much do you agree with the following statements:I am well prepared to...
- 1401 use teaching techniques effective for the identified disability.
 - 1402 use instructional strategies that help students with their reading comprehension across content areas.
 - 1403 use instructional strategies that help students to write.
 - 1404 collaborate with other teachers to meet student learning needs.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1401	0	1	7	4	12
1402	0	0	4	8	12
1403	0	1	6	5	12
1404	0	0	3	9	12
Sub Totals	0	2	20	26	48

Efficacy Subtotal	State Score
20 (Auto Cal.)	46 (Auto Cal.)
26 (Auto Cal.)	48 (Auto Cal.)
46 (Auto Cal.)	0.95833333 (Auto Cal.)
	96% (Auto Cal.)

K-12 PEDAGOGY

Survey Respondents =	138
K-12 Respondents =	11

- Q16** In MUSIC, PHYSICAL EDUCATION, ART OR LIBRARY/MEDIA, how much do you agree with the following:I am well prepared to...
- 1601 teach my content area to elementary students.
 - 1602 teach my content area to secondary students.
 - 1603 use instructional strategies that help students with reading comprehension in my content area.
 - 1604 make connections between my content area and other academic content.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1601	0	0	2	9	11
1602	0	3	4	4	11
1603	0	2	5	4	11
1604	0	1	2	8	11
Sub Totals	0	6	13	25	44

Efficacy Subtotal	State Score
13 (Auto Cal.)	38 (Auto Cal.)
25 (Auto Cal.)	44 (Auto Cal.)
38 (Auto Cal.)	0.86363636 (Auto Cal.)
	86% (Auto Cal.)

PROGRAM-IN CLASSROOM

Survey Respondents =	138
Program In Respondents =	136

- Q19** How much did your Teacher Preparation Institution contribute to your ability to ...
- 1901 adapt instruction for success of students with different needs?
 - 1902 support student literacy across content areas?
- Q21** How much did your Teacher Preparation Institution contribute to your ability to...
- 2101 teach the core concepts of your main content area?
 - 2102 relate classroom learning in your content area(s) to the real world?
- Q23** How much did your Teacher Preparation Institution contribute to your ability to...
- 2301 analyze student work in order to modify your own teaching strategies?
 - 2302 use a variety of standardized assessments to guide your decisions about what to teach?
- Q25** How much did your Teacher Preparation Institution contribute to your ability to...
- 2501 use a variety of research-based instructional methods to meet the needs of all students?
 - 2502 use classroom management techniques that sustain a productive learning community?
- Q27** How much did your Teacher Preparation Institution contribute to your ability to...
- 2701 use state and local student learning standards to assess and improve your teaching?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1901	3	15	59	59	136
1902	3	11	55	67	136
2101	4	6	44	78	132
2102	3	7	46	75	131
2301	3	8	56	68	135
2302	3	13	56	62	134
2501	1	6	60	67	134
2502	2	4	46	81	133
2701	5	10	44	75	134
Sub Totals	27	80	466	632	1205

Efficacy Subtotal	State Score
466 (Auto Cal.)	1098 (Auto Cal.)
632 (Auto Cal.)	1205 (Auto Cal.)
1098 (Auto Cal.)	0.91120332 (Auto Cal.)
	91% (Auto Cal.)

PROGRAM-BEYOND CLASSROOM

Survey Respondents =	138
Program-Beyond Responder	134

- Q27 How much did your Teacher Preparation Institution contribute to your ability to...
 2702 assume the range of responsibilities of a professional educator in a school?
- Q29 How much did your Teacher Preparation Institution contribute to your ability to...
 2901 work on a committee of teachers to improve curriculum?
 2902 use school and district resources to teach your students?
- Q31 How much did your Teacher Preparation Institution contribute to your ability to...
 3101 integrate educational technology into your classroom instruction?
 3102 support your students' use of technology to demonstrate conceptual understanding?
- Q33 How much did your Teacher Preparation Institution contribute to your ability to...
 3301 use knowledge from the liberal arts (such as humanities and science) to enrich your teaching practice?
 3302 communicate effectively in several forms of writing?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2702	2	10	48	73	133
2901	10	33	56	35	134
2902	8	20	50	56	134
3101	7	5	52	67	131
3102	8	11	51	62	132
3301	4	9	54	67	134
3302	3	15	41	75	134
Sub Totals	42	103	352	435	932

Efficacy Subtotal	State Score
352 (Auto Cal.)	787 (Auto Cal.)
435 (Auto Cal.)	932 (Auto Cal.)
787 (Auto Cal.)	0.8444206 (Auto Cal.)
	84% (Auto Cal.)

EFFICACY

Survey Respondents = 125
 Efficacy Respondents = 125

- Q8 Please consider the following aspects of the student teacher/intern ability regarding SUBJECT MATTER KNOWLEDGE:
- Q9 Please consider the following aspects of the student teacher/intern ability to SUPPORT STUDENT LITERACY:
- Q10 Please consider the following aspects of the student teacher/intern abilities in ORGANIZING THE CLASSROOM ENVIRONMENT:
- Q11 Please consider the following aspects of the ability to MAXIMIZE LEARNING OPPORTUNITIES FOR THE RANGE OF STUDENTS TRUSTED TO THE STUDE
- Q12 Please consider the following aspects of the student teacher/intern ability to ASSESS LEARNING:
- Q13 Please consider the following aspects of the student teacher/intern ability in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING POTENTIAL:
- Q14 Please consider the following aspects of the student teacher/intern ability regarding LIBERAL ARTS BACKGROUND:
- Q15 Please consider the following aspects of the student teacher/intern abilities in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT:
- Q16 Please consider the following aspects of the student teacher/intern ability in PARTICIPATING IN EXTENDED LEARNING COMMUNITIES:

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
8	0	3	28	94	125
9	1	8	34	82	125
10	0	4	31	90	125
11	0	5	40	80	125
12	0	16	35	74	125
13	0	14	24	87	125
14	0	5	23	97	125
15	0	2	23	100	125
16	0	12	26	87	125
Sub Totals	1	69	264	791	1125

Efficacy Subtotal	State Score
264 (Auto Cal.)	1055 (Auto Cal.)
791 (Auto Cal.)	1125 (Auto Cal.)
1055 (Auto Cal.)	0.9377778 (Auto Cal.)
	94% (Auto Cal.)

LITERACY EFFICACY

Survey Respondents =

138

 Literacy Respondents =

136

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...
- 1801 organize a rich environment for literacy learning.
 - 1802 use literacy instructional strategies with a variety of texts.
 - 1803 help students improve their reading skills.
 - 1804 help students improve their writing skills.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1801	3	5	60	68	136
1802	2	8	61	65	136
1803	2	12	52	70	136
1804	3	13	52	67	135
Sub Totals	10	38	225	270	543

Efficacy Subtotal 225 (Auto Cal.) 270 (Auto Cal.) <hr style="width: 100%;"/> 495 (Auto Cal.)	State Score 495 (Auto Cal.) 543 (Auto Cal.) <hr style="width: 100%;"/> 0.91160221 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>91% (Auto Cal.)</td> </tr> </table>	91% (Auto Cal.)
91% (Auto Cal.)		

ELSMT 1 EFFICACY

Survey Respondents =

138

 ELSMT 1 Respondents =

134

- Q32** Regarding your LIBERAL ARTS BACKGROUND, how much do you agree with each of the following statements: I am well prepared to...
- 3201 use knowledge from the liberal arts (such as humanities and science) to enrich my teaching practice.
 - 3202 communicate effectively in several forms of writing.
 - 3204 make interdisciplinary connections with my content area.
 - 3205 model the role of an individual in a free society.
 - 3206 demonstrate understanding of multiple perspectives and individual differences.
 - 3207 demonstrate an understanding of responsible citizenship.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3201	0	15	46	71	132
3202	1	9	32	92	134
3204	0	3	45	86	134
3205	1	2	40	91	134
3206	0	2	34	97	133
3207	0	2	23	109	134
Sub Totals	2	33	220	546	801

Efficacy Subtotal 220 (Auto Cal.) 546 (Auto Cal.) <hr style="width: 100%;"/> 766 (Auto Cal.)	State Score 766 (Auto Cal.) 801 (Auto Cal.) <hr style="width: 100%;"/> 0.95630462 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>96% (Auto Cal.)</td> </tr> </table>	96% (Auto Cal.)
96% (Auto Cal.)		

ELSMT 2 EFFICACY

Survey Respondents =

138

 ELSMT 2 Respondents =

136

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING: I am well prepared to...
- 1805 organize students from different cultures to interact positively with each other.
 - 1806 plan for students with developmental disabilities or developmental delays.
 - 1807 challenge gifted and talented students.
 - 1808 motivate discouraged students for improved academic performance.
 - 1809 adapt instruction for students learning English as a second language.
- Q22** How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
- 2201 use a variety of authentic assessments (e.g. portfolios, performance tasks, anecdotal records).
 - 2204 modify assessments for students with special needs.
 - 2205 analyze student work in order to modify my own teaching strategies.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1805	3	17	52	64	136
1806	1	23	61	50	135
1807	2	21	61	52	136
1808	4	7	69	56	136
1809	15	55	52	14	136
2201	0	6	47	82	135
2204	1	21	51	61	134
2205	2	2	45	84	133
Sub Totals	28	152	438	463	1081

Efficacy Subtotal 438 (Auto Cal.) 463 (Auto Cal.) <hr style="width: 100%;"/> 901 (Auto Cal.)	State Score 901 (Auto Cal.) 1081 (Auto Cal.) <hr style="width: 100%;"/> 0.83348751 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>83% (Auto Cal.)</td> </tr> </table>	83% (Auto Cal.)
83% (Auto Cal.)		

ELSMT 3 EFFICACY

Survey Respondents =

138

 ELSMT 3 Respondents =

133

- Q20** For the following statements, how much do you agree with each regarding your KNOWLEDGE OF SUBJECT MATTER: I am well prepared to...
- 2001 teach the core concepts of my content major.
 - 2002 relate classroom learning in my content area(s) to the real world.
 - 2003 integrate my subject matter with other content areas.
 - 2004 help students think critically (e.g. analyze, solve problems, make decisions).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2001	1	3	30	99	133
2002	1	2	25	105	133
2003	1	2	33	96	132
2004	1	2	43	87	133
Sub Totals	4	9	131	387	531

Efficacy Subtotal	State Score
131 (Auto Cal.)	518 (Auto Cal.)
387 (Auto Cal.)	531 (Auto Cal.)
518 (Auto Cal.)	0.97551789 (Auto Cal.)
	98% (Auto Cal.)

ELSMT 4 EFFICACY

Survey Respondents =

138

 ELSMT 4 Respondents =

134

- Q24** How much do you agree with each regarding your level of preparation in ORGANIZING THE CLASSROOM ENVIRONMENT: I am well prepared to...
- 2401 engage students in cooperative group work.
 - 2402 lead rich discussions of content.
 - 2403 provide alternative explanations or examples when students are confused.
 - 2404 use direct instruction to convey information.
 - 2405 use all levels of questions in teaching.
 - 2406 use teaching strategies that relate content to real-world situations.
 - 2407 choose methods that help students to value learning tasks.
 - 2408 help students believe they can do well in school tasks.
 - 2409 identify students' experiences, interests and knowledge in order to establish classroom routines that promote learning.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2401	1	4	37	92	134
2402	1	5	40	88	134
2403	1	3	37	92	133
2404	1	2	38	93	134
2405	0	3	50	81	134
2406	0	3	34	96	133
2407	1	7	49	77	134
2408	1	2	32	96	131
2409	1	3	31	97	132
Sub Totals	7	32	348	812	1199

Efficacy Subtotal	State Score
348 (Auto Cal.)	1160 (Auto Cal.)
812 (Auto Cal.)	1199 (Auto Cal.)
1160 (Auto Cal.)	0.96747289 (Auto Cal.)
	97% (Auto Cal.)

ELSMT 5 EFFICACY

Survey Respondents =

138

 ELSMT 5 Respondents =

134

- Q22** For the following statements, how much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
- 2202 decisions about what to teach.
- Q26** prepared to...
- 2601 use state and local student learning standards to assess and improve my teaching.
 - 2603 behave ethically in the variety of situations I will face as a teacher.
 - 2605 use professional development opportunities to improve my teaching.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2202	0	15	50	69	134
2601	2	4	44	84	134
2603	1	3	12	116	132
2605	0	4	23	107	134
Sub Totals	3	26	129	376	534

Efficacy Subtotal	State Score
129 (Auto Cal.)	505 (Auto Cal.)
376 (Auto Cal.)	534 (Auto Cal.)
505 (Auto Cal.)	0.94569288 (Auto Cal.)
	95% (Auto Cal.)

ELSMT 6 EFFICACY

Survey Respondents =

138

 ELSMT 6 Respondents =

134

- Q22** I am well prepared to...
- 2203 communicate information about students' progress to parents and others.

- Q26** How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to...
- 2602 communicate with parents, guardians and families.
 - 2606 collaborate with colleagues on professional issues.
 - 2608 take on service roles in the teaching profession (such as curriculum committees and school improvement teams).
- Q28** am well prepared to...
- 2801 work on a committee of teachers to improve curriculum.
 - 2802 arrange for my students to serve and learn in the community.
 - 2803 participate in teachers' professional organizations and activities.
 - 2804 use school and district resources to teach my students.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2203	1	5	46	81	133
2602	0	5	32	96	133
2606	0	4	30	100	134
2608	5	19	43	66	133
2801	1	23	58	52	134
2802	2	19	49	64	134
2803	0	6	54	74	134
2804	0	5	49	80	134
Sub Totals	9	86	361	613	1069

Efficacy Subtotal	State Score
361 (Auto Cal.)	974 (Auto Cal.)
613 (Auto Cal.)	1069 (Auto Cal.)
974 (Auto Cal.)	0.9111319 (Auto Cal.)
	91% (Auto Cal.)

ELSMT 7 EFFICACY

Survey Respondents =	138
ELSMT 7 Respondents =	134

- Q30** How well do you agree with each regarding your level of preparation to USE TECHNOLOGY TO MAXIMIZE STUDENT LEARNING: I am well prepared to...
- 3001 integrate educational technology into my classroom instruction.
 - 3002 practice high ethical standards surrounding the use of technology.
 - 3003 use educational software to bring new learning opportunities into my classroom.
 - 3004 use technology to organize and manage my student records.
 - 3005 support the use of a variety of technology in student work.
 - 3006 support my students' use of technology to demonstrate conceptual understanding.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3001	2	5	42	84	133
3002	0	4	32	98	134
3003	1	5	47	81	134
3004	1	7	41	85	134
3005	0	5	50	79	134
3006	1	6	51	74	132
Sub Totals	5	32	263	501	801

Efficacy Subtotal	State Score
263 (Auto Cal.)	764 (Auto Cal.)
501 (Auto Cal.)	801 (Auto Cal.)
764 (Auto Cal.)	0.95380774 (Auto Cal.)
	95% (Auto Cal.)

ELEMENTARY PEDOGOGY

Survey Respondents =	138
Elementary Respondents =	85

- Q10** In ELEMENTARY CERT, how much do you agree with the following statements: I am well prepared to...
- 1001 teach Mathematics.
 - 1002 teach Social Studies.
 - 1003 teach Science.
 - 1004 teach Language Arts.
 - 1005 teach Reading (including oral reading).
 - 1006 teach Writing in a variety of genres.
 - 1007 use instructional strategies that help children with reading comprehension across content areas.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1001	2	11	32	40	85
1002	1	10	26	48	85
1003	1	16	29	39	85
1004	2	4	23	55	84
1005	2	4	26	53	85
1006	3	6	25	51	85
1007	2	7	35	40	84
Sub Totals	13	58	196	326	593

Efficacy Subtotal	State Score
196 (Auto Cal.)	522 (Auto Cal.)
326 (Auto Cal.)	593 (Auto Cal.)
522 (Auto Cal.)	0.88026981 (Auto Cal.)
	88% (Auto Cal.)

SECONDARY PEDAGOGY

Survey Respondents =	138
Secondary Respondents =	27

- Q12** If your focus is a SECONDARY CERT, how much do you agree with the following: I am well prepared to...
- 1201 teach my major content area(s).
 - 1202 teach my minor content area(s).
 - 1203 use instructional strategies that help students with their reading comprehension in my content area(s).
 - 1204 use instructional strategies that help students to write in my content area(s).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1201	0	0	5	22	27
1202	0	2	10	13	25
1203	0	1	8	18	27
1204	0	1	10	16	27
Sub Totals	0	4	33	69	106

Efficacy Subtotal	State Score
33 (Auto Cal.)	102 (Auto Cal.)
69 (Auto Cal.)	106 (Auto Cal.)
102 (Auto Cal.)	0.96226415 (Auto Cal.)
	96% (Auto Cal.)

SPECIAL ED PEDAGOGY

Survey Respondents =	138
Special Ed Respondents =	12

- Q14** If your PRIMARY focus is SPECIAL EDUCATION, how much do you agree with the following statements:I am well prepared to...
- 1401 use teaching techniques effective for the identified disability.
 - 1402 use instructional strategies that help students with their reading comprehension across content areas.
 - 1403 use instructional strategies that help students to write.
 - 1404 collaborate with other teachers to meet student learning needs.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1401	0	1	7	4	12
1402	0	0	4	8	12
1403	0	1	6	5	12
1404	0	0	3	9	12
Sub Totals	0	2	20	26	48

Efficacy Subtotal	State Score
20 (Auto Cal.)	46 (Auto Cal.)
26 (Auto Cal.)	48 (Auto Cal.)
46 (Auto Cal.)	0.95833333 (Auto Cal.)
	96% (Auto Cal.)

K-12 PEDAGOGY

Survey Respondents =	138
K-12 Respondents =	11

- Q16** In MUSIC, PHYSICAL EDUCATION, ART OR LIBRARY/MEDIA, how much do you agree with the following:I am well prepared to...
- 1601 teach my content area to elementary students.
 - 1602 teach my content area to secondary students.
 - 1603 use instructional strategies that help students with reading comprehension in my content area.
 - 1604 make connections between my content area and other academic content.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1601	0	0	2	9	11
1602	0	3	4	4	11
1603	0	2	5	4	11
1604	0	1	2	8	11
Sub Totals	0	6	13	25	44

Efficacy Subtotal	State Score
13 (Auto Cal.)	38 (Auto Cal.)
25 (Auto Cal.)	44 (Auto Cal.)
38 (Auto Cal.)	0.86363636 (Auto Cal.)
	86% (Auto Cal.)

PROGRAM-IN CLASSROOM

Survey Respondents =	138
Program In Respondents =	136

- Q19** How much did your Teacher Preparation Institution contribute to your ability to ...
- 1901 adapt instruction for success of students with different needs?
 - 1902 support student literacy across content areas?
- Q21** How much did your Teacher Preparation Institution contribute to your ability to...
- 2101 teach the core concepts of your main content area?
 - 2102 relate classroom learning in your content area(s) to the real world?
- Q23** How much did your Teacher Preparation Institution contribute to your ability to...
- 2301 analyze student work in order to modify your own teaching strategies?
 - 2302 use a variety of standardized assessments to guide your decisions about what to teach?
- Q25** How much did your Teacher Preparation Institution contribute to your ability to...
- 2501 use a variety of research-based instructional methods to meet the needs of all students?
 - 2502 use classroom management techniques that sustain a productive learning community?
- Q27** How much did your Teacher Preparation Institution contribute to your ability to...
- 2701 use state and local student learning standards to assess and improve your teaching?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1901	3	15	59	59	136
1902	3	11	55	67	136
2101	4	6	44	78	132
2102	3	7	46	75	131
2301	3	8	56	68	135
2302	3	13	56	62	134
2501	1	6	60	67	134
2502	2	4	46	81	133
2701	5	10	44	75	134
Sub Totals	27	80	466	632	1205

Efficacy Subtotal	State Score
466 (Auto Cal.)	1098 (Auto Cal.)
632 (Auto Cal.)	1205 (Auto Cal.)
1098 (Auto Cal.)	0.91120332 (Auto Cal.)
	91% (Auto Cal.)

PROGRAM-BEYOND CLASSROOM

Survey Respondents =	138
Program-Beyond Responder	134

- Q27 How much did your Teacher Preparation Institution contribute to your ability to...
 2702 assume the range of responsibilities of a professional educator in a school?
- Q29 How much did your Teacher Preparation Institution contribute to your ability to...
 2901 work on a committee of teachers to improve curriculum?
 2902 use school and district resources to teach your students?
- Q31 How much did your Teacher Preparation Institution contribute to your ability to...
 3101 integrate educational technology into your classroom instruction?
 3102 support your students' use of technology to demonstrate conceptual understanding?
- Q33 How much did your Teacher Preparation Institution contribute to your ability to...
 3301 use knowledge from the liberal arts (such as humanities and science) to enrich your teaching practice?
 3302 communicate effectively in several forms of writing?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2702	2	10	48	73	133
2901	10	33	56	35	134
2902	8	20	50	56	134
3101	7	5	52	67	131
3102	8	11	51	62	132
3301	4	9	54	67	134
3302	3	15	41	75	134
Sub Totals	42	103	352	435	932

Efficacy Subtotal	State Score
352 (Auto Cal.)	787 (Auto Cal.)
435 (Auto Cal.)	932 (Auto Cal.)
787 (Auto Cal.)	0.8444206 (Auto Cal.)
	84% (Auto Cal.)

EFFICACY

Survey Respondents = 125
 Efficacy Respondents = 125

- Q8 Please consider the following aspects of the student teacher/intern ability regarding SUBJECT MATTER KNOWLEDGE:
- Q9 Please consider the following aspects of the student teacher/intern ability to SUPPORT STUDENT LITERACY:
- Q10 Please consider the following aspects of the student teacher/intern abilities in ORGANIZING THE CLASSROOM ENVIRONMENT:
- Q11 Please consider the following aspects of the ability to MAXIMIZE LEARNING OPPORTUNITIES FOR THE RANGE OF STUDENTS TRUSTED TO THE STUDE
- Q12 Please consider the following aspects of the student teacher/intern ability to ASSESS LEARNING:
- Q13 Please consider the following aspects of the student teacher/intern ability in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING POTENTIAL:
- Q14 Please consider the following aspects of the student teacher/intern ability regarding LIBERAL ARTS BACKGROUND:
- Q15 Please consider the following aspects of the student teacher/intern abilities in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT:
- Q16 Please consider the following aspects of the student teacher/intern ability in PARTICIPATING IN EXTENDED LEARNING COMMUNITIES:

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
8	0	3	28	94	125
9	1	8	34	82	125
10	0	4	31	90	125
11	0	5	40	80	125
12	0	16	35	74	125
13	0	14	24	87	125
14	0	5	23	97	125
15	0	2	23	100	125
16	0	12	26	87	125
Sub Totals	1	69	264	791	1125

Efficacy Subtotal	State Score
264 (Auto Cal.)	1055 (Auto Cal.)
791 (Auto Cal.)	1125 (Auto Cal.)
1055 (Auto Cal.)	0.9377778 (Auto Cal.)
	94% (Auto Cal.)

Institution	Overall Score	MTTC 30		Teacher Exit Surveys 5			Supervisor Surveys 5			Program Completion Rate 10 (Cohort)		Program Review Status 10		Diversity 5		High Need Content * 5	
		%	Points	%	%	Points	%	%	Points	%	Points	%	Points	%	Points	%	Points
Spring Arbor	63	92	30	92	95	5	94	86	5	81	8	100	10	4	0	31	5

* It was decided at the Oct. 07 State Board meeting, that the requirement of 35% High Need Content would not take place until the 2007-08 academic year report.

Workbook for institutions' self-reported data elements for performance score:

1. Program Completion Factor, a.k.a., Yield of New Teachers

- a. Candidates recommended* from six (6) year cohort = {entry required
- b. Candidates admitted** to six (6) year cohort = {entry required
- c. Program Completion Factor, Line 'a. "/Line "b." {calculated automatically
[Note: 90% is maximum reportable]

<i>e.g.</i>
25
30
83%

* candidates who are recommended + candidates eligible for recommendation by August 31 of the year six (6) years prior to August 31 of the most recently completed academic year, e.g., candidates recommended and eligible for recommendation by August 31, 2008, were admitted to program during 2002-2003 academic year.

** candidates admitted at or beyond junior year of baccalaureate program + candidates at entrance to post-BA program. If an institution admits teacher candidates with freshmen or sophomore status, do not count those candidates until they gain junior status

Optional: Institution comments/clarifications/elaborations -
 We discovered that for the past two years, we did not report data for candidates at senior status. Due to a miscommunication with our IT group, we were receiving data for candidates with Junior or PBA status, which we thought included Seniors but in actuality did not. Both intuitively and in fact, this led to an underreporting of our numbers the past couple of years, but we do not intend to change the reported data. The breakdown for '07-08 was 88.6% for juniors, 90.1% for seniors, and 85.7% for PBAs, for an aggregate of 88.9%.

2. Survey of Candidates

A. (1) Surveys returned with at least one question answered

= {entry required

(2) Number of unduplicated teacher candidates placed
in directed student teaching + internships
during most recently completed academic year

= {entry required

(3) Survey response percentage

= {auto calculated

e.g.
127
195
65%

B. Program ELSMT Efficacy Factors: see separate instructions and reporting workbook

Optional: Institution comments/clarifications/elaborations -
The number of placements via course registrations was 118, but the number of responses was 128. We do not have an explanation for the discrepancy; one students submitted 3 surveys in the spring '08, and the one that was submitted first chronologically was kept and the other two discarded.

3. Responsiveness to state need

A. Diversity score

(1) Number of minority candidates recommended for initial, provisional teaching certificate

= {entry required

(2) Number of total candidates recommended + candidates eligible for recommendation

= {entry required**

e.g.	e.g.
25	12
160	160

(3) Diversity score

= {auto calculated

(4) a. Diversity score is at least 5% =

b. Diversity score exceeds 9.9% =

16%	8%
Yes	Yes
Yes	No

Optional: Institution comments/clarifications/elaborations -

3. Responsiveness to state need (continued)

B. Production of teachers in high need areas

(1) Number of candidates recommended for special education endrsmnts, all categories

= {entry required

e.g.

(2) Number of candidates (elementary + secondary) recommended for mathematics endrsmnts

= {entry required

(3) Number of candidates (elementary + secondary) recommended for broad science endrsmnts, viz., DX, DI

= {entry required

(4) Number of candidates (secondary only) recommended for specific science endrsmnts, viz., chemistry, physics, biology, earth/space science

= {entry required

(5) Number of candidates (elementary + secondary) recommended for world language endrsmnts

= {entry required

(6) Total candidates prepared in high need endorsements*
* SBE may identify other endorsements at some later date

= {auto calculated

(7) Number of total candidates recommended + candidates eligible for recommendation

= {entry required*

(8) High endorsement need score

= {auto calculated

Optional: Institution comments/clarifications/elaborations -:

**2007-2008 Analysis for TPI Ranking
Spring Arbor University
2002-2003 Cohort Yield**

Cohort	N	Completed	Completed %	Males	Male %	StdsColor	StdsColor%	Secondary	Sec%
Junior	220	195	88.6%	40	18.2%	8	3.6%	49	22.3%
Senior	191	172	90.1%	40	20.9%	7	3.7%	42	22.0%
PBA	49	42	85.7%	12	24.5%	4	8.2%	12	24.5%
Total	460	409	88.9%	92	20.0%	19	4.1%	103	22.4%

Yield

Analysis for 2007-2008 TPI Ranking, Spring Arbor University

	N (single)	N (double)	% wrt total (single)	% wrt total (double)
All UG Completers	136			
Math	9	2	6.62%	8.09%
Broad Science	1	3	0.74%	2.94%
Single Science	3	2	2.21%	3.68%
World Language	5	1	3.68%	4.41%
Special Education	22	0	16.18%	16.18%
Total State Need	40	8	29.41%	35.29%
No Maj/Min End	58			
White	130		95.59%	
Hispanic	3		2.21%	
African-American	1		0.74%	
Asian	1		0.74%	
Native American	1		0.74%	
Other	0		0.00%	
Unknown	0		0.00%	
Total Stdts Color	6		4.41%	

Spring Arbor University 2007-2008 MDE Supervisor Survey Report

EFFICACY

Survey Respondents = 129
 Efficacy Respondents = 129

- Q8 Please consider the following aspects of the student teacher/intern ability regarding SUBJECT MATTER KNOWLEDGE:
- Q9 Please consider the following aspects of the student teacher/intern ability to SUPPORT STUDENT LITERACY:
- Q10 Please consider the following aspects of the student teacher/intern abilities in ORGANIZING THE CLASSROOM ENVIRONMENT:
- Q11 Please consider the following aspects of the ability to MAXIMIZE LEARNING OPPORTUNITIES FOR THE RANGE OF STUDENTS TRUSTED TO THE STUDENT TEACHER/INTERN:
- Q12 Please consider the following aspects of the student teacher/intern ability to ASSESS LEARNING:
- Q13 Please consider the following aspects of the student teacher/intern ability in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING POTENTIAL:
- Q14 Please consider the following aspects of the student teacher/intern ability regarding LIBERAL ARTS BACKGROUND:
- Q15 Please consider the following aspects of the student teacher/intern abilities in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT:
- Q16 Please consider the following aspects of the student teacher/intern ability in PARTICIPATING IN EXTENDED LEARNING COMMUNITIES:

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
8	1	8	21	99	129
9	1	13	31	84	129
10	2	6	28	93	129
11	1	6	28	94	129
12	0	7	38	84	129
13	0	14	26	89	129
14	0	8	20	101	129
15	0	5	14	110	129
16	1	7	26	95	129
Sub Totals	6	74	232	849	1161

Efficacy Subtotal	State Score
232 (Auto Cal.)	1081 (Auto Cal.)
849 (Auto Cal.)	1161 (Auto Cal.)
1081 (Auto Cal.)	0.931093885 (Auto Cal.)
	93% (Auto Cal.)

Spring Arbor MDE TPI Principal Survey - for '07-08 TPI data
Data from all respondents

Item	N						Efficacy	check
	Avg. SAU	4 - Str Agree	3- Agree	2 - Disagree	1 - Str Dis	No Basis		
Ensure a safe and orderly classroom environment.	10	7	3	0	0	0	100.00%	10
Motivate students for improved academic performance.	1.8	5	5	0	0	0	100.00%	10
Direct transitions between activities in class.		5	4	1	0	0	90.00%	10
Communicate effectively with students.		7	3	0	0	0	100.00%	10
Communicate effectively with parents.		4	3	2	0	1	77.78%	10
Use school and district resources to enrich instruction.		4	6	0	0	0	100.00%	10
Choose a variety of teaching strategies to meet the different needs of students.		3	6	1	0	0	90.00%	10
Develop curriculum that builds on students' experiences, interests and abilities.		4	5	1	0	0	90.00%	10
Use state and local student learning standards to plan instruction.		5	5	0	0	0	100.00%	10
Help students become self-motivated and self-directed.		4	5	1	0	0	90.00%	10
Choose methods that help students to value learning.		4	6	0	0	0	100.00%	10
Facilitate rich discussions of content.		4	3	3	0	0	70.00%	10
Adapt instruction for students learning English as a second language.		3	1	2	0	4	66.67%	10
Integrate educational technology to enhance learning opportunities in classroom instruction.		6	3	0	0	1	100.00%	10
Demonstrate appropriate knowledge of subject matter.		5	5	0	0	0	100.00%	10
Properly use oral language.		8	2	0	0	0	100.00%	10
Communicate effectively in several forms of writing.		5	5	0	0	0	100.00%	10
Use the results of a variety of assessments to guide instructional decisions.		3	6	1	0	0	90.00%	10
Differentiate instruction to learners with varied abilities and learning styles.		3	6	1	0	0	90.00%	10
Structure learning opportunities for all students across cultures.		4	3	2	0	1	77.78%	10
Behave ethically in the variety of situations faced as a teacher.		7	3	0	0	0	100.00%	10
Participate in professional growth opportunities.		6	4	0	0	0	100.00%	10
Exhibit a caring attitude.		8	2	0	0	0	100.00%	10
Collaborate with colleagues on professional issues.		7	3	0	0	0	100.00%	10

Comments

Teachers that I have hired from SAU are the most well rounded teachers I have on staff. Day in and day out, SAU teachers conduct themselves in a professional manner and model life long learning for their students.

None of my teachers is new, all are tenured but they do a very nice job.

In most cases, new teachers are looking to "survive" and "do what they are asked." Lack of experience is their greatest hurdle/downfall for providing diff. instruction, connection, and student motivation and direction. At the same time, that lack of exp. and/or novice attitude often equates to a passion, desire, and energy. Channeling that energy to "learning about student learning" will, in my opinion, create a teacher w/a passion to reach all students

Good program, University follow-up and oversight has been excellent!

0

I have only been here 3 years and have very few if any that have been through SAU in the past 5 years. I am basing a lot of my scoring on a new teacher in general not necessarily my staff currently

**Spring Arbor University
School of Education**

**Principal Evaluation of Recent Graduates of the
Spring Arbor University Teacher Education Program**

This survey was developed in response to a directive from the Michigan Department of Education (7/15/2008) to secure feedback from principals about the strengths and concerns regarding the preparation of new teachers. Please respond to the items below as they pertain to teachers in your employ who have obtained initial teacher certification within the past five years (since 2003) from Spring Arbor University.

Type of school: ___ Elementary ___ Middle School ___ High School
 Number of SAU-trained new teachers at your school: _____ (if 0, please complete the survey with the “typical” new teacher in mind)

Please provide your judgment of the following survey items according to the legend below.

- | | | |
|----|---------------------------------------|------|
| 4 | Strongly Agree with the Statement | (SA) |
| 3 | Generally Agree with the Statement | (A) |
| 2 | Generally Disagree with the statement | (D) |
| 1 | Strongly Disagree with the Statement | (SD) |
| NB | No Basis for a judgment | (NB) |

Teachers who completed Spring Arbor's teacher education program are able to:

	SA	A	D	SD	No Basis
1. Ensure a safe and orderly classroom environment.	4	3	2	1	NB
2. Motivate students for improved academic performance.	4	3	2	1	NB
3. Direct transitions between activities in class.	4	3	2	1	NB
4. Communicate effectively with students.	4	3	2	1	NB
5. Communicate effectively with parents.	4	3	2	1	NB
6. Use school and district resources to enrich instruction.	4	3	2	1	NB
7. Choose a variety of teaching strategies to meet the different needs of students.	4	3	2	1	NB
8. Develop curriculum that builds on students' experiences, interests and abilities.	4	3	2	1	NB
9. Use state and local student learning standards to plan instruction.	4	3	2	1	NB
10. Help students become self-motivated and self-directed.	4	3	2	1	NB
11. Choose methods that help students to value learning.	4	3	2	1	NB
12. Facilitate rich discussions of content.	4	3	2	1	NB
13. Adapt instruction for students learning English as a second language.	4	3	2	1	NB
14. Integrate educational technology to enhance learning opportunities in classroom instruction.	4	3	2	1	NB

15. Demonstrate appropriate knowledge of subject matter.	4	3	2	1	NB
16. Properly use oral language.	4	3	2	1	NB
17. Communicate effectively in several forms of writing.	4	3	2	1	NB
18. Use the results of a variety of assessments to guide instructional decisions.	4	3	2	1	NB
19. Differentiate instruction to learners with varied abilities and learning styles.	4	3	2	1	NB
20. Structure learning opportunities for all students across cultures.	4	3	2	1	NB
21. Behave ethically in the variety of situations faced as a teacher.	4	3	2	1	NB
22. Participate in professional growth opportunities.	4	3	2	1	NB
23. Exhibit a caring attitude.	4	3	2	1	NB
24. Collaborate with colleagues on professional issues.	4	3	2	1	NB

We appreciate your feedback. Please make any additional comments that you believe will assist us to strengthen our teacher preparation program.

**Spring Arbor University
School of Education**

**Principal Evaluation of Recent Graduates of the
Spring Arbor University Teacher Education Program**

This sheet is meant to help us keep track of which principals have provided feedback. It will be filed separately from the survey form, so that the feedback remains anonymous.

Name of Principal: _____

School: _____

School District: _____

Date: _____

From: "Utterback, Dana (MDE)" <UtterBackD@michigan.gov>
 Subject: **Spring Arbor University Performance Score for Academic Year 2007-08**
 Date: April 8, 2009 5:36:24 PM EDT
 To: "Sherrill, Linda" <Linda.Sherrill@arbor.edu>
 Cc: "Rubio, Reuben A., II" <rrubio@arbor.edu>, "Linton, Dale B." <Dale.Linton@arbor.edu>

Spring Arbor University Performance Score for Academic Year 2007-08																		
Classification	Overall Score	MTTC		Teacher Exit Surveys			Supervisor Surveys			Program Completion Rate		Program Review Status		Diversity		High Need Content *		Principal Feedback Rcvd.
		30		5			5			10		10		5		5		
		%	Points	Eff	Resp	Points	Eff	Resp	Points	%	Points	(Cohort)	%	Points	%	Points	%	
Exemplary	63	94	30	93	100	5	93	100	5	89	8	100	10	4	0	35	5	yes

* The requirement of 35% in high need content areas begins with this report.

If you feel there is a calculation error, please contact me by email for verification.

If there is no response from an institution by April 21, 2009 the data and calculations will, by default, be designated as accurate and accepted by the institution. All adjustments to data must be made prior to this date.

Per Dr. Catherine Smith, appeals of the classification decision must be made on the basis of some relevant issue other than accuracy of data, as identified in the April 14, 2008 letter from Dr. Sally Vaughn. Appeals must be filed with Dr. Flora Jenkins, on letterhead, by April 29, 2009. Appeals will be taken to the Professional Standards Commission for Teachers for consideration at its May 14, 2009 meeting.

Dana Utterback, Departmental Technician
 Professional Preparation and Development
 Department of Education
 608 W. Allegan St.
 Lansing MI 48933
 Phone: 517/335-4610
 Fax: 517/373-0542
 Email: utterbackd@mi.gov

P Please consider the environment before printing this e-mail.

Workbook for institutions' self-reported data elements for performance score:

1. Program Completion Factor, a.k.a., Yield of New Teachers

- a. Candidates recommended* from six (6) year cohort = {entry required
- b. Candidates admitted** to six (6) year cohort = {entry required
- c. Program Completion Factor, Line 'a. "/Line "b." {calculated automatically
[Note: 90% is maximum reportable]

<i>e.g.</i>
25
30
83%

* candidates who are recommended + candidates eligible for recommendation by August 31 of the year six (6) years prior to August 31 of the most recently completed academic year, e.g., candidates recommended and eligible for recommendation by August 31, 2009, were admitted to program during 2003-2004 academic year.

** candidates admitted at or beyond junior year of baccalaurate program + candidates at entrance to post-BA program. If an institution admits teacher candidates with freshmen or sophomore status, do not count those candiates until they gain junior status

Optional: Institution comments/clarifications/elaborations -

2. Survey of Candidates

A. (1) Surveys returned with at least one question answered

= {entry required

(2) Number of unduplicated teacher candidates placed
in directed student teaching + internships
during most recently completed academic year

= {entry required

(3) Survey response percentage

= {auto calculated

e.g.
127
195
65%

B. Program ELSMT Efficacy Factors: see separate instructions and reporting workbook

Optional: Institution comments/clarifications/elaborations -

3. Responsiveness to state need

A. Diversity score

(1) Number of minority candidates recommended
for initial, provisional teaching certificate

= {entry required

(2) Number of total candidates recommended + candidates
eligible for recommendation

= {entry required**

e.g.	e.g.
25	12
160	160

(3) Diversity score

= {auto calculated

(4) a. Diversity score is at least 5% =

b. Diversity score exceeds 9% =

16%	8%
Yes	Yes
Yes	No

Optional: Institution comments/clarifications/elaborations -

3. Responsiveness to state need (continued)

B. Production of teachers in high need areas

- (1) Number of recommendations for special education endorsements, all categories = {entry required}
- (2) Number of recommendations (elementary + secondary) for mathematics endorsements = {entry required}
- (3) Number of recommendations (elementary + secondary) for broad science endorsements, viz., DX, DI = {entry required}
- (4) Number of recommendations (secondary only) for specific science endorsements, viz., chemistry, physics, biology, earth/space science = {entry required}
- (5) Number of recommendations (elementary + secondary) for world language endorsements = {entry required}
- (6) Total recommendations in high need endorsements* = {auto calculated}
 - * SBE may identify other endorsements at some later date
- (7) Number of total individuals** recommended + individuals** eligible for recommendation = {entry required*}
 - **individuals = initial teacher candidates and teachers earning additional endorsement
- (8) High endorsement need score = {auto calculated}

e.g.
18
33
33
33
33
150
160
94%

Optional: Institution comments/clarifications/elaborations

Spring Arbor University 2008-2009 MDE Student Teacher Survey Report

LITERACY EFFICACY

Survey Respondents = 101
 Literacy Respondents = 100

- Q18** How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING:I am well prepared to...
- 1801 organize a rich environment for literacy learning.
 - 1802 use literacy instructional strategies with a variety of texts.
 - 1803 help students improve their reading skills.
 - 1804 help students improve their writing skills.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1801	0	3	34	63	100
1802	0	4	26	70	100
1803	1	5	30	64	100
1804	0	5	32	62	99
Sub Totals	1	17	122	259	399

Efficacy Subtotal	State Score
122 (Auto Cal.)	381 (Auto Cal.)
<u>259 (Auto Cal.)</u>	<u>399 (Auto Cal.)</u>
381 (Auto Cal.)	0.954887218 (Auto Cal.)
	95% (Auto Cal.)

ELSMT 1 EFFICACY

Survey Respondents =

101

 ELSMT1 Respondents =

100

Q32 Regarding your LIBERAL ARTS BACKGROUND, how much do you agree with each of the following statements: I am well prepared to...

- 3201 use knowledge from the liberal arts (such as humanities and science) to enrich my teaching practice.
- 3202 communicate effectively in several forms of writing.
- 3204 make interdisciplinary connections with my content area.
- 3205 model the role of an individual in a free society.
- 3206 demonstrate understanding of multiple perspectives and individual differences.
- 3207 demonstrate an understanding of responsible citizenship.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3201	0	4	24	72	100
3202	0	4	21	75	100
3204	0	1	24	75	100
3205	1	0	23	76	100
3206	0	1	12	85	98
3207	0	0	14	84	98
Sub Totals	1	10	118	467	596

Efficacy Subtotal 118 (Auto Cal.) 467 (Auto Cal.) <hr style="width: 100%;"/> 585 (Auto Cal.)	State Score 585 (Auto Cal.) 596 (Auto Cal.) <hr style="width: 100%;"/> 0.981543624 (Auto Cal.) <div style="border: 1px solid black; display: inline-block; padding: 2px;"> 98% (Auto Cal.) </div>
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ELSMT 2 EFFICACY

Survey Respondents =

101

 ELSMT2 Respondents =

100

Q18 How much do you agree with each regarding your level of preparation to ORGANIZE STUDENT LEARNING:I am well prepared to...

- 1805 organize students from different cultures to interact positively with each other.
- 1806 plan for students with developmental disabilities or developmental delays.
- 1807 challenge gifted and talented students.
- 1808 motivate discouraged students for improved academic performance.
- 1809 adapt instruction for students learning English as a second language.

Q22 How much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...

- 2201 use a variety of authentic assessments (e.g. portfolios, performance tasks, anecdotal records).
- 2204 modify assessments for students with special needs.
- 2205 analyze student work in order to modify my own teaching strategies.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1805	0	10	26	64	100
1806	0	6	45	49	100
1807	1	11	38	50	100
1808	0	6	36	57	99
1809	14	21	34	31	100
2201	0	3	29	68	100
2204	0	6	28	66	100
2205	0	3	17	79	99
Sub Totals	15	66	253	464	798

Efficacy Subtotal
 253 (Auto Cal.)
 464 (Auto Cal.)
 717 (Auto Cal.)

State Score
 717 (Auto Cal.)
 798 (Auto Cal.)
 0.898496241 (Auto Cal.)
90% (Auto Cal.)

ELSMT 3 EFFICACY

Survey Respondents =

101

 ELSMT3 Respondents =

99

Q20 For the following statements, how much do you agree with each regarding your KNOWLEDGE OF SUBJECT MATTER: I am well prepared to...

- 2001 teach the core concepts of my content major.
- 2002 relate classroom learning in my content area(s) to the real world.
- 2003 integrate my subject matter with other content areas.
- 2004 help students think critically (e.g. analyze, solve problems, make decisions).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2001	0	1	15	83	99
2002	0	2	8	89	99
2003	0	2	11	85	98
2004	0	1	16	81	98
Sub Totals	0	6	50	338	394

Efficacy Subtotal

50 (Auto Cal.)
 338 (Auto Cal.)

 388 (Auto Cal.)

State Score

388 (Auto Cal.)
 394 (Auto Cal.)

 0.984771574 (Auto Cal.)

98%

 (Auto Cal.)

ELSMT 4 EFFICACY

Survey Respondents =

101

 ELSMT4 Respondents =

100

Q24 How much do you agree with each regarding your level of preparation in ORGANIZING THE CLASSROOM ENVIRONMENT: I am well prepared to...

- 2401 engage students in cooperative group work.
- 2402 lead rich discussions of content.
- 2403 provide alternative explanations or examples when students are confused.
- 2404 use direct instruction to convey information.
- 2405 use all levels of questions in teaching.
- 2406 use teaching strategies that relate content to real-world situations.
- 2407 choose methods that help students to value learning tasks.
- 2408 help students believe they can do well in school tasks.
- 2409 identify students' experiences, interests and knowledge in order to establish classroom routines that promote learning.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2401	0	2	18	79	99
2402	0	3	22	75	100
2403	1	2	20	77	100
2404	0	3	17	80	100
2405	0	3	26	71	100
2406	0	2	18	79	99
2407	0	3	33	64	100
2408	0	2	16	82	100
2409	0	3	18	78	99
Sub Totals	1	23	188	685	897

Efficacy Subtotal
 188 (Auto Cal.)
 685 (Auto Cal.)
 873 (Auto Cal.)

State Score
 873 (Auto Cal.)
 897 (Auto Cal.)
 0.973244147 (Auto Cal.)

97%

 (Auto Cal.)

ELSMT 5 EFFICACY

Survey Respondents =

101

 ELSMT5 Respondents =

100

- Q22** For the following statements, how much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
- 2202 decisions about what to teach.
- Q26** prepared to...
- 2601 use state and local student learning standards to assess and improve my teaching.
- 2603 behave ethically in the variety of situations I will face as a teacher.
- 2605 use professional development opportunities to improve my teaching.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2202	0	8	26	64	98
2601	0	4	24	72	100
2603	0	1	11	88	100
2605	0	3	17	80	100
Sub Totals	0	16	78	304	398

Efficacy Subtotal 78 (Auto Cal.) 304 (Auto Cal.) <hr style="width: 100%;"/> 382 (Auto Cal.)	State Score 382 (Auto Cal.) 398 (Auto Cal.) <hr style="width: 100%;"/> 0.959798995 (Auto Cal.) <div style="border: 1px solid black; display: inline-block; padding: 2px;"> 96% (Auto Cal.) </div>
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ELSMT 6 EFFICACY

Survey Respondents =

101

 ELSMT6 Respondents =

100

- Q22** For the following statements, how much do you agree with each regarding your level of preparation in MANAGEMENT OF LEARNING: I am well prepared to...
 2203 communicate information about students' progress to parents and others.
- Q26** How well do you agree with each regarding your level of preparation in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT: I am well prepared to...
 2602 communicate with parents, guardians and families.
 2606 collaborate with colleagues on professional issues.
 2608 take on service roles in the teaching profession (such as curriculum committees and school improvement teams).
- Q28** How much do you agree with each regarding your level of preparation to PARTICIPATE IN EXTENDED LEARNING COMMUNITIES: I am well prepared to...
 2801 work on a committee of teachers to improve curriculum.
 2802 arrange for my students to serve and learn in the community.
 2803 participate in teachers' professional organizations and activities.
 2804 use school and district resources to teach my students.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2203	1	7	17	75	100
2602	0	7	14	79	100
2606	0	2	13	84	99
2608	2	6	24	67	99
2801	1	7	31	61	100
2802	0	5	25	69	99
2803	0	4	21	75	100
2804	1	2	23	74	100
Sub Totals	5	40	168	584	797

Efficacy Subtotal 168 (Auto Cal.) 584 (Auto Cal.) <hr style="width: 100%;"/> 752 (Auto Cal.)	State Score 752 (Auto Cal.) 797 (Auto Cal.) <hr style="width: 100%;"/> 0.943538269 (Auto Cal.) <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 94% (Auto Cal.) </div>
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ELSMT 7 EFFICACY

Survey Respondents =

101

 ELSMT7 Respondents =

100

- Q30** How well do you agree with each regarding your level of preparation to USE TECHNOLOGY TO MAXIMIZE STUDENT LEARNING: I am well prepared to...
- 3001 integrate educational technology into my classroom instruction.
 - 3002 practice high ethical standards surrounding the use of technology.
 - 3003 use educational software to bring new learning opportunities into my classroom.
 - 3004 use technology to organize and manage my student records.
 - 3005 support the use of a variety of technology in student work.
 - 3006 support my students' use of technology to demonstrate conceptual understanding.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
3001	0	5	18	76	99
3002	0	3	18	78	99
3003	2	3	25	69	99
3004	1	6	20	71	98
3005	0	5	25	69	99
3006	0	6	28	66	100
Sub Totals	3	28	134	429	594

Efficacy Subtotal	State Score
134 (Auto Cal.)	563 (Auto Cal.)
429 (Auto Cal.)	594 (Auto Cal.)
563 (Auto Cal.)	0.947811448 (Auto Cal.)
	95% (Auto Cal.)

ELEMENTARY PEDAGOGY

Survey Respondents =

101

 Elementary Respondents =

59

Q10 In ELEMENTARY CERT, how much do you agree with the following statements: I am well prepared to...

- 1001 teach Mathematics.
- 1002 teach Social Studies.
- 1003 teach Science.
- 1004 teach Language Arts.
- 1005 teach Reading (including oral reading).
- 1006 teach Writing in a variety of genres.
- 1007 use instructional strategies that help children with reading comprehension across content areas.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1201	1	6	18	34	59
1202	0	2	23	34	59
1203	0	8	23	28	59
1204	0	0	12	47	59
1205	0	0	19	40	59
1206	0	1	24	33	58
1207	0	0	17	41	58
Sub Totals	1	17	136	257	411

Efficacy Subtotal
 136 (Auto Cal.)
 257 (Auto Cal.)
 393 (Auto Cal.)

State Score
 393 (Auto Cal.)
 411 (Auto Cal.)
 0.95620438 (Auto Cal.)
96% (Auto Cal.)

SECONDARY PEDAGOGY

Survey Respondents =

101

 Secondary Respondents =

21

Q12 If your focus is a SECONDARY CERT, how much do you agree with the following: I am well prepared to...

- 1201 teach my major content area(s).
- 1202 teach my minor content area(s).
- 1203 use instructional strategies that help students with their reading comprehension in my content area(s).
- 1204 use instructional strategies that help students to write in my content area(s).

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1001	0	0	4	17	21
1002	0	3	8	9	20
1003	0	3	7	11	21
1004	0	2	6	13	21
Sub Totals	0	8	25	50	83

Efficacy Subtotal
 25 (Auto Cal.)
 50 (Auto Cal.)

 75 (Auto Cal.)

State Score
 75 (Auto Cal.)
 83 (Auto Cal.)

 0.903614458 (Auto Cal.)

90%

 (Auto Cal.)

SPECIAL ED PEDAGOGY

Survey Respondents =

101

 Special Ed Respondents =

14

Q14 If your PRIMARY focus is SPECIAL EDUCATION, how much do you agree with the following statements:I am well prepared to...

- 1401 use teaching techniques effective for the identified disability.
- 1402 use instructional strategies that help students with their reading comprehension across content areas.
- 1403 use instructional strategies that help students to write.
- 1404 collaborate with other teachers to meet student learning needs.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1401	0	0	5	9	14
1402	0	0	3	11	14
1403	0	1	4	9	14
1404	0	0	3	10	13
Sub Totals	0	1	15	39	55

Efficacy Subtotal 15 (Auto Cal.) 39 (Auto Cal.) <hr style="width: 100%;"/> 54 (Auto Cal.)	State Score 54 (Auto Cal.) 55 (Auto Cal.) <hr style="width: 100%;"/> 0.981818182 (Auto Cal.) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>98% (Auto Cal.)</td> </tr> </table>	98% (Auto Cal.)
98% (Auto Cal.)		

K-12 PEDAGOGY

Survey Respondents =

101

K-12 Respondents =

6

Q16 In MUSIC, PHYSICAL EDUCATION, ART OR LIBRARY/MEDIA, how much do you agree with the following:I am well prepared to...

- 1601 teach my content area to elementary students.
- 1602 teach my content area to secondary students.
- 1603 use instructional strategies that help students with reading comprehension in my content area.
- 1604 make connections between my content area and other academic content.

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1601	0	0	1	5	6
1602	0	0	1	5	6
1603	0	1	2	3	6
1604	0	0	1	5	6
Sub Totals	0	1	5	18	24

Efficacy Subtotal

5 (Auto Cal.)
18 (Auto Cal.)
23 (Auto Cal.)

State Score

23 (Auto Cal.)
24 (Auto Cal.)
0.958333333 (Auto Cal.)
96% (Auto Cal.)

PROGRAM-IN CLASSROOM

Survey Respondents =

101

 Program In Respondents =

100

- Q19** How much did your Teacher Preparation Institution contribute to your ability to ...
 - 1901 adapt instruction for success of students with different needs?
 - 1902 support student literacy across content areas?
- Q21** How much did your Teacher Preparation Institution contribute to your ability to...
 - 2101 teach the core concepts of your main content area?
 - 2102 relate classroom learning in your content area(s) to the real world?
- Q23** How much did your Teacher Preparation Institution contribute to your ability to...
 - 2301 analyze student work in order to modify your own teaching strategies?
 - 2302 use a variety of standardized assessments to guide your decisions about what to teach?
- Q25** How much did your Teacher Preparation Institution contribute to your ability to...
 - 2501 use a variety of research-based instructional methods to meet the needs of all students?
 - 2502 use classroom management techniques that sustain a productive learning community?
- Q27** How much did your Teacher Preparation Institution contribute to your ability to...
 - 2701 use state and local student learning standards to assess and improve your teaching?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
1901	0	1	33	66	100
1902	0	3	21	76	100
2101	2	2	23	72	99
2102	1	2	18	78	99
2301	1	1	28	70	100
2302	1	4	32	63	100
2501	1	0	32	67	100
2502	1	2	27	70	100
2701	0	5	28	66	99
Sub Totals	7	20	242	628	897

Efficacy Subtotal 242 (Auto Cal.) <hr style="width: 100%;"/> 628 (Auto Cal.) 870 (Auto Cal.)	State Score 870 (Auto Cal.) 897 (Auto Cal.) <hr style="width: 100%;"/> 0.969899666 (Auto Cal.) <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 97% (Auto Cal.) </div>
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PROGRAM-BEYOND CLASSROOM

Survey Respondents =

101

 Program-Beyond Responder

100

- Q27** How much did your Teacher Preparation Institution contribute to your ability to...
 2702 assume the range of responsibilities of a professional educator in a school?
- Q29** How much did your Teacher Preparation Institution contribute to your ability to...
 2901 work on a committee of teachers to improve curriculum?
 2902 use school and district resources to teach your students?
- Q31** How much did your Teacher Preparation Institution contribute to your ability to...
 3101 integrate educational technology into your classroom instruction?
 3102 support your students' use of technology to demonstrate conceptual understanding?
- Q33** How much did your Teacher Preparation Institution contribute to your ability to...
 3301 use knowledge from the liberal arts (such as humanities and science) to enrich your teaching practice?
 3302 communicate effectively in several forms of writing?

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
2702	0	3	28	68	99
2901	2	10	28	59	99
2902	2	5	26	66	99
3101	1	5	25	68	99
3102	1	6	34	59	100
3301	1	2	30	67	100
3302	0	6	27	66	99
Sub Totals	7	37	198	453	695

Efficacy Subtotal 198 (Auto Cal.) 453 (Auto Cal.) <hr style="width: 100%;"/> 651 (Auto Cal.)	State Score 651 (Auto Cal.) 695 (Auto Cal.) <hr style="width: 100%;"/> 0.936690647 (Auto Cal.) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">94%</td> </tr> </table> (Auto Cal.)	94%
94%		

Spring Arbor University 2008-2009 MDE Supervisor Survey Report

EFFICACY

Survey Respondents = 133
 Efficacy Respondents = 133

- Q8 Please consider the following aspects of the student teacher/intern ability regarding SUBJECT MATTER KNOWLEDGE:
- Q9 Please consider the following aspects of the student teacher/intern ability to SUPPORT STUDENT LITERACY:
- Q10 Please consider the following aspects of the student teacher/intern abilities in ORGANIZING THE CLASSROOM ENVIRONMENT:
- Q11 Please consider the following aspects of the ability to MAXIMIZE LEARNING OPPORTUNITIES FOR THE RANGE OF STUDENTS TRUSTED TO THE STUDENT TEACHER/INTERN:
- Q12 Please consider the following aspects of the student teacher/intern ability to ASSESS LEARNING:
- Q13 Please consider the following aspects of the student teacher/intern ability in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING POTENTIAL:
- Q14 Please consider the following aspects of the student teacher/intern ability regarding LIBERAL ARTS BACKGROUND:
- Q15 Please consider the following aspects of the student teacher/intern abilities in WORKING IN THE SCHOOL AND DISTRICT ENVIRONMENT:
- Q16 Please consider the following aspects of the student teacher/intern ability in PARTICIPATING IN EXTENDED LEARNING COMMUNITIES:

	Choice 1	Choice 2	Choice 3	Choice 4	Row Total
8	0	5	35	93	133
9	1	8	46	78	133
10	0	6	35	92	133
11	0	8	42	83	133
12	0	13	33	87	133
13	0	18	29	86	133
14	0	9	34	90	133
15	0	4	33	96	133
16	1	10	41	81	133
Sub Totals	2	81	328	786	1197

Efficacy Subtotal	State Score
328 (Auto Cal.)	1114 (Auto Cal.)
<u>786 (Auto Cal.)</u>	<u>1197 (Auto Cal.)</u>
1114 (Auto Cal.)	0.93066 (Auto Cal.)
	93% (Auto Cal.)

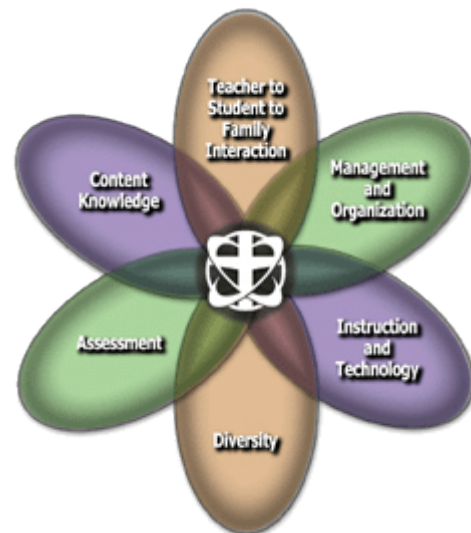
**Spring Arbor University
TPI Data report to MDE
Principal's Survey, Mar. 2010**

Spring Arbor University currently undertakes a 3-year cycle of employer evaluation of its teacher education graduates. The last survey was taken in the Spring of 2007 and reported to the School of Education faculty in the Fall of 2007. This offering of the survey falls in-between that cycle, as the next survey will be taken in the Spring of 2010 (but after this report is sent to the MDE).

The respondents to this survey were drawn from principals who administer schools that are near our sites in northern Michigan (Petoskey, Gaylord, Alpena) who have hosted Spring Arbor's student teachers. These principals were surveyed using Zoomerang, and using the same instrument used for last year's MDE principal survey.

In order to avoid duplication with last year's survey and in an attempt to survey an entirely different pool, the list was restricted to this group of some 25 northern principals. Unfortunately, the response rate was low, as only 7 responded; of those 7, four employed a Spring Arbor graduate.

As a reminder, the survey is a reflection of specific skills that Spring Arbor's teacher education program hopes to imbue students with during their time here, and corresponds to the domains of Spring Arbor's conceptual framework, the Effective Teaching Model (portrayed on the right). Note that this is an "outgoing" conceptual framework, which has been replaced for the 2009-10 academic year.



Two noteworthy aspects of the survey are for the second year the high number of principals who noted "NB" with respect to the question regarding ESL. The MDE student teacher survey for Spring Arbor has highlighted this as a weak area the past three years, although it improve quite a bit from '07-08 to '08-09.

A recent DARTEP survey shows that this is a weak point for all teacher preparation institutions in the state. Furthering this for the second year, the item regarding structuring learning opportunities for all students across culture got a few "NB" responses as well. If area principals don't have a basis to observe, it makes us wonder if the populations and emphasis on ESL and diversity are low in our area because there are few students in those categories at northern schools ... and at our University.

We also noticed that the opinions of principals on this survey were generally positive, and consistent with what we have seen in our cyclical employee survey. Out of the 34 "2s" (disagree that the pre-tenure teacher has a specific skill), only 7 of those "2s" were given to

SAU-trained teachers in these northern schools. Besides ESL and culture, differentiation of instruction and use of a variety of assessments are growth areas.

These results will be shared with the School of Education faculty at our monthly meeting on April 14, 2010.

Spring Arbor MDE TPI Principal Survey - for '08-09 TPI data (submitted Mar. 2010)
Data from all respondents

Item	N 4 Avg. SAU-trained teachers 0.6					Efficacy	check
	4 - Str Agree	3- Agree	2 - Disagree	1 - Str Dis	No Basis		
Ensure a safe and orderly classroom environment.	1	5	1	0	0	85.7%	7
Motivate students for improved academic performance.	2	4	1	0	0	85.7%	7
Direct transitions between activities in class.	2	3	2	0	0	71.4%	7
Communicate effectively with students.	4	2	1	0	0	85.7%	7
Communicate effectively with parents.	2	4	1	0	0	85.7%	7
Use school and district resources to enrich instruction.	1	4	1	0	1	83.3%	7
Choose a variety of teaching strategies to meet the different needs of students.	1	3	3	0	0	57.1%	7
Develop curriculum that builds on students' experiences, interests and abilities.	1	5	1	0	0	85.7%	7
Use state and local student learning standards to plan instruction.	3	2	1	0	1	83.3%	7
Help students become self-motivated and self-directed.	1	4	2	0	0	71.4%	7
Choose methods that help students to value learning.	1	4	1	0	1	83.3%	7
Facilitate rich discussions of content.	0	5	1	0	1	83.3%	7
Adapt instruction for students learning English as a second language.	0	0	1	0	6	0.0%	7
Integrate educational technology to enhance learning opportunities in classroom instruction.	1	4	2	0	0	71.4%	7
Demonstrate appropriate knowledge of subject matter.	2	4	1	0	0	85.7%	7
Properly use oral language.	2	4	1	0	0	85.7%	7
Communicate effectively in several forms of writing.	1	3	1	0	2	80.0%	7
Use the results of a variety of assessments to guide instructional decisions.	1	1	4	0	1	33.3%	7
Differentiate instruction to learners with varied abilities and learning styles.	1	2	4	0	0	42.9%	7
Structure learning opportunities for all students across cultures.	0	3	1	0	3	75.0%	7
Behave ethically in the variety of situations faced as a teacher.	3	3	1	0	0	85.7%	7
Participate in professional growth opportunities.	2	4	1	0	0	85.7%	7
Exhibit a caring attitude.	4	3	0	0	0	100.0%	7
Collaborate with colleagues on professional issues.	1	4	1	0	1	83.3%	7

**Spring Arbor University
School of Education**

**Principal Evaluation of Recent Graduates of the
Spring Arbor University Teacher Education Program**

This survey was developed in response to a directive from the Michigan Department of Education (7/15/2008) to secure feedback from principals about the strengths and concerns regarding the preparation of new teachers. Please respond to the items below as they pertain to teachers in your employ who have obtained initial teacher certification within the past five years (since 2004) from Spring Arbor University.

Type of school: ___ Elementary ___ Middle School ___ High School
 Number of SAU-trained new teachers at your school: _____ (if 0, please complete the survey with the “typical” new teacher in mind)

Please provide your judgment of the following survey items according to the legend below.

- | | | |
|----|--|------|
| 4 | Strongly Agree with the Statement | (SA) |
| 3 | Generally Agree with the Statement | (A) |
| 2 | Generally Disagree with the statement | (D) |
| 1 | Strongly Disagree with the Statement | (SD) |
| NB | No Basis for a judgment | (NB) |

Teachers who completed Spring Arbor's teacher education program are able to:

	SA	A	D	SD	No Basis
1. Ensure a safe and orderly classroom environment.	4	3	2	1	NB
2. Motivate students for improved academic performance.	4	3	2	1	NB
3. Direct transitions between activities in class.	4	3	2	1	NB
4. Communicate effectively with students.	4	3	2	1	NB
5. Communicate effectively with parents.	4	3	2	1	NB
6. Use school and district resources to enrich instruction.	4	3	2	1	NB
7. Choose a variety of teaching strategies to meet the different needs of students.	4	3	2	1	NB
8. Develop curriculum that builds on students' experiences, interests and abilities.	4	3	2	1	NB
9. Use state and local student learning standards to plan instruction.	4	3	2	1	NB
10. Help students become self-motivated and self-directed.	4	3	2	1	NB
11. Choose methods that help students to value learning.	4	3	2	1	NB
12. Facilitate rich discussions of content.	4	3	2	1	NB
13. Adapt instruction for students learning English as a second language.	4	3	2	1	NB
14. Integrate educational technology to enhance learning opportunities in classroom instruction.	4	3	2	1	NB

15. Demonstrate appropriate knowledge of subject matter.	4	3	2	1	NB
16. Properly use oral language.	4	3	2	1	NB
17. Communicate effectively in several forms of writing.	4	3	2	1	NB
18. Use the results of a variety of assessments to guide instructional decisions.	4	3	2	1	NB
19. Differentiate instruction to learners with varied abilities and learning styles.	4	3	2	1	NB
20. Structure learning opportunities for all students across cultures.	4	3	2	1	NB
21. Behave ethically in the variety of situations faced as a teacher.	4	3	2	1	NB
22. Participate in professional growth opportunities.	4	3	2	1	NB
23. Exhibit a caring attitude.	4	3	2	1	NB
24. Collaborate with colleagues on professional issues.	4	3	2	1	NB

We appreciate your feedback. Please make any additional comments that you believe will assist us to strengthen our teacher preparation program.

Spring Arbor University Performance Score for Academic Year 2008-09

Classification	Overall Score	MTC		Teacher Exit Surveys			Supervisor Surveys			Program Completion Rate		Program Review Status		Diversity		High Need Content		Principal Feedback Rcvd.
		30		5			5			10		10		5		5		
		Eff	Resp		Eff	Resp		(Cohort)		%	Points	%	Points	%	Points	%	Points	
		%	Points	%	%	Points	%	%	Points	%	Points	%	Points	%	Points	%	Points	
Exemplary	68	92	30	95	100	5	93	100	5	90	10	100	10	5	3	41	5	Y

2010 Employer Survey:

Items, Summary

**Spring Arbor University
School of Education**

**Principal Evaluation of Recent Graduates of the
Spring Arbor University Teacher Education Program**

This survey was developed as part of Spring Arbor’s three-year cycle of obtaining feedback from principals about the strengths and concerns regarding the preparation of recent graduates of Spring Arbor University teachers. Please respond to the items below as they pertain to the teacher listed below who has recently obtained initial teacher certification from Spring Arbor University.

All of the responses on this form will be kept completely confidential; only aggregated results from all principals will be examined or reported for the assessment and improvement of Spring Arbor’s teacher preparation program.

Type of school:

Name of teacher on your staff who is a recent Spring Arbor graduate:

Course(s) taught by the teacher:

Please provide your judgment of the following survey items according to the legend below.

- | | | |
|----|--------------------------------------|------|
| 4 | Strongly Agree with the statement | (SA) |
| 3 | Agree with the statement | (A) |
| 2 | Disagree with the statement | (D) |
| 1 | Strongly Disagree with the statement | (SD) |
| NB | No Basis for a judgment | (NB) |

The above named teacher, who recently completed Spring Arbor University’s teacher education program, is able to:

SA A D SD No Basis

Integration of Faith and Learning: 1, 12

Content Knowledge: 5, 8, 26, 32

Pedagogy: 9, 18, 19, 22, 27

Diversity: 10, 13, 20, 23

Assessment: 7, 16, 25, 34

Management & Organization: 11, 17, 31, 33

Collaboration w/ Stakeholders: 2, 21, 35

Technology: 3, 28, 30

Global Perspective: 14

Leadership & Scholarship: 4, 24

Professional Dispositions and Skills: 6, 15, 29, 36

CK1. Teach the core concepts of the assigned subject areas.	4	3	2	1	NB
CK2. Integrate subject matter with other content areas.	4	3	2	1	NB
CK3. Help students think critically (e.g. analyze, solve problems, make decisions).	4	3	2	1	NB
CK4. Use knowledge from the liberal arts (e.g. humanities, social sciences, natural sciences) to enrich teaching practices.	4	3	2	1	NB
P5. Adapt learning to individual student needs through a variety of teaching methods.	4	3	2	1	NB

P6.	Facilitate rich discussions of content.	4	3	2	1	NB
P7.	Differentiate instruction to learners with varied abilities and learning styles.	4	3	2	1	NB
P8.	Effectively plan instruction, including appropriate use of state and local student learning standards.	4	3	2	1	NB
P9.	Use school and district resources to enrich instruction.	4	3	2	1	NB
MO10.	Ensure a safe and orderly classroom environment.	4	3	2	1	NB
MO11.	Develop curriculum that builds on students' experiences, interests and abilities.	4	3	2	1	NB
MO12.	Help students become self-motivated and self-directed.	4	3	2	1	NB
MO13.	Direct transitions between activities in class.	4	3	2	1	NB
D14.	Create a classroom environment that is inclusive of student and community diversity.	4	3	2	1	NB
D15.	Challenge gifted and talented students.	4	3	2	1	NB
D16.	Motivate discouraged students for improved academic performance.	4	3	2	1	NB
D17.	Adapt instruction for students learning English as a second language.	4	3	2	1	NB
A18.	Use the results of a variety of assessments to guide instructional decisions.	4	3	2	1	NB
A19.	Provide constructive feedback to students and their caregivers.	4	3	2	1	NB
A20.	Adapt assessments for students with special needs.	4	3	2	1	NB
A21.	Analyze student work in order to modify teaching strategies.	4	3	2	1	NB
T22.	Integrate available educational technology into classroom instruction.	4	3	2	1	NB
T23.	Use technology to organize and manage student records.	4	3	2	1	NB
T24.	Support student use of a variety of technology.	4	3	2	1	NB
PD25.	Relate well to students.	4	3	2	1	NB
PD26.	Communicate effectively in several forms of writing.	4	3	2	1	NB
PD27.	Properly use oral language.	4	3	2	1	NB
PD28.	Behave ethically in the variety of situations faced as a teacher.	4	3	2	1	NB
CS29.	Communicate effectively with caregivers.	4	3	2	1	NB
CS30.	Collaborate with colleagues on professional issues.	4	3	2	1	NB
CS31.	Create opportunities for students to connect with the community.	4	3	2	1	NB

LS32. Participate in professional growth opportunities.	4	3	2	1	NB
LS33. Fulfill a leadership role within or outside the school in one or more aspects of professional teacher education.	4	3	2	1	NB
IF34. Genuinely care for students.	4	3	2	1	NB
IF35. Serve others.	4	3	2	1	NB
GP36. Enhance students' awareness, understanding, and appreciation of global cultures and events.	4	3	2	1	NB

We appreciate your feedback. Please make any additional comments that you believe will assist us to strengthen our teacher preparation program.

CONFIDENTIAL

2010 Spring Arbor University School of Education Employer Survey
N=144 (29.6% return)

Category	Str Agree	Agree	Disagree	Str Disagree	NB	blank	% Str. Agree	% Agree
serve others	110	32	0	1	1	0	76.9%	99.3%
care for students	120	22	2	0	0	0	83.3%	98.6%
Integration Faith Learning	230	54	2	1	1	0	80.1%	99.0%
teach core concepts	98	37	2	0	7	0	71.5%	98.5%
integrate subj matter	77	56	3	0	6	0	56.6%	97.8%
help stds think critically	84	53	5	0	2	0	59.2%	96.5%
use knowledge from liberal arts	78	52	4	1	9	0	57.8%	96.3%
Content Knowledge	337	198	14	1	24	0	61.3%	97.3%
adapt learning to ind. student needs	80	52	5	0	6	1	58.4%	96.4%
facilitate rich discussions	77	56	7	0	4	0	55.0%	95.0%
differentiate instruction	75	54	7	0	8	0	55.1%	94.9%
effectively plan instruction	92	43	5	0	4	0	65.7%	96.4%
use school/district resources	90	45	4	0	5	0	64.7%	97.1%
Pedagogy	414	250	28	0	27	1	59.8%	96.0%
ensure safe, orderly environment	109	27	3	0	5	0	78.4%	97.8%
develop curriculum builds on standards	83	46	3	0	12	0	62.9%	97.7%
help stds become self-motivated/directed	95	41	5	0	3	0	67.4%	96.5%
direct transitions between activities	90	43	4	0	7	0	65.7%	97.1%
M & O	377	157	15	0	27	0	68.7%	97.3%
create inclusive classroom	97	39	2	0	6	0	70.3%	98.6%
challenge gifted stds	69	55	6	0	14	0	53.1%	95.4%
motivate discouraged stds	90	44	8	0	1	0	63.4%	94.4%
adapt instruction ELL	37	24	4	0	79	0	56.9%	93.8%
Diversity	293	162	20	0	100	0	61.7%	95.8%
use asmt results to guide instruction	77	58	4	0	5	0	55.4%	97.1%
provide constructive feedback	87	46	7	0	3	1	62.1%	95.0%
adapt asmts for special needs stds	88	41	6	1	8	0	64.7%	94.9%
analyze std work to modify teaching	76	48	9	0	11	0	57.1%	93.2%
Assessment	328	193	26	1	27	1	59.9%	95.1%
integrate available technology	88	44	7	0	5	0	63.3%	95.0%
use technology organize std records	97	38	4	1	3	1	69.3%	96.4%
support std use of variety of technology	79	46	8	1	9	1	59.0%	93.3%
Technology	264	128	19	2	17	2	63.9%	94.9%
relate well to stds	117	24	3	0	0	0	81.3%	97.9%
comm. effectively several forms writing	81	52	7	0	4	0	57.9%	95.0%
properly use oral language	104	35	3	0	2	0	73.2%	97.9%
behave ethically as teacher	113	27	3	0	0	1	79.0%	97.9%
Prof. Disp.	415	138	16	0	6	1	72.9%	97.2%
comm. effectively w/ caregivers	94	43	3	1	3	0	66.7%	97.2%
collaborate w/ colleagues	104	32	7	0	1	0	72.7%	95.1%
create opps. stds connect w/ community	79	45	7	1	12	0	59.8%	93.9%
Collaboration w/ Stakeholders	277	120	17	2	16	0	66.6%	95.4%
participate in prof. growth opps.	107	33	2	0	2	0	75.4%	98.6%
fulfill leadership role in/out school	83	43	11	2	5	0	59.7%	90.6%
L & S	190	76	13	2	7	0	67.6%	94.7%
enhance stds awarness global events	81	46	5	0	12	0	61.4%	96.2%
Global Persp.	81	46	5	0	12	0	61.4%	96.2%
OVERALL	3206	1522	175	9	264	5	65.3%	96.3%

**Integration of Faith and Learning:
Data from Graduate Course Research Study**

Course Evals. Q 9, 10, 16

		6	5	4	3	2	1	0	N/A	Missing	N	% 6/5	% 6/5/4	Avg.	% Missing
Faith Perspective Integrated Q 9	2006-2007 EDU	661	217	103	37	11	6	14		6	1055	878	981		6
		62.65	20.57	9.76	3.51	1.04	0.57	1.33		0.57		83.22	92.98		0.57
	2006-2007 SED	169	91	55	30	7	7	5		4	368	260	315		4
		45.92	24.73	14.95	8.15	1.9	1.9	1.36		1.09		70.65	85.6		1.09
	2007-2008 EDU	517	160	64	35	14	10 not provided			18	818	677	741		18
		63.2	19.56	7.82	4.28	1.71	1.22 not provided			2.2		82.76	90.58		2.2
Concept Integrated Q 10	2007-2008 SED	114	51	26	16	4	4 not provided			6	221	165	191		6
		51.58	23.08	11.76	7.24	1.81	1.81 not provided			2.71		74.66	86.42		2.71
	2008-2009 EDU	944	304	149	57	18	14 not provided			35	1486	1248	1397		35
		62.06	19.99	9.8	3.75	1.18	0.92 not provided			2.3		82.05	91.85		2.3
	2008-2009 SED	153	79	36	22	5	4 not provided			18	317	232	268		18
		48.26	24.92	11.36	6.94	1.58	1.26 not provided			5.68		73.18	84.54		5.68
Concept Integrated Q 10	2006-2007 EDU	674	224	77	35	14	4	16		11	1055	898	975		11
		63.89	21.23	7.3	3.32	1.33	0.38	1.52		1.04		85.12	92.42		1.04
	2006-2007 SED	173	109	42	26	6	8	3		1	368	282	324		1
		47.01	29.62	11.41	7.07	1.63	2.17	0.82		0.27		76.63	88.04		0.27
	2007-2008 EDU	500	182	68	33	14	8 not provided			13	818	682	750		13
		61.12	22.25	8.31	4.03	1.71	0.98 not provided			1.59		83.37	91.68		1.59
Concept Integrated Q 10	2007-2008 SED	123	53	28	10	1	3 not provided			3	221	176	204		3
		55.66	23.98	12.67	4.62	0.45	1.36 not provided			1.36		79.64	92.31		1.36
	2008-2009 EDU	906	312	142	84	19	20 not provided			38	1483	1218	1360		38
		59.57	20.51	9.34	5.52	1.25	1.31 not provided			2.5		80.08	89.42		2.5

2008-2009 SED	163	91	29	18	7	3 not provided	6	317	254	283	6		
	51.42	28.71	9.15	5.68	2.21	0.95 not provided	1.89		80.13	89.28	1.89		
Instructor Effective Christian F	6	5	4	3	2	1	0	Missing	N	% 6/5	% 6/5/4	Avg.	% Missing
Q 16 2006-2007 EDU	805	179	36	14	5	4	7	5	1055	984	1020		5
	76.3	16.97	3.41	1.33	0.47	0.38	0.66	0.47		93.21	96.68		0.47
2006-2007 SED	215	79	33	21	6	6	6	2	368	294	327		2
	58.42	21.47	8.97	5.71	1.63	1.63	1.63	0.54		82.89	91.86		0.54
2007-2008 EDU	623	124	32	15	8	4 not provided		12	818	747	779		12
	76.16	15.16	3.91	1.83	0.98	0.49 not provided		1.47		91.32	95.23		1.47
2007-2008 SED	145	44	15	7	2	2 not provided		6	221	189	204		6
	65.61	19.91	6.79	3.17	0.9	0.9 not provided		2.71		85.52	92.31		2.71
2008-2009 EDU	1133	240	76	23	17	4 not provided		28	1493	1373	1449		28
	74.49	15.78	5	1.51	1.12	0.26 not provided		1.84		90.27	95.27		1.84
2008-2009 SED	205	63	23	8	3	1 not provided		14	317	268	291		14
	64.67	19.87	7.26	2.52	0.95	0.32 not provided		4.42		84.54	91.8		4.42

Triangulation Matrix:
2007-08, 2008-09, 2009-10 (partial)

**School of Education
Assessment Triangulation Matrix
Undergraduate Programs
2007-08**

Mission	Goals	Objectives	Measures and Findings	Achievement Target
<p>To prepare teachers for the public and private schools through a curriculum that encompasses a broad foundation in Christian liberal arts education, specialization in a particular field or fields of knowledge, and a comprehensive education sequence.</p>	<p>Demographics: Demographics for program completers exceeds minimum criteria in the areas of six-year cohort yield, students of color, and students with a major or minor in the high needs areas of math, science, special education, and world language.</p>	<p>90% of students who enter the education program complete it within six years.</p>	<p>Six year yield from 7/02 through 6/08 was 89%</p>	<p>Not met. Near miss</p> <p>Action plan: Edu 140/PSL implemented Fall '09 to help students decide prior to admission that they want to complete program.</p>
		<p>At least 10% of all program completers are students of color (Black, Hispanic, Asian, Native American).</p>	<p>4% of all program completers were students of color</p>	<p>Not met.</p> <p>Action plan: Need to work with admissions to recruit and retain more students of color</p>
		<p>35% of program completers have a major</p>	<p>35% of program completers had a major or minor in a high needs</p>	<p>Met.</p>

		or minor in a high needs area - math, science, special education, and world language.	area.	
Content Knowledge for Student Teaching: Students graduating from the TE department will have the content knowledge for entry level teaching.		The cumulative pass rate for all "claimed" program completers is 90%.	The cumulative pass rate was 94.8%.	Met.
		The average grade point average of all program completers for all majors and minors is 2.5.	2.5 is the minimum GPA for acceptance into student teaching. This was enforced by the SOE ETeam in individual review of content areas of GPAs by students applying to student teach.	Met.
		[Related to artifacts in courses ...]	For future use.	Action plan: Container system/portfolio
Target Performance During Student Teaching: Students completing the teacher preparation program will have the knowledge, values, and skills for domains outlined in the conceptual framework during their student teaching. These domains include: classroom management,		95% of student teacher candidates successfully complete the professional semester.	<ul style="list-style-type: none"> • 95.5% recommended (N=171) • 3.9% recommended with reservations (N=7) • 0.6% not recommended (N=1) • 2.2% no recommendation entered (N=4) 	Met.
		95% of all student teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers (percentage of "2" and "3" ratings is at least	Percentage of 2 or 3 rating, by domain <ul style="list-style-type: none"> • Teacher-Student-Caregiver Interaction – 99.8% • Instruction – 99.0% • Content – 99.3% • Assessment – 98.3% • Diversity – 99.4% 	Met.

	teacher/student/family interactions, assessment, instruction & technology, content knowledge, diversity , & professional dispositions (which is related to The Concept).	80%)	<ul style="list-style-type: none"> • Management – 99.3% • Technology – 99.3% • Professional Behaviors – 99.8% 	Met.
		Students taught by teacher candidates during student teaching demonstrate an acceptable level of learning.	Teacher work sample – pilot project with Tovah Sheldon, need to see results in order to determine criteria. No data was collected for '07-08. This measure is for future rating, to satisfy both SOE indicators and as-yet unannounced MDE indicators.	Action plan: teacher work sample in Edu 450
	Knowledge and Performance Skills: Students will have the knowledge and the performance skills for management, instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher.	80% Believe Possess Skills	All categories are above 80%. <ul style="list-style-type: none"> • Literacy 89% • ELSMT 1 (liberal arts background) 96% • ELSMT 2 (organize student learning) 86% • ELSMT 3 (subject matter knowledge) 96% • ELSMT 4 (organization of classroom) 97% • ELSMT 5 (management of learning) 96% • ELSMT 6 (work in school environment) 93% • ELSMT 7 (technology) 96% • Elementary Pedagogy 90% • Secondary Pedagogy 82% • Special Ed Pedagogy 91% 	Met.

			<ul style="list-style-type: none"> • K-12 Pedagogy (music, PE, art) 95% • Teacher Prep Program Contribution within Classroom 92% • Teacher Prep Program Contribution beyond Classroom 90% 	
		[related to lesson/unit planning.]	For future use.	Action plan: develop standard lesson plan and method of assessment
		80% of alumni believe that they possess knowledge and skills appropriate to teaching.	Next scheduled administration of this survey is Spring 2010.	
		80% of employers of alumni believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.	Next scheduled administration of this survey is Spring 2010.	
	Longitudinal: Satisfactory performance based on the institution-wide longitudinal study.	SAU students graduating from the teacher education department will have the content knowledge for entry-level teaching in	The cumulative pass rate was 94.8%.	Met.

		<p>all certifiable majors and minors: The cumulative pass rate for all "claimed" program completers is 90%.</p>		
		<p>Students graduating from the teacher education department will successfully demonstrate the knowledge, values, and skills for domains outlined in the conceptual framework during their student teaching. These domains include: classroom management, teacher/student/caregiver interaction, assessment, instruction and technology, content knowledge, diversity, and professional dispositions (related to the concept) Students will receive a 2.5 or higher for the domains of management and organization, instruction, teacher-student-parent</p>	<p>There were 183 evaluations submitted (some students had more than one evaluation). 94.0% of students achieved an average score of 2.5 or higher.</p> <p>Average by domain:</p> <ul style="list-style-type: none"> • Teacher-Student-Caregiver Interaction – 2.93 • Instruction – 2.87 • Content – 2.89 • Assessment – 2.87 • Diversity – 2.90 • Management – 2.89 • Technology – 2.94 • Professional Behaviors – 2.96 	<p>Met.</p>

		<p>interactions, content knowledge, diversity, assessment, technology professional dispositions. The aggregated mean scores will not be lower than 2.5 for each domain.</p>		
		<p>More than 80% of SAU student teachers agree or strongly agree that they possess the skills related in survey items, meaning that they will rate their level of proficiency in knowledge and performance skills with a aggregate mean of at least a 3 (on a 1-4 scale) for each question. Survey items are listed to the right.</p>	<p>All categories are above 80%.</p> <ul style="list-style-type: none"> • Literacy 89% • ELSMT 1 (liberal arts background) 96% • ELSMT 2 (organize student learning) 86% • ELSMT 3 (subject matter knowledge) 96% • ELSMT 4 (organization of classroom) 97% • ELSMT 5 (management of learning) 96% • ELSMT 6 (work in school environment) 93% • ELSMT 7 (technology) 96% • Elementary Pedagogy 90% • Secondary Pedagogy 82% • Special Ed Pedagogy 91% • K-12 Pedagogy (music, PE, art) 95% • Teacher Prep Program Contribution within 	<p>Met.</p>

			Classroom 92% • Teacher Prep Program Contribution beyond Classroom 90%	
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**School of Education
Assessment Triangulation Matrix
Undergraduate Programs
2008-09**

Mission: To prepare teachers for the public and private schools through a curriculum that encompasses a broad foundation in Christian liberal arts education, specialization in a particular field or fields of knowledge, and a comprehensive education sequence.

Goals	Objectives	Related Measures	Achievement Targets	Findings	Action Plans
Demographics: Demographics for program completers exceeds minimum criteria in the areas of six-year cohort yield, students of color, and	Demographics for program completers exceeds minimum criterion in the area of six-year cohort yield, from 2003-04 through 2008-09.	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report	90% of students who enter the education program complete it within six years.	Six year yield from 7/03 through 6/08 was 90%. Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/MDE_TPI_Ranking/TPI_info_2008_09/SAU_SOE_MDE_TPI_cohort0809.xls (data)	Action plan: Edu 140/PSL implemented Fall '09 to help students decide prior to admission that they want to complete program.
students with a major or minor in the high needs areas of math, science, special education, and world language.	Demographics for program completers exceeds minimum criterion in the number of students of color completing the	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report	At least 10% of all program completers are students of color (Black, Hispanic, Asian, Native American).	5.2 % of all program completers in 2008-09 were students of color (N=96) Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/MDE_TPI_Ranking/TPI_	Action plan: Need to work with admissions to recruit and retain more students of color. Needs in this area expressed to President and Vice-President for

	program.			info_2008_09/SAU_SOE_MDE_TPI_cert0809.xls (data)	Academic Affairs.
	Demographics for program completers exceeds minimum criterion in the number of students completing the program with a major or minor in the high needs areas of math, science, special education, and world language.	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report	35% of program completers have a major or minor in a high needs area - math, science, special education, and world language.	41 % of program completers in 2008-09 had a major or minor in a high needs area. Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/MDE_TPI_Ranking/TPI_info_2008_09/SAU_SOE_MDE_TPI_cert0809.xls (data)	Action plan: Implementation of French minor in '09-10 to provide another area of high need for students to select.
Content Knowledge for Student Teaching: Students graduating from the TE department will have the content knowledge for entry level teaching.	Average cumulative yearly pass rate for all "claimed" program completers exceeds minimum criterion.	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report	The cumulative single year pass rate for all "claimed" program completers is 90%.	The cumulative pass rate was 84.5%. Target met? N Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/MTTC_Results/MDE_SAU_MTTT_0809.pdf (data)	Drop of 10.3 percentage points from 2007-08. This is believed to be an exclusive phenomenon based upon a decrease in pass rates in guidance counseling and social studies, a reduction in the

					<p>number of high-scoring elementary education students, and a decrease in pass rates in “small N” subject areas of 1-2 students. MDE also raised cut scores for guidance counseling, exacerbating effect. State average on all tests decreased by 6.1 percentage points, which calls into question stability and accuracy of testing program.</p> <p>Plan included increased awareness to the two departments involved. Social studies major in the process of being revised in anticipation of new MDE specialty area standards.</p>
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					Guidance counseling curriculum examined to determine whether a change made in 2007-08 was detrimental to test performance.
	The grade point average of all program completers for all majors and minors exceeds a minimum value.	SOE Executive Team Review of Student Teacher Applications	The grade point average of all program completers for all majors and minors is 2.5.	2.5 is the minimum GPA for acceptance into student teaching. This was enforced by the SOE ETeam in individual review of content areas of GPAs by students applying to student teach. Target met? Y Link: smb://nas.arbor.edu/gdrive/te/A MINUTES – E TEAM sf/2008-09/{minutes mainly from October '08 and March '09, plus “stud tch categories.doc”) (minutes)	None.
	[Related to artifacts in courses ...]	School of Education coursewise survey, open-ended questions	In development	In development Link: Blackboard -> SOE Community Shell -> Tests, Surveys, Quizzes -> Survey - Model of Teacher Education	Action plan: Spring 2010 pilot test of survey asking students to associate course artifacts with

				(survey)	conceptual framework
Target Performance During Student Teaching: Students completing the teacher preparation program will have the knowledge, values, and skills for domains outlined in the conceptual framework during their student teaching. These domains include:	Minimum percentage of student teacher candidate placements are successfully completed during the professional semester, as rated by the cooperating teacher in the listed domains.	Student Teacher Evaluation by Cooperating Teacher, ratings include recommended, recommended with reservations, or not recommended. Forms the basis for certification decision.	95% of student teacher candidate placements are successfully completed during the professional semester.	95.6% completed successfully (N=206 placements, 195 recommended, 8 recommended with reservations, 1 not recommended, 2 students no recommendation decision entered; percentages of 95.6%, 3.9%, 0.5%, and 1%). Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/SAU_SOE_STeval_0809.xls (data), smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/SAU_MAE_asmt_prepost_070904.pdf (survey)	None.
classroom management, teacher/student/family interactions, assessment, instruction &	Minimum percentage of all student teachers demonstrate proficiency in each domain of the Effective	Student Teacher Evaluation by Cooperating Teacher, ratings include 3 (target proficiency most of the	95% of all student teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers where the percentage of “2” and “3” ratings is at least 80%.	<ul style="list-style-type: none"> • 99.7% for teacher-student-caregiver interaction (mean 2.93) • 98.9% for instruction (mean 2.88) • 99.1% for content (mean 2.91) 	None.

<p>technology, content knowledge, diversity , & professional dispositions (which is related to The Concept).</p>	<p>Teaching Model as rated by cooperating teachers</p>	<p>time), 2 (target proficiency some of the time), and 1 (not target proficiency).</p>	<p>95% of all student teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers where the percentage of “2” and “3” ratings is at least 80%.</p>	<ul style="list-style-type: none"> • 98.4% for assessment (mean 2.86) • 99.2% for diversity (mean 2.90) • 99.0% for classroom management (mean 2.86) • 99.3% for technology (mean 2.92) • 99.8% for professional behaviors and dispositions (mean 2.96) <p>Target met? Y Link: smb://nas.arbor.edu/gdrive/te / _SOE_Reports_2008-09/SAU_SOE_STeval_0809.xls (data), smb://nas.arbor.edu/gdrive/te / _SOE_Reports_2008-09/SAU_MAE_asmt_prepost_070904.pdf (survey)</p>	<p>None.</p>
	<p>Students taught by teacher candidates during student teaching demonstrate an acceptable level of learning.</p>	<p>K-12 student achievement data within Edu 430 work sample</p>	<p>To be determined</p>	<p>Teacher work sample – pilot project continuing with Tovah Sheldon. Data collected for '08-09 will help determine an achievement target. This measure is for future rating, to satisfy both SOE indicators and as-yet unannounced MDE</p>	<p>Action plan: Set achievement target once the curriculum for the work sample is frozen.</p>

				indicators.	
Knowledge and Performance Skills: Students will have the knowledge and the performance skills for management, instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher.	More than a minimum percentage of SAU student teachers agree or strongly agree that they possess the skills related in survey areas – literacy, liberal arts background, organization of student learning, subject matter knowledge, organization of classroom, management of learning, work in a school environment, technology, elementary or secondary or special ed or K-12 pedagogy, contribution to their preparation within the classroom and	TPI (MDE survey where students rate their level of proficiency in knowledge and performance skills on a 4 point scale where 4 is strongly agree that they have the skill, 3 is agree, 2 is disagree, and 1 is strongly disagree)	More than 80% of SAU student teachers in 2008-09 agree or strongly agree that they possess the skills related in survey areas, as delineated.	All categories are above 80%. <ul style="list-style-type: none"> • Literacy 95% • ELSMT 1 (liberal arts background) 98% • ELSMT 2 (organize student learning) 90% • ELSMT 3 (subject matter knowledge) 98% • ELSMT 4 (organization of classroom) 97% • ELSMT 5 (management of learning) 96% • ELSMT 6 (work in school environment) 94% • ELSMT 7 (technology) 95% • Elementary Pedagogy 96% • Secondary Pedagogy 90% • Special Ed Pedagogy 98% • K-12 Pedagogy (music, PE, art) 96% • Teacher Prep Program Contribution within Classroom 97% • Teacher Prep Program 	None. All indicators either remained the same or increased from 2007-08 except for ELSMT 7 (technology), which went from 96% to 95%.

	beyond the classroom. These areas in sum correspond to the conceptual framework.			Contribution beyond Classroom 94% Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/MDE_TPI_Ranking/TPI_info_2008_09/SAU_SOE_MDE_TPI_cert0809.xls (data) Survey administered by Michigan Department of Education	
	[related to lesson/unit planning.]	In development	In development	In development. Standard lesson plan format developed in Spring '10.	Action plan: develop standard method of assessment
	Minimum percentage of alumni believe that they possess knowledge and skills appropriate to teaching.	Alumni Survey	80% of alumni believe that they possess knowledge and skills appropriate to teaching.	Next scheduled administration of this survey is Spring 2010.	None.
	Minimum percentage of employers of alumni (school principals)	Employee Survey of Alumni	80% of employers of alumni believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.	Next scheduled administration of this survey is Spring 2010.	None.

	believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.				
Longitudinal: Satisfactory performance based on the institution-wide longitudinal study.	Average cumulative yearly pass rate for all "claimed" program completers exceeds minimum criterion.	TPI	The cumulative single year pass rate for all "claimed" program completers is 90%.	The cumulative pass rate was 84.5%. Target met? N Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/MDE_SAU_MTTC_0809.xls (data)	Drop of 10.3 percentage points from 2007-08. This is believed to be an exclusive phenomenon based upon a decrease in pass rates in guidance counseling and social studies, a reduction in the number of high-scoring elementary education students, and a decrease in pass rates in "small N" subject areas of 1-2 students. MDE also raised cut scores for guidance counseling, exacerbating effect.

					<p>State average on all tests decreased by 6.1 percentage points, which calls into question stability and accuracy of testing program.</p> <p>Plan included increased awareness to the two departments involved. Social studies major in the process of being revised in anticipation of new MDE specialty area standards. Guidance counseling curriculum examined to determine whether a change made in 2007-08 was detrimental to test performance.</p>
	Students graduating from	Student Teacher Evaluation by		There were 206 evaluations submitted (some students	None. Percentage of placements with

	<p>the teacher education department will successfully demonstrate the knowledge, values, and skills for domains outlined in the conceptual framework during their student teaching. These domains include: classroom management, teacher/student/caregiver interaction, assessment, instruction and technology, content knowledge, diversity, and professional dispositions (related to the concept) Each student in each</p>	<p>Cooperating Teacher</p>		<p>had more than one evaluation). 95.6% of student placements achieved an average score of 2.5 or higher.</p> <p>Percentages and average by domain:</p> <ul style="list-style-type: none"> • 99.7% for teacher-student-caregiver interaction (mean 2.93) • 98.9% for instruction (mean 2.88) • 99.1% for content (mean 2.91) • 98.4% for assessment (mean 2.86) • 99.2% for diversity (mean 2.90) • 99.0% for classroom management (mean 2.86) • 99.3% for technology (mean 2.92) • 99.8% for professional behaviors and dispositions (mean 2.96) <p>Target met? Y Link: smb://nas.arbor.edu/gdrive/te / SOE Reports 2008-</p>	<p>2.5 or above was 1.6 percentage points above 2007-08. Range of averages in 2007-08 was 2.87 – 2.96, which is comparable.</p>
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	<p>placement will receive a 2.5 or higher for the domains of management and organization, instruction, teacher-student-parent interactions, content knowledge, diversity, assessment, technology professional dispositions. The aggregated mean scores will not be lower than 2.5 for each domain.</p>			<p>09/SAU_SOE_STeval_0809.xls (data), smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2008-09/SAU_MAE_asmt_prepost_070904.pdf (survey)</p>	
	<p>More than 80% of SAU student teachers agree or strongly agree that they possess the skills related in survey items, meaning that they will rate their level of</p>	<p>TPI</p>	<ul style="list-style-type: none"> • 	<p>All categories are above 80%.</p> <ul style="list-style-type: none"> • Literacy 95% • ELSMT 1 (liberal arts background) 98% • ELSMT 2 (organize student learning) 90% • ELSMT 3 (subject matter knowledge) 98% 	<p>None. All indicators either remained the same or increased from 2007-08 except for ELSMT 7 (technology), which went from 96% to 95%.</p>

	<p>proficiency in knowledge and performance skills with a aggregate mean of at least a 3 (on a 1-4 scale) for each question. Survey items are listed to the right.</p>			<ul style="list-style-type: none"> • ELSMT 4 (organization of classroom) 97% • ELSMT 5 (management of learning) 96% • ELSMT 6 (work in school environment) 94% • ELSMT 7 (technology) 95% • Elementary Pedagogy 96% • Secondary Pedagogy 90% • Special Ed Pedagogy 98% • K-12 Pedagogy (music, PE, art) 96% • Teacher Prep Program Contribution within Classroom 97% • Teacher Prep Program Contribution beyond Classroom 94% 	
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**School of Education
Assessment Triangulation Matrix
Undergraduate Programs
2009-10, draft 10/26/10**

Mission: To prepare teachers for the public and private schools through a curriculum that encompasses a broad foundation in Christian liberal arts education, specialization in a particular field or fields of knowledge, and a comprehensive education sequence.

Goals	Objectives	Related Measures	Achievement Targets	Findings	Action Plans
Demographics: Demographics for program completers exceeds minimum criteria in the areas of six-year cohort yield, students of color, and	Demographics for program completers exceeds minimum criterion in the area of six-year cohort yield, from 2004-05 through 2009-10.	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report, Six-Year Yield	90% of students who enter the education program complete it within six years.	TBD	TBD
students with a major or minor in the high needs areas of math, science, special education, and world language.	Demographics for program completers exceeds minimum criterion in the number of students of color completing the	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report, Students of Color	At least 10% of all program completers are students of color (Black, Hispanic, Asian, Native American).	TBD	TBD

	program.				
	Demographics for program completers exceeds minimum criterion in the number of students completing the program with a major or minor in the high needs areas of math, science, special education, and world language.	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report, High Needs Content Areas	35% of program completers have a major or minor in a high needs area - math, science, special education, and world language.	TBD	TBD
Content Knowledge for Student Teaching: Students graduating from the TE department will have the content knowledge for entry level teaching.	The cumulative pass rate for all "claimed" program completers is 90%.	Single-year MTTC pass rates	90% of "claimed" MTTC subject area test takers pass the test over the course of an academic year.	The cumulative pass rate was 79.3%. Target met? N Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2009-10/MTTC_Results/MDE_SAU_MTTTC_0910.pdf (data)	Drop of 5.2 percentage points from 2008-09 and 15.5 percentage points from 2007-08. Largest numerical underperformance is in areas of language arts and social studies. Origins of

					<p>continuing drop under investigation.</p> <p>Plan includes increased awareness to all departments by having periodic meetings to provide departments with test results, and new SOE initiative to correlate GPAs in major/minor with MTTC scores as well as demographics such as race, gender, and site.</p>
	<p>The grade point average of all program completers for all majors and minors exceeds 2.5.</p>	<p>SOE Executive Team Review of Student Teacher Applications</p>	<p>100% of all program completers have a GPA of at least 2.5 for all majors and minors.</p>	<p>2.5 is the minimum GPA for acceptance into student teaching. This was enforced by the SOE Executive Team in individual review of content areas of GPAs by students applying to student teach.</p> <p>Target met? Y Link: smb://nas.arbor.edu/gdrive/te</p>	<p>2010-11 will see new SOE initiative to correlate GPAs in major/minor with MTTC scores as well as demographics such as race, gender, and site.</p>

				/A MINUTES – E TEAM sf/2009-10/{minutes mainly from October '09 and March '10, plus “stud tch categories.doc”) (minutes)	
	At the end of each course, candidates can describe how they believe that class related to the conceptual framework; At the end of their program candidates can write how they believe the program related to the conceptual framework	Coursewise analysis of learning paper; Program analysis of learning paper	In development	In development Link: Blackboard -> SOE Community Shell -> Documents-> Course Info/Documents for Faculty -> Analysis of Learning Paper for Courses	2010-11 implementation of analysis of learning papers in courses; pilot of program analysis of learning in 2011 with full implementation in Fall 2011.
Target Performance During Student Teaching: Students completing the teacher preparation program will have the	High percentage of student teacher candidate placements are successfully completed during the professional semester, as rated by the	Student Teacher Evaluation by Cooperating Teacher, ratings include recommended, recommended with reservations, or not	95% of novice teacher candidate placements are successfully completed during an academic year.	97.6% completed successfully (N=124 placements, 127 recommended, 3 recommended with reservations, 0 not recommended, 0 students no recommendation decision entered; percentages of 97.6%, 2.4%, 0%, and 0%).	None.

<p>knowledge, values, and skills for domains outlined in the conceptual framework during their student teaching. These domains include:</p>	<p>cooperating teacher in the listed domains.</p>	<p>recommended. Forms the basis for certification decision.</p>	<p>95% of novice teacher candidate placements are successfully completed during an academic year.</p>	<p>Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2009-10/SOE Assessment Report/SAU_SOE_STeval_0910.xls (data), smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2009-10/SOE Assessment Report/SAU_SOE_form_St_Tchr_Eval.doc (survey)</p>	<p>None.</p>
<p>management, teacher/student/family interactions, assessment, instruction & technology, content knowledge, diversity, & professional dispositions (which is related to The Concept).</p>	<p>High percentage of all student teachers exhibit target proficiency most or some of the time in each domain of the Effective Teaching Model, as rated by cooperating teachers</p>	<p>Student Teacher Evaluation by Cooperating Teacher, ratings include “3” (target proficiency most of the time), “2” (target proficiency some of the time), and “1” (not target proficiency).</p>	<p>95% of all novice teachers demonstrate proficiency in each domain of the Effective Teaching Model as rated by cooperating teachers where the percentage of “2” and “3” ratings is at least 80%.</p>	<ul style="list-style-type: none"> • 99.9% for teacher-student-caregiver interaction (mean 2.95) • 99.9% for instruction (mean 2.91) • 100.0% for content (mean 2.91) • 99.8% for assessment (mean 2.88) • 100.0% for diversity (mean 2.93) • 99.9% for classroom management (mean 2.90) • 100.0% for technology (mean 2.91) • 100.0% for professional behaviors and dispositions (mean 2.97) 	<p>None.</p>

				<p>Target met? Y Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2009-10/SOE Assessment Report/SAU_SOE_STeval_0910.xls (data), smb://nas.arbor.edu/gdrive/te/_SOE_Reports_2009-10/SOE Assessment Report/SAU_SOE_form_St_Tchr_Eval.doc (survey)</p>	
	Students taught by teacher candidates during student teaching demonstrate an acceptable level of learning.	K-12 student achievement data within Edu 430 work sample	In development	Teacher work sample – pilot project continuing with Tovah Sheldon. Data collected for '09-10 will help determine an achievement target. This measure is for future rating, to satisfy both SOE indicators and as-yet unannounced MDE indicators.	Will set achievement target once the curriculum for the work sample is frozen (curriculum was revised during '09-10).
Knowledge and Performance Skills: Students will have the knowledge and the performance skills for management,	High percentage of SAU student teachers agree or strongly agree that they possess the skills related in survey areas – literacy, liberal	Michigan Department of Education's annual Teacher Preparation Institute (TPI) report, survey of student	80% of SAU student teachers agree or strongly agree that they possess each of the skills delineated.	TBD	TBD

instruction, assessment, diversity, interactions with families and students, and dispositions of a successful teacher.	arts background, organization of student learning, subject matter knowledge, organization of classroom, management of learning, work in a school environment, technology, elementary or secondary or special education or K-12 pedagogy, contribution to their preparation within the classroom and beyond the classroom. These areas in sum correspond to the conceptual framework.	teacher efficacy, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), or “1” (strongly disagree)	80% of SAU student teachers agree or strongly agree that they possess each of the skills delineated.	TBD	TBD
	Item related to lesson/unit planning.	In development	In development	Standard lesson plan format developed in Spring '10.	Action plan: develop standard method of assessment, then

					objective, then measure, then target
	High percentage of alumni believe that they possess knowledge and skills appropriate to teaching.	Alumni Survey, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), or “1” (strongly disagree)	80% of alumni rate their skills as a “3” or “4” on groups of survey items related to domains of Conceptual Framework.	Administration of this survey will take place in November 2010.	TBD
	High percentage of employers of alumni (school principals) believe that their employees possess appropriate knowledge and skills for teaching after 2 years of service.	Employee Survey of Alumni, ratings include “4” (strongly agree), “3” (agree), “2” (disagree), “1” (strongly disagree), or “NB” (no basis for observation)	80% of employers of alumni rate their employees’ skills as a “3” or “4” on groups of survey items related to domains of Conceptual Framework.	Administered September 2010, N=137 (28.2% return) Overall 96.3% agree (3 or 4); 66.0% strongly agree (4). <ul style="list-style-type: none"> • Integration of Faith and Learning, 98.9%; 81.0% • Content Knowledge, 97.1%; 62.0% • Pedagogy, 95.9%, 60.7% • Management & Organization, 97.1%; 69.4% • Diversity, 95.8%; 61.9% • Assessment, 95.2%; 60.5% • Technology, 95.2%, 65.3% • Professional Dispositions 	Analysis not complete. Survey only made of public and charter schools in Michigan, misses private and out-of-state employers; SOE needs systematic way to track employment at these schools

				<p>and Skills, 97.2%; 73.5%</p> <ul style="list-style-type: none"> • Collaboration with Stakeholders, 96.0%; 67.3% • Leadership & Scholarship, 94.8%; 68.2% • Global Perspective, 96.0%; 61.9% <p>Target met? Y</p> <p>Link: smb://nas.arbor.edu/gdrive/te/_SOE_Reports/SOE_Assessment_Reports/2009-10/SAU_SOE_asmt_EmplEval_results_10Fa.xls (data), smb://nas.arbor.edu/gdrive/te/_SOE_Reports/SOE_Assessment_Reports/2009-10/SAU_SOE_asmt_EmplEval_map_10Fa.docx (survey)</p>	
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MTTC results for all Michigan TPIs:

2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Michigan Test for Teacher Certification
ANNUAL SUMMARY OF STATE RESULTS:
Initial Test Attempt and Cumulative Test Attempt of Eligible, First-Time Test Takers
Program Year: September 2004 – August 2005
Summary of collective subject-area results only

Higher Education Institutions	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
1 Adrian College	47	41	87.2	42	89.4
2 Albion College	90	80	88.9	81	90.0
3 Alma College	165	146	88.5	147	89.1
4 Andrews Univ.	52	44	84.6	45	86.5
5 Aquinas College	534	484	90.6	505	94.6
6 Baker College	124	105	84.7	115	92.7
7 Calvin College	416	394	94.7	404	97.1
8 Central Michigan Univ.	1,834	1,642	89.5	1,694	92.4
9 College for Creative Studies	4	**	**	**	**
10 Concordia Univ.	50	44	88.0	46	92.0
11 Cornerstone Univ.	166	143	86.1	147	88.6
12 Eastern Michigan Univ.	1,863	1,642	88.1	1,706	91.6
13 Ferris State Univ.	266	219	82.3	226	85.0
14 Finlandia Univ.	28	18	64.3	21	75.0
15 Grand Valley State Univ.	1,488	1,363	91.6	1,410	94.8
16 Hillsdale College	53	49	92.5	50	94.3
17 Hope College	287	261	90.9	267	93.0
18 Kalamazoo College	21	19	90.5	19	90.5
19 Lake Superior State Univ.	126	103	81.7	105	83.3
20 Madonna Univ.	293	264	90.1	274	93.5
21 Marygrove College	120	49	40.8	63	52.5
22 Michigan State Univ.	838	799	95.3	818	97.6
23 Michigan Tech. Univ.	63	58	92.1	59	93.7
24 Northern Michigan Univ.	510	466	91.4	477	93.5
25 Oakland Univ.	1,280	1,076	84.1	1,134	88.6
26 Olivet College	151	125	82.8	132	87.4
27 Rochester College	26	26	100.0	26	100.0
28 Saginaw Valley State Univ.	1,777	1,505	84.7	1,573	88.5
29 Siena Heights Univ.	110	82	74.5	88	80.0
30 Spring Arbor Univ.	275	233	84.7	246	89.5
31 Univ. of Michigan - Ann Arbor	565	538	95.2	548	97.0
32 Univ. of Michigan - Dearborn	450	346	76.9	374	83.1
33 Univ. of Michigan - Flint	589	485	82.3	504	85.6
34 University of Detroit Mercy	278	187	67.3	202	72.7
35 Wayne State Univ.	1,712	1,345	78.6	1,429	83.5
36 Western Michigan Univ.	2,260	1,866	82.6	1,956	86.5
Statewide	18,911	16,251	85.9	16,937	89.6

Caution: This table should be viewed and used only with the accompanying descriptive page and interpretative notes and cautions, which are on the following page.

Key for Data Table:

N = Number of eligible test takers that took a Michigan Test for Teacher Certification (MTTC) for the first time any time during the Program Year

N Pass, or (% Pass) = Number, or (Percentage), of eligible test takers who passed a MTTC test

Initial = Test takers who pass a MTTC test on the first attempt, any time during the Program Year

Cumulative = Total test takers that pass a MTTC test at any time during the Program Year, including those that do not pass an *initial* attempt. This attempt type is typically used for comparison purposes among higher education institutions.

** = Passing rates are not reported for institutions that currently have less than ten (10) test takers recorded during a reporting interval. However, the candidate performance from those institutions is included in the statewide summary results.

Interpretative Notes and Cautions:

An eligible test taker is a teacher candidate identified by an institution as such. This is also known as a verified test taker, or as a "barcoded" test taker.

Results reported for only a small number of test takers may not be indicative of how large numbers of test takers may typically perform.

Test takers whose data are presented in this document may not reflect the same performance as that of test takers who will take these tests in the future.

Not reported in this data set are 17,439 test takers who are not affiliated with Michigan teacher preparation institutions or who are identified as not eligible test takers by Michigan teacher preparation institutions.

**Michigan Test for Teacher Certification
ANNUAL SUMMARY OF STATE RESULTS:
Initial Test Attempt and Cumulative Test Attempt of Eligible, First-Time Test Takers
Program Year: September 2005 – August 2006
Summary of collective subject area results only**

Higher Education Institutions	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
01 Adrian College	47	33	70.2	34	72.3
02 Albion College	88	70	79.5	73	83.0
03 Alma College	101	84	83.2	86	85.1
04 Andrews University	71	58	81.7	62	87.3
05 Aquinas College	334	306	91.6	318	95.2
06 Calvin College	329	314	95.4	322	97.9
07 Central Michigan University	1,641	1,425	86.8	1,490	90.8
08 Concordia University	58	51	87.9	52	89.7
09 Eastern Michigan University	2,085	1,820	87.3	1,894	90.8
10 Ferris State University	372	317	85.2	328	88.2
11 Cornerstone University	168	140	83.3	147	87.5
12 Grand Valley State University	1,509	1,358	90.0	1,405	93.1
13 Hillsdale College	49	44	89.8	46	93.9
14 Hope College	308	276	89.6	288	93.5
15 Kalamazoo College	10	10	100.0	10	100.0
16 Madonna University	292	256	87.7	265	90.8
17 Marygrove College	118	54	45.8	68	57.6
18 Michigan State University	905	837	92.5	875	96.7
19 Michigan Technological University	45	40	88.9	41	91.1
21 Northern Michigan University	432	396	91.7	406	94.0
22 Oakland University	1,334	1,139	85.4	1,207	90.5
23 Olivet College	158	125	79.1	137	86.7
24 Saginaw Valley State University	1,640	1,397	85.2	1,469	89.6
25 Siena Heights University	93	65	69.9	70	75.3
26 Spring Arbor University	357	306	85.7	320	89.6
27 University of Detroit Mercy	174	104	59.8	116	66.7
28 University of Michigan - Ann Arbor	658	628	95.4	639	97.1
29 University of Michigan - Dearborn	349	293	84.0	303	86.8
30 University of Michigan - Flint	629	503	80.0	534	84.9
31 Wayne State University	1,465	1,193	81.4	1,268	86.6
32 Western Michigan University	2,074	1,712	82.5	1,812	87.4
40 Lake Superior State University	95	76	80.0	81	85.3
41 Baker College	169	127	75.1	148	87.6
42 Finlandia University	7	**	**	**	**
43 Rochester College	25	21	84.0	22	88.0
45 College for Creative Studies	7	**	**	**	**
46 University of Phoenix	30	18	60.0	19	63.3
47 Robert B. Miller College	4	**	**	**	**
Statewide	18,230	15,614	85.7	16,373	89.8

Michigan Test for Teacher Certification
ANNUAL MTTC CUMULATIVE PASSING PERCENTAGES:
Program Year: September 2006 - August 2007
Content Area Tests

KEY: N = Number of Eligible Test Takers

N Pass (% Pass) = Number (Percent) of Eligible Test Takers Who Passed the Test

NOTE: This table should be viewed with the accompanying descriptive information and interpretive cautions

Michigan Teacher Preparation Institution	N	Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
01 Adrian College	27	20	74.1	20	74.1
02 Albion College	61	56	91.8	58	95.1
03 Alma College	93	80	86.0	86	92.5
04 Andrews University	60	49	81.7	52	86.7
05 Aquinas College	332	291	87.7	304	91.6
06 Calvin College	310	294	94.8	301	97.1
07 Central Michigan University	1,493	1,314	88.0	1,369	91.7
08 Concordia University	39	36	92.3	37	94.9
09 Eastern Michigan University	1,748	1,531	87.6	1,603	91.7
10 Ferris State University	388	329	84.8	340	87.6
11 Cornerstone University	223	201	90.1	208	93.3
12 Grand Valley State University	1,380	1,245	90.2	1,289	93.4
13 Hillsdale College	45	33	73.3	36	80.0
14 Hope College	260	243	93.5	248	95.4
15 Kalamazoo College	15	12	80.0	13	86.7
16 Madonna University	236	201	85.2	212	89.8
17 Marygrove College	54	21	38.9	33	61.1
18 Michigan State University	905	848	93.7	877	96.9
19 Michigan Technological University	38	36	94.7	36	94.7
21 Northern Michigan University	334	294	88.0	302	90.4
22 Oakland University	1,045	900	86.1	942	90.1
23 Olivet College	142	107	75.4	115	81.0
24 Saginaw Valley State University	1,229	1,012	82.3	1,082	88.0
25 Siena Heights University	101	76	75.2	85	84.2
26 Spring Arbor University	261	235	90.0	238	91.2
27 University of Detroit Mercy	146	91	62.3	97	66.4
28 University of Michigan-Ann Arbor	625	592	94.7	608	97.3
29 University of Michigan-Dearborn	176	156	88.6	162	92.0
30 University of Michigan-Flint	499	404	81.0	427	85.6
31 Wayne State University	1,058	838	79.2	903	85.3
32 Western Michigan University	1,891	1,571	83.1	1,648	87.1
40 Lake Superior State University	91	69	75.8	75	82.4
41 Baker College	165	128	77.6	142	86.1
42 Finlandia University	19	16	84.2	17	89.5
43 Rochester College	23	22	95.7	23	100.0
45 College for Creative Studies	12	11	91.7	11	91.7
47 Robert B. Miller College	19	18	94.7	19	100.0
Statewide	15,543	13,380	86.1	14,018	90.3

Michigan Test for Teacher Certification
ANNUAL MTTC CUMULATIVE PASSING PERCENTAGES:
Program Year: September 2007 - August 2008
Content Area Tests

KEY: N = Number of Eligible Test Takers

N Pass (% Pass) = Number (Percent) of Eligible Test Takers Who Passed the Test

NOTE: This table should be viewed with the accompanying descriptive information and interpretive cautions

Michigan Teacher Preparation Institution	N	Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
Adrian College	37	33	89.2	33	89.2
Albion College	45	43	95.6	45	100.0
Alma College	98	85	86.7	90	91.8
Andrews University	58	51	87.9	54	93.1
Baker College	150	112	74.7	130	86.7
Aquinas College	258	232	89.9	241	93.4
Calvin College	282	275	97.5	276	97.9
Central Michigan University	1,629	1,424	87.4	1,485	91.2
College for Creative Studies	5	**	**	**	- -
Concordia University	37	33	89.2	34	91.9
Cornerstone University	142	120	84.5	128	90.1
Eastern Michigan University	1,688	1,493	88.4	1,542	91.4
Ferris State University	278	222	79.9	231	83.1
Finlandia University	22	20	90.9	20	90.9
Grand Valley State University	1,144	1,066	93.2	1,092	95.5
Hillsdale College	48	43	89.6	43	89.6
Hope College	197	185	93.9	192	97.5
Kalamazoo College	4	**	**	**	- -
Lake Superior State Univ.	69	56	81.2	62	89.9
Madonna University	207	180	87.0	189	91.3
Marygrove College	40	18	45.0	22	55.0
Michigan State University	890	832	93.5	855	96.1
Michigan Tech. University	46	39	84.8	41	89.1
Northern Michigan University	376	343	91.2	358	95.2
Oakland University	1,058	889	84.0	944	89.2
Olivet College	100	73	73.0	78	78.0
Robert B. Miller College	31	28	90.3	29	93.5
Rochester College	29	27	93.1	28	96.6
Saginaw Valley State University	1,155	979	84.8	1,019	88.2
Siena Heights University	77	63	81.8	66	85.7
Spring Arbor University	267	247	92.5	253	94.8
University of Detroit Mercy	67	45	67.2	51	76.1
University of Michigan-Ann Arbor	666	641	96.2	650	97.6
University of Michigan-Dearborn	188	165	87.8	170	90.4
University of Michigan-Flint	392	317	80.9	343	87.5
Wayne State University	968	766	79.1	826	85.3
Western Michigan University	1,510	1,252	82.9	1,323	87.6
Statewide	14,258	12,406	87.0	12,952	90.8

Michigan Test for Teacher Certification
ANNUAL SUMMARY OF STATE RESULTS: INITIAL CUMULATIVE
Program Year: September 2008 – 2009
Subject Areas

KEY: N=Number of Eligible Test Takers; N Pas(%Pass)= Number (Percent of Eligible Test Takers Who Passed the Test
 NOTE: This table should be viewed with the accompanying descriptive page and interpretative cautions.

2008-2009

Attempt Type

	N	Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
01 Adrian College	21	12	57.1	12	57.1
02 Albion College	37	35	94.6	36	97.3
03 Alma College	74	61	82.4	65	87.8
04 Andrews University	45	34	75.6	35	77.8
05 Aquinas College	196	164	83.7	178	90.8
06 Calvin College	257	235	91.4	242	94.2
07 Central Michigan University	1,376	1,095	79.6	1,166	84.7
08 Concordia University	49	45	91.8	48	98.0
09 Eastern Michigan University	1,354	1,110	82.0	1,182	87.3
10 Ferris State University	254	186	73.2	203	79.9
11 Cornerstone University	136	105	77.2	114	83.8
12 Grand Valley State University	1,225	1,048	85.6	1,094	89.3
13 Hillsdale College	16	11	68.8	13	81.3
14 Hope College	188	160	85.1	171	91.0
15 Kalamazoo College	3	--	--	--	--
16 Madonna University	162	134	82.7	143	88.3
17 Marygrove College	15	12	80.0	12	80.0
18 Michigan State University	989	839	84.8	892	90.2
19 Michigan Technological University	28	22	78.6	22	78.6
21 Northern Michigan University	300	255	85.0	265	88.3
22 Oakland University	978	722	73.8	796	81.4
23 Olivet College	84	49	58.3	56	66.7
24 Saginaw Valley State University	1,008	730	72.4	787	78.1
25 Siena Heights University	80	53	66.3	58	72.5
26 Spring Arbor University	226	184	81.4	191	84.5
27 University of Detroit Mercy	51	32	62.7	35	68.6
28 University of Michigan - Ann Arbor	564	528	93.6	541	95.9
29 University of Michigan - Dearborn	181	145	80.1	152	84.0
30 University of Michigan - Flint	328	248	75.6	261	79.6
31 Wayne State University	996	749	75.2	818	82.1
32 Western Michigan University	1,403	1,038	74.0	1,121	79.9
40 Lake Superior State University	57	31	54.4	37	64.9
41 Baker College	122	79	64.8	100	82.0
42 Finlandia University	20	13	65.0	13	65.0
43 Rochester College	19	14	73.7	17	89.5
45 College for Creative Studies	4	--	--	--	--
47 Robert B. Miller College	13	12	92.3	12	92.3
Statewide	12,859	10,196	79.3	10,895	84.7

**Full Description of Conceptual Framework
from 2004 NCATE Institutional Report**



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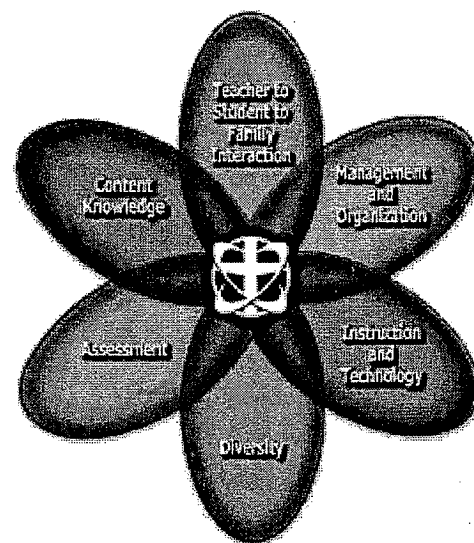
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School of Education 2004 Institutional Report

Conceptual Framework

The School of Education has identified as its conceptual framework the Effective Teaching Model, with six integrated circles. Contained within each circle are six domains for effective teaching, all of which are embedded in the [Spring Arbor Concept](#), portrayed in the center of the figure to the right. The descriptions for each domain may be found [here](#).

In a tradition dating back to the tenets of Rousseau, Pestalozzi and Dewey, and continuing through the views of such theorists as Piaget and Vygotsky, the Spring Arbor University School of Education is firmly committed to the foundational premise that learning must be constructed in the mind of the learner, that learning is based on prior experiences, and that a learner is a person who develops new knowledge through active participation (Phillips, 1995).



There are many Christian scholars who see such constructivist assertions, that by nature tend to be relativistic, as opposed to the need for insistence on the existence of objective truth. Dr. Stephan Davis, a Professor of Philosophy at Claremont McKenna College, spoke to this issue in a past volume of the *Christian Scholar's Review*:

Obviously, no Christian can buy into any such relativistic world view; we believe that Jesus Christ is the truth. "I am the way, and the truth, and the life," he said (John 14:6). Christians believe that there is objective truth, that certain things can be known. (p.400)

Davis calls for a spirit of openness and tolerance of others' points of view by stating,

...tolerance need not be based on relativism. ... There is objective truth, it can be said, but we must be tolerant precisely because we cannot know which views are objectively true. But more importantly, tolerance of opposing views can be an insisted-on value even for those who think there is objective truth and that they have it. This, in fact, would be the Christian position. (Davis, 1996, p. 403)

Dale Soden and Kathleen Storm (1996), both of Whitworth College located in Spokane, Washington, in the same volume of the *Christian Scholar's Review*, add to Davis' thoughtful assertion that "... for the Christian who is attempting to discern truth in any arena, postmodernism [and constructivism] can be used to strengthen the case for remaining true to one's tradition as an essential and abiding source of knowledge" (p. 446). Thus, according to Soden and Storm, everyone constructs meaning to some degree through their prior knowledge and experiences.

Adding to the debate is Paul Spickard, the Director of Resources for the Institute for Polynesian Studies near Honolulu, Hawaii. According to Spickard, "Objective truth, it seems to me, does indeed exist, but since we are finite humans and our knowledge is partial we ought to have just a little humility when we address people with other worldviews than our own. There may be issues

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on which they are closer to the truth than are we”(Spickard, 1996, p. 484).

A key tenet of the Spring Arbor Concept is the commitment to a serious study of the liberal arts. The self-study prepared for the previous visit of the North Central Association, stated,

As it affirms the importance of participation in contemporary society, the Concept also stresses that applied learning needs to be anchored in the Liberal Arts. The general education requirements offer breadth and balance to acquaint students with the methodologies of the disciplines through interdisciplinary core programs. The general education curriculum attempts to link learning to prior knowledge and experience; it also encourages students to think critically and creatively and to communicate with precision and empathy. (Johnson, 1998, pp. 44-45)

The general education curriculum of the University, in concert with the education programs, allows undergraduate and post-baccalaureate students to study teacher education from this Christian perspective. In the graduate program a course entitled EDU 530 Values, Ethics, and World-View assists in the weaving of the Christian perspective throughout the program. In both graduate and undergraduate curricula, although a Christian perspective is evident individual philosophical and religious persuasions of the students are important and the professors encourage the sharing of such diverse viewpoints. Many students have pointed to such an active exchange of ideas as a very real strength of the program.

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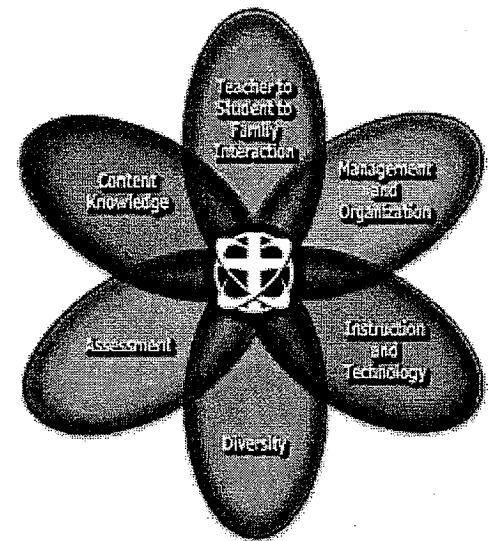
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Effective Teaching Model

The School of Education elaborates its conceptual framework by the Effective Teaching Model, with six unique and important domains of effective teaching. The Spring Arbor University icon is the artistic representation for the Spring Arbor University Concept. Placing it at the center of the Effective Teaching Model conceptual framework, through which all the domains intersect, demonstrates the importance and impact the Concept has on the School of Education and its programs. Since the University became a four-year liberal arts college in 1963 the touchstone for the academic programs, including the School of Education, has been the Spring Arbor University Concept. [ELSMT Standard 6]



The descriptions for each domain follow.

Content Knowledge

Students in the School of Education will attain content knowledge through a process of acquiring and integrating information from given subject areas or fields of study. For the undergraduate students, content knowledge includes knowledge from both general and liberal studies, as well as specialized content knowledge, from a major or two minor academic fields for elementary education candidates, or a major and a minor or two major academic fields for secondary education candidates. All undergraduate teacher candidates must attain a minimum GPA of 2.60 in each major or minor in order to be recommended for certification. Secondary teacher candidates must pass the State Examination for the Major, and elementary teacher candidates must pass the State Elementary Examination. Graduate students will attain content knowledge through a Master of Arts in Education (MAE) program with a specific focus in Curriculum and Instruction. This program is 36 semester hours, comprised of 27 hours in core instruction and 9 elective hours. An early childhood content focus, leading to an Early Childhood (ZA) or a Special Education: Learning Disabilities (SM) certification, is an option within the MAE program. [ELSMT Standards 1, 3, 6]

Management and Organization

Students in the School of Education will be able to demonstrate management and organization performance skills, which include the demonstration of an understanding of individual and group motivation and age-appropriate behavior in order to establish a community of learners, positive social interactions, active engagement in learning, and self-motivation in the learner. Essentially, there are two extreme approaches to classroom management and organization. The first is the reactive approach. With this model the teacher decides what to do and how to handle situations as they arise. The other model involves the proactive approach, which is predicated on forethought, preparation, and consistency with regard to any number of circumstances that can arise in a given school day. The School of Education believes in the proactive approach. Appropriately administered, the proactive style will result in effective classroom management and organization which is firm, fair and friendly, minimizing the necessity for reactive approaches, permitting teachers the freedom to utilize instructional approaches that best fit the needs of all students in a given classroom. [ELSMT Standards 2, 3, 4, 5, 7]



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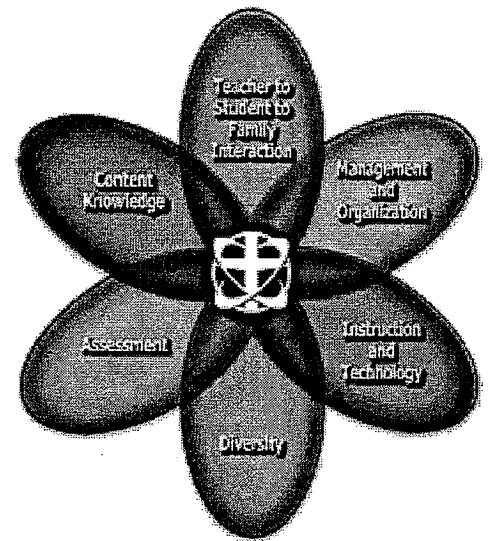
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Effective Teaching Model (cont'd)

Instruction and Technology

Students in the School of Education will be capable of demonstrating methods of instruction which apply various theories of learning and human growth and development to the educational context, and which incorporate appropriate use of instructional technologies in the classroom. Students are taught how to create meaningful instruction based on knowledge of the subject matter, the prior knowledge and experiences of the students, the values of the community and curriculum goals of the school district. Ability to adapt instruction to a student's preferred learning style is essential for effective instruction. The use of a variety of instructional strategies to encourage the development of critical thinking, problem solving and performance skills is stressed. Knowledge of and application of instructional technology linked to learning theory is essential for effective classroom instruction. The use of technology should be all encompassing and not apply only to computer applications. Use of technology in the classroom must be based on facilitation of learning and not on the use of technology per se. [ELSMT All Standards embedded throughout the curriculum]



Teacher-Student-Family Interaction

Students in the School of Education will be able to model fostering of mutually beneficial relationships with students, family and others in the learning community, with the intent to affect individual student achievement positively. The primary focus of this domain is the involvement of family in the instructional process. Recent reform movements within education have clearly addressed the importance of family in student achievement. The use of community and home resources to enhance school programs is promoted and encouraged. School of Education students are expected to interact successfully with other teachers, family, students, administrators, counselors and support personnel to benefit students, and to advance their own professional development. They must demonstrate poise, self-confidence, emotional maturity and a positive attitude toward teaching. [ELSMT Standards 6, 7]

Diversity

Students in the School of Education will understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse populations of learners. Knowledge about diversity is defined as the recognition that characteristics of students such as culture, language, race, ethnicity, gender, religion, cognitive and physical abilities, and socioeconomic status impact learning and development in important ways. Inextricably connected to the issue of diversity is the matter of the exceptional child. The exceptional child is an inclusive term that refers to children with learning and/or behavior problems, children with physical disabilities and children who are intellectually gifted. Knowledge about how to develop an inclusionary environment is an integral component of the diversity domain. The issue of equity must be kept in the forefront of all considerations of diversity. [ELSMT Standards 1, 4, 5]



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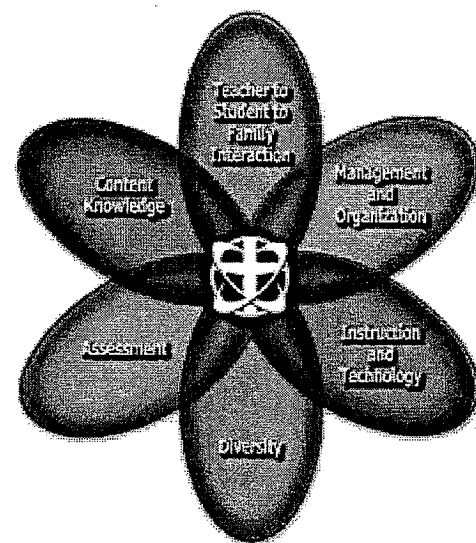
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Conceptual Framework (cont'd)

Having given careful attention to the institution's philosophical foundations, focus needs to shift to the more specific belief statement as embodied in Spring Arbor College's School of Education philosophy and conceptual framework.

In May 1996, the School of Education issued its philosophic perspectives on the educational process as a series of belief statements. These statements were revised in 1998 and again in 2003. They form the basis of the Effective Teaching Model for the organization of the School of Education curriculum, as indicated by the domain or domains from the Effective Teaching Model, which parenthetically follow each statement. The statement of beliefs includes the following dispositions:

- All children have the potential to learn, regardless of learning modality or cultural differences. (Diversity)
- The foundation for teacher effectiveness is the knowledge of the liberal arts grounded in a Christian worldview. (Content Knowledge)
- Families are a vital link for successful student achievement. (Teacher-Student-Family Interaction)
- Meaningful knowledge is connected to prior learning and is constructed through critical and reflective thinking in the mind of the learner. (Instruction)
- All students have the right to know explicitly what is expected of them in terms of assessment standards; a variety of assessment tools should be used. (Assessment)
- Classroom management should be proactive. (Management and Organization)
- Students learn best when actively engaged in the learning process. (Instruction, Management and Organization)
- Students learn best by working cooperatively or collaboratively with others. (Instruction, Management and Organization)
- The teacher must understand the central concepts, tools of inquiry, and structures of the subject matter to make learning meaningful to students. (Content Knowledge)
- Technology should serve as a means to enhancing student achievement. (Technology)



When articulating a conceptual framework, careful attention must be given to connecting it to a solid research-base. The implications of such research should provide the premises for student learning outcomes. The connections of the research to instructional practice, as evidenced in the course objectives, syllabi, and assessment of outcomes, are vitally important. The paradigm and domains chosen by the Spring Arbor University School of Education to depict these concerns for student learning is the Effective Teaching Model, as presented and defined earlier.

The NCATE manual, *Standards Procedures and Policies for the Accreditation of Professional Education Units* (1997), states, "At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs" (p. 15). The School of Education has decided that the same conceptual framework would be used for both programs, namely the Effective Teaching Model. The next several pages address the relationship of the

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Effective Teaching Model and its six domains to the research-base which give them credence for the School of Education. Application is given primarily from the perspective of the initial level, with some reference to the advanced level.

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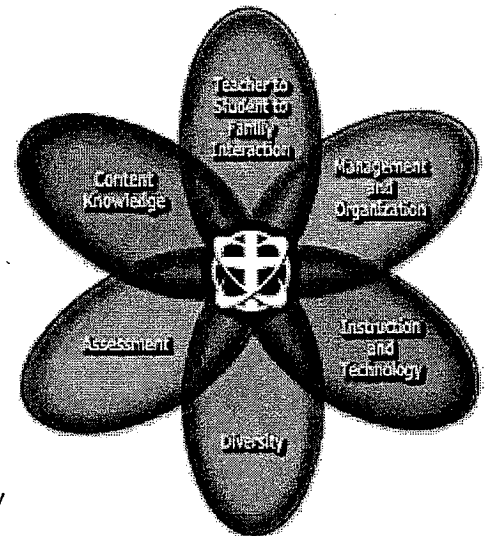
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Conceptual Framework (cont'd) Content Knowledge

According to Marzano (1992), the second dimension of learning is acquiring and integrating knowledge. Addressed in this dimension are two levels of content knowledge, namely declarative knowledge and procedural knowledge. Declarative knowledge involves, as Marzano puts it, "factlets." In and of themselves, they do not equate to true learning, but as one moves through the other dimensions of learning to extending and refining knowledge, using knowledge meaningfully, and making the use of knowledge a productive habit of the mind, then these factlets hold significance in the educational process. The second aspect of content knowledge, procedural knowledge, relates to activities and disciplines that involve step sequences, such as mathematics or chemistry. Again, in and of themselves, they hold little, if any, significance, but when a student is led through the five dimensions of learning, then they serve as a roadmap to an endless journey of lifelong learning.



For the School of Education content knowledge includes knowledge from both general and liberal studies, as well as specialized content knowledge from a major or two minor academic fields for elementary education candidates or a major and a minor or two major academic fields for secondary education candidates. All teacher education candidates must attain a minimum GPA of 2.6 in each major or minor, as well as pass the appropriate [Michigan Test for Teacher Certification](#) in order to be recommended by Spring Arbor for certification. Undergraduate students must also complete a [professional portfolio](#) during their student teaching semester where they show evidence of having met standards for entry-level teachers.

The [Entry-Level Standards for Michigan Teachers \(ELSMT\)](#) speak directly to the content knowledge area, under Standard 1. Standard 1 reads, "An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts)." Following the standard are 12 sub-points indicated alphabetically from "a" through "l." These sub-points address specific outcomes expected from the liberal arts areas.

Graduate students grow in their pedagogical content knowledge through a Master of Arts in Education (MAE) program with a specific focus in Instruction and Curriculum. This program is 36 semester hours comprised of 27 hours in core instruction and 9 elective hours. One of the required courses is a liberal arts course which takes a subject area (music and art, literature, history, or environmental science) and challenges students to grow in their integration of this knowledge into their reflective practice.

Growth in pedagogical content knowledge related to the spectrum of research is an important part of the graduate program. Specifically, the course EDU 537 Introduction of Educational Research Design, required as one of the core courses in the advanced program, familiarizes the student with different methods of research, deals with internal and external validity in research design,

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and focuses on fundamental statistical approaches. Students learn to evaluate different research journals and to critique research found in various journals. The companion core course to this is EDU 540, Action Research for the Practicing Educator. In this course the graduate students propose, complete, and present an original action research project. A written scholarly paper is the completed project, which includes introduction and statement of the problem, review of literature, methodology, results with analyzed data, discussion, conclusions, and recommendations for further study. It is the intent of these classes to ensure that the graduate students experience, firsthand, the scientific method of inquiry as a process of formalizing observation, thus enriching their own horizontal, personal knowledge-base with the vertical research-base. Through various means, every other course in the graduate program promotes the same concept, by requiring reflection papers and professional, research-based presentations and discussions.

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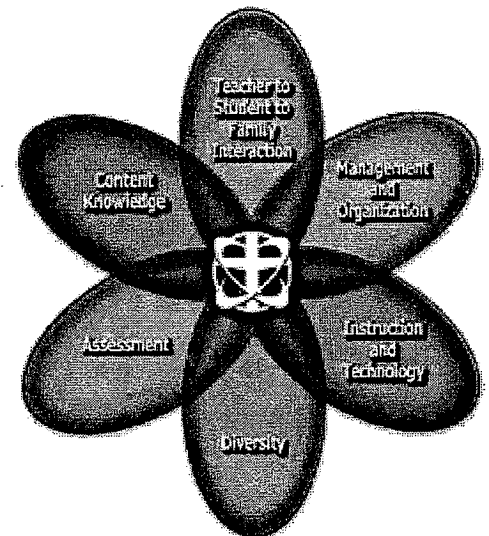
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Conceptual Framework (cont'd) Management and Organization

One of the ongoing questions of management and organization in the classroom for teacher preparation has been "What is more important in [effective] teaching, classroom management or instructional skill?" Porter and Brophy (1991) believe that they are overlapping. If one were to sum up the two most important elements of effective teaching, management and instruction are mutually integrated.

Morris (1996), in a paper that examines eight current theories of classroom management, stresses that an analysis of research on the topic reveals that direct influences like classroom management affect student learning more than indirect influence such as policies. He goes on to categorize discipline into one of two extremes: reactive and proactive discipline. Citing the work of Ban, Morris concurs that the reactive approach is too prevalent in today's schools. With this model, teachers react when a problem occurs and, because the behavior has not been anticipated, the teacher usually has no plan to deal with the problem. The danger of this approach is that it results in inconsistency and will ultimately undermine the authority of the teacher. Reactive classroom management is impromptu classroom management and has no place in the properly managed and organized setting designed to enhance maximum learning for all.



The magnitude of the discipline problem in the present-day classroom is poignantly expressed by poll results of beginning teachers, presented by Ryan (1992), in which 83% reported serious problems with student discipline. In fact, for the past 23 years, lack of student discipline has ranked high in a list of most serious problems in public schools. The School of Education's survey of alumni is verifying this issue. In short, despite the attention being given to the issue of classroom management and organization in the Spring Arbor teacher preparation program, recent alumni have shown gradually less favorable responses about their preparedness and ability to handle classroom discipline situations. However, employer surveys of the same alumni indicate a generally favorable response for this item in regard to our students, whom they employ.

Most of the literature calls for a proactive approach to classroom management. As printed in its statement of beliefs, statement number six, the School of Education is firmly committed to a proactive management model. Ralph (1993) links proactive classroom management as a process that will maximize effective teaching and learning. As cited by Morris (1996), Kohn defines proactive discipline as "...discipline that is predicated on the necessity for forethought, anticipation, preparation, and consistency with regard to teacher behavior and the consequences of students' misbehavior" (p. 7).

For a teacher to be effective, she/he must be fully aware of current research on effective management techniques and then be prepared to act on what comes from such knowledge-base before circumstances arise. The School's knowledge-base relies heavily on the work of such theorists as Dreikurs (1968), Kounin (1977), Glasser (1977, 1992), Canter (1994), and others.

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Dreikurs's (1968) four mistaken goals (attention seeking, power seeking, revenge seeking, and avoidance of failure), as reflected in cooperative discipline, are examined. Such an approach aids the teacher in an accurate diagnosis of student misbehavior and selection of proper responses to such misbehavior. From Kounin (1977), the students study such aspects as the ripple effect, "with-it-ness," overlapping, and the importance of smooth transitions. Glasser's (1977, 1992) insistence that natural consequences should follow student behavior and the hierarchy of basic student needs (survival, belonging, power, freedom, and fun) are carefully examined in light of his definition of a quality classroom/school. From Canter (1994), they learn the efficiency of the assertive teacher who implements class rules, and, conversely, the breakdown of discipline for the hostile or non-assertive teacher without such a plan.

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Conceptual Framework (cont'd) Management and Organization (cont'd)

In a definitive article in *Psychology in the Schools*, McGinnis, Frederick, and Edwards (1995) review the current literature on proactive classroom management. They report that "Proactive management entails keeping students actively involved in their schoolwork and curtailing misbehavior" (p. 220). They go on to cite some compelling statistics presented by Jones and Jones which indicate that proactive classroom management techniques reduced disruptive behavior by 75%. Accordingly, proactive strategies should include the following:

- clear rules and procedures,
- predictable routines,
- frequent monitoring, and
- consistent enforcement.

McGinnis, Fredrick, and Edwards conclude by saying, "... behavior problems must be anticipated and responded to immediately" (1995, p. 220).

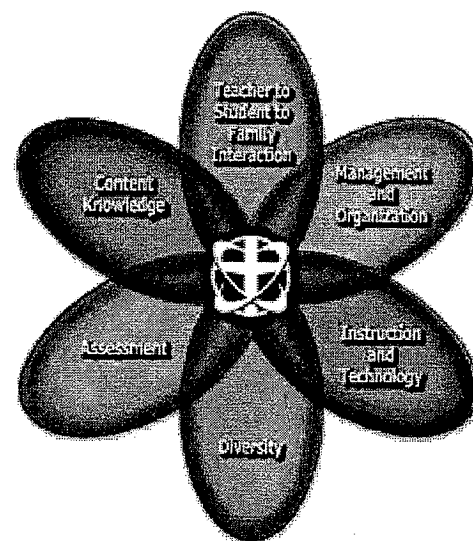
There has been little disagreement among many researchers' findings that classroom rules need to be established. Checkley (1998), however, offers some qualifying concerns to the posting of classroom rules. Referring to the classroom management system of a twelve-year teaching veteran, whom she had the opportunity to observe, Checkley asserts what many recent studies suggest:

When given a chance, students can help establish nurturing learning environments and will earnestly comply with the behavioral guidelines they help institute. When students are motivated from within, say experts, all the external punishments and rewards that many teachers rely upon are not only unnecessary, they're ineffectual. (Checkley, 1998, p. 6)

Curwin, co-author of an Association for Supervision and Curriculum Development book entitled *Tough as Necessary*, states, "When a child breaks a rule, teachers should consider it a teachable moment. We often tell, but we don't teach. We have to show kids how to respond in anger-provoking situations" (Curwin, as cited in Checkley, 1998, p. 6).

The literature points to salient features of a well organized classroom where there is a well defined behavioral management plan and also a tone set by the effective classroom manager. However, rules alone are not effective in reducing problem behavior. There must also be a consistent system or model that serves as a matrix for such rules (McGinnis, Frederick, and Edwards, 1995).

Ralph (1993) posits that expert teachers are able to adjust their overall leadership style, with regard to the contextual situation, resulting in a friendly and business-like atmosphere. Further, careful attention must be given to the teacher's classroom management plan, from the initial teacher and student interaction and then for the remainder of the school year.



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For analytical purposes, effective management can be categorized into two parts: what teachers do, initially, to establish basic classroom order when they meet their students during the first day and the first week of classes, and subsequently, what is done to maintain that tone for the remainder of the school term. (Ralph, 1993, p. 61)

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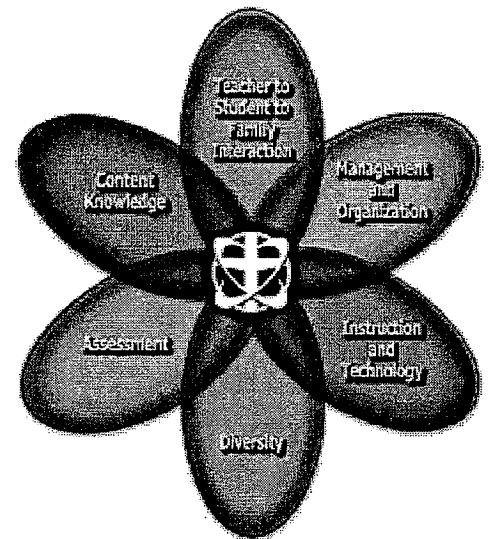
Conceptual Framework (cont'd) Management and Organization (cont'd)

Brophy (1988), in an attempt to summarize what research shows to be effective classroom management, reports very succinctly the four major features of such a system:

- Practicing businesslike and task-oriented emphasis on instruction.
- Maximizing the time students spend engaged in academic activities.
- Pacing the students briskly through the curriculum.
- Spending most of the time actively instructing in group lessons or supervising student work on assignments.

A significant course of the School of Education's academic undergraduate program is EDU 429 Effective Teaching Strategies. Similarly, EDU 503 Elements of Successful Teaching is a required course at the advanced level. Spring Arbor College teaches that the effective classroom is firm, fair and friendly. Further, the proactive classroom exhibits certain qualities including 1) active participation and cooperative learning of students, 2) clear directions, 3) a clear routine that is taught, 4) good transitions from activity to activity, 5) a brisk pace to establish and keep momentum, 6) no dead time, 7) creation of independent learners, and 8) creation of positive feeling tone.

Wong and Wong (1991), in their often colloquial yet practical style, consistently insist upon routines being established and taught from the first day of school. They advocate a proactive approach, while encouraging prospective teachers and practicing teachers to examine their own preferred management style that best fits the needs of the students in a given classroom. Through an eclectic blending, utilizing the numerous research findings cited and others, Spring Arbor College remains firmly committed to a proactive approach to classroom management and organization.



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Conceptual Framework (cont'd) Instruction

Brophy, writing in 1988 concerning teacher behavior and instructional techniques related to student outcomes, indicates that "Until recently, these issues were largely moot because there was no established body of research linking teacher behavior to student outcomes. In the last 15 years, however, process-outcome research linking teacher behavior to student outcomes (and especially to student achievement gain) has made enormous strides" (Brophy, 1988, p. 4).

DeFalco (1995), in an article entitled "The Learning Process, Apprenticeships, and Howard Gardner," asserts that "In any discussion about the philosophy, method or model of education, the issues of how students learn and how subjects are structured are always factors - either obvious or subtle - in the conversation" (p. 56).

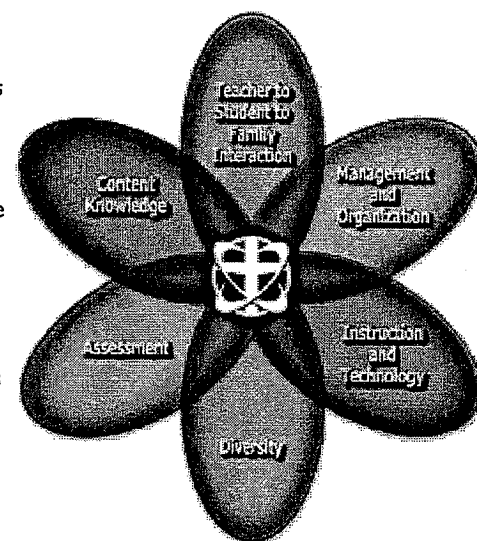
DeFalco goes on to cite Goodlad, from his landmark work entitled *A Place Called School*, who stresses the importance of the careful articulation of a knowledge-base linked inextricably to student learning.

It may be, then, that a gap exists in teacher preparation programs. This is a gap to be closed by more attention to the composite implications for teaching of how students learn and how subjects are structured. This relationship between the nature of learning and the nature of specific subject-matter domains was of great interest among curriculum reformers in the late 1950's and throughout much of the 1960's. It did not find a solid place in teacher education programs, however, and the lively interest reflected in large-scale curriculum development projects during those years has faded away. (Goodlad, 1981, as cited in DeFalco, 1995, p. 56)

According to Ralph (1993), effective teaching has, over the years, developed multiple definitions. Giving credit to Good and Brophy, leading researchers in the effective teaching movement, Ralph goes on to state, "the current literature conceptualizes it as a reflective orchestration and integration of a pluralism of teaching/learning activities into meaningful patterns for the purpose of meeting curricular goals" (Ralph, 1993, p. 60).

A primary issue is to immerse all approaches to effective teaching in validated learning theory. Vygotsky's (1978) learning theory proposes that learning is response. When confronted with a new situation or concept, the learner quite naturally begins to sort through prior experience and knowledge in search of connections and further meanings. Brophy extends Vygotsky's premises into the modern classroom. In assessing the role of both teacher and student in the learning process, Brophy (1992) focuses on some essential considerations for student learning. Brophy contends that

...students do not merely passively receive or copy input from teachers, but instead actively mediate it by trying to make sense of it and to relate it to what they already



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know (or think they know) about the topic. Thus, students develop new knowledge through a process of *active construction*....Teaching involves inducing *conceptual change* in students, not infusing knowledge into a vacuum. (p. 5)

Brophy concludes,

To the extent that new learning is complex, the construction of meaning required to develop clear understanding of it will take time and will be facilitated by the interactive *discourse* that occurs during lessons and activities. (p. 5)

With its commitment to such an active construction process, the conceptual framework for Spring Arbor University 's School of Education borrows heavily from the research of Hunter (1967, 1982, 1990), Marzano (1992), Gardner (1983, 1993) and the processes of cooperative learning, which are represented in the research of Johnson and Johnson (1975, 1993), Johnson, Johnson, and Holubec (1991), Kagan (1985), and Slavin (1995). In fact, Dr. Kagan has chosen Spring Arbor University as the center in Michigan for his Institute for Cooperation in Schools.

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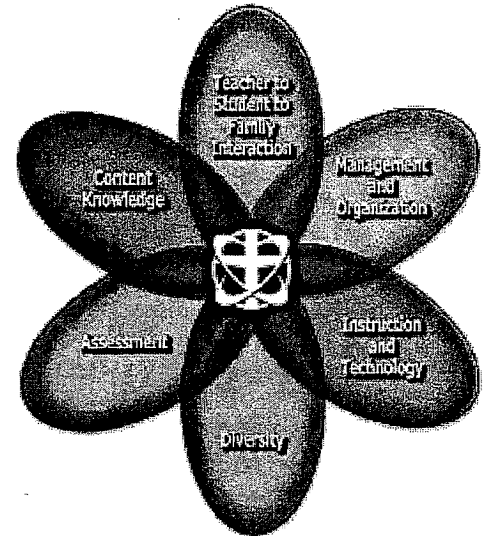
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Conceptual Framework (cont'd) Instruction (cont'd)

In 1994 Dr. Kagan chose Spring Arbor College as the only site in Michigan and one of the few sites in the Midwest for the presentation of workshops developed by his institute in the areas of cooperative learning, cooperative discipline, and multiple intelligences. Spring Arbor was selected because of the fit Dr. Kagan perceived with the philosophy of his institute and the pedagogical bent of Spring Arbor's School of Education program. Kagan himself has presented at these workshops hosted by Spring Arbor College and numerous other well-trained presenters have consistently received excellent evaluations from the workshop participants. To date several hundred educators have been trained in these workshops.



Hunter's now famous seven-step approach to lesson design, which begins with an anticipatory set and ends in closure, flows from a firm belief in the student's active construction of meaning in the learning process. According to Hunter (1967), meaning,

...is probably the single most important factor contributing to successful and rapid learning.... Attempting to have students accomplish a learning task which has little or no meaning is courting academic disaster. (Hunter, p. 31)

Later, Hunter (1990) wrote how she construed "meaning" for the student as being implicitly connected to "previous experience" and its relativity to new problems or situations:

Information and skills become useful when they can be applied to a new, not previously encountered situation. Generalizations can be used to solve new problems. Previous experience can be used to predict outcomes, estimate answers, extrapolate from data, and/or avoid errors. It is important that students have experience in applying whatever they learn to new problems or situations. (p. 80)

Hunter saw the teacher as a decision-maker who is constantly seeking to lead the learner to use higher order critical thinking skills. This is the conveyed essence of the Spring Arbor College School of Education's Effective Teaching Model and the associated motto, *Becoming Effective – Leading Learners*, claimed by the School of Education. In a conversation, not long before her death, Hunter reflected on her beliefs about effective teaching. Often referring to the complexity of the teaching task, Hunter revealed that her model was

...“a teacher decision-making model” and explains that “all of the 5,000 decisions a teacher makes every day fall neatly into three categories: what you're going to teach, which we call a content category; what the students are going to do to learn it and to let you know they've learned it, which we call learning behavior category; and what you as the teacher will do to facilitate and escalate that learning, which is called a teaching

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behavior category." (Hunter, as cited in Goldberg, 1990, p. 41)

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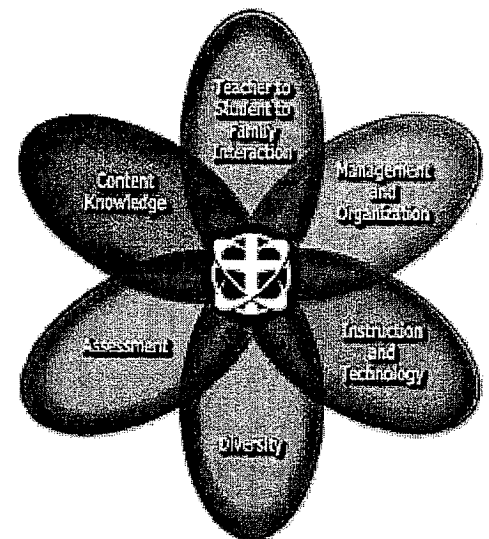
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Conceptual Framework (cont'd) Instruction (cont'd)

Sousa (1990) contends that the legacy of the Hunter Instructional Theory Into Practice (ITIP) model has an enduring place in the effective teaching movement for a number of reasons. He claims that the model has accounted for the following:

- A shift from lecture presentations to higher-level questioning and extensive student discussions,
- A change in emphasis from acquiring facts to understanding and applying the processes of science,
- An increase in discovery lessons where students infer the learning objective through data gathering and interpretation, and
- A recognition of different cognitive styles and abilities. (Sousa, 1991, p. 82)



Freer and Dawson (1987) indicate the advantage to practitioners of using Hunter's research and practice stems from several of its contributions to effective teaching, namely that the ITIP model is clear, can be applied almost immediately, and promotes a common vocabulary. Freer and Dawson conclude that the Hunter model fills the theory-to-practice gap with practical approaches to leading learners.

The premises of the ITIP model regarding active participation, motivation, and proactive classroom management fit well with several of the School of Education's statement of beliefs. However, as Strong et al. (1990) so aptly point out in considering various approaches to effective classroom instruction, no one model can, or should, bear the sole weight of responsibility as a framework within which to operate. Likewise, the School of Education at Spring Arbor University integrates numerous other approaches along with the Hunter ITIP model. The School of Education believes in the benefits of cooperative learning, and encourages an eclectic approach, other than just Kagan, to cooperative learning processes and strategies. It is generally believed that cooperative learning is collaborative learning. Johnson and Johnson (1993) have aptly defined what cooperative learning is and is not:

To be cooperative, learning groups must be carefully structured to include a high level of positive interdependence with members interacting face-to-face to promote each other's success. Group members should be held individually accountable for their share of the work. They should be directly taught the interpersonal and small-group skills they need to coordinate their efforts, and they should process how well they work together and what they do to improve the quality of the group's work. (p. 61)

Despite the many benefits derived from the cooperative learning process, certain disadvantages are noteworthy, and must be corrected to maximize learning for all involved in the group. Cohen (1998), in her research, highlights one primary concern which occurs within the cooperative learning movement, namely the reality of interpersonal dynamics which occur within small groups relative to status and equity. She indicates that, with small groups, individuals who have low

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status are less talkative than others, and, when they do speak, the likelihood is that no one will seriously consider their ideas. In fact, other members of the group may not even listen to them. Additionally, low-status group members often have trouble accessing materials for group tasks. They may even be physically excluded. In contrast, high-status members dominate the conversation, with the end result being that the group will most likely accept their suggestions as the group's decision or direction.

The consequences resulting from dysfunctional group dynamics, as described above, are most likely to be expressed when cooperative learning is open-ended and challenging. High-status individuals might thrive in such environments, but the very nature of the activity can be a detriment to the low-status individuals in the group. According to Cohen and Lotan (1997), those who talk and participate more learn more, but low-status students will learn less because they are not invested in the group effort. Ultimately, because the group is not taking advantage of all of the possible ideas and resources available to it, the end product will be diminished.

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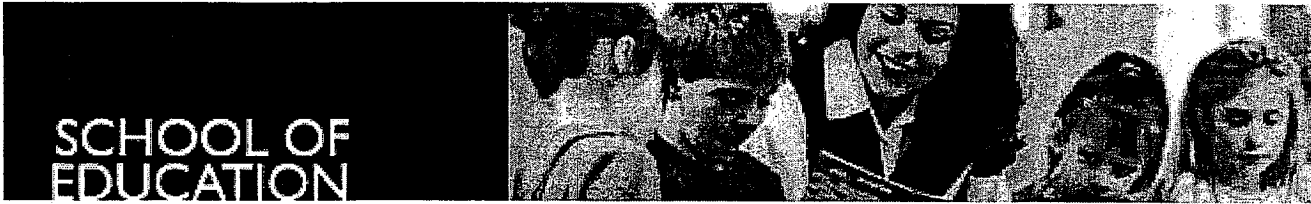
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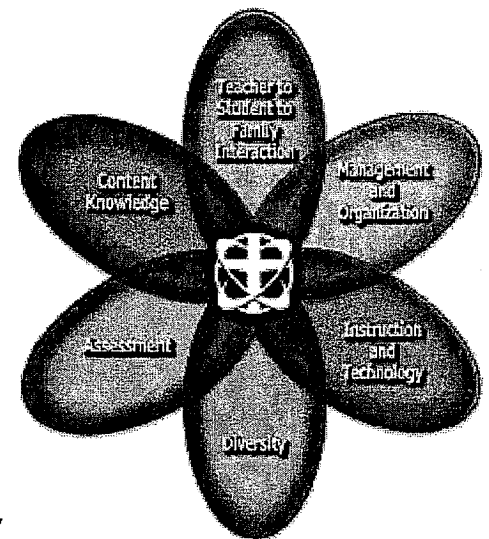
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Conceptual Framework (cont'd) Instruction (cont'd)

Marzano's (1992) development of the "Five Dimensions of Learning" has added greatly to the effort to fill the knowledge gap relative to learning theory and practice. Marzano contends that theory on current research on motivation leads the student to ask such questions as "Do I feel accepted? Can I do this? Am I relatively comfortable? Am I safe? Is this task important?" Marzano believes that, if the answer is negative to such questions, the learning process for students can be greatly impeded (Arredondo, Lechner, Zimmereman, and Moffett, 1995). Below are described the Five Dimensions of Learning by Marzano (1992):



- Dimension 1 – Positive Attitudes and Perceptions About Learning
- Dimension 2 – Acquiring and Integrating Knowledge
- Dimension 3 – Extending and Refining Knowledge
- Dimension 4 – Using Knowledge Meaningfully
- Dimension 5 – Productive Habits of Mind

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At Spring Arbor University the School of Education faculty draws heavily on Marzano's Dimensions of Learning in both the initial and graduate level courses that focus on learning theory and practice. Undergraduate candidates within the School of Education at Spring Arbor College are made aware of the issues related to Hunter's ITIP model and cooperative learning, as previously described. This occurs not only in their experiences in the Spring Arbor College classroom, where they learn the theory and its research-base, but through field experiences and practice learning communities, where they have opportunity to put theory into practice.

One of the more intriguing theories which have impacted Spring Arbor University's School of Education conceptual framework has been the work of Dr. Howard Gardner (1983; 1993). When Gardner began his investigations in 1979 into "The Nature and Realization of Human Potential," he undertook the daunting assignment of challenging what had been established in the literature regarding the nature of human cognition. In 1983, he published *Frames of Mind*, where he discussed his concept of multiple intelligences. This ignited dramatic changes in educational dogma that had previously focused on a single and fixed intelligence measured by an IQ test.

According to Gardner,

Had I simply noted that human beings possess different talents, this claim would have been uncontroversial – and my book would have gone unnoticed. But I made a deliberate decision to write about "multiple intelligences": "multiple" to stress an unknown number of separate human capacities, ranging from musical intelligence to the intelligence involved in understanding oneself; "intelligences" to underscore that these capacities were as fundamental as those historically captured with the IQ test. Mostly because of the funder's interest, I concluded the book with some pages that discussed possible educational implications of the theory. (1993, pp. xi-xii)

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Gardner's basic premise is that " ...all students do not learn in the same way, that individuals' many distinctive intelligences should be the basis for deciding school programs and structure, and that unique intelligences should also influence personal, institutional, and value based issues" (Jordan, 1996, p. 30). Jordan, in an article explaining how best to incorporate Gardner's theory of multiple intelligences into effective teaching, posits, "The guiding precept underlying Gardner's planning is not only what a student should know, but what he or she should be able to do" (Jordan, 1996, p. 31).

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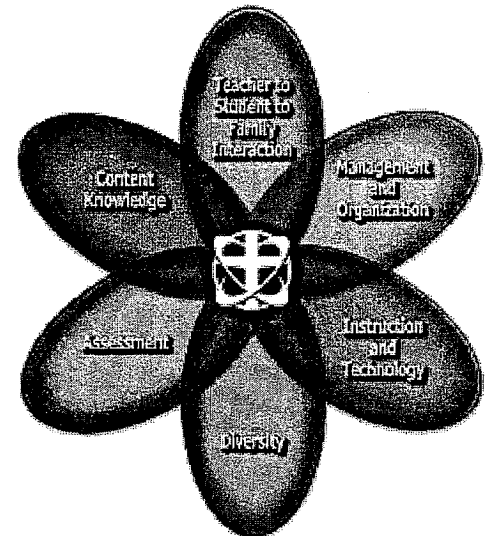
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Conceptual Framework (cont'd) Instruction (cont'd)

Gardner's basic premise is that "...all students do not learn in the same way, that individuals' many distinctive intelligences should be the basis for deciding school programs and structure, and that unique intelligences should also influence personal, institutional, and value based issues" (Jordan, 1996, p. 30). Jordan, in an article explaining how best to incorporate Gardner's theory of multiple intelligences into effective teaching, posits, "The guiding precept underlying Gardner's planning is not only what a student should know, but what he or she should be able to do" (Jordan, 1996, p. 31).



In the early 1980s Gardner (1983) defined seven intelligences:

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Bodily kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence

In an interview with Checkley (1997), entitled "The First Seven...and the Eighth," Gardner states that a decade later, when he revisited the issue, he has identified at least one more ability that clearly deserves to be called an intelligence. He defines this eighth intelligence as "the naturalist intelligence," which he relates to the capacity to classify nature.

In the interview with Gardner, Checkley asked the question, "People often say that what they remember most about school are those learning experiences that were linked to real life. How does the theory of multiple intelligences help connect learning to the world outside the classroom?" (p. 11). Gardner's answer was informative for the effective teacher movement:

The theory of multiple intelligences wasn't based on school work or on tests. Instead, what I did was look at the world and ask, What are the things that people do in the world?... My theory, then, came from the things that are valued in the world.... So when a school values multiple intelligences, the relationship to what's valued in the world is patent. School matters, but only insofar as it yields something that can be used once students leave school. (Checkley, 1997, pp.11-12)

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Throughout the foregoing discussion on the School of Education's perspective of instruction, the tenets of active constructivism in the mind of the learner would seem to be strongly construed. However, there are some caveats that are dynamic and controversial which need due consideration, one of which is how to effectively use a constructivist approach, while also addressing the need to teach and practice necessary skills. Harris and Graham (1997), in a thoughtful article, fully support the whole learning model of the constructivist approach but go on to caution,

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Unfortunately, constructivists often see the teacher's role as one of simply assisting performance and the construction of powerful knowledge, rather than explicitly providing knowledge and information.... In successful integrated instruction, by contrast, teachers conduct ongoing assessments of each student's abilities, skills, knowledge, motivation, social characteristics, and prior experiences. They then arrange whatever support children need – from direct explanation through discovery. Children's perceptions of what they are doing and why they are doing it, and of their teacher's intentions, are critical in this integration. (p. 27)

Spring Arbor University 's School of Education believes in such an integrated approach, particularly when dealing with children who need more extensive and structured instruction. As Harris and Graham (1997) indicate, some children need such attention for them not only to develop skills, but to enable them to deal effectively with various processes, strategies, and understandings. Thus, an integrated constructivist curriculum involving an authentic learning environment that gives appropriate attention to skill development is a primary objective of the School of Education. By giving attention to such an approach, the outcome will be success for all children in the classroom, for such is the keystone of **Becoming Effective – Leading Learners**.

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Conceptual Framework (cont'd) Technology

The paradigm shift from the Industrial Age to an Information Age in American society has resulted in increased pressure to reform the educational programs of America to keep pace. Therefore, America is currently in the middle of an education transformation. This is represented in the state of Michigan by the Seventh Entry-Level Standard for Michigan Teachers. This standard is designed to bring Michigan teacher education programs into the Information Age. This standard is based on the National Educational Technology Standards (NETS) developed by the International Society for Technology in Education (ISTE). It includes six sub-points, all of which are expressed as objectives for the integration of technology in teaching.

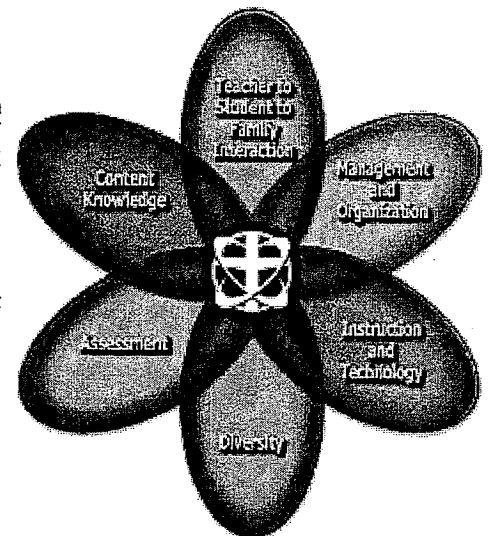
The process of integrating technology into the curriculum is challenging and difficult. Many factors play a role in this integration process, any one of which could result in failure, if implemented without careful forethought and planning. However, with careful integration, technology can be a useful tool for all subject areas and not a separate entity used only to entertain or keep grade records, for quality education requires quality teachers using quality tools and resources.

When the School of Education added the technology domain to the conceptual framework, there was discussion as to whether it should be added as a separate, seventh circle or included in the circle with instruction. The decision to include it with instruction was done to demonstrate symbolically the above stated point. Technology cannot work as a separate entity in the educational setting. It must be purposefully integrated with sound methods of instruction. In fact, further symbolization in the domain circle is conveyed by the listing of instruction first and technology second, implying an important prioritization, namely that technology must be imbedded in instruction and not the other way around.

The above stated position is reflected in suggestions for the NCATE 2000 standards:

Technology must be evaluated based on how it is used to facilitate learning, not on "use of technology for its own sake." Also, technology other than computers should be taken into consideration in evaluating a unit's implementation of technology. ("Standards Principles Discussed," Fall 1998, p. 2)

Technology has had a significant impact on business and industry. It is now expedient for the education system to catch up. In order to do so, there are three key requisite indicators for change: content, instructional methodologies, and facilities. Added to these are the background and motivation of people who are to become technology teachers (Wright, 1998). However, to successfully integrate technology throughout the curricula, a point of clarification is necessary, namely that all teachers must become technology teachers. Thus, a critical tension occurs for those who do not perceive themselves as having an adequate background and/or are just not



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motivated to become more technologically proficient. Therefore, it is the job of K-12 school systems not only to address the three requisites cited above, but to find ways to bring all teachers onboard in this matter. This might be done through some rather extreme and creative measures. The [Freedom to Learn](#) initiative in Michigan, where school systems are able to outfit all of their sixth grade students with laptop or handheld computers, is an example of measures that will require an entrepreneurial attitude in the use of technology by those students' teachers and student teachers.

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Conceptual Framework (cont'd) Technology (cont'd)

Ross and Bailey (1996), concluding from many studies which address the issue of emerging technology and its success in the classroom, state,

Educators often do find it difficult to find the energy and time to master new learning patterns generated by emerging technologies. Educators find that their time, energy and commitment are being stretched to unreasonable limits. Teachers need definitions of reform, restructuring and transformation, and then they need help to be guided through the process. In the general sense, the issue of integrating technology into the classroom is requiring a restructuring that asks individuals at all levels of the educational system to change the way they think about and do their jobs. (p. 9)

Old approaches to change must be abandoned and new ones adopted.

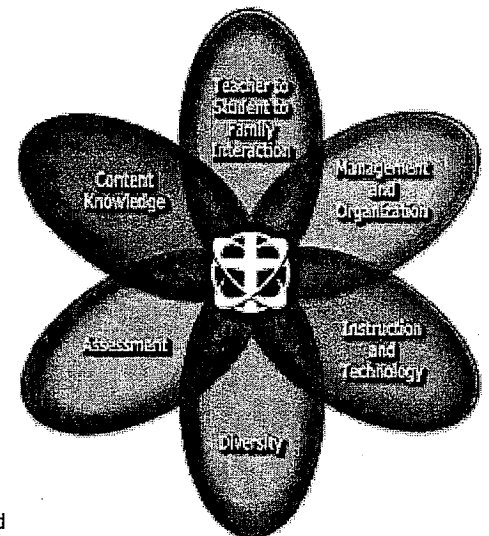
Current change efforts differ from earlier attempts in two ways: 1) they are driven by challenging goals for students' learning and 2) they call for systemic change of the educational system at all levels. Technology is a core aspect of educational change. Without making effective use of emerging technologies in the learning process, change efforts will be incomplete. (Ross and Bailey, 1996, p. 9)

Emerging technologies provide one means for effective teaching. Like other tools, technology cannot replace reading, writing, and arithmetic. In the past, learning and integrating computer technology have been perceived as a special bonus. Now, technology strategies are a survival tool

In today's society, technology is affecting everyone's lives. Students must be prepared and challenged to make maximum use of all the tools available to them (Barker, 1994). As a result of this technology surge, educators with little or no experience and understanding of computer usage are required to incorporate computer-based tools into their classroom. This incorporation is generally taking place with little or no training of any kind.

Technology can be a vital part of a complete educational experience, if properly used. It should be thought of as another tool for educators and used as an instructional tool to supplement classroom instruction. The equation to complete this problem successfully presents many variables, some of which are availability, demographics and budget. Lack of computer labs, unavailability of access to the newest technology, and shortage of adequate funds for essential computer peripherals make it difficult for educators to stay abreast of changing technology. The wide spectrum of teacher and students' knowledge level and of social-economic levels create intermittent distribution of technology education.

The fast changing technology field has brought with it other barriers to overcome. Most important



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is the process of educating teachers on every level about how to integrate technology into existing curricula. A recent study of outstanding K-12 technology education teachers asked one hundred nineteen participants what they would recommend to change about technology education. Funding, in-servicing, and time for learning and planning curriculum integration were all in the top ten responses (Wright, 1998).

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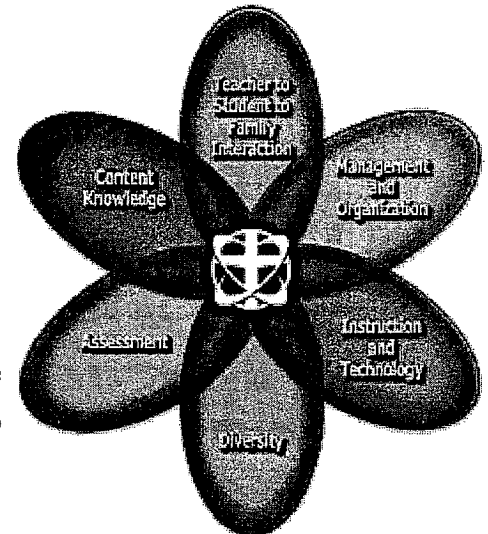
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Conceptual Framework (cont'd) Technology

Pressures from the government, business community, private community, education community and increasing student use of the Internet has created, for some, phobias associated with technology. The Michigan Information Technology Commission (MITC) states in its June 10, 1998, release,

What should educators do? As our "learning" recommendations explain, educators should use information technology to greatly expand learning opportunities for students and workers of all ages. Educators must also do a much better job of training themselves in information technology applications like the Internet. Technology savvy educators are one of the first steps to better use information technology in Michigan. Trying to infuse computers into traditional teaching and an already full curricular day is a difficult task. Faculty's reluctance stemming from their own lack of training and inexperience with computers as a teaching tool can be overcome with proper planning and implementation. (p. 3)



There is no doubt that the role of schools, administrators, teachers, and students will continue to be impacted by the constant growth and use of technology. The level of this impact on the education system is not fully known or understood. As a result of such uncertainty, an inherent fear that technology is taking over exists on the part of many educators. As with any new paradigm, individuals become stretched beyond their comfort levels. The emerging technologies are requiring educators at every level to attend classes, workshops, and in-services that, for many, seem to challenge fundamental ideas and strategies about the way to teach effectively.

Training needs to start at the pre-service teacher stage and consistently and constantly continue on from there. Even though many educators are not technology proficient as yet, significant progress is being made. Integrating technology into all curricular areas requires continuous attention, and, like any other job, must be done one step at a time.

Spring Arbor University is committed to providing all students the best possible exposure to technology and its applications, as is demonstrated by the presence of a Vice-President for Technology Services on the Executive Cabinet. The progress that has occurred in the whole area of technology at Spring Arbor University over the past five years has been astounding. Students in the undergraduate programs of the School of Education are required to take a course entitled EDU 360, Integrating Technology in Teaching, and students in the graduate program are required to take Edu 560, Instructional Technology. All faculty members of the School of Education have access to a laptop or desktop computer and have been trained in the use of Blackboard or eCollege course management software. They have available computer applications from word processing to e-mail and the Internet, and are modeling use of technology through various means such as office software, classroom software applications, and computer-based discussion groups. A technology classroom has been built, and other classrooms have been enhanced to maximize

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instructional techniques using technology.

No doubt, with the ever-changing nature of technology, much still needs to be done, but the School of Education is striving to stay on the cutting edge of educational technology.

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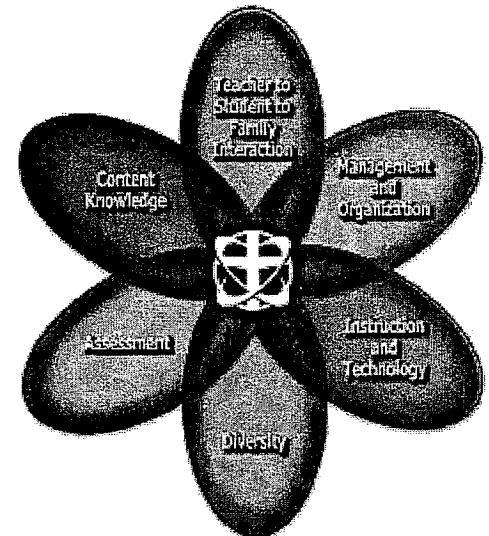
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Conceptual Framework (cont'd) Teacher-Student-Family Interaction

Upon considering the domain of teacher-student-family interaction there exists a great deal of obvious overlap with many concepts already developed in the description of the management and organization and instruction and technology domains. However, a unique input in this domain is the involvement of parents in the instructional process. Recent reform movements within education have nearly all addressed the importance of family in student achievement. According to Finders and Lewis (1994), a major research focus in the 1990s emphasizes the importance of family involvement in promoting success in school for their children. Of great concern is the well-documented lack of participation among parents of socially and culturally diverse students.



Squires and Kranyik (1995) indicate that one of the best vehicles to support the family's involvement in the improvement of students' achievement has been to employ the Comer School Development Program. This program, which involves a collaborative process bringing teachers, principals, parents, and community members together to create programs that foster the education and development of children, is heralded as exemplary in changing school culture. Through the Comer program, students improve in self-efficacy, relationships with peers and adults, general mental health, achievement on standardized tests, and classroom grades. Accordingly, they also have fewer suspensions, less deviant behavior, and better attendance.

Guskey and Peterson (1995) assert that the key to appropriate school-based decision making requires involvement of administrators, teachers, and families, for they are the ones who truly understand the school environment and, jointly, have the capacity to significantly and positively impact student learning. Guskey and Peterson continue by proposing that governance structures must be changed to empower such a joint process. These researchers then propose eleven guidelines for improvement that they believe are crucial to bridge the gap between school-based decision making and classroom practices. Central to these eleven guidelines is the issue of family involvement.

Another creative way of encouraging greater teacher-student-family interaction is the implementation of student-led conferences with parents and teachers. According to Hackmann (1996), "The primary purpose of student led conferences is to encourage students to accept personal responsibility for reporting their academic progress to their parents" (p. 32). Writing on the successes of student-led conferences at the middle-school level, he cites several benefits of the conferences:

- The student performance is a form of authentic assessment.
- Students engage in self-evaluation, which motivates them to produce quality work.
- Student-led conferences model the "student as worker" principle of the Coalition of Essential Schools (Sizer, 1986).

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- Through empowering students – and parents – conferences are transformed into a constructive and rewarding experience for all. (Hackmann, 1996, p. 32)

In an article on student-led conferences, Santa (1995) states,

Students deserve to create rich portraits of themselves as learners, readers and writers, and then to exhibit these portraits to the most important people in their lives. Teachers, for their part, deserve to leave parent conferences feeling invigorated rather than exhausted. (p. 94)

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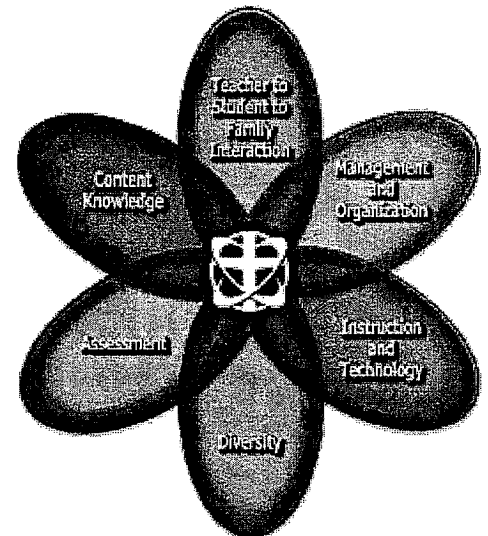
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Conceptual Framework (cont'd) Teacher-Student-Family Interaction (cont'd)

The School of Education promotes the concept of student-led conferences whenever feasible. Undergraduate students are encouraged to observe and be involved in student-led conferences, if their schools do so, during their field experiences and/or professional semester. Graduate students are encouraged to consider the use of student-led conferences in their respective classrooms.

Because of research findings, as cited earlier by Finders and Lewis (1994), indicating a well-documented lack of participation among families of socially and culturally diverse students, the importance of the family-teacher-student interaction for an increasingly diverse student population is of primary concern. Erickson (1996) reports research findings suggesting that, even among low-income populations, family involvement positively affects school, social, and academic achievement. However, it appears racial/ethnic families have a more difficult time participating in their children's education, and are less likely to be involved than are white families, even though the racial/ethnic families feel their involvement was more important than white families'. Reasons that have been posited for this dilemma include shyness, cultural tendencies not to express opinions, immigration status, feeling unwelcomed in the schools, language differences, and uncertainty about what to expect.



School of Education students are encouraged to make every effort intentionally to involve families who seem the most hesitant in approaching teachers for guidance. Often the adults in the family are very concerned about their child's performance. According to Baumann and Thomas (1997), it is important to dispel unsubstantiated ideas that "...low-income, minority, or linguistically diverse children are socially disadvantaged and therefore not likely to be cared for psychologically at home nor supported by family members in their school" (p. 110). In reality, as reported by Mikulecky (1996), the opposite is true. Mikulecky stated that there is a "...high value placed upon education by many low-income families. Obtaining a better education is a major reason given for Hispanic immigration to the United States" (p.56). Thus, efforts to involve these families hold tremendous potential for enhancing the educational process for their children.

Whether by use of the Comer model, or any other intervention, no significant and lasting improvement in student achievement appears very promising without the collaboration between families and classroom teacher. In order to maximize the likelihood for success, the school and families must share in the planning process for curriculum development and effective instruction.

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Conceptual Framework (cont'd) Diversity

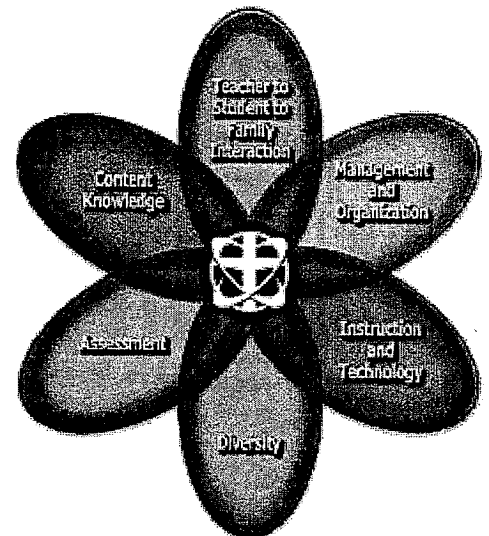
There is a demographic shift of student populations taking place in American schools, which demands that careful attention be given to the whole issue of diversity. According to Gollnick (1996), "Less than 70% of the student population is White. By the year 2020, more than 40% of the students will be from minority groups" (p. 233). Related to this shift is a need to understand how the environment of learning in the classroom, in order to provide equal opportunity of education for all, must be prepared to respond to these changes. A report of the New York State Regent found that

Learning style and behavioral tendency do exist, and students from particular socialization and cultural experiences often possess approaches to knowledge that are highly functional in the indigenous home environment and can be capitalized upon to facilitate performance in academic settings. (Claxton, as cited in Guild, 1994, p. 16)

Guild (1994) cites the work of various researchers that focused on learning patterns and strategies that are necessary to effectively teach diverse groups of people. For example, research on African-American students point to the value of oral experiences, physical activity and loyalty in interpersonal relationships. These characteristics call for an emphasis on strategies that include discussion, active projects and collaborative work, as is found in cooperative learning. Students of Mexican-American heritage value family and personal relationships and are comfortable with cognitive generalities and patterns. Guild indicates that such traits are the reason why Mexican-American students tend to seek personal relationships with teachers and are more at ease with broad concepts rather than facts and specifics.

According to Guild (1994), American schools value independence, analytic thinking, objectivity and accuracy, all of which focus on competition, information, tests and grades, and linear logic. So it is clear that a philosophic tension exists because of what America has traditionally held as beliefs regarding proper educational approach and the realities of increasingly diverse student population who do not fit the model. Banks (1994a) concurs, citing research that shows African-Americans, Indians, Puerto Ricans and Mexican-Americans to be more field-sensitive in their cognitive styles. Field-sensitive students are willing to work with others to achieve a common goal. They are more sensitive to the feelings and opinions of others. Field-independent students prefer to work alone and compete. They like the individual recognition derived from their efforts. Most mainstream students operate within the field-independent cognition realm, and the educational environment is structured in such a way to be more aligned with field-independent learning styles. In fact, these students are preferred by teachers and tend to get higher grades.

Guild (1994) sees two confounding effects that can be derived from the realization that cultural differences do exist within America's educational system. First, it is easy to confound descriptions of differences with explanations for persistent achievement differences between minority and non-minority students. Such issues lead to philosophical debate regarding uniformity versus



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diversity in educational approach. In other words, is instructional equity synonymous with educational equity? Similarly, this issue stimulates debate regarding the ultimate purpose of schooling. Is its purpose to perpetuate cultural pluralism or the tradition of America as a melting pot? The second point that Guild raises involves generalizations about a group of people that can lead to inappropriate inferences about individuals within the group. Even though people connected by culture may demonstrate like characteristics in patterns and style preference, it is a serious mistake to conclude that all members within a given group have the same style traits. Thus, care needs to be taken in linking culture and learning styles without due consideration for the individual.

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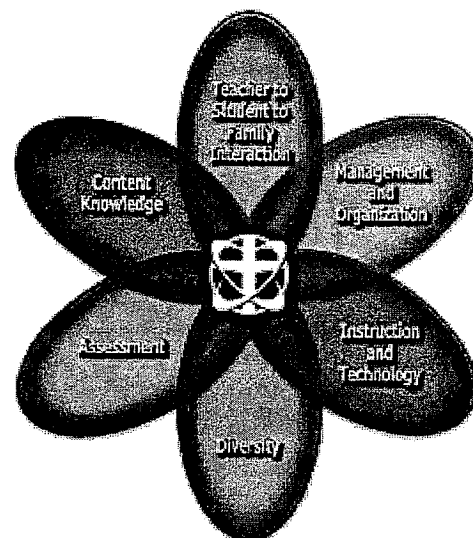
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Conceptual Framework (cont'd) Diversity (cont'd)

The researcher most cited in Spring Arbor College's response to student diversity is Dr. James Banks (1994a, 1994b, 1995). According to Banks (1994a), the goal of multicultural education, "... is to reform the school and other educational institutions so that students from diverse racial, ethnic, and social-class groups will experience educational equality. ... Another important goal... is to give both male and female students equal chance to experience educational success and mobility" (Banks, 1994a, p.3). Banks contends that many attempts to deal with the issue of student diversity have been woefully limited if not inadequate. Most efforts have involved what Banks describes as the additive curriculum (i.e., Cinco de Mayo Day, Teepee Day, or African-American week). Although such strategies reflect a step toward the recognition of the multicultural aspect of American education, Banks contends that this approach tends to marginalize certain groups. What is really needed, asserts Banks, is a transformative curriculum that accounts for "other voices" and nothing less than the inclusion of diverse points of view infused into a thoroughly integrated curriculum. According to Banks (1994b), "Teaching from a range of perspectives will prepare students from diverse groups to work together in a truly unified nation" (p.4)



Takaki (1993) posits a similar view in *A Different Mirror: A History of Multicultural America*. In his definitive work, he quotes Edgar Wickberg: "What is needed now is an entirely different way of studying and teaching American history - one in which 'different shores' are seen as equal points of departure in a story of multidimensional ethnic interaction" (p. v). Takaki remarks,

While the study of the past can provide collective self-knowledge, it often reflects the scholar's particular perspective or view of the world. What happens when historians leave out many of America's people? What happens, to borrow the words of Adrienne Rich, "when someone with the authority of a teacher" describes our society, and "you are not in it"? Such an experience can be disorienting - "a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing in it." (Takaki, 1993, p. 16)

It must not be construed, however, that multicultural education and the diversity it reflects is limited only to the study of race or ethnicity. Gollnick and Chinn (1994), in their book *Multicultural Education in a Pluralistic Society*, assert that "Education that is multicultural provides an environment that values cultural diversity and portrays it positively. Students' educational and vocational options are not limited by gender, age, ethnicity, native language, religion, class or disability" (p. v). Unfortunately, where such an emphasis on diversity is not intentional in the classroom, wrong information is conveyed.

Often, distorted messages about people who are ethnically or religiously different from oneself are portrayed in the social curriculum. We learn that Italian Americans control

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organized crime, African Americans are on welfare, homeless are dangerous, females are weak, hard hats are racists and individuals with disabilities are helpless. (Gollnick and Chinn, 1994, p. v)

Gollnick (1996), citing McDiarmid, speaks to the importance of the relationship of teachers to all learners and the subject matter being taught.

Teachers can be exquisitely sensitive to differences among their students and be knowledgeable about various cultural groups from which their students come; yet, if they lack a conceptual understanding of the subject matter, they may be unable to help their students develop meaningful understandings of school subjects. Alternatively, teachers may be formidably knowledgeable about the subject matter, yet be unable to render the subject meaningful to students and unable to help students learn it. Knowledge of subject matter, of students, and of the relationship between the two are all necessary to teaching. (p. 237)

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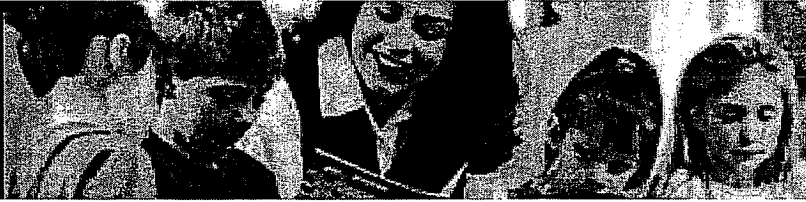
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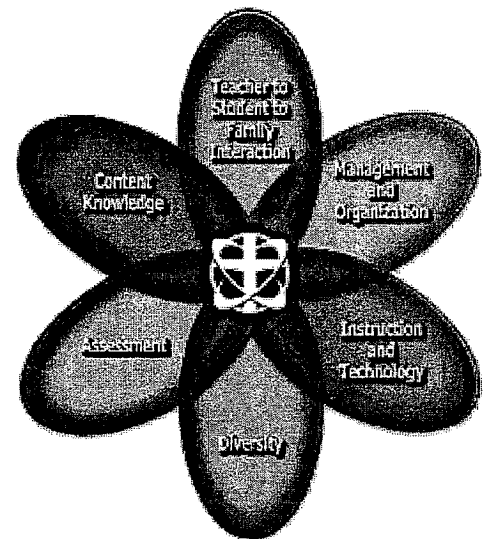
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Conceptual Framework (cont'd) Diversity (cont'd)

Gollnick (1996) stresses the importance of an emphasis on diversity for teacher preparation programs:

If colleges and universities do not prepare these future teachers to understand the complexities of diversity and provide experiences in communities with which they have no exposure, how will they fare in the urban and rural areas where many teaching positions are available? For their first-time teaching opportunities, most will be working in communities where the primary language is not English, large numbers of students are immigrants, Christianity is only one of many religions practiced by the students, and the students are members of racial groups that experience discrimination first hand. Colleges and universities have a responsibility to adequately prepare these future teachers for the diverse settings in which they are likely to work and live. (p. 234)



Connected to the issue of diversity is the matter of the exceptional child. For a description of who the exceptional child might be, reference is made to the one offered by Heward and Orlansky in Gollnick and Chinn (1994):

The term *exceptional children* includes both children who experience difficulties in learning and children whose performance is so superior that special education is necessary if they are to fulfill their potential. Thus *exceptional children* is an inclusive term that refers to children with learning and/or behavior problems, children with physical disabilities, and children who are intellectually gifted. (Heward and Orlansky, as cited by Gollnick and Chinn, 1994, p. 152)

Thus, in addition to cultural diversity, teachers need to be prepared to respond to the spectrum that encompasses exceptional children. Finally, in the 1998 NCATE hearings on the new standards and principles included in "NCATE 2000," as regarding the issue of inclusion and exceptionally, the following is stated: "Standards should require the preparation of teachers who are able to teach all learners, and give adequate attention to the moral and ethical issues inservice teachers face" ("Standards Principles Discussed," Fall 1998, p. 3).

The compelling results of researchers such as Banks, Takaki, Gollnick and Chinn, and others have helped to frame courses for the School of Education, such as EDU 538 Dealing with Student Diversity at the graduate level, EDU 271 The Diverse Learner, and EDU 272 and EDU 273 (courses which deal with only special needs and race/ethnicity/gender/class respectively. Additionally, as a strategic intervention to further address this issue, the School of Education is proactive in having its students become involved in non-traditional classroom environments through field experiences and voluntary participation in programs such as the HOSTS (Helping One Student to Succeed) program in local school districts.



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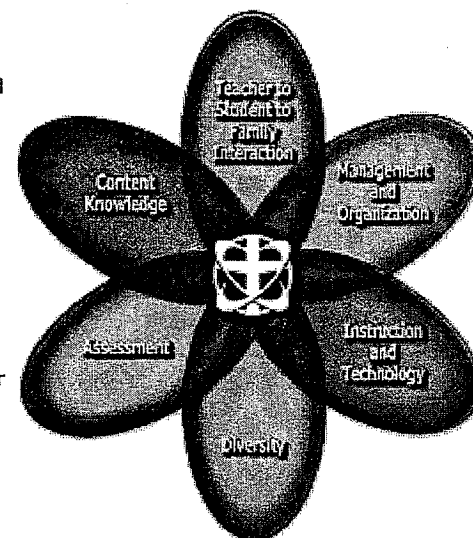
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Conceptual Framework (cont'd) Assessment

No ongoing discussion of student learning is complete without specific attention being given to assessment. However, much controversy continues to surround the issue of assessment and the subsequent purposes of the information gathered by various assessment techniques used throughout education.

To teach for understanding requires that we attend closely to assessment... Assessment is not something that we tack onto learning; it is an essential *ongoing* component of instruction that guides the process of learning. Ongoing assessment uses exhibitions, student explanations of concepts, the writing of a poem or a song, or any number of other thought-demanding performances to evaluate and reflect on students' work. From the beginning of our curriculum planning, we need to identify these understanding performances – the ways in which we expect students to demonstrate their understanding. In a sense, ongoing assessment is the horse that leads the cart of understanding. (Simmons, 1994, p. 22)



Ryan and Misyasaka (1995) imply that educators in today's classrooms face a difficult tension. They must constantly and conscientiously reconsider the wisdom of traditional practice, while giving fair consideration to new approaches. Synthesizing elements of old and new into coherent effective assessment strategies that work to advance the education of all children is of utmost importance. However, changing the traditional teacher-student interaction pattern, with regard to the issue of assessment, is no small task. To illustrate,

In the traditional recitation format, teachers choose the topics and, through feedback to students, control which student answers are viewed as correct and incorrect. One outcome of the recitation format is that teachers talk a lot! ... Changing the pattern of classroom discussions to allow more student input and control is no easy task. Alvermann and Hayes (1989), for example, found that it was much easier for teachers to change the *level* of questions they asked (for example, move to more inferential, evaluative, and critical thinking questions) than it was for them to change the basic *structure* or pattern of interactions in classroom discussions. (Fielding and Pearson, 1994, p. 66)

Students need to have a clear understanding of how they will be assessed and then be shown models of excellence and rubrics that clarify how assessment will be conducted. McTighe (1996) reminds educators that when learners perceive classroom activities as a prioritization, on the part of the teacher, of what is meaningful and relevant, they will have a positive attitude about such activities and strive to model proper learning behavior. Thus, it is important for the teacher to realize that properly conducted assessment practices can send a strong signal to students about what is important for them to learn.

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Wiggins (1993) has little tolerance for trusting traditional forms of assessment to measure the learning of an increasingly diverse student population. Writing in *Assessing Student Performance*, Wiggins indicts the assessment approaches used in America's schools as anathema. He believes most teachers rely on narrow and elusive criteria, using testing tools that appropriately assess only a limited number of students. He implies that they approach assessment like the TV game-show *Jeopardy*, the only difference being that the answers are a guess rather than the questions. Consequently, students do not see learning as a worthwhile and invigorating process. Rather, they see it as a process in which the better students learn to play the game. Teachers play the game by implying the students have to guess what they need to know. If they guess correctly they will get an "A"; if not, they fail; and, of course, a certain number need to fail to demonstrate the "rigor" of the curriculum. Thus, students emerge from this process with an invalid sense of what they do and do not "know," as is verified by statements of being "good" in one subject matter and "poor" in another.

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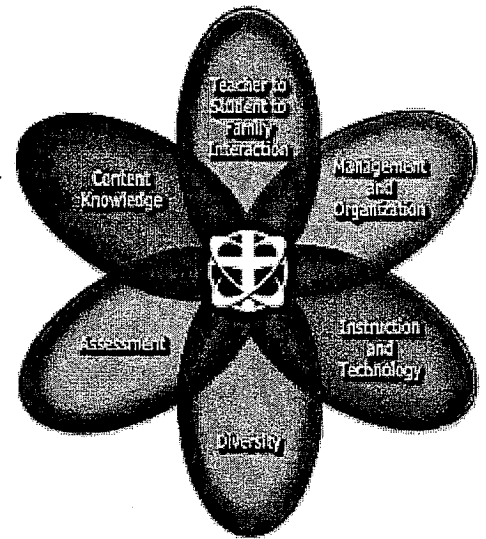
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Conceptual Framework (cont'd) Assessment (cont'd)

Most educators can identify with Wiggins' (1993) position, and would concur that there is a need for authentic assessment. However, authentic assessment takes time and effort, and will require nothing less than a revolution in how educators view the learning process and measure outcomes. From the public outcry to hold schools accountable for better outcomes, it is far too easy to get caught up in assessment for the sake of assessment alone. In the state of Michigan, much controversy surrounds the state mandated Michigan Educational Assessment Program (MEAP) and the High School Proficiency Test (HSPT). Schools are held accountable to produce the highest scores possible, since state funding is attached to the outcomes. However, despite the potential merits of such an approach, educators are concerned about a "tail-wagging-the-dog" problem, where only teaching to the test matters.



In a humorous but poignant analogy, Farr and Tone (1994) compare many assessment practices to a small village, where students were educated on how to build houses. The king went to an education conference and learned that other kings were reporting test scores on house building. Wanting to do the same, he hired experts to develop such tests. It was not long before he, too, could go to the meetings and tout his students' test scores. The reality was his students could no longer build houses. According to Farr and Tone,

There is a big difference between naming hammers and pounding nails in a wall. However, lest anyone believe that naming hammers is not important, just ask someone to get a particular type of hammer and see what happens if the person fetching it doesn't know the types of hammers. On the other hand, and more importantly, standing with a hammer in one's hand and knowing its name doesn't make one a builder or tell one how to use it. Could there be a place for both knowledge and application? (p. xiii)

In 1995, a National Forum on Assessment was conducted that yielded *Principles and Standards for Student Assessment Systems*. According to Neill (1997), more than 80 national and local education and civil rights organizations signed the resulting strategic document. There were seven basic principles endorsed by the Forum:

- The primary purpose of assessment is to improve student learning.
- Assessment for other purposes supports student learning.
- Assessment systems are fair to all students.
- Professional collaboration and development support assessment.
- The broad community participates in assessment development.
- Communication about assessment is regular and clear.
- Assessment systems are regularly reviewed and improved. (Neill, 1997, p. 35)

Neill presents an outline of what a new assessment system, following such standards, should look like. He addresses issues such as classroom assessment, implications for equity, back to basics,

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and outside the classroom assessment and suggests numerous actions that can be taken to further assessment reform. One of the key points upon which he focuses is equity and testing, particularly since testing's power shapes curriculum, instruction, and classroom assessment to advantage certain groups over others. With the changing demographics in America's classrooms, such issues need to be appropriately addressed. Although he does not entirely discredit traditional instruments, he argues for fairness, particularly when many tests rely heavily on multiple-choice items, which do not measure the more complex cognitive abilities. Thus, they have a built-in double bias of culture and educational process for minority students. Neill concludes that assessment is at a crisis point in America. The old model is not capable of meeting real needs, and, despite reform efforts, the new approach is not yet clear. He contends that "...most states have done little more than tinker at the edge of reform, adding some constructed-response items to mostly multiple-choice tests" (p. 40).

Spring Arbor University's School of Education is committed to a wide array of assessment methods and staying abreast of discussions and initiatives relative to genuine reform for the benefit of all. Teacher candidates and practicing teachers need to be well aware of the benchmark for the core curriculum prescribed by the Michigan State Board of Education and the accompanying assessment instruments (MEAP and High School Proficiency Test). However, assessment of student achievement must include such strategies as portfolio, performance assessment with clearly stated rubrics, and other forms of authentic assessment that are relevant to varying learning styles and diverse populations.

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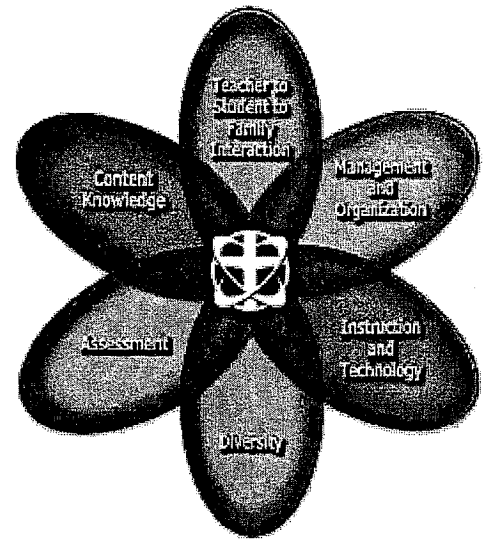
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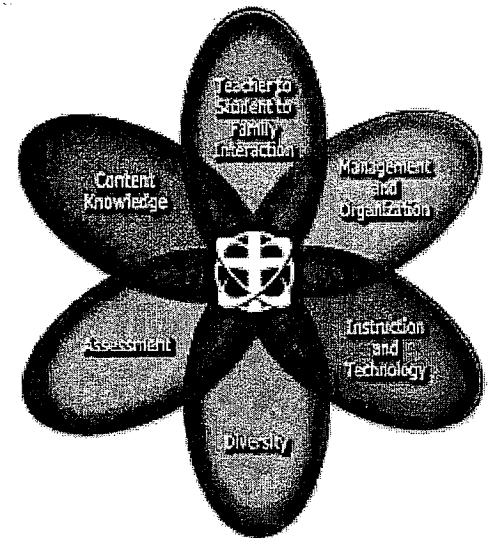
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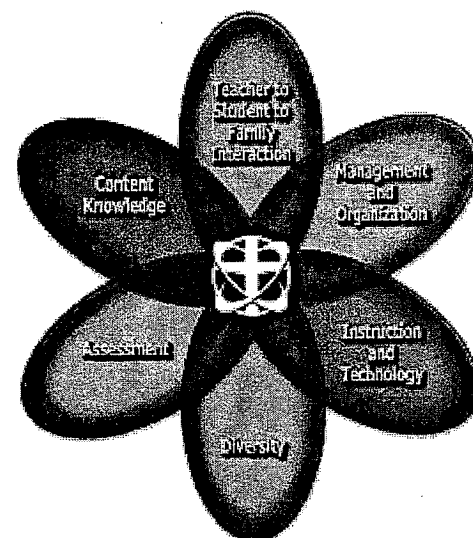
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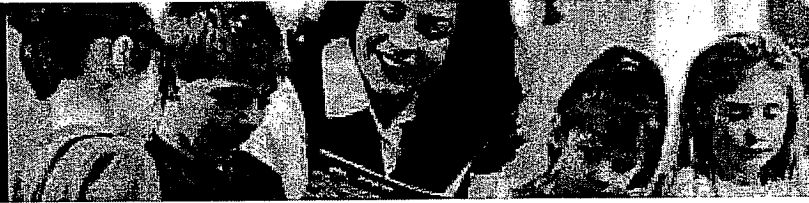
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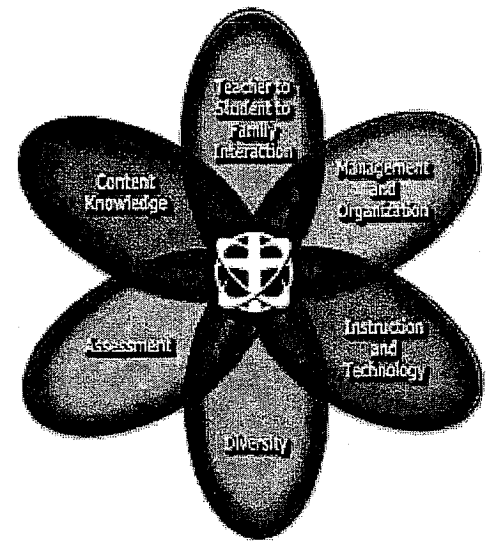
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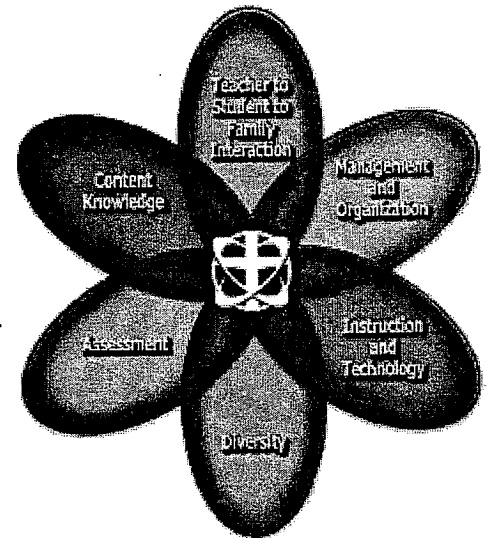
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