Oakland University
School of Education and Human Services

Inquiry Brief:
Continuing Accreditation of Initial Certification in Elementary and Secondary Education

with Additional Endorsements in
Early Childhood, Reading and Language Arts, and Special Education

Submitted to the

Teacher Education Accreditation Council

for

Continuing Accreditation

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The members of the TEAC Team endorse the contents of this Brief. The Inquiry Brief was presented to the entire faculty for their approval at the School Assembly meeting on September 24, 2012 and approved at the School Assembly meeting on November 12, 2012.

Table of Contents

Index of Tables iv
Index of Figures v
Inquiry Brief Checklist vi
Outline of the Brief 1
1. Program Overview 1
General History 1
Programs 2
Distinguishing Characteristics 2
Field Placements 2
Quality Faculty 3
Shared Governance 3
Outstanding Facilities 4
Curriculum 4
Admission and Graduation Requirements 4
Demographics 4
Enrollment Trends 6
Guiding Principles 6

2. Claims & Rationale 8
Claims 8
Rationale 9
Assessment and Evidence 9
3. Method 11
Evidence for the Claims 11
Programmatic Assessments 14
Course Grades and GPA Scores 14
Performance-Based and Capstone Evaluations 15
Performance Based Assessment in the Additional Endorsement Programs 17
State Tests 18
Surveys of Students and Supervisors 18
4. Results 19
Claims 1-3 19
Grades and Grade Point Averages 19
Claim 4 24
Claims 5-7 Cross Cutting Themes 28
Claims 1-7 Assessing students' performance in practice 30
Performance Based Assessments 30
Student and Supervisor Surveys 36
Results Section Summary 38
5. Discussion and Plan 40
6. Plans for the future 42
7. References 44
8. Appendices 45

Appendix A – Internal Audit Report A1
Appendix B – Capacity.....B1
Appendix C – Qualifications of Faculty C1
Appendix D - Program Requirements.....D1
Undergraduate D1
Elementary D1
Secondary.....D6
Graduate Students D10
MAT Secondary.....D10
MAT Elementary D11
Early Childhood Education.....D15
Reading and Language Arts.....D16
Special Education.....D18
Appendix E – Inventory of Evidence..... E1
Appendix F – Local Evidence..... F1
Sample Field Placement Evaluation 2009-2011 ..... F1
Faculty/Staff Concerns Report Form F3
Policy and Procedure for Faculty/Staff Concerns Report..... F4
Internship Performance Assessment F11
Rubric for early childhood program final project F19
Classroom management final project..... F20
Early Childhood Exit Interview F22
Appendix G – Other Accreditation Agencies G1
National Association of Schools of Music.....G1
National Association of Schools of Dance G2
Council for the Accreditation of Counseling and
Related Programs G3

Index of Tables

Table 1.1: Oakland University Student Demographics 201-2012 Academic Year 5
Table 1.2: Oakland University Faculty Characteristics 2006-2007 Academic Year 5
Table 1.3: Oakland University Teacher Education Enrollment and Full- and Part-Time Faculty 2004-2007 6
Table 1.4: Program completers by degree program 2007- 2012.....6
Table 4.1: GPA for undergraduate students in the CAS and SEHS.....16
Table 4.2: GPA for graduate students in initial certification and additional endorsement programs 17
Table 4.3: Cumulative GPAs for education and non-education students 2011-2012.....17
Table 4.4: Mean grades in all courses and in content area courses 2011-2012 18
Table 4.5: Summary of passing percentages on the Michigan Test for Teacher Certification..25
Table 4.6: Students with one or more Concerns Form 2004-2009. 26
Table 4.7: Actions taken in response to Concerns Forms 2004-2009.....26
Table 4.8: Actions taken in response to Concerns Forms 2010-2011.....27
Table 4.9: Use of technology equipment in the ERL 2011-2012 30
Table 4.10: Mid-Term Evaluations of Elementary Interns 2006/2007 - 2008/2009.....31
Table 4.11: Mid-Term Evaluations of Secondary Interns 2005- 2009 32
Table 4.12: Mean Scores for Special Education Student Teacher Assessment Forms.....35
Table 4.13: Percentage of Oakland University Teacher Education Graduates Claiming Efficacy on the 2005-2006 Michigan Department of Education Survey.....36
Table 4.14: Percentage of Oakland University teacher education graduates claiming efficacy on the Michigan Department of Education Survey in pedagogy and program contribution 37
Table 4.15: Percentage of Oakland University teacher education graduates claiming efficacy on the Michigan Department of Education Survey in relation to Entry Level Standards 37
Table A.1: Ratio of Full-time Advisors to Undergraduate Enrollment by Unit A8
Table B.1. Capacity for quality: A comparison of program and institutional statistics B1
Table B.2: References to institutional documents for each requirement.....B4
Table B.3: Admission & graduation minimums for SEHS and CAS majors.....B6
Table B.4: Class Size Ranges for the University and the School.....B7
Table B.5: University General fund Allocations B3
Table B.6: SEHS Fund Balances as of July 1, 2011 and July 1, 2012 .....B9
Table B.7: Professional Adviser/Student Ratio Fall 2012.....B10

Index of Figures

Fig. 1.1: Relationship among Oakland University Claims, Evidence, Rationale and Method 10
Fig. 5.1: Summary of sources of evidence 39
Fig. A.1: Operational Processes of the School of Education and Oakland University that impact the teacher education program A1
Fig. A.2: The Quality Control System for the SEHS teacher education program A2
Fig. A.3: Delineated Aspects of the Quality Control Measures A3
Fig. A.4: Analysis of TDES Department Minutes 2009-2010 ..... A5
Fig. C.1: School of Education and Human Services Faculty Roster FY 2011-2012 ..... C1
Fig. D.1: Undergraduate Course Requirements and Titles D13
Fig. D.2: MAT Course Requirements and Titles D14
Fig. F.1 Sample Field Placement Evaluation 2009-2011 ..... F1
Fig. F.2 Faculty/Staff Concerns Report Form F3
Fig. F.3 Internship Performance Assessment F5
Fig. F.4 Rubric for the early childhood program final project F19
Fig. F.5 Classroom management final project F20
Fig. F.6 Early Childhood Exit Interview F22

Program checklist for the Inquiry Brief

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

Requirements for the *Brief*	**Find it on page**	**Still missing**
1. We identify the author(s) of the document.	p. i	
2. We provide evidence that the faculty approved the document.	p. i	
3. We give a brief account of the history and logic of the program and its place within the institution.	p. 1 Appendix B	
4. We provide some demographics of program faculty and students (e.g., race and gender), broken out by year, by each program option.	Students p. 5 Faculty p. 5 Appendix C	
5. We state our claims explicitly and precisely.	p. 8, 12-16	
6. We provide evidence to support our claims organized by their relationship to the components of QPI (1.1–1.3).	pp. 16-33	
7. We provide evidence for all the subcomponents of QPI (I.4): learning how to learn (1.4.1); multicultural perspectives and accuracy (1.4.2) and technology (1.4.3).	pp. 33-35	
8. We have checked that our claims are consistent with other program documents (e.g., catalogs, websites, and brochures).	Appendix D	
9. In the rationale, we explain why we selected our particular measures and why we thought these measures would be reliable and valid indicators of our claims.	pp. 9-10	
10. In the rationale, we also explain why we think the criteria and standards we have selected as indicating success are appropriate.	pp. 9-10	
11. We describe our method of acquiring our evidence – the overall design of our approach, including sampling and comparison groups (if applicable).	pp. 11-16	
12. We provide at least two measures for each claim unless there is a single measure of certain or authentic validity.	pp. 9-10	
13. For each measure we include empirical evidence of the degree of reliability and validity.	pp. 12-13	
14. We present findings related to each claim, and we offer a conclusion for each claim, explaining how our evidence supports or does not support the claim.	pp. 16-35	
15. We describe how we have recently used evidence of student performance in making decisions to change and improve the program.	pp. 35-36	

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

16. We provide a plan for making future decisions concerning program improvements based on evidence of our students' performance.	pp. 36-37	
17. We provide evidence that we have conducted an internal audit of our quality control system (QCS) and we present and discuss the implications of the findings from our internal audit.	pp. A1 & A2	
18. We provide Appendix C that describes faculty qualifications.	Appendix C	
19. We provide Appendix D that describes our program requirements and their alignment with state and national standards.	pp. D1-D21	
20. We make a case for institutional commitment to the program (Appendix B).	pp. B1 – B6	
21. We make a case that we have sufficient capacity to offer a quality program (Appendix B)	pp. B1 – B6	
22. We list all evidence (related to accreditation) available to the program (Appendix E).	pp. E1 – E5	
23. We provide copies of all locally developed assessments in Appendix F.	pp. F1 – F22	
24. We provide, if applicable, copies of decisions by other recognized accreditors for professional education programs not covered in the *Inquiry Brief (*Appendix G).	pp. G1 – G5	
25. If our program or any program option is delivered in distance education format, we make the case that we have the capacity to ensure timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment.	N/A	
26. If our program or any program option is delivered in distance education format, we describe the process by which we verify the identity of students taking distance education courses.	N/A	

Outline of the *Brief*

The content of this *Brief* follows the format we used in our initial accreditation *Inquiry Brief* in 2007. Our program has not changed dramatically but we have updated the information we use to monitor our work and provide evidence to support our claims. An additional objective of this *Brief* is to show our continued inquiry into the quality of our program and to describe instances where this has resulted in modifications to our program.

In keeping with our 2007 *Brief*, we begin with an updated overview of our program including what we consider to be the distinguishing characteristics of teacher preparation at Oakland University and updated student and faculty demographics. In the sections that follow the Program Overview, we describe the claims we make for our program and the evidence we use to support those claims. We update the data we continue to collect to monitor our students' progress, the approach we use to analyze those data, the conclusions we have drawn from those analyses, and the steps we have taken to improve our program. The *Brief* concludes with the appendices required as part of the TEAC accreditation process.

1. Program Overview

General History

Oakland University is a state-assisted, comprehensive university with degree and certificate programs from the baccalaureate through doctoral programs. Since our 2007 accreditation review, student enrollment has increased by more than 2,000 to 19,340. Approximately 82% of the students are undergraduates and, of those undergraduates, almost 75% are full-time students and almost 80% are of traditional college age.

The university is organized into seven academic units: the College of Arts and Sciences, the Oakland University William Beaumont School of Medicine, and the Schools of Business Administration, Education and Human Services, Engineering and Computer Science, Health Sciences, and Nursing. The School of Education and Human Services is the largest of the six professional schools at Oakland University, second in size only to the College of Arts and Sciences. The School consists of six departments – Counseling (CNS), Educational Leadership (EL), Human Development and Child Studies (HDCS), Human Resource Development (HRD), Reading and Language Arts (RLA), and Teacher Development and Educational Studies (TDES). Through the five schools and the College, the University continues its founding tradition emphasizing quality undergraduate liberal arts education while meeting the need for well prepared professionals in the areas of business, engineering, health science, nursing, and teacher education and related human services at both the undergraduate and graduate levels.

Initial teacher preparation accounts for approximately 9.9% of the total student body at Oakland University. This is percentage decrease since our 2007 review but reflects growth in other parts of the university more than a decrease in our numbers. The actual count of students pursuing initial certification is almost the same going from 1,359 in the fall of 2007 to 1,232 in fall of 2011. Given the current state of career opportunities in education, we are pleased that we have maintained our numbers in initial certification programs. The School has just under 3,000 students almost evenly divided between graduate and undergraduate. As such, it represents 15% of the student body (head count) but only 10.51% of the credits delivered (full year equivalent students). The School of Education and Human Services as a whole has seen a steady decrease in

the number of credits delivered each year since 2007. However, this decrease has occurred mostly at the graduate level with, as indicated above, a smaller decrease in initial certification candidates.

Programs

In Michigan, teacher education candidates are recommended for certification at either the secondary or the elementary level. All students must also earn endorsements in what is termed a teachable major. Oakland is approved to offer secondary endorsements in biology, chemistry, dance, economics, English, history, integrated science, mathematics, physics, political science, social studies and sociology; K-12 endorsements in art, autism spectrum disorder, emotional impairment, English as a second language, French, German, guidance and counseling, Japanese, learning disabilities, music, reading specialist, and Spanish; and elementary/middles school endorsements in early childhood education, French, German, integrated science, Japanese, language arts, mathematics, reading, social studies, and Spanish. In 2007 our Master of Arts in Teaching (MAT) degree that enables career changers to earn initial certification was relatively new. That program is now well established, with stable enrollment.

Practicing teachers can add endorsements to an existing teaching certificate and, for this review cycle we decided to include our programs that lead to an additional endorsement in early childhood education, reading and language arts, and special education. Throughout this Brief, descriptions, statistical data, evidence and analysis include elementary and secondary initial certification students and additional endorsement students at both the undergraduate and the graduate level with specific differences noted where appropriate.

A listing of the admission, graduation, and specific course requirements of the two programs leading to initial certification at both the elementary and secondary level and each of the three endorsement programs is provided in Appendix D.

Distinguishing Characteristics

Field Placements. We continue to consider the practical application of what our students learn in our courses to their experiences in actual classrooms a distinguishing characteristic of our program. We recognize the value of extensive field placements. However, as a consequence of our continuing inquiry into our program, we felt the need to alter the arrangement of field placements and have made some changes since the 2007 TEAC review. Our field placements need to be more meaningful and provide a stronger connection between our courses, the field placement schools, and the larger school community. This evolving process is being implemented in stages and will be described later in this document. It is sufficient here to describe the arrangement of the field placements.

Secondary candidates continue to follow a traditional “fifth-year” model with two field placements and a tutoring obligation during coursework culminating in a yearlong internship. Elementary candidates, who are being prepared to teach all subjects at multiple levels are given more time in a greater variety of classrooms. A field placement is required of elementary candidates every semester they are enrolled in professional courses. Students have a minimum of four fields and most have five or six by the time they complete their coursework. In addition, to

support our efforts to prepare students to teach in culturally diverse classrooms, two of these fields must be in classrooms where the majority of the pupils are from a culture different from that of the candidate. To replicate the yearlong experience for our elementary candidates, the final field is in the same classroom as the internship unless a problem arises.

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

Shared Governance. We firmly believe that the success of our teacher education programs relies on the involvement of all stakeholders in the university and the K-12 community. The secondary education program is a collaborative undertaking between the School and the College of Arts and Sciences. Governance of the program is vested in the School, but the Secondary Teacher Education Program (STEP) Council, an advisory group made up of representatives from the School and the College, oversees the program. At present, The College employs one education faculty member in each of the departments of English and modern languages, and three in the department of music theatre and dance. There is also a joint appointment between the College and the School for a professor of mathematics education.

Governance of the elementary teacher education program falls to the Elementary Teacher Preparation Governance Council (ETPGC). A faculty member from the department of Teacher Development and Educational Studies (TDES) chairs the Council. Voting members include two faculty members from each of the three departments (TDES, HDCS, and RLA), a representative from the Office of Professional Development, the Office of School and Field Services, the College of Arts and Sciences, the Michigan Education Association, and a local practitioner. An SEHS associate dean and a representative from the Advising Office attend meetings as ex-officio members.

Since our previous review, we have added a program to prepare K-12 Art Educators and revised the modern language program to meet K-12 standards required by the Michigan Department of Education. Consequently we created a K-12 Council joining these two programs with the already existing K-12 music education program. The K-12 Council is considered a sub-council of the EPTGC and STEP and representatives from this council are ex-officio members of the ETPGC and STEP.

This approach to the governance of the teacher education program is consistent with academic governance university-wide. Changes in existing programs and implementation of new programs begin at the department level, move to the unit level receiving the approval of the Committee on Instruction and, where necessary, the School Assembly. From there a proposal would go on to either the University Committee on Undergraduate Instruction or the Graduate Council and, if necessary, the University Senate. If the change is substantial, it would also have to be approved at the State Level by the Presidents Council – made up of the presidents of all fifteen public universities in Michigan. Since teacher education programs are interdepartmental, an additional level is required after department approval by either the STEP Council, the K-12 Council or the ETPGC. One additional hurdle for all teacher education programs is that they must also be approved by the Michigan Department of Education (Q.P 2.3.1).

Outstanding Facilities. In our 2007 *Inquiry Brief* we were understandably proud to make note of the fact that our building, Pawley Hall was the newest on campus. That is no longer the case; the University has recently completed a new human health building for the Schools of Health Science and Nursing and has completely refurbished another building to house the new School of Medicine.

Curriculum. In addition to the review that occurs as part of our internal governance process, all teacher education programs offered by Oakland University must be reviewed and approved by the Michigan Department of Education (Q.P. 2.3.1). The procedures for MDE program approval are available online at: http://www.michigan.gov/documents/TPI_Standards,_Requirements,_&_Procedures_for_Initial_Approval_74807_7.PDF.

Admission and Graduation Requirements

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

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

Demographics. Detailed information on student demographics can be found on the OU Office of Institutional Research website at: https://www2.oakland.edu/secure/oira/data_frame.htm.

Table 1.1 provides an overview of that information for students and Table 1.2 provides similar information for faculty. In the five years since our last *Inquiry Brief*, we have seen a small increase in minority students in the teacher education program (Q.P. 2.3.3) that follows a similar trend in the university as a whole. This is gratifying to see as we have made efforts to provide a more welcoming environment for minority students. Our Equity and Multicultural Committee has held workshops for faculty each year to increase their awareness of the impact of

cultural differences. In addition, we have seen a small increase in minority faculty since our last site visit.

Table 1.1: Oakland University Student Demographics 2011-2012 Academic Year

		Gender %		Ethnicity %						
Students	Total	F	M	Cauc	African Amer.	Native Amer.	Asian Amer.	Hisp. Amer.	Intern'tl	N/A
University	19,379	61.3	38.7	75.7	9.1	0.7	4.3	2.3	1.9	5.8
Under Grad	15,838	60.4	39.6	76.1	9.7	0.8	4.2	2.4	0.9	5.7
Grad	3,541	65.3	34.7	73.7	6.6	0.6	4.5	1.7	6.3	6.5
Teacher Ed	1,624	79.9	20.1	86.6	4.2	0.4	1.5	2.2	0.2	4.7
Elem Majors	1,056	90.4	9.6	86.9	4.7	0.4	2.1	1.2	0.4	4.3
Sec. Majors	568	60.2	39.8	86.1	3.2	0.5	0.5	4.0	0.0	5.6
Elem MAT	126	83.3	16.7	80.2	6.3	0.1	2.3	1.6	0.0	1.1
Sec MAT	50	54.0	46.0	90.0	4.0	0.0	2.0	0.0	0.0	4.0

After collecting data regarding our faculty characteristics, we noticed that SEHS has fewer full professors than the university as a whole but substantially more associate professors. Across the university, the balance among assistants, associates, and full professors has been relatively stable for the past five years while in the School we had a substantial increase (22.3%) in faculty who received tenure and promotion to the associate professor rank since our last visit. Our faculty is maturing.

Table 1.2: Oakland University Faculty Characteristics 2011 Academic Year

	OU (n=538)	SEHS (n=68)
Gender		
Male	55%	41%
Female	45%	59%
Ethnicity		
Caucasian	71.4%	79.4%
African American	3.9%	8.8%
Hispanic	2.6%	0%
Asian	13.6%	7.4%
Native American	0.7%	0%
Multi-racial	0.6%	1.5%
Other	7.2%	2.9%
Rank		
Professor	20.3%	11.8%
Associate Professor	38.7%	60.3%
Assistant Professor	29.9%	23.5%
Instructor/Special Instructor	11.1%	4.4%

Enrollment Trends. Table 1.3 provides an enrollment comparison between 2007 (the year of our last TEAC review and the current academic year. The program grew substantially between 1995 and 2000 and then had small increases leading up to 2007. From 2007 to 2012 we have seen a slight decrease each year with a parallel decrease in the number of faculty.

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

Academic Year	No. of Students	Full-Time Faculty	Full-Year Equivalent Part-Time Faculty
2006-2007	3852	81	33
2011-2012	2916	68	31

Table 1.4 provides information on program completers since 2007 as reported by the Office of Institutional Research and Assessment (http://www.oakland.edu/?id=9642&sid=250). All programs have seen a gradual decrease in enrollment commensurate with the current employment conditions in Michigan. Fewer new teachers being hired also has had an impact on the enrollment in graduate endorsement programs.

Table 1.4: Program completers by degree program 2007- 2012

Program	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Elementary Education (UG)	216	199	210	157	171
Elementary Education (GR)	16	17	19	19	26
Secondary Education (UG)	*	29*	29*	36	54
Secondary Education (GR)	16	32	22	32	14
Early Childhood Education	49	54	41	46	39
Reading & Language Arts	101	122	69	82	62
Special Education	71	87	64	67	64

* Before 2010-2011, Secondary Education majors were coded the same as non-education majors and it was not possible to identify which graduates were education majors. The 2008-2009 and 2009-2010 numbers are based on certification recommendations.

Guiding Principles: In our 2007 *Inquiry Brief* we delineated four principles that we felt were fundamental to our work as faculty members and are reflected in our program. These principles are: 1) Our program is based on constructivist principles of teaching and learning (Q.P 1.2), 2) Our program is grounded in practical experience (Q.P. 1.3), 3) Teachers must have in-depth content knowledge (Q.P. 1.1), and 4) Our program adheres to the Professional Standards for Michigan Teachers (Q.P. 2.3.1). Rather than restate the narrative we provided in the 2007 *Brief*, it seems more appropriate to describe how we have continued to use these guiding principles to strengthen our program in the intervening 5 years.

Our commitment to a constructivist theoretical framework has been strengthened in a number of ways. First, *Understanding By Design* (Wiggins & McTighe, 2005) is now a required text in all our instructional design and learning theory courses. In 2007, our commitment to constructivism was stronger in our elementary education program than it was in our secondary program. Therefore, a constructivist framework has been a primary consideration in hiring new faculty for secondary education. In 2008, we hired a new faculty member to direct that program. One of his goals was to inform faculty members in the College of Arts and Sciences of the concepts in the Wiggins & McTighe text. He did this through a series of workshops that were funded by the provost's office as a professional learning community. Five faculty members from

the College attended these workshops. For the 2012-2013 academic year, we have hired an additional faculty member in secondary education who has completed the initial training to be a Understanding by Design consultant for the Association for Supervision and Curriculum Development.

Our second guiding principle is a commitment to practical experiences for our students. We have long had a requirement for multiple field placements; however, as a result of information we garnered from our previous TEAC review, we felt the need to strengthen the impact of these field placements. Our first step in this regard was to connect certain courses in our elementary education program to field placement in specific schools. The goal here was to develop more of a partnership relationship with the principal and teachers in these schools. For the past few years, we have been piloting this idea with our course on classroom management and cultural diversity, EED 420, in a number of different schools. At this point we have narrowed our focus to a few school districts. This year we will expand this practice to our introductory course as well and, by the time of our next site visit may have some data to share about the success of this approach.

In 2011, we began partnering with the Avondale School District to open a new elementary school that will be an "Oakland University Partner School" and will be a site for enhanced field placements and student teaching experiences. We had a series of meetings with teachers from the district during the year and a number of our faculty from three different departments had an eight day seminar that planned the structure and organization of the new school.

Our goal is to develop a number of partner districts for our elementary field placements. After we have refined these efforts in the elementary program, we will expand it to our secondary program.

Our third guiding principal is the importance of solid content knowledge for teachers. We have always been quite satisfied with the level of content knowledge of our secondary teacher candidates. Tables 4.1 through 4.4 show the high level of accomplishment of our secondary students in their disciplines. In our elementary program students take a separate methods course for each of the elementary disciplines and, in the area of reading, are required to take two methods course and a diagnosis and remediation course. In addition we have had, for a long time, additional courses in mathematics and science that address weakness in elementary candidates content knowledge in those areas. We have been monitoring our students MTTC test results and found a consistent lower than expected pass rate. In response, we have added a content course in social studies that parallels the courses in math and science. We also added two new courses, one in health and one in physical education in response to our surveys of graduating students that showed they felt less well prepared in these areas. All of these courses are pre-cursors to our already comprehensive methods courses.

Finally, it should go without saying that our program addresses all of the standards in the Professional Standards for Michigan Teachers. In addition to aligning our courses with these standards, one of the assessments on which we rely, the Michigan Department of Education Survey of Student Teachers is directly aligned with these standards. When the standards document was revised, one of our faculty members served from 2006-2009 on the committee that realigned the survey to comply with the changes in the standards.

2. Claims & Rationale

Claims

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

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Quality Principle 1.0: Evidence of candidate learning

1.1: Subject Matter Knowledge

Claim #1 – Candidates for initial certification in the teacher education programs at Oakland University have a foundation in the liberal arts and the ability to apply this knowledge in their teaching.

Claim #2 – Candidates for initial certification and additional teaching endorsements are proficient in subject matter knowledge appropriate to their endorsement areas or content specialization and apply this knowledge in their teaching.

1.2: Pedagogical Knowledge

Claim #3 – Candidates for initial and additional endorsements in the teacher education program have appropriate knowledge of pedagogy needed by teachers. They apply this knowledge to promote student learning – including students with special needs and from all cultures

1.3: Caring and effective teaching skill

Claim # 4 – Candidates for both initial certification and additional endorsements are caring individuals with the skills needed to effectively meet the academic, personal and social needs of students in a professional manner.

1.4: Cross-cutting themes

Claim #5 – Candidates for both initial certification and additional endorsements have developed the skills needed to take responsibility for their own learning, acting as reflective practitioners who can respond to unforeseen challenges and opportunities.

Claim #6 - Candidates for both initial certification and additional endorsements are knowledgeable about the impact differences in race, ethnicity, religion, gender, and cultural norms have on the teaching/learning situation.

Claim #7 - Candidates for both initial certification and additional endorsements are able to integrate technology into their teaching and learning

Rationale

Assessments and Evidence. To assess the quality of our program and monitor our students' progress we routinely use a number of assessment measures. Our experience with the TEAC accreditation process has caused us to think more carefully about how we use these data. Some sources of evidence are aligned with our quality control system. That is, these assessments provide a means to monitor the fundamental criteria for admission to, and successful completion of the teacher certification program and only rarely lead to program changes. Consequently, they are described in Appendix B as part of our case for institutional capacity. Other sources of evidence provide data that is scrutinized and thoroughly analyzed with the goal of identifying possible revisions that will lead to program improvement.

Quality Control Assessments

- Grade Point Averages for admission
- Success in the gate-keeping course for admission (EED 310 or SED 300)
- Final Internship Grade
- Course grades in general education, content majors/minors, and pedagogy courses
- Michigan Test of Teacher Certification (Basic Skills)
- Field Placement Evaluations
- Faculty/Student Concerns Reports
- Circulation of technology equipment among faculty and students

Programmatic Assessments of Student Competence

- Performance-based and Capstone Evaluations
- Michigan Test of Teacher Certification (Pedagogy and Content Tests)
- Michigan Department of Education Survey of New Teachers and University Supervisors
- Feedback from principals and other school administrators

Figure 1.1 is a chart that shows the relationship between the claims we make for our program and the evidence we feel supports these claims. These assessments are the same ones we used for our initial accreditation review. We have found that these assessments sufficiently monitor our students and allow us to evaluate their ongoing progress at multiple points in our program and serve as either a check on our quality controls or assessments of our program content. As we stated in our 2007 *Inquiry Brief*, "we feel that these assessments provide us with a view of student success that is a composite of 1) numeric measures of their competence in liberal arts, content-based and pedagogical coursework; 2) evaluations of their competence in practical settings; 3) quantitative data from independent measures of students' knowledge and skills; and 4) first-person evaluations of teaching ability that are both self reports and evaluations by on-site supervisors. The composite nature of our assessments contributes to the reasonableness of the process. While there is a range that allows for individual variation, students who successfully complete our program must do well on all measures. Consequently, the measures reinforce one another in shaping the overall determination that a student has met the criteria for certification" (Oakland University 2007 *Inquiry Brief*, p. 10). In Section 3, we describe the methods we used to collect and analyze the data.

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

Claim	Evidence	Rationale	Method
1.Foundation in the liberal arts Q.P 1.1	OU General Education requirements; Cumulative GPA Measure - minimum GPA of 2.8 with no less than a 2.5 in any class (2.0 in math classes.)	Concept approach in 3 broad areas –- Knowledge Foundations - Knowledge Explorations - Knowledge Applications Writing Intensive and US Diversity Courses. The University has no minimum grade for General Education courses but, since these courses figure heavily in students' knowledge of content for teaching we require the equivalent of a B- grade.	Review course grades in Gen. Ed. Overall GPA
2. Subject matter knowledge Q.P. 1.1	Content courses in majors and minors; Course Grades with no less than a 2.5 in any class (2.0 in math classes); MTTC tests; Content based methods courses with a minimum grade of 2.8; Field placement evaluations; internship evaluations; capstone projects.	Required courses meet the PSMT guidelines and address the MDE standards for each content endorsement. Methods courses specific to content areas strengthen student understanding of teachable concepts: Course grades and test scores provide confirmation: field and internship evaluations include specific items about content knowledge. Course grade minimums ensure that prospective teachers are sufficiently capable in their major/minor subjects.	Review course grades and GPA in content major & minor courses, MTTC test scores, Field Placement and internship Evaluations and capstone projects in endorsement programs
3. Knowledge of pedagogy Q.P. 1.2	Course requirements & sequence; Minimum acceptable course grades; Field placement evals: Concerns Forms; MTTC test; OU survey of interns; MDE Survey of New Teachers: Internship evals. Exit interviews or tests in endorsement programs	Course content is aligned with MDE Standards; Feedback from field and internship is an authentic measure of competence; Concerns Forms can be indicators of possible program weaknesses as well as red flags of student problems; MTTC tests required by the state; OU and MDE surveys linked to Entry Level Standards for Michigan Teachers.	Review Field placement evaluations, Concerns Forms, and Internship evaluations. Analyze Surveys of Graduating students. Surveys of Supervisors
4. Caring individuals Q.P. 1.3	Field placement evaluations; Concerns Forms; Internship Evaluations; Capstone projects in endorsement programs	Evaluation forms completed by field placement and cooperating teachers include questions concerning personal and professional qualities as well as an assessment of candidates' ability to interact with students and colleagues and meet diverse student needs.	Review Field and Internship Evaluations, Concerns Forms, and Mid-Year Performance Evaluations
5. Learning how to learn Q.P. 1.4.1	Educational Resource Laboratory Annual Reports Field placements; Course assignments; Capstone projects.	Use of resource materials indicates independent initiative; Multiple field placements in different economic and cultural settings requires adapting to new situations; Course assignments require students to analyze and diagnose pupils unique learning needs.	Review student use of ERL materials, field placement evaluations, and course grades

6. Multicutural perspectives Q.P. 1.4.2	Coursework and field placements	Students must be successful in a course on classroom management and cultural diversity and put that into practice in field placement in a culturally diverse school	Review course grades and Field Placement Evaluations
7. Integrate technology Q.P. 1.4.3	Technology in classrooms and labs; IST courses: Use of tech equipment in the ERL;	The use of technology in teaching is modeled consistently in our classrooms; coursework requires students to demonstrate competence in utilizing technology; monitoring use of available equipment provides an indication of the level of technology use outside of class	Review course grades/assignments in IST courses; Circulation of technology equipment by faculty and students

3. Method

Each year we monitor the results of our various assessments. Many aspects of this continuous monitoring have been included in our TEAC Annual Reports. We begin this section with a description of the data from those assessments that constitute the evidence we use to support each of our Claims. We then review how these Programmatic Assessments are used, and how evidence is collected and analyzed.

Evidence for the Claims

Claim 1 - Candidates for initial certification in the teacher education programs at Oakland University have a foundation in the liberal arts and the ability to apply this knowledge in their teaching.

We used data from various sources to support this claim. A primary source was the grades our students received in University General Education courses. The General Education program at Oakland University is described in detail in the Undergraduate Catalog and provides students with a comprehensive background in the liberal arts. One requirement for admission to major in the teacher education program is that students successfully complete all general education courses. In our analysis of this data we decided to determine not only if students were able to pass these courses, but also whether they did so at a proficiency level comparable to non education students. That data is reported in Tables 4.1 and 4.2 in the Results section.

A second measure of proficiency in three critical areas of the liberal arts is the Basic Skills portion of Michigan Test for Teacher Certification. This portion is comprised of three tests – Math, Reading and Writing. These tests align with the Foundations portion of the University General Education Requirements that consist of Writing Foundations and Formal Reasoning. As noted later in the document, we no longer receive raw scores for these tests but we do confirm that all students must pass all three sections of the test before being admitted to major.

Claim 2 - Candidates for initial certification and additional teaching endorsements are proficient in subject matter knowledge appropriate to their endorsement areas or content specialization and apply this knowledge in their teaching.

Support for this claim comes again from course grades and grade point averages. Students in the teacher education program must achieve a cumulative grade point average of at least 2.80 to be admitted to major and complete teaching major and minors with a minimum grade of 2.5 (or "B-") in each course. Again, we sought to determine if our students did as well as other students in the university and report that data in Tables 4.3 and 4.4 in the Results Section.

A second source of data for Claim 2 is the Mid-term Performance Based Assessment during student teaching completed by our cooperating teachers. Sections III and IV of that measure address interns' content knowledge including statements such as: The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts, Student teacher bases objectives on appropriate frameworks, and representation of content is appropriate. The data from this measure is included in Tables 4.9 and 4.10.

A third source of data is the scores students receive on the content specific portions of the Michigan Test for Teacher Certification as reported in Table 4.12.

A final measure of students' competence in both the liberal arts and in subject matter knowledge is the self-reports given as part of the Michigan Department of Education Survey of recent graduates. We report that data in Tables 4.14 and 4.15 in the Results section of the *Inquiry Brief.*

Claim 3 - Candidates for initial and additional endorsements in the teacher education program have appropriate knowledge of pedagogy needed by teachers. They apply this knowledge to promote student learning – including students with special needs and from all cultures.

We monitor student's pedagogical knowledge using the same three measures we use for Claim 2. At both the elementary and secondary level, students are required to complete all pre-professional and professional course work with a minimum grade of 2.8 in each course. Graduate students must get a minimum grade of 3.0 in all courses.

MTTC tests (Table 4.12) include questions on pedagogy for both initial teacher candidates and for graduate students seeking additional endorsements. The Mid-Term Performance Based Assessment (Tables 4.9 & 4.10) also include sections that permit cooperating teachers to assess students' knowledge of pedagogy. Finally, students self-reports of their competence as documented in the Michigan Department of Education Survey (Tables 4.14 & 4.15) provides further confirmation of our students' pedagogical knowledge.

Claim 4 - Candidates for both initial certification and additional endorsements are caring individuals with the skills needed to effectively meet the academic, personal and social needs of students in a professional manner.

It is our position that caring is something that must be seen in action and measured through observation. Therefore, we use two sources of data for this claim. First, we have a comprehensive Concerns Form protocol. Any individual who interacts with our students can file a Concern Form if they see anything that might indicate that a candidate is not suited for teaching. Figure F.2 is a copy of the form and the protocol that is used when a Concern Form is generated. Tables 4.5, 4.6, and 4.7 provide information about the number of forms that have been generated and the actions taken in response.

The second source of observational data comes from the Mid-Term Performance Based Assessment. Items from that assessment (such as; Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals, Student teacher is a thoughtful and responsive listener, and Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships) address our prospective teachers level of caring as demonstrated in their student teaching placement and observed by the cooperating teacher and university supervisor.

Cross-cutting Themes - As we describe below under the heading Cross-Cutting Themes in the Results section of this *Inquiry Brief*, developing the ability to learn how to learn, the propensity for cultural awareness, and a level of comfort with technology comes not from assessment of what has been learned from texts and class sessions but as a consequence of the experiences teacher candidates have in the program, the settings in which they work and the challenges they are given. We believe the totality of our programs provides such experiences and challenges in authentic settings. Nevertheless, there are data that we review to confirm that our efforts are accomplishing the objectives we have for our students.

Claim #5 – Candidates for both initial certification and additional endorsements have developed the skills needed to take responsibility for their own learning, acting as reflective practitioners who can respond to unforeseen challenges and opportunities.

The evidence we have that convinces us that our students have learned how to learn in embedded in the Mid-term Performance Based Assessment of Student Teachers (Figure F 3 and Tables 4.9 & 4.10). In various sections of that document, cooperating teachers are asked to comment on our students' ability to take responsibility for their own learning and continued professional growth. From Section I: Student teacher seeks and utilizes advice from school staff and administrators. From Section III: Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success. The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with the cooperating teacher. From Section IV: Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.

Claim #6 - Candidates for both initial certification and additional endorsements are knowledgeable about the impact differences in race, ethnicity, religion, gender, and cultural norms have on the teaching/learning situation.

As with Claim 5, the evidence we have for this claim comes from what our cooperating teachers report about our interns on the Mid-Term Performance Based Assessment. In Section III cooperating teachers are asked to rate the interns against the statement that the student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs and the student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students. In Section IV: Student teacher exhibits

utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.

At present, we have analyzed this data in the aggregate and have reported percentages at each of the levels used in the framework – Needs to Improve, Developing, and Accomplished. In the future we may consider analyzing the data using individual students as the unit of analysis.

Claim #7 - Candidates for both initial certification and additional endorsements are able to integrate technology into their teaching and learning

Section V of the Mid-term Performance Based Assessment of Student Teachers is devoted entirely to Instructional Technology. The cooperating teachers assessments give us a picture of our students' ability to integrate technology in their classrooms. In addition, we have tracked faculty and student use of technology equipment available from our Educational Resources Laboratory (See Table 4.8). From this data we feel confident we have a clear picture of our students' proficiency in this area.

Programmatic Assessments.

After our initial TEAC accreditation visit, the faculty in each department reviewed the measures used to evaluate their curriculum area(s) and the conclusions they could draw from their analysis of the data. With a few minor variations, it was clear that each of the areas that prepare candidates for initial certification or lead to an endorsement to an existing certificate for practicing teachers use three main evaluation measures: 1) course grades and grade point averages 2) evaluation of the capstone experience 3) state tests in the appropriate content area, and 4) culminating surveys or exit interviews. The preponderance of the information in this section refers to our initial certification area, as it is by far the largest. However, we also include information about the assessment measures used in our additional endorsement areas and will provide an analysis of the data collected by all areas.

Course Grades and GPA Scores

The data we examined first in order to be able to develop claims about our students consists of course grades and overall grade point averages. Essentially, these take the form of descriptive statistics and provide support for our claims that relate to Quality Principle 1.1 Subject matter Knowledge (Claims 1 & 2), Quality Principle 1.2: Pedagogical knowledge (Claim3), and Quality Principle 1.3: Caring and Effective Teaching Skill (Claim 4). Our approach to this data was to collect grades in all course and grade point averages for individual students. We confirmed that all students in the program are meeting the minimum requirements we set for the program. We then aggregated this data to gain an understanding of the range of accomplishment of the group as a whole. We also disaggregated the data by content area for secondary education students to determine if our students were preforming on the same level as their non-education peers. Finally we compared our students' composite grades on their content area courses to their composite grades in all courses to determine if there were differences. We were curious to see if our students were strong in their chosen discipline but weak in other areas.

Performance-Based and Capstone Evaluations.

Initial Certification. In the initial teacher certification area, the data we rely on most heavily to assess our students' competence and the quality of our program is the Mid-Term Performance Based Assessment. A copy of this form is included as Figure F3 in Appendix F. This assessment consists of 93 sets of statements grouped into seven areas – I. Interpersonal Relations, II. Classroom Climate and Management, III. Planning for Instruction, IV. Delivering Instruction, V. Instructional Technology, VI. Professional Qualities and VII. Personal Qualities. Our method of collecting data is to require each cooperating teacher to complete one form for each student rating them on a three-level rubric with descriptive statements reflecting Needs to Improve, Developing, or Accomplished. The data collected is discussed in a meeting between the cooperating teacher, the university supervisor and the student. Information recorded on this form, along with further classroom observations of the intern's teaching form the basis for the final grade in the internship course. Consequently, this measure serves as a formative assessment that lays the groundwork for the eventual summative assessment. In addition, personnel in the Office of Field and School Services further analyze this data is to provide an aggregate assessment of our program. On an individual The forms were developed in 1999, based on rubrics in Danielson's 1996 work, *Enhancing professional practice: A framework for teaching.* The validity and reliability of this measure is discussed below.

Relating the Mid-Term Performance Based Assessment to our Claims

The Mid-Term Performance Based Assessment is a comprehensive measure and as such, has sections that specifically relate to each of the seven of the claims we make about our program. This section identifies this relationship. The actual data we collected and analyzed is reported in the Results section of this *Inquiry Brief.* Cooperating Teacher ratings on this form are collected every semester for both elementary and secondary teacher candidates. That data is reviewed by personnel in our office of School and Field Services and reported to the Department Chair. If there are indicators that individual students have problems in any area, a Concern Form may be issued. If the problem is not resolved a support team can be formed to assist the student. If necessary, the internship can be extended or repeated.

The Mid-Term Performance Based Assessment addresses all of our claims and, consequently, all of the TEAC Quality Principles. Claims 1 and 2 relate to Quality Principle 1.1: Subject Matter Knowledge and are measured by Section III of this measure, Planning for Instruction. Claim 3 addresses Quality Principal 1.2: Pedagogical Knowledge and is assessed by the responses to Section II – Classroom Climate and Management and Section IV – Delivering Instruction. Section I – Interpersonal Relationships speaks to Claim 4, Quality Principle 1.3: Caring and Effective Teaching Skill and Claim 6, the cross-cutting theme of multicultural education. Claim 5 is our statement about the cross-cutting theme learning how to learn. Section VI – Professional Qualities provides us data on our students' ability to reflect and take responsibility for their own learning as continuing professionals. Finally, Section V is a source of information about our students' actual application of their knowledge in the classroom. As will be shown later, students do well on their courses in technology and make extensive use of the equipment available in our Educational Resource Laboratory. Analysis of the data from this measure tells us whether this is actually applied in the classroom.

Since we began using the Mid-Term Performance Based Assessment, we have revised it three times with input from cooperating teachers and university supervisors. In addition to our

revisions, teacher education professionals in colleges and universities across the country and internationally have vetted this form. This provides strong content validity for this assessment instrument. There is also a close alignment between the categories in our Mid-Term Performance Based Assessment and the Michigan Professional Standards for Teachers as well as to the MDE survey referenced above. Therefore, we believe we have strong concurrent validity for this measure.

During our last TEAC accreditation review a question was raised regarding the reliability of the Mid-Term Performance Based Assessment. We do not deny the importance of reliability for any assessment measure but were hard pressed to determine how we would calculate reliability coefficients for this measure. After pondering this for some time, we were fortunate to be able to consult a colleague at another university who does extensive work with scales. The problem is that reliability measures are intended to judge the reliability of reflective scales (such as traditional tests) when what we are working with is a formative scale. Here is her explanation.

> Traditional statistics-based measures of reliability (ex. split-half, Cronbach's alpha) assume that you are checking for the reliability of a reflective scale. That is, a list of items or questions that are all designed to capture or reflect the same underlying construct. Reliability confirms that all of the items are basically measuring the same thing.
>
> Your measure, however, is a formative scale. You have a series of independent items that are not designed to measure the same underlying construct, but rather collectively form an overall picture of what you believe makes up a good teacher. No one would argue, for example, that seeking advice from staff and volunteering to participate in school events are the same underlying behavior. Rather, they are two indicators of a student's overall involvement with the school.
>
> In addition, at its core your data is categorical, not continuous. All of this implies that statistical measures of reliability would be inappropriate.

The lack of a statistical measure of reliability does not, in our opinion, render this measure invalid. In fact it is the high validity of the measure that allows us to use it as a set of criteria against which we can judge the competence of our students. Granted, the measure would be stronger if we could arrange to have two raters but that is highly impractical in 15 weeks of full-time student teaching. What we do have is a university supervisor who, although not using this particular measure, is able to give another assessment of the student teacher and would alert us if his/her assessment were dramatically different from the ratings given by the cooperating teacher.

As a faculty, we discussed the possibility of conducting a factor analysis to see if the items do indeed load onto the claims as we expect they should. We decided not to proceed with that analysis at this time because we are aware that there are more current versions of the Danielson materials and decided, instead to give our time to an examination of those forms of the measure.

Finally, we are using the data from these assessments in the aggregate. Thus it is being used as a measure of our program rather than a measure of any one student teacher. As will be clear in our results section, this measure has provided valuable feedback that enabled us to make a few programmatic changes.

Our last revision of the Mid-Term Performance Based Assessment occurred in 2005. In addition, this measure is aligned with the current Michigan standards and the Michigan State

Board of Education recently committed to replacing the Professional Standards for Teachers with the Common Core Standards. Consequently, we have determined that we need to reassess the appropriateness of this measure. We have also considered whether we could undertake this endeavor in connection with whatever statewide evaluation instrument is adopted by the Michigan Department of Education. As it stands now, the results we have been getting from this measure have been sufficiently consistent over many years and many different students for us to have faith in the instrument. If we decide to continue to use it, we will also need to provide professional development for our cooperating teachers. To that end, we will be asking a group of our university supervisors to use the form to assess their student teachers to gain another perspective on the value of this measure. In addition, we have applied for a grant from a local foundation that will allow us to contract with The Danielson Group to provide in-service workshops for our supervisors and cooperating teachers.

Performance Based Assessment in the Additional Endorsement Programs.

The coursework leading to endorsements in early childhood education, reading and language arts and special education each also include an assessment in the capstone experience. The data in each of these areas is not as extensive as it is for the initial teacher preparation area as we only began considering separate measures for these areas in response to our initial accreditation report five years ago. Before that time, approval of these endorsement areas by the Michigan Department of Education was considered sufficient. Students pursuing these endorsements are all certified (or, in some cases, licensed in the case of early childhood education) and have undergraduate degrees from accredited institutions. Therefore, the assessment measures in these areas are limited to the specifics of the curricular content.

For early childhood the culminating experience takes the form of an action research project that occurs in the capstone courses over two semesters. In the first course (EC 593) students identify a significant problem or question in their classroom or school, expand their knowledge by searching the literature in the field, determine an appropriate research methodology and a plan of action to carry out the project, including a plan for gathering and analyzing the data. In the second course (EC 650), students complete the project that is then graded against a rubric developed by the faculty.

The special education area uses an evaluation form in the practicum experience (SE 591, 592, or 594, see Appendix D for course descriptions). The cooperating teacher and the university supervisor complete this evaluation form rating the students in ten competencies: 1) Instructional Planning, 2) Implementation of Instruction, 3) Classroom Organization, 4) Behavior Management, 5) Assessment and Evaluation, 6) Communication Skills, 7) Collaboration and Consultation, 8) Use of Technology, 9) Legal Processes, and 10) Professionalism. In 2011, the special education faculty revised the form to more clearly reflect desired student competencies. The new evaluation form went into effect in Winter 2012 and the department faculty will reassess the validity of the form in Fall 2012.

The endorsement program in reading and language arts does not have a practicum experience since most of the candidates for this endorsement will remain regular classroom teachers and do not need a practical experience in a new setting. As a result, there are no university supervisors or cooperating teachers working with these students. Consequently, the Department of Reading and Language Arts opted to create an exit exam rather than a

performance evaluation. The quantitative exit exam has evolved over the past few semesters. Professors teaching each of the core classes in this area were asked to contribute multiple choice questions relating to important concepts from their curricula. The 184 questions submitted formed the bank of questions from which the assessment was created. Each question was then compared to the Michigan State Board of Education 2000 Reading Specialist Standards (BR) as well as the International Reading Association's (IRA) standards. From that databank, 50 questions were selected on the basis of the quality of the question, the degree to which they matched the BR and IRA standards, and how well they covered our core curriculum. An effort was made to sample the content of the five core courses with representative or proxy questions. The goal of the assessment was not to evaluate the students, but rather the extent to which the central core content was being understood. An effort was made to include questions that were straightforward and had foils that were clear.

The first version of the exam was given in December of 2006 to two sections of Reading 632, the last core content class the MAT students take. Questions that seemed to be poorly written were identified, as were questions that resulted in the most correct and incorrect answers. An item analysis was performed to identify the difficulty and power of each item.

Based on these results, the test was re-designed to correct the problems with the first version. Three other members of the assessment committee read this instrument to assess the quality of the questions and the foils. Further changes were made to the instrument, and it was given again in December 2007. The 2006 assessment was considered a pilot and its data is not included in this report. At the same time, it was invaluable in providing information to improve the subsequent paper and pencil assessment. More than a few questions were changed as a result.

State Tests

The second source of data that we use for programmatic assessment is the Michigan Test for Teacher Certification. Students are required to pass the Basic Skills subtests (Q.P. 1.1) before being admitted to the program (a quality control measure) and then must pass the content area subtests before beginning student teaching or before being recommended for certification (Q.P. 1.1 & 1.2). The Basic Skills subtests serve as a quality control measure for the initial certification program. However, all students must pass the subtests in the content area related to their endorsement areas. The review of state test scores provides evidence to support Claims #1, #2 – relating to subject matter knowledge, and Claim #3 – relating to pedagogical knowledge. As we will describe in the Results and Discussion sections, student pass rates on these content subtests, while consistently high, have, in some cases, led to changes in our program. The explanation of the process used to establish the validity of this test is provided in the Michigan Test for Teacher Certification Faculty Guide. The creators of the test used a well-accepted protocol. A link to that guide is available online at http://www.mttc.nesinc.com/MI_facultyguide.asp.

Surveys of Students and Supervisors

Two surveys are required by the Michigan Department of Education for initial certification programs and are administered every semester to program completers. The surveys were developed by a committee made up of representatives from teacher education programs throughout the state and are linked to the Professional Standards for Michigan Teachers. The

surveys were piloted in 2005 and, in 2006; reliability was established through a cluster and factor analysis that identified items that grouped to each of the entry-level standards. Since then, the survey has been used consistently each semester and each teacher education institution is required to report the results to the state annually as part of the federal Title 2 requirements. The MDE set a criteria level at a claim of efficacy for at least 80% of the program completers in each of the seven categories. Efficacy was set as a response of three or four on a four-point scale. Along with our own survey of graduates of our initial certification program these have been useful sources of information for monitoring the student perspective regarding their preparation.

The areas that offer additional endorsements at the graduate level are all working with practicing teachers. There is no state survey that would apply to these students. Consequently, these areas rely on the State MTTC test scores, course grades, and successful completion of the capstone experience. Nevertheless, each of these areas has periodically surveyed their students to get feedback on the overall program. Information about these surveys is included in the Results section. While these surveys are primarily thought of as providing evidence to support all of our claims relating to Quality Principal I – Evidence of Candidate Learning, they also relate to Quality Principle II – Evidence of Faculty Learning and Inquiry in that we use this information to determine if we are adequately meeting the needs of our students.

4. Results

In this section we present data to support our claims. A source of data on which we rely heavily is the Mid-Term Performance Based Assessment that is completed by our cooperating half way through the student teaching internship. As this data source provides evidence for almost all of our claims, we will discuss it separately toward the end of this section. What follows is a description of the data that supports individual claims. Again, as would be expected, there is overlap between the claims and the data sources but we believe the data is best understood as it relates to our claims.

Claim 1 - Candidates have a foundation in the liberal arts
Claim 2 - Candidates are proficient in subject matter knowledge
Claim 3 - Candidates have appropriate knowledge of pedagogy needed by teachers

We begin with Claims 1 & 2 (Quality Principle 1.1, Subject Matter Knowledge) and Claim 3 (Quality Principle 1.2: Pedagogical Knowledge) as these are assessed early in the program and underlie the data collection that follows. We have grouped them together because we feel they are interdependent. The teacher education faculty are persuaded by Shulman's (1986) construct that prospective teachers need to combine subject matter knowledge and pedagogy. Our evidence for these claims consists of course grades and grade point averages, the state licensing exams, the assessments done by our cooperating teachers. Students self-reports of their personal efficacy also add to the evidence.

Grades and Grade Point Averages. The primary evidence for these claims is the grade point averages (GPA) and the course grades of our students in specific areas of study. Each year, we have monitored this data and included it in our annual reports. Table 4.1 provides the overall

GPA students in the College of Arts and Sciences and the School of Education and Human Services. Students pursuing teacher certification must declare major in one of these two units.

Table 4.1: *GPA for undergraduate students in the CAS and SEHS*

	Fall 2011			Winter 2012		
	N	GPA	SD	N	GPA	SD
All Courses						
All Students	6,778	3.11	0.58	6,426	3.12	0.55
Arts & Sciences	5,543	3.07	.0.59	5,289	3.09	0.56
Education	1,235	3.26	0.50	912	3.28	0.47
300 Level Courses and above						
All Students	3,037	3.18	0.51	2,766	3.23	0.47
Arts and Sciences	2,032	3.15	0.50	2,145	3.22	0.48
Education	410	3.48	0.34	345	3.54	0.23

Table 4.2 summarizes the GPA of students pursuing initial certification or additional endorsements at the graduate level. Initial Certification students at the graduate level come to us with a completed bachelors degree from an accredited institution. Consequently, their content area courses have been completed as part of that degree. Their GPA is based on pedagogy courses only. Students seeking additional endorsements at the graduate level also have already completed a bachelors degree. Their GPA scores are based on both content and pedagogy coursework.

Table 4.2: *Graduate student GPAs (initial certification and additional endorsement programs.*

	Fall 2011			Winter 2012		
	N	GPA	SD	N	GPA	SD
Elementary Certification	121	3.93	0.14	115	3.92	0.12
Secondary Certification	49	3.95	0.09	48	3.95	0.07
Early Childhood Education	85	3.88	0.18	97	3.86	0.13
Reading and Language Arts	155	3.92	0.11	142	3.93	0.11
Special Education	190	3.85	0.17	192	3.87	0.14

Not surprisingly, the aggregate GPA for graduate students is higher than students in our undergraduate program as these students are, in general, older and more mature, and are only taking courses in their area of specialization.

As indicated above, Table 4.1 provides evidence for our students' general subject matter knowledge in a variety of liberal arts fields. Each year we have also monitored the average GPAs and the average grades in content area courses for our secondary education candidates. The data we report compares the GPAs and course grade means for both education students and non-education students.

Table 4.3: *Cumulative GPAs for education and non-education students 2011-2012*

Note: The overall mean GPA University wide is 2.99.

	N	Mean	SD	Range
Biology				
Education	39	2.85	0.51	2.00
Non-education	884	3.07	0.62	3.75
Chemistry				
Education	19	3.12	0.58	2.03
Non-education	184	3.09	0.70	3.28
English				
Education	137	3.14	0.58	3.53
Non-education	299	3.20	0.59	3.57
History				
Education	177	3.18	0.49	2.94
Non-education	162	3.03	0.57	3.62
Mathematics				
Education	76	3.12	0.72	3.06
Non-education	52	3.02	0.66	3.13
Modern language				
Education	48	3.40	0.39	1.80
Non-education	85	3.35	0.39	1.70
Physics				
Education	9	3.22	0.32	1.13
Non-education	37	3.04	0.69	3.15
Studio Art				
Education	78	3.33	0.51	2.23
Non-education	74	3.27	0.37	3.62

These data cannot be seen as definitive indicators of any one individuals competence in the discipline but as a quality control measure, the data do insure that our education graduates are comparable to other students majoring in the field. Table 4.3 gives the cumulative mean GPA for all secondary education students.

The data in Table 4.4 is evidence that our secondary education students do well in their courses and are comparable to other students in their majors in both general courses and content area courses.

Table 4.4: *Mean grades in all courses and in content area courses 2011-2012.*

	All Courses			Content Specific Courses		
	N	Mean	SD	N	Mean	SD
Biology						
Education	186	3.00	0.77	70	2.92	0.73
Non-education	5119	3.19	0.76	2273	3.17	0.76
Chemistry						
Education	73	3.17	0.81	22	2.98	0.81
Non-education	394	3.09	0.87	162	2.94	0.89
English						
Education	720	3.38	0.65	241	3.33	0.40
Non-education	1551	3.34	0.62	728	3.39	0.55
History						
Education	919	3.30	0.65	275	3.13	0.65
Non-education	820	3.14	0.68	371	3.08	0.66
Mathematics						
Education	360	3.30	0.74	68	2.83	0.74
Non-education	231	3.13	0.76	70	2.79	0.74
Modern Language						
Education	222	3.49	0.55	78	3.49	0.43
Non-education	391	3.47	0.55	165	3.53	0.49
Physics						
Education	57	348	0.50	11	3.63	0.30
Non-education	206	3.27	0.78	81	3.29	0.81
Studio Art						
Education	378	3.44	0.59	226	3.48	0.54
Non-education	803	3.26	0.63	448	3.36	0.59

Michigan Test for Teacher Certification. Claims 1, 2, & 3 are also supported by the data drawn from the Michigan Test for Teacher Certification (MTTC). To earn a teaching certificate in Michigan, candidates must take and pass all appropriate sections of the MTTC. In past years we have reported mean scores for all candidates on each test. Beginning in 2008, the state discontinued the practice of reporting numerical scores and only informed teacher preparation institutions whether a candidate passed or failed any section of the test. Consequently, it is meaningless to report any statistics concerning this test. The MTTC has become a quality control measure for us rather than a program assessment. That said, we have, on occasion, analyzed not only the pass rate, but also the re-test rate for our students when it appeared they had difficulty with certain endorsement tests. We will speak to that a bit later in this document. For now, it is sufficient to point out that students are required to pass a portion of the MTTC at various check-points in our program. All students must pass the Basic Skills tests in mathematics, reading, and writing before being admitted. Although this is not robust data, it adds support to our first claim that our students have sufficient knowledge in the liberal arts. In addition, elementary education candidates must pass the Elementary Education subtest test before student teaching, and all students must pass the appropriate content area test before being recommended for certification. Consequently, these tests act as a confirmation of student grades and GPAs and add support for Claim 2.

The Elementary Education subtest is primarily a test of pedagogy; however, it should be noted that the various endorsements subtests cover not only content knowledge but pedagogy as well. Therefore, we believe that the requirement that all students pass the appropriate subtests provide evidence to support Claim #3, which addresses Quality Principle 1.2, at least to the extent that it shows that our students possess "appropriate knowledge of pedagogy." The application of that knowledge is evidenced in two other measures. The first is the evaluations of the students' field placement experiences. The analysis of that measure is discussed next. The other is the Mid-Term Performance Based Assessment that occurs during student teaching. The results of that measure will be discussed later in this section.

For the initial certification program, the MTTC serves as much as a quality control as it does a programmatic assessment. The tests indicate that a student is competent and we feel our program goes beyond mere competence. Table 4.6 lists the pass rates for each of the MTTC tests our student have taken over the past three years.

Our students have high pass rates on these tests in most instances; however, there have been times when our students' passing percentages have given us pause. Since a student must pass every test to continue in the program and be recommended for certification, we have also concerned ourselves with the number of times student need to take some tests in order to pass. That comes to light in reports form the MDE that show an initial pass rate (first time test takers) at a lower percentage than and the 3 year cumulative pass rate which included repeated attempts by individual students. The first time this occurred, it was a result of revisions to the language arts endorsement test in 2005. We found that students were not doing as well on this test as they had in past years. We saw students' pass rates drop and that prompted faculty members in that department to review their syllabi for this program compare them with test objectives and make changes in the content of certain courses to address their findings. Pass percentages improved as a result.

Currently, we are addressing the low pass rates on the social studies endorsement test. In 2009, we reviewed our program leading to the social studies endorsement at both the elementary

and secondary level to align them with the revised state standards in place when we applied for program re-approval in 2010. In addition, we created a new required course for elementary education social studies majors, SST 200 – Social Studies for Elementary and Middle School Teachers. We are hopeful that these two actions will result in a higher initial pass rate for our students.

The next area we will examine is the passing percentages on the endorsement test in French. The passing percentages have been low for some time but, in past years the small number of students taking the test was a reasonable explanation; however, as the numbers have grown, the pass percentages have remained low. This is perplexing since the pass rates for students taking the Spanish MTTC test has almost always been above 90% and the programs in the two languages are essentially the same. This is an area of concern that needs to be addressed.

The MTTC tests are most closely connected to content area endorsements. Therefore, they serve as an important assessment of program quality for graduate programs leading to those endorsements. Our Early Childhood endorsement program has always had a pass rate above 90% each year and often the pass rate is 100%. The Reading and Language Arts program had a pass rate of 98.6% in 2007-2008 and, with the exception of one year when the pass rate for student in the EI endorsement was 89.7%, the Special Education area has had a pass rate above 90% in all three of their endorsement areas every year.

Claim 4 - Candidates are caring individuals with the skills needed to effectively meet the academic, personal and social needs of students in a professional manner.

Field Placement Evaluations. Figure F1 in Appendix F is a sample of the Field Placement Evaluation report that is compiled every semester and shared with the Elementary Teaching Program Governance Council and the Secondary Education Council. These reports are compiled into one document to show a three-year trend and updated every year. Data from these reports will be available during the site visit. This data is collected and shared with the faculty. This is a preliminary indication that students meet the program expectations reflected in Claims 1-3. Because these reports are completed by the practicing teachers to whom our students are assigned and reflects their work in real classrooms, it also provides early evidence for Claim 4. These forms also function as a quality control that identifies any student who is experiencing difficulty. When that occurs, the typical course of action is to issue a concerns report.

Concerns Report. A Concern Form can be issued to a student for any reason and, therefore, is a source of evidence for all of our claims. In reality, we have found it pertains primarily to Claim 4 that states that our students are caring individuals. Students who do not do well academically often self-select out of our program. However, occasionally we have a student who is academically competent temperament to be a good teacher. This usually is first brought to the faculty's attention through a Concern Form that allows us to deal with problem immediately. A copy of the Concerns Form and the policy that governs its use is included as Figure F3 in Appendix F. Briefly, a first Concerns Report is typically handled by the individual who issues the report (faculty member, university supervisor, cooperating teacher). A student who receives subsequent Concerns Reports is referred to the Concerns Committee. That committee determines what action needs to be taken to best assist the student.

Table 4.5: Summary of passing percentages on the Michigan Test for Teacher Certification

	2006-2009			2007-2010			2008-2011		
Test	N	n passed	% passed	N	n passed	% passed	N	n passed	% passed
English	91	82	90.1	90	82	91.1	84	75	89.3
History	93	83	89.2	93	81	87.1	102	90	88.2
Political Science	28	26	92.9	24	21	87.5	22	18	81.8
Sociology	32	23	*71.9	29	26	87.5	24	23	95.8
Biology	35	32	91.4	26	21	80.8	20	15	75.0
Chemistry	30	26	86.7	21	17	81.0	19	15	78.9
Physics				13	10	76.9	18	16	88.9
Mathematics (Sec)	32	27	84.4	44	37	84.1	42	38	90.5
French	27	14	*51.9	21	7	*33.8	12	6	*50.0
Spanish	52	49	94.2	58	47	93.8	65	52	80.0
Music Education	30	28	93.3	32	30	93.8	24	22	91.7
Emotionally Impaired	33	29	87.9	32	26	81.3	32	24	75.0
Learning Disabilities	89	85	95.5	86	81	81.3	66	63	95.5
Autistic	147	145	98.6	157	155	98.7	146	142	97.3
Early Child Educ	107	106	99.1	115	115	100	94	94	100
Elem Educ	707	695	98.3	642	630	98.1	616	597	96.9
Social Studies	198	138	*69.7	202	126	*62.4	215	128	*59.5
ESL	28	27	96.4	42	38	90.5	36	34	94.4
Mathematics (Elem)	245	222	96.4	239	207	86.6	223	192	86.1
Language Arts (Elem)	617	514	83.3	554	467	84.3	517	425	82.2
Reading Specialist	140	133	95.0	120	115	95.8	110	103	93.6
Integr Science (Elem)	97	82	84.5	90	75	83.3	86	67	77.9
Integr Science (Sec)	38	33	86.8	15	13	86.7	24	23	95.8
Visual Arts Educ	23	82	84.5	29	26	89.7	30	28	93.3
Total	3,086	2,773	89.9	2,926	2,580	88.2	2.756	2,389	86.7

*Test score percentages that fall below the range acceptable to the faculty.

Table 4.6 **s**hows the number of Concerns Forms issued over the seven-year period covered by the department's most recent report to the University Assessment Committee. We found that the vast majority of students who received reports received only one. In addition, the Office of School and Field Services issued 48.5% of the reports in the elementary teacher education program and 76% of the reports in the secondary program for minor infractions such as handing in paperwork late. That office has developed other means to follow-up on missing forms so the Concerns Committee can concentrate on substantive professional issues.

Table 4.7 shows the actions that were taken by the Concerns Committee. Of the 280 students who received more than one Concerns Report, 50 (17.9%) left the program either voluntarily or as a result of our actions. an additional 6 (2%) graduated as education majors but without certification. The remaining 80% were given the appropriate assistance needed to finish the program.

Table 4.6: Students with one or more Concerns Form 2004-2009*

	Number of Students		
Concerns Forms	Elementary	Secondary	Total
Students who received 1	368	79	447
Students who received 2	80	10	90
Students who received 3	34	3	37
Students who received 4	10	0	10
Students who received 5	3	0	3

* Data compiled for the Report to the Oakland University Assessment Committee

Overall, 56 students unable to complete the program over a seven-year period in a program that certifies approximately 150 students a year works out to approximately 5% per year. We are comfortable with that result and believes it shows we are adequately monitoring our students, providing assistance where needed but also setting a high standard for success.

Table 4.7: Actions taken in response to Concerns Forms 2004-2009

Met with Concern Committee	Provided a Support Committee	Professional Growth Plan	Graduated w/o Rec for Cert	Removed from program	Self-Selected out of program
47	23	4	6	5	45

Table 4.8 provides more recent data from the 2010-2011 academic year. As can be seen, the number of reports has decreased as a result of the policy change in the Office of School and Field Services. However, as was the case in prior years it appears the process is providing the assistance need by these students.

One additional aspect of this measure is worth noting. By looking at the cumulative seven year numbers it was evident that students who receive a first or second Concerns Report while enrolled in student teaching have a 50% rate of not receiving a recommendation for certification and have a 71% rate of needing a Professional Growth Plan. It is our position that this rate is unacceptable. In addition to the problem this creates for the student, it also jeopardizes the cognitive and/or social well being of the K-12 students, and puts undue pressure on cooperating teachers, and principals. Further, it demands untold human resource hours from the Office of School and Field Services, and, in some cases the Oakland University General Counsel. We are considering actions we can take to insure that whatever problems might exist, we can identify them earlier in the program.

Table 4.8: Actions Taken in response to Concerns Forms 2010-2011

# of Students	One-Time Interaction with Concerns Committee	Support Committee or Mentor Assigned	Final Outcome	Further Recommendations Required	Final Outcome	Total # of Students
12	6	2		2		10
		Of these two, one has successfully continued;	No further problems; student teaching fall '11	Both on Plan of Study (fall '11) with 1-credit independent study to address weaknesses prior to student teaching winter '12	Unknown as yet	
		The other student was recommended for dismissal from EE program; appealed and rescinded; student still in EE program.	Unknown as yet	Another (1) still pending; counseled to consider another field	Unknown as yet	+1
				Another (1) still pending; counseled to take some time off to gather control of her living conditions; seek help from SEHS Advising upon return to EE program.	Unknown as yet	+1
						12

Claims 5-7: Cross-Cutting themes

Our last three claims each address one of the cross-cutting themes. As we noted in the Methods Section, we feel these claims are best supported by the information we receive from field placement and cooperating teachers during the time they are in actual classroom working with students. Consequently, as indicated above, we rely heavily on the Mid-Term Performance Based Assessment. That data is described below. Here we provide a narrative of how our coursework and students related activities prepares them to be successful in these areas.

Quality Principle 1.4.1 Learning How to Learn. After our last site visit, we were faulted for not adequately showing that we had addressed this cross-cutting theme. This became a topic for periodic faculty and council meetings. We came to the conclusion that our students do learn how to learn but that we had not previously understood what the term meant. The revised explanation and two case examples that are on p. 21 of the 2012 TEAC Guide to Accreditation were very helpful to us in reaching a better understand of this Quality Principle and recognizing where it occurs in our program.

One aspect of our program that assists our students in learning how to learn is the variety of field experiences. Students observe and teach in multiple schools in both the elementary and secondary programs. They must adjust to classrooms that are culturally and economically different from their prior experience as students. Some classrooms have up-to-date technology, some don't. Some schools have sufficient support services for their students; others must rely on community resources, if any. Our teachers learn to be resourceful and adapt; they cannot simply rely on what they have learned in our classrooms about typical schools because every school is different. Our students create technology portfolios cognizant of the fact, in some instances schools will be lacking in equipment. They secure laptops and ipads from our ERL so they can take technology to the schools rather than expecting to "make do" with what is there.

We reinforce this thinking in methods classes. Students create lessons and units for highly varied settings. In some cases, this variety is by design. For example, students in elementary science methods complete the Earth Force Project supported by the Staples Foundation (http://www.earthforce.org/index.php?PID=1). This project engages students in environmental community action projects. In doing so, they must be resourceful and willing to learn from their experiences with specific communities problems and solutions. In addition, students in science methods and math methods courses are required to accumulate "choice points." These points are earned by attending conferences and workshops outside course time. For example, in the most recent semester, students were encouraged to attend and present at the MDSTA/MCTM conference at Woodhaven High School.

In other cases, students learn to recognize the differences that occur among students in their own classrooms. One assignment for the reading diagnosis and remediation course (RDG 414) requires students to select a particular student in their field placement and, after careful diagnosis, develop a reading remediation plan. By necessity, that plan is dependent on what is available in the school in terms of time, materials, equipment; and the unique aspects of the particular students in terms of parental cooperation and support, and student motivation and commitment.

Finally, the extensive use of our Education Resources Laboratory by our students is a further education that they recognize that they are responsible for their own learning and cannot simply rely on their classroom instruction to become competent professionals.

Quality Principle 1.4.2 Multicultural perspectives and accuracy. All of our students are required to have a field placement in a culturally diverse setting. Given the general area where our students have their field placements, that is not difficult to achieve. In the secondary program, multicultural issues are embedded in courses as students learn about learning theory, lesson design, and classroom management. At the elementary level a separate course is devoted to issues of classroom management and cultural diversity. In that course, we use books such as Ladson-Billings' *Dream Keepers* or, more recently, Delpit's *Multiplication is for White People.* We also include awareness activities such as Joyce King's *Critical Conversations About Race,* Robert Martin's *Courageous Conversations,* and Peggy MacIntosh's *White Privilege*. As can be seen in our syllabi, we also devote class sessions to issues of gender bias and gender identity. The focus of this class is not so much information about cultural difference as it is developing and displaying positive attitudes toward diversity in the pre-service teachers' interactions with their students. A strong piece of evidence that this has occurred is the fact that 90% of our students are rated Developing or Accomplished in the Interpersonal Relations Section of the Based Performance Assessment (see Tables 4.9 & 4.10).

We can never be certain what position students adopt concerning the ways classrooms and teachers can marginalize some students or create an inclusive culture for all but were are convinced that we, at least, broaden their perspectives about multicultural issues.

Quality Principle 1.4.3 Technology. All students are required to take a course in technology applications and complete an online portfolio of technology activities appropriate for the classroom[2]. In addition, we monitor whether they apply that knowledge. One way we do that is by tracking their use of equipment housed in our Educational Resource Laboratory (ERL). Table 4.9 lists the number of times students have borrowed technology equipment to use in the ERL (Browse) and the number of times the equipment has been checked out for use in classrooms or off campus (charges).

It should be noted that, in every case except the carts, the "charges" exceed the "browses." Only faculty members can check out carts. For those items that can be checked out by students, it is clear they are taking them out of the ERL to use and not just perusing them on site. While we cannot be sure exactly what use they are making of the equipment when they check it out, we can assume that the majority of the use is for their work in classrooms.

[2] Examples of these online portfolios created by students in the Summer 2012 technology course can be found at https://files.oakland.edu/users/jrcorbet/web/ist397/summer2012.html.

Table 4.9: Use of technology equipment housed in the Educational Resources Laboratory

	Charges	Browses
Laptop PC	16,623	1,553
Audio	255	69
Projector	64	11
Laptop Mac	3,604	448
Camera	175	18
Camcorder	446	46
Video	1,276	311
Digital Voice Recorder	47	9
PC Laptop Cart	83	219
iBook	448	3,604
iBook Cart	96	217

Claims 1-7 Assessing students' performance in practice

All of the various measures discussed above lead to one objective – that students do well in their practicum experience. We rely on two sources of evidence that stem from the practicum experience to provide information about our students for all of our claims. The first is a performance-based assessment carried out during the practicum. The second is survey of students at the completion of the program.

Performance Based Assessments

Initial Certification. Each cooperating teacher completes the Mid-Term Performance Based Assessment for every student in the initial certification program. This is considered the most important assessment in the initial certification program. It is currently considered less important in programs leading to an additional endorsement but faculty members in those programs are beginning to reconsider its value.

Table 4.10 provides a summary of our analysis of this assessment for our elementary initial certification students for the most recent three years data has been analyzed. The important statistic to focus on in this chart is the percentage. The "n" in this chart is students but it represents multiple years with multiple items in each category. We will consider disaggregating this data in other ways in the future in order to be able to represent our findings better. For now, we are pleased that the percentage of students showing weakness in any one area is very small.

Table 4.10 Mid-Term Evaluations of Elementary Interns 2006/2007 - 2008/2009

Needs to Improve		Developing		Accomplished		N/A	
n	%	n	%	n	%	n	%
I. Interpersonal Relationships (n= 6,786)							
29	0.4	2,519	37.1	3,828	56.4	410	6.0
II. Classroom Climate and Management (n= 10,556)							
67	0.6	4,045	38.3	5,996	56.8	404	3.8
III. Planning for Instruction (n= 21,112)							
100	0.5	8,509	40.3	11,232	53.2	1,291	6.1
IV. Delivering Instruction (n= 17,342)							
91	0.5	6,328	36.5	10,128	58.4	795	4.6
V. Instructional Technology (n= 4,524)							
58	1.3	1,875	41.4	1,932	42.7	656	14.5
VI. Professional Qualities (n= 4,524)							
26	0.6	1,697	37.5	2,555	56.5	248	5.5
VII. Personal Qualities (n= 4,524)							
26	0.6	688	15.2	3,539	78.2	271	6.0

Looking at the aggregate ratings for each of the seven broad categories shows that the majority of our students are considered Developing if not Accomplished – usually above 50% in the highest category. This is also true of our secondary education students as we can see in Table 4.11. In addition, both groups are rated especially high on Personal Qualities, something we would expect given the nature of our program. They get to student teaching with considerable experience in schools.

As pleased as we were with the aggregate results, we did not limit ourselves to that level of analysis. Each of the seven categories is made up of anywhere from 3 to nine statements which the cooperating teacher rates independently. Examining the ratings on those statements

Table 4.11 Mid-Term Evaluations of Secondary Interns 2005- 2009

Needs to Improve		Developing		Accomplished		N/A	
n	%	n	%	n	%	n	%
I. Interpersonal Relationships (n=2,043)							
21	1.0	591	28.9	1,256	61.5	173	8.5
II. Classroom Climate and Management (n=3,178)							
29	0.9	1,069	33.6	1,744	54.9	336	10.6
III. Planning for Instruction (n=6,356)							
38	0.6	2,015	31.7	3,593	56.5	716	11.3
IV. Delivering Instruction (n=5,221)							
73	1.4	1,621	31.0	3,076	58.9	440	8.4
V. Instructional Technology (n=1,362)							
26	1.9	383	28.1	702	51.5	251	18.4
VI. Professional Qualities (n=1362)							
20	1.5	408	30.0	775	56.9	159	11.7
VII. Personal Qualities (n=1362)							
20	1.5	206	15.1	1,011	74.2	128	9.4

independently provided some insight into strengths and weaknesses of our program. On the positive side, it was evident that our students at both the elementary and secondary level were highly ethical, had strong content knowledge and their "learning activities are suitable to students and support instructional goals." Cooperating teachers also rated our students highly on the climate they create in the classroom and the respect they show their pupils.

Despite the positive climate, our elementary level students' ratings were lower than expected in their response to misbehavior and their ability to make smooth transitions, by giving "clear and complete directions…with no student confusion evidenced and little loss of instructional time." In response to this concern, we have begun putting a particular emphasis on

routines and rituals in our classroom management class in the elementary education program. We are now using *Teach Like a Champion* (LeMov, 2010) as a required text and are considering implementing a final project that requires students to work in small groups as if they were the teachers in one school and develop a management plan for their grade level. A copy of that assignment is included in Appendix F as Figure F6.

Another area where our students were rated lower was on items related to communicating with parents and understanding the community. In response, we have redesigned our introductory course – even going so far as to change the name and number of the course to distinguish it from the previous version - to place more emphasis on the role of the school in the community and communicating with parents. The new syllabus will be implemented in Fall 2012.

The final area that students were rated less well was in the application of technology to instruction. This surprised us since, as we mentioned above, we have a very comprehensive technology program and students make good use of the equipment. To understand this better, we invited technology directors in local districts to come to campus for a focus group in 2009 and again in 2010. In our conversations they emphasized the importance of teaching our students how to use an interactive white board. We recently had two installed in classrooms and a third placed in the ERL. The technology directors also admitted to us that many local teachers were not as proficient in technology as were our students. In looking again at the performance assessment ratings we noticed that there were many more ratings of N/A for the technology statements – often as high as 20% and, one year those statements were marked N/A by 100% of the cooperating teachers. It may well be that our students did not have ample opportunity to show their competence in the application of technology.

After doing this analysis, we realized that we would also benefit from disaggregating the data for the secondary interns according to discipline to determine if any weaknesses become apparent. We intend to do that in the future.

Early childhood endorsement. Faculty members responsible for the initial certification program have been administering the Mid-Term Performance Based Assessment since 1999. The Early Childhood Education faculty has only recently begun to monitor the capstone experiences of students earning additional endorsements as a form of program assessment. These final projects have always been graded by the instructor and included in the final grade for the two courses. However, in 2010 the area faculty developed a rubric for assessing the projects as a department. Nine projects were randomly selected and distributed among 5 early childhood faculty members to evaluate. Care was taken to ensure that the faculty member who scored each project was not the advisor of the project. The scoring rubric form is included as Figure F4 in Appendix F. Based on their analysis, the area faculty made the following conclusions:

- There is a need to revise the rubric as it does not necessarily reflect the work done by the students.
- The rubric reflects criteria of a Ph.D. dissertation rather than an action research project.
- Not all the objectives of the course were evident in the rubric and/or product. For example one of the objectives in the course includes “need to develop,

assess and develop professional capacities and competencies". This was not reflected in the rubric.

- The rubric was effective in getting the Early Childhood faculty to talk about different expectations (of faculty) for the course. Each faculty member seemed to have a slightly different process that was not reflected in the rubric.
- It might be beneficial to have more than one faculty review the projects to establish inter-rater reliability.
- Discussion also included the need to "capture the process". Future meetings will be dedicated to what different faculty emphasize and come to consensus on what should be the focus and how it should be reflected in the projects.
- It was suggested that we revisit assignments in earlier courses to see how those could support the projects.

Special Education endorsement. The Special Education area has used an evaluation form in their practicum for some time. The University Supervisor and the Cooperating teacher complete the form. During the 2010-2011 academic year the faculty revised the form to "more clearly reflect student competencies and provide more uniformity within the three areas of specialization." The new form went into effect in Winter 2012 and will be reassessed in Fall 2012. Table 4.12 shows the results of the analysis of the scores from a randomly selected set of forms completed between 2009 and 2011. The scoring rubric is:

Descriptor	Rating	Definition
Distinguished	1	Represents performance equivalent to the top 15% of special education teachers
Proficient	2	Represents performance equivalent to a masters level special education teacher
Basic	3	Represents performance of an entry-level special education teacher
Incomplete	4	Represents performance below expectations for a special education teacher at the basic level

The faculty set a criterion that 80% of practicum students score at Basic or above. Based on this data they believe they have met that standard.

Reading and Language Arts endorsement. As mentioned above, the Department of Reading and Language Arts does not have a practicum and uses an exit exam as a performance measure. The process for developing the exam was described above in the methodology section. Overall, the 80 students taking this exit exam had an average score of 44 out of 50 questions correct (82%). An analysis of the results from administrations of the RLA exam suggests that students have a solid knowledge of the content presented to them in the core classes. They successfully responded to questions about fundamental principles of reading and writing, such as the roles comprehension, fluency, vocabulary, and phonics have in proficient reading. They responded well to questions referring to writing instruction and children's literature, as well as questions about the principles of diagnosis of reading difficulties. Our findings also suggest that students are less proficient in their understanding of the predictive nature phonemic awareness for reading acquisition, specific procedures for teaching comprehension, and discourse knowledge of particular constructs.[3]

[3] From the report submitted to the University Assessment Committee by the Department of Reading and Language Arts, February 2010.

Table 4.12: Mean Scores for Special Education Student Teacher Assessment Forms

	2009-2011 LD (n=10)	2009-2010 ASD (n=10)	2011 ASD (n=8)	2009-2011 EI (n=5)
Provides for individual differences among students	1.7	1.9	1.5	1.4
Plans a variety of teaching strategies/problem solving techniques	1.7	1.9	1.5	1.4
Demonstrates command of subject matter	1.8	2.2	1.6	1.4
Instruction is develop-mentally appropriate	2.0	2.0	1.3	2.0
Demonstrates ability to adapt instruction for diverse learners	1.8	1.5	1.7	2.0
Consistently reinforces approp. behaviors	2.1	2.0	1.6	1.4
Appropriate pacing	2.0	1.9	1.5	1.4
Communicates effectively with parents, peers, regular educators, and supervisors	2.0	1.7	1.3	1.5
Explains subject matter at the appropriate age level	2.0	1.8	1.6	1.3
Administers and interprets normative test data	2.0	2.3	1.0	1.4
Collects and appropriately interprets data	2.1	2.0	1.4	1.6
Designs and implements pre- and post-measures	2.0	2.0	1.4	1.6
Demonstrates positive and ethical behaviors toward teaching	2.0	2.0	1.7	2.0

The department faculty continues to review the quality of the exam to align it with the MDE standards and with the syllabi of the courses in the program. More detail can be found in the department's report to the University Assessment Committee.

Student and Supervisor Surveys. All of our program areas have solicited feedback from their graduates in one form or another.

Initial Certification. The Michigan Department of Education requires that every teacher education program administer a survey to all program completers. The survey was derived from the Entry Level Standards for Michigan Teachers and was subjected to a rigorous validation process as reported in the survey committee's report to the Board of the Michigan Association of Colleges of Teacher Education[4]. The results of the survey are shared with each institution and the institution analyzes the report data for the purpose of submitting it back to the MDE as part of the Teacher Preparation Institution Performance Index.

The data analysis is based on the cluster analysis and factor analysis completed in 2006. The factor analysis supported the grouping of items in the survey for each of the seven entry-level standards. The State Board of Education set the criteria for assessing the "perceived readiness" of recent graduates would be a claim of efficacy by at least 80% of the students. Efficacy was set as a response of three or four on the four-point scale. In reporting the results for Oakland University, we are required to use the groupings identified by the factor analysis. The efficacy percentages for the past three years are presented in Table 4.13.

Table 4.13: Percentage of Oakland University teacher education graduates claiming efficacy on the Michigan Department of Education Survey in relation to Entry Level Standards

Entry-Level Standard for Michigan Teachers (ELSMT)	2008 (n=381)	2009 (n=352)	2010 (n=74)	2011 (n=12)
ELSMT 1 Employ a liberal education	94.6%	97.0%	96.4%	95.7%
ELSMT 2 Promote all students' learning	82.8%	86.7%	88.8%	86.2%
ELSMT 3 Teach a subject matter	97.4%	98.6%	99.0%	98.4%
ELSMT 4 Manage classroom activity	96.2%	97.8%	98.6%	98.5%
ELSMT 5 Informed practice, deliberate learning	96.5%	97.9%	96.8%	96.4%
ELSMT 6 Engage teachers, parents, community	91.3%	94.2%	93.0%	92.1%
ELSMT 7 Use information technology	93.3%	96.3%	95.3%	94.7%

[4] A copy of the report can be made available upon request.

The survey also asks graduates about their perceived readiness in pedagogy and how much they attribute that readiness to the preparation program. The cluster analysis undertaken by the Michigan Department of Education grouped program contributions in two main areas. Table 4.14 provides the results of the survey data in these categories.

Table 4.14: Percentage of Oakland University teacher education graduates claiming efficacy on the Michigan Department of Education Survey in pedagogy and program contribution

	2008	2009	2010	2011
Elementary Pedagogy	90.0%	97.0%	93.7%	89.2%
Secondary Pedagogy	85.7%	86.7%	90.1%	93.6%
K-12 Pedagogy	98.3%	98.6%	95.4%	87.0%
Program Contribution (Content Knowledge, Teaching Strategies, Classroom management)	88.2%	97.8%	91.7%	90.7%
Program Contribution (Curriculum Design, Community Relations, Technology)	82.2%	96.3%	85.5%	84.1%

A similar survey is completed by the University Supervisors each semester. As with the student survey, the results of the supervisor survey were compiled according to the seven Entry-Level Standards. The results of the analysis of the data is provided in Table 4.15.

Table 4.15: Percentage of Oakland University teacher education graduates claiming efficacy on the Michigan Department of Education Survey in relation to Entry Level Standards

Entry-Level Standard for Michigan Teachers (ELSMT)	2008 (n=350)	2009 (n=302)	2010 (n=320)	2011(N/A)
ELSMT 1 Employ a liberal education	95.4%	94.0%	95.9%	
ELSMT 2 Promote all students' learning	95.1%	95.7%	95.9%	
ELSMT 3 Teach a subject matter	96.3%	96.4%	97.2%	
ELSMT 4 Manage classroom activity	94.9%	95.0%	96.3%	
ELSMT 5 Informed practice, deliberate learning	96.1%	95.2%	96.7%	
ELSMT 6 Engage teachers, parents, community	97.0%	95.7%	96.7%	
ELSMT 7 Use information technology	91.7%	93.0%	92.5%	

Endorsement Areas. Each of the three graduate endorsement areas that are covered by this Brief has done some form of post-program assessment. Their efforts in this area have not been as systematic or consistent as those done for the initial certification program. It is part of our plan for the future to investigate the possibility of improving this aspect of our program improvement efforts. The Early childhood area conducts exit interviews with a randomly selected group of individuals. In 2011, 43 students were selected and 27 (62.8%) participated in the interview. Interview questions are included as Figure F6 in Appendix F. One question asked graduates to indicate what they thought were the "big ideas" that undergird the program. Play, Theory, and Culture/Diversity/Multicultural Awareness were the most often cited. Generally, graduates had positive things to say about the program; however, certain ideas kept coming up in these exit interviews over the years – the need for more electives, and the desire to have more on special education issues. While these issues may not be able to be addressed in the masters program that is tied to the endorsement standards, the department responded to this need by developing an Education Specialist degree in early intervention that recently was approved by the University Board of Trustees. This program is operated in collaboration with the special education and reading and language arts areas.

The reading and language arts area also conducts exit interviews from time to time. Like the early childhood area, they receive many positive comments. Nonetheless, there are two areas the department is looking into as a result of student comments: the first is the need to use common terminology across classes and is aligned with the terminology used in state standards and endorsement tests; the second is improving the teaching of writing. Some students felt that, although they learned how to be better writers, they did not learn enough techniques for teaching writing to K-12 students.

The special education area does not do exit interviews but does review the course reflections that are a requirement of the capstone course. Course Reflections were assessed informally beginning in 2005 and the department continues to find them to be an effective way to gather information. Selected faculty reviewed a sample of reflections from one class in each program area: Autism Spectrum Disorder- SE596 (Collaboration and Consultation Skills for Special Education Teachers); Specific Learning Disability- SE 523 (Educational Procedures for Students with Specific Learning Disability); Emotional Impairment- SE 620 (Advanced Interventions and Resources for students with Emotional Impairment). Even though items were collected in other classes, faculty decided that these specific classes demonstrated a critical juncture in each program. Faculty members review the reflections and individually note the themes. The themes are placed into a table and then reviewed by the group as a whole.

Results Section Summary

Figure 4.1 provides a summary of the sources of evidence that we rely on to support each of the claims we make about our program.

Figure 5.1: Summary of sources of evidence

Claim 1 - Candidates have a foundation in the liberal arts	Course grades and grade point averages MTTC Scores
Claim 2 - Candidates are proficient in subject matter knowledge	Course grades and grade point averages MTTC Scores Mid-Term Performance Based Assessment (initial) Student Surveys Supervisor Survey
Claim 3 - Candidates have appropriate knowledge of pedagogy needed by teachers.	Course grades and grade point averages MTTC Scores Field Placement Evaluations Mid-Term Performance Based Assessment (initial) Practicum Evaluations (advanced) Student & Supervisor Surveys
Claim 4 - Candidates are caring individuals with the skills needed to effectively meet the academic, personal and social needs of students in a professional manner.	Field Placement Evaluations Concerns Forms Mid-Term Performance Based Assessment (initial) Practicum Evaluations (advanced)
Claim #5 – Candidates have developed the skills needed to take responsibility for their own learning, acting as reflective practitioners who can respond to unforeseen challenges and opportunities.	Field Placement Evaluations Concerns Forms Mid-Term Performance Based Assessment (initial) Practicum Evaluations (advanced)
Claim #6 - Candidates for both initial certification and additional endorsements are knowledgeable about the impact differences in race, ethnicity, religion, gender, and cultural norms have on the teaching/learning situation.	Field Placement Evaluations Concerns Forms Mid-Term Performance Based Assessment (initial) Practicum Evaluations (advanced) Student & Supervisor Surveys
Claim #7 - Candidates for both initial certification and additional endorsements are able to integrate technology into their teaching and learning	ERL Equipment Use Log Mid-Term Performance Based Assessment (initial) Practicum Evaluations (advanced) Student & Supervisor Surveys

5. Discussion

The data we have collected supports each of the TEAC Quality Principles. Making a distinction between data we use as a form of quality control and measures that provide an assessment of our academic programs shows that we have taken a more sophisticated approach to the data we use as evidence of program quality and as a basis for making revisions and improvements.

Quality Control is an ongoing process – not just a policy that is put in place and, at Oakland we have sufficient support staff to engage in the quality control process on a daily basis. Our advising staff monitors our criteria for admitting students to major, their progression through the program, their success on required state tests, and compliance with the requirements to be recommended for certification. The staff in our Office of School and Field Services monitors successful completion of field placements, compliance with CPR/First Aid, criminal background check and other legal requirements for working in schools. The Concerns Committee that attends to the ethical behavior, professionalism, and academic competence of our students. The registrar's office that conducts graduation audits that insure that every student has met the program requirements listed in our catalog. The legal office that insures that that there is a consistent process for the hiring of faculty. Our quality control extends even to the point of having a full-time professional librarian in our Educational Resources Laboratory providing support for our students and monitoring their use of the wide variety of instructional materials. All this is designed to insure that the vast majority of our students complete the program successfully and that those who are not capable do not continue. Consequently, our teacher education program had a completion rate of 93% in 2009 and 94% in 2010 and 2011.

Programmatic Assessments have been made by analyzing the data from the cooperating teachers' Mid-term Performance-Based Assessment for elementary student teachers and the Second Performance-Based Assessment for STEP Interns, the data reported on the Michigan Department of Education Survey of Graduates, and, where applicable the passing percentages on the Michigan Test for Teacher Certification. The rankings given to our interns by their cooperating teachers and university supervisors persuade us that we are preparing competent teachers. That said, we have been able to identify points of concern mentioned throughout this document that, at the least, require further inquiry and may require intervention.

The efficacy percentages reported by the student on the MDE survey (Table 4.13 and 4.14) are high. This is not surprising given that this is self-reported data from individuals who are at the high point of the teacher preparation experience when they respond to this survey. Therefore, we do not treat these data as a completely reliable assessment of our students' competence at teachers. Yet, the variation in the percentages shows that they recognize their strengths and weaknesses. Our students rate themselves very highly on their liberal arts knowledge and ability to teach subject but not as highly on their ability to promote learning for all students. This strikes us as a realistic appraisal. Another reason we feel we can trust these results is that our students do not rate themselves as highly as do the University Supervisors (Table 4.15). In addition, the students own ratings, while inflated, generally align with the assessment they received from their cooperating teachers (Tables 4.9 and 4.10) where 88-95% of the students were rated accomplished or better in the same categories.

Where there is a discrepancy between our students' self report and the assessments by the cooperating teachers is in the areas of communicating with parents and technology. In these two categories, the students rated themselves higher than the cooperating teachers. This adds support

to our conclusion that students feel well prepared to do these things but may not have been given much opportunity to use these skills during student teaching.

Another informal assessment we consider is feedback from local principals, teachers, and support professionals. Each year, for the past three years, we have held meetings with one group or another. Figures F8 and F9 provide an example of the themes that have come out of the information we have collected. This data is too dispersed and over-generalized to lead to specific conclusions regarding program revisions; however, it has served as a starting point for department discussions.

It is our assertion that the totality of the data we regularly collect and analyze clearly meets the TEAC Quality Principles. We engage in on going quality control, we continually measure the success of our graduates, and we use this information in a process of continuous improvement.

With regard to Claims 1 and 2 concerning our graduates' foundation in the liberal arts, the analysis of course grades, the candidates' scores on the MTTC tests, and the assessment of the cooperating teachers convince us that our graduates have the content knowledge necessary to be quality teachers. The one area we found weakness is in the MTTC scores in French and in elementary social studies. We have taken steps to address both of these areas. The faculty in the Department of Modern Languages is conducting an analysis of the test objectives in French to compare these with the corresponding objectives in their course syllabi. In social studies we have created an additional course for social studies majors that addresses key concepts in the field. These actions are a direct result of our quality control system that monitors our student progress annually.

We also feel that the ratings our students receive from their cooperating teachers provides clear support for Claims 3 & 4 which address Pedagogical Knowledge and Caring and Effective Teaching Skill. Almost 95% of our students are rated developing or accomplished in the areas of Planning for Instruction and Delivering Instruction. These ratings were echoed in the feedback we received from area principals and the final survey of university supervisors (see Table 4.10).

Regarding our claims for the cross-cutting themes, we feel that there is ample evidence that our students have learned how to learn. Strong scores on items from the Mid-term Performance Based Assessment such as "Student teacher seeks and utilizes advice from school staff and administrators" and "Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed" tell us that our students take initiative as professionals. The one area where we need to make further inquiries is in the area of technology application. As discussed above, there seems to be a disconnect between students knowledge of technology and their application of that knowledge.

As part of our quality control process, we have attended to the plans we laid out in our previous *Inquiry Brief.* We have refined the way we use the Concerns Forms and have found a decrease in the number of students receiving multiple concerns and requiring an team meeting. We have provided additional support in the area of test taking skills and been more diligent about when our students are advised to take each section of the test. As a consequence, we have seen a gradual improvement in our MTTC pass rates and a reduction in the need for multiple attempts. We have hired three new faculty members with specialization in secondary education over the past six years and are currently working on a redesign of our secondary education program.

The final component of the plans for the future we set for ourselves in 2008 was to improve our efforts to collect information from our graduates in the field. Unfortunately, this effort relies heavily on information from the Michigan Department of Education regarding where our

graduates are teaching and that information has not been accurately conveyed. We are attempting to track the location of our recent graduates ourselves but this has not been an easy task.

6. Plans for the future

The process of preparing the *Inquiry Brief* involved not only meetings with the TEAC Committee but also with the faculty of each department that offers courses in the teacher preparation program, and all three Councils responsible for the regular operation of the program. At various stages of the process, data and conclusions that stemmed from the data were shared, an recommendations were made regarding revisions that may need to be made to the programs, additional data that could be collected, and general ways our programs might be improved.

Field Placements. One clear direction we see is the need to reassess the value of the field placements, the purpose they serve in connection to coursework, and the ways in which we confirm that the field placements make a difference for our students. We are concerned that, over the years a disconnect has developed between the field placements and our courses. We have already taken some initial steps in this direction. First, we directed our field placement coordinator to place, wherever possible, all students enrolled in the same course in a classroom in the same school. We also requested that course instructors visit the school and attempt to create an informal partnership with the principal and teachers.

Second, in early September 2012 we began discussions in the elementary council about the objectives, purpose and value of the multiple field placements. These discussions will be extended to faculty members of all three departments. We asked that, as a starting point, faculty members identify the kinds of classroom experiences students need in order to be successful in each course. Our goal is to identify a set of practical experiences that are cumulative and which can be reasonably assessed.

Finally, we are reconsidering the paperwork that accompanies the field placements. We collect substantial information from the students and the teachers with which they are placed (see Figures F1 and F2 for examples). As mentioned above, this information is reviewed by our Field Placement Coordinator and, when necessary, shared with a specific faculty member, the Concerns Committee, or on of the three Councils. This procedure serves two purposes: it is a quality control measure for the program as a whole and it allows us to provide assistance to individual students. What it does not do is provide a specific measure of students who are doing well or inform us about how the field experience enhances the on campus experience. As we move forward, we will attempt to develop a measure for our field placements that does that.

Partnerships with local schools. Concomitant with our interest in connecting our field placements to our courses, we also see the need to strengthen the connection between our courses and the local schools. Some years ago, the School had clearly identified professional development schools at the elementary and secondary level; however, that model outlived its usefulness. In its place we have begun conversations with the Avondale School District (within whose boundaries Oakland University is located) to develop a new elementary school. The Avondale/Oakland University Magnet/Lab School Project is intended to result in the opening of a new elementary school that will serve as a site for teaching courses, practical experiences for pre-service teachers, and professional development for in-service teachers.

The process got underway with an eight-day retreat in summer 2012 with twelve Avondale teachers and administrators and 9 OU faculty members. Conversations will continue throughout the coming year with the projected opening of the school in September 2013. Our efforts are not limited to one school. This semester there are 65 OU students placed throughout the school

district in field placements and internships. In addition, two Avondale teachers are co-teaching courses in the undergraduate elementary education program with OU faculty.

It is our hope that we can expand partnerships with other school districts. With that in mind, we want to develop ways to communicate better with local principals and teachers. Our annual focus group meetings have given us a general sense of how the OU program and our graduates are perceived by potential employers. We now have a better sense of what is important to them and highlights what we are doing well; however, we feel we need to find a way to focus these round-table discussions such that the responses will be more useful to us in making meaningful changes in our programs.

Program alignment. Another issue that arose as a result of our program monitoring is the need to align our programs in two ways. First, there needs to be a better alignment between our elementary education and secondary education programs. Figures D1 and D2 in appendix D list the requirements at each teaching level for both the undergraduate and graduate programs. Historically in the teacher education profession, there has been a greater emphasis on content at the secondary level and interpersonal relations at the elementary level. The balance likely needs to be adjusted in response to current conditions in schools. Secondary level teachers need to concern themselves with their inter-personal relationships with their students and need to know how to work with students from diverse cultural, racial, and economics backgrounds yet the secondary program have no course that directly addresses these issues. An interesting point is that we corrected that oversight when we created the Master of Arts in Teaching certification program. We need to consider how to best correct it in the undergraduate program.

We are also in the process of re-examining and re-affirming the connection between the learning objectives in the foundations courses and the application of these objectives in the methods courses and student teaching. We believe we have a consistent program but, as we have recently had a number of changes in our faculty, we need to insure that the goals and values that guide our program are sustained.

Additional Endorsements. We will be looking into ways we can improve and systematize the assessment of capstone experiences in our additional endorsement programs. There needs to be more of a follow-up on the assessment of final projects by the ECE program, the practicum evaluation form in SpEd and the exit exam in RLA. We will also consider developing a common survey of graduates and alums of these programs.

Assessing the Internship. We have begun discussions regarding revising the Mid-Term Performance Based Assessment. The framework we are currently using has been revised by the publisher and also aligned to the Common Core Standards. We need to take that into consideration as we move forward.

7. References

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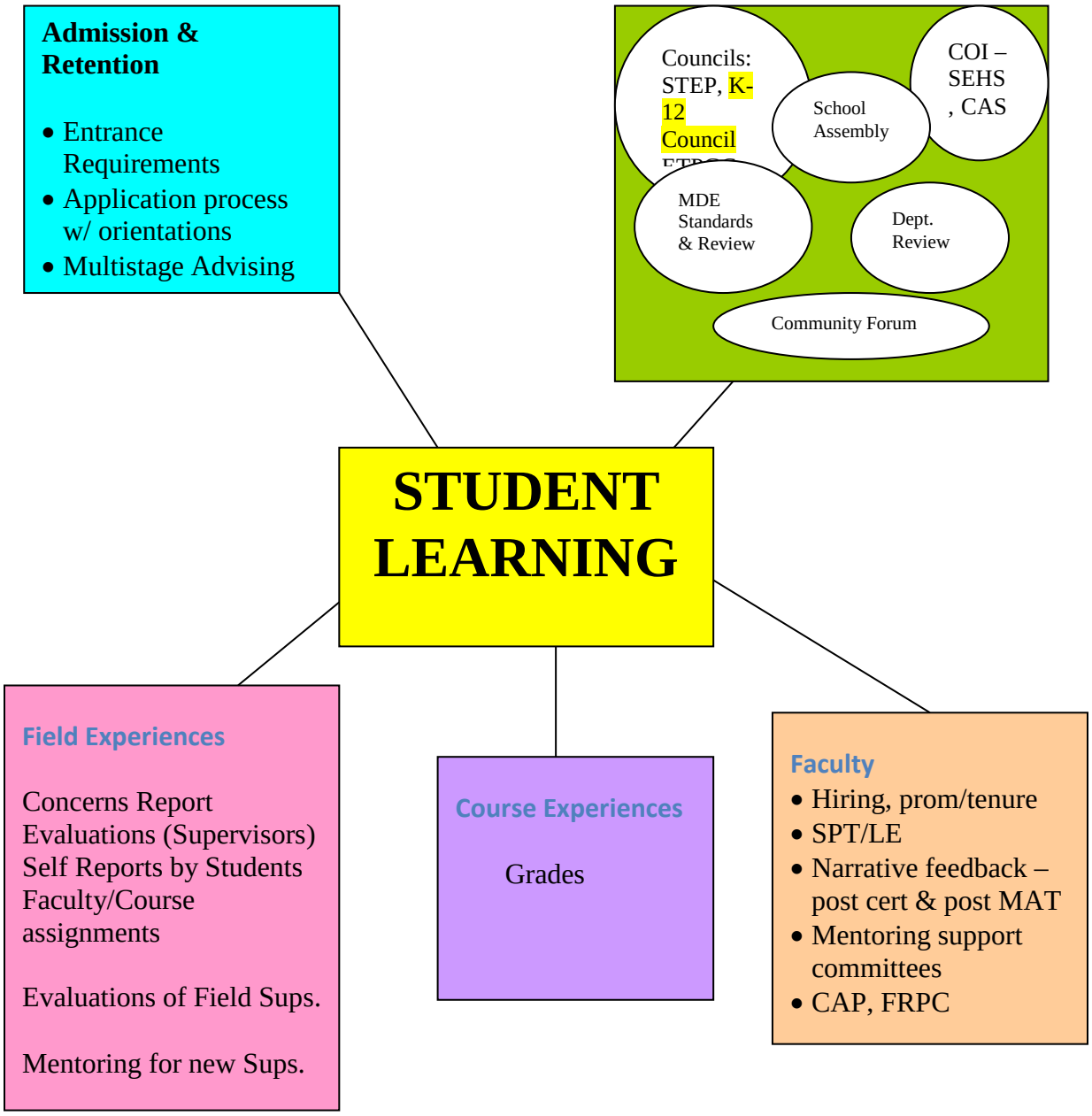
8. Appendices

Appendix A – Quality Control and Internal Audit Report

Quality Control Assessments.

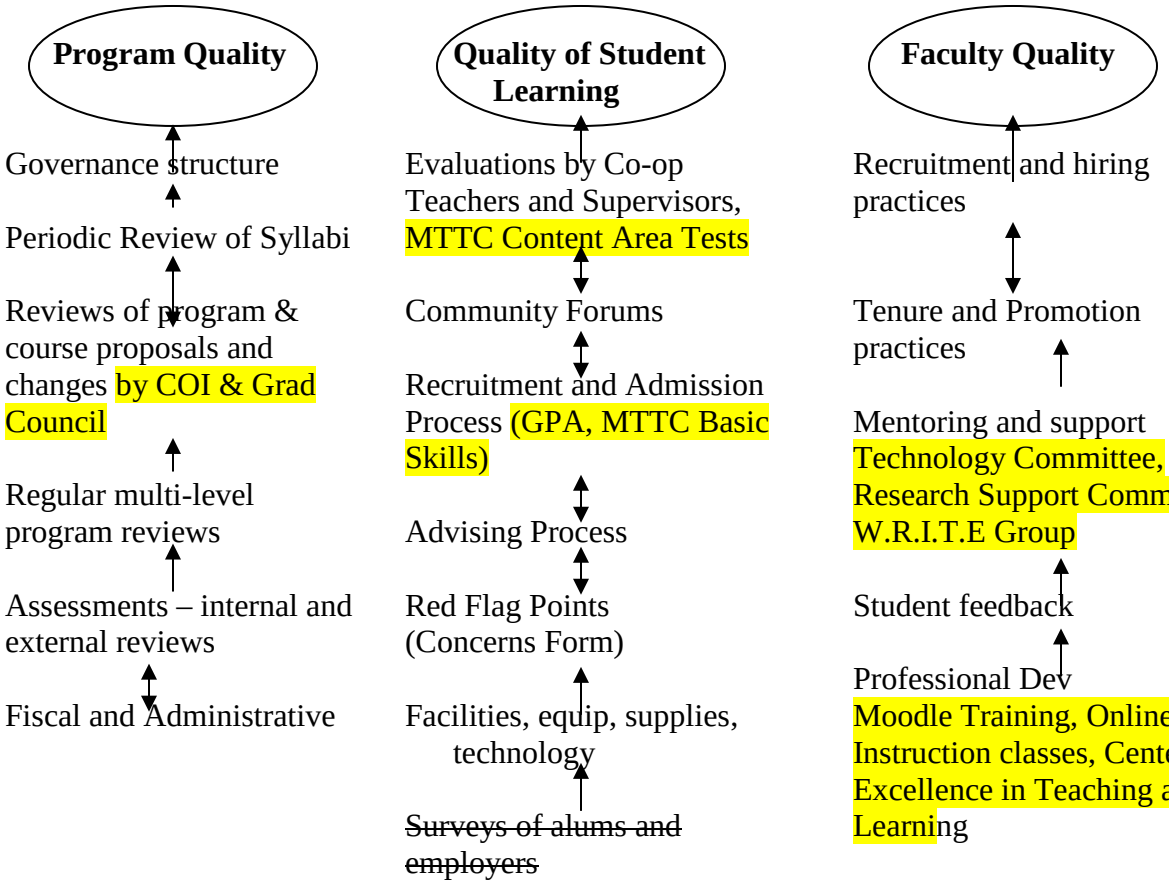
In 2005, the TEAC Team created the following heuristic illustrating the five School/University processes that impact student learning (see Figure A1).

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



The Team also outlined the characteristics of the quality control systems that are in place and functioning within the School of Education and Human Services. (Figure A2).

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



For this review, faculty and staff in the School were asked to review these two heuristics to determine if they still accurately depicted the processes and quality control currently in place in the School. The responses generally indicated that the diagrams were accurate with a few suggestions to include greater specificity in a few areas. Those suggestions are added and highlighted. Professor Wiggins, lead author of the *Inquiry Brief*, carried out an internal audit of our Quality Control System. This audit was undertaken with assistance of the Office of Institutional Research and Assessment, personnel from the Advising Office, personnel from the Office of Field and School Services, the Assistant to the Dean for Finance, and the chairs of the three departments responsible for teacher education.

Figure A.3 provides an overview of the various quality control measures that are in place related to the three broad categories in Figure A.2. There are also links to the various forms, policy and procedure documents, and websites that are used for, or explain the procedures that guide each aspect of our quality control system. Following Figure A.3 is further explanation of the application of these measures and a description of what we did to audit their effectiveness.

Figure A.3: Delineated Aspects of the Quality Control Measures

Program Quality Governance Structure

- Course and Program Revisions
  - Proposal presented to/approved by the department
  - Approved by the Elem or Sec Governance Council
  - Course Action or Program Modification Form to the Committee on Instruction
  - Proposal moves to University Committee for Undergraduate Instruction or the Graduate Council for Approval
  - Upon approval, the Office of the Provost inform the Registrar to make the appropriate change in the university catalog
- Program Assessment
  - Periodic Assessment by the University Assessment Committee that includes submission of an Assessment Plan by each program
  - Periodic Assessment through the Michigan Department of Education Program Approval process.

Quality of Student Learning

- Admission
  - Application for admission through the Advising Office as outlined in the Elementary Education Advising Orientation Booklet and Secondary Education Admission Application
- Candidate Monitoring
  - Office of School and Field Services monitors evaluations by field placement teachers for elementary and secondary candidates
  - Governance Councils monitor Concerns Forms (please see pp. 24-27)
  - Advising Office monitors successful completion of all required courses and electives according to the elementary and secondary program plans
  - Advising office monitors the successful completion of appropriate MTTC exams
  - Office of School and Field Services receives applications for the internship according to the procedures outlined in the Elementary and STEP Internship Handbooks
  - Office of School and Field Services personnel monitor successful participation in the internship at the elementary and secondary levels by the students and the final evaluations completed by the cooperating teachers
- Program Completion
  - Candidates who have met all program requirements apply for graduation through the Office of the Registrar. A Degree Audit is conducted by that office and confirmed with the SEHS Advising Office.

Faculty Quality

Hiring New Faculty – People Admin Online Procedures

- Proposal by the department for a new position approved by the dean and provost
- Position criteria, ad copy and placement and interview procedures approved by the Office of Inclusion and Intercultural Initiatives
- Pool of finalists for campus visit approved by the provost and the Office of Inclusion and Intercultural Initiatives
- Department presents a priority list for approval by the dean and provost
- The final determination is made by the provost and a recommendation is made to the Board of Trustees.

Tenure and Promotion

- Typically, three reviews are required for tenure and promotion occurring in the 2nd, 4th, and 6th year.
- Criteria and procedures are outlined in the SEHS Personnel Review Statement
- The department forms a review team to guide and assist the candidate according to TDES department procedures.
- The review team prepares a report and makes a recommendation to the department faculty
- The candidate delivers support materials to the SEHS Committee on Appointments and Promotion (CAP) including letter which outlines the level of support the candidates has from the department faculty
- When the candidate is ready for tenure and promotion, the CAP makes a recommendation to the university-wide Faculty Reappointment and Promotion Committee (FRPC)

Faculty Support

- In the Department of Teacher Development and Educational Studies, each new faculty member is provided a mentor
- Non-tenured faculty are observed by their colleagues in an effort to improve teaching
- Faculty members get feedback from students through an online course evaluation system
- The FRPC provides periodic tenure workshops. Two were held recently in April and November 2012
- Support for faculty research is provided by Research Support Committee which sponsors an annual research symposium as well as opportunities for funding
- Faculty members also get research and technology support from the Educational Resources Laboratory
- Faculty members get contractual financial support for attending conferences and other research activities
- TDES faculty also receive a limited annual allocation for their content area ($500) and for professional expenditures ($200)
- There is university-wide technology support for both instructional support and classroom equipment, including various faculty workshops for improving the use of technology on campus SEHS faculty get further support from the Technology Support Center and which maintains the availabile technology laboratories in the building.

Program Quality.

The audit of Program Quality began by reviewing the minutes from the Department of Teacher Development and Educational Studies regularly scheduled meetings. A graduate assistant in the department went through the minutes and highlighted any actions taken by the department regarding program changes, new courses and course revisions. A summary of the minutes from Fall 2009 through Fall 2010 are included in Figure A.4.

Figure A.4 Analysis of TDES Department Minutes 2009-2010

Evidence of Faculty Governance

November 4, 2009 –	College Teacher Cognate Cert. by COI, submitted to Grad Council
December 2, 2009 –	First reading of K-12 Physical Education Program Proposal Motion to approve TD 530 as 3 credit course
January 13, 2010 -	Second reading of Phys Ed Program Proposal –approved Motion to approve AED 490 for 1–4 credits tabled
March 10, 2010 -	New Elementary certification program not approved by state – revisions needed AED 490 – Approved. Confirmation of course content of TD 520 & EED 420 Need for more involvement of full-time faculty in teaching EED 310 Discussion of support group for male elem ed candidates – Over-represented in concerns forms
March 24, 2010 -	First reading of Tenure and Review Procedures Document Elem Ed program revision recommendations needed to meet MDE Standards: add Phys Ed for Elem Teachers course; reduce EED 310 to 3 credits; eliminate FE 310; reduce MTD 310 from 4 to 3 credits
April 7, 2010 -	Second reading of Tenure and Review Procedures Update on efforts to revise elem ed program
Sept 8. 2010 -	Submission of 5 year self-study report to the University Assessment Committee for Elem & Sec programs to department faculty for review – to be discussed at next meeting
Sept. 22, 2010 -	Distribution of faculty assignments for Elementary 5 year report. Secondary 5 year report to be coordinated w/ CAS faculty on the Secondary Education Council .
Oct 6, 2010 -	COI approval of EED 410, TD 510 and TD 550

To probe our process, we confirmed that these actions went through the mandated approval process by examining the Course Action Forms for five courses in the initial certification program that had recently – TD 521, TD 522, EED 312, EED 420, and FE 406. Our finding was that four of the five courses had been through the full approval process. TD 522 was proposed but never submitted to the Committee on Instruction. Next, catalog copy was reviewed to determine if it was consistent with Course Action Forms. It was, and TD 522 did not appear in the current catalog.

The second probe was to confirm with the School's Certification Officer that all initial certification and endorsement programs had successfully completed the periodic program reviews required by the Michigan Department Of Education. All of the teacher education programs in the School are currently approved by the MDE. Approval letters are posted on the Accreditation page of the School website under the heading MDE approved Programs.

Before the 2007 TEAC accreditation review there were a number of new programs that had been recently approved. Since that review there have been no new programs added but there was a modification of the Master of Arts in Teaching degree to change student teaching from a required course to a program requirement. The memo confirming that the Graduate Council had approved the change is on file in the Dean's Office.

Quality of Student Learning.

The Advising Office and the Office of School and Field Services are primarily responsible for monitoring of the Quality Control Assessments. They report to the Elementary Teacher Program Governance Council and the Secondary Education Council.

Admission and Retention. The Advising Office consists of three professional advisers, a director, a full-time clerical support person, and a part-time casual assistant. These advisers screen applications to major standing to ensure that students who are accepted have met all the requirements for admission to the program (see Appendix D for a description of the program requirements). The admission requirements support our first claim – that students have sufficient subject matter knowledge. All students meet with an adviser regularly; first to complete a program plan and periodically as they proceed through the program. When there is a legitimate need for deviation from the planned program it is typically an adviser who will provide information regarding a Petition of Exception. For that reason, the Director of the Advising Office is an ex-officio member of both the Elementary Teacher Program Governance Council and the Secondary Education Council and makes regular reports of the work of that office.

The Advising Office collects the results of the Michigan Test for Teacher Certification and informs the Office of Field and School Services when a student does not pass a required test. The Advising Office also conducts graduation audits and accepts and reviews students' applications for certification before making a recommendation to the Michigan Department of Education.

We examined 20 (10%) randomly selected student files and confirmed that no student was admitted to the program with out having the minimum GPA

Field Placements. The Office of School and Field Services has a Director and two Field Placement Coordinators supported by a part-time casual coordinator assistant, a full-time secretary, a student worker, and graduate assistant. These individuals arrange all of the field and student teaching placements for students in all programs leading to teacher certification. The

staff in this office also monitors the work of the student teacher supervisors and provides professional development for these individuals when necessary. They also hold orientation meetings and "end of field" meetings, as well a series of student teaching seminars each semester.

The Field Placement Coordinators collect and review all paperwork related to field placements to confirm that students have completed the required number of field placement hours, have been rated satisfactory or better by the field placement teacher (See Figure F1 in Appendix F for a sample) and have provided an evaluation of the appropriateness of the particular placement (see Figure F2 in Appendix F for a sample). They also insure that all students have field experiences in culturally and economically diverse schools which supports Claim #6 concerning the multicultural perspectives cross-cutting theme. The review of field placements also supports Claim #3 – that students have sufficient pedagogical knowledge, and Claim #4 – that students are caring and effective teachers. When any of these measures indicate a problem with any student, a Concerns From is filed with either the ETPGC or the STEP Council.

Concerns Reports. Every faculty member, university supervisor, cooperating teacher, and even students can fill out a concerns form if they see a problem that could hamper the success of our teacher candidates. A copy of the form and the policies governing its use are in Appendix F as Figure F2. Concerns can relate to any of the TEAC Quality Principals and Advisers and Field Placement Coordinators monitor the reports regularly. In the results section of this *Brief* we describe our policy for responding to a Concerns Form and provide the results of our analysis. At the time of our previous TEAC site visit, concerns forms were only used in the initial certification program. Now they are also used and monitored in the special education endorsement program.

Technology. An additional Quality Control measure concerns our students' use of technology. All of our students are required to take a course in instructional technology and, in that course, develop a web-based portfolio of projects that use technology in teaching (Q.P. 1.4.3). We will report on student grades in that class. However, having the knowledge is not of much value if students don't apply it. One form of monitoring their application is through the actual use of technology equipment. We have class sets and individual laptops and tablets that can be signed out of our Educational Resource Laboratory (ERL). The staff of the ERL keeps a record of how often this equipment is used and signed out. The usage this equipment is getting, as well as other materials in the ERL, is an indication that students know how to seek out additional resources beyond what they get in their courses and are able to learn information on their own (Q.P. 1.4.1). The data from the most recent ERL report will be included in the Results section of this *Brief.* The review of student use of technology supports Claim #7 which relates to the technology cross-cutting theme.

Recruiting and admission practices, etc. initial certification. Students are admitted in to the teacher education program in their third year (or late in their second year at the elementary level). Therefore, we draw from the pool of candidates who have already been admitted to the university. We have programs in place to connect with potential teacher education majors in their first year through an Teacher Education Open House and, at the high school level through the Teacher Cadet program at three nearby school districts. The university has three programs that assist students from low economic urban districts improve their readiness for college - Upward

Bound, Gear-UP, and King/Parks/Chavez and we have seen a small increase in our minority enrollment. In 2005 we instituted a scholarship program aimed at students coming from, or intending to teach in an urban setting yet have found it difficult to identify students able to apply for the scholarship

Nevertheless, we have always made the preparation of students for urban, culturally diverse classrooms a part of our mission. Students must have two field experiences in classrooms where the majority culture is different from their own, multicultural competence is an aspect of all of our courses and the major focus in two, and a number of our faculty have taught courses on-site in urban schools. This year we implemented a Master of Arts in Teaching cohort that serves students in the Teach for America program in Detroit. That program enrolled 74 degree seeking candidates in September 2012. We will include data from this group in our annual reports as it becomes available.

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

Student Feedback. Our Office of School and Field Services administers a survey to our graduates every semester. In addition, that office collects feedback forms from every student at the conclusion of each field placement and the full-time internship. The nature of that data did not lend itself for analysis in a manner that could be included as evidence in this *Brief;* however, it is one of our quality controls and does provide students with a means to express their opinion about these experiences.

To audit this aspect of our quality control system we followed the same process we used for the 2007 TEAC Accreditation Review. Records were pulled for 5% of the undergraduate students (21) and graduate students in the initial certification program (9).[5] All of the 30 students reviewed had completed all of the required coursework and met all of the criteria required for certification. The specific items students need to have in their files when they student teach are:

1) Student Teaching Application
2) Passing scores on all appropriate MTTC test sections
3) Felony Disclosure Form
4) CPR/First Aid completion certificate
5) MEA Liability coverage
6) TB Test results
7) Blood born pathogens workshop completed
8) Minimum 4 fields for elementary or 2 fields for secondary
9) Minimum 2 urban fields for elementary

We found that all of the sample students had all of the required documentation in their files or available through the Banner system. We did not find any candidate who was enrolled in student teaching who did not have all of the required documentation. This tells us that the policies and procedures that are outlined in the Elementary Education Advising Orientation

[5] Folders were not pulled for students in endorsement programs since their only program requirement is course completion and that is monitored by the graduation audit conducted by the registrar's office.

Booklet, the STEP Admission Application, and the two student teaching handbooks are being followed and we are able to insure that all students who are enrolled in student teaching have met the criteria for being assigned to an internship are working.

In addition, the Coordinator of Advising was asked to provide a list of all students recommended for certification or an additional endorsement. The recommendation process in Michigan now occurs through and electronic system known as the Michigan Online Educator Certification System (MOECS). The information from the advising office indicates that all students were properly recommended, met all the criteria, and were accepted by that system.

The information included in Table 4.5 serves as an internal audit of our Concerns Form process and the information supplied by the Coordinator of our Educational Resource Laboratory in Table 4.8 serves as an internal audit of both the availability and use of technology equipment. In addition, we also confirmed that all classrooms in the education building have up-to-date visual presentation equipment and Internet access. Classrooms also have sufficient tables and chairs for the enrolled number of students in each section. This is monitored by an administrative professional who schedules all rooms in the building to insure each class has the correct size room and that all methods courses are scheduled in the appropriate dedicated classroom.

The one entry on Figure F2 that we have not yet been able to accomplish is the survey of alums and employers. Therefore, we have it on the list with a strike through. We were hoping our focus group meetings with area principals would address this but, as described above, the information was too general to be of any use. At the state level, the Department of Education is continuing attempts to collect data that will make a viable survey of our alums possible as the following informational announcement from the MDE indicates.

> "Michigan's Center for Educational Performance and Information (CEPI) is building a statewide longitudinal data system (MSLDS) to support increasing the number of Michigan residents who obtain postsecondary credentials and degrees and to meet several Federal mandates. Significant resources have been invested in the collection of student, staff, facility, and financial data that describe PK-12 education systems and participants. CEPI has been tasked with including postsecondary, adult learner and workforce data to the MSLDS to broaden the data connection of Michigan's students. CEPI has aligned data definitions; created and maintained student, staff, and course identifiers; and continues to ensure that vertical and horizontal cross-systems linkages are being enabled across statewide data systems."

We are hopeful that this system will enable us to link teacher performance with the teacher preparation institution. We are also fortunate that the Director of our Office of Institutional Research and Assessment is on on the Advisory Council for this project.

Faculty Quality

The third column in Figure A2 addresses faculty quality. The qualifications of faculty in the teacher education program is included in Appendix C. There are three basic processes that result in the acquisition, professional development, and retention of such quality faculty: hiring, tenure and promotion, and ongoing support.

Hiring. As outlined in Figure A.3, hiring of new full-time faculty requires a series of approvals by the dean, the provost, and the Office of Inclusion and Intercultural Initiatives. This begins with the formation of the search committee, continuing through

the selection of the candidate pool. The University uses People Admin software so that these processes are managed electronically. In addition to making the process more efficient, it also protects against clerical errors or the possibility of bias. PeopleAdmin is password protected so providing a link her would be of no avail; however, an example of the front page PeopleAdmin is provided on the SEHS Accreditation web page. When the search process is completed, a description of each of the finalists for the position is submitted electronically to the Dean and, ultimately, the provost for their approval. A sample of such a recommendation is provide on the SEHS Accreditation webpage. for the purposes of our internal audit, we confirmed with the Director of the Office of Inclusion and Intercultural Initiatives that no permanent tenure-track faculty member has been hired unless the hiring department completes all of these steps.

Likewise, the reappointment and promotion process is controlled by the faculty contract. For the majority of faculty members that process consists of three reappointment reviews before being promoted from assistant to associate professor; however, the contract also has stipulations for promotion to full professor and "job security" reviews for special instructors.

Tenure and Promotion. All tenure and promotion decisions begin in the department, are then reviewed with a recommendation made by the Committee on Appointment and Promotion (CAP), and finally by the Faculty Review and Promotion Committee (FRPC). Each unit on campus must develop criteria for this process that are consistent with the contract stipulations and approved by the FRPC. A description of the FRPC guidelines for promotion and tenure is available online at http://www2.oakland.edu/provost/web/acadhr/level2.cfm?id=2. It is not impossible for there to be exceptions to this policy since all employment decisions are the purview of the Board of Trustees but the Office of the Dean confirmed that, since our last TEAC review, all faculty eligible for reappointment or promotion have followed these procedures.

Ongoing Faculty Support. Our last item for the internal audit of faculty quality concerned the support faculty members receive for their professional activities. The office of e-learning and Instructional support offers courses in using Moodle, teaching online, Elluminate, etc. The School also provides mini grants to faculty members to support their research and use of technology. Each year, the Research Support Committee and Technology Advisory Committee have awarded over $100,000 since our last review to support faculty projects in these areas. Additional internal university support comes from the University Research Committee. We are still waiting for a report that will tell us how much has been awarded to teacher education faculty but the point is, that the opportunity is there for faculty to apply for additional funds to support their research. These opportunities are elaborated on in Appendix B where we describe the parity between SEHS and the other units in the university.

An equally important form of support for our faculty members' professional development is the mentoring provided by colleagues. As was mentioned, every TDES faculty member is appointed a mentor and then a review team in preparation for the tenure review process. One interesting piece of information we found when pursuing the question of faculty professional development is that a senior faculty member formed a writing support group for new faculty and has been a writing mentor for nine new faculty members over the past three years. She also holds monthly seminars on issues of research methodology issues that are attended by six to ten faculty

members and doctoral students, including some from across campus. We are convinced that there is ample support for the professional development of our faculty.

The final aspect of ongoing faculty support is fiscal. There are essentially two aspects to fiscal support. One concerns the equity with which funds are distributed across the university. This is addressed below in Appendix B. The second is financial support for individual faculty members that enable them to be successful as teachers and researchers. Financial support for travel to conferences is governed by the university/AAUP contract. Faculty members in teacher education are guaranteed the same amount for travel as is provided to faculty members in other units on campus. In addition, the School and Department have consistently been able to distribute additional travel funds through the discretionary accounts (see Table B.6).

In 2011, the department created a policy for distributing funds for instructional materials that is intended to create equity across disciplines and individuals. The figure of $500 was allotted to each content area (i.e., math, science, social studies) and foundations courses and $200 was allotted to each individual faculty member. In 2012, the Office of the Dean announced a policy for distributing additional travel funds that provides funding first to un-tenured faculty, then to tenured faculty who are presenting at a conference, and finally to tenured faculty who are only attending a conference. As these two policies have just been enacted we do not yet have enough data to audit their implementation. However, the long-standing Oakland University Administrative Policy and Procedure # 1000 requires that all expenditures and reimbursement for travel, whether contractual or discretionary, must be approved by an authorized fund signer (in most cases, the department chair and the dean. In addition, these expenditures have a $5,000 maximum. As part of our internal audit, we examined 12 randomly selected purchases and travel authorizations over the past three years and confirmed that all had appropriate signatures and non went beyond the maximum amount.

Appendix B

Appendix B – Evidence of Institutional Capacity for Program Quality

The School of Education and Human Services is recognized as an important contributor to the academic mission of the University. As the University strives to raise its image as a world class research institution, the importance of teacher education and the School has not been overlooked or under-supported. Based on the information presented below, we concluded that our unit has met the standards for parity with other units on campus and adequate support for our program. Tables B.1 and B.2 provide an overview of Oakland University's capacity to support a quality program in teacher education. Table B.1 responds to Quality Principle 3.1 and compares the capacity of the School to the University as a whole.

Table B.1. Capacity for quality: A comparison of program and institutional statistics

Capacity dimensions	Program statistics	Institution statistics (Norm)	Difference analysis Analysis of the differences between the program & the institutional statistics
3.1.1 Curriculum (number of credits) Undergraduate Graduate Degree Graduate Certificate	Overall GPA / Minimum Credits 2.8 / 132-164 3.0 / 32-56 3.0 / 20	Overall GPA / Minimum Credits 2.0 / 124-128 3.0 / 30-56 3.0 / 16-20	The requirements for programs in the School of Education and Human Services are comparable to those in other units on campus. An undergraduate teaching degree is generally more credits because it comprises a professional license as well as a traditional bachelors degree.
3.1.2 Faculty percentages at ranks Workload	Rank: Professor 5 (7.81%) Associate 42 (65.63%) Assistant 18 (28.13%) Workload: 3/2 for tenure track faculty 2/2 in the initial year 3/3 for visiting faculty	Rank: Professor 92 (21.45%) Associate 200 (46.62%) Assistant 139 (32.40%) Workload: 3/2 is the average although there is variance due to substantial grant support required in some departments 2/2 for departments with large doctoral programs	The low percentage of full professors reflects the age of the faculty and the evolution of the School. Since our last review five full professors have retired or been promoted. At the time of our last site visit, our largest percentage was assistant professor. The fact that almost two-thirds of the faculty members are now tenured speaks to our ability to retain and promote our faculty. In addition, we currently have only one Special Instructor. Workload policy is guided by the AAUP contract and is relatively similar across campus.

Mean Salary *excluding the School of Medicine and School of Business Administration	Professor $84,724 Associate Professor $68,240 Assistant Professor $57,212	Professor $94,399 Associate Professor $79,762 Assistant Professor $61,787	Mean salaries of all faculty members are approximately $10K above the mean for the School at all three levels. However, when medicine and business are excluded – two units that are typically out of line with other units on most campuses, the mean salaries are much closer and show reasonable parity. The larger difference at the professor level is primarily because recent retirements left the School with a small and, relatively young, group of full professors.
3.1.3 Facilities (space & equipment provided)	All full-time faculty are provided with a private office and a telephone in keeping with the AAUP contract. Teacher education faculty have been provided with a computer that is upgraded on a four-year cycle, an iPad, and a flip camera. The School is housed in it's own building with 22 classrooms. Eleven of those classrooms are dedicated to the School along with 5 conference rooms, and 3 computer labs. Each department in the school has at least two offices for clerical support and a dedicated workroom. The School also has a dedicated library/media space in the building.	All full-time faculty are provided with a private office and a telephone in keeping with the AAUP contract. Faculty in the College of Arts and Sciences are provided with a computer that is upgraded on a four-year cycle. Faculty in other professional schools have content specific equipment in keeping with the nature of their work. There are dedicated classrooms and laboratory space for the College and other professional schools as appropriate for their disciplines.	Facilities and equipment are comparable for all units across campus. While an exact comparison of laboratory and teaching space is neither feasible nor meaningful due to differences in disciplinary requirements, we feel that the allocations to the School of Education and Human Services are adequate for the work we do and to accommodate the needs of our students. In addition, all classrooms in the education building are equipped with technology at the highest level on campus, what our Office of Instructional Support and Technology Services describes as Level III (see their web page at http://www.oakland.edu/?id=14156&sid=310 for a description of classroom levels).
3.1.4 Fiscal and administrative (support dollars/faculty member)	Travel: $1800 per year Start up funds $3,000 A minimum of $20K of research/technology support is available from the School each year on a competitive basis.	Travel: $1800 per year Start up funds vary with the discipline. Internal research funding such as the $10k Faculty Research Fellowship Award and the $3K Meadowbrook Hall Research Conference Grant are open to all faculty non a competitive	By contract, all faculty members receive the same travel support funds of just over $800. The School and the College are usually able to add an additional $1000 for faculty members who present at conferences often. The Office of Research Administration has supported School of Education and Human Services faculty.

	The department has one clerical support person and two full-time non-teaching graduate assistants who support faculty members.	basis. All departments have at least one full-time clerical person. Not all have GAs.	Additional administrative support comes in the form of a technology support person in each unit on campus. Fiscal and Administrative support is balanced across campus.
3.1.5 Student support services (equal access to services)	In addition to the main library, students in the teacher preparation program have a dedicated library/media center space in the SEHS building	Some other units on campus have dedicated library services but no others have a fully staffed on site library facility.	Access to facilities on campus are the same for all students. The primary source of student support comes from the professional adviser in each unit. Please see Table B.5 and the accompanying narrative below for information on the adviser/student ratio.
3.1.6 Student feedback (course evaluation means, numbers of complaints)	At OU, course evaluation information for tenure track faculty is considered confidential and available only to the faculty member. Faculty members provide an analysis of student feedback as part of the tenure and promotion dossier. There has been no indication that student evaluations have been more of a factor in this process for the teacher education faculty than for any other faculty group on campus. The University also does not keep records of student complaints based on department or unit. Since numerical data is not available, we had to rely on the perspective of those individuals on campus who receive student complaints. Contact was made with the Office of the Dean of Students, the Provost's Office and the Office of the President. representatives from each of these offices stated that there complaints from students are occur with no more frequency from students in the teacher education program than from any other unit on campus. In addition, the representative from the Office of the Dean of Students stated that they very rarely have an academic conduct case involving a teacher education student.		

Table B.2 addresses Quality Principle 3.2 and provides easy reference to the documents which support our claim that we adequately address that Quality Principle. The information contained in both of these tables is further elaborated in the narrative and tables that follow.

Table B.2: References to institutional documents for each requirement

TEAC requirements for quality control of capacity (3.2)	Program's reference to documentation for each requirement
3.2.1 Curriculum	
Document showing credit hours required in the subject matter are tantamount to an academic major Document showing credit hours required in pedagogical subjects are tantamount to an academic minor	SEHS Advising Program Plans for the undergraduate elementary teacher preparation program at http://www.oakland.edu/sehs/advising/elementaryeducation for the undergraduate secondary teacher preparation program at http://www.oakland.edu/sehs/advising/STEP University Catalog for the undergraduate elementary teacher preparation program at http://catalog.oakland.edu/preview_program.php?catoid=11&poid=923 for the undergraduate secondary teacher preparation program at http://catalog.oakland.edu/preview_program.php?catoid=11&poid=1026 For the graduate endorsements Early Childhood http://catalog.oakland.edu/preview_program.php?catoid=14&poid=1257 Reading and Language Arts http://catalog.oakland.edu/preview_program.php?catoid=14&poid=1253 Special Education http://catalog.oakland.edu/preview_program.php?catoid=14&poid=1260
3.2.2 Faculty	
Majority of the faculty have a terminal degree (major or minor) in the areas of course subjects they teach	See Appendix C
3.2.3 Facilities	
Documents showing appropriate and adequate resources	Description of classroom technology at http://www.oakland.edu/?id=14156&sid=310 A floor plan of the teaching, office and administrative space allocated to the School is available online under the heading Pawley Hall Floor Plan on the SEHS Accreditation page.
3.2.4 Fiscal and Administrative	
Documents attesting to the financial health of the institution Documents showing program administrators are qualified for their positions	The University's audited financial statements are available online at: http://www.oakland.edu/?id=19739&sid=144 Brief biographies of the administrators of the teacher education program are available

Documents showing resources are adequate to administer the program	at http://www.oakland.edu/sehs/accreditation under the heading TEAC Accreditation 2012. Please see Tables B.5 and B.6 below.
3.2.5 Student support	
Documents showing adequate student support services Documents showing the drop-out and program completion rates	See Table 5 for student adviser ratios. In addition, a listing of personnel in the Teacher Education Advising Office can be found online by clicking here. Personnel in the Office of School and Field Services can be found online by clicking here. Program completion numbers are included in Table 1.4 on page 6. Six year completion rates are provided to the MDE each year.
3.2.6 Policies	
Documents showing an academic calendar is published Documents showing a grading policy is published and is accurate Documents showing there is a procedure for students'complaints to be evaluated Documents showing that the transfer of credit policy is published and is accurate.	The calendar is available online. The University Catalog describes the grading policy. Each faculty member is also required to include the grading policy for individual courses in all syllabi. The catalog provides information under the headings Problem Resolution, Academic Concerns, and Non Academic Concerns The transfer policy, including community college articulation agreements and transfers from foreign institutions, is in the catalog.

Curriculum.

As we noted in our 2007 *Inquiry Brief*, a major in teacher education is no less rigorous than other undergraduate majors. One thing that insures this is so is the MDE requirement that all certified teachers must have an academic major or two minors and we made the point earlier in this document that education students do as well, if not better academically than their non-education counterparts (see Tables 4.1, 4.3, and 4.4). In addition, our students are required to maintain a higher GPA for admission to major, earn better grades in their content areas then non-education majors, and accumulate substantially more credits for graduation. Table B1 provides comparison information. We believe we have met the criteria for the capacity to offer a quality program in terms of curriculum.

Table B.3: Admission & graduation required minimums for School of Education and Human Services and College of Arts and Sciences majors

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

Faculty Qualifications[6].

As can be seen in Table 1.2 and Figure C.1, we have well qualified faculty members who are experts in the various disciplines for which we prepare teachers

The University has 538 full time faculty. Sixty-eight of those are in the School. In addition, there are five full time faculty members in the College of Arts and Sciences whose assignment is in education. That represents 12.6% of the total faculty which is slightly below our share of the student body (15%) but larger than the percentage of credits delivered (10.5%).

We have seen an increase in the number of part-time faculty teaching in the teacher preparation program but this is by design. While we recognize the importance of having sufficient well-qualified full-time instructors, we consider our part-time faculty members to be an asset in that they are selected for their expertise as practitioners in the area.

Facilities.

Although we are no longer housed in the newest building on campus, we are still able to report that, as was the case when our building was built in 2001, SEHS is still the sole occupant of our building. In addition to office and classroom spaces that continue to be adequate for our needs, our building has three computer labs, a dedicated Reading Recovery teaching space (including a "behind the glass" teaching room), the reading clinic, and the counseling center. Two areas of the building that are key to teacher education are the Educational Resources Laboratory – a library and media center dedicated to teacher education and the needs of k-12 teachers, and the Lowry Center for Early Childhood Development. We also have a suite of

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

offices for our Student Advising Center and the Office of School and Field Services. All classrooms and conference rooms are equipped with the latest technology for teaching including digital projectors, document cameras, handwriting recognition software, and internet connections.

An important aspect of our facilities that is actually connected to our beliefs about the nature of quality teaching and learning is our ability to maintain our long-standing practice of keeping class sizes low in the teacher education program. Table B.4 compares the number of sections offered university-wide and in the School for various class size ranges. When compared to the university-wide statistics, the School has a lower number of classes with extremely low enrollment. However, most of our courses have maximum class sizes under 30 and we do not have any classes with 50 or more students. This was intentional; our building was specifically designed with no classroom with a capacity greater than 32 students. We see this as a testament to the importance of teacher education in the University and a reflection of the autonomy we have as academic decision makers.

Table B.4: Class Size Comparison for the University and the School

# of Students	2-9	10-19	20-29	30-39	40-49	50-69	70+	Total
# of Sections University	63 (4.6%)	373 (27.2%)	433 (31.5%)	182 (13.3%)	129 (9.34%)	90 (6.5%)	102 (7.4%)	1372
# of Sections SEHS	4 (4.0%)	32 (31.7%)	41 (40.6%)	22 (21.8%)	2 (2.0%)	0	0	101

We also have ongoing support from university office of Classroom Support and Instructional Technical Services (http://www2.oakland.edu/csits/) as well as support from the Office of the Provost for upgrading and maintaining equipment through an AAUP contractual commitment to upgrade faculty computers and the university-wide distribution funds for technology. Specific dollar amounts and university-wide percentages will be available to the site visit team. Two additional examples of the level of support we receive is the appointment of a full-time Information Technology Analyst and a full-time professional librarian as Director of the Education Resources Laboratory.

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

Fiscal and Administrative.

The University undergoes an annual audit of its financial position. The most recent auditors report can accessed online by going to http://www.oakland.edu/?id=19739&sid=144 and clicking on FY2011 Audited Financial Statements. As can be seen in the auditors report, the university is in a sound financial position.

The University is committed to improving its position as a scholarly institution. There is grant money available from the School through our Research Support Committee, and from the University through the Office of Grants and Sponsored Research. At the school level, the Research Support committee has awarded $10,000 per year for each of the last five years. There are also numerous funding opportunities through the University Research Committee such as research fellowships, faculty research support grants, summer sabbaticals for scholarly study,

and a number of awards recognizing faculty researchers. Applications for outside funding are supported by the Office of Grants and Sponsored Research. Information about the funding opportunities at the university level is available at http://www2.oakland.edu/research/research2/?CFID=994098&CFTOKEN=80620413.

Table B.5 provides details on the University budget. It shows that the School of Education and Human Services receives a percentage of University funds comparable to our student enrollment.

Table B.5: University General fund Allocations by Academic Unit Fiscal Year 2012

Unit	Allocation	% Total Budget	% Academic Affairs	%Academic Units
CAS	45,419,926	21.8%	33.3%	45.4%
SBA	13,953,936	6.7%	10.2%	14.0%
SEHS	**13,431,765**	**6.4%**	**9.9%**	**13.4%**
SECS	11,347,882	5.4%	8.3%	11.3%
SHS	5,476,986	2.6%	4.0%	5.5%
SOM	$ 2,239,895	1.1%	1.6%	2.2%
SON	8,144,740	3.9%	6.0%	8.1%
Total	$100,015,130			100.0%
Library	$ 5,419,729	2.6%	4.0%	
Instr Tech	7,507,395	3.6%	5.5%	
Other	23,359,788	11.2%	17.1%	
Total	$136,302,042	65.4%	100.0%	
Other University Services				
F & A	$ 29,198,339	14.0%		
Stud Aff	17,665,951	8.5%		
Univ Rel	4,497,602	2.2%		
President	17,413,393	8.4%		
General	3,233,272	1.6%		
Total	$208,310,599	100.0%		

It is important to examine this data carefully to avoid the conclusion that education programs are serving as a “cash cow” for the university. Looking at the SEHS allocation only as a percentage of the total university budget, our allocation of 6.4% appears to be lower than our enrollment (9.9%) would warrant. However, as a percentage of the total academic affairs budget, our allocation exactly matches our enrollment percentage. Finally, when the common services of the library, information technology and other miscellaneous services are discounted, we see that the School of Education and Human Services receives 13.4% of the allocations for the six

academic units – a figure which is right in line with our the percentage of credits we generate. It also should be noted that the allocation to the School has increased by more than $400,000.00 since our last accreditation visit.

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

Another way to determine if the education unit is funded adequately is to examine the funds available to the School and the departments for discretionary spending. Table B.6 provides that information. Funds held in reserve grew substantially between 2011 and 2012. The bulk of this increase came from the incentive distribution mentioned above. The incentive program is being revised so we do not expect to have similar increases in the coming; however, it is clear that we have sufficient discretionary funds for the foreseeable future.

Table B.6: SEHS Fund Balances as of July 1, 2011 and July 1, 2012

Fund #	Description	7/1/11 Balance	7/1/12 Balance
20481	SEHS Discretionary Fund	$1,128,054.90	$1,722,913.97
20487	SEHS-Counseling Activity	$10,364.00	$92,956.40
20523	Reading and Language Arts Activity	$45,090.63	$130,066.56
21720	Educational Leadership Activity Fund	$99,311.82	$172,691.56
21721	Human Dev & Child Study Activity Fund	$61,294.75	$173,884.47
21724	Human Resource Dev Lab Activity Fund	$120,753.80	$176,842.92
21745	SEHS-Teach Dev Ed Std Activity Fund	$57,756.10	$166,086.13
	Total	$1,522,626.00	$2,635,442.01

To monitor its financial activities the School has an Assistant Dean for Finance with support staff to monitor the budget. The data in Table B4 was provided by this office. These individuals must follow university policies relating to fiscal integrity and fiduciary responsibilities. It is beyond the scope of this section to relate all of those policies however, the policy manual is available online at http://www2.oakland.edu/audit/index.htm. The categories labeled Business and Finance and Facilities and Properties would be relevant to this Quality Principle.

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

Student Support Services.

The primary sources of student support services are the Advising Office and The Office of Field and School Services. As noted in Appendix A, students are encouraged to meet with an

adviser at least three times. Our advisers see between 20 & 30 students each week along with maintaining files, conducting audits for graduation and preparing recommendations for certification to be sent to the state. In addition, personnel in our Office of School and Field Services also guide students through their program. These individuals meet with students twice each semester at a pre- and post-field meeting. They also keep the records of all of the certifications and legal mandates students must meet before being assigned to a school and compiles all field placement evaluations, internship evaluations, and student surveys and provides and annual summary of that data to the Elementary Teacher Preparation Council, the K-12 Council, and the Secondary Teacher Education Program Council. Table B.5 show the adviser/student ration in the School of Education and Human Services and the other units on campus.

Table B.7: Professional Adviser/Student Ratio Fall 2012*

Unit	No of Advisers	Advising Time	Caseload	Ratio	Adjusted Ratio
Arts and Sciences	4.5	4.6	6310	1,372	1,167
Business Administration	3	2.85	2144	752	664
Education & Human Services	3	3.5	1003	287	259
Engineering & Computer Sciences	1	1.5	1223	815	648
Health Sciences	2	2.3	2021	879	722
Nursing	2.5	2.5	1777	711	657

* Based on UNDERGRADUATE Enrollment by School/College Chart

Each unit also has a coordinator who has a reduced student load to allow time for administrative duties. In calculating ratios, the professional advisers group on campus takes into account that some majors on campus are more complex and require different amounts of time. Therefore, the ratio and adjusted ratio are not a straightforward calculation. It is clear that the School of Education and Human Services has a very good adviser/student ratio in comparison to other units on campus; however, it is also the only unit on campus that makes certification recommendations to the state and, in that way, also serves as an unofficial arm of the Michigan Department of Education. The College of Arts and Sciences has an unusually high adjusted ratio. In recognition of that, the University recently opened a First-Year Advising Center that should ease the load of the College advisers.

Our Faculty/Student Concerns Forms and the Student Support committees provide a third form of student support. The Office of School and Field Services reviews the incidence of concerns forms, again, reporting that information to the appropriate governance council that determines what course of action to take in each case. Finally, we also are able to support our students academically through the Educational Resources Laboratory and we have the capacity to support them emotionally if the need arises through our counseling center. Both of these facilities are located right in our building.

The Educational Resources Laboratory maintains circulation statistics for all materials including laptops for student use and the use of video cameras and computer technology carts by faculty (see Table 4.8). They also record the “door count” each semester. For confidentiality

reasons, we do not know how many students utilize the Counseling Center although the Center does produce an annual summary of client use. Through all of these efforts we are able to monitor the impact our student support services are having on our students.

In addition to the support we provide in the School, the University also has extensive measures in place to support student success and persistence toward a degree. The University has an Tutoring Center and recently opened a Writing Center for students needing assistance learning how to write at a college level. The First Year Advising Center assists “undecided” majors and the Graham Health Center a health center provides medical services and includes a counseling clinic separate from the one in the School of Education and Human Services.

No doubt, there will always be some students we do not reach. Nevertheless, we feel both the School and the University demonstrate the capacity to support students through a quality education experience and that our student support services are equal to and, in some ways, more extensive than those provided by other units. Our capacity to support our students is further elaborated in the next section. We have labeled this section Quality Control Assessments because we feel capacity must also be paired with quality control.

Appendix C: Faculty Qualifications

Fig. C.1 : School of Education and Human Services Initial Teacher Education Faculty Roster FY 2011-2012

	Name	Years at OU	Rank	Year Appointed	Assignment	Degree	Specialization	Institution	Year Awarded	Pub
Human Development and Child Studies										
	Bhargava, A.	10	Assoc.	2003	Early Child	Ph.D	Early Childhood	U of T Austin	1991	14
	Fascio-Vareen, S.	2	Asst.	2005	Spec. Ed.	Ph.D		Miss. State	2004	1
	Graetz, J.	4	Asst.	2003	Spec. Ed.	Ph.D	Special Education	George Mason	2003	5
	Groomes, D.	4	Assoc	2012	Spec. Ed.	Ph.D	Rehabil Counseling	MSU	2000	44
	Gunsberg, A	23	Assoc	1997	Early Child	Ph.D.	Early Child/Spec Ed	U of Ill/IUC	1995	
	Javorsky, J.	8	Assoc.	2005	Spec. Ed.	Ph.D	Spec. Ed.	Purdue	2002	49
	Lauer, N.	1	V. Asst.	2011	Special Ed	Ph.D.	Psych/Spec Ed	WSU		
	McNair, M.	13	Assoc.	2001	Early Child	Ed.D.	Early Childhood Educ	U of Mich	1996	25
	Oden, Sherri	17	Assoc.	1996	Early Child	Ph.D.	Early Child/Sp. Ed.	U of Ill/IUC	1985	
	Pipan, R.	20	Assoc.	1995	Foundations	Ed.D.	Curriculum Theory	U of NC	1985	8
	Ruegg, E.	7	Assoc.	2006	Spec. Ed.	Ed.D.	Special Education	Texas Tech	2000	7
	Tivis, T,	1	Asst.	2011	EC/SE	Ph.D.	Special Education	U of Ill/IUC	2010	
*	Swift, C.	34	Assoc.	1978	Special Ed.	Ph.D.	Special Education	U of Arizona	1978	
	Shin, S.	1	Asst.	2006	Spec. Ed.	Ed.D	Special Education	U of Memphis	2004	5
	Wigent, C.	1	Asst.	2011	Spec. Ed	Ph.D.	Spec. Ed/Literacy	MSU	2011	
Reading and Language Arts										
	Ayers, L.	6	Adj Asst.		RLA	Ph.D.	Reading & Lang Arts	OU	1993	4
	Christ, T.	5	Assist.	2007	RLA	Ph.D.	Literacy	U at Buffalo	2007	48
	Cipielewski, J.,	18	Assoc.	1999	RLA.	Ph.D	Reading & Lang Arts	OU	1992	28
	Leigh, R. S.	5	Assist	2007	RLA	Ph.D.	Lang & Literacy	U of S. Carolina	2007	39
	Li, L.	13	Assoc	2002	RLA.	Ph.D	Reading & Lang Arts	OU	2000	47
	McEneaney, J.	13	Prof.	2004	RLA	Ph.D	Reading Educ	U of Georgia	1989	34
	McMillon, G.	11	Assoc	2001	RLA	Ph.D	Reading	MSU	2001	43

Fig. C.1 : School of Education and Human Services Initial Teacher Education Faculty Roster FY 2011-2012 Cont'd

	Name	Years at OU	Rank	Year Appointed	Assignment	Degree	Specialization	Institution	Year Awarded	Pub
	Osborne, A.	16	V. Asst.	2004	RLA	Ph.D	Reading & Lang Arts	OU	2002	2
*	Pavonetti, L.	15	Prof	2003	RLA	Ed.D	Children's Literature	U of Houston	1997	114
	Porter, A.	32	Assoc.	1987	RLA	Ph.D	Reading	Wayne State	1979	10
	Schwartz, R.	35	Prof.	1995	RLA	Ph.D	Educ. Psychology	U of ILL	1978	55
	Sharma, S.	1	V. Assit.	2012	RLA	Ph.D.	Reading & Lang Arts	OU	2002	2
Teacher Development and Educational Studies										
	Basir, M.	1	V. Asst.	2011	Science Ed.	Ph.D.	Science Education	U of Iowa	2011	
	Bolak, K.	11	Assoc	2001	Sec. Ed.	Ed.D	Educ. Psychology	Wayne State	1983	7
*	Brown, N.	12	Assoc	2003	Elem. Ed	Ph.D	Educational Studies	U of Mich	2003	11
	Larrabee, T.	8	Assoc	2004	Science Ed.	Ph.D	Educ./Life Science	UC Davis	2003	7
	Lee, J.	7	Assoc	2005	Math Ed.	Ed.D	Educ Theory/Math	SUNY Bing.	2002	8
	MacDonald, M.	10	Assoc	2002	Elem. Ed	Ph.D	Educ. Psychology	U of Calgary	2000	10
	O'Mahony, C.	11	Assoc	2001	Soc Stud Ed.	Ph.D	Educational Policy	MSU	2001	12
	Pedroni, T.	7	Assoc	2005	Soc Stud Ed.	Ph.D	Educational Policy	UW Mad	2003	11
	Stein, M.	13	Full	2002	Science Ed.	Ph.D	Science Education	SUNY Buffalo	1993	36
	Tracy, D.	25	Full	2000	Math Ed.	Ph.D	Math Education	Ind. U	1987	52
	Tyson, L.	11	Sp. Instr.	2005	Art Ed.	Ed.S	Leadership/ Art Educ	OU	2006	
	Weiss, M.	4	Asst.	2008	Math Ed.	Ph.D				
	Wiggins, R.	18	Full	1994	Elem. Ed.	Ph.D.	Curriculum & Instruc	U of Ill	1993	21
College of Arts and Science										
	Deborah Blair	8	Assoc	2006	Music Ed.	Ph.D.	Music Education	OU	2006	4
	Nancy Joseph		Assoc		English Ed.	Ph.D.	English	Florida State		
	Fran Meuser	18	Assoc.	1999	For Lang Ed.	Ph.D	Spanish	U of Minn.	1994	11
	Joseph Shiveley	8	Assoc	2004	Music Ed.	Ed.D.	Music Education	Uof ILL	1995	6
*	Jackie Wiggins	18	Full	2002	Music Ed.	Ed.D	Music Education	Uof ILL	1992	41

* indicates department chair

Appendix D: Program Requirements

Tables D.1 – D.5 provide an overview of the program requirement for each of the programs covered by this *Inquiry Brief.* Additional detail about each of the programs is available online in the university undergraduate and graduate catalogs. The websites are as follows:

Undergraduate Initial Elementary Teacher Certification – Elementary Education B.S.
Undergraduate Initial Secondary Teacher Certification – Secondary Education OU STEP
Graduate Initial Elementary Teacher Certification – M.A.T. in Elementary Education
Graduate Initial Secondary Teacher Certification - M.A.T. in Secondary Education
Early Childhood Education Endorsement – M.Ed. in Early Childhood Education
Reading and Language Arts Endorsement – M.A.T. in Reading and Language Arts
Special Education Endorsement - M.Ed. in Special Education

Please note that the undergraduate and graduate initial certification programs have essentially the same content although course different course rubrics and numbers (and in some cases credits) are used to distinguish the undergraduate from the graduate program. Tables D.6 and D.7 show how the programs parallel each other in terms of the content covered. Candidate at the undergraduate level are first admitted to the university and subsequently apply for major standing in the Department of Teacher Development and Educational Studies – typically at the end of the sophomore year. The general requirements for admission at the undergraduate level are as follows:

Admission to freshman standing (-Apply online at oakland.edu/apply)

Candidates for admission to undergraduate degree programs should have completed high school-level college preparatory work or otherwise demonstrate sufficient academic preparation to begin college work. Normally, high school courses should include, as a minimum, four years of English language arts, three years of mathematics, three years of science, three years of social studies and two years of world language. Students planning majors in the sciences, mathematics, engineering or business are expected to present at least four years of preparation in math, including algebra, geometry and trigonometry. Consideration for admission is based upon an applicant's academic background, including high school academic achievement, educational goals and potential for success at Oakland University. Students applying as freshmen must submit scores from the American College Test (ACT) or College Board SAT.

Normally, Oakland University will admit students with cumulative grade point averages in academic subjects of 3.20 or above. Applicants with cumulative grade point averages below 3.20 but above 2.50 may be admitted after consideration of the quality of their academic preparation. In some cases, a personal interview may be requested. Students must submit an application, ACT or SAT scores, and an official copy of their high school transcript for an admission decision to be made.

Students in the graduate programs in education are admitted directly into the appropriate department but only after they have satisfied the university graduate admission general requirements that appear below.

Graduate admission general requirements

The general admission requirements listed below represent the minimum requirements for admission to graduate study. The academic departments are responsible for establishing additional program admission requirements specific to their graduate degree or graduate certificate program.

- An Application for Admission to Graduate Study
  An International Supplemental Application for international applicants with an Affidavit of Financial Support and a notarized bank statement in U.S. dollars for the required amount.
- A baccalaureate degree awarded from an accredited U.S. institution, OR a degree equivalent to a four-year U.S. baccalaureate degree from a college or university of government recognized standing. The date the degree was conferred must precede the date of enrollment in the graduate degree program. In addition to a degree equivalent to a four-year U.S. baccalaureate degree, some graduate programs may require an applicant to submit satisfactory scores from the Graduate Record Exam (GRE), including advanced (subject) exams.
- Official transcripts from all post-secondary educational institutions from which the applicant earned a degree (beginning with first baccalaureate) and official transcripts for all enrollment in graduate-level coursework beyond the bachelor's degree. International university transcripts must be evaluated by a professional credential evaluation service that is a NACES member. Unofficial transcripts may be accepted for admissions evaluation purposes. When only unofficial transcripts are received, a student's acceptance will be regarded as limited standing pending receipt of an official transcript within a specific time frame.
- Recommendation for Graduate Admission forms
- Proof of program prerequisite courses (undergraduate) required for admission into a specific degree program. Undergraduate prerequisite courses that are preparatory to the degree are not considered part of the degree requirements.
- Proof of English competency for students for whom English is not their native language.

Table D.1 Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for Initial Certification: Elementary

TEAC *Quality Principle I* components	Required courses	Field work requirements	Admissions requirements	Exit requirements	Professional Standards for Michigan Teachers
1.1 Subject matter knowledge	General Education Courses Major/minor courses Methods Courses in math, reading and language arts, science, social studies, performing arts, phys ed and visual arts as described in the Program Plan	None 30 hours over a minimum of 8 weeks every semester	Minimum GPA of 2.8; no course below 2; successfully complete EED 312. MTTC in Basic Skills	Minimum Grade of 3.0 in professional courses	1.Subject Matter Knowledge-Base In General and Liberal Education
1.2 Pedagogical knowledge	Foundations Courses in learning theory, classroom management, diversity, and instructional design and assessment as described in the Program Plan	30 hours over a minimum of 8 weeks every semester	Successful completion of Gen. Ed. plus pre-requisite courses as described in the Program Plan 2012-2013	Minimum Grade of 3.0 in professional courses MTTC in Elementary Education	2. Instructional Design and Assessment 3. Curricular and Pedagogical Content Knowledge Aligned With State Resources
1.3 Caring and effective teaching skill	Embedded in all courses but specifically measured in the Internship EED 455	15 weeks full-time	All prof. courses completed. Internship application Criminal Background Check, First Aid, etc. as indicated in the Internship Handbook	Minimum Grade of 3.0 Positive eval. on the Mid-Year Performance Based Assessment and the coop teachers final evaluation	4. Effective Learning Environments 5.Responsibilities and Relationships To The School, Classroom, and Student
1.4.1 Cross-cutting theme: *Learning how to learn*	Embedded in all courses but specifically in FE 406 – Learning Theory	30 hours over a minimum of 8 weeks		Minimum Passing Grade of 3.0	5.Responsibilities and Relationships To The School, Classroom, and Student
1.4.2 Cross-cutting theme: *Multicultural perspectives*	EED 420 – Managing the Classroom for Diverse US Learners	30 hours over a minimum of 8 weeks		Minimum Passing Grade of 3.0	6.Responsibilities and Relationships To The Greater Community
1.4.3 Cross-cutting theme: *Technology*	Embedded in all courses, specifically in IST 396	30 hours over a minimum of 8 weeks		Minimum Passing Grade of 3.0	7. Technology Operations And Concepts

Table D.2 Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for Initial Certification: Secondary

TEAC *Quality Principle I* components	Required courses	Field work requirements	Admission requirements	Exit requirements	Professional Standards for Michigan Teachers
1.1 Subject matter knowledge	General Education Courses Major/minor courses Methods Courses in the appropriate discipline as described in the Professional Coursework Program Plan	50 hrs over a min of 8 weeks	Minimum GPAs of 3.0 in both liberal arts major and minor. A minimum overall GPA of 2.80. A minimum grade of 3.0 in Rhetoric 160 MTTC Basic Skills Min. grade of 3.0 in SED 300		1.Subject Matter Knowledge-Base In General and Liberal Education
1.2 Pedagogical knowledge	SED300 Intro to Sec Ed FE406 Educational Psychology for K-12 Educators RDG338 Teaching Reading in the Content Areas SED427 Methods of Teaching Secondary Students SED428 Teaching of the Major Field			Min GPA of 3.0 Min Grade of 2.8 in each course MTTC Content Area Test	2. Instructional Design and Assessment 3. Curricular and Pedagogical Content Knowledge Aligned With State Resources
1.3 Caring and effective teaching skill	Embedded in all courses but specifically measured in SE 401 Intro to Students with Special Needs and the Internship SED 455	One semester, ½ day, 5days/wk Second semester, full day, 5 days/wk		Positive eval. on the Mid-Year Performance Based Assessment and the coop teachers final evaluation	4. Effective Learning Environments 5.Responsibilities and Relationships To The School, Classroom, and Student
1.4.1 Cross-cutting theme: *Learning how to learn*	FE406 Educational Psychology for K-12 Educators			Min Grade of 2.8	5.Responsibilities and Relationships To The School, Classroom, and Student
1.4.2 Cross-cutting theme: *Multicultural perspectives*	SED 427 Methods of Teaching Secondary Students			Min Grade of 2.8	6.Responsibilities and Relationships To The Greater Community
1.4.3 Cross-cutting theme: *Technology*	Embedded in all courses, specifically in IST 397			Min Grade of 2.8	7. Technology Operations And Concepts

Table D.3 Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for Initial Certification: Early Childhood

TEAC *Quality Principle I* components	Required courses	Field work requirements	Admissions requirements	Exit requirements	Michigan Early Childhood Endorsement Standards
1.1 Subject matter knowledge	EC 540 Theories of Child Development and Education EC 542 Applied Developmental Principles	Students must complete 300 hours of supervised practicum with school aged, infant/toddler and/or pre-school aged children throughout the program	Min undergrad GPA of 3.0 Min 24 undergrad credits in education or related field Two letters of recommendation	Successful completion of all courses with a min GPA of 3.0 within 6 yrs..	1. Child Development and Learning 3. Family and Community Relationships 4. Assessment and Evaluation 2. Curriculum Development and Implementation 3. Family and Community Relationships 5. Professionalism
1.2 Pedagogical knowledge	EC 543 Teacher as Child Advocate and Adult Educator EC 544 Adult Child Interaction: Play and Mediation of Learning				2. Curriculum Development and Implementation 3. Family and Community Relationships
1.3 Caring and effective teaching skill	EC 544 Adult Child Interaction: Play and Mediation of Learning ‘’ EC 546 Practicum in Early Childhood	Full-time at Lowry Center for Early childhood Education			2. Curriculum Development and Implementation 3. Family and Community Relationships 4. Assessment and Evaluation 2. Curriculum Development and Implementation 3. Family and Community Relationships 4. Assessment and Evaluation 6. Field Experiences
1.4.1 Cross-cutting theme: *Learning how to learn*	EC 543 Teacher as Child Advocate and Adult Educator EC 645 Observation and Assessment of	Full-time at Lowry Center for Early childhood Education			5. Professionalism 1. Child Development and Learning 2. Curriculum Development and Implementation 3. Family and Community Relationships

	the Young Child				4. Assessment and Evaluation 5. Professionalism 6. Field Experiences
1.4.2 Cross-cutting theme: *Multicultural perspectives*	EC 509 Family, Child and Learning in Cultural Context				2. Curriculum Development and Implementation
1.4.3 Cross-cutting theme: *Technology*	EC 546 Practicum in Early Childhood				

Table D.4 Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for Initial Certification: Reading and Language Arts

TEAC *Quality Principle I* components	Required courses	Field work requirements	Admissions requirements	Exit requirements	International Reading Association **Standards for Reading Professionals—Revised 2010**
1.1 Subject matter knowledge	RDG 500 Foundations of Reading Instruction RDG 571 Foundations of Literature for Children and Young Adults	RDG 699 Master's Practicum	Min. undergraduate GPA of 3.0 Background in teaching Two letters of recommendation	Successful completion of all courses with a min GPA of 3.0 within 6 yrs.	IRA 2.1 *Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*
1.2 Pedagogical knowledge	RDG 575 Teaching Writing in the Elementary and Secondary Schools				IRA 2.2 *Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*
1.3 Caring and effective teaching skill	RDG 632 Diagnosis of Reading Disabilities RDG 633 Correction of Reading Disabilities				IRA 4.1 *Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write,* 4.2 *Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.* 4.3 *Candidates develop and implement strategies to advocate for equity.* 5.2 *Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for*

					learning to read and write.
1.4.1 Cross-cutting theme: *Learning how to learn*	RDG 564 Teacher as Research Classroom Inquiry				IRA 3.1 *Candidates understand types of assessments and their purposes, strengths, and limitations.* 3.2 *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*, 3.3 *Candidates use assessment information to plan and evaluate instruction.*, 3.4 *Candidates communicate assessment results and implications to a variety of audiences.*
1.4.2 Cross-cutting theme: *Multicultural perspectives*	RDG 571 Foundations of Literature for Children and Young Adults				IRA 4.1 *Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write,* 4.2 *Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.* 4.3 *Candidates develop and implement strategies to advocate for equity.*
1.4.3 Cross-cutting theme: *Technology*	Embedded throughout the courses				

Table D.5 Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for Initial Certification: Special Education

TEAC *Quality Principle I* components	Required courses	Field work requirements	Admissions requirements	Exit requirements	State standard number Rule 340.1781
1.1 Subject matter knowledge	SE 501 Intro to Students with Special Needs SE 502 Legal Issues in Special Education	There is a practicum course for each concentration in special education SE 591 Practicum: Autism Spectrum Disorder K-12 SE 592 Practicum: Specific Learning Disability K-12 SE 594 Practicum: Emotional Impairment K-12	Min. undergraduate GPA of 3.0 Background in teaching Two letters of recommendation	Successful completion of all courses with a min GPA of 3.0 within 6 yrs.	(a)(i) understanding human growth and development (e) Organizational, historical, and legal factors
1.2 Pedagogical knowledge	FE 506 Child Development, Variability, and Learning SE 518 Organization and Management of Instructional Behaviors and Environments				(a)(ii) Understanding of learning and teaching theories (b) Curriculum and Instruction (c) Special Education instructional systems (d) Communication/ consultation
1.3 Caring and effective teaching skill	SE 524 Assessment in Special Education SE 624 Advanced Diagnostics				(a)(iii) Knowledge of construction, interpretation, and limitation of standardized and nonstandardized assessment procedures
1.4.1 Cross-cutting theme: *Learning how to learn*	SE 601 Issues and Trends in Special Education SE 619 Theory, Research and Practice in Special Education SE 699 Final Project in Special Education				(f)(i) Ability to observe, analyze, and describe the instructional strategies being applied in educational settings.
1.4.2 Cross-cutting theme: *Multicultural perspectives*	Embedded throughout the coursework				
1.4.3 Cross-cutting theme: *Technology*	Embedded throughout the coursework				

Fig. D.2: Undergraduate Course Requirements and Titles[7]

	Elementary	Secondary
Candidacy	MTE 210 – Numerical Structures	
	SCS 105 - Science for the Elem Teacher	
Intro to Ed.	EED 310 – Public Education for the Future	SED 300- Intro to Secon. Ed.
Foundations	FE 406 – Learning Theory	FE 406 – Learning Theory
	EED 354 – Instructional Design & Assessment	SED 427*-Methods of Teaching Secondary Students
	EED 420 – Instructional Interaction and Classroom Management	
Special Education	SE 401 – Introduction to Students With Special needs	SE 401- Intro. to Students with Special Needs
Technology	IST 396- Educational uses of Micro-computers & Related Technologies	IST 397 – Integrating Tech in the Secondary Curricula
Methods	EED 302 - Teaching Mathematics at the Elem-Middle Levels	SED 428 – Teaching the Major Field
	EED 305 - Teaching Science at the Elem-Middle Levels	
	EED 316 - Educating Children in Art	
	EED 406 – Health Curriculum at the Elem & Middle levels	
	EED 470 - Teaching Social Studies at the Elem-Middle Levels	
	MTD 301 – Performing Arts Experiences for Children	
	RDG 331/333 – Teaching of Reading & Language Arts	RDG 338 – Guiding Reading-Learning in Content Subjects Area
	RDG 414 – Reading Appraisal in the Elementary Classroom	
Student Teaching	EED 455 – Internship in Elementary Ed.	SED 455 – Internship in Secondary Ed. * Math minors take SED 426, English minors take ENG 398

[7] Course Description are available online at http://catalog.oakland.edu/content.php?catoid=11&navoid=405 (EED & SED), http://catalog.oakland.edu/content.php?catoid=11&navoid=404 (RDG and IST) and http://catalog.oakland.edu/content.php?catoid=11&navoid=402 (FE & SE).

Fig. D.6: MAT Course Requirements and Titles[8]

	Elementary	Secondary
Candidacy Courses	MTE 210-Numerical Structures SCS 105-Science for Educators HST 114-Intro to American History	
Intro. to Ed.	TD 530-Managing the Classroom Environment for Diverse Learners	TD 500-School & Society
Foundations	FE 680-Learning Models	TD 501 Learning Theory
		TD 519 Schools, Students & Educational Equity
	TD 521-Instructional Design & Assessment	TD 521-Instructional Design & Assessment
Special Education	SE 500-The Exceptional Child	SE 521-Serving Students w/Special Needs
Technology	IST 535-Instructional Systems Tech Applications in Elementary Education	IST 630-Intro to Tech Applications in the Classroom
Methods	RDG 502-Foundations of Rdg	RDG 538- Reading in the Content Area
	RDG 503-Rdg/L.A. instruction	
	TD 506 – Health Curriculum at the Elem & Middle Level	
	TD 513-Teaching Elem/MS Science	TD 528-Secondary Teaching Methods
	TD 514-Teaching Elem/Mdl S.S.	
	TD 515-Integrating the Arts	
	TD 516-Teaching Elem/MS Math	
Student Teaching*	TD 555-Internship & Seminar	TD 559-Student Teaching TD 556-Student Teaching Seminar

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

EST 601 – Introduction to Educational Studies

[8] Course Description are available online at
http://catalog.oakland.edu/preview_program.php?catoid=14&poid=1252&returnto=720 (elementary) and
http://catalog.oakland.edu/preview_program.php?catoid=14&poid=1255&returnto=720 (secondary)

APPENDIX E

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

Type of Evidence	Available*		Not Available	
Note: items under each category are examples. Program may have more or different evidence	In the *Brief* Reasons for including the results in the *Brief* (Location in *Brief*)	Not in the *Brief* Reasons for not including the results in the *Brief*	For future use Reasons for including in future *Briefs*	Not for future use Reasons for not including in future *Briefs*
Grades				
1. Student grades and grade point averages in general education and endorsement courses.	A measure of student competency in liberal arts and pedagogy. (Table 4.1, & 4.2, p. 16; Table 4.3 & 4.4. pp. 18 & 19)			
Scores on standardized tests				
2. Student scores on MTTC Exams	Required by Michigan Department of Education for certification (Table 4.12, p. 30;			
3. Student scores on admission tests of subject matter knowledge for graduate study	Table 4.12, p. 30.			
4.Standardized scores and gains			Not currently available from	

of the program graduates own students			school districts. The MDE is working on a system by which this information can be collected and monitored.	
Ratings				
5. Ratings of portfolios of academic and clinical accomplishment			Students develop portfolios that are graded in the first course, however, their continued use throughout the program is for employment purposes and they are noted assessed for competency	
6. Third-party rating of program's students	Table 4.9, p. 24; Table 4.10, p. 25 Figures F8-F10, pp. 33-45.		.	
7. Ratings of in-service, clinical, and PDS teaching				We do not have any PDS programs.
8. Ratings by cooperating teacher and college/ university supervisors, of practice teachers' work samples	Field Placement (Figure F.1) and Cooperating teacher's evaluations. (Table 4.9, p. 24; Table 4.10, p. 25)		The MDE is implementing a survey of all university supervisors beginning this year.	
8a. Ratings by graduates of the quality of their preparation	Tables 4.13 & 4.14 (pp 31-32)			
Rates				

9. Rates of completion of courses and program	p. 35			
10. Graduates' career retention rates			The MDE is attempting to share this information disaggregated by institution however, the data is not accurate at this point.	
11. Graduates' job placement rates				In the current market, we do not expect to have meaningful data in this area.
12. Rates of graduates' professional advanced study			The MDE is attempting to share this information disaggregated by institution however, the data is not accurate at this point.	
13. Rates of graduates' leadership roles			The MDE is attempting to share this information disaggregated by institution however, the data is not accurate at this point.	
14. Rates of graduates' professional service activities	)		The MDE is attempting to share this information disaggregated by	

			institution however, the data is not accurate at this point.	
Case studies and alumni competence				
15. Evaluations of graduates by their own pupils			We do not have data for this yet. We are unsure how to collect this data without interfering with personnel policies in many districts.	
16. Alumni self-assessment of their accomplishments		We have only anecdoatal data that could be shared with the site visit team; however, nothing that could be analyzed systematically.		
17. Third-party professional recognition of graduates (e.g. NPTS)		Again, the data we have on this is informal and is not from professional organizations, however, we have continual feedback from professionals in the field speaking to the quality of our graduates. (Figures F8-F10)		
18. Employers' evaluations of the program's graduates		Figures F8-F10	.	
19. Graduates' authoring of textbooks,		Any data of this type would be limited and not		

curriculum materials, etc.		necessarily representative of our graduates as a whole.		
20. Graduates own pupils' learning and accomplishment			The MDE is attempting to share this information disaggregated by institution however, the data is not accurate at this point..	

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

APPENDIX F

Figure F1: Sample Field Placement Evaluation

OAKLAND UNIVERSITY FIELD EXPERIENCE
ELEMENTARY EDUCATION
COOPERATING TEACHER ASSESSMENT

Field Experience #5

***Please r**ate the following items by circling 5,4,3,2,1: RUBRIC GUIDELINES*

5	4	3	2	1
Student demonstrates this at a level exceeding expectations for a student in this level field.	*Student proficiently demonstrates this practice at a level expected for a student in this level field.*	*Student generally demonstrates this practice.*	*Student demonstrates this practice but with inconsistency.*	*No evidence that student demonstrates this practice.*

PERSONAL ATTRIBUTES:

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

RELATIONSHIP WITH OTHERS:

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

ATTENDANCE:

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

TEACHING SKILLS:

5 4	3 2	1
1. Field student displays enthusiasm for the content and exhibits sound content knowledge.	Field student conveys the importance of the work but without great enthusiasm and/or exhibits some lapses in sound content knowledge.	Field student may convey a negative attitude toward the content suggesting that the content is not important or is required by others and/or exhibits many lapses in sound content knowledge.
2. Field student establishes a climate of courtesy and cooperation.	Field student applies rules consistently and fairly and encourages slow/reluctant students.	Field student applies rules inconsistently or unfairly.
3. Field student displays an understanding of the developmental characteristics of the age group as evidenced by inclusion of developmentally appropriate activities.	Field student is somewhat sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	Field student does not exhibit an understanding of the developmental characteristics of the age group.
4. Field student's lesson has a clearly defined structure that activities are organized around.	Field student's lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: Appropriate intro, sequence, relating content to prior learning, description of concepts, critical attributes, application, closure.	Field student's lesson does not have a recognizable structure or sequence.
5. Assessment criteria and standards are clear, including such examples as rubrics and are clearly communicated to students.	Assessment criteria and standards have been developed but they are not clear or have not been clearly communicated to students.	Clear criteria or standards are not included in the proposed approach.
6. Field student directions and procedures are clear to students and minimal student confusion is apparent.	Field student's directions and procedures are clarified after initial student confusion or are excessively detailed.	Field student's directions and procedures are unclear to students.

When did the student bring you this form? _____ Did they bring you a resume also? _____

COMMENTS: Please include your perception of this student as a candidate for the teaching profession and any recommendations which you might have for their growth toward this goal.

Cooperating Teacher's Signature_____ Date_____

Student's Signature_____ Date_____

The student's signature indicates that the assessment was read and discussed, and does not necessarily imply agreement. **The student is to return this to the OFFICE OF SCHOOL & FIELD SERVICES COORDINATOR at the post field seminar along with the required log and reflective summary**

Figure F2: Faculty/Student Concerns Report and Policy

FACULTY/STUDENT CONCERN REPORT
Elementary Education Program
Oakland University

Last Name:	First:	M.I.:
Faculty:	Department:	
Date Filed:	Course:	
PRIVATE MEETING HELD ON:	ROOM IN WHICH PRIVATE MEETING TOOK PLACE:	

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

Language Skills	**Professional Relationships**	**Professional Responsibilities**	**Professional Competency**	**Personal Considerations**
Oral Expression	Student-Faculty	Meeting Obligations	Knowledge	General Health Written
Expression	Student-Peer	Student Advocacy	Skills	Vision
Reading Ability	Student-Pupil	Ethics	Clinical Exper.	Hearing
_____	Student-Field	_____	_____	Speech
	_____			Stress Tolerance
				_____

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

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

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

Faculty Signature:_____Student Signature:_____

Signature acknowledges receipt and does not imply agreement.

Page 1 & 2: Copy: Field Placement Office; Copy: Student; Copy: Instructor

Policy and Procedure for Faculty/Student Concern Report

Level 1: Single Course/Individual Faculty Concerns

1. Faculty privately meets with the student to raise concern (this shall not take place prior to class or within 30 minutes after a class).
    a. Fill out Faculty/Student Concern Report
        i. Annotates date
        ii. Creates timeline with improvement plan if necessary
    b. Faculty and student sign the completed Faculty/Student Concern Report
2. Faculty sends signed Faculty/Student Concern Report to field Placement Director to place in student's file until resolution. A second signed copy will be given to the student.
3. Faculty/Student Concerns Committee meets during the year when necessary to monitor Faculty/Student Concern Reports and remaining issues.
4. Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the Petitions Committee which consists of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from departments delivering courses in the Elementary Education Programs, and (c) the Dean of SEHS designee.

Level 2: Multiple Course/Multiple Faculty Concerns or Concerns of Immediate Attention

1. The Faculty/Student Concerns Committee of the Elementary Teacher Preparation Governance Council will review all Faculty/Student Concern Reports and initiate a second level of intervention if the collective concerns place the student in jeopardy of not meeting certification or professional standards.
2. The Faculty/Student Concerns Committee will meet with said student within two weeks of the concerns meeting, articulating the specifics which *place the student in jeopardy of not achieving a recommendation for certification.*
    a. The Faculty/Student Concerns Committee determines whether a written plan to address concerns within a specified time frame is necessary. The plan will be filed according to procedures established in Level 1, item 2.
    b. If a Support Committee is formed, it will monitor student progress, collecting any evidence supporting student progress and make a final recommendation to the Faculty/Student Concerns Committee.
    c. Recommend to the Dean's office and provide a copy to the Chair of the ETPGC and the Chair of TDES that a student be removed from the program.
3. Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the Elementary Teacher Preparation Governance Council (ETPGC) for a review of her/his case. The Appeal Committee will consist of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from departments delivering courses in the Elementary Education Programs, and (c) the Dean of SEHS designee. The faculty chosen by the ETPGC Chair will serve as chair of the appeal committee. The ETPGC Chair will inform the involved student appealing as to the name of the Appeal Committee chair and be asked to name a faculty member in the Elementary Education Program of his/her choice. Further communication with the student will be through the chair of the appeal committee.

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

Figure F3: Internship performance assessment

OAKLAND UNIVERSITY
MID-TERM PERFORMANCE BASED ASSESSMENT/ELEMENTARY STUDENT TEACHERS

Intern_____**Cooperating Teacher**_____

District_____Building Assignment_____Grade/Subject_____

University Field Instructor _____Date_____

Check which participant is completing the form:
_____Intern _____Cooperating Teacher _____University Field Instructor

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

I. INTERPERSONAL RELATIONSHIPS
(Student Teacher interaction with students, faculty and staff, and parents)

Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
With Students	**Student teacher establishes unreasonable expectations for students. (either too high or too low)**		**Student teacher generally establishes reasonable expectations for students.**		**Student teacher establishes high yet reasonable expectations for students, and they are developmentally appropriate.**	

	Student teacher does not exhibit respect for students, relates with some students in a negative, demeaning, or sarcastic manner or in a manner inappropriate to the student's developmental stage or culture.		**Student teacher generally maintains adult behaviors when working with students, and generally establishes appropriate interactions with students.**		**Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Student teacher is a thoughtful and responsive listener.**	
	Needs to Improve ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
	Students exhibit minimal respect for the student teacher.		**Students exhibit respect for the student teacher.**		**Students exhibit confidence in and respect for the student teacher as an individual.**	
With Faculty and Staff	**Student teacher does not use advice from school staff and administration.**		**Student teacher uses advice from school staff and administrators when it is given.**		**Student teacher seeks and utilizes advice from school staff and administrators.**	
	Student teacher's relationships with colleagues are generally negative or self-serving.		**Student teacher establishes friendly relationships with colleagues to fulfill the duties required.**		**Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships.**	
	Student teacher doesn't exhibit interest in school events.		**Student teacher participates in school events when specifically asked.**		**Student teacher volunteers to participate in school events.**	
With Parents	**Student teacher does not make any attempt to participate, in conjunction with the cooperating teacher, in providing information to parents.**		**Student teacher participates in the school's activities for parent communication.**		**Student teacher suggests and develops, with cooperating teacher's approval, ways to share information with parents about the instructional program, using a variety of communication vehicles such as parent letters, newsletters, etc.**	
	Student teacher makes no attempt to provide any information to parents about their individual student.		**Student teacher is aware of and consistently participates in the school's required procedures for communicating to parents.**		**Student teacher, in conjunction with the cooperating teacher, develops ways to communicate with parents about student's progress on a regular basis.**	
	Student teacher shows insensitive responses to parent concerns about students.		**Student teacher responds to parent concerns.**		**Student teacher is available as needed to respond to parent concerns, and does so with sensitivity.**	

Comments/Suggestions for Improvement:

_____

_____
_____
_____
_____

II. CLASSROOM CLIMATE AND MANAGEMENT
(Expectations, Physical organization, Student Behavior Management, Managing Procedures, Record Keeping)

Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
Expectations	**Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.**		**Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.**		**Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.**	
	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.		**Most students invest some effort in the quality of their work.**		**Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.**	
Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
	Goals and activities communicate only modest or low expectations for student achievement.		**Goals and activities generally convey appropriate expectations for student achievement.**		**Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)**	
Physical Space	**The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.**		**The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.**		**The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.**	
Student Behavior	**Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.**		**Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.**		**Standards of expected conduct are consistently clear to all students.**	
	That student teacher does not monitor student behavior; appears unaware of what students are doing.		**Student teacher is generally aware of student behavior.**		**Student teacher is alert to student behavior at all times, employing preventive monitoring.**	

	Student teacher does not institute corrective procedures. ***Efforts are inconsistent** ***Efforts include idle threats** ***Efforts include inconsistent warnings** ***Efforts include conditional promises** ***Efforts include sarcasm or negative criticism**		**Student teacher institutes corrective procedures for inappropriate behaviors.** ***Gives task assistance** ***Uses nonverbal signal interference** ***Uses proximity relationship control** ***Regroups students**		**Student teacher response to misbehavior is appropriate, consistent and successful.** ***Removes potential distractions** ***Utilizes successful attention-getting devices** ***Redirects with task involvement** ***Provides constructive activity in the face of unforeseen time problems**	
	Student teacher applies rules inconsistently or unfairly.		**Student teacher generally applies rules fairly and encourages slow/reluctant students.**		**Student teacher establishes a climate of courtesy and cooperation.**	
Managing Procedures	**Materials are not prepared and organized.**		**Materials are prepared and organized.**		**Materials are prepared and organized for the full week of instruction.**	
	Lack of preparation results in loss of instructional time.		**Procedures are generally in place for distribution of materials.**		**Procedures are in place for distribution, resulting in minimal loss of instruction time.**	
	Directions for transitions are not efficient. ***Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.**		**Transitions are efficient.** ***Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.**		**Transitions occur smoothly.** ***Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.**	
	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.		**Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.**		**Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.**	
Record Keeping	**The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.**		**The student teacher incorporates a system for maintaining information on student completion of assignments.**		**The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.**	
Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Chec	**Developing** ***There is evidence that:***	Chec	**Accomplished** ***There is evidence that:***	Chec
	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.		**Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.**		**Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance., resulting in minimal loss of instructional time.**	

Comments/Suggestions for Improvement:

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_____

_____

_____

_____

III. PLANNING FOR INSTRUCTION

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

Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
Pedagogy	**Student teacher has limited pedagogical knowledge.**		**Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.**		**Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.**	
	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.		**The student teacher has some awareness of prerequisite learning.**		**The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.**	
Knowledge of Students	**The student teacher does not exhibit an understanding of the developmental characteristics of the age group.**		**The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.**		**Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.**	
	The student teacher does not exhibit familiarity with the different approaches to learning. (such as learning styles, modalities, multiple intelligences.)		**The student teacher has a general understanding of the different individual approaches to learning.** **(such as learning styles, modalities, multiple intelligences)**		**The student teacher displays a clear understanding of the different approaches to learning through incorporation of a variety of instructional activities that address learning styles, modalities, multiple intelligences.**	
Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.		**The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.**		**The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.**	
	Student teacher is not aware of students' interests or cultural heritage.		**The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.**		**The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.**	

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

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

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

Comments/Suggestions for Improvement:
_____
_____
_____
_____
_____

IV. DELIVERING INSTRUCTION
(Communication, Adjustment and Response, Questioning, Feedback)

Category/ Evaluation	**Needs to Improve** ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
Communica-tion	**Student teacher's directions and procedures are unclear to students.**		**Student teacher's directions and procedures are clarified after initial student confusion or are**		**Student teacher's directions and procedures are clear to students and**	

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

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

Comments/Suggestions for Improvement:

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V. INSTRUCTIONAL TECHNOLOGY

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

	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.		**Student teacher takes advantage of electronic communication.**		**Student teacher communicates effectively via electronic channels.**	

Comments/Suggestions for Improvement:
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VI. PROFESSIONAL QUALITIES
(Reflection, Professional Development, Ethics)

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

Ethics	**The student teacher does not understand or accept the professional codes of ethical conduct.**		**Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.**		**Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.**	

Comments/Suggestions for Improvement:

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VII. PERSONAL QUALITIES

	Needs to Improve ***There is evidence that:***	Check	**Developing** ***There is evidence that:***	Check	**Accomplished** ***There is evidence that:***	Check
	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.		**Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.**		**Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.**	
	Student teacher has not informed the cooperating teacher and supervisor of the absence in a timely fashion.		**Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner.**		**Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner, always forwarding materials.**	
	Student teacher does not exhibit energy in the performance of duties.		**Student teacher generally exhibits energy in the performance of duties.**		**Student teacher exhibits consistent energy and vitality in completing duties.**	
	The student teacher cannot be depended upon. Student teacher has been repeatedly late or repeatedly left early.		**Student teacher is consistently prompt and in attendance, for the entire required teacher school day.**		**Student teacher additionally, arrives early or stays late to complete necessary preparations.**	
	Student teacher repeatedly dresses inappropriately or is not well groomed.		**The student teacher generally dresses appropriately for the school environment and is generally well groomed.**		**The student teacher consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.**	

	The student teacher does not carry out tasks effectively and on time. The student teacher may be negative about required tasks or duties.		**The student teacher carries out tasks effectively and on time. For example, lesson plans are ready for the cooperating teacher the Thursday before the teaching week.**		**The student teacher carries out tasks effectively and on time, pre-plans tasks to allow for reflection and revision. He/she views tasks as a worthwhile challenge rather than a chore.**	

Comments/Suggestions for Improvement:

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

PLEASE LIST ANY SUGGESTIONS

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Figure F4: Rubric for the early childhood program final project

	Competencies	Excel	Good	Fair	Poor
Literature Review	Uses relevant early childhood research to ground study Writing is organized; demonstrates synthesis and analysis; follow APA guidelines for references Writing is high quality (follows APA guidelines for order, smoothness of expression, precision and clarity, grammar and reduction of bias)				
Goals Purposes Project Focus	Based on identified needs in a context or setting with a specific population Problem/research question clearly articulated Definition of terms operationalzed Relevance and importance is supported				
Project approach	Formulates action research approach appropriate to context, setting or problem with a specific population				
Instrument selection	Selects data collection techniques & approaches				
Protocol for data collection	Identifies study participants Problem-solves implementation issues				
Data Analysis	Understands & uses appropriate analysis methods Provides description of analysis process				
Findings	Findings are connected to literature and problem focus Identifies future directions and questions Articulates diverse findings/perspectives				
Writing/ Presentation appropriate for identified audience(s)	Presents findings in formats appropriate for identified audience				
Uses ethical procedures in study	Understands issues related to plagiarism Is aware of the IRB process Understands and respects confidentiality Ethical analysis and reporting of data				

Figure F5: Classroom management final project

EED 420 Final Project

For your final project you will work as a team of three teachers to develop a Classroom Management Plan that you will present to your grade level/department/school. Those presentations will be made during one of two "faculty meetings" that will take place during our last two class sessions.

Your presentation will be evaluated by the "principal" with input from your "colleagues" based on the attached rubric. **Your presentation must reflect what you have learned from class sessions, your readings, and your practical experiences in your field placements and other time spent in schools. You need to acknowledge the source of the information that guided your thinking (in scholarly writing we refer to such acknowledgement as a citation.) so that it is clear what sources you drew upon to develop your plans.**

Below is some information to assist you in this project. You do not need to proceed in the order this information is presented. There may be opportunities to integrate some of the descriptions, explanations, questions, and responses that are listed below but you must address them all.

Background:
Select a grade level or content area in which all of you teach. Decide on some demographic characteristics of your school. Where is it located, how large are your classes, what is the economic, ethnic and racial make-up of your school/class, what are the academic and learning differences among your students, what is the home situation of your students, how involved are the parents in your school, etc.?

Formulate a collaborative philosophy statement. This should consist of five to ten sentences that articulate your beliefs about teaching and learning. These should not be abstract platitudes but, rather, practical statements that both reflect and guide your actions as a teacher.

Classroom Routines:
Beginning the year
- Describe *and explain* the routines you will use to begin the school year.
  - What happens before the year begins? What will you do on the first day of class?
  - What expectations will you set for the remainder of the year?
  - What plan do you have for communicating with parents?

Rituals
- What rituals, if any will be practiced in your classroom? Who will develop/create the rituals?
- How will they be communicated to the students? What purpose will they serve?
- How will they reflect your particular classroom, your school, and the wider community?

Everyday Routines and Procedures: Beginnings, Endings, and Transitions
- What routines will you have for starting and ending the day?
- Select 3 of the myriad transitions that take place during a school day (or class period). Describe the routine(s) you will have for each of these transitions. Explain the basis for and purpose of each of these routines.

Classroom Culture:
Goals/Agreement/Rules
- Describe *and explain* how you will establish behavior expectations for your classroom.
  - Who will determine the goals/rule/agreements? What is the role of the students in this process?
  - How will these expectations be reinforced and communicated throughout the school year?

Managing Your Classroom
- Describe *and explain* how you will manage behavior in your classroom?
  - Will you have a specific management program you will follow? If so, describe it.
    - If not, what will your management plan be?
  - What tangible items and/or artifacts are needed to carry out your management plan?
  - How is your management plan aligned with your Goals/Rules/Agreements?

In what way does the background of your students and the local community figure into your management plan?

Consequences and Follow Through

Describe three scenarios of disruptive behavior – mild, moderate, and severe. (These can be actual events or cases you create.)

What are the consequences for each of these behaviors? What will the follow through be?

What will you do to resolve each of these scenarios – what will you say, what will you do, where are you located in the room, etc.

Who else needs to be involved and at what point in the process?

Epilogue:

This part of the project is done individually.

Write a closing statement that ties this all together in whatever way makes sense for you; however, at a minimum you should discuss how your Philosophy Statement aligns with the Classroom Management Plan you developed. This is to be done individually for two reasons: First, each member of your team may have a different perspective on how this all comes together. Second, you need to personalize and internalize the components of your plan and the concepts/belief structure that undergird your position. You will likely be asked questions about these things when you interview for a teaching job and you will not be interviewed as a team. It is a solitary process.

This is also an opportunity to express a dissenting opinion. Ideas that were not included in the group consensus can, and should, be shared here.

Take the time to do a thorough job. Please ask for assistance as needed.

Classroom Management Plan

	0	5	10
Demographics and Classroom Arrangement	There is no demographic information and the classroom arrangement is not included	There is some demographic information, but not enough to really "know" the students. Classroom arrangement is included but there is little rationale offered.	Information is provided about the students, teachers, parents and community. Rationale for classroom arrangement matches philosophy and refers to reading
Philosophy	Philosophy is not included	Philosophy is included, but is not well developed	Philosophy is well articulated and clearly guides the plan.
Rituals	No class rituals are identified	Rituals are mentioned, but only briefly	Rationale for class rituals matches philosophy and refers to reading
Routines and Procedures (X2)	Routines and procedures are missing from the plan	Some routines and procedures are included	Routines and procedures draw on the readings and class discussions and the rationale match the philosophy.
Goals, Agreements, and Rules	There is no mention of goal setting.	Goals are set and rules established but it is not clear how this occurred.	The goals, rules and agreements are clear, well communicated, and involve the students.
Managing the Classroom	There is no clear plan for dealing with disruptive behavior	A plan for disruptive behavior is included but the rationale is underdeveloped	A plan for disruptive behavior is included and the rationale matches philosophy and refers to reading
Disruptive Behavior (X2)	The scenarios of disruptive behavior are not well described or are superficial	The scenarios are believable but the consequences and outcome seems unrealistic.	The scenarios are realistic, the consequences and follow through are consistent with the management plan, the classroom demographics and the overall philosophy of the "school."
Overall Presentation	The plan could have been presented better	The overall presentation was good and met the criteria	The overall presentation of the classroom management plan was well planned and creative.

Figure F6: Early Childhood Exit Interview

Early Childhood Education Master's Program
Exit Survey for Students

1. Reflecting on the courses in the Early Childhood program, identify and list the "big ideas" from your courses.

1a. Rank order the above ideas based upon how you see their importance to Early Childhood Education (number each of the ideas listed above beginning with "1" as most important or having the most value).

2. Reflecting on your learning experiences, what do you know now, and what skills do you have now that you attribute to your experiences in the graduate program?

3. What areas or experiences in the graduate program have you found to be *especially strong and beneficial* to you in the program (e.g. experiences within required courses or elective courses, practicum, mentoring by faculty or other students, field trips, presentations, learning within a cohort group, attending class off-campus, online learning)? Please be specific.

4. From your experience, what *areas of the graduate program need to be further developed* (e.g. required courses or elective courses, field experiences, processes (applying to the program, registration, applying for graduation), advising? Please explain and make suggestions.

5. After you receive your degree, what do you envision for yourself? What positions, roles, or accomplishments will you seek? How do you hope to see your knowledge and experience continue to develop? What particular contributions do you hope to make toward the advancement of the field of early childhood development, education, and care?

6a How did you hear about this ECE graduate program (*please check all that apply*)?

(b) What attracted you to the program?

7. Would you recommend this program to a friend or colleague? Explain why or why n

Appendix G

OFFICE OF THE EXECUTIVE DIRECTOR

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190
TELEPHONE (703) 437-0700
FACSIMILE (703) 437-6312

December 19, 2008

Jacqueline H. Wiggins
Chair, Department of Music, Theatre and Dance
211 Varner Hall
Oakland University
220 North Squirrel Road
Rochester, MI 48309-4401

Dear Professor Wiggins:

The NASM Commission on Accreditation, at its November 2008 meetings, voted to grant Membership to Oakland University. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASM policies regarding strict confidentiality.

This action is taken upon review of Oakland University according to accreditation standards in effect in November of 2008. As a member of NASM, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in music current with NASM standards as these are developed.

Please accept our congratulations on behalf of the Association.
With best regards, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:tg
Enclosure

cc: Gary D. Russi, President
Oakland University
Virinder Moudgil, Vice President for Academic Affairs, Provost
Oakland University
Ronald Sudol, Dean, College of Arts and Sciences
Oakland University
Daniel P. Sher, President, NASM
Charlotte A. Collins, Chair
NASM Commission on Accreditation
Sue Haug, Associate Chair
NASM Commission on Accreditation
Catherine Jarjisian, NASM Visitor
S. Kay Hoke, NASM Visitor
Charles A. Elliott, NASM Visitor

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

Jackie's copy

October 2, 2008

Gregory Patterson
Director, Program of Dance
Department of Music, Theatre and Dance
Oakland University
Rochester, MI 48309-4401

Dear Professor Patterson:

The NASD Commission on Accreditation, at its September 2008 meeting, took action regarding your institution. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASD policies regarding strict confidentiality.

A copy of the NASD Visitors' Report is enclosed.

The Commission on Accreditation and the Association appreciate your institution's continuing efforts on behalf of dance, and look forward to working with you to support advancement of the field.

With best regards, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:ms
Enclosure

cc: Gary Russi, President
Oakland University
Virinder Moudgil, Senior Vice President of Academic Affairs, Provost
Oakland University
Ronald A. Sudol, Dean, College of Arts and Sciences
Oakland University
Daniel Lewis, President, NASD
Sharon Vasquez, Chair
NASD Commission on Accreditation
Penelope Hanstein, NASD Visitor
Brian Palmer, NASD Visitor

11250 ROGER BACON DRIVE, SUITE 21 • RESTON, VIRGINIA 20190 • TEL. (703) 437-0700 • FAX (703) 437-6312

CACREP

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org
CACREP is a corporate affiliate of the American Counseling Association (ACA).

July 22, 2010

Dr. Gary D. Russi
Office of the President
Oakland University
204 Wilson Hall
Rochester, Michigan 48309

Dear President Russi:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors met July 15-17, 2010, for the purpose of rendering accreditation decisions. Three programs housed in the School of Education and Human Services at Oakland University were reviewed under the 2001 CACREP Standards. The School Counseling and Community Counseling programs are delivered at both the Main and Macomb campuses while the Counselor Education and Supervision program is offered only at the Main campus. The Board made the following decisions:

Community Counseling (M.A. degree – offered at the Main and Macomb campuses)
Accredited: Eight-Year Period through October 31, 2018

School Counseling (M.A. degree - offered at the Main and Macomb campuses)
Accredited: Eight-Year Period through October31, 2018

Counselor Education and Supervision (Ph.D. degree – offered at the Main campus)
Accredited: Eight-Year Period through October31, 2018

The above accreditation decisions were based on the Board's extensive review of the self-study documents, the visiting team's report, and your institution's response to the visiting team's report. Please note that programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process.

This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation will be enclosed with Dean Galien's copy of this letter.

Along with these positive accreditation decisions, the Board has asked me to forward one recommendation for consideration by the program faculty. This recommendation is cited below and does not require any formal response to CACREP at this time of its implementation.

Recommendation for Consideration
While the Board approved an eight-year accreditation for the counseling programs at Oakland University, it noted the concern that the reported FTE students to FTE faculty ratio exceeds the recommended ratio of 10:1as dictated by Standard V.E. The Board, therefore, strongly recommends that the counseling programs at Oakland University continue to demonstrate positive movement toward achieving the recommended faculty/student ratio.

In closing, on behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to these programs. Such support is considered vital in maintaining quality educational offerings. Once again, congratulations are extended to all who were involved in making this a successful accreditation review process.

Sincerely,

Carol L. Bobby, Ph.D, LPC, NCC
President and CEO

Enclosure

cc: Dr. Louis B. Galien, Jr., Dean, School of Education and Human Services
Dr. Lisa D. Hawley, Chair, Department of Counseling

CACREP Accreditation Process - Report Due Dates
Oakland University

REPORTS DUE:

Interim Report:	required when a program receives a two-year accreditation with conditions
Due by:	**N/A**
Mid-Cycle Report:	program will receive specific instructions on current mid-cycle reporting requirements at the same time the annual fee invoice is sent for the Fiscal Year in which report is due
Due by:	**September 15, 2014**
Vital Statistics:	programs are required to submit a Vital Statistics report each year
Due by:	**September 15 each year**

FEES DUE:

Annual Fee:	programs are required to submit an annual fee each year; invoices are mailed out April 15; new programs will receive a prorated invoice for the year in which accreditation is granted. A pro-rated fee invoice will be sent for new institutions following the January and July meetings.
Due by:	**September 15 each year** (Note: Annual fee submissions postmarked after the September 15 deadline will incur a $200 late fee)

Next Self-study due: **Early Summer 2017**

Substantive Change Report: the following issues may necessitate submission of a Substantive Change Report

- changes in management, oversight, and/or ownership of the program, including merging with another program;
- changes in geographical setting, including moving a program to a new location, or establishment of a branch campus or an off-campus cohort program;
- establishing electronically offered degree programs after on-campus programs have been accredited;
- dropping or modifying programs to an extent that the program's mission is not being accomplished;
- adding or modifying courses that represent a significant departure in terms of either the content or method of delivery from those that were offered when the institution was most recently evaluated, such as distance learning or correspondence courses (here a substantive change is operationally defined as 25% or more of the credit hours of the accredited curriculum);
- significantly departing from the stated mission, population served, objectives, or educational programs operative at the time of the most recent evaluation;
- substantial turnover of core faculty, operationally defined as 51% or more within an academic year.