

MSBE APPROVED OCTOBER 24, 2002

Criteria for an Assessment of Pedagogy*

Based on the State Board of Education Entry-Level Standards for Michigan Teachers,
as approved by the State Board of Education initially in August 1993, revised in July 1998,
and with revisions proposed in October 2002

* **Definition:** According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:
1) the profession or function of a teacher; teaching, and 2) the art or science of teaching; esp., instruction in teaching methods.

Description of Achievement Levels:

0	(pre-preparation)	No awareness or exposure	3	(proficient)	Consistent, appropriate application, solid performance
1	(awareness)	The ability to describe, not yet applied	4	(advanced)	Super performance, consistently applied at all appropriate times
2	(basic)	Minimal achievement, appropriate to situations			

** Denotes sub-areas (in the Level of Proficiency column) that are not recommended as appropriate to the assessment of pedagogy.

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:			
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):		
1.a.	The abilities and skills necessary for effective communication (listening, speaking, viewing, reading, and writing;)	3	<p>All students entering the University of Detroit Mercy must take 48 hours of course work designed to meet the six objectives of the University Core Curriculum (See the <i>Undergraduate Catalog 2003-2005</i> and the <i>Class Schedule</i> on the website for details.) Objective 1: (6 hours) Communication Skills requires all students to: a. Demonstrate proficiency in writing and facility with the writing process by developing coherent and logical essays. b. Prepare and deliver a public presentation that is carefully reasoned, properly organized, and effectively delivered. Their performance on an English Placement Test during orientation, determines which initial English class they take, English 130 College Writing or English 131 Academic Writing, which is also offered as HON 131. These courses introduce the students to the conventions of the academic discourse community and provide them with the foundation of academic writing and critical reading and thinking skills that they need to participate in a university-level education, including listening, peer review, analytical viewing and reading, and speaking. They receive a rigorous classroom education that puts them through the paces of readings, quizzes and tests, as well as the writing of expository, comparison/contrast, and persuasive essays. Students in ENL 131 must also meet the demands of a research paper. Students also are required to take CST 101 Fundamentals of Speech, which concentrates on basic oral communication competencies: idea phrasing, organization and support of ideas, audience analysis and adaptation, confidence, delivery skills, and speech preparation procedures. As part of the requirements for Objective 5 Diverse Human Experience of the Core Curriculum, students must take 12 hours. Three hours are “Literary Experience” and are designed to give the students a knowledge and appreciation of important literary works. Their choices are ENL 235 Study of Fiction, 245 Study of Poetry, 265 Study of Drama, 285 African-American Literature, or 370 The Novel. Each course builds on the communication skills developed in the writing and speech course and deepens the students’ understanding of the specific genre and the themes generated from the human condition. In addition the students take CIS 100 Introduction to Computers or any higher level computer course to meet part of the requirements for Objective 2 Mathematical and Computer Skills. Once again, a Computer Literacy Placement Test determines the students’ computer literacy, which may result in a student taking CIS 102 Computers and Research or CIS 103 Web Productivity Tools in place of CIS 100. The students are thereby ensured that they have the computer skills necessary for university level work. All of the course choices in the Core Curriculum require students to communicate effectively in written and oral forms with a variety of audiences.</p> <p>In order to continue their studies in Education beyond EDU 401/402 Introduction to Elementary and</p>

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1.a (cont.)	The abilities and skills necessary for effective communication (listening, speaking, viewing, reading, and writing;)		<p>Secondary Education, students are required to pass all sections (reading, writing, and mathematics) of the State-required Michigan Basic Skills Test (MBST) within the first two semesters of enrollment. If their GPA is not a 2.5 and/or their performance in the core English, Communication, Literature, and Computer Science courses is below average, they must retake the courses or take additional ones to raise their GPA to the acceptable level.</p> <p>For candidates continuing to struggle with development of their communication skills, the University Learning Center (ULC) and University Academic Services (UAS) are available to them. The ULC deals with basic skills of writing, math, reading, and test taking. Tutors are also available through the Center. Developmental courses are offered through UAS.</p> <p>The Education courses each demand that the students communicate effectively in written and oral presentations. The instructors provide detailed rubrics for all assignments that include communication indicators/criteria. They also provide general, remedial, and assignment specific instruction in the writing and speaking processes. Individual conferences with the instructor as well as organized peer-review sessions ensure that students submit effective academic work.</p> <p>In EDU 401/402 Introduction to Elementary and Secondary Education, the candidates create a community of learners in which they regularly present and discuss complex issues related to Education as they determine if Education is an appropriate career for them. They observe in a K-12 classroom for the entire semester, do research, and as their final project write their findings as a case study.</p> <p>In EDU 420 Philosophy of Education (or EDU 514 Educational Policy Studies) students read and discuss a variety of education theories and the writing of educators such as John Dewey, George R. Knight's <i>Issues and Alternatives in Education Philosophy</i>, Maxine Greene's <i>The Dialectic of Freedom</i>, and James G. Henderson's <i>Reflective Teaching: Professional Artistry Through Inquiry</i>. The instructor engages the student in discussion, debate, and journal writing to facilitate their writing and presentation to the class of their personal philosophy of education as the final composition. The professor also provides direction for writing and holds in-class and individual conferences that demonstrate effective writing, speaking, thinking, and listening strategies.</p> <p>EDU 440 School and Society (or EDU 514 Society and Education) engage the students in readings, viewings, interactive lectures, and student individual and group presentations about the sociological implications of formal and informal, structured and unstructured education. The final assignment of the class is a class presentation and paper that will convey the essential elements of an ideal design for an effective educational program for an age group or grade of the candidate's choice. Specific guidelines, instruction, and assessment are provided.</p> <p>EDU 432 Psychology of Education (or EDU 513 Principles of Learning, Development, and Adjustment) and SED 460 Education and Mainstreaming of Exceptional Persons (or SED 600 Exceptional Persons) all require</p>

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1.a (cont.)	The abilities and skills necessary for effective communication (listening, speaking, viewing, reading, and writing;)		<p>the candidates to prepare and present research and experienced based written and oral presentations about topics related to the goals of the courses. Instruction, assistance, conferencing, and assessment tools that ensure effective communication skills are provided by the instructors as well as through peer-review sessions supervised by the instructor.</p> <p>EDU 459 Instructional Technology (or EDU 600 Computer Uses in Education) requires the candidates to work with an interdisciplinary group to design, write, and present a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students.</p> <p>The elementary, middle, and secondary methods courses require the students to research, design, write, and present written and oral lesson and unit plans as well as other papers that require effective communication skills.</p> <p>During their Student Teaching experiences (EDU 489 Elementary, EDU 490 Secondary, SED 474 Special Education-Learning Disabilities, SED 484 Emotionally Impaired/Behaviorally Disordered), students are evaluated on at least 15 (out of 54) specific indicators related to communication with students, colleagues, parents, and other education stakeholders.</p>
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;	2	<p>The mission of UDM is to produce graduates who:</p> <p>Reflect on the meaning of their lives.</p> <p>Think and communicate, clearly, imaginatively, and effectively.</p> <p>Possess the skills and competencies of a college education.</p> <p>Understand diverse cultural heritages.</p> <p>Have a sense of social responsibility and a desire to serve society.</p> <p>The six objective areas of the University Core Curriculum are designed so students will graduate with a knowledge and appreciation of free inquiry in: 1-Communication Skills, 2-Mathematical and Computer Skills, 3-Scientific Literacy (Social Science and Natural Science), 4-Meaning and Value (Philosophy and Religious Studies), 5-Diverse Human Experience (Historical, Literary, Aesthetic, Comparative Experiences), and 6-Social Responsibility (Ethics and Contemporary Socio-Political Problems).</p> <p>Each semester's <i>Class Schedule</i> lists the Core Curriculum and the courses that are required and the courses that may be elected to fulfill each objective. Communication and Computer Skills were addressed in the previous standard. To fulfill the mathematical objective of 3 hours, students are required to take MTH 101 Algebra, MTH 111 Mathematical Analysis I or any higher level mathematical course. The University also offers MTH 080 Basic Mathematics and MTH 095 Elementary Algebra for students whose understanding requires a more basic instruction. Students are assigned to a beginning course on the basis of their high school records and/or the results of the Mathematics Placement Exam. To fulfill the Social Science objective, students must elect 3 hours from 100 and 200 level Economics, History, Political Science, Psychology, or</p>

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1.b (cont.)	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;		<p>Sociology courses. They select a three-hour Science course from 100 and 200 level Biology, Chemistry, or Physics courses. To complete this nine-hour area, they must select an additional three-hour course from Political Science, Psychology, Sociology, and Economics departments. Diverse Human Experience requires three hours from each of the following: 100-400 level History courses or Religious Studies (JS/RS 263 Jews and Judaism in Western Civilization and JS/RS 264 Jews and Judaism in the Modern World); Literary Experiences (ENL 235 Study of Fiction, 245 Poetry, 265 Drama, 285 African-American Literature, 370 Novel); Aesthetic Experiences (Visual Communication-film art, genres, folklore; the arts; music; philosophy; and theatre.); and Comparative Experiences (Addictive studies, Communication, Economics, Geography, History, Human Sciences, Philosophy, Political Science, Psychology, Sociology, Theatre). The Social Responsibility objective (6) can be met with 3 hours of course work from Ethics, Human Services, Philosophy, and Religious Studies plus three hours from Addictive Studies, Biology, Business, Chemistry, Criminal Justice, Communications, Economics, Education, History Human Services, Nursing, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Social Welfare and Justice, and Women's Studies. Depending on which College houses the Education candidates' major and minor departments, the students may have adjustments to enhance that department's commitment to a universal education. For example, the Education Department is housed in the College of Liberal Arts and Education. It requires two additional courses (6 hours) for the Diverse Human Experience objective in history, literature, aesthetic experiences, or comparative experiences. It also allows the option of a capstone seminar inside the major or interdisciplinary seminar for the Social Responsibility Objective.</p> <p>Whichever courses the students select encourage an interdisciplinary inquiry approach. Lecture, readings, discussions, and subject appropriate written and oral presentations and projects ensure that students have a broad foundation in the humanities, sciences, and the fine arts.</p> <p>The Education program is guided by its <i>Conceptual Framework of the Education Department</i>, which includes the "Teachers Candidates' Code of Professional Ethics." (On the web site) The Education Department's mission is the development of educators who:</p> <ul style="list-style-type: none"> Are ethical, value-directed persons; Possess a scholarly mastery of subject matter; Recognize that all children can learn; and Engage students in an interactive, dynamic process of learning. <p>The precepts emphasized in the mission are manifested in a conceptualization of the role of the teacher as having three dimensions:</p> <ul style="list-style-type: none"> A <i>scholar</i> who uses the research-knowledge base for teaching, integrated with the liberal arts and sciences disciplines; An <i>inquirer</i> who is skilled in decision-making and in ethical, critical, and reflective thinking; and

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1.b (cont.)			<p>A <i>moral agent</i> whose values reflect those of the Education Department’s “Professional Code of Ethics.” In ways similar to those explained in the previous standard, the Education Department complements and enhances the candidates’ knowledge and appreciation for all areas of study and provides numerous opportunities for candidates to use free inquiry for learning.</p>
1.c.	<p>A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;</p>	2	<p>As explained previously, the Core Curriculum ensures that students understand the interdependence of the liberal arts. Regardless of their major and minor, students are engaged in analysis, synthesis, and reflection about ideas, information, and data specific to their discipline; but they are also engaged in making connections with other areas of study. For example, in CHM 470 Basic Biochemistry, as an introduction the students are given an overview of the origins of life including the earth and its age. The abundance of elements in organisms is compared to the abundance of elements in the universe. The structure of water is discussed with its importance as a thermal regulator for earth and for organisms. Lithosphere and hydrosphere are topics more closely aligned with earth/space sciences. In the English literature and writing courses, the students are exposed to particular literary periods and movements, its literature and artists, and the cultural contexts, major themes, and historical backdrops by which these works can be interpreted and understood. The English Department’s curriculum introduces students to and engages them in thinking and writing about disciplines as disparate as psychology, sociology, gender studies, philosophy, linguistics, cultural anthropology, information theory, media studies etc.</p> <p>The Core Education courses are composed of candidates from both elementary and secondary education and any number of disparate majors and minors, which provides a natural interdisciplinary atmosphere. Through readings, lectures, discussions, and group/collaborative assignments, the instructors continuously focus the candidates on the interdisciplinary nature of teaching elementary, middle, and secondary age students. EDU 459 and 600 (Computer Uses in Education) provide an example of this focus on interdisciplinary teaching. For the final project, candidates are placed in an interdisciplinary group to design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students. The subject specific Elementary methods courses (EDU 441 Science, 442 Social Science, 449 Mathematics, and 448 Reading and Language Arts) each include assignments that require candidates to integrate content from other disciplines into their unit and lesson planning and instructional activities. The same is true for the subject specific secondary methods courses (EDU 471 Mathematics, 473 Social Studies, 474 Communication Arts, and 475 Science). Both the elementary/middle level (EDU 443) and the secondary level (EDU 478/578) Reading courses engage the candidates in cross disciplinary presentations for teaching reading to students across the subject areas. Assignments must be aligned with and integrate the <i>K-12 Michigan Curriculum Framework</i> standards and benchmarks. One of the sessions in EDU 469 Curriculum and Methods of Teaching in Secondary Schools I is devoted to using live theatre and music to teach social studies concepts such as the history and consequences</p>

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1.c (cont.)	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;		of segregation and the 1960's civil rights movement. During their Student Teaching experience candidates are evaluated by their K-12 Cooperating Teacher and the College Supervisor on their ability to "integrate content across disciplines" and how effectively they "enhance learning from a global and international perspective.
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	**	The University of Detroit Mercy prides itself on its heritage from the Jesuits and Sisters of Mercy which honors scholarship, inquiry, discussion, debate, diversity, and value-based ethical decision making and behavior. Students are exposed to these qualities and expected to practice them in their Core Curriculum and content area studies. As explained in previous discussions of its <i>Conceptual Framework</i> and "Professional Education Code of Ethics," the Education faculty and program also value these qualities. As the students create a community of learners with the Education professor's guidance in EDU 401/402 Introduction to Elementary and Secondary Education, they must believe and practice these concepts and behaviors. Understanding ethical decision making is essential to their decision to become an educator. In EDU 440 School and Society (and EDU 514 Society and Education), students read, view, and discuss texts that specifically address the issue of education in a free and pluralistic society and its impact on teaching. Through an interactive lecture teaching method, students discuss and debate the issues confronting education historically and today. The philosophy of education courses (EDU 420 and 525) also engage students in discussion and debate about the value of education in a free and pluralistic society through the lens of personal and society's ethics/values. The <i>Declaration of Independence of the United States of America</i> and the <i>Constitution of The United States</i> and discussions by scholars such as Pauline Maier are read and discussed in the class. The students understand the special needs of exceptional students through the readings, lectures, discussions, and assignments in the required SED 460/560 course. The methods courses are designed to facilitate candidates developing units and lessons that will instill in their elementary and secondary students the value of education, diversity, intellect, and ethics to leading a responsible life. One of the assessment criteria in their Student Teaching experience (EDU 489, 490, SED 474, 484) is their ability to exhibit critical thinking and decision making skills, including maintaining an open mind and maintaining open channels of communication with students, colleagues, and the community members and organizations.

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1.e.	An understanding of global and international perspectives;	2	<p>As part of their UDM Core Curriculum, all students are required to complete 12 hours of course work that develop within themselves a knowledge and appreciation of the humanities and fine arts and their contributions to Western and other cultures. They must also select courses in philosophy and religious studies (9 hours), which include study of Western and other religions. Another 6 hours of course work devoted to understanding social responsibility, contemporary moral issues and socio-political problems will also involve global and international perspectives. The required courses to meet the communication objectives (6 hours) include readings and analysis of works from the United States and European, Asian, and African countries. Regardless of the major and/or minor disciplines completed by Education candidates, they are required to complete studies in global and international perspectives related to the discipline. Business requires their students to elect one course from their international business courses and infuses global/international concepts into their courses. While the English program requires courses in American and British literature, those courses include comparative studies with other national literatures. Students can also elect courses with a specific focus on global and international perspectives. ENL 236 Diverse Voices in Fiction draws from local diverse communities when students participate in a community service project that includes diverse voices. They read from world writers such as Muhammad, Rabbi Hillel, Buddha, Jesus, Eknath Easwaran. In ENL 295 Study of Folklore, students collect stories from ethnic groups and engage in formal study of American folklore as well as others such as Romanian and others. Children's Literature (ENL 390) and Young Adult Literature (ENL 391) regard literature as the primary way to transmit culture and include texts from throughout the world. The Social Studies programs each include a global perspective in their core curriculum by infusing comparative studies in their courses and requiring an elective with a major global focus. Some examples follow. An Economics major or minor must complete courses in macroeconomics (ECN 296, 344) as well as in financial systems (ECN 305) and comparative economic systems (ECN 385). History students take HIS 160 Comparative Civilizations and choose electives from European, Asian, and African courses. In Political Science, the students are required to take POL 260 Introduction to Comparative Politics and POL 451 International Relations and to elect a 300 or 400 level course from the area of International and Comparative Politics.</p> <p>The Education courses continue to engage their students in the study of global and international perspectives as they study education philosophy (EDU 420, 525) and school and society (EDU 440, 514). The importance of understanding ethnic and cultural perspectives to help children and teenagers learn is studied in the education psychology course (EDU 432, 513) and in the required special education course (SED 460/560). The methods courses infuse the importance of international understanding into their lectures, demonstrations, discussions, and assignments completed by the students, such as lesson and unit plans.</p> <p>UDM counts around 400 international students as part of their student body, about 4%, with half from Canada studying law and dentistry and half from Taiwan mainly studying computers and India mainly studying</p>

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1.e (cont.)	An understanding of global and international perspectives;		<p>engineering. When the American diversity of the student body is included, (50% of undergraduate students and 57% of graduate students identify themselves as African American; with 34% undergraduate and 26% graduate identified as Caucasian) the campus is a microcosm of the world and provides opportunities for learning from each other naturally in the classrooms and social gathering areas of the university. Professors use this diversity in their courses to develop understanding of differences.</p> <p>Through an overseas summer study program directed by an Education faculty member, Education students have the opportunity to study comparative education, including special education, and integrating the arts into the curriculum. The program occurs alternating years in Northern and Southern Italy.</p>
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	3	<p>Diversity issues are included in the major and minor areas of study as well as in the Education courses. A review of the program matrices and syllabi and of Quality Indicator3 responses supports that professors and programs include instruction and student assignments that ensure that candidates develop an understanding and respect for individual differences and humankind's shared heritage and environment and are prepared to include these issues in their elementary and secondary classroom. These are samples of activities in Education courses that support this standard. EDU 401 deals with all four diversity issues in a holistic fashion through a variety of activities and instructor methodologies. Students purchase, study, and react through discussion, papers, and other activities to Lisa Delpit's book <i>Other People's Children</i>. The philosophy and education courses (EDU 420, 525) celebrate diversity through small group discussions of class handouts that focus on issues of race, culture, gender, and socio-economic diversity. Readings are drawn from racially diverse writers and a balance of female and male authors. The school and society courses (EDU 440, 514) also study gender role stereotyping issues and their influence on school policy and legislative actions such as the Brown vs. Board of Education. The elementary and secondary reading courses (EDU 443, 448, 478/578) ensure that candidates learn and are prepared to teach diversity in a variety of settings while teaching reading. In the elementary and secondary curriculum and methods courses (EDU 441, 442, 448, 449, 479, 471, 473, 474, 475) candidates learn lesson design principles that ensure students understand the concept and how to discuss and practice respect for differences. They also are trained in questioning strategies free of gender and racial bias. They learn about the impact of culture on a student's learning and how to design and use grouping strategies to ensure that students work with students of different talents and need.</p>

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1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	3	From their initial involvement with UDM administrators, staff, student body, faculty, and courses, it is made clear to students that varying points of view are expected and to be respected and that is understood that ethics and values may vary but they do influence the behavior of every individual. Understanding diverse cultural heritages is one of the five expectations for graduates stated in the Mission Statement (Catalogs, class schedules, syllabi on the web site), which is prominently displayed in publications and university buildings and classrooms. The University Core Curriculum, College programs—majors and minors, and the Education Curriculum clearly call for inquiry, study, discussion, and behavior that demonstrate the understanding and respect for diverse opinions, theories, research and value of ethical decision making. All students must take an ethics course as well as a course about contemporary social problems. As explained in previous standards and throughout this Unit Review, the Education faculty members design their courses and instructional practices around its <i>Conceptual Framework of the Education Department</i> and its “Teacher Candidates’ Code of Professional Ethics.” The third dimension of the Education Department’s vision of a teacher is to be a moral agent who commits his/her efforts to promoting social justice in urban society; develops his/her own ethical reasoning; follows the ethical standards of professional teaching; incorporates value, moral, and character education into instruction; creates a supportive network advocating for students with all stakeholders in the educational enterprise; and engages imagination and dialogue to work for a better world.
1.h	An understanding of the Constitutions and histories of the United States and Michigan;	**	
1.i.	An understanding of the market system for allocating resources;	**	
1.j.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values;	3	As explained in previous standards, the University of Detroit Mercy ensures that its graduates understand and respect the role and responsibilities of individuals in a free society to respect the rights and values of all individuals. The education philosophy courses (EDU 420, 525) and the schools, society, and policy courses (EDU 440, 514) specifically address these issues. In EDU 420 Maxine Greene’s book <i>Dialectic of Freedom</i> provides a lens for study, discussion, and students’ presentations to demonstrate their understanding. Similar use of Daniel U. and Rayna F. Levine’s text <i>Society and Education</i> in EDU 440/514 ensures that candidates develop these understandings and the foundation to apply in the creation of the educational environment of their classrooms. The knowledge gained about individual growth and development in the education psychology courses (EDU 432, 513) and in the special education courses (SED 460, 560) also provides a foundation to guide the candidates’ classroom environment and instructional practices.

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1.k.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	The similarities within our culture are part of the policies and instructional practices explained in Standard 1.f about how UDM ensures that its graduates know and respect diversity and are prepared to design classrooms and instructional strategies to facilitate learning core United States values by their elementary and secondary students.
2.	A commitment to student learning and achievement, including the understanding and ability to:		
2.a.	Apply knowledge of human growth, development, and learning theory;	2	Candidates learn the theories of human growth and development and learning theory in the education psychology courses (EDU 432 and 513) and in the special education courses (SED 460, 560). Through some clinical tutoring experiences; cooperative learning activities; student research, writings, and presentations; location and reporting of intervention resources, designing activities to help colleagues and parents learn about disabilities areas, candidates experience some application of the theories. In the reading courses (EDU 443, 478/578), the methods courses (EDU 441, 442, 448, 449, 469, 471, 473, 474, 475, including the technology courses [EDU 459/600]), and the literature courses (ENL 390 Children’s Literature, 391 Young Adult Literature), candidates apply their knowledge of human growth and learning theory when they select readings, hands on activities, and teaching strategies that are age and developmentally appropriate to include in their curriculum, unit, and lesson plans.
2.b.	Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person;"	2	<p>The Education program is committed to developing teachers who know how to design instruction based on principles of the cognitive, social, physical and emotional development of students. (<i>Conceptual Framework of the Education Department</i> on web site) The Education faculty members’ model, demonstrate, and create constructivist teaching and learning environments in their class rooms to facilitate candidates’ understanding and ability to create similar learning environments in their classrooms.</p> <p>The field work and case study about findings based on K-12 classroom visitations in EDU 401/402 is designed to help potential teacher candidates to understand effective teaching and learning environments that use the students’ cognitive, affective, physical, and social capacities to learn content and skills.</p> <p>Projects in the mathematics methods courses (EDU 449, 471) require students to create, present, and analyze instruction to meet the cognitive and emotional needs and abilities of all students. The use of manipulatives and collaborative learning is included in these courses.</p> <p>In the science methods courses (EDU 441 Elementary and Middle Schools, 475 Middle and Secondary Schools) candidates participate in and design individually and with groups instructional strategies and lessons that facilitate student learning capacities. They begin their personal collection of materials and articles to inform their teaching.</p> <p>Understanding the nature of reading as a constructive process that involves the cognitive, physical, emotional,</p>

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2.b (cont.)	Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person;"		<p>and social aspects of individuals is basic to the literacy units that are designed and presented in the reading methods courses (EDU 443 Elementary and Middle Schools, 478/578 Middle and Secondary Schools). The objectives and projects in the Language Arts/ English methods courses (EDU 448 Elementary and Middle Schools, 474 Middle and Secondary Schools) require candidates to design, present, and analyze/assess units and lessons with strategies that incorporate all aspects of student development.</p> <p>As students prepare to write their personal philosophy of education in EDU 420 and write about policy issues, including instructional theories and practices, in EDU 525, one session and parts of others are devoted to the understanding of designing lessons that speak to all four aspects of student learning.</p> <p>Theories and issues related to student development and how to work with the whole student are studied in the educational psychology courses (EDU 432, 513) and in the special education courses (SED 460/560) and provide the foundation for study and assignments in the methods courses.</p> <p>The student teaching experience (EDU 489-Elementary, 490-Secondary, SED 474-Learning Disabilities, 484 Emotionally Impaired) requires the candidates to demonstrate the ability to plan, manage, instruct, assess student development cognitively, physically, emotionally, and socially for students of all abilities. The evaluation forms require assessment of their abilities in these areas of student development. (<i>Teacher Education Handbook</i> on the web site)</p>
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;	2	<p>The extent to which personal belief systems and values may affect the instructional practice of teacher candidates is addressed throughout the Education program. In fact, ethical behavior and reflection on the meaning of their lives are woven into the mission of the University of Detroit Mercy. As part of their University Core Curriculum students must take courses in ethics, religious studies, philosophy, and English designed to clarify for individuals the importance of theirs and others' belief systems in all that responsible citizens and leaders do throughout their lives. Once again, the Education Department's <i>Conceptual Framework</i>, "Professional Code of Ethics," and courses clearly state the belief that it is committed to developing teachers who are scholars, inquirers, and moral agents who are committed to knowing themselves and how that impacts their personal and professional behavior. (See documents on the web site and previous responses, especially Standard 1.g.)</p> <p>The personal statement about their educational philosophy written in EDU 420 is designed as a living document that is referenced throughout their Education program and their professional career. In EDU 440/514, the candidates' personal belief systems/values are examined as they consider issues of society and education through an interactive lecture teaching mode. The methods courses each require that students consider their beliefs in the planning and work with peers and demonstrate that they understand how values influence their work. They must also demonstrate that they consider the belief systems of their students as they plan and assess student work. Among the assessment items for their Student Teaching experience that are used by themselves, the K-12 Cooperating Teacher, and University Supervisor are at least 10 items that speak</p>

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2.c (cont.)			to creating classrooms and teaching strategies to help all students learn. In addition, they are evaluated on items that specifically address this standard: maintains an open mind, practices self-evaluation/self-reflection, enhances and reflects upon personal practices, communicates positive expectations to students, and encourages the development of students' positive self-concept.
2.d.	Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	Classroom management, disciplinary techniques, and designing a learning environment that is safe and facilitates the learning of all children are addressed throughout the Education program. Candidates begin in EDU 401/402 by observing and discussing the elements of an effective classroom, learn how to design them in the core Education and methods courses, and are evaluated on these skills by their K-12 Co-operating Teacher and College Supervisor during their student teaching experience. (See the <i>Teacher Education Handbook</i> on the web site.) The professors in the major and minor disciplines as well as in the Education department all model and maintain effective and safe learning environments. They influence in a variety of ways the education candidates' ability to design their own elementary and secondary classroom environments.
2.e.	Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;	3	As explained in previous standards (1.d, 1.e, 1.f) addressing issues of diversity permeates University of Detroit Mercy and the Education Department's philosophy, activities, program, and course work. Quality Indicator 3 explicates specific ways that candidates learn how to plan instruction to accommodate cultural, racial, social, and gender diversity.
2.f.	Plan instruction to accommodate various backgrounds of students;	2	The instructional methods used by professors in the University Core Curriculum courses, content area major and minor courses, and the introductory Education courses provide candidates with effective models for instruction to accommodate a variety of American and International student backgrounds that are adaptable to the Education candidates teaching strategies. The following list of brief statements about the Education core and methods courses demonstrates how the Education program addresses planning instruction to accommodate the various backgrounds of students. EDU 401/402 Introduction to Elementary and Secondary Education includes a semester long field observation of a subject specific classroom and some participation of the candidate with the K-12 teacher. The findings are presented as a case study, written and oral, which must address how issues of equity (gender, class, race, ability) play out in the classroom and in the teacher's instructional strategies. The students read, discuss, and reference L. Delpit's <i>Other People's Children: Cultural Conflict in the Classroom</i> as well as other texts, articles, and handouts that address the role students' backgrounds play in a teacher's planning and instruction. EDU 440 School and Society and EDU 514 Society and Education have as a major goal understanding the relationship of schools and education to other elements of society. The candidates are engaged in discussions, activities, projects, and writing compositions designed to demonstrate their understanding of how society,

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
2.f (cont.)	Plan instruction to accommodate various backgrounds of students;		<p>family background, previous experiences et. al. influence the diversity of students and how individual students learn.</p> <p>EDU 432 Psychology of Education and EDU 513 Principles of Learning, Development, and Adjustment develop knowledge and understanding of individual differences and the major theoretical views regarding human behavior through readings, lectures, discussions, and classroom activities/projects. The students plan appropriate strategies and tutor elementary and secondary students in one-to-one clinic settings, 32 hours.</p> <p>SED 460 Education and Mainstreaming of Exceptional Persons and EDU 560 Exceptional Persons are designed to develop understanding of the principles of mainstreaming/inclusion and the instructional methodologies and approaches to meet the needs of the various exceptionalities within the “least restrictive environment” and/or general classroom setting. Candidates participate in classroom discussions about readings and observations in elementary and secondary mainstreamed and special education classrooms.</p> <p>EDU 459 Instructional Technology and EDU 600 Computer Uses in Education require the candidates to participate in a semester long interdisciplinary team project to design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students. They also consider student background in activities to plan strategies to manage student learning in a technology enhanced environment.</p> <p>EDU 443 Teaching Reading in the Elementary/Middle Schools and EDU 478/578 Teaching Reading in the Content Fields (Middle/Secondary Schools) consider student background as one of many factors in determining the readability of written material to meet needs of students and in planning strategies for students to learn to read and read to learn.</p> <p>EDU 469 Curriculum and Methods of Teaching in Secondary Schools I involves candidates in a series of readings, classroom authentic activities and discussions, and projects that are based on decisions guided by research, reason, and what is in the best interests of the students. The course is based on the assumption that all learners require learning strategies that make sense to them and are related to personal need. Knowing the background of the students for whom they are planning lessons and units is, therefore, basic to every class assignment. The format for lesson planning includes activities to access the previous knowledge of the students engaged in the lesson.</p> <p>EDU 441 Methods and Materials of Instruction for Science in Elementary and Middle Schools and EDU 475 Curriculum and Methods of Teaching in Middle and Secondary Schools II: Science involve candidates in hands on and research based activities for learning how to teach science concepts to elementary, middle, and secondary students. They learn how to apply theories of learning and child development to science teaching, which includes instruction and activities for learning about students’ backgrounds and diverse needs; and matching texts, laboratory activities, and instructional strategies to those different backgrounds and needs of elementary and secondary students.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
2.f (cont.)	Plan instruction to accommodate various backgrounds of students;		<p>EDU 448 Methods and Materials of Teaching Reading and Language Arts and EDU 474 Curriculum and Methods of Teaching in Middle and Secondary Schools II: Communication Arts are designed to teach candidates the theoretical and philosophical background and instructional strategies needed to implement integrated elementary Language Arts and secondary English programs. They both use a constructivist approach to teaching, believing that knowing the background of students from multiple aspects is part of the foundation for planning lessons/units and teaching strategies. The written and oral presentations must demonstrate that the candidates have addressed student background in their designs.</p> <p>EDU 449 Math Methods for Elementary and Middle School and EDU 471 Curriculum and Methods of Teaching in Middle and Secondary Schools II: Mathematics and Computer Science also use and teach a constructivist approach to teaching key math operations, which involves knowing many aspects of students' backgrounds and applying that knowledge to designing units and lessons for presentation to the class.</p> <p>EDU 442 Methods and Materials for Teaching Social Science in Elementary and Middle Schools requires candidates to participate in and use constructivist approach principles to write a series of reflection papers, based on electronic, book, and observation research, about teaching social studies. While each assignment requires knowing and applying student background, four of them require special focuses: race, socioeconomic status, sex, or creed; different learning styles, prior learning and experiences, real-world application of learning.</p> <p>EDU 473 Curriculum and Methods of Teaching in Middle and Secondary Schools II: Social Science also engages students in designing lessons, units, and instructional strategies that require candidates to know student backgrounds to select appropriate texts, films, theatre drama, children/adolescent literature, story telling examples, etc. to use to teach social studies content, concepts, and the core American values to middle and secondary students.</p>
2.g.	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;	2	<p>Throughout their education experiences at UDM, students experience a variety of assessment approaches in their classes. Education professors use a variety of traditional and authentic assessments to provide formative and summative feedback to their Education candidates: objective, essay, and standardized quizzes, tests, and examinations; written and oral presentations; peer and small group review; discussion and observation; conferences: portfolios: journaling, reading/writing logs, reflective and formal research-based papers and projects; electronic assessment; matrices, rubrics, published evaluation forms; university-wide course evaluation forms; extra credit, and content area (MTTC) tests; etc. The professors use the information gained from these assessments to represent material in different ways during a course, to adjust/adapt their choices of material and presentations the next time they teach the course, and to participate in department and university program and curriculum review and design projects. The student course evaluations are one of the items considered in the professors' annual and tenure reviews with the administration.</p> <p>Methods courses for elementary and secondary students and specific content provide candidates with a broad-</p>

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2.g (cont.)	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;		<p>based knowledge of traditional and authentic assessments that are age and developmentally appropriate to the various subjects. Candidates are taught the basics of objective driven assessment and must design appropriate assessments for any lesson plans, unit plans, and instructional strategies they plan to use. They must also demonstrate how they use the results of assessment to reflect upon their practice and to design lessons to teach the concepts and skills differently to ensure that all students have learned. (The required “Lesson Plan Format” is printed in the appendices of the <i>Student Teaching Handbook</i> on the web site.) Some examples of how appropriate assessment practices are taught and candidates demonstrate mastering of them are listed below.</p> <p>In EDU 443 candidates are involved in designing and presenting literacy strategies and a unit project that will increase all students’ understanding of various fiction and non-fiction texts. The candidates’ work must demonstrate that they understand various types of assessments and the issues and procedures related to using them. In the secondary reading methods course, EDU 478/578 candidates are involved in a series of assignments and projects designed to demonstrate their understanding of ways to integrate instruction with assessment and to develop the ability to determine student achievement of reading skills necessary to various content areas.</p> <p>EDU 432 Psychology of Education (also EDU 513) students develop knowledge and understanding of measurement and evaluation in the teaching/learning process through a variety of readings, activities, and projects and practice the application of appropriate assessment procedures in a one-to-one tutorial setting for 32 hours with elementary and/or secondary students.</p> <p>SED 460/560 involves candidates in assignments and projects designed to demonstrate their understanding of planning, placement, and programming process for exceptional students. Candidates design and present lesson plans and a unit plan with adapted objectives, adaptations and accommodations, evaluation criteria, computer aided technology for at risk and identified special education students.</p> <p>EDU 459 /600 engages the candidates in a series of interrelated computer centered activities and projects that require candidates to examine multiple strategies for evaluating technology-based student products and to include appropriately designed assessments in their written and oral presentations.</p> <p>In EDU 469 secondary candidates spend two sessions learning about assessment and its uses for student learning and instructional practices. Candidates read, discuss, and write about assessment from electronic and book sources. Their studies include the work of a variety of educators and researches such as Madeline Hunter, William Glasser, Benjamin Bloom, Robert Marzano, Eric Jensen, Howard Gardner as well as various university and National Laboratory sites. One of the major assignments is to analyze a unit and to write a “selected response” test question for the Bloom’s Taxonomy levels and reference the applicable Michigan Standards and Benchmarks. They must write an “extended response” question for the same objective including a prompt if appropriate and an analytic rubric to score the essay. They also explain an alternative or</p>

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2.g (cont.)	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;		<p>authentic assessment with rubric for the same objective and set up a portfolio process with rubric for the entire course for which the unit is designed. Each of the other candidates' projects for the course must address issues of assessment and their use in evaluating student work and their instructional practices.</p> <p>Each of the subject specific elementary and secondary methods courses include appropriate assessment practices for their content areas and K-12 student learning as well as ways to use the evaluation information to inform planning for instruction and student learning.</p>
2.h.	Create inclusionary environments for students with exceptional needs and abilities;	2	<p>SED 460 Education and Mainstreaming of Exceptional Persons and EDU 560 Exceptional Persons provide candidates with the basic principles of inclusionary and/or mainstreamed environments for students with exceptional needs. Candidates develop understanding and knowledge of the educational considerations in educating and managing special needs students at different levels and within the general classroom by reading, writing, discussing, viewing, observing special and general education K-12 classrooms, and designing a unit/lesson plan adapted for at risk/special education students with its objectives aligned to <i>Michigan Curriculum Benchmarks</i>.</p> <p>EDU 432 Psychology of Education and EDU 513 Principles of Learning, Development, and Adjustment involve candidates in activities and assignments that demonstrate the application of psychological theories and research findings to teaching. Major topics include understanding of human development (infancy through adulthood) and individual differences evolving from cultural influences, individual health, and cognitive, physical, emotional development.</p> <p>These principles are then used by Education candidates in their various methods (Elementary-EDU 441 Science, 442 Social Science, 448 Reading and Language Arts, 449 Mathematics; Secondary-EDU 471 Mathematics, 473 Social Science, 474 Communication Arts, 475 Science) courses to address issues of inclusion in their research, written and oral presentation, classroom activities/assignments, and unit/lesson plans.</p>
2.i.	Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.	2	<p>A review of the Education syllabi will reveal that Education courses use various kinds of literacy to promote access to knowledge. The syllabus for each course lists library/printed and electronic sources for readings and research to support presentations and projects.</p> <p>The mathematics (EDU 449, 471) and science (EDU 441, 475) methods courses include projects using manipulatives, graphic calculators, and computer programs for creating spread sheets, graphs, and 3-dimensional designs to plan for student learning in grades K-12.</p> <p>The Language/Arts (EDU 448) and Communication Arts (EDU 474) include film, video, theater, photography, reading, listening, music, and computer literacy skills to develop unit/lesson plans to develop various kinds of literacy in the candidates' elementary and secondary students.</p> <p>The social studies methods course syllabi (EDU 442-elementary, EDU 473-secondary) provide examples of candidate assignments and activities that are especially rich in the variety of literacy used to teach social</p>

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(cont.)	literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.		<p>studies concepts: service learning; video/film; debate, conversation, discussion, panel, lecture; museum visit; web assignment; using children’s literature in the social studies classroom to teach historical, economic, political, sociological, psychological concepts; using theatre to teach social studies; etc.</p> <p>EDU 459 Instructional Technology and EDU 600 Computer Use in Education, in addition to engaging Education candidates in computer related activities to ensure they are computer literate with software, search engines, and equipment, also teaches internet and web skills and integrating use of digital cameras, video cameras, CD/DVD etc. with computers and print materials. The course also includes objectives and assignments to help candidates learn to use computers to communicate and collaborate with peers and the larger community and to use technology productivity tools to complete required professional tasks such as planning for and assessment of student work.</p> <p>The reading courses (EDU 443, EDU 478/578) use both print and electronic materials to help elementary and secondary candidates research and understand the important aspects of reading instruction. The final activity involves the candidates in analyzing the <i>Michigan Curriculum Framework</i> vignettes using the <i>MCF</i> standards and benchmarks.</p>
3.	Knowledge of subject matter and pedagogy, including the understanding and ability to:		
3.a	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;	2	<p>Elementary and Secondary Education candidates learn how to create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with teachers and/or peers about the subject matter throughout their Education program, specifically in their methods courses.</p> <p>The reading courses (EDU 443 elementary, 478/578 secondary) engage candidates in research and teaching projects that promote the understanding of metacognitive strategies for improving comprehension and critical thinking skills before, during, and after reading. They select and critique a variety of fiction and non-fiction books for use with K-12 students.</p> <p>In the education technology courses (EDU 459, 600), candidates identify and practice the use of technology to maximize student learning and facilitate higher order thinking skills. The final project is a cross disciplinary team project to design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students. The project’s design requires that the candidates include strategies for the acquisition of deep knowledge and that involve the PK-12 students in collaborative work with the teacher and peers.</p> <p>In the first secondary methods course (EDU 469) candidates design a unit and apply Bloom’s Taxonomy: recall, comprehension, application, and analysis. For one part of the unit presentation, they choose one of the unit objectives and write questions for every level of cognition.</p> <p>The mathematics methods courses (EDU 449 elementary, 471 secondary) design a series of mathematics</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
3.a	<p>environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;</p>		<p>lessons and a unit that are aligned with the state and national math standards and benchmarks. They also collect and build a portfolio of articles and exemplary lessons and units for teaching mathematics to elementary and secondary students of diverse backgrounds and abilities, including materials that address teaching higher-order thinking skills and that involve interaction among peers and the teacher.</p> <p>The social studies methods courses (EDU 442 elementary, 473 secondary), as do the other methods courses, engage the candidates in learning constructivist methods for the classroom. One session of EDU 442 is devoted to learning how to integrate higher-level thinking skills into learning, others to collaborative learning, real-world application of learning, cross disciplinary learning, and authentic assessments, which are then applied to their classroom planning, presented to the class and discussed. In EDU 473, the candidates include plans to include strategies to promote critical and higher level thinking by the students when they design lessons/units to use theater, film, museum visits, and children’s literature to teach social studies.</p> <p>EDU 448 Reading/Language Arts Methods engages the candidates in designing lessons and a unit using the constructivist methods and collaborative activities to develop analytical and abstract thinking skills in elementary and middle school age children. EDU 474 Communication Arts Methods involves candidates in research and writing reviews of professional literature, which must include works that address all levels of student learning. They participate in classroom activities that demonstrate their understanding of how to teach these higher-order skills and how to use collaborative strategies to develop the skills in secondary students. The candidates’ unit plan for a two week unit for teaching a literature or writing concept must also address the higher-order skills.</p> <p>The science methods courses (EDU 441 Elementary, EDU 475) involve students in a variety of hands-on activities designed to engage elementary and secondary students in authentic and real-world activities that require higher order thinking skills. In EDU 441 at least 4 sessions are devoted to understanding aspects of science teaching related to higher-order thinking: Inquiry and Discovery, Using Science Process, Real World Connections, Project Based Learning, and Collaboration and Cooperation. The integrated (sciences and with other subjects such as Mathematics and English) approach to teaching is addressed in the individual activities and particularly in the unit design project and final presentation. During the introductory sessions of EDU 475, the candidates are introduced to the high critical thinking skills when identifying the theorists used in lesson plans. Levels 4-5-6 (analysis, synthesis, evaluation) of Blooms’ Taxonomy, Hilda Taba’s focus on higher critical thinking skills, and Jeamore Brunner’s (“Discovery and Inquiry” model) focus on questioning students not just answering are among the theorists and concepts studied. Once the candidates establish this background for themselves, they integrate the higher levels into other models such as the constructivist model and are engaged in a series of individual and group activities, projects, and presentations designed to select, design, construct, and evaluate original teaching strategies (slides, hands on activities, collection of resources and materials, etc.) that lead to more meaningful and deeper learning and enable secondary students to solve</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
(cont.)			practical problems.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	Throughout their programs at UDM, candidates are required to use electronic and paper resources to participate in class activities and discussions and to prepare oral and written presentations. The Education courses also require the use of technology to facilitate candidates becoming independent learners and problem solvers. A review of Education syllabi reveals that courses require students to access professional web sites of the Michigan Department of Education, other states, professional organizations, etc. for information to support their research for course assignments. The education and technology courses (EDU 459, 600), however, provide direct instruction and candidate practice in using appropriate technology to facilitate their own learning as well as the learning of their future elementary and secondary students. The course is held in the Education Department's computer lab in the University Library. Beginning with the first session, candidates are engaged in locating sources on the World Wide Web and completing an assignment using information technology. The first is designing a table to present the findings from the web by e-mail to the professor and classmates. Each subsequent session is devoted to a specific electronic-based procedure and assignment which is synthesized and demonstrated in the final project: a cross-disciplinary team designs and presents to the class for review a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students.
3.c.	Use high expectations for optimal achievement to foster excellence in all students;	3	<p>The Education Department's <i>Conceptual Framework</i> states that its mission is the development of educators who:</p> <ul style="list-style-type: none"> Are ethical, value-directed persons; Possess a scholarly mastery of subject matter; Recognize that all children can learn; and Engage students in an interactive, dynamic process of learning. <p>The Department's mission is implemented by faculty through design of courses and by candidates through completion of assignments that must reflect high expectations for excellence in all elementary and secondary students.</p> <p>Using high expectations to influence student learning is an integral part of the candidates developing knowledge and understanding of optimal learning conditions and to apply this knowledge within a one-to-one clinical tutoring experience (32 hours over the semester in an elementary or secondary school) in EDU 432 Psychology of Education or EDU 513 Principles of Learning, Development, and Adjustment.</p> <p>Using high expectations to understand and plan instruction for special needs/exceptional students is basic to the assignments required in the special education course required of all candidates (SED 460/560): Pre-Referral to Special Education and Classroom Intervention Accommodation Plan, Presentation for</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
3.c (cont.)	Use high expectations for optimal achievement to foster excellence in all students;		<p>School/Parent Use During a Disability Awareness Group Day Presentation, Lesson/Unit Plan Adapted for At Risk/Special Education Students.</p> <p>The lesson/unit plans and general presentations required in the various methods courses (Elementary-EDU 441, 442, 443,448, 449; Secondary-EDU 469, 471, 473, 474, 475; EDU 459/600 technology and education) also require addressing high expectations for all students.</p> <p>While the specific criteria for assessment of the candidates’ teaching skills during their Student Teaching Experience (EDU 489, 490, 474, 484) all assume attention to expectations of excellence for their elementary or secondary students, three indicators specifically address the issues of expectations for facilitating student learning:</p> <p>Provides lessons which challenge and interest students.</p> <p>Poses questions at various levels of cognition beyond the information level.</p> <p>Communicates positive expectations to students.</p>
3.d.	Practice teaching as both an art and a science;	2	<p>The concept of practicing teaching as a balance of art and science is infused throughout the Education program. It is discussed initially in EDU 401/402 Introduction to Elementary and Secondary Education and EDU 420 Philosophy of Education and EDU 525 Educational Policy Studies.</p> <p>Teaching as an art and a science is the basic concept of EDU 401/402 and provides the framework for readings, discussions, activities, and the field work designed to facilitate the candidates’ decision-making about teaching as an appropriate career. Through a variety of readings such as Parker Palmer’s <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life</i>, the candidates understand and reflect about the human relationship, non-measurable side of teaching and avoiding the over technical and techniques side. They develop a sense of the importance of the complex balancing act required of teaching.</p> <p>In the philosophy Education courses (EDU 420, 525) candidates continue to study and reflect about the dual nature of teaching through a variety of texts, including in-depth discussions of concepts in these books: Maxine Greene’s <i>The Dialectic of Freedom</i>, James G. Henderson’s <i>Reflective Teaching: Professional Artistry Through Inquiry</i>, and George R. Knight’s <i>Issues and Alternatives in Educational Philosophy</i>. Their final paper, an extended statement of their individual philosophy of education, addresses their understanding and beliefs about teaching as art and science in balance.</p> <p>The issue of education as both an art and science is addressed and discussed in the school and society courses (EDU 440, 514) during the introductory session when the complexity of relationships between schools and society are introduced and clarified. The second session involves a “Case Study: Achievement, Race, and Testing” where issues of government mandated standards and assessments are studied from various perspectives, but especially considering issues of equity and the standards movements. Readings from various web sites, handouts of articles from newspapers such as the <i>New York Times</i>, and recommended texts such as David C. Berliner and Bruce J. Biddle’s <i>The Manufactured Crisis</i> and Daniel U. and Rayna F. Levine’s</p>

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3.d (cont.)	Practice teaching as both an art and a science;		<p><i>Society and Education</i> inform the candidates' examination of social issues and relationships with education. The education psychology courses (EDU 432, 513) base their discussions, assignments, projects, examinations on the textbooks by Jack Snowman and Robert Biehler, <i>Psychology Applied to Teaching-10th Edition</i> and <i>Psychology Applied to Teaching Study Guide-9th Edition</i>. In addition to explicating the characteristics of a constructivist classroom, the <i>10th Edition</i> defines the qualities of teaching both as an art and a science and provides researchers and resources for both perspectives. As candidates discuss, develop cooperative learning experiences, craft presentations, and participate in clinical tutoring experiences they must consider how they will develop constructive beliefs, emotions, values, and flexibility within in themselves as well as design directed, standard-based, easily assessed lesson/unit plans for their elementary and secondary students. The reading courses (EDU 443-Elementary, 478/578-Secondary) use state and national standards and resources and textbooks that address both the art and science of teaching reading as a separate subject and within all subject areas. The textbooks are:</p> <p><i>Teaching Reading in Today's Elementary Schools 6th Edition</i> by Burns, Roe, Ross. <i>Secondary School Literacy Instruction: The Content Areas, 8th Edition</i> by Roe, Stoodt, Burns. <i>Teaching Every Child To Read: Frequently Asked Questions</i> by Hiebert, Paris, Pearson, Richardson, Taylor.</p> <p>Candidates design lesson and units and practice presentations that address both teaching perspectives. The special education courses (SED 460, 560), the technology and education courses (EDU 459/600, and the other methods courses (Elementary-441 Science, 442, Social Science, 448 Reading and Language Arts, 449 Mathematics; and Secondary-469, 471 Mathematics, 473 Social Studies, 474 Communication Arts, and Science 475) engage the candidates in activities designed to encourage the development of teachers who are scholars, reflective thinkers, and moral agents. Understanding how to create a constructivist classroom and learning environment that prepares elementary and secondary students to meet state and local standards and benchmarks is the basis of class readings, presentations, and unit/lesson planning. The forms for evaluating candidates' performance during student teaching (EDU 489, 490, 474, 484) include indicators that are a mix of teaching as an art and as a science. (<i>Teacher Education Handbook</i> appendices on the web site)</p>
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	<p>The Core Education program courses (EDU 401/402, 420/525, 440/514, 432/513 and SED 460/560) include candidates seeking certification in all subject areas in the elementary and secondary schools. In addition to allowing for the natural development of interdisciplinary teaching practices, the readings, lectures, discussions, in-class activities, oral and written presentations, and projects include requirements to address the interdisciplinary nature of education for elementary and secondary students. The methods courses abound with examples of readings, discussions, unit/lesson planning, and projects by candidates that require cross disciplinary thinking, research, and work to plan interdisciplinary thinking and activities for their future elementary and secondary students. Some examples are listed.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
3.e (cont.)	Integrate and transfer knowledge across subject areas and encourage the same among students;		<p>EDU 443 Reading in the Elementary and Middle Schools, EDU 448 Methods and Materials for Teaching Reading and the Language Arts, and EDU 478/578 Reading in the Content Areas address literacy across disciplines.</p> <p>EDU 459/600 Education and Technology involves cross disciplinary teams in designing an authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students.</p> <p>The elementary methods courses (EDU 441 Science, 442 Social Science, 449 Mathematics); EDU 469 Curriculum and Methods of Teaching in Secondary Schools I; and the secondary methods courses (EDU 471-Mathematics, 473 Social Studies, 474 Communication Arts, 475 Science) require the candidates to design units/lessons that encourage the integration and transfer of knowledge across subject areas by their elementary and secondary students. The use of literature to understand mathematics and science concepts is demonstrated as well as the use of literature, theatre, and story-telling for in-depth understanding of various social science concepts.</p> <p>The candidates are evaluated by themselves, the K-12 Cooperating Teacher, and College Supervisor on their ability to integrate content across disciplines. (<i>Teacher Education Handbook</i> appendices on the web site)</p>
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom;	3	<p>The Education Core Curriculum courses engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom.</p> <p>Throughout the semester, EDU 401/402 Introduction to Elementary and Secondary Education engages the candidates in 30 hours of observation in a K-12 classroom related to their majors and/or minors. As a result of the field study, candidates will understand the cultural context in which learning takes place and will understand how this context impacts life in schools and will grapple with issues of social justice in education. They look for ways that teachers connect the subject matter to the real world and explain their findings on such issues in the case study, presented in written and oral form.</p> <p>The school and society courses (EDU 440, 514) help candidates to understand the relationship of schools and society to each other, which provides the broad understanding necessary to design units, lesson plans, and teaching strategies that help elementary and secondary students connect subject matter to the real world. Making connections between reading and the world outside the classroom is part of the strategies taught in the reading courses (EDU 443 Elementary and Middle, 478/578 Secondary).</p> <p>The social studies methods courses (EDU 442-Elementary, 473-Secondary) address this issue of subject matter and real world application directly in the readings and research required, lectures and discussions, and in unit/lesson plans the candidates design. In EDU 442 one session is devoted to promoting real-world application of the learning. Candidates submit a reflection paper about it and use constructivist methods in the lesson they design to help K-8 students make the connection between social sciences and the real world. In EDU 473 candidates are required to incorporate the elements “Powerful and Authentic Social Studies” lessons.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
3.f (cont.)	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom;		<p>EDU 448 Methods and Materials of Teaching Reading and Language Arts candidates use themes learned from children’s and adolescent literature to help elementary and middle school children learn the importance of behaving in moral and ethical ways. The secondary communication arts methods course (EDU 474) engages candidates in learning how to use real world situations to enhance their secondary students’ writing and literature analysis skills and appreciation for great authors and their works.</p> <p>The science methods courses (EDU 441-Elementary, 475-Secondary) teach candidates how to set up laboratory work in their K-12 classrooms and in the real world. Designing hands on activities that connect the scientific concepts with real world issues is basic to candidates’ assignments in both courses. The mathematics methods courses (EDU 449-Elementary, 471-Secondary) engage candidates is discussing and designing units and lesson plans that involve K-12 students in using mathematical skills to explore the world and using situations from outside the classroom to learn mathematics.</p>
3.g.	Access and use updated information and procedures.	3	<p>Throughout the candidates’ university experience, courses require students to balance updated and current information with historical or the more traditional information and procedures. Instructors in the Education program continue to demand that balance for reflective and researched studies and compositions which are presented as documents and/or speeches. Courses state specific objectives about candidates understanding and using the most current educational theories and practices. For example, one objective for the education and technology course (EDU 459/600) states, “Successful completion of this course will prepare {candidates} to use technology resources to engage in ongoing professional development providing the means of keeping current with emerging technologies.” The school and society course (EDU 440 or 514) focuses on current relationships between schools and society and topics such as the “No Child Left Behind” legislation. Candidates, therefore, also read current news articles from local and national newspapers. The philosophy course (EDU 420 or 525) also supplements textbook readings with current written and electronic media articles. The syllabus for the first secondary curriculum and methods course (EDU 469) is updated each time it is taught to include the most recent MDE resources, web sites, journal articles, and texts in the required and recommended reading lists for the course. The instructor also uses handouts that explain the most recent thinking as well as the more traditional about secondary school social studies instruction and practice. In the elementary/middle school reading course (EDU 443), candidates are engaged in studying theories related to reading and principles of teaching reading. They understand the current beliefs, practice, and research regarding emergent literacy and their implementation. Their unit/lesson plans, oral and written presentations, and participation in classroom activities must reflect the current understanding about how elementary children acquire reading literacy.</p> <p>The same expectations are held for secondary education candidates’ performances in EDU 478/578. Review of the research in reading instruction that the National Reading Panel is reviewed. To ensure their understanding of the latest theories, candidates work with the state resources and those of professional</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
3.g (cont.)	Access and use updated information and procedures.		<p>organizations and are urged to maintain affiliation with them throughout their careers.</p> <p>Both of the language arts methods courses (EDU 448, 474) engage students in research based unit/lesson planning that must include a variety of print and non print resources that include identification of the major instructional theories in English education today.</p> <p>In the elementary social studies methods course (EDU 442), the candidates study sections of Donna Walker Tileston's <i>10 Best Teaching Practices</i> (2000) plus Neal A Glasgow and Cathy D. Hicks' <i>What Successful Teachers Do: 91 Researched-Based Classroom Strategies for New and Veteran Teachers</i> (2003) in preparation for each class session. Throughout the course they are alert for more recent journal and on line articles to inform their assignments, especially the final presentation which includes a comprehensive lesson plan for teaching social studies concepts and skills. The secondary social studies methods course (EDU 473) engages candidates in current research using recent journals, texts, and electronic resources such as MDE and other education organization web sites. They incorporate those current theories and practices into their social studies lesson/unit designs.</p> <p>The science methods courses (EDU 441, 475) require the candidates to explore the purpose and activities of the National Council for Science Education, various MDE K-12 documents, and other organizations and agencies affecting the teaching of science in schools. The new ideas are compared and contrasted and discussed so candidates can consider the appropriateness of using the information in designing lessons and units as well as for preparing written and oral projects and presentations.</p> <p>The mathematics methods courses (EDU 449, 471) also expect their candidates to become familiar with the current state and national mathematics standards and benchmarks and to incorporate them into their course work.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.	The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:		
4.a.	Plan and use cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;	2	<p>From study and activities in the introductory education course (EDU 401/402), through the candidates evaluations during their student teaching experience (EDU 489. 490. 474. 484), they are engaged in planning and using cognitive, affective, and psychomotor strategies to maximize the learning of elementary and secondary students no matter their backgrounds, interests, abilities, etc. In a lesson designed to help novice education candidates understand the paradoxical tensions of teaching, the instructor engages them in rope tugs of war. In the philosophy courses (EDU 420, 525) reading of poetry and listening to music are used regularly to help candidates write reflective journal entries about a variety of philosophical concepts and their application to the candidates' own philosophy of education and teaching practices. The evaluation/assessment forms used by the candidates, the K-12 Cooperating Teachers, and the College Supervisors (<i>Student Teaching Handbook</i> appendices on the web site) include criteria that address these issues. For example:</p> <ul style="list-style-type: none"> Varies instruction activity and tempo of lesson. Understands and applies developmental and psychological knowledge of students. Correlates life experiences into areas of learning. Poses questions at various levels of cognition beyond the information level. Demonstrates collaborative skills. Involves all students physically/mentally. Exhibits sensitivity to learner differences <p>Demonstrates an understanding of and respect for individual/cultural diversity and similarities</p> <p>The attention to issues of diversity throughout the Education program also ensures that candidates plan and use cognitive, affective, and psychomotor strategies in their planning and practice. Readings and discussions such as those from the sessions in EDU 440 School and Society or 514 Society and Education about "No Child Left Behind" legislation, home environment, peer group, cultural pluralism and minority education, women and education facilitate the candidates understanding of how schools are designed to address cognitive, affective, and psychomotor aspects of student learning.</p> <p>The objectives and activities of the psychology (EDU 432, 513) and the special education (SED 460/560) courses clearly address cognitive, affective, and psychomotor aspects:</p> <ul style="list-style-type: none"> Develop knowledge and understanding of child and adolescent development (432 and 513) Develop understanding of normal (typical) and atypical development in terms of behavior, the dynamics of human behavior, individual differences, and child/adolescent growth/development continuum. (SED 460/560) <p>The methods courses require the candidates to demonstrate their ability to plan strategies that involve all</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.a (cont.)	Plan and use cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;		<p>aspects of human behavior.</p> <p>The social studies methods courses (EDU 442, 473) require the development of unit/lesson plans that speak to issues of diversity and that use theater, storytelling, children’s literature, museum visits, etc. to teach social science concepts and skills using cognitive, affective, and psychomotor qualities.</p> <p>The reading methods courses (EDU 443, 478/578) engage candidates in studying theories about teaching reading literacy that engage the affective and psychomotor aspects in developing the cognitive abilities of K-12 students. While the focus in EDU 478/578 is on helping secondary students use reading to learn, not on learning to read; the candidates must develop plans that incorporate the three aspects.</p> <p>The language arts methods courses (EDU 448-Elementary, 474-Secondary) also engage the candidates in designing units/lessons for all the writing, speaking, viewing, reading content required in elementary and secondary English/Communication courses. The candidates’ work must engage the cognitive, affective, and psychomotor skills of the students.</p> <p>The methods courses for mathematics (EDU 449, 471) and for science (EDU 441, 475) emphasize the constructivist methods for instruction and engage the candidates in hands-on activities to facilitate their designing their own unit/lesson plans that engage the cognitive, affective, and psychomotor skills of their students.</p>
4.b.	Use and assess the effectiveness of a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities;	3	<p>As explained in previous standards and other sections of the Unit Review, Education instructors engage the candidates in a variety teaching methodologies, strategies, and assessment practices. The candidates are engaged in activities that ensure that they will know how to use and assess the effectiveness of a variety of teaching methodologies and techniques. The assessment practices and forms used by the candidates, the K-12 Cooperating Teachers, and the University Supervisors during the student teaching experience (EDU 489, 490, 474, 484) illustrate the expectation for UDM education candidates that they will be able to use and assess the effectiveness of many methodologies and techniques with elementary and secondary students. (See the <i>Student Teaching Handbook</i> appendices on the web site.) Some examples:</p> <ul style="list-style-type: none"> Writes objectives which indicate specific content and observable/measurable behavior. (“Observation Form) Engages students in guided practice. Circulates/monitors students’ progress. Provides grade/ability appropriate tasks. Evidence of self-evaluation. Varies instruction activity and tempo of lessons. (Mid & Final Evaluation Form) Integrates technology to achieve objectives. Provides for individual differences, diverse, and special needs.

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.b (cont.)	Use and assess the effectiveness of a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities;		<p>Monitors students' progress and adjusts the teaching. Demonstrates knowledge of screening, testing, and/or assessing techniques. Engages students in independent and collaborative learning.</p> <p>The elementary methods courses spend considerable introductory time helping candidates learn the basics of unit/lesson planning for the specific disciplines (EDU 443 Reading, 441 Science, 442, Social Science, 448 Reading/Language Arts, and 449 Mathematics). The secondary program teaches a foundation for planning the use of and assessment of various teaching methodologies and techniques. The subject specific secondary methods courses (EDU 478/578, 471 Mathematics, 473 Social Studies, 474 Communication Arts, 475 Science) then engage the candidates in planning for instruction and assessment for the specific subject area. Readings, lectures, demonstrations, simulations, discussions, individual activities, small group activities, collaborative learning, technologies—music, video, film, computer et. al., story telling, theater, field trips, service learning, hands on activities, etc., are used by professors to teach candidates how to use them appropriately and to assess the effectiveness on elementary and secondary student learning.</p>
4.c.	Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;	2	<p>The <i>Conceptual Framework of the Education Department</i>, which guides the program and course development, specifically states in the “Teacher Candidates’ Code of Professional Ethics” regarding professional competency, that the Educator shall:</p> <p>Maintain professional relationship with students, parents, school personnel, and the community. Respect each person with whom he/she is working, and deal justly and impartially with each regardless of her/her physical, mental, emotional, political, economic, social, cultural, racial characteristics or sexual and religious preferences.</p> <p>As the Education Department’s <i>Conceptual Framework</i> is introduced and reviewed in EDU 401/402 Introduction to Elementary and Secondary Education and again in EDU 420 Philosophy of Education (also in EDU 525) as part of the candidates’ preparation to write their personal philosophy of education, the candidates understand that they are to work with all support personnel to maximize opportunities for student achievement and success. As part of their EDU 401/402 field experience and the writing of the case study, candidates must interview an administrator plus a secretary, custodian, or counselor and a special education teacher to learn about problems facing the school and how classroom teachers and the school in general respond to the individual needs of students. They must also investigate the student cafeteria and faculty lounge areas as well as attend a school open house and one school board meeting. These activities engage the candidates in communicating with a variety of school support personnel.</p> <p>Each of the elementary and secondary methods courses involves developing technological enhanced and cross disciplinary units/lessons that will help students of all abilities and backgrounds to learn, which means that the candidates will be interacting with a variety support personnel from the bus driver to classroom and laboratory aides to the administrative staff as well as their teaching colleagues. Part of the discussion and preparation for</p>

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4.c (cont.)	Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;		<p>units/lessons in the methods courses would include details about working with the appropriate adults to ensure the appropriate learning environment for student learning. Some examples are:</p> <p>The instructional technology courses (EDU 459/600) include discussions for the possibility of working with a computer laboratory paraprofessional and/or the school audio/visual coordinator.</p> <p>The education psychology (EDU 432, 513) and special education courses (SED 460/560) engage candidates in reading, writing, discussing, and designing units/lessons that involve a team approach to instruction. When they tutor K-12 students for 32 hours over the semester in EDU 432, the candidates gain insights from the perspective of working with students in a teacher’s classroom and with the university coordinator of the tutoring sessions. Consideration for working with support personnel is discussed in the SED 460/560 as candidates develop awareness and sensitivity for the needs of various exceptional persons (Objective 5), develop knowledge and understanding of special education federal and state legislation and the process it dictates specifically regarding procedures for exceptional children and youth (Objective 7), develop knowledge and understanding of the continuum of services available for special education children and youth (Objective 8), and develop knowledge and understanding of the team approach involved in educating and managing special education students at different levels and within the regular classroom.</p> <p>The subject specific methods courses may call for a service learning project or a field trip to enhance student learning such as the museum tour in the secondary social studies course (EDU 473). Candidates would engage in discussion and/or research to understand how the secretary, principal, lunch room personnel, and bus drivers would need to be involved and effectively communicated with to arrange the field trip.</p> <p>As some elementary schools coordinate their mathematics and science instruction with the help of a specialist (either through the district curriculum coordinator or a building specialist) and maintain central laboratory and storage space for student explorations and equipment, in those methods courses (EDU 441, 449) candidates would also address issues of professional communication with the coordinator, building specialist, and/or aides or paraprofessionals.</p> <p>As part of federal and state funded reading literacy programs or simply as part of the local budget and staffing policies, school districts often employ reading specialists and/or aides to facilitate the subject area teachers with reading instruction. The reading methods courses (EDU 443-Elementary, 448-Elementary Reading and Language Arts, 478/578-Secondary), therefore, include repeated references and discussions to working with support personnel in support of students learning to read.</p> <p>When the candidates write their literature reviews and reflective journals in EDU 474 English/Communication Methods, for example, they work with the library/media center staff.</p> <p>During their student teaching experience (EDU 489, 490, 474, 484) candidates are expected to demonstrate their ability to work and plan with support personnel as well as their colleagues. They are evaluated by themselves, their K-12 Cooperating Teacher, and the University Supervisor on the ways the maintain open-</p>

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4.c (cont.)			channels of communication through professional consultative and collaborative skills as well as being a supportive team member. (See the appendices in the <i>Student Teaching Handbook</i> on the web site.)
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	<p>Throughout the Education program, candidates learn and practice in similar ways explained in Standard 4.c. how to involve and work effectively with parents and/or guardians to enhance opportunities for student achievement and success.</p> <p>The importance of clear communication with all elements of society, including family members of students, is specifically addressed during the semester of EDU 440 School and Society and 514 Society and Education. As they consider the effects of social class, stratification, and other background issues impacting how schools operate, candidates address how to work effectively with parents/guardians to provide opportunities for student achievement. In their final presentations and discussions, parental involvement is addressed.</p> <p>Parental involvement is addressed along side working with support personnel to maximize student achievement in the other Education core and methods courses and during the student teaching experience (EDU 489, 490, 474, 484). For example, in EDU 469 Curriculum and Methods of Teaching in Secondary Schools II, the candidates write an “Introductory Letter to Parents” with the purpose of introducing the teacher and the course content to parents/guardians of their students. It should inspire trust and confidence that their child is in a safe and pleasant place under the direction of a caring and knowledgeable professional who will teach something worthwhile in an interesting and effective way. Specific evaluative criteria are applied. Please review the response for Standard 4.c. to understand how the other elementary and secondary methods courses include discussion and practice with parental involvement activities. The mid and final evaluation forms for Student Teaching include “Communicates and interacts with parents regarding student achievement” in the same grouping of indicators as those for support personnel collaboration and communication.</p>
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures;	2	<p>While the general public and novice teacher education candidates tend to use assessment and evaluation procedures interchangeably when talking about student learning, the Education faculty, program, and courses define and use the terms differently.</p> <p>University wide, UDM defines assessment as those procedures used to measure and demonstrate what students have learned as a result of the education process and instruction. Evaluation refers to everything else that is examined for its effectiveness in order to inform planning: curriculum, programs, courses, syllabi, faculty, procedures etc.</p> <p>The Education Department adds differentiating details to its definitions. Assessment refers to the gathering of evidence about student learning. Evaluation refers to the teacher’s use of that evidence to make judgments about the student learning that took place. The teacher then makes judgments about the need to re-teach the lesson and to make long-term decisions about the course design and pedagogy. Formative assessment procedures are used to monitor, form, and/or guide student learning throughout a course. Summative assessment includes specific assessment procedures and tools used for summative evaluation of a student’s</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.e (cont.)	Differentiate between assessment and evaluation procedures and use appropriate procedures;		<p>performance, including traditional and performance based or authentic assessments: various objective tests, essay examinations, standardized and state tests, observations, conferences, portfolios, et. al. When the data gleaned from such assessments is used to facilitate selection of materials, examine syllabi, rewrite a course or program, and/or for faculty promotion, etc. it becomes an evaluation tool.</p> <p>While issues of assessment and evaluation are infused throughout the courses, two full sessions of the education psychology courses (EDU 432, 513) are devoted to learning the difference between assessment and evaluation and the definitions used by educators as well as other assessment nomenclature (e.g. measurement, standardized test scoring), the purposes and uses of assessment and evaluation, major ways of assessing and evaluating, strengths or weaknesses of each type, and their appropriate uses. Chapter 14 of Snowman and Biehler's textbook, <i>Psychology Applied to Teaching</i>, is used to provide the candidates with a common nomenclature for assessment and evaluation to use during classroom discussions and activities.</p> <p>In the special education courses (EDU 460/560) candidates spend at least two sessions studying assessment and evaluation through the lens of meeting the needs of exceptional children. One major project is to design a unit or lesson plan adapted to exceptional children's needs and abilities. The candidates must generate assessment criteria, grading and evaluation procedures.</p> <p>To a lesser degree assessment and evaluation are discussed in the school and society courses (EDU 440, 514) as part of the session devoted to discussion of "No Child Left Behind" legislation, the school reform movements, and reductions in state and federal appropriations to PK-12 schools and educational programs.</p> <p>In the technology and education courses (EDU 459, 600) candidates apply the definitions above to the examination of multiple strategies for evaluating technology-based student products. Both formative and summative assessments must be included in their final project as well as their individual and group evaluative comments about the lesson/unit's effectiveness.</p> <p>The elementary reading and subject specific methods courses (EDU 443, 448, 449) and the secondary methods courses (EDU 469, 471, 473, 474, 475, 478/578) continue to differentiate between student assessment and evaluation as they engage candidates in designing lessons and units that include procedures to assess prior knowledge, monitor and adjust student learning, assess student learning appropriately, and reflect upon the effectiveness of their instructional strategies. (See the required "Lesson Plan Format" in the appendices of the <i>Student Teaching Handbook</i> on the web site.) For example, in EDU 443 Teaching Reading in the Elementary and Middle Schools, the candidates are engaged in readings, discussions, and projects where they assess student progress with a variety of tools and evaluate materials and the effectiveness of instructional strategies. One session is focused on aspects of assessing student progress. Secondary candidates are engaged in similar procedures and activities that are age, grade, and developmentally appropriate for secondary students in EDU 478/578 Reading in the Content Areas.</p> <p>In EDU 469 Curriculum and Methods of Teaching in Secondary Schools I, candidates spend a minimum of</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.e (cont.)	Differentiate between assessment and evaluation procedures and use appropriate procedures;		<p>two sessions studying assessment and evaluation. A major project for the candidates is to design and analyze a lesson for a secondary subject (English, Math, Science, Social Studies etc). Among the topics the candidates address are the objectives of the lesson and their relationship to the formative and summative assessment procedures used and their effectiveness. They align the lesson with organizational standards and the MDE K-12 standards and benchmarks. They are required to discuss how previous knowledge will be assessed and the lesson's effectiveness using that evidence garnered from the assessment tools. They describe a problem or project that will unify the lesson and that leads to a performance, product, or exhibition and the procedures used to evaluate it. They also address summative assessment of the learning objectives—how they will finally evaluate and measure the students' learning.</p> <p>In EDU 473 (Social Studies Methods) among the assignments is writing a rubric to assess a persuasive essay using subject area content standards and MDE standards and benchmarks for secondary student learning. During their student teaching experience the candidates are observed by their K-12 Cooperating Teacher and the University Supervisor who also assess their performance at mid-term and the end of the term. The "Observation Form" includes indicators to assess aspects of assessment and evaluation.</p> <p>Daily plans contain objective (s), procedure (s), material (s), student evaluation, and home work.</p> <p>Writes objectives which indicate specific content and observable/measurable behavior.</p> <p>Activates students' prior knowledge.</p> <p>Students summarize the learning.</p> <p>Provides verbal/written feedback.</p> <p>Circulates/monitors students' progress.</p> <p>Utilizes positive reinforcement statements.</p> <p>Records subjects, skills, dates, grades.</p> <p>Evidence of self-evaluation.</p> <p>The mid-term and final evaluation form also includes indicators to assess aspects of assessment and evaluation.</p> <p>Demonstrates the ability to teach by objective.</p> <p>Attempts to determine learning blocks.</p> <p>Monitors students' progress and adjusts the teaching.</p> <p>Demonstrates knowledge of screening, testing, and/or assessing techniques.</p> <p>Practices self-evaluation/self-reflection.</p> <p>Enhances and reflects upon personal practices.</p> <p>Communicates and interacts with parents regarding student achievement.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.f.	Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases.	2	<p>In its <i>Conceptual Framework of the Education Department</i>, which includes the “Teacher Candidates’ Code of Professional Ethics,” the Education faculty’s commitment to professionals being able to define and accept the legal and ethical responsibilities of teaching is explicated, especially the ethical responsibilities. The <i>Conceptual Framework</i> and “Code of Ethics” are introduced in EDU 401/402 and used by the candidates as they consider the appropriateness of a career in education for themselves. The major legal considerations such as court and legislative decisions about discrimination, special education legislation, and the “Felony Form” that must be completed as part of the “Application for Admission to the Teacher Education Program” are also introduced and considered. The <i>Conceptual Framework</i> and “Code” are studied and discussed in detail in the philosophy courses (EDU 420, 525) as candidates reference it in their personal statement of education philosophy (final paper) and as they study and discuss policy responsibilities of schools and teachers. The society and schools courses (EDU 440, 514) provide an in depth study of the legal and ethical responsibilities of schools and educators throughout the course. The final project is group written and orally presented to the class related to issues of equity, student background, and/or cultural influences as well as how the other issues listed in this standard are related to schools and society as a whole.</p> <p>As the <i>Conceptual Framework</i> and “Professional Code of Ethics” guide the development of program and courses, issues of legal and ethical responsibility are infused appropriately into the Education core courses and the methods courses. For example in the computer and education courses (EDU 459, 600) candidates are engaged in activities designed to prepare them to identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information. As part of their study in the special education courses (SED 460/560) candidates develop knowledge and understanding of special education federal and state legislation regarding procedures for exceptional children and youth. As part of their three major assignments: “Pre-Referral to Special Education and Classroom Intervention Accommodation Plan.” A Research Overview of a Disability Highlighting One Area of Exceptionality in Format for School/Parent Use and Prepare a Disability Awareness Group Day Presentation.” “Lesson Plan Adapted for At Risk/Special Education Student (s),” candidates must address both the legal and ethical requirements for working with children who have special needs. The science methods courses (EDU 441. 475) address the issue of safety with equipment and materials and in science laboratories. In the secondary curriculum and methods course (EDU 469) candidates are required to research and write a position statement about classroom management which includes “What the students’ responsibilities are (dare I consider ‘rights?’)” They also write an “Introductory Letter to Parents/Guardians” in which they describe the safe and stimulating learning environment that will be their student’s classroom. The other methods courses engage candidates in similar activities that demonstrate the candidates’ understanding of legal and ethical considerations specific to their subject matter and certification level.</p> <p>Other documents that explain the Education programs clearly state the importance of professionals</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
4.f (cont.)	Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases.		<p>understanding and accepting the legal and ethical responsibilities of teaching.</p> <p>The <i>Undergraduate Catalog</i> states, “Education faculty help students become ethical, caring, value-directed persons who possess a commitment to urban society and social justice.” (p. 68)</p> <p>The <i>Teacher Education Handbook</i> details the commitment to professionalism throughout, especially on page 24. “Teacher education emphasizes a high level of responsibility, honesty, commitment, integrity, work habits, interpersonal skills, enthusiasm, creativity, sense of humor, leadership, judgment, potential for growth, and other qualities and characteristics valued by the profession.”</p> <p>Among other requirements, the “Application for Admission to the Teacher Education Program” requires two recommendations to be completed by professional educators (one being a professor at UDM), a form for the evaluation of work with groups of children (minimum 15 hours) at the desired certificate level, and a felony form completed by the applicant. While the first two forms do not specifically address legal and ethical characteristics, they are usually addressed when the writers address personal qualities such as emotional stability, maturity, and self direction; intellectual qualities such as insight and judgment, and social qualities such as leadership, cooperation, responsibility, and ability to work in a multicultural setting, and how they interacted with K-12 age children in an organized and supervised environment.</p> <p>Candidates receive a copy of the <i>Student Teacher Handbook</i> for themselves and for their Cooperating teachers once they have completed the application form for “Student Teaching,” which includes a second felony report, and are assigned to a school. The <i>Handbook</i> reinforces the legal and ethical responsibilities of teachers by including a précis of the <i>Conceptual Framework</i> and references to the “Professional Code of Ethics.” Part of the discussion of “Professionalism and Ethics” on page 9 includes “Particular care should be taken with the rights of privacy of children and parents.” The <i>Handbook</i> also spells out the “Role Responsibilities of the School and Supervising Personnel.” For example, the principal is required to “orient the Student Teacher to the philosophy; policies and procedures of the school; physical plant; staff and community.” The evaluation forms, located in the appendices, include indicators that address the issues of legal and ethical responsibilities: Expresses sound judgment. Respects the confidentiality of teaching profession. Is prompt, reliable, and responsible in duties. Demonstrates initiative and accepts responsibility.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
5.	The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:		
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	<p>As explained in the earlier standard, 3.g., identifying and using current research in both the subject field and in other areas of practice in the profession is required in the Education core and methods courses. In addition to the examples explained in 3.g., the following courses require research-based decision-making and teaching practices.</p> <p>EDU 401/402 Introduction to Elementary and Secondary Education includes a semester long observation in a K-12 classroom and the writing up of findings as a case study that includes the explanation of what they experienced and references assigned readings, class discussions, and their work in seminar.</p> <p>EDU 420 Philosophy of Education (or EDU 525) requires all assignments are to give evidence of research knowledge base, identification and articulation of the issues, principles, connections, relationships and meanings which support the candidate's conclusions and generalizations.</p> <p>EDU 440 School and Society (or EDU 514) syllabus states that candidates who complete the course will have the capacity to critique and evaluate various educational strategies making professional judgments about effectiveness and appropriateness. Candidates review and evaluate a selected article published in a juried, professional journal since 2000 that relates to any aspect of the text or any presentations and discussion held in class. The written paper will conform to the style as outlined in the <i>American Psychological Association Publication Manual, 5th Edition</i>.</p> <p>EDU 432 Psychology of Education (or EDU 513) requires candidates to use the APA Format to write a research-based paper that presents the application of an educational psychology theory (s) as it would apply in the classroom and how it was used during the candidate's tutorial sessions with K-12 children or adolescents. Understanding of current research in the field of educational psychology must be demonstrated.</p> <p>SED 460 Education and Mainstreaming of Exceptional Persons (or SED 560) engages the candidates in designing a unit or lesson plan adapted for at risk/special education students. The plan needs to include and integrate MDE resources and tests and current information, specifically IDEA updates.</p> <p>Faculty members encourage candidates to become familiar, even join, with professional subject area and general education organizations and their resources by listing related ones in their syllabi, using them in their own teaching, and discussing their value with the candidates. (<i>See the reading methods syllabi (EDU 443, 448, 478/578) and others on the web site.</i>).</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	<p>The ability to exercise good judgment in planning and managing time and resources to attain goals and objectives is addressed throughout the Education program. As we responded in Standard 2 about commitment to student learning (Standards 2.a., b., c., d., e., f., g.), we identified activities, projects, and especially lesson/unit plans that require candidates to make decisions about the effective use of classroom time and resources.</p> <p>The following examples demonstrate where specific instruction for classroom management occurs in the elementary and secondary methods courses.</p> <p>Each elementary subject specific methods course (EDU 441 Science, 442 Social Science, 443 Reading, 448 Reading/Language Arts, and 449 Mathematics) includes readings and at least one session about planning and managing instructional time. The candidates then apply that knowledge to their unit and lesson planning assignments. The mathematics methods (EDU 449) syllabus provides a typical example. The objectives state that the candidates will understand the constructivist approach to teaching key math operations and will examine various learning styles and special approaches to teaching math. Initially the candidates concentrate on the first four chapters of J. Van De Walle’s text, <i>Elementary and Middle School Mathematics: Teaching Developmentally</i>, which includes Chapter 2 about an environment for doing mathematics and Chapter 3 about the constructivists view of learning, and in class activities to illustrate the concepts. Strategies for effective classroom management are an integral part of classroom discussions and assessments of presentations in the candidates’ planning of lessons and units.</p> <p>The secondary candidates study classroom and resource management, analyze their individual management styles, and then practice and discuss it their lesson planning and other classroom activities in EDU 469 Curriculum and Methods of Teaching in Secondary Schools I. In their content specific methods courses (EDU 471-Mathematics, 473 Social Studies, 474 Communication Arts, 475 Science, 478/578 Reading) classroom management is addressed in every unit/lesson that candidates design and discuss during class. In EDU 469 for the second session, which is devoted to the basics of classroom management and responding to student behavior and learning, the candidates read at least 3 articles on web sites and respond to a survey, “What Is Your Classroom Management Profile” on another site. Throughout the semester, in class activities and long range projects, activities, and lesson plans require candidates to consider good judgment in planning and managing time and resources of classroom instruction.</p> <p>Each secondary subject specific methods course (EDU 471 Mathematics, 473 Social Studies, 474 Communication Arts, 475 Science, 478/578 Reading) includes readings and at least one session about planning and managing instructional time. The candidates then apply that knowledge to their unit and lesson planning assignments. The mathematics methods (EDU 471) syllabus provides a typical example. The course objectives state that the candidates will design mathematics units and lessons that have well-articulated outcomes, appropriate instructional strategies, and relevant assessments will and create a framework for</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
5.b (cont.)	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;		<p>examining teaching practice reflectively and critically. After the first course when the foundations for teaching mathematics are established, the candidates are engaged in studying and designing: activities and/or games for the mathematics classroom, using manipulatives to teach mathematics, graphing calculators as an integral part of learning mathematics, and cooperative learning as an aid to mathematical insight. Judgments about planning and managing time and resources to enhance student learning are an integral part of each area. The computer and education courses (EDU 459, 600) also require candidates to demonstrate this proficiency as they engage in activities and lesson planning to meet these objectives: to identify the benefits of technology to maximize student learning and facilitate higher order thinking skills and identify and locate technology resources and evaluate them for accuracy and suitability for technology enhanced lessons/units for elementary and secondary students.</p> <p>The assessment forms for student teaching emphasize: “Plans purposefully”-7 indicators; “Deals with the needs of children and youth”-4 indicators; “Understands and supports the art and science of the learning process”-8 indicators; “Applies appropriate classroom management skills”-3 indicators; “Exhibits critical thinking and decision-making skills”-5 indicators including “Expresses sound judgment;” and “Utilizes creative judgment in the teaching process”-5 indicators. Thirty-two out of fifty-four indicators are devoted to judgment about resources and time usage. As the other indicators also involve judgments about aspects of teaching that impact delivery of instruction, the education faculty believes that the Education program effectively addresses this standard.</p>
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	2	The examples provided and those standards referenced in Standards 5.a and 5.b demonstrate that our candidates know how to maximize the use of instructional time by engaging students in meaningful learning experiences.
5.d.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	<p>While candidates are expected to understand and use their knowledge about economic, social, political, legal, and organizational foundations and functions of schools throughout their methods courses including the technology course (EDU 459 or 600) and student teaching, the philosophy course (EDU 420 or 525) and the school and society course (EDU 440 or 514) provide an introduction and deep foundation for the candidates. The special education course (SED 460 or 560) addresses specific issues relative to the education of exceptional students. To a lesser degree the education psychology course (EDU 432 or 513) addresses these issues as candidates study theorists, psychologists, and educators who research and write about the cognitive, social, emotional, and psychomotor development of human beings, specifically from birth through young adulthood.</p> <p>In the introductory education course (EDU 401/402) candidates spend 30 hours observing in a K-12 classroom</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
5.d (cont.)	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;		<p>and write their findings as a case study. As part of that semester-long project, the candidates interview teachers and administrators concerning the relationship of these issues to the school and student learning and address them in their case study. They investigate what effects current societal problems are having on the school and its curriculum, and attend school open houses, parent teacher conferences, a school board meeting, one department or faculty meeting, and an Individual Education Plan conference if permission can be garnered.</p> <p>In EDU 420 Philosophy of Education, candidates write a “Philosophy of Education” in which they reference the relationship of schools to these issues which were studied and discussed throughout the semester. Through interactive discussions about specific topics in every session of EDU 440 or 514 and candidate presentations about specific school and society topics during the final sessions, candidates gain understanding of socioeconomic, political, and financial dynamics that influence public education in the United States. Education methods courses address the development of teachers who are moral agents (<i>Conceptual Framework of the Education Department</i> on web site) as well as scholars and inquirers. Each methods course includes discussion and lesson planning that address this proficiency: promotes social justice, ethical reasoning and practices, incorporates value, moral, and character education into instruction; creates a supportive network advocating for students with all stakeholders in the educational enterprise, and engages imagination and dialog to work for a better world.</p> <p>The lesson plans designed for EDU 469 requires the candidates to explain what came before and what will follow the lesson, why the topic is important, and how it incorporates “authentic learning.” Any economic, social, political, legal issues that might impinge on the instruction should be included.</p> <p>In the reading courses (EDU 443-elementary 478/578-secondary) where reading instruction fits into the foundations of both school and society is discussed. Literacy is examined more broadly as a social and political construct and disciplinary literacy is discussed as a foundation for student learning in all areas. The first session of the elementary methods course (EDU 449) discusses the teaching of mathematics in the context of the reform movement.</p> <p>As part of their study in the secondary science methods course (EDU 475), candidates explore the purpose and activities of the National Council for Science Education, the MDE resources, and other organizations and agencies affecting the teaching of science in schools and design lessons/units with that context. They also investigate and explore instructional implications of specific problems affecting the quality of life in the local community.</p> <p>The elementary social studies methods course (EDU 442) devotes one session to bridging the gap between all learners, regardless of race, socioeconomic status, sex, or creed. Candidates discuss best teaching practices, constructivist methods, and what successful teachers do; and throughout the semester infuse instructional practices into their plans for student learning that address the issues of diversity. In the secondary methods</p>

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5.d (cont.)	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;		<p>course (EDU 473), candidates apply core democratic values, a public policy issue, inquiry, conversation, and a persuasive essay into lesson designs.</p> <p>In the elementary Language Arts methods course (EDU 448), candidates demonstrate that they understand the diverse factors that affect language arts instruction. As they practice diagnosing student literacy needs and planning appropriate instruction, they do so within the context of these educational functions and foundations of schools. The secondary English methods course (EDU 474) requires candidates to become more knowledgeable about effective teaching strategies for the multicultural classroom. They maintain a weekly reflective journal in which they record their evolving thoughts about teaching English, and to paraphrase John Dewey, turn a subject over in your mind “and give it serious and consecutive consideration.” Candidates use these journals during class discussion and to inform other assignments such as their unit lesson plan, field observation presentation, and literature review of articles or books on teaching composition or literature. Service learning projects, field trips, and the use of individuals from outside the school are also included in the methods courses.</p> <p>The goal of the Education program, to develop candidates that are moral agents as well as inquirers and scholars, is incorporated in the design of the student teacher evaluation forms and performance indicators: Demonstrates an understanding of and respect for individual/cultural diversity and similarities. Correlates life experiences into areas of learning. Enhances learning from a global and international perspective.</p>
5.e.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	2	<p>Throughout their course work at the University of Detroit Mercy, candidates are exposed to professors who advocate that learning is a lifelong commitment. When they enter the Education program, they continue to dialogue with instructors and peers in courses about what it means to be professional, and how they, as individuals, can maintain a healthy and vibrant lifelong learning attitude.</p> <p>The essential objectives of the introductory education course (EDU 401/402) are to have the candidates: participate in the creation of community as they begin to reflect thoughtfully on a life in teaching; and clarify their career goals and aspirations and develop a pedagogical philosophy.</p> <p>In the philosophy course (EDU 420 or 525), students are engaged in numerous activities and discussions about teaching as a life time career and the need for ongoing professional development. They explore various philosophical perspectives about education and write their personal Philosophy of Education.</p> <p>The rationale for EDU 469 Curriculum and Methods of Teaching in Secondary Schools I states, “Not only do we need a base to begin our teaching careers, but we also need a framework within which to continuously construct and reconstruct knowledge.” That rationale, along with the Department’s philosophical belief that educators are life long learners, frames the discussions, activities, and assignments of the course.</p> <p>In the subject specific methods courses the candidates are encouraged to approach teaching as a life-long</p>

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5.e (cont.)	Accept teaching as a lifelong learning process and continue efforts to develop and improve;		<p>evolving career. Instructors encourage candidates to join appropriate educational and professional organizations (EDU 443, 448, 478/578 reading and language arts). They often write their philosophy for education specific to their chosen discipline (EDU 475 Secondary Science, 474 Communication Arts/English). They enhance professional portfolios in methods courses (Elementary and Secondary Mathematics-EDU 449, 471; Science 441, 475; Social Studies-EDU 442, 473; English/Language Arts-448, 474, Reading-443, 478). In EDU 449 they create a professional development plan for a first year teacher.</p> <p>The assessment tools used by the candidates themselves, the Co-operating Teachers, and University Supervisors include performance indicators that speak to life-long professional beliefs and practices: completes self-evaluation/self-reflection; displays interest and enthusiasm in teaching; maintains good mental, physical health, and personal appearance; analyzes and improves professional skills; and participates in professional activities. During the seminars in the Student Teaching experience, the Assistant Dean of the College of Liberal Arts and Education explains the state certification process and the continuum for earning and maintaining Professional Certificate and Continuing Education Unit procedures.</p>
5.f.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	2	<p>This indicator is delineated in the department's <i>Conceptual Framework of the Education Department</i> statement about the three dimensions it develops for educators: scholar, inquirer, moral agent. In the "Theoretical Grounding" section of the document, the faculty states, "In addition to learning from colleagues, {candidates} are challenged and guided to listen and to collaborate with their students, parents, community and other professionals to develop their understanding of the complex dynamics inherent in the context surrounding effective teaching and learning."</p> <p>Objectives and assignments throughout the Education program are designed to develop the candidates' abilities to interact with others to benefit students and their personal professional development. (Please refer to the discussion in Standards 4.c and 4.d.)</p> <p>Candidates are involved in interviewing and/or working with teachers and administrators to enhance their understanding of education/schools and how to enhance their students' learning and their professional development in the Education core courses(EDU 401/402, 420 or 525, 440 or 514, 432 or 513, SED 460 or 560).</p> <p>The elementary and secondary methods courses regularly involve field observations and/or K-12 educators as guest speakers. This allows instructors to observe the candidates' skill at communicating with potential professional colleagues and other education stakeholders.</p> <p>The <i>Student Teaching Handbook</i> and the <i>Teacher Education Handbook</i> (on the web site) explicate the requirements for the Education programs and the culminating Student Teaching experience. During one of Student Teaching seminars, UDM supervisors, who are retired and/or practicing teachers or administrators, conduct mock interviews with the candidates where they share information about how to interact effectively with others in a variety of settings. Additionally, the candidates interact with an assistant superintendent for</p>

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5.f (cont.)	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;		<p>human resources and labor relations from a local school district and discuss the interview process and portfolios. A consultant from the MDE also joins the candidates during another seminar to discuss professional preparation services and resources available to educators.</p> <p>Performance indicators used during the Student Teaching experience include at least eight items that address the candidates' abilities to interact with colleagues and others for the benefit of their students:</p> <ul style="list-style-type: none"> Accesses and utilizes community resources. Provides for diverse and special needs. Integrates content across disciplines. Demonstrates collaborative skills. Is a supportive team member. Communicates and interacts with parents regarding student achievement. Receives suggestions and criticism well. Participates in professional activities.
5.g.	Discuss and debate the evolution of education and the teacher's role in a changing society;	**	
5.h.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	2	<p>Developing teacher education candidates "who are inquirers skilled in decision-making and in ethical, critical, and reflective thinking" is one dimension of the department's vision for a teacher stated in the <i>Conceptual Framework of the Education Department</i>. The document guides the work of the education faculty members as they reflect on their practice and evaluate their courses. Candidates are engaged in meaningful self-evaluation and reflection about their own instructional practices and those of their colleagues throughout their Education program. They are initiated into such practices by writing the case study based on observations of classroom instruction and interviews with teachers, support staff, and administrators in EDU 401/402, refine their skills throughout the Education core curriculum and methods courses, and are specifically assessed and evaluated by themselves and their K-12 Cooperating Teacher and University Supervisor about their self-reflective skills during their Student Teaching experience. (Please see the evaluation forms in the <i>Student Teaching Handbook</i> on the web site.)</p> <p>Candidate self reflection is continuous during the education philosophy course (EDU 420 or 525). The candidates write in their journals about readings and other assignments both during classes and as part of their homework. The comments are incorporated into class discussions, quizzes and examinations, and into their final essay about their educational philosophy.</p> <p>In the school and society courses (EDU 440 or 514), the education psychology courses (EDU 432 or 513), and</p>

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5.h (cont.)	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.		<p>the special education courses (SED 460/560), candidates write reflective papers about readings and their interactions with K-12 educators and schools. The lesson/unit plans they design must include reflections about their effectiveness. They also present them and other assignments to the entire class for reflection about their potential effectiveness.</p> <p>The elementary methods courses (EDU 441 Science, 442 Social Science, 448 Reading and Language Arts, 449 Mathematics) require the candidates to present lesson/unit plans that include, “SELF-EVALUATION (Reflection of total lesson).” (<i>Student Teaching Handbook</i> appendices on the web site.) Generally the specific questions to which they respond are:</p> <p>Was the objective of the lesson achieved? What contributed to the achievement of the objective (s)? What impeded the achievement of the objective (s)? What would you change/do differently?</p> <p>Similar reflective prompts are used by the instructor and classmates during the presentation of the projects to the class.</p> <p>One of the objectives for the elementary reading course (EDU 443) and the secondary (EDU 478/578) is that the candidates “understand that reflective thought leads to professional excellence (and personal growth) and adopt its use as habit in teaching reading to improve instruction.” To ensure its accomplishment, the candidates present a series of lessons during class that includes the designer’s reflections as well as those of the instructor and classmates. The format for lesson plans is similar to that explained above.</p> <p>The secondary methods courses (EDU 469 Curriculum and Methods I, 471 Mathematics, 473 Social Studies, 474 Communication Arts, 475 Science) engage candidates in self-reflective practices similar to those explained for the elementary courses.</p> <p>Following the Education Department’s <i>Conceptual Framework</i>, during their student teaching experience, candidates are required to exhibit qualities of a “Reflective Thinker.” They are required to maintain a daily log/journal in which they record their reflections about their teaching and other experiences. They evaluate themselves and participate in conferences with their K-12 Co-operating Teacher and University Supervisor throughout the semester about their ability to: “exhibit critical thinking and decision-making skills” and “utilize creative judgment in the teaching process.” The Co-operating Teacher is expected to engage candidates in self-reflective daily and weekly conferences. The University Supervisor is expected to hold such conferences with the candidates at least four times during the semester and to participate in conferences with the student teachers during the first and final Student Seminars of the five that are held on campus during the term.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
6.	Commitment and willingness to participate in learning communities, including the understanding and ability to:		
6.a.	Use community and home resources to enhance school programs;	2	<p>The development of communication and collaborative skills is a major focus of the entire University and its programs. The Education Program narrows the focus to the use of community and home resources to enhance school programs. Once again, the Education Department’s <i>Conceptual Framework</i> explicates in its third dimension for a teacher to become a moral agent who, among other qualities, “commits his/her efforts to promoting social justice in urban society,” “creates a supportive network advocating for students with all stakeholders in the educational enterprise,” and “engages imagination and dialogue to work for a better world.” Each course engages the candidates in a variety of assignments designed to enhance their individual abilities to become effective communicators and collaborators with parents, colleagues, and others involved in the education of PK-12 age children and youth.</p> <p>The instructor in EDU 201/202 structures the course around the building of a “community of learners,” and during the semester the candidates are engaged in a field experience case study. It requires the candidates to become involved in classroom activities with the teacher whose class is being observed. They must also interview other teachers; an administrator, a parent, secretary, custodian, or counselor; and a special education teacher. They also attend parent-teacher conferences, school open house, one school board meeting, one department or faculty meeting, and an Individual Education Plan (IEP) conference if permission can be garnered.</p> <p>In both the education psychology (EDU 432 or 513) course and the special education (SED 460/560) course, candidates are engaged in a number of activities involving community and home resources to understand the development and instructional needs of students and how their backgrounds influenced that development. Through an interactive lecture format and field research/interviews in the school and society courses (EDU 440 or 514), the foundation for understanding the relationships between schools and other aspects of society (media, business, government, religious organizations, education and parent organizations et. al.) is laid. Issues of diversity and equity as well as political and governmental actions (One session is devoted to No Child Left Behind legislation and State of Michigan appropriations.) are central to the lectures, discussions, and candidates’ presentations.</p> <p>Other Education core and methods courses involve candidates in class activities and field experiences that require interactions with a variety of education stakeholders. For example, in the secondary Social Studies methods course (EDU 473), candidates video their 30-minute group conversation about a public policy issue. They participate in a “Storyliving” experience with a group from the Detroit Historical Museum about historical incidents such as the 1960’s civil rights sit-ins conducted in southern states. They design a field trip for secondary students to a museum or the Holocaust Memorial Center or similar facility.</p> <p>During their Student Teaching experience, candidates are evaluated on their ability to “maintain open channels of communication.”</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	1	<p>The role of a professional educator is explicated in the Education Department’s <i>Conceptual Framework</i> and “Teacher Candidates’ Code of Professional Ethics” (See the web site.) Included among the commitments, “we will make an effort to interact with all members of society, who like educators, are concerned with the rights and well-being of our young people.” Both documents guide the faculty in their development of program and courses.</p> <p>As explained in Standard 6.a., the core classes (EDU 401/402, 440 or 514, 432 or 513, SED 460/560) familiarize the candidates with such groups, organizations, and agencies. One section of their education philosophy final essay in the education philosophy (EDU 420 or 525) requires candidates to explicate their beliefs about engaging such groups in the learning activities designed for K-12 students. Any units/lessons that are designed and presented in the elementary and secondary methods courses should contain at least one lesson that includes having the K-12 students involved in some way with representatives of such groups: guest presenters, field trips, projects that involve the K-12 students in interviews, library and electronic searches. Once again the candidates are assessed and evaluated during their Student Teaching experience on their consultative, collaborative, and communication skills. They design and present lessons/units that may include guest speakers from such organizations and K-12 students interacting with the people and resources of such organizations. At least 5 of the indicators used by the candidates, K-12 Co-operating Teachers, and University Supervisors evaluate the candidates’ behavior as being “in an ethical, professional manner.”</p>
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international communities;	1	<p>The statements in Standard 6.b. apply to this proficiency also. Through clear statements of course objectives; course assignments that require candidates to use resources of professional, local, state, national, and/or international communities; and Student Teacher assessment and evaluation procedures, the Education Department ensures that candidates understand the importance of participation in various communities to guide their professional practice.</p> <p>EDU 401/402 is organized around the class becoming a community of learners. EDU 440 School and Society (or 514) provides the foundation for understanding the relationship of various communities to a teacher’s professional work.</p> <p>As candidates are “engaged in personal and professional inquiry focused on issues and alternatives to consider as one articulates a personal philosophy of education” in the philosophy course (EDU 420 or 525), they become familiar with such groups and their resources when they research, discuss, and write about their education philosophy.</p> <p>As explained in previous standards during their methods courses, candidates are engaged in lectures, discussions, classroom activities, written and oral presentations, and projects that require them to access resources and professionals who work in these communities.</p> <p>One group of criteria for evaluation during the Student Teaching Experience is titled: “Behaves in an ethical, professional manner.” The final indicator is “participates in professional activities.”</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels;	2	<p>Previous standards (4.c and d.; and to some degree Standards 2.d., e., f., g., h.) address how the Education core and methods courses ensure that candidates know how to involve a variety of education stakeholders in collaborative and cooperative activities to improve educational systems at all levels. The Education Department’s <i>Conceptual Framework</i> specifically states its belief relative to this proficiency in the description of a teacher:</p> <p>A scholar who integrates the needs of students and the community with curricular and content goals. An inquirer who uses creative and ethical thinking in decision-making. A moral agent who creates a supportive network advocating for students with all stakeholders in the educational enterprise.</p> <p>EDU 401/402 begins the understanding by requiring interviews of such stakeholders as part of their field observations and case study. In EDU 420 (or 525) involving colleagues and community stakeholders is considered as the candidates develop a personal philosophy of education. EDU 440 (or 514) is devoted to the study of the relationship of education to all aspects of society. The education psychology (EDU 432 or 513) course and the special education course (SED 460 or 560) include readings, lectures, and activities that stress the importance of collaboration with many people and organizations to enhance the development and growth of general and special needs students. The elementary and secondary methods courses abound with examples of how candidates are engaged in collaborative and team activities to plan for engaging adults and organizations in cooperative decision making to improve education for elementary children and secondary youth. A particularly practical example is in the education and technology course (EDU 459 or 600). The candidates are placed in an interdisciplinary team to design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students.</p> <p>During their Student Teaching experience, candidates are evaluated by themselves, their K-12 Cooperating Teacher, and the University Supervisor on their ability to engage community members in their instructional practices, their consultative, collaborative, and team member skills, their ability to communicate with parents, and their participation in professional activities.</p>
6.e.	Interact with parents to maximize the learning of students at school, home, and in the local community.	2	<p>The education philosophy course (EDU 420 or 525) uses the <i>Conceptual Framework of the Education Department</i> as a reference point throughout the course as candidates engage in conversations designed to inform the development of their personal philosophy of education. During the discussions about the third dimension of a professional teacher, “Moral Agent,” the candidates discuss and reflect in their journal about how to “create a supportive network advocating for students with all stakeholders in the educational enterprise.”</p> <p>Please read again Standards 4.c. and 4.d., which address working with support personnel and family to enhance student learning. To a lesser degree, the responses in Standards 2.d., e., f., g., and h. include</p>

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6.e (cont.)	Interact with parents to maximize the learning of students at school, home, and in the local community.		<p>interacting with parents to plan instruction and classroom management/discipline that address issues of diversity and background. In addition, the emphasis throughout the Education program on communication, collaboration, and team building facilitates candidates' understanding of how to interact effectively with parents to enhance student learning.</p> <p>One of the criteria applied to evaluate the candidates' performance in student teaching is, "Communicates and interacts with parents regarding student achievement;" but the quality is imbedded in the evaluation of other aspects: "Plans purposefully." "Deals with the needs of children and youth." "Understands and supports the art and science of the learning process."</p> <p>"Demonstrates knowledge of screening, testing, and/or assessing techniques." "Behaves in an ethical, professional manner."</p>
7.	An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:		
7.a	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;	3	<p>The importance of teacher candidates understanding the continuing growth in information age learning, technology operations, and concepts is stressed throughout the Education program. Prior to being admitted to the Education program, UDM students must complete a University Core Curriculum that requires computer literacy. They are placed in a computer class (CIS 100) or any higher level computer course based upon a diagnostic survey of computer literacy. (Catalogs and Class Schedule on the web site) During their course work for their majors and/or minors, which are located in departments throughout the various colleges of the University, students are deliberately engaged in using information age technology operations to produce documents and presentations that prove their technology literacy with various equipment and software programs.</p> <p>The Education Department's <i>Conceptual Framework</i> lays out the three dimensions of a teacher (Scholar, Inquirer, Moral Agent), including the following statement as part of the Inquirer dimension: "Uses instructional strategies along with appropriate educational technology to create a classroom atmosphere of inquiry and collaboration."</p> <p>Education 459 Instructional Technology or EDU 600 Computer Uses in Education is aligned with the Entry-Level Technology Standards and Proficiencies for Michigan Teachers. The course is required for all Education candidates and provides the foundation for realistic, appropriate, and effective application in the K-12 classroom. (<i>Please keep that syllabus handy as this standard is reviewed.</i>)</p> <p>A review of the Education syllabi reveals that every course requires the use of technology and the importance of its appropriate use for instructional and professional activities. Instructors require electronic research as well as traditional library resources. Papers, projects, and lesson/unit plans are word processed and often require spread sheets and other software programs, and/or inclusion of discipline appropriate technology such</p>

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7.a (cont.)	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;		<p>as graphic calculators in mathematics methods (EDU 449 Elementary and 471 Secondary) or adaptive equipment and understanding of technology as it applies to the various areas of special education (SED 460/560). In the education psychology course (EDU 432 or 513), the use of electronic grade books and other technology enhanced assessment procedures is discussed as candidates develop knowledge and understanding of measurement and evaluation in the teaching and learning process. In the school and society courses (EDU 440 or 514), the impact of technology and distance learning on schools as well as on instructional practice is researched and discussed as part of its focus on issues of diversity and school reform movements. The candidates' final group presentation could be about issues surrounding schools and technology. Oral presentations are to be enhanced with a variety of appropriate technology, especially Power point.</p> <p>EDU 401/402 requires candidates to observe technology in the classroom, to talk to an administrator about an outside influence on the schools, and to reflect upon their findings in their technology enhanced final written and oral presentation as a case study.</p> <p>Examples from elementary methods courses: EDU 443 Reading engages candidates in a variety of activities about teaching reading. The importance of knowing how to make decisions about student learning is also stressed. The use of appropriate technology to meet both objectives is included in the preparatory, presentation, and evaluation phases of assignments.</p> <p>EDU 441 Science, in addition to designing lessons with manipulatives, the candidates spend two introductory sessions studying and engaging in classroom activities about science and technology and instructional technology basics. They are expected to include that foundation in their review of web based articles and their design of a variety of lesson/unit plans and instructional strategies.</p> <p>EDU 442 Social Sciences: Each of the texts used includes examples of how to use technology and lists related web sites for research and enriched elementary social science instruction. The texts are: Donna Walker Tileston's <i>10 Best Teaching Practices</i> (2000) and Cathy D. Hicks and Neal A. Glasgow's <i>what Successful Teachers Do: 91 Researched-Based Classroom Strategies for New and Veteran Teachers</i> (2003).</p> <p>EDU 448 Reading/Language Arts engages candidates in class and field based activities that demonstrate their abilities to use varied creative activities that capture the imagination, achieve the full and productive involvement of students, and tap a variety of print and non-print resources. Technology to enhance professional collaborative work is also discussed and practiced.</p> <p>EDU 449 Mathematics explores how technology can support math skill development. Textbook readings, classroom lectures, discussions, demonstrations, hands-on activities, field observations, individual and group projects and lesson/unit plans include the importance of using technology for instruction, assessment, and professional collaboration.</p> <p>Examples from secondary methods courses: EDU 478/578 Reading in the Content Fields involves candidates in the use of appropriate technology as they</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
7.a (cont.)	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;		<p>consider how to design lessons to enhance learning across the secondary curriculum through improved student reading. Technology is also addressed through readings, lecture, demonstration, guest speakers, and candidates' written and oral presentations as they learn how to collaborate effectively with other people, including colleagues and student family members. Part I of the Roe, Stoodt-Hill, and Burns textbook, <i>Secondary School Literacy Instruction 8th Edition</i> discusses the context of literacy instruction in a technology age; Chapter 2 "Integrating Technology in Content Area Literacy Instruction" addresses specifically how to design instruction for electronically transmitted text from a computer for all disciplines.</p> <p>EDU 471 Mathematics is designed to increase the candidates' knowledge of, and experience in implementing, a variety of instructional strategies in the teaching of mathematics. That includes being aware of resources such as the computer that the teacher can use to create instruction for secondary students.</p> <p>EDU 473 Social Studies involves candidates in using a variety of internet web sites to learn about curriculum and instructional methods for the social studies. They design lessons and complete assignments that make effective use of a variety of electronic resources: report to the class on one lesson from http://www.learningtogive.org/; study national debate topics on line and practice a conversation about a public policy issue, use movies/videos to teach a social studies concept.</p> <p>EDU 474 Communication Arts requires candidates to include technological aspects in their unit lesson plan, oral and written discussions of field observations, reviews of the discipline's research literature, and reflective journal entries.</p> <p>EDU 475 Science requires the candidates to develop a number of management and content folders, including a "Technology Competency Folder." During their 10 weekly field observations of science classrooms, they are to consider the various technology used by the secondary teacher and students and place written reflections in a folder about their observations. Instructional strategies and assessment procedures must include the use of technology and other electronic devices.</p> <p>The candidates' Student Teaching experience (EDU 489, 490, 474, 484) specifically requires that they "demonstrate knowledge, skills, and attitudes for applying appropriate technology in education settings." The appropriate use of various technology is subsumed in many criteria on the observation evaluation forms and the "Mid and Final Evaluation of Student Teacher": <u>Observations</u>-uses technology, media and/or concrete aids to facilitate lesson objective; involves all students physically/mentally; all necessary materials readily available, records subjects, skill, dates, grades. <u>Mid and Final Evaluation</u>-varies instruction activity and tempo of lessons, accesses and utilizes community resources, provides for diverse and special needs, correlates life experiences into areas of learning, enhance learning from a global and international perspective, applies a variety of classroom management approaches, practices self-evaluation/self-reflection.</p>

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
7.b.	Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;	3	<p>As stated in the syllabus for EDU 459 Instructional Technology and 600 Computer Uses in Education, the course is "aligned with the Entry-Level Technology Standards and Proficiencies for Michigan Teachers." The subject specific methods courses include a similar focus with and statements such as this in EDU 475 Secondary Science Methods: Explore the purpose and activities of the National Council for Science Education, the Michigan Department of Education, (for Michigan Curriculum Framework & the Science Guidebook to accompany the Framework, which is now completed for computers (electronic version) titled: Linking With the Michigan Curriculum Framework) and other organizations and agencies affecting the teaching of Science in schools.</p> <p>The candidate's written and oral assignments explained in Standard 7.b provide examples of how they plan and design effective technology-enhanced learning environments and experiences. The final cross disciplinary project for EDU 459 requires candidates to "design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students." The special education course SED 460 (or 560) engages the candidates in a series of readings, discussions, writings, presentations, projects, and instructional planning designed to "develop understanding of technology as it applies to the various areas of special education." Since the document that guides the Education program (<i>Conceptual Framework of the Education Department</i> on the web site) includes MDE documents among the resources for its "Theoretical Grounding," the Education faculty is confident that its program and courses are aligned with MDE guidelines.</p>
7.c	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;	2	<p>The responses to previous pedagogy standards demonstrate that our required education technology course (EDU 459 or 600) and our grade level subject specific methods courses provide the necessary instruction and practice for our candidates to become proficient in this standard.</p> <p>Elementary methods courses (EDU 441, 442, 443, 448, 449) and our Secondary methods courses (EDU 469, 471, 473, 474, 475, 478/578) engage candidates in curriculum planning that includes technology-enhance methods and strategies to maximize student learning.</p> <p>Each of the elementary subject specific courses include initial sessions that review and discuss matters of curriculum specific to the discipline and how the age of new technology has impacted the teaching of the subject to elementary age children and middle school youth. The textbooks used in the courses include chapters about technology enhanced instructional strategies, explain the positive and negative qualities of various technology, and provide lists of appropriate electronic and written sources to inform instruction and for use with grade K-8 age children and youth. In many courses, a review of K-12 lesson plans and strategies and candidate designed lesson plans must be explained or discussed in terms of its role in the discipline's or school's (district) curricula.</p> <p>Instead of textbook assignments, EDU 469 Curriculum and Methods of Teaching in Secondary Schools I engages the candidates in readings from a plethora of internet web sites about curriculum planning and</p>

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7.c (cont.)	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;		technology. One of the early assignments that the candidates complete is to design a visual expression with a metaphor/simile of your mission as a teacher. In the oral and written discussion of the metaphor/simile, candidates must connect their personal mission as a teacher to the UDM Department of Education mission statement its <i>Conceptual Framework</i> plus to the concepts detailed on MDE curriculum sites for K-12 student learning. The readings, class discussions, and exercises provide candidates with a deeper understanding of the relationship of curriculum to technology-enhanced lessons/unit plans and instructional methods strategies to maximize secondary student learning. The secondary education subject specific methods courses (EDU 471, 473, 474, 475, 478/578) focus on specific ways to enhance their discipline’s curriculum and methods with technology. The candidates must be able to connect their strategies to the <i>Michigan Curriculum Framework</i> standards and benchmarks for their discipline.
7.d.	Apply technology to facilitate a variety of effective assessment and evaluation strategies;	2	The ability to apply technology to facilitate a variety of effective assessment and evaluation strategies is addressed in our response to Standards 2.g., 4.b., and 4.e. as well as in other responses about lesson plans and instructional practices that are tied to objectives-based assessment. Please pay particular attention to the responses in Standard 4.e. about EDU 432 (or 513) and the elementary and secondary methods courses.

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
7.e.	Use technology to enhance professional development, practice, and productivity; and	3	<p>The Education faculty members model the use of technology to enhance professional development, practice, and productivity in their own instructional practices. A review of responses to previous standards (especially Standard 7) and the course syllabi demonstrates that candidates have numerous opportunities to practice and improve their professional practice and development with appropriate technology.</p> <p>The University provides an Instructional Design Studio whose role is to support faculty in the development and use of technology throughout the University. IDS provides hands-on development mentoring both 1:1 and in hands-on seminars. IDS established a faculty position eFellow with the responsibility for developing and mentoring faculty in the development of pedagogical practices that support academic excellence and student learning. The eFellow has conducted a faculty survey to assess the needs of the faculty in pedagogy development and created a course to address the faculty's needs. The course was instituted in May, 2005, and will be offered and facilitated by the eFellow in each College at the University. Participants in the Teaching with Technology Academy are selected based on a proposal for implementing a technology based project in their course(s) following a six-day intensive training program on the use of technology. The College of Education faculty members have participated in this program during its last two offerings and have the honorary title of "Teaching with Technology Scholar". The IDS training and mentoring programs are open to both adjunct faculty and full time faculty with the exception of the Teaching with Technology program. TWTA Scholars receive a laptop with fully loaded software for participation in the program.</p>
7.f.	Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.	3	<p>Issues of equity are explicated in Quality Indicator 3 as well as in Pedagogy Standards 1.d., e., f. and Standards 2.e. and 2.h. This response will look again at those courses through the lens of responsible use of technology in K-12 schools. The Education program demonstrates its commitment to the ethical, legal, social, physical, and psychological issues surrounding the use of technology in PK-12 schools and to preparing teachers able to apply that understanding in practice in the objectives and candidate activities and assignments in the course syllabi.</p> <p>The Education program and courses are guided by the following statements, among others, related to this proficiency in the department's <i>Conceptual Framework</i>:</p> <ul style="list-style-type: none"> A scholar who designs instruction that provides meaningful content through disciplinary and interdisciplinary approaches; Bases instruction on principles of the cognitive, social, and emotional development of students; An inquirer who develops critical, reflective, and analytical thinking to design meaningful instruction for students; Uses instructional strategies along with appropriate educational technology to create a classroom atmosphere of inquiry and collaboration; A moral agent who develops his/her own ethical reasoning;
7.f	Understand the equity,		

NO.	STANDARD AND PROFICIENCIES	LEVEL OF PROFICIENCY	INDICATORS OF ACHIEVEMENT
(cont.)	ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.		<p>Follows the ethical standards of professional teaching; Incorporates value, moral, and character education into instruction.</p> <p>EDU 459 (or 600) provides an introduction and exposure to technology and its uses in all phases of instruction with special attention to realistic application in the classroom. It provides the foundation for candidates to incorporate technology in projects, etc. for the other core and methods courses.</p> <p>EDU 401/402 engages candidates in observing the use of technology in their field observations in an elementary or secondary school and reflecting about aspects of its use in their case study.</p> <p>EDU 420 (or 525) engages the candidates in readings, discussions, and reflective writing about the benefits of technology to maximize student learning and facilitate higher order thinking skills as they develop their philosophy of education.</p> <p>EDU 440 (or 514) engages the candidates in interactive lectures and student-led class presentations to enhance their understanding of socioeconomic, political, and financial dynamics that influence public education in the United States. Using technology and its impact on schools generally is addressed in readings, discussions, and assignments. The equitable access to technology resources for all students is part of what candidates must address in their final presentation which deals with diversity and empowering communities and families as concerns the education of their children and youth.</p> <p>SED 460 (or 560) engages candidates in reading, discussing, evaluating and writing lesson/unit plans that develop understanding of technology as it applies to the various areas of special education.</p> <p>The elementary and secondary methods courses engage candidates in research and application of technology resources that affirm diversity and empower all elementary and secondary students to learn. Issues identified in this proficiency are addressed when candidates design lesson/unit plans. A review of the methods courses' syllabi reveals that each course speaks to the responsible use of a variety of technology.</p> <p>The evaluation Forms that are used by the candidates, Cooperating Teachers, and University Supervisors during Student Teaching (EDU 489, 490, 474, 484) include this indicator: "Integrates technology to achieve objectives" as part of the plans purposefully section.</p>