

UNIT REVIEW FOR THE UNIVERSITY OF DETROIT MERCY
Presented to the Michigan Department of Education
As Part of Unit Review Report
February 9, 2005 (Revised July 30, 2005)
QUALITY INDICATORS

Critical Accountability Factor I: Teacher Candidate Performance

Quality Indicator 1: The unit prepares teacher candidates who possess the content knowledge, pedagogical skills, and dispositions for teaching and learning.

A. How are teacher candidates informed of what they are expected to know and be able to do to complete a major, minor, or additional endorsement?

Students who wish to begin taking teacher education courses must schedule an appointment with the Director of Graduate and Undergraduate Academic Services of the College of Liberal Arts and Education, who will assist the student with a plan of work toward the desired level of certification. (*Teacher Education Handbook*, p. 22) All students are assigned an academic advisor. The student is expected to keep in contact with the advisor each semester. The advisor will assist the student in registering for classes, reviewing academic and certification requirements, and serving as a liaison for any academic problems. The advisor maintains a file with program planning sheets for discipline majors and minors and lists of approved major and minor requirements. The UDM websites for the Education department and the *Undergraduate Catalog* also contain a list of major/minors for elementary, secondary, and special education majors. Finally, degree audits are done when students reach Senior standing, 90 hours. The last degree audit occurs when they apply for graduation.

Post degree students seeking an Education certification are all advised by the UDM Certification Officer. These post degree students are held to the same requirements as undergraduate majors and minors and follow the same Professional Education sequence per their respective level of certification, elementary or secondary, as do the degree seeking students.

B. What strategies are used to ensure that the teacher candidate has knowledge of, and experience with the use of the following:

B.1) The Michigan Curriculum Framework (MCF) including sections on Content Standards and Benchmarks, Planning Guide, Teaching and Learning, Assessment, and Professional Development?

Concepts for what teachers need to know and be able to do as explicated in the *MCF* are imbedded in the Education Department's *Conceptual Framework*, which guides the Teacher Education Program and courses. Each faculty member submits two copies of her/his syllabi to the Department Chair who reviews them for format and goals/objectives that are aligned with the *Catalog* "Course Description" and the Department's vision of a teacher who is a scholar, inquirer, and moral agent.

The teacher candidates are ensured of knowledge and experience of the *MCF* through Education core and methods courses as explained below.

While these courses do not specifically reference the *MCF* in their objectives, the assignments include directions to reference it and to be prepared to defend a decision with the *MCF*.

401/402 Introduction to Elementary and Secondary Education: Topics in Tiers 1 and 2 are introduced in the class, but no clear link to *MCF*. Candidates also discuss the Education Department's *Conceptual Framework*.

442 Methods and Materials of Instruction for Social Science in ES and MS Objective "Understand both pragmatic and theoretical framework related to teaching social studies." Each lesson must be aligned with the *MCF* indicators for the subject area (s) for which the candidate is seeking endorsement.

EDU 471 Curriculum and Methods of Teaching Middle and Secondary Schools II: Mathematics: The course outcomes do not state that *MCF* is used to accomplish them; but the *MCF* is used to meet outcomes: "Create instruction to meet the cognitive and emotional needs and abilities of young adults." "Design mathematics units and lessons that have well-articulated outcomes, appropriate instructional strategies, and relevant assessments."

EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: Communication Arts: The course objectives and requirements do not state that the *MCF* is used, but it is used by the students to achieve the objectives of the course, especially, "Identify, select, and develop a variety of instructional strategies and techniques for use in the English classroom." and "Construct an original teaching unit in a particular content area of Secondary English."

SED 460 Education and Mainstreaming of Exceptional Persons (or SED 560 Exceptional Persons) is designed to prepare all candidates to teach special needs children and youth effectively. They are to "develop knowledge and understanding of the relationship between regular and special education." Additionally, candidates are required to adapt lessons based on the *MCF* standards to the special needs of students.

The *MCF* is specifically referenced in objectives and activities in these courses:

EDU 440 School and Society: Students critique, evaluate, and use in presentations, compositions, projects, and discussions various educational strategies and government policies, including such public policies as the *MCF* and "No Child Left Behind" legislation. EDU 441 (or SED 441) Methods and Materials of Instruction for Science in Elementary and Middle Schools: Objective 2 states, "Develop an understanding of the goals and objectives of science education using the *MCF*." Course activities and requirements call for use of *MCF* in developing lessons etc.

EDU 443 Teaching Reading in the Elementary and Middle Schools; EDU 448 Methods and Materials for Teaching Reading and the Language Arts; EDU 478/578 Reading in the Content Area: The lesson plans students are required to complete as part of their literacy/thematic units must be aligned with appropriate *MCF* Standards and Benchmarks. Students must give an explanation of how their literacy/thematic units address the *MCF* standards of authentic instruction: higher order thinking, deep knowledge, substantive conversation, connections to the world beyond the classroom. Students are assigned "teaching vignettes" that are found in the "Teaching and Learning Standards" section of the *MCF* to analyze. Each semester an English-Language Arts consultant from Wayne RESA

explains the *MCF* to students and answers their questions. Students receive a copy of the entire *MCF*.

EDU 459 Instructional Technology or EDU 600 Computer Uses in Education: Candidates work regularly with the *MCF*, which is downloaded in the Education Technology Lab and installed on the lab's network. Students are provided with website addresses for Technology Standards. The nature of the *MCF* and its importance with relationship to state standards and MEAP tests is explained and discussed. Candidates are updated about changes such as "Grade Level Content Expectations (GLEC's) for grades 1-8 and use them in class activities. Students are required to design lessons based on the *MCF* and to link specific objectives of their units, lessons, projects to the *MCF*.

EDU 469 Curriculum and Methods of Teaching in Secondary Schools I: Candidates are required to link their lesson designs to the *MCF*. Assessment of units requires that the unit objectives be cross-referenced with the *MCF*. Students write assessments that incorporate authentic, alternative, selected response, extended response, constructed response, and portfolio. Rubrics are developed for all forms of assessment except selected response. Prompts-scenarios are used. Students write lessons that reflect elements of authentic pedagogy and a cooperative learning lesson.

EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies: Candidates develop a *MCF* based conceptual framework for History, Geography, Civics, and Economics. Other assignments/projects must also be aligned with the *MCF*: A lesson to examine a contemporary topic through the lens of Social Studies; videotaping of a conversation on a public policy issue; a lesson to connect Core Democratic Values, public policy, and philanthropy (service learning); a lesson using WEB Quest Strategy; a lesson using children's literature to explain a public policy issue or core democratic virtue. Participate in a service learning project, reflect on the experience, and design a service learning project for P-12 students to do. Collect a scrapbook of teaching strategies that includes newspaper, panels, role play, simulation, conversation, writing, mock trial, debate et al.

B.2) State recommended/developed tools and resources?

1. The ELSMT was used in preparation of the Education Department's *Conceptual Framework* and "Code of Ethics." The concepts are incorporated appropriately into all courses.
2. EDU 401/402 Introduction to Elementary and Secondary Education: Introduces the Education Department's *Conceptual Framework* and "Code of Ethics" to the candidates and its relationship with ELSMT and the *MCF* is explored and discussed.
3. EDU 420 Philosophy of Education: Candidates use the ELSMT and *MCF* as a basis for literature reviews, class discussions about education policy and concerns, and the writing of the candidates' personal philosophy of education.
4. EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 448 Methods and Materials for Teaching Reading and the Language Arts: As part of their Field-based experiences, candidates use information from the "Michigan Literacy Progress Profile" (MLPP) to assess children's literacy strengths and weaknesses. Students receive information via a workshop from *MiCLIMB* and how it is aligned with the *MCF*. That knowledge is used by candidates to plan P-8 lessons and units.

Course syllabi list and define appropriate ELSMT standards and proficiencies that are need for teacher candidates to possess content knowledge and pedagogical skills.

5. EDU 469 Curriculum and Methods of Teaching in Secondary Schools I and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies Candidates are directed to *MiCiMB* “Clarifying Language in Michigan Benchmarks,” *MiEPIC*, *MI Teacher Network*, and *MCF*, which are used to guide the development of lesson plans.

B.3) Entry-Level Standards for Michigan Teachers (ELSMT)?

1. ELSMT was used to write the Education Department’s *Conceptual Framework* and “Code of Ethics”, which are designed to guide the Education curriculum, programs, and pedagogy courses.
2. ELSMT standards are used indirectly in EDU 401/402 Introduction to Elementary and Secondary Education as candidates explore the possibilities of a career in education.
3. EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 448 Methods and Materials for Teaching Reading and the Language Arts: The syllabi list and define the appropriate ELSMT standards and related proficiencies that are needed for teacher candidates to possess the content knowledge, pedagogical skills and dispositions for teaching and learning in these areas.
4. EDU 459 Instructional Technology and EDU 600 Computer Uses in Education: Candidates use the *ELSMT* standards to create lessons which promote higher order thinking skills and allow for interaction between students and teacher and students and peers. The course also provides teacher candidates with instruction which enables them to use technology for research; thus becoming independent learners, thinkers, and problem solvers.

B.4) Traditional and authentic strategies for assessing student performance?

The basic “Lesson Plan Format” (see the appendices of the *Student Teaching Handbook*) includes assessments that are tied to the objectives of the course. Candidates are required to follow the format and to include appropriate assessments in their lesson/unit designs throughout their methods courses and during Student Teaching.

1. In EDU 401/402 Introduction to Elementary and Secondary Education the instructor models traditional and authentic strategies for assessing student performance. The students supplement their learning by doing action research in a 30-hour field experience where they are further exposed to a variety of assessment processes by P-12 teachers. The students also complete a self-evaluation that is comprehensive, both of their performance in class and their performance during field observation and their corresponding case study research project. The students are also evaluated by students and mentors in their field placement for observation. Students are introduced to and use rubrics, checklists, anecdotal records, portfolios, performance-based assessment in evaluation of personal work, of fellow classmates, and of field experience P-12 students.
2. EDU 432 Psychology of Education includes activities for formal and informal assessment, as do the methods courses such as SED/EDU 441 Science in Elementary and Middle Schools, EDU 475 Science in Middle and High Schools. Candidates attend a session held at Wayne State University with complementary pre- and post-activities

about authentic assessment. In EDU 443 Reading in 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, candidates are introduced to and use a variety of classroom assessment techniques in planning for and supporting instruction. Examples include: rubrics, checklists, anecdotal records, portfolios, and performance-based assessments. Candidates use these assessments when evaluating their own work, fellow classmates' work, and K-12 students they are working with in their field based experiences. The instructor also uses a variety of assessment techniques in her/his instruction to evaluate students' work.

3. EDU 459 Instructional Technology (or EDU 600 Computer Uses in Education) provides instruction about the nature of authentic assessment and appropriate uses of it for assessment and requires candidates to examine multiple strategies for evaluating technology-based student products. Candidates create and complete assignments which provide for authentic learning and require authentic assessment practices.
4. EDU 469 Curriculum and Methods of Teaching in Secondary Schools I: requires candidates to write selected responses; extended responses; constructive responses; portfolios; student-led conferences; authentic, alternative, formative (assess prior knowledge) and summative responses. The candidates develop concept maps and mind maps; develop rubrics for each assessment strategy save selected response; and use a prompt for selected response questions and a context for written assessment.
5. EDU 473 Secondary Schools Methods II: Social Studies, applies principles of assessment learned in EDU 469 in the lessons and units they design for 6-12 students.
6. The Special Education courses and practicum include lectures, discussions, activities, written and oral assignments and projects designed for the candidates to demonstrate their ability to evaluate the elementary and secondary students for learning disabilities and emotional or behaviorally disordered characteristics and how to plan instruction for their learning. The courses also include opportunities for candidates to demonstrate the ability to assess and evaluate the work of elementary and secondary students with special needs. These courses exemplify such work in the Special Education (SED) courses: SED 370/571 Learning Disabilities, SED 380 Introduction to Special Education: Emotionally Impaired/Behaviorally Disordered, SED 581 Emotionally Impaired/Behaviorally Disordered, SED 583 Educating the Emotionally Impaired/Behaviorally Disordered, SED 557 Special Education Field Experience.
7. In EDU 489 Student Teaching in the Elementary and Middle Schools, EDU 490 Student Teaching in the Secondary Schools, SED 474 Student Teaching in Special Education: Learning Disabilities, and SED 484 Directed Student Teaching in Special Education: Emotionally Impaired/Behaviorally Disordered authentic and traditional assessments are used by the Co-operating Teacher and the University Supervisor, and a seminar is devoted to assessment. The candidates must participate in IEP's, parent conferences, child studies, and all the assessment practices used in the field experience.

B.5) Assessment data to guide instruction and professional development planning?

The Education Department's *Conceptual Framework* (See it on the web site or a précis in the *Teacher Education Handbook*, pp. 2-3 and *Student Teaching Handbook*, pp. 1-2.) explicates the Department's vision of a teacher as a scholar, inquirer, and moral agent who continuously practices reflective thinking about her/his instruction and repertoire of

professional knowledge and skills. Candidates are exposed to the professional responsibility for data-driven assessment to guide instruction and continuous professional development in every Education course. Throughout their methods courses, candidates are engaged in data driven lesson/unit planning and using assessment data to redesign lessons that are presented in the college classroom to peers as well as those presented in K-12 classrooms and subsequently discussed during college classes.

1. Elementary and middle school methods courses address this QI in syllabi objectives and activities: In EDU 441 Science in Elementary and Middle Schools, candidates prepare and deliver hands on presentations of lesson plans which include assessment practices. EDU 442 Social Science in Elementary and Middle Schools objectives require candidates to understand both pragmatic and theoretical framework related to teaching social studies, know constructivist approach, understand state social studies standards, and engage in the process of inquiry. Assignments and rubrics require attention to using assessment data. In EDU 443 Reading in the Elementary and Middle Schools, candidates use results from the MLPP assessment. They interpret them to determine the literacy strengths and weaknesses of the children they have tested and then make remediation recommendations. In EDU 448 Reading and the Language Arts, objectives and activities require candidates to engage in activities that demonstrate their ability to teach for student learning and to assess and use the results to improve student learning and their teaching. The *MCF* and *NCTE International Reading Association Guidelines* are basic to understanding the criteria and procedures for evaluating language arts materials and curricula and for passing examinations. In EDU 449 Mathematics in Elementary and Middle Schools, objectives and activities include assessment and are used to improve student learning and delivery of instruction. In SED/EDU 460/56 Exceptional Persons candidates develop awareness and sensitivity to needs of students with disabilities as well as general education students and create presentations and lessons to demonstrate that all children can learn. One assignment requires the collection of data from K-12 classroom observation for adaptation, and accommodation of lessons and instruction to meet the special needs of children and youth.
2. Secondary (middle and high school) methods courses address this QI in their course syllabi objectives and activities: In EDU 469 Curriculum and Methods of Teaching in Secondary Schools I, candidates prepare assignments that include appropriate assessments for traditional and authentic lessons appropriate to content. Rubrics and other tools are taught and used to improve lessons as well as student learning. In EDU 471 Mathematics, candidates design lessons and units with relevant assessments and create a framework for examining teaching practice reflectively and critically. In EDU 473 Social Studies, candidates create lessons and units that incorporate the elements of “Powerful and Authentic Social Studies,” draw from an expanded repertoire of instruction and assessment strategies, and present and discuss them with the instructor and peers. Through observations in 6-12 classrooms, development of lessons and units, and class activities/discussions/presentations in EDU 474 Communication Arts, candidates achieve the course objective to develop effective evaluation strategies. In EDU 475 Science, candidates work in teams to demonstrate effective use of assessment and evaluation instruments. In EDU 478/578 Reading in the Content Area, objectives require the candidates to demonstrate understanding of a variety of ways to integrate

instruction with assessment, to evaluate students needs, and to explain strategies for improving comprehension before, during, and after reading, and to identify problem readers and adapt instruction so that they experience success.

3. In EDU 459 Instructional Technology and EDU 600 Computer Uses in Education, candidates discuss the “data-driven” instruction methods now used in many school districts as well as data-driven differentiation and its relationship to the standards-based classroom with regard to learning styles and multiple intelligences. They also discuss school improvement planning based on data as used in the Detroit Public Schools—school initiatives are identified through school data on standards and benchmarks and school professional development is planned only as a means to improve teaching in “trouble” areas as revealed by test score data.
4. The candidates for special education certification (Learning Disabilities and Emotionally/Behaviorally Disordered) take the same Education core and methods courses as the other candidates. Their Special Education courses enhance their abilities to use assessment data to plan for teaching elementary and secondary students with special needs. These SED courses exemplify how Special Education candidates demonstrate their ability to design and use assessment for instructional planning: SED 512 Special Education in the Secondary Schools, SED 563 Assessment in Special Education, SED 576 Educating the Learning Disabled, SED 567 Strategies for Teaching Mathematics and Language Arts to the Learning Disabled, SED 585 Educating Diverse and Special Populations in the Inclusionary Setting.
5. The student teaching assignments (EDU 489 Elementary and Middle Schools EDU 490 Secondary Schools, 474 Learning Disabilities, 484 Emotionally Impaired) require the candidates to participate in all assessments, meetings, and professional development activities related to assessment practices and how they inform learning, instruction, and planning.

C. What assistance is provided to candidates who fail the MTTC subtests?

To address the needs of students seeking teacher certification, the Education faculty members work individually with the candidates to improve their scores in a variety of ways. They help candidates analyze the MTTC results and suggest ways to study for the test. They encourage candidates to engage a tutor and/or to talk/study with professors in the specific discipline. Tutors are also available through the Learning center and University Academic Services. Education instructors refer candidates to standard test taking practice books and to web sites which provide review of the discipline’s content. If the candidate’s problem deals with passing the basic skills test, which may happen with career changers who are post-degree and masters students, the candidates use the UDM Learning Center that address basic skills of writing, math, reading, and test taking to enhance their knowledge and skills. Two developmental Mathematics courses (MTH 080 Basic Mathematics and MTH 095 Elementary Algebra) are available to students struggling in that area. In 2005, this course will be offered from the University Academic Services (UAS) and taught by instructors specializing in developmental teaching. Cyclical review of our candidates’ performance in their MTTC special areas indicate an on-going need for review of program design and for strategies to assist students in successfully taking the specialty area tests.

D. Describe how the Entry Level Standards for Michigan Teachers (and indicators of achievement) are used to design and assess candidate pedagogy as demonstrated in field experiences. Provide a copy of the assessment instruments used for student teachers. How are data used for program improvement?

The assessment forms used by the candidates, K-12 Cooperating Teacher, and University Supervisor during Student Teaching are located in the appendices of the *Student Teaching Handbook* on the web site. They are annually reviewed for effectiveness by the Coordinator of Student Teaching and the University Supervisors. The results are used to plan the seminar topics and experiences for the subsequent year of student teaching experiences. Along with UDM's *Conceptual Framework*, the ELSMT standards were used as screens during the last faculty editing of the evaluation instruments. ELSMT are discussed in EDU401/402 and during the Student Teaching Seminars as a screen through which students observe/evaluate the classroom practice of the teacher with whom they are completing their field experience or student teaching contact. The conceptualization of the entry level standards led to the elaboration of the Education Department's "Commitment to Professionalism" (*Teacher Education Handbook*, pp. 22-23.), which is discussed in a practical manner in several courses (i.e. EDU 401/402, EDU 420 and 525; the elementary and secondary methods courses; and special education courses such as SED 380 Introduction to Special Education: EI/BD and SED 576 Educating the Learning Disabled). The Student Teaching Observation forms, mid and final evaluations were redesigned and edited based upon student input gathered through exit interviewing of a sampling of candidates from 1994-1997. A similar review is planned as part of the work based upon the results of the current State Review, for the outcomes based state review processes, and for North Central Association procedures.

E. What assistance is provided and support is provided to candidates whose performance in field experience is substandard?

The candidates in EDU 401/402 are engaged throughout the semester in a 30-hour field experience in a K-12 classroom appropriate to the candidate's potential certification level and disciplines. As the candidates conduct the field study and write the case study, the instructor monitors and advises the candidates through classroom instruction, small group peer review and reflection activities, and individual conferences with the candidates. The difficulties the candidate is encountering are defined and discussed; then they brainstorm possible solutions or alternatives to include in the field work and/or the case study document. The instructor provides oral, electronic, and written guidelines, suggestions, and instruction about how to work professionally with the K-12 school personnel, how to increase the effectiveness of the observations and field work, and how to present the written case study. If career clarification is necessary, the candidate is advised and encouraged to seek assistance from the UDM Career Education Center for career testing and career counseling, including the possibility that Education is not a viable career choice for the candidate.

Similar procedures are used by professors in the other Education core and methods courses that require work in a K-12 setting. Some examples include: In the reading methods courses candidates are engaged in reading instruction with a K-12 classroom teacher and students for 20 hours in EDU 443 and at least five K-12 class sessions for EDU 478/578. The UDM instructor provides evaluation forms to the candidate and the K-12 teacher. The professor

also asks the K-12 principal and teacher to phone and/or email reports of a candidate who is struggling with reading instruction. Additional instruction and advising sessions are provided by the instructor for all candidates, especially those who are struggling. In EDU 432 Psychology of Instruction, the candidates are engaged in 32 hours of tutoring K-12 grade students under the supervision of a Laboratory Supervisor. The instructor provides appropriate instruction and activities throughout the course to reinforce practice in the tutorial laboratories. If a candidate's performance in the laboratory is substandard and/or results in a "C" grade, the candidate must repeat the course. In short, candidates are assessed regularly throughout their course work and provided assistance by the professors and/or advised to seek additional help from their peers, professional mentors, and other instructors to bring their performance up to standards for the field experience.

During student teaching, when both the K-12 Cooperating Teacher and the University Supervisor agree that the candidate is showing substandard performance, the following procedures are followed:

1. The Cooperating Teacher and University Supervisor discuss with the candidate ways (based upon State, National, and/or district standards) and means of improving her/his performance. A time-line within the student teaching experience is established for accomplishing the improved professional practice.
2. If insufficient improvement is shown, the candidate meets and confers with the University Certification Officer, Coordinator of Student Teaching, and the University Supervisor. Once the situation is explained to the candidate, he/she is offered one of the following options:
 - a. Employ the tools, counseling, and advising services of the UDM Career Education Center to access career skills and explore other career paths.
 - b. If lacking content knowledge, the candidate is required to complete additional content coursework as a result of meeting with the content area Chairperson.
 - c. The candidate is removed from the current placement and required to create with the Certification Officer and the Student Teacher Coordinator a developmental plan to address the specifics of the sub-standard performance. The plan includes observations of successful teachers' classrooms; sessions with appropriate content, pedagogy, and specialists to help the candidate address the area(s) of weakness; tutoring with an Education advisor; and reflective journaling to demonstrate additional knowledge and understanding of effective teaching. Within one year, the candidate must present evidence of improved performance to the Certification Officer, who then grants permission to seek additional placement through the Student Teacher Coordinator or recommends that the candidate pursue other career options.

Critical Accountability Factor II: Field Placement

Quality Indicator 2: The unit provides teacher candidates opportunities for clinical practice in settings that support the development of knowledge, skills, and dispositions appropriate for the grade level and subject area of preparation.

A. How does the college/university ensure that student teachers/teacher interns are placed in elementary or middle schools or classes that meet student academic performance standards (e.g. MEAP, NCA)?

The unit relies on professional advisement of the school district regarding the schools in which Student Teachers are placed. All schools used as student teaching sites are accredited by the State of Michigan or an equitable equivalent organization (MANS, North Central Association, etc). Candidates are placed only in schools that have achieved “Annual Yearly Progress” on their MEAP scores. In the Placement Request Letter sent to districts and schools, the Coordinator of Student Teaching requests that tenured, Master teachers with a minimum of five years teaching experience be assigned as a Cooperating Teacher . University Supervisors are former administrators or retired Master teachers, who provide feedback to UDM regarding the school’s performance regarding aligning of its curriculum with MEAP, NCA, etc. standards.

B. What strategies are used to ensure that the cooperating teachers and university supervisors have knowledge of and are proficient in the use of:

B.1) The Michigan Curriculum Framework including Content standards and Benchmarks, Planning Guide, Teaching and Learning, Assessment and Professional Development?

The UDM Student Teacher Coordinator relies on the district human resource directors and/or building principals to assign student teachers only to experienced, master teachers who are familiar with these Michigan standards, and other documents. (Please see 2.A. above.) Copies of these sources are made available to any Cooperating Teacher that is not familiar with them as a result of her/his Professional Development and curriculum alignment work in the school district (or former school district). All University Supervisors are retired or current educators, administrators and/or teachers; and all are state certified teachers. They are required to submit vitae to the Student Teacher Coordinator, who also interviews them and recommends their appointment to the CLAE Dean’s office. The application and vitae are kept on file in that office. Both the College supervisors and cooperating teachers have received training in these areas; and, as necessary, the Education Department conducts sessions to inform them of any changes.

B.2) State recommended/developed tools and resources?

The College supervisors have attended trainings & workshops, sponsored by their former school districts on the use of and inclusion of these tools and resources.

From the University Supervisor’s Courtesy Call visit (Please see the appendices of the *Student Teaching Handbook*), which is conducted before or during the first days of the student teacher being with the Cooperating teacher and subsequent visits, the extent to which

the Cooperating Teacher has the knowledge of and training in the use of these tools and resources is determined. The Education Department expects that Cooperating Teachers have received the necessary exposure to and training in the use of these tools and resources as a result of professional development opportunities sponsored by their school district. If, however, at any time during the candidate's student teaching assignment, the University Supervisor determines that the Cooperating Teacher does not have the appropriate knowledge of such state recommended/developed tools and resources, the candidate is immediately assigned to another classroom and Cooperating Teacher for the duration of the student teaching by the Student Teaching Coordinator collaborating with the school district of the assignment.

B.3) Entry-Level Standards for Michigan Teachers (ELSMT)?

ELSMT were used as a "screen", along with the UDM Code of Ethics, in the development of the Education Department's *Conceptual Framework* and "Code of Ethics, which are discussed in 401/402 Introduction to Elementary and Secondary Education and in EDU 420 Philosophy of Education (or EDU 525 Educational Policy Studies). As all Education courses are based on the Department's *Conceptual Framework*, elementary and secondary candidates are ensured of knowing and understanding the ELSMT standards. In the methods courses, candidates are often required to cross reference the appropriate ELSMT indicator in their lesson/unit plans and instructional strategies presented to their peers during a university class period.

Cooperating Teachers are introduced to the UDM documents via their copy of the *Student Teaching Handbook* that they receive from their student teacher, who signed for it with the Student Teacher Coordinator. ELSMT standards and other UDM expectations are regularly revisited by the University Supervisor during her/his visits and evaluations of the student teacher's performance throughout the 15-week experience.

In one of the five Student Teaching seminars, representatives of various public school districts and private schools explain their districts' implementations of the ELSMT and discuss them with the candidates and University Supervisors.

B.4) Traditional and authentic strategies for assessing student performance?

Just as traditional and authentic assessment were a focus during the Education Program courses, the Student Teaching seminars devote at least half of the seminar time to appropriate assessment of both university candidate and K-12 student performance. (Please refer to Quality Indicators I.B.4 and .5.) The evaluation forms used by the candidates, Cooperating Teachers, and University Supervisors include indicators/criteria about assessment and their use for evaluating K-12 student performance.

Supervisory personnel are knowledgeable about assessment, and many have received training in authentic assessment as a result of Professional Development opportunities provided them by their current or former school districts.

During the University Supervisor's courtesy meeting with the Student Teacher and the Cooperating Teacher, authentic assessment of the student teacher is discussed. If it is

determined that the district will be conducting any professional development seminars on assessment while the student teacher is completing the contact, he/she will be expected to attend as part of her duties.

B.5) Assessment data to guide instruction and for professional development planning?

Please refer to the response for Quality Indicator 1.A.5 that explains how candidates are taught to use assessment data to inform their teaching practices and professional development planning.

During their student teaching semester, candidates are assessed and evaluated on these specific assessment processes:

- Varies instruction activity and tempo of lessons.
- Understands and applies developmental and psychological knowledge of children and youth.
- Attempts to determine learning blocks.
- Monitors student progress and adjusts the teaching.
- Facilitates involvement of non-participants in lessons.
- Demonstrates knowledge of screening, testing, and/or assessing techniques.
- Expresses sound judgment.
- Practices self-evaluation/self-reflection.
- Enhances and reflects upon personal practices.
- Communicates positive expectations to students.
- Communicates and interacts with parents/guardians regarding student achievement.
- Analyzes and improves professional skills.
- Participates in professional activities.

The Education Department's vision of an effective teacher includes the ability to make data-driven decisions about student learning, their professional practice in the classroom, and their own and colleagues' professional development plans.

Critical Accountability Factor III: Diversity

Quality Indicator 3: The unit provides teacher candidates the opportunity to learn about, interact with, and practice with individuals of diverse racial, cultural, socio-economic backgrounds, and gender orientation.

A. Describe the strategies used to ensure that teacher candidates are provided the opportunity to learn about racial, cultural, socio-economic, and gender diversity, and to interact with representatives of diverse groups.

Through inclusion of diversity issues in Education courses, students are provided the opportunity to learn about racial, cultural, socio-economic, and gender diversity. UDM's student body is among the most diverse of any campus, 32 % identify themselves with a minority group; 61% are female. According to UDM data about students, 50% of those in undergraduate Education (includes post-graduates) identify themselves as African-American, 1% American Indian, 1% Hispanic-American, 1% Foreign students, and 34% White American. Race is unknown for 12%. 77% are female. The Graduate Education

profile varies a bit: 57% identify themselves as African-American, 2% Asian-American, 1% Hispanic-American, and 26% White American. Race is unknown for 13%. 77% are female.

90% of the University supervisors are female. The K-12 Cooperating teachers are racially diverse and a balance of male and female is maintained.

These examples from a variety of Education courses ensure that Education candidates are provided with ample opportunities to learn about diversity and to interact with people from diverse backgrounds.

1. EDU 401/402 Introduction to Elementary and Secondary Education 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 *Other People's Children*. Their action research and case study require observation and reflection in diverse settings. Pre- and post-discussions ensure exchange of ideas and depth of insights about diversity. The make up of the class includes students from rural, suburban, urban locales and often students from Canada.
2. EDU 420 Philosophy of Education (or EDU 525 Educational Policy Studies) celebrates 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 male and female authors. Music from diverse races and cultures is used to illustrate concepts and to facilitate the candidates' journal entries which inform their writing of their personal education philosophy. When small groups are used in the course for discussion, the instructor ensures diversity by assigning students to different groups and using random assigning. For example, one discussion deals with gender roles and overcoming obstacles related to teaching.
3. EDU 440 School and Society and EDU 514 Society and Education follow practices similar to those explained in EDU 420 plus the following:
 - a. Gender role stereo types are studied and discussed.
 - b. Brown vs. Board of Education case study is used as watershed decision affecting women's issues.
 - c. All diversity issues are considered as candidates study structural issues affecting policy and legislative actions.
 - d. The issues of socio-economic diversity are a focus of lectures and candidate presentations, especially as matters of budget, finances, funding as expressed in public policy, and official actions are studied.
 - e. Observations must occur in schools with diversity and/or from schools of different cultural, socio-economic, racial, and gender makeup. Diversity is considered and ensured in selection of guest speakers and panelists.
4. In the Reading Methods courses (443 Elementary and Middle Schools, 448 Reading and the Language Arts, 478/578 Reading in the Content Areas), the following activities ensure that candidates learn and are prepared to teach diversity in a variety of settings.

- a. Children’s literature, educational journals, and other media are used to discuss racial, gender, socio-economic, and cultural issues.
 - b. Pre-service candidates discuss racial issues (if any) based on their field experiences.
 - c. Candidates use a variety of literature (textbooks, fiction, non-fiction, videos, and education journals) to understand cultural differences in children and to plan reading and discipline lessons.
 - d. Videos and DVD’s that show teachers in elementary and secondary classrooms modeling strategies that are successful with students from different cultural backgrounds are used for discussion and to inform candidate lesson planning and other assignments.
5. EDU 469 Curriculum and Methods of Teaching in Secondary Schools I addresses the four diversities in the following ways:
 - a. As part of learning how to design secondary school lessons for learning of a concept, candidates are taught how to consider the potential impact of culture on learning those concepts. They also consider the impact of culture on class room discussions.
 - b. Candidates learn questioning strategies which are free of gender bias.
 - c. As part of learning how to use collaborative strategies effectively in a secondary classroom, candidates learn to be aware of how secondary students determine status among themselves, which may exclude students based on any of the diversities, and to design strategies to counter exclusionary behavior by the students.
 6. In EDU 432 Psychology of Education, the research and case studies address issues of diversity. Issues of diversity are also addressed in the two journal article reviews and exams in the graduate course, EDU 513 Principles of Learning, Development, and Adjustment.
 7. In their student teaching assignments (EDU 489 Elementary, EDU 490 Secondary, 474 Learning Disabilities, 484 Emotionally Impaired), candidates are placed in settings with diversity. The assessment forms used by the candidates, Cooperating Teachers, and University Supervisors include indicators about providing for individual differences, including: “Demonstrates an understanding of and respect for individual/cultural diversity and similarities.”

B. What strategies are used to support the recruitment/retention of a diverse pool of teacher candidates? Provide data showing the racial composition of education candidates.

According to UDM data about students, 50% of those in undergraduate Education (includes post-graduates) identify themselves as African-American, 1% American Indian, 1% Hispanic-American, 1% Foreign students, and 34% White American. Race is unknown for 12%. 77% are female. The Graduate Education profile varies a bit: 57% identify themselves as African-American, 2% Asian-American, 1% Hispanic-American, and 26% White American. Race is unknown for 13%. 77% are female.

The University of Detroit Mercy is an independent Catholic university whose mission flows from the educational traditions of the Sisters of Mercy of the Americas and the

Society of Jesus who both welcome people regardless of background and heritage. Two expectations for its graduates are that they will “understand diverse cultural heritages” and “have a sense of social responsibility and a desire to serve society.” The University is located in one of the most diverse urban metropolitan areas in the United States, Detroit, Michigan. Both the undergraduate and graduate catalogs clearly state that UDM “is committed to equal educational opportunity in admissions regardless of age, sex, sexual preference, race, color, religion, national origin, ancestry, handicap, military service, height, weight, marital status, or political belief.” (*Undergraduate Catalog*, p. 258; *Graduate Catalog*, p. 90) Other than working with a counselor from the Detroit Public Schools whose major duty is to facilitate African American students’ college application procedures and some managing of financial aid and scholarship funds to facilitate attendance of traditionally under represented groups (African American and Hispanic American specifically), the University has no written policy other than to reflect the mission in its recruitment and admission practices.

In recruitment and admission practices, the Education Department also practices its “Code of Professional Ethics” statement: “Respect each person with whom he/she is working, and deal justly and impartially with each regardless of his/her physical, mental, emotional, political, economic, social, cultural, racial characteristics or sexual and religious preferences.”

C. What strategies are used by the unit to support or promote diversity for the recruitment/appointment of faculty, administrators, and support staff? Provide data showing the racial composition of faculty, administrators, and support staff.

1. The full time faculty is eight members. Four are White females; three are White males; one is Black male.
2. The adjunct faculty numbers vary from semester to semester depending on which Education and Special Education courses are taught by adjuncts. Over the years the diversity ratio has remained about the same as those for Education and Special Education syllabi presented for this report. The total adjunct faculty is eighteen members. Two are Black females and ten White females. Three are Black males and three White males.
3. The support staff is composed of four White females.

The College of Liberal Arts and Education (CLAE) adheres to the University “Faculty Search Policies and Procedures” which “seeks to recruit qualified individuals from historically underrepresented racial, gender, ethnic origin or disability groups who can contribute to UDM’s Mission and Core Values” as well as qualified members of the founding religious communities. “In a search in an academic unit where members of one or more of the above classifications is underrepresented, the interview pool should include at least one such candidate.” Additional strategies stated in policy and used by CLAE and UDM include:

1. Prior to the beginning of the search process, the Dean will provide the Academic Vice President/Provost and Search Committee with a list of publications or data banks to be used which focus on minority academic professionals in the discipline of the faculty search.

2. Upon receiving approval for hiring a new faculty member, a Faculty Search Committee is formed by the Dean, chaired by the Dean's designee, and should be representative of the diversity of the academic unit. The committee should keep central to its deliberations and decision-making, interdisciplinary and collaboration, faculty diversity, ethnic diversity, the urban nature of the University, and the charisma of the sponsoring religious communities.
3. In selecting the final group of candidates to be brought to campus for an academic unit which lacks one or more of the historically underrepresented groups, the Search Committee will normally include at least one individual from an underrepresented group. If the search committee has not been able to identify a diverse group of candidates, the Dean, in consultation with the Academic Vice President/Provost, will determine whether the search may be continued, re-opened, or abandoned. In the event that a search is abandoned or declared unsuccessful due to the lack of diverse or qualified candidates, it is the presumption that a new search will take place no later than the next academic year and the position will not be lost.
4. Advertisements for faculty positions should be national in scope and will assertively publicize the openings in at least one publication or data bank focused on minority academic professionals, preferably with the objective that the faculty and staff mix reflect the community. Other minority publications which do not focus exclusively on academic professionals may be used in addition to, but not in place of the above. Among the examples of such publications and data banks (with addresses) listed are: *Black Caucus of the ALA Newsletter*, *Hispanic Outlook in Higher Education*, *Michigan Chronicle*, *Women in Higher Education*.
5. Advertisements for a position must also include a statement about the University as an Equal Opportunity/Affirmative Action employer and the University as an independent and Catholic institution co-sponsored by the Jesuits and Sisters of Mercy. The official statement to be used in search advertisements is: "*The University of Detroit Mercy is an independent Catholic institution of higher education sponsored by the Religious Sisters of Mercy and the Society of Jesus. The Search Committee is looking for qualified candidates who will support the University's emphasis on personal attention to students and the importance of religious faith, and who will embrace the University Mission and Core Values. The University of Detroit Mercy is an Equal Opportunity Affirmative Action Employer with a culturally diverse faculty and student body, and welcomes persons of all races and backgrounds.*"
6. Networking for recruiting minorities is practiced. Strategies include:
 - Maintaining contacts with historically minority universities which train candidates in the disciplines of the college/school/department.
 - Encouraging current minority faculty members to use their network to assist the Dean or the Search Committee in attracting appropriate candidates.
 - Interviewing or making personal contact with women and minorities at professional conferences and inviting each to apply.
 - Writing to chairpersons at major universities which train appropriate candidates for the position and request that they urge qualified African American candidates to apply.

- Contacting African American professional organizations (e.g. National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, National Association of Black Social Workers, etc) and advertise the vacant position in the organization’s publication in a timely manner.
7. Once the search is completed, a contract letter from the Assistant Vice President/Provost (prepared by the Dean) is sent, which must include this language: *“The University of Detroit Mercy is a Catholic University, jointly sponsored by the Religious Sisters of Mercy and the Society of Jesus. We expect that you will join in supporting the achievement of the Mission and Core Values, as well as respect the Catholic affiliation and traditions of the University. The University welcomes persons of all backgrounds and encourages respect for those of other beliefs.”*
 8. The “Faculty Search Policies and Procedures” packet also contains check lists for the different levels of the search, a worksheet for the recruitment plan, and some guidelines for hiring for mission. The “Recruitment Plan” asks the committee to detail its recruitment strategy by “identifying the specific methods and steps they will take to recruit a high quality, culturally-diverse candidate pool for this position.” The Dean’s and Assistant Vice President/Provost “Signature Authorization Faculty Search Process” form requires that the “diversity of pool of candidates” and the “diversity of candidates recommended for interview” are reported. Among the suggested interview questions, including points to listen for from the candidates, is *“UDM enjoys a diverse student body, diverse in ethnic background, age, levels of academic preparation and life circumstances. What advantages does such diversity offer? What challenges might it present in your work at UDM? How might you address these challenges?”* The “Interview Questions Comment Form” includes a Likert type scale for evaluating each candidate and space for notes. The Packet includes a “Faculty Search Flow Log” matrix to track the applications for all candidates, which is completed by the Search Committee. The form includes the gender and race of each candidate and reasons for rejection or recommendation to hire.

Critical Accountability Factor IV: Faculty

Quality Indicator 4: The unit supports and promotes the appointment of faculty that possess the knowledge, skills, and dispositions for teaching and learning.

A. What criteria are used to select faculty for teacher education programs?

The Education Department follows the policies and strategies explained in Quality Indicator 3.C. The Education Department faculty members identify criteria for the specific faculty

position (s) that is open, which is applied by the appointed Search Committee and its Chairperson. Among the criteria usually applied are:

- Has ability to teach with an affinity for undergraduate and graduate education.
- Demonstrates and appropriate knowledge of concepts, skills, and practices unique to the discipline (English, Sciences, Mathematics, Arts, Humanities etc)
- Has an interest in department/university service.
- Demonstrates evidence of research and grant-writing potential and/or experience.
- Has experience in PK-12 education settings appropriate to the discipline.
- Understands the impact of culture, language, thought, and the function of home, community, and schools as it relates to student learning and behavior in an urban setting—student centered.
- Demonstrates experience and excellence in the education and professional development of teachers.
- Demonstrates ability in leadership and development of teacher education programs.
- Demonstrates ability to work collaboratively with a diverse faculty and student body across disciplines.
- Demonstrates commitment to ethical behavior, the UDM mission, and social justice.
- Demonstrates experience in university PK-12 schools collaborative partnership development.
- Has a doctorate in the discipline.
- Demonstrates an appreciation for traditions and a commitment to a vision that complements the *Conceptual Framework of the Education Department* and its “Code of Professional Ethics.”
- Exhibits proficiency with technology and its integration into curriculum and instruction.

B. What strategies are used to ensure that teacher education faculty receives professional development that is relevant to the preparation of teachers for P-12 education?

Education faculty members regularly participate in professional development opportunities provided by the University as well as those by professional organizations. They are presenters, lecturers, respondents, etc. as well as participants at such conferences. Following are examples of strategies the Education faculty use to facilitate their professional development.

1. The contract between UDM and faculty ensures \$465.00 annually to each faculty member for professional development travel. Faculty members share any extra funds.
2. Non-tenured faculty prepare a personal “Annual Review” that includes information about work relevant to P-12 preparation which is reviewed with the CLAE Dean.
3. Tenured faculty members prepare and present an individual “Annual Review” to the CLAE Dean that includes their professional development work.
4. University-wide professional development programs are attended by the Education faculty: The University Faculty Development Committee presents a series of seminars complementary to UDM goals and the Education Department’s Conceptual Framework. Information Technology Services (ITS User Services) regularly offers training sessions for UDM programs such as Excel, APECS. The Instructional Design Studio offers general and individual training/workshops on programs such as Flashlight and Blackboard.

5. Faculty members, staff, and administration regularly publish opportunities for lectures, conferences, workshops, seminars, etc. both on campus, on nearby campuses, and at other state, national, and international locations. Such notices are also shared with students. Their attendance is urged by Education faculty members.

C. What strategies are used to ensure that teacher education faculty model best teaching practices?

Little written evidence exists, but faculty report the following activities that demonstrate modeling of best teaching practices.

1. Students evaluate courses at the end of each semester, both UDM-wide online and with the professor's individually developed assessment instruments. The Dean and faculty use the UDM results as part of the tenure and promotion procedures and the annual reviews. Instructors use the UDM surveys and their personal student surveys to monitor and adjust their instructional practices.
2. Individual professors co-teach classes and meet regularly to determine the teaching strategies to be used and critique each other's presentations.
3. Through ongoing conversations among faculty members and with students, individuals review each other's teaching practices, ensuring that faculty members model best teaching practices.
4. Faculty members attend conferences, subscribe to professional journals, read education-related books, and use the information to inform their own instruction. They create new teaching strategies, use them in their classes, and discuss these practices during courses and urge candidates to develop similar professional habits.

D. To what extent are teacher education faculty actively involved with teachers and other P-12 educational personnel?

1. Education faculty members provide K-12 classroom volunteers and accompany their students/interns to P-12 schools.
2. Laboratories to provide tutorial services in reading, math, study habits etc are conducted in P-12 schools, which require the faculty to work with teachers of the students being tutored.
3. Individuals and teams of professors provide professional development, lectures, and presentations to P-12 faculties which are collaboratively designed and implemented.
4. Cohorts for Experience Plus, Catholic school faculty, and Special Education PK-12 Faculty pursuing a teaching certificate/degree with UDM regularly meet with the PK-12 schools teacher, administration, and staff.
5. UDM Education graduates employed in P-12 schools continue to interact with UDM faculty personally and in classes on and off campus.
6. Service learning projects of UDM students require UDM faculty members to visit sites and interact with P-12 personnel. Courses such as EDU 420 or 525 and 440 or 514 require a service learning project of the candidates, resulting in contact between the Education faculty member and K-12 educators.
7. Faculty members serve as University Supervisors for Student Teaching.
8. The Education Department's Director of Elementary Education and Reading Specialist currently serves as a Reading and Language Arts consultant to suburban elementary schools. The Director presents teacher/parent workshops that address the Language Arts

skill gaps of students. Follow-up classroom visitations are made to provide coaching opportunities and continuous assessment. Parent workshops complement the strategies students are learning in the classroom so the parents can support what their children are learning. Students in EDU 443 and EDU 448 work with elementary children with reading problems in the same two schools. The Director is in regular contact with the K-12 educators.

E. What strategies are used to ensure that teacher education faculty models the use of technology as a tool for teaching and learning? Provide evidence of this use.

1. Education courses require the appropriate use of a variety of technology to research and complete lesson plans and other projects (video-tapes, audio-tapes, overhead projectors, CD-Roms, computer software programs and equipment, etc.) to enhance student learning. Instructors require both electronic and paper searches and use both in their instruction. They demonstrate the appropriate use of technology specific to a discipline and/or assignment. Education syllabi show student products that require Web searches and use of software programs.
2. In EDU 459 and EDU 600 candidates are taught how to integrate technology into instruction, which is modeled by the professor.
3. The Education faculty includes a full-time member who is a technology expert. In addition to teaching the required technology classes, she is responsible for providing training and consultation with other faculty members.
4. All Education professors communicate with students via e-mail; some also use Blackboard and require that papers be word-processed. Some courses require presentations to be enhanced with technology such as PowerPoint.
5. The Instructional Design Studio faculty members make presentations to classes about use of ChalkBoard, Flashlight, CADE, etc. in addition to providing training for faculty members.
6. The Library Liaison to Education makes presentations to classes for doing technology enhanced research. The Library also has video and digital cameras which the Education instructors use for instructional purposes.
7. The Education Department maintains a computer lab in the Library which faculty members reserve for appropriate use.
8. The Education instructors regularly use the VCRs, overhead projector, LCDs, cds, and cameras that are available through the university for faculty use.
9. Each faculty member has her/his own computer. Faculty and adjunct faculty have their individual e-mail accounts.

F. What strategies are used to ensure that teacher education faculty utilizes a variety of assessment strategies and technologies to assess teacher candidate performance and to support continuous improvement? Provide evidence of this utilization.

1. Requirements for course syllabi in the College of Liberal Arts and Education are annually reviewed and published through the Dean's office. Instructors, full time and adjunct, must provide a copy to every student in their courses and two copies to their department chairperson by the end of the first week of classes each semester. The Chairperson reviews the syllabi for completeness and compliance and submits one copy to the Dean's office. Among the items that instructors include in the syllabus are:

- a. The grading system employed, including the nature, number, and weights given to quizzes, examinations, and papers.
 - b. Assessment methods employed and how they are related to specific learning objectives.
 - c. Informing the students whether exams and assignments can be made up; earning extra credit should also be included if that is an option.
 - d. Class participation should be clearly defined and how it will be graded.
 - e. A statement on academic dishonesty and its consequences (It is recommended that the UDM policy statement on plagiarism be included in each syllabus.).
 - f. Special attendance/lateness policies, if any.
- The Education syllabi include explanations of assessment strategies and technologies used in the courses to assess the candidates' performances and to support continuous improvement.
2. The Student Course Evaluation completed electronically by the students at the end of each term is part of the requirements for the course and is referenced in tenure and promotion procedures and annual reviews of tenured faculty. Students respond to questions about assessment:
 - A detailed syllabus presented at the first class.
 - Writing assignment directions were clear and specific.
 - The material presented was fairly represented on exams.
 - Returned assignments and tests within a reasonable time.
 - Showed no prejudice against any student.
 - Set clear standards for grading.
 - Graded fairly and impartially.
 - Was available outside class hours.
 3. The *Student Teaching Handbook* (p. 9) states that each Student Teacher is expected to develop a professional portfolio over the course of study at UDM and that they will be provided additional information and guidance regarding appropriate usage throughout the field experience. EDU 469 syllabus includes "portfolio quality" assignments as a guideline for assessment. Instructors regularly recommend that candidates include outstanding assignments in their portfolio. The *Teacher Education Handbook* explains (p. 32-Item 7 & 36-Item 7) that any candidate requesting a waiver from Student Teaching must present a portfolio to the Teacher Education Council as part of the approval process.
 4. Faculty members communicate with their students via e-mail about class, assignments, and assessments and submit their grades electronically according to the established time table via the University APECS system from the Office of the Registrar.

Critical Accountability Factor V: Parent/Community Involvement

Quality Indicator 5: The institution prepares teacher candidates to interact with and involve parents and community representatives to support teaching and learning.

A. Is there a clearly articulated plan for teaching the candidates how to effectively interact with and involve parents and community representatives to support student learning?

As part of the UDM Core Curriculum (Please see the *Undergraduate Catalog* on the web site.), all students are required to take 6 hours of Communication Skills, CST 101

Fundamentals of Speech and ENL 131 Academic Writing. Other Core Curriculum Objectives include choices that inform communication with community representatives, such as CST 402 Audience Analysis in Objective 6 Social Responsibility. Throughout their course work in their majors and minors, candidates are engaged in assignments that require them to communicate orally and in writing with a variety of audiences. Teacher candidates, therefore, arrive in the Education program with communication skills necessary for teaching.

The Education Department's *Conceptual Framework* explains the philosophy and theories that are the foundation of its vision for teachers as scholars, inquirers, and moral agents. It serves as a beacon guiding the Education programs and course development. Among the qualities stated is that a teacher should be a scholar that "integrates the needs of students and the community with curricular and content goals." As a moral agent the teacher is someone who "creates a supportive network advocating for students with all stakeholders in the educational enterprise. The *Framework* contains a "Code of Ethics," which explains how these values and ideas can be translated into action by professional educators in the course of their practice. Regarding parents, the educator shall:

- Recognize the importance of parental support and seek to obtain this by establishing contact with parents.
- Communicate with parents about their child regarding progress and problems in a truthful and timely manner.
- Communicate to the parents recommendations meeting the educational needs of their children.
- Respect the parent's right to privacy and confidentiality except in cases of abuse.
- Attempt to become aware of the student's home situation through encouraging and facilitating frequent and open communication between the home and school.

The Education instructors appropriately include in their courses a variety of lectures, classroom activities, discussions, assignments, and examinations to ensure that candidates know how to interact effectively with parents and other community representatives to support student learning. Some examples are:

1. EDU 401/402 Introduction to Elementary and Secondary Education requires that candidates conduct research in a K-12 classroom and present their findings as a case study. Among the required items to discuss is "let the reader know and feel how the teaching and learning process is influenced by the complex web of students, teacher, classroom, school, family, and community."
2. EDU 432 with Lab includes Objective 9, "Develop awareness of and sensitivity to the unique needs, pressures and stresses of children and/or youth and their respective parent(s) or guardian(s) within the one-to-one clinical tutoring experience." The candidates spend 32 hours in a supervised K-12 tutoring setting where they work with students and meet with parents. In the EDU 432 course, candidates connect those experiences in written and oral presentations with theories of human development and learning.
3. EDU 440 School and Society expects candidates to be able to recognize and address how different parental and family beliefs and customs influence student performance and behavior in schools. Class readings, discussions, individual assignments, and the final group presentations help candidates to understand effective communication with families and other community groups and organizations.

4. EDU 459 and 600 facilitate candidates learning how to use e-mail and web sites to communicate with a variety of audiences.
5. EDU 469 Curriculum and Methods of Teaching in Secondary Schools I includes specific assignments to connect the home with student assessment and to involve parents in their students' learning. The candidates compose an introductory letter to parents.
6. EDU 473 Secondary Social Studies includes a lesson in which students videotape themselves having a conversation about a public policy issue and use a rubric to evaluate themselves.
7. SED 460 Education and Mainstreaming of Exceptional Persons (or SED 600 Exceptional Persons) requires candidates to prepare a "Pre-Referral to Special Education and Classroom Intervention Accommodation Plan" and to prepare a presentation based upon research that highlights one area of exceptionality in a format for school/parent use during a disability awareness group day presentation.
8. EDU 489 Elementary, 490 Secondary, 474 Learning Disabilities, and 484 Emotionally Impaired, the student teaching experiences, require candidates to demonstrate their ability to interact with parents and community representatives. One of the indicators on their evaluation forms states, "Communicates and interacts with parents regarding student achievement."

In addition, the University coordinates its service learning activities through the Leadership Development Institute. Instructors are encouraged to incorporate service learning opportunities into their courses as part of the UDM mission to serve its community. The Education Advisory Committee includes community and parent members.

B. How and when do candidates interact with parents in a clinical/school setting? How is the candidate's learning in parent/community involvement assessed?

1. EDU 401/402 involves the candidates in a K-12 site field experience and case study. As part of that research, they are encouraged to attend parent conferences, PTA/PTO and School Improvement Council meetings, award assemblies, and other activities that involve community members and parents and include expositions about the event in their written case study.
2. EDU 432 Psychology of Education (or 513 Principles of Learning, Development, and Adjustment) requires the candidates to participate in a 32-hour semester long supervised tutoring experience at a K-12 school site. They are expected to interact with parents and other school and community persons to enhance the learning of children and youth being tutored. The supervisor and class instructor assess and discuss the performance with each candidate. The field experience is 25% of the course grade for the candidates.
3. SED 460 Education and Mainstreaming of Exceptional Persons (or SED 560 Exceptional Persons) requires candidates to observe K-12 students in classrooms and to talk with parents about student learning and needs. Information gained from such interactions is in three major assignments which are assessed by the instructor via rubrics, classroom discussion and peer review, and conferences.
4. The student teaching courses (EDU 489/490 and SED474/484) require candidates to attend IEPS conferences, open houses, field trips, and chaperone after school activities. Special Education candidates complete both a general education student teaching

assignment and a special education student teaching assignment in a K-12 classroom of the endorsement. Student teachers are involved in recruiting parents and other community members to be resources for activities such as career days and performance assessment presentations as well as for other volunteer activities such as room mothers and club sponsors. Both the K-12 Cooperating Teacher and University Supervisor evaluate the candidate's behavior with the regular assessment practices. (Please see the *Student Teaching Handbook* on the web site.)

5. Candidate learning in parent/community involvement is also assessed in evaluation of projects, papers, and presentations through peer and faculty discussion/review and other post mortem type activities throughout the courses of the Education program.

Critical Accountability Factor VI: Technology

Quality Indicator 6: The institution prepares teacher candidates to use technology to support teaching and learning.

A. How does the college/university ensure that teacher candidates are provided the opportunity to receive basic computer training or can demonstrate basic computer literacy according to Standard #7, ELSMT?

1. During Orientation Week, entering students take a Computer placement diagnostic test and are recommended to take CIS 100 Introduction to Computers, CIS 102 Power Point and Access, and/or CIS 103 Web Productivity Tools. As part of the University Core Curriculum, all candidates must complete three hours of computer course work.
2. During Orientation, students are provided an e-mail address/WEB space, and internet access through UDM technology services and an Information Technology Help Desk booklet that explains the UDM Student Email policies and procedures. Students are expected to read their UDM email regularly; professors also encourage their students to do so for courses and communication with the instructor and classmates.
3. The University Academic Services, located in the Student Center, provides tutoring services to students for computer skills needed in 100- and 200- level courses (word processing, spread sheets, basic software programs). Depending on student needs and UAS resources, tutors may be made available for more advanced computer work at the Director's discretion.
4. The University Library employs master degreed librarians to guide students through print and electronic research. Students participate in research skills instruction in two ways, either by a class session where a librarian guides students through hands-on search procedures or through one-on-one instruction.
5. Courses require: research on the Internet, word processed papers, reading from online sources such as professional journals, government site, university libraries.
4. Computer labs are provided in the library and other campus sites for student use.

B. Describe the strategies used to ensure that teacher candidates are provided the opportunity to learn how technology can be used as a resource for teaching and learning.

1. EDU 459 Instructional Technology (or 600 Computer Uses in Education) is required for teacher education candidates. Candidates demonstrate their ability to:
 - a. Use technology productivity tools to complete professional tasks.
 - b. Evaluate Internet educational resources (web sites) for instructional suitability and student learning.
 - c. Evaluate educational software for suitability and use for student learning.
 - d. Design PK-12 lessons which include authentic learning activities which depend on technology and integrate *MCF* standards for technology which are required for PK-12 students.
 - e. Provide instruction and model multiple methods for assessment of assignments which include technology.
 - f. Integrate word processing, spreadsheets, and database use into the design of lessons.
 - g. Make educationally relevant presentations using multimedia.
2. Other Education courses such as EDU 443, 448, and 478/578 Reading; SED 460 Education and Mainstreaming of Exceptional Persons and 560 Exceptional Persons engage candidates in unique strategies to help elementary and secondary students read effectively and to meet the needs of K-12 exceptional students.
3. UDM provides computer labs for the students to practice technology skills. One lab is maintained in the University Library specifically for Education classes and students.
4. UDM provides Internet access and email access to students, which allows for growth in professional development and an ongoing understanding of the world of technology and its relationship to Education.
5. Instructors encourage students and teacher education candidates to attend MACULI (SP)/COATT conferences and to sign up for free, online support materials.
6. The Education faculty works closely with the Library staff to facilitate teacher education candidates' ability to use technology as a resource for teaching and learning. Those services are explained in the following report by the Dean of the UDM Library:

The University Library system is a partner in the educational process with the Education Department faculty in their goal to educate and train teachers for elementary and secondary schools. The Library provides access to print and electronic resources, employs master degreed librarians to guide students through their research, and negotiates numerous reciprocal borrowing agreements with other metropolitan academic libraries so as to broaden the students' access to resources beyond what is owned by UDM. The MiLE self-initiated interlibrary book loan program, which encompasses over 120 public and academic libraries, is also available for all students and faculty.

With a strategy to integrate instructional and library information into a one-stop port, the Libraries/Instructional Design Studio's Research portal (<http://Research.udmercy.edu>) provides access to the UDM electronic catalog, citation, abstract, and full-text databases, image databases, research guides, DALNET catalogs, and services as well as access to the Instructional Design Studio faculty training information. The portal consists of sixty academic disciplines, including four UDM mission-related subjects of social justice, sustainable communities, catholic, and diversity. In particular, the education pages contain

subject specific journal databases, new library resources in education, relevant bibliographies, Internet resources, career/professional resources, and daily news feeds.

To assist education students in their research, the librarian assigned to work with the Education Department has compiled bibliographies on lesson plans on the WEB, active listening, classroom management, inquiry-based science education, and Caldecott Award winners. Since this new portal was launched in January 2005, there is even greater potential for bibliographies to be developed for the students.

The Library's research skills program is an important aspect of every student's ability to perform effective and timely research. Students participate in research skills instruction in two ways, either by a class session where a librarian guides students through hands-on search procedures or through one-on-one instruction. Instruction in research skills is professor requested and subject specific with the students given formal training in searching protocols and short-cut techniques. During research skills instruction, the librarian assigned to the Education Department provides handouts that are extensive, often exceeding twelve pages, and detailed so that students may replicate lesson plan or use for reference. For the education program, twelve ('03), fourteen ('04), and 27 ('05) research sessions have been held over the last three years.

The traditional reference services and manual searching of indexes and abstracts are enhanced by the use of online bibliographic database search services. The Library's primary electronic journal services for education students and faculty are: 1) Education Abstracts Full Text which indexes and abstracts over 575 education-related journals starting in 1983; 2) ERIC full text which is the most complete bibliography of educational materials available since 1966; and 3) PsycINFO which contains numerous articles which pertain to educational topics, such as special education, autism, classroom management. Other databases such as InfoTrac-OneFile and WilsonSelectPlus each have a wide range of topics of general academic interest; JStor includes seven journals relative to education but addresses mostly issues of higher education with some materials on elementary and secondary education. In addition to the hundreds of electronic journals, the library subscribes to approximately thirty print education journals. These journals are supplemented by journals in other disciplines which are also applicable for teacher education programs, such as, journals on business management, violence in the schools, child psychology, and health.

To further assist teacher education students who might choose to do research while not on campus, the library provides nine helpful guides online. These include guides on searching the library catalog, searching the journal databases to find books and articles on a particular subject, how to evaluate whether a book or journal article is of academic quality, how to evaluate an Internet source, how to formulate a topic, and how to cite information in a paper or on a website.

A librarian is on duty at the reference desk all hours the Library is open for person-to-person consultation. Students may also contact a librarian through "email a librarian" or through "chat with a librarian." The email request is to be answered within twenty-four hours; chat is a 24/7 online reference service which may connect a student to a librarian at any one of

nineteen Jesuit institutions of higher education in the United States. Each of the institutions has access to the others catalog and databases so help for a UDM teacher education student might come from anywhere across the country but the answer would come from using UDM's own portal and resources.

Recognizing that electronic access is only one aspect of how information is made available for teacher preparation, with ninety percent of what is, or has been, published in print format, this format of education materials must be recognized. So, with this in mind, information on the library's book and media education collections follows.

The depth of the education book collection reflects the curriculum-related research, informational, and instructional demands made by students and faculty. This includes but is not limited to special education, curriculum development, classroom management, school administration, child development, reading and reading comprehension, math, sciences, and social studies.

The Library maintains a preschool to grade twelve textbook collection to support the program with a selective sampling of student textbooks, teacher's resource notebooks, workbooks, activities books, etc. that are used in real classroom settings. The collection covers the wide range of grade and high school subject matter such as mathematics, reading, history, literature, health, and science. Textbooks that are used in the schools in the Detroit metropolitan area are selected for purchase.

A select collection of children's books is acquired to support the teaching of children and young adult literature. The Newbery, Caldecott and Coretta Scott King award winners are purchased yearly. The **John Newbery Medal** represents the most distinguished contribution to American literature for children; the **Randolph Caldecott Medal** is awarded to an outstanding children's picture book artist; and the **Coretta Scott King Award** recognizes authors and illustrators of "African descent whose distinguished books promote an understanding and appreciation of the "American Dream" (American Library Association website). All other books are purchased for a multi-cultural audience that is diverse in age, race, religion, physical abilities, etc.

The Library Reference Department houses a series of diagnostic inventories for language, mathematics, reading, and general achievement and tests for measuring general intellectual ability, cognitive abilities, oral language, and academic achievement. By license agreements, only students currently registered in SED 453 and SED 563, Assessment in Special Education, may view tests.

Videocassettes and DVDs which support the education curriculum include, but are not limited to special education, curriculum development, classroom management, school administration, math, sciences, and social studies. Supporting audiovisuals from other disciplines round out the collection, such as brain research, Piagetian theories, and autism studies from the psychology perspective, bullying and juvenile delinquency from the criminal justice field, as well as counseling from the guidance and counseling perspective.

The Instructional Design Studio (IDS) offers training seminars in hands-on format and on-on-one mentoring sessions for faculty. Blackboard sessions are offered as well as Macromedia's Fireworks, Flash, and Dreamweaver sessions. A course in competency assessment in distance education is also taught. IDS also provides videotaping and streaming for online courses.

C. Describe how the candidate's ability to use technology as a resource for teaching and learning is assessed prior to recommendation for certification. What support is provided to candidates who fail to meet the standards?

1. The candidates complete with satisfaction EDU 459 Instructional Technology or EDU 600 Computers in the Classroom, which are courses in the integration of curriculum and technology.
2. The candidates complete with satisfaction all the technology requirements of the Education core and methods courses.
2. During their student teaching experience, candidates are assessed by the University Supervisor on their ability to "use technology, media, and/or concrete aids to facilitate lesson objective." (Please see the *Student Teaching Handbook*.) The mid-term and final evaluation form used by the candidates, Cooperating Teacher, and University Supervisor also includes technology: "Plans purposefully—Integrates technology to achieve objectives." The Education faculty plans to consider the need to enhance this portion of the assessment process in its annual review of procedures and as a part of the North Central Association accreditation process.
3. Support is provided to candidates struggling with technology skills through:
 - a. University Academic Services tutors and labs.
 - b. Learning Center in Library with tutors.
 - c. Writing Center in Briggs Hall
 - d. Education Liaison from the Library conducts classes in using the computer for research.

Critical Accountability Factor VII: Statutory/Regulatory/Policy Requirements

Quality Indicator 7: The unit meets all statutory, regulatory, and policy requirements for teacher certification.

A. How does the college/university ensure that supporting units in arts and sciences are providing instruction for majors and minors that support state standards for student performance?

1. The Education Department Curriculum Committee addresses all programmatic issues relating to the Department that do not affect any of the University's Colleges or the University in any way. It is composed of one member from each program in the Department and is chaired by the Department Chair. It functions in a decision-making capacity for approval of any modification of program requirements. It reviews and approves all proposals for new courses or other experiences for a program. It also reviews and approves all modifications to existing courses; and creates procedures for implementation of policy related to curriculum. The Education faculty then reviews for

final approval. The functions of the EDCC have been addressed by the Department of the whole when the EDCC has not been operative or it became a means to address a particular question in a timelier manner than allowed by the regular procedures. The EDCC reports on its activities by minutes given to the Education faculty during its monthly meetings.

2. Any state, national, university, and/or faculty proposed changes in subject area content (arts, business, English, health, mathematics, sciences,) standards for teacher education candidates are reviewed by a committee composed of professors from Education and the arts or sciences affected. If both departments are satisfied that the discipline's courses support the state standards, they are approved by the EDCC and the discipline's curriculum committee. Advising sheets are adjusted as necessary. Those issues that have an impact outside the Department are presented to the College Curriculum Committee after being presented to the Departments' curriculum committees for their review and recommendation to the Deans. Minor changes may be executed informally between the department chairs and recommended to the deans' offices.
3. The state review process of Education program ensures a review of the content syllabi by both faculties every 5-7 years.
4. The results of the MTTC content tests for teacher certification are shared with both the Education faculty and appropriate subject area departments through the office of the CLAE Associate Dean and discussed with chairs and faculty.
5. Faculty members in the arts and sciences are encouraged by their chairs and deans to consider the requirements for all professional certifications and candidate performance on state tests when revising their course syllabi for each term.

B. What strategies are used to ensure that the teacher education program curricula for majors and minors are aligned with state standards/essential goals and objectives for P-12 education?

As explained in previous Quality Indicators (I.B.1; I.B.2; II.A; II.B.1; IV.E; VI. A, B,C) the Education Department's *Conceptual Framework* was developed by the faculty to guide the Education program and course development. They used state and other professional organizations' standards to develop the *Framework*. The Education faculty members, individually and as a unit, review their programs annually to ensure they are aligned with P-12 education expectations for children and youth. They practice similar procedures when revising course syllabi for each term. Please refer to QI VII A for the formal processes for changes in program or courses emanating from P-12 education changes.

C. How does the unit ensure that teacher candidates have a clear understanding of the ELSMT and how they apply to their continuing developments as a professional educator?

The ELSMT formed the basis for the Education Department's "Code of Ethics and Conceptual Framework." The standards are imbedded in all courses. Specific examples include:

- Methods courses for the Experience Plus cohorts (Catholic School Educators) include the development of a professional portfolio which must be aligned with the ELSMT competencies.
- EDU 420 Philosophy of Education requires the candidates to write a personal “Philosophy of Education” designed to guide the individuals’ Teacher Education Program and their professional lives.
- EDU 459 Instructional Technology and EDU 600 Computer Uses in Education provide teacher candidates with instruction which enables them to use technology for research, thus becoming independent and life-long learners, thinkers, and problem-solvers.
- As instructors and faculty advisors meet with students about their programs and course work, they discuss the standards for the ELSMT and facilitate students locating the proper electronic and personal help to pass the tests.

D. How does the unit ensure that teacher candidates meet the preparation requirements in reading instruction for elementary and secondary candidates?

1. Elementary and Secondary candidates are required to take the appropriate Reading course: EDU 443 Teaching Reading in the Elementary and Middle Schools, EDU 448 Methods and Materials for Teaching Reading and the Language Arts, EDU 478 or 578 Reading in the Content Areas (6 hours for elementary candidates; 3 for secondary).
2. The methods courses for Elementary (EDU 441 Science, 442 Social Science, 449 Mathematics) and Secondary (EDU 469 Methods Foundations, 471 Mathematics, 473 Social Studies, 474 Communication Arts, 475 Science) reinforce the teaching of reading as the candidates study and create content specific lessons, units, and curriculum.
3. During their student teaching experience (EDU 489 Elementary, 490 Secondary, 474 Learning Disabilities, 484 Emotionally Impaired), candidates are expected to teach content appropriate units that require K-12 students to use reading skills. Candidates are required to assess, differentiate, and adapt instruction to students’ individual abilities.

E. How does the unit ensure that teacher candidates meet all other mandated eligibility requirements for state certification (See Michigan Specific Standards/Rules/Guidelines)?

Education courses address state certification issues as do the advisors from both the content areas and the Education Department during semester advising meetings. The University Certification Officer, who is a College of Liberal Arts and Education Assistant Dean, is charged with monitoring and approving all candidates for the appropriate certification during their college experience and for post graduation professional certification. Please refer to the matrix in Section 6 of this report, Michigan Specific Standards/Rules/Guidelines (especially I.E.2; I.E.3; I.E.4; I.E.5; I.E.7.a, b, c; I.E.8; I.E.11 and sections of II.B and C).

F. What strategies are used to ensure that the teacher candidates understand Michigan’s teacher credentialing system?

Once again, the Education instructors in their courses; the academic and Education advisors during semester advising sessions; and the University Certification Officer all address credentialing system issues with the elementary and secondary candidates. It is introduced in

EDU 401/402 Introduction to Elementary and Secondary Education and incorporated into the philosophy course's lectures, discussion, and candidate assignments (EDU 420 or 525). During the Student Teaching experience, two of the seminars are devoted to the Certification Officer explaining the system and one seminar includes a consultant from MDE. It is outlined in the *Teacher Education Handbook 2003-2004* on page 23 – 26. Please refer to Quality Indicator VII, E.