

**CAEP ACCREDITATION ADVISORY COMMITTEE
SUBMISSION OF ANALYSIS MAY - JUNE 2016**

Standard 2

Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met.

***Maximum character count: 9,000**

The College of Education's Office of Clinical Experiences (OCE) is charged with building clinical partnerships and providing extensive clinical practice for teacher candidates. The evidence provided demonstrates the proficiency in which teacher candidates are prepared to become educators through school partnerships and their placement with mentor teachers in P-12 classrooms. School partners and OCE work together to provide high quality clinical experiences that will prepare candidates for their future classroom. Once candidates fulfill coursework requirements as presented in each program's curriculum guide (Other measures/Curriculum guides), they are eligible to register for pre-student and then student teaching. In these internships, teacher candidates are formally evaluated on their professional dispositions, knowledge, and performance. The end of student teaching culminates with the Capstone Conversation which focuses on how candidates articulate their teaching practice and growth as educators. They discuss their clinical experience with artifacts in their E-Portfolio.

With the hire of a new Director in August 2014, the OCE evolved from placing candidates into any classroom to working intentionally with certain districts, and collaboratively with all stakeholders including school administrators, mentor teachers and field instructors in order to enhance the student teaching internships. In Spring 2015, the OCE formed an advisory board to better serve the College of Education's candidates, its programs, the Teacher Education Division, and the College (Other Measures/OCE/Advisory Board). The mission is to "support teacher candidates to be an urban educator who is reflective, innovative, and committed to diversity" (www.coe.wayne.edu). Committee members meet once per term, or as needed, with the OCE and make recommendations related to pre-student teaching, student teaching, student appeals, policies, P-12 school partnerships, and/or other matters related to clinical practice.

The OCE recognizes the need for effective partnerships with P-12 stakeholders to foster mutually beneficial collaborations and establish accountability. While the OCE continues to strengthen and build partnerships with neighboring schools, it has prioritized building relationships with programs who share common values and goals, and support a collaborative effort in building high quality clinical experiences. These five urban Metro Detroit school districts are Dearborn Public Schools, Ferndale Public Schools, University Preparatory Academy (UPrep), Wayne State Early Childhood Centers, and Van Dyke Public Schools (Other Measures/OCE/Fall 2015 Intern Placement Master list). In these schools, teacher candidates are provided opportunities to intern in classrooms that will prepare them for further experiences upon graduation. In Fall 2015, the OCE began to develop a Memorandum of Understanding (MOU) and it will be implemented with each partnering district for Fall 2016. The MOU highlights the expectations of all stakeholders in mentoring teacher candidates in the classroom. It also details the training that is necessary for Mentor Teachers (MT) and Field Instructors (FI) to best support teacher candidates (Other Measures/ OCE/ OCE - Memo of Understanding Partnership Agreement). In order to build and sustain these partnerships, the OCE engages in ongoing communication with schools, teachers, administrators, and district leaders (Other Measure/OCE/ UPrep WSU partnership check-in 1/27/16). Stakeholders are

engaged on a continual basis through informal check-ins, as well as formal dialogues about clinical placements, policies, procedures, Professional Development (PD) opportunities, and engagement activities with teacher candidates. In addition, school district administrators serve the COE in multiple roles such as volunteering as Capstone Conversation reviewers and speakers at professional seminars. The OCE actively participates in opportunities initiated by our partnership schools, such as serving on task forces to rewrite mission statements and leading PD for district administration on new teacher induction and supporting teacher retention. These cooperative efforts afford our teacher candidates a pipeline to seek positions within these schools after graduation and certification. In partnership with the New Teacher Center, the OCE offers professional development for participating school districts to assist in teacher retention and the progression of knowledge and skills of new teachers.

Per the MOU agreement, the OCE works jointly with school administrators and Field Instructors in selecting Mentor Teachers who are effective practitioners. The OCE has established a guiding framework for the selection process of MTs (Other Measures/OCE/Selection of Mentor Teachers Document). Once MTs are paired with teacher candidates, they are connected with an OCE Field Instructor (Other Measures/OCE/Field Instructors List for CAEP) in order to coach teacher candidates in their clinical placements (Other Measures/OCE/Field Instructor Team Meeting 1/7/16 & 4/21/16). Continuous Professional Development for MTs and FIs provide space to reflect and cultivate their role in guiding teacher candidates (Other Measures/OCE/Field Instructor Prof. Devt. 9/24, 10/19, & 11/19). The PD seminars are presentations of current teacher education topics such as the Framework for Teaching (Danielson, 2013) (<https://www.danielsongroup.org/framework/>) and discussions around items such as supporting and co-teaching with interns. The OCE also holds technology trainings in order for MTs and FIs to learn and practice how to best use digital tools in the classroom with their interns (Other Measures/OCE/iTeach Agenda Summer). During Winter 2016, FIs and MTs engaged together in training focused on mentoring teacher candidates. This PD was provided through the curriculum on instructional teaching through the national non-profit New Teacher Center (<https://newteachercenter.org/>; Other Measures/OCE New Teacher Cen Framing Letter & NTC 1/2-22, 2/8-9, & 3/23-24). Guided by the newly revised Clinical Experience Handbook (2014), all pre-student and student teaching courses are designed to capture candidate development, growth and proficiency in teacher performance, knowledge and dispositions. Beginning Fall 2015, FIs and teacher candidates conduct structured cycles of lesson planning, observation and coaching on specific strategies to improve their practice. FIs evaluate teacher candidates informally throughout the term and twice formally using the Framework for Teaching, while MTs formally evaluate candidates in addition to constructive coaching throughout the term. Teacher candidates are also evaluated on EPP-wide InTASC-aligned assessments during pre-student and student teaching. As the Standard 1 analysis reveals, our candidates are proficient in all four InTASC categories. Moreover, after cultivating technology skills throughout their methods courses and pre-student teaching EPP-created assessments, teacher candidates are proficient in the use of digital resources to enhance and differentiate lesson plans in their practitioner experience. According to the 2015 and 2016 Michigan EPI report, our program is identified as satisfactory in teacher effectiveness labels that indicate candidate impact with P-12 learners (State-Specific Evidence/MI-2015 and 2016 EPI Performance Score Report). The E-Portfolio and Capstone Conversation is the culminating experience for teacher candidates in which they present and engage in a discussion centered on what it means to be an innovative and reflective practitioner who is committed to diversity

(Other Measures/OCE/Capstone Conversation- reviewer schedule 2015-16). Through their E-Portfolio, teacher candidates demonstrate how they have evolved as a teacher in the urban P-12 classroom through the use of digital media and technology. Teacher candidates are evaluated by the Teacher Education faculty, FIs, and external reviewers.

As evidenced through this analysis, the OCE continues to improve clinical experiences through the assistance of school partnerships, clinical educators, and clinical experiences that prepare teacher candidates for student learning.