

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

**Standard 3**

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

**\*Maximum character count: 18,000**

**Summary of Results in Meeting Standard:**

Wayne State's College of Education (COE) ensures teacher candidate quality by taking ownership of the recruitment, admission, and progression of pre-student and student teachers. The evidence details that teacher candidate quality is a priority of the COE through all phases of preparation and initial certification. This process is a holistic approach in order for the COE to meet the needs of and represent the community and its diverse population.

While the COE employs significant and rigorous admission requirements, we are also sensitive to our urban standing and take into account the challenges many of our candidates face living in underrepresented communities at the college level (Data Results/COE – 2015-2016 Program Demographics). We recruit candidates as early as middle school by promoting teaching and the programs we offer at local career conferences and exhibits. In addition to other events, the COE recently hosted the Young Educator Society (YES) Conference where over 200 hundred high school students engaged in workshops and activities aimed at promoting careers in teaching (Other Measures/COE – Recruitment Minutes 6/27/16 and Retention Recruitment Report Assembly Report 11/2015 Final). Activities include recruiting new teacher candidates from Detroit area high schools and local community college students during their regularly scheduled college and university visits. The COE also supports the Morris Hood Program, which is an urban scholars program for underrepresented teachers (Other Measures/COE - Morris Hood Content). The goal of the Morris Hood Program is to support candidates academically, financially, and professionally throughout their tenure as a teacher candidate. The COE recruits' students by providing scholarship opportunities to teacher education candidates. For the 2016-2017 academic year, 147 teacher education students received scholarship funds totaling over \$265,000. The COE hosts an annual Education Job Fair to assist students transitioning from the classroom to the workforce (Other Measures/COE – 2015 Job Fair Recruiters and Teaching Areas of Need). A list of local school districts and the high need areas is included for teacher candidates. This yearly feedback from local school districts drives the recruitment and enrollment matrix goals for students and the marketing of programs in high need areas in teaching (Other Measures/COE - Michigan Teacher Shortage Areas). The COE also utilizes critical teacher shortage area reports from Detroit Public Schools and the Michigan Department of Education (MDE) to guide students into high need teaching fields (Other Measures/COE - Detroit Public Schools Critical Shortage).

Currently, select programs from the COE's Teacher Education Division (TED) meet quarterly with Academic Services to review recruitment and retention efforts in terms of cohorts, innovative programs, supporting candidates with the State's basic skills test for Level 2 acceptance; as well as for the Michigan Test for Teacher Certification support (Other Measures/COE - Recruitment and Retention Plan). The efforts are led by the collaboration of

the Assistant Deans of Academic Services and Teacher Education. In addition, candidates are contacted by either phone or email in order to provide assistance in registration and update their status. The Registrar's Office provides a regular list of COE candidates who have not registered for the upcoming semester that were previously registered in prior semesters. Academic Services work with all Bachelor of Arts and Science candidates, while faculty and MAT advisors work with Masters of Arts and Post-bachelor candidates.

Students can be admitted at two different levels into the COE's initial certification programs as undergraduate (UG) or graduate (Masters of Arts in Teaching or MAT). Candidates applying for Level 2 status (undergraduate) in the COE have various admission requirements, dependent on the specific program; however, there are several overarching requirements (Other Measures/COE - Level 2 Application and Requirements Undergraduate). Candidates are required to achieve a minimum of a 2.5 GPA, which assures that each semester there is a cohort of students with a 3.0 GPA (Data Results/COE - Master File Teacher Candidate Assessments with GPA Averages). Candidates must also complete 53 credits, WSU's intermediate composition and math competency, and receive a passing score on each section of the MTTC Professional Readiness Exam (PRE). For all academic courses in the COE and major/minor content coursework, candidates must receive a C or better. In addition to these academic requirements, candidates must also complete 40 hours of group work with children, have a negative TB test, and a current criminal history check. For candidates in our MAT program, (graduate) students must already have a bachelor's degree with a minimum of a 2.75 GPA, completion of prerequisite courses with a C or better and a passing score on each section of the PRE (Other Measures/COE - Sample MAT Admission Requirements). MAT candidates also have the same non-academic requirements as Level 2 undergraduate candidates. Data has been provided for the acceptant rates for teacher candidates in both our undergraduate and graduate certification programs (Data Results/COE – 2015-2016 Application Acceptance with Demographics). The GPA average for the Fall 2015 and Winter 2016 cohorts are 3.44 and 3.45, respectively, which exceeds the standards set by CAEP. With regards to our candidates' standing on national testing, in April 2014, the Michigan Department of Education (MDE) released a report exploring alternative ways for students to demonstrate proficiency in the three content areas covered on the state's Professional Readiness Exam: reading, writing, and math. The analysis established that the ACT was a valid predictor of PRE performance and can be reasonably used as an alternative method of demonstrating achievement on the three PRE subtests (Data Results/COE – 2015-2016 ACT Scores by Licensures). The COE uses the Professional Readiness Exam as an admission requirement because not all students entering into our certification programs will have taken the ACT, SAT, or GRE. We are aware that the Michigan Test for Teacher Certification Professional Readiness Exam (PRE), which is the basic skills requirement established by the MDE for teacher candidates was recently not accepted by CAEP. Therefore, the State is currently having discussions about moving to the SAT, primarily because all K-12 students will be required to take the test in Michigan. This will meet CAEP standards. We will adopt it whether or not the State decides to adopt it. We do report that our current ACT average reflects scores from nearly 50% of the candidates of each cohort and it meets the requirement of the group average performance on the ACT to be in the national top 50 percent, which is a score of 21. We plan to report the SAT for all candidates in the future.

Teacher dispositions and attributes are incorporated throughout the program beginning with the course TED 2250: Becoming an Urban Educator, wherein candidates read and discuss the

dispositions in class and are also assessed by mentor teachers in placements (Other Measures/COE – WI 2016 Student Teaching Handbook/Michigan Professional Educator Code of Ethics, p. 2). Candidates are evaluated on areas of engagement, professionalism, service, attendance, and punctuality. Within the area of professionalism, candidates receive feedback regarding their disposition, dress, and interaction with students, teachers, school staff, and families (Other Measures/COE – WI 2016 Student Teaching Handbook, Professionalism Policy, p. 4). Candidates must review and sign the InTASC Teacher Education Professional Standards, which entails accepting accountability for performance, knowledge, and disposition as a future teacher in all coursework and fieldwork (Other Measures/COE – WI 2016 Student Teaching Handbook/ Student Agreement InTASC Standards, p.3). The COE is committed to preparing candidates to consider the wide range of stakeholders in our urban area. For example, Detroit has both one of the highest levels of childhood poverty in the country and the largest Arab community in the United States. Faculty across the college are committed to incorporating topics in methods courses related to professionalism including the role of sociocultural considerations in Metro Detroit schools and learning through readings, discussions, assignments, and clinical placements. The College of Education has created a committee of faculty to develop and implement a disposition action plan to monitor and support teacher candidate’s abilities outside of academic achievement. The dispositional action plan will incorporate new measures that address our program’s dispositional expectations for our candidates – see the Selected Improvement plan, Standard 3.3 for further details. In brief, all candidates will be required to participate in the level 2 orientation. At this time, the Office of Clinical Experiences will present the dispositional and nonacademic attributes expected of teacher candidates. This will include a presentation of InTASC standards including the role of dispositions across all standards. Candidates will be required to sign their acknowledgment and understanding of these standards at that time. The next component of the dispositional policy incorporates a dispositional survey for courses in the program sequences—also referred to as our methods courses. Beginning in Fall 2016, the committee will pilot the Disposition Survey (DS), researched and developed by faculty, for methods course faculty to complete as a way to identify candidate strengths and areas needing support in the seven key areas: responsibility, communication (oral and written), engagement with the learning process, collaboration and participation, self-reflection, diversity, and ethics and integrity. The third measure to be implemented is candidate support for those identified with areas of improvements. Candidates identified as needing support will receive a letter reporting specific areas of concern followed by a meeting with a faculty member and their academic advisor to develop an action plan. Action plans that identify these areas of improvement will be noted in candidate files and monitored by advisors and the program coordinator. Candidates with three action plans showing no improvement will be recommended for dismissal from the program.

Candidates receive a plan of work at the point of admission into the certification program (Other Measures/COE – Level 2 Plan of Work Sample). Each individual plan of work lists the course requirements for teacher certification licensure and graduation. All candidates are assigned to an academic advisor in order to collaboratively monitor the candidate’s progress throughout the program and create goals to prepare the candidate for the teaching profession. Candidates are monitored throughout their methods courses for evolving content area expertise. Candidates developing content knowledge, pedagogical knowledge, and integration of technology is reflected throughout the methods courses via course assignments (reflected in course syllabi). The mean method course grade for program completers in Fall

2015 was 3.85 with an overall GPA of 3.63 for elementary candidates and 3.82 with an overall GPA 3.61 for secondary candidates. The mean method course grade for program completers in Winter 2016 was 3.80 with an overall GPA of 3.65 for elementary candidates and 3.86 with an overall GPA 3.64 for secondary candidates (Data Results/COE – 2015-2016 Mean Method Grades Program Completers May 2016). All candidates within initial certification programs prepare an E-Portfolio as a formative activity to document candidate learning across the curriculum framed by 6 rubric items (Data Results/COE – 2015-2016 E Portfolio by Area May 2016). The candidates share their E-Portfolio with faculty for evaluation at completion of their programs, and then later, present their E-Portfolio to faculty and community stakeholders as a summative activity and celebration of completion. All candidates are mentored by faculty in the preparation of their E-Portfolios who evaluate candidate's E-Portfolios with a rubric of 6 item categories. The following rubric item categories provide a framework for candidates to organize their learning as they complete curriculum course work and professional experiences: About Me, Artifacts and Evidence, Effective Urban Educator, Homepage, Innovative Practitioner, and LinkedIn Profile and Digital Resume. The rubric item categories are also aligned to InTASC standards. The E-Portfolio rubric item categories, InTASC standard alignments, and the Fall 2015 and Winter 2016 elementary and secondary candidates E-Portfolio evaluations as mean scores on a scale of 1 to 4 (cf., 4 is exceptional).

All candidates across licensure groups are systematically observed by Field Instructors during their student teaching semester. The observations are framed by a rubric of 22 items that are also aligned to InTASC standards (Data Results/COE – 2015-2016 Clinical Observation by Area May 2016). All of the candidates within initial certification programs pass the Michigan Test of Teaching Competency (MTTC). Therefore, there is a 100% pass rate (i.e., score of 220) for completers (State Specific Evidence/MI – 2015-2016 MTTC Scores by Licensures Initial Certification Only/Program Completers). Each candidate receives a preliminary audit during their final semester reviewing requirements necessary to be recommended for licensure (Other Measures/COE – Certification Audit). The audit includes a checklist for State of Michigan Mandates (certification in First Aid, Adult CPR, Child CPR, and a completed criminal history check), Level and Area of Certification (MTTC subject area tests), and Academic Deficiencies and/or Other Information. Each candidate must demonstrate proficiency in all areas before a recommendation for licensure is made.

As part of pre-student and student teaching, candidates review the Michigan Code of Ethics for teachers and sign an InTASC agreement that is submitted to the Office of Clinical Experiences (Other Measures/COE – WI 2016 Pre-Student/Student Teaching Handbook). Candidates also receive a Mandated Reporters' Resource Guide from Children's Protective Services. Student teaching observation assessments provide evidence of candidates' knowledge of dispositions and professional ethics in practice (observation scores) (Other Measures/COE – Danielson Framework Correlation with InTASC/Domain 4). In the area of professionalism, the completers for Fall 2015 had a mean score of 3.05 and completers for Winter 2016 had a mean score of a 3.45 on a scale of 1 to 4 (cf., 4 is exceptional).

To conclude, evidence from multiple data sources demonstrate that the College of Education works diligently to recruit diverse students. Candidates are monitored and coached to ensure they meet admission requirements. Candidates are assisted in developing proficiency in their content and pedagogical knowledge and skills from admission through the acquisition of initial certification. The Dispositional Policy Committee is working with the Michigan Department of Education to develop a continuous assessment plan that will be implemented next school year and will adhere to the SAT standards in conjunction with the new plans to be submitted by the State.

## Guiding Questions for Analysis of Evidence

- Presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.
- How does the provider ensure that the admitted pool of candidates reflects the diversity of America's P-12 students?
- How does the provider address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities?
- What are the admission requirements?
- How does the provider gather data to monitor applicants and the selected pool of candidates?
- Provide an analysis of the evidence that ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments is in the top 50 percent from 2016-2018;
- How does the provider establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program?
- How does the provider select criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching?
- What are the criteria for program progression and how does the provider monitor candidates' advancement from admissions through completion?
- Analyze the evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
- How does the provider document that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development?
- How does the provider document that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies, before recommending for licensure?