WE NEED YOU

By Miranda VanCoppenolle, Initial Certification Student at College of Education

Wayne State University has the mission to create and advance knowledge, prepare diverse students to thrive, and positively impact local and global communities. The College of Education (COE) reflects this mission in its requirements and is committed to preparing effective urban educators. Through continuous improvement, the COE strives to be a model of excellence in teacher education. Continuous improvement involves connecting with all stakeholders, especially teaching candidates about what is needed in today’s classrooms for effective teaching and learning. But continuous improvement is not only limited to the education—continuous improvement is related to our sense of community. Through the College of Education, teacher candidates are prepared as professionals who are committed to the success of all students. Teacher candidates acquire skills, knowledge and deeper understanding that enable them to participate and contribute to a complex, changing society. Graduating teachers, in turn, carry with them that same culture of learning to help their students learn new ways of positively impacting our world.

As we work towards this idea of continuous improvement, there is an element that could be discovered. Redesigning the college of education, at Wayne State, not only the walls, but the community itself. As educators, we need to utilize our resources, and each other to become a community. I would like to think that, as educators, we are always wanting to grow and learn, and learning from each other is a start.

My question for you would be, what do you think one of the College of Educations’ strengths are? What is something you would like to see as an outcome from the curriculum?

Finally, we are discovering a sense of community and we are asking for your contribution. Each person has valuable insight into the workings of our synergistic environment.
COFFEE AND A SMILE

By Laura Loveday, WSU Teacher Certification Alum

A program designed to connect students with autism with teachers and peers through something as simple as brewing and delivering coffee.

Students at Mason Elementary School in Grosse Pointe Woods have created a classroom business that encourage social and community involvement skills. The business called A Coffee and A Smile, builds partnership and collaboration with teachers and students while fulfilling the thirst for a good coffee...and a smile! (InTASC standard 10:Leadership and Collaboration).

This is where they are able to practice their communication, as well as their math skills. Teachers and students light up when they see our students in the hallways making their deliveries.

A 1st grade teacher commented: "[The coffee] is delivered piping hot just the way I like it with smiles and enthusiasm. It's a Win Win every Friday!"

Coffee and a Smile runs every Friday throughout the school year and is sponsored by donations from parents and the Grosse Pointe Community.

Laura Loveday has an undergraduate degree from WSU in elementary education and is currently working on a Masters in Special Education. She is a 2nd year teacher working with students with autism grades 1-5.

(Left) Evan B. 2nd grade delivering coffee. (Right) Sayem A. 3rd grade brewing coffee
Continuous Improvement: What does it look like for Teacher Candidates?

By Dr. Chavon Jameel, Wayne State University Faculty Liaison

The Teacher Education Program (TED) is charged with assuring the public that we are effective at preparing teacher candidates for the classroom. When you are effectively prepared for the classroom, you are able to demonstrate the necessary knowledge, performance skills and dispositions as presented in the InTASC Standards. These are the building blocks for creating effective instruction and are adopted by The Michigan Department of Education (MDE). The Student Advisory Panel (SAP) is being established to gauge the pulse of teacher candidates and the extent to which you are prepared for the classroom.

Spring 2018 Topics

1. How are you being prepared to be highly effective teachers in the classroom based on the InTASC Standards?

2. What does our program do best to help you become an effective teacher?

3. What improvements can our program make to ensure you are highly effective teachers who make an impact in PreK-12 schools?

Please join the discussion via Facebook and Instagram.

Instagram: https://www.instagram.com/futureeducators_wsu
Facebook: https://www.facebook.com/FutureEducatorsWSU/

In Partnership with
The Office of Accreditation - Initial Certification Unit
Director: Dr. Elizabeth Corah-Hopkins
216 College of Education

FIRST STUDENT ADVISORY PANEL (SAP) MEETING

APRIL 24, 2018 @ 6PM
COE ROOM 250
A Minute with the Assistant Dean of Teacher Education

BY PILAR MIRANDA-CHAVEZ, B.A. IN ELEMENTARY EDUCATION, CLASS OF 2020

This summer we have had the pleasure of welcoming a new Assistant Dean of Teacher Education, Dr. Roland Santos-Coloma. I had the opportunity to sit down and ask him a few questions.

Could you introduce yourself?

I was born in the Philippines and raised in California. I have lived in the Midwest since 2000 when I began my doctoral program at The Ohio State University. My Ph.D. is in Cultural Studies in Education with a minor in African American Studies. I have worked as a university faculty member and administrator in Ohio, Kentucky, and Toronto, Canada. And now I have the pleasure of serving as an Assistant Dean at Wayne State University.

What aspect of education are you most passionate about?

I am a product of urban schools, and I was a teacher of urban students. Most of my students in inner-city Los Angeles were students of color from poor and working-class families. Many of them were immigrants, or children of immigrants, and were English language learners. I was working with students whose backgrounds were similar to mine. Learning about and helping them fulfill their hopes and dreams – that's what drives me. Ultimately, I see myself as a teacher. I think about the students that we serve, and I collaborate with colleagues to prepare the kind of teachers that urban students need and deserve. That's what makes it exciting to work here at Wayne State and to be in Detroit.

So would you say that's how you discovered your passion for education?

I have always been very curious. I tend to ask, “Why?” When someone says, “Do this,” I would ask, “Well, why? What does that do? What is it for?” My natural curiosity has led me to explore the possibilities of knowledge.

I think that natural curiosity led me to really explore the possibilities of knowledge.

As an Assistant Dean, my main role is to serve. That’s my why. I have been privileged as the youngest child in my immigrant, working-class family to pursue higher education. At this stage of my life and career, I want to give back and serve more. So the philosophy and praxis of servant leadership guide me — to work for the greater collective good.

What is your vision for the College of Education?

How do we develop one of the best Urban Education programs in the country?

This question is in line with President Ray Wilson’s vision for Wayne State as one of the premier urban research universities in the United States. We have excellent faculty, dedicated staff, brilliant students, and innovative programs and partnerships. How do we harness them together so they become central to our mission and plans? How do we do this work collectively? That’s my vision.

Is there anything you would like students to know or any advice you would like to give to those that want to become teachers?

I have three fundamental expectations.

First and foremost, you have to enjoy working with children and young people. They'll frustrate you, they will make you question why you are doing this, but they will amaze you. They will make you better.

The second fundamental piece is you have to enjoy imparting knowledge, whether that is teaching students the numbers and alphabet, the first numbers, complex mathematical and scientific experiments, or the amazing work of Dostoyevsky... that passion for knowledge has to be very much part of our core as educators.

Lastly, you have to become an advocate. Advocate for our profession, advocate for each other as teachers, for schools, families, and communities. Because we see all those facets and that they are all intertwined, we have to be able to use our voice, our expertise to be change agents for the improvement of our schools and society.
Professional Dispositions

BY PILAR MIRANDA-CHAVEZ, B.A. IN ELEMENTARY EDUCATION, CLASS OF 2020

If you are currently ending your level I stage and progressing onto level II, or if you are an MAT student at the beginning of your program, you will hear a lot of talk about professional dispositions. Bottom line, professional dispositions are the qualities and attitudes that facilitate and enable you to become the amazing and highly effective teacher you want to be. As educators in training, we will have the privilege and responsibility of guiding and forming the educational journeys of many students. Professionalism is the one of the many factors that will facilitate our success. Initial certification program areas are actively working to determine early on how they can best support dispositional development and how they can best celebrate demonstrations of strong professional dispositions.

Initial certification program areas will help you grow and develop professional dispositions as you move along your journey toward certification. This process begins before you enter your program as in your application, you will be required to fill out a self-assessment survey survey that encompasses various aspects of professional dispositions including responsibility for learning, interpersonal skills and collaboration, professionalism, communication skills, and higher thinking skills. Then, at Cornerstone Welcome, a celebratory orientation event, you will participate in an interview that focuses on dispositions. Dispositions will remain a topic of focus throughout your coursework and on into Student Teaching, where you will once again complete the self-assessment survey, providing an opportunity to reflect back upon all the growth and experience you’ve had across your program.

My advice to my fellow Education majors is to see this time now as preparation. One day as teachers we will demand the best from our students, in order to do so, we must demand the best from ourselves first. Now is the time to build these professional habits, which will serve us well as we enter in the field. So come to class on time, participate in discussion, be a professional now. For more information about professional dispositions you can read more at our website at http://coe.wayne.edu/accreditation/candidate_quality_admission_requirements.php.
College of Education Upward Bound

BY YAZMIN RAYA, SENIOR (CLASS OF 2019), CESAR CHAVEZ ACADEMY HIGH SCHOOL, DETROIT

Wayne State University supports many programs that reach out to high school students such as COE Upward Bound. Upward Bound helps students get the college experience before they start going to college. Upward Bound is a program that works with high school students to help them do better in school and offers different kinds of experience for the students during the summer, such as myself. My name is Yazmin Raya, I am a student at Cesar Chavez High School Academy and I will be a Senior in the Fall.

In Upward Bound we are able to go on field trips like visit college campuses and do out of state field trips. By just being in the program, we get a check at the end of each month. The amount of money each member gets depends on how good our GPA is. During the summer we get to take classes at Wayne State University and complete an internship. Some of the classes I am taking at the moment are Calculus, Creative Writing, and Physics, which are some of the classes that I will be taking this upcoming fall as well. Being exposed to these subjects will make my senior year easier.

This program has many benefits. For example, students get the chance to earn high school credit at the end of the summer program. Another great factor about the program is that all the services they provide are free. Upward Bound helps the students obtain many experiences and skills that they would not get until they start college or later in life. For me personally, it has helped me become prepared for the basics of college life. It is something that matters to me a lot because no one from my family has had the opportunities that I have had. Upward Bound is a program that I think everyone should do. It has helped me grow as a person more than any other program that I have been a part of. Something amazing about the program is that we get to interact with tutors who are college students. Just having those tutors and the example they provide has helped grow academically and has expanded my knowledge and understanding. Maybe the greatest thing about this program is that we get a free trip to California!

Overall, I’m grateful for the opportunities that Upward Bound has provided. If you are a college student looking for ways to help out in the summer, consider working for Upward Bound next summer! I’m sure it will be a great experience!

STAY INVOLVED
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DESIGN
BY PILAR MIRANDA-CHAVEZ, B.A. IN ELEMENTARY EDUCATION, CLASS OF 2020

In Partnership with The Office of Accreditation Initial Certification Unit, Director: Dr. Elizabeth Corah-Hopkins, 239, College of Education