Northern Michigan University – March 2024 QAR – Site Visit September 4-6, 2024

# Association for Advancing Quality in Educator Preparation (AAQEP) Quality Assurance Report

2020 Guide to AAQEP Accreditation

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**How to Navigate the Northern Michigan University Quality Assurance Report:**

This NMU Quality Assurance Report (QAR) should be read with the corresponding folder open for the section so the evidence and support materials are accessible while reading. All evidence and support materials referenced in the Introduction, Standards, and Appendices are highlighted yellow in the QAR. The text in the narrative of the QAR uses the same language as the file or folder name found in the folder corresponding to the QAR section.

# Introduction and Mission

Northern Michigan University (NMU), a state public institution of higher education, was established in 1899 as Northern State Normal School. In the first year of operation, Northern State Normal School had a faculty of six, a student body of 32, and a campus of 22 acres. The mission was to provide teachers for Michigan's Upper Peninsula.

A four-year collegiate program was introduced in 1918 and the first Bachelor of Arts degree was awarded two years later. In 1926, the Bachelor of Science program began. In 1928, a graduate program was introduced as part of a cooperative program with the University of Michigan. In 1942, the school's name changed to Northern Michigan College of Education. In 1955, the name changed to Northern Michigan College and finally, in 1963, it became Northern Michigan University.

At the time of the AAQEP site visit in September 2024, the educator preparation will be celebrating its 125th year in the development of professional educators.

The mission of the School of Education, Leadership, and Public Service is to provide opportunities for students to become professional educators, leaders, and public servants who continuously strive to develop and maintain themselves as models of sound democratic citizenship, as knowledgeable and skillful practitioners, and as professionals who enhance their practice through reflection, inquiry, and scholarship.

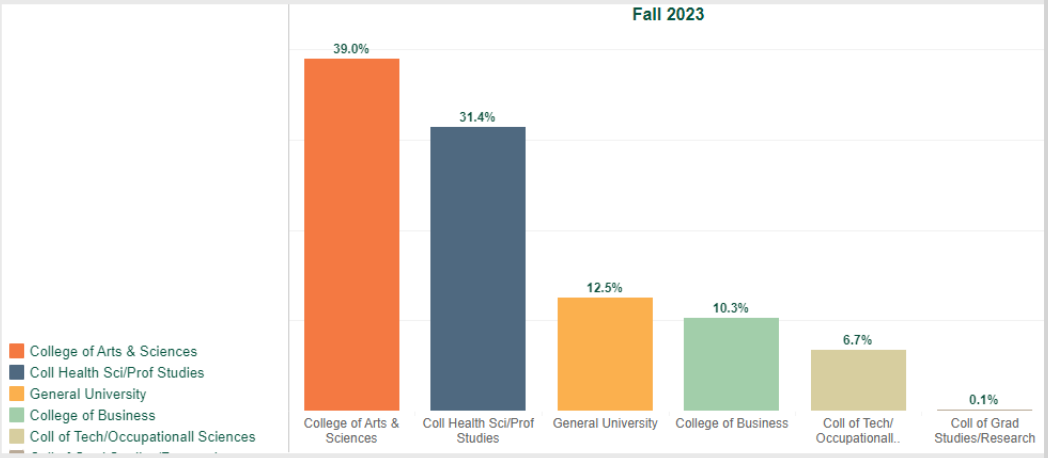
**Program Location within University Structure**

Today, Northern Michigan University is a mid-sized state university with a fall 2023 student population of 7,197 which includes undergraduate, undergraduate non-degree, graduate, and graduate non-degree (NMU Institutional Effectiveness). NMU offers a comprehensive array of academic and professional programs and is accredited by the Higher Learning Commission.

NMU is comprised of five colleges: College of Health Sciences and Professional Studies; College of Arts and Sciences; College of Business; College of Technical and Occupational Sciences; and the College of Graduate Studies and Research. The School of Education, Leadership & Public Service (SELPS) is situated in the College of Health Sciences and Professional Studies. Teacher candidates enrolled in initial certification programs at the undergraduate and undergraduate non-degree/post-baccalaureate are in the College of Arts and Sciences and the College of Health Sciences and Professional Studies.

The College of Health Sciences and Professional Studies is the second largest college on campus and the School of Education, Leadership & Public Service (SELPS) represents the largest enrollment within the college. Of the 685 students enrolled in the SELPS as of fall 2023, 187 students are enrolled in a non-education program, Applied Workplace Leadership, bringing the elementary education, integrated science, special education, and graduate program total student population in the SELPS to 498 candidates. The secondary programs represented in the College of Arts and Sciences represent 230 candidates at the undergraduate initial licensure level.

## Enrollment by College



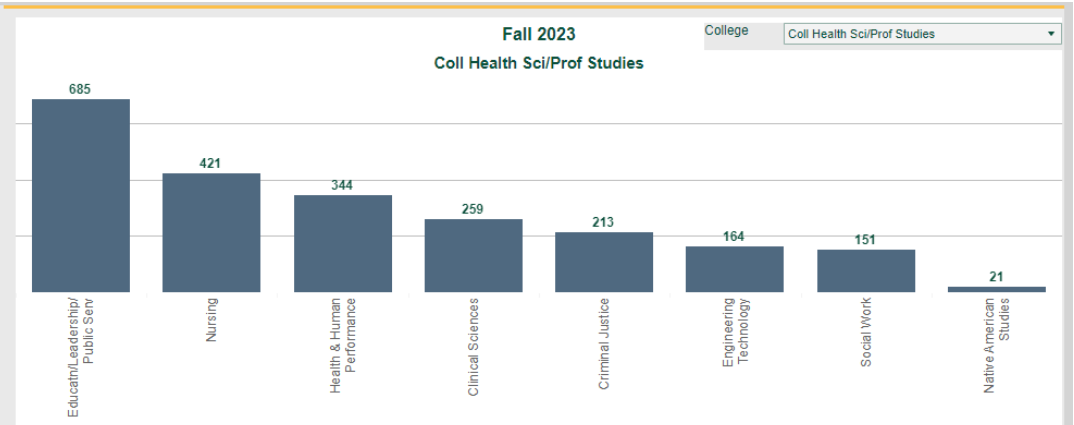

Semester Type: Fall

Year: 2023

FTE/Headcount: Headcount

Class Level: (All)

| Fall 2023 | |
|---|---|
| **Enrollment Total** | **7197** |
| Coll Health Sci/Prof Studies | 2258 |
| Coll of Grad Studies/Research | 10 |
| Coll of Tech/Occupational Sciences | 481 |
| College of Arts & Sciences | 2809 |
| College of Business | 741 |




Semester Type: Fall

Year: 2023

Class Level: (All)

FTE/Headcount: Headcount

| Coll Health Sci/Prof Studies: Fall 2023 | |
|---|---|
| **Enrollment Total** | **2258** |
| Clinical Sciences | 259 |
| Criminal Justice | 213 |
| Educatn/Leadership/Public Serv | 685 |
| Engineering Technology | 164 |
| Health & Human Performance | 344 |
| Native American Studies | 21 |
| Nursing | 421 |
| Social Work | 151 |

The SELPS partners with disciplines from other colleges to prepare teachers for certification. Faculty, staff, and administration from both the SELPS and secondary partner disciplines (Art & Design, English, History, Industrial Technology, Mathematics & Computer Sciences, Modern Languages, Music, Native American Studies, and Physical/Health Education) comprise the Teacher Education Unit.

The eleven (11) tenure-earning and six (6) term faculty, eleven (11) contingent/adjunct faculty, one (1) administrative professional, two (2) administrative assistants, three (3) directors, and four (4) education graduate assistants make up the SELPS staffing. The SELPS tenure-earning and term faculty in the SELPS comprise standing committees responsible for curriculum review, personnel review, budget oversight, staffing recommendations, enrollment, recruitment, retention, and program outcomes:

- Undergraduate Review Committee
- Graduate Review Committee
- Evaluation and Personnel Committee

The fourteen (14) tenure-earning and (1) contingent faculty in the secondary education faculty (College of Arts and Sciences) comprise the Secondary Education standing committee responsible for secondary curriculum, enrollment, program goals, and candidate expectations.
The Teacher Education Advisory Council (TEAC), made up of the current semester's cooperating teachers, university supervisors, and full-time faculty, meets on a monthly basis, and is responsible for review of methods and materials related to student teaching outcomes and expectations.

The Teacher Selection and Retention Committee (TSRC) is comprised of the Director of Teacher Education Services and program faculty with the responsibility to address faculty and candidate concerns based on individual candidate outcomes, complaints, or concerns.

The School of Education, Leadership and Public Service (SELPS) partners with programs to support the development of candidates, completers, practicing educators, and PK12 school settings in support of its mission. These partnerships provide access for candidates and completers to engage with diverse PK12 populations, support professional development for practicing educators, assist in recruitment of candidates at the undergraduate and graduate levels, allow for pooling of resources, and provide continuity and focus across our region regarding curriculum, legislation, funding, and advocacy.

Direct oversight and connection to the SELPS overseen by the associate dean for teacher education in the SELPS:

- Central Upper Peninsula MiSTEM Region – promoting a culture of STEM in Michigan by empowering educators, integrating business and education, and promoting high quality experiences in STEM
- Glenn T. Seaborg Mathematics and Science Center – enriching the knowledge and understanding of science and mathematics in the general public, particularly students and educators from preschool through college, in Michigan's Upper Peninsula
- Upper Peninsula for Educational Development - collaboration of all seven Upper Peninsula intermediate school districts (ISD)/regional education service agencies (RESA), NMU, Lake Superior State University, Bay Community College (Escanaba & Iron Mountain campuses), and Gogebic Community College whereby chairpersonship rotates among the ISD/RESA superintendents and the SELPS serving as the fiscal agent
- Upward Bound Math & Science – strengthen the math and science skills of participating high school students

- NMU GEARUP – increase the number of low-income students who are prepared to enter and succeed in post-secondary education through a variety of locally designed and innovative early intervention services (primary local school partners: Gwinn Area Community Schools, Ishpeming Public Schools, North Start Montessori Academy)

Collaborative partnerships with no oversight responsibility from the associate dean for teacher education:

- Center for Native American Studies –stimulating respectful inquiry in Native American themes with a focus in Great Lakes Indigenous (Anishinaabe) perspectives in tribal engagement, education, language, research, and community and environmental work
- Charter Schools Office – oversight of nine (9) public school academies in upper and lower Michigan
- Michigan Association of School Administrators Region I – Upper Peninsula superintendents whereby NMU participates as an ex-officio member

University Student organizations connected to the educator preparation program:

- Future Educators of Northern Michigan University (FENMU)
- Native American Student Association (NASA)

**Program Specification Table**

All NMU educator preparation programs and requirements can be found at https://nmu.edu/education/programs. The specification table identifies the NMU program as listed at the Michigan Department of Education website and the coinciding program name at NMU.

A tabbed spreadsheet labeled "Northern Michigan University Specialization Table – Fall 2023" is provided to support the portions in the Introduction narrative as Tables A-E.

Table A Northern Michigan University Specialization Table

| Degree or Certificate granted by the institution or organization | State Certificate, License, Endorsement, or Other Credential as posted on MI Dept of Ed website | Notes | NMU Program Title | Initial | Additional | Main Campus Modality | Candidates enrolled 2023-2024 | Candidates Enrolled 2023-2024 Additional Endorsement | Completers 2022-2023 |
|---|---|---|---|---|---|---|---|---|---|
| Certificate | Anishinaabemowin K12 | Approved by MI Dept of ED; finalizing partnership plan with Bay Mills CC | Anishinaabemowin K12 | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom) | Stopped admitting winter 2024 | Elementary Education | X | X | In person | 37 | 0 | 5 |

| Degree or Certificate granted by the institution or organization | State Certificate, License, Endorsement, or Other Credential as posted on MI Dept of Ed website | Notes | NMU Program Title | Initial | Additional | Main Campus Modality | Candidates enrolled 2023-2024 | Candidates Enrolled 2023-2024 Additional Endorsement | Completers 2022-2023 |
|---|---|---|---|---|---|---|---|---|---|
| Bachelor and post-bacc cert | English 6-12 | | English Secondary | X | X | In person | 45 | 0 | 18 |
| Bachelor and post-bacc cert | French PK-12, K-8, 6-12 | | French Secondary Education | X | X | In person | 2 | 0 | 0 |
| Bachelor and post-bacc cert | German PK-12, K-8, 6-12 | | German Secondary Education | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Health And Physical Education K-12 | | Health and Physical Education | X | X | In person | 31 | 0 | 3 |
| Bachelor and post-bacc cert | Industrial And Technology Education 6-12 | | Industrial Technology Secondary Education | X | X | In person | 2 | 0 | 0 |
| Bachelor and post-bacc cert | Language Arts K-8 | Stopped admitting winter 2024 | Language Arts Elementary Education | X | X | In person | 63 | 0 | 21 |
| Bachelor and post-bacc cert | Lower Elementary Education PK-3 | Approved to start fall 2024 | Elementary Education PK-3, 3-6 | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Mathematics K-8 | Stopped admitting winter 2024 | Mathematics Elementary Education | X | X | In person | 19 | 0 | 3 |
| Bachelor and post-bacc cert | Mathematics 6-12 | | Mathematics Secondary Education | X | X | In person | 23 | 0 | 6 |
| Bachelor and post-bacc cert | Music Education K-12 | | Music Secondary Education | X | X | In person | 32 | 0 | 7 |
| Bachelor and post-bacc cert | Science - Biology 6-12 | | Biology Secondary Education | X | X | In person | 1 | 0 | 0 |
| Bachelor and post-bacc cert | Science - Chemistry 6-12 | | Chemistry Secondary Education | X | X | In person | 1 | 0 | 1 |
| Bachelor and post-bacc cert | Science - Earth/Space Science 6-12 | Suspended | Earh Science Secondary Education | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Science - Integrated Science K-8 | Stopped admitting winter 2024 | Integrated Science Elementary | X | X | In person | 20 | 0 | 6 |
| Bachelor and post-bacc cert | Science - Integrated Science 6-12 | | Integrated Science Secondary | X | X | In person | 23 | 0 | 4 |

| Degree or Certificate granted by the institution or organization | State Certificate, License, Endorsement, or Other Credential as posted on MI Dept of Ed website | Notes | NMU Program Title | Initial | Additional | Main Campus Modality | Candidates enrolled 2023-2024 | Candidates Enrolled 2023-2024 Additional Endorsement | Completers 2022-2023 |
|---|---|---|---|---|---|---|---|---|---|
| Bachelor and post-bacc cert | Science - Physics 6-12 | | Physics Secondary Education | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Social Studies K-8 | Stopped admitting winter 2024 | Social Studies Elementary Education | X | X | In person | 24 | 0 | 7 |
| Bachelor and post-bacc cert | Social Studies 6-12 | | Social Studies Secondary Education | X | X | In person | 46 | 0 | 15 |
| Bachelor and post-bacc cert | Social Studies - Economics 6-12 | Suspended | Economics Secondary Education | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Social Studies - Geography 6-12 | Suspended | Geography Secondary Education | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Social Studies - History 6-12 | | History Secondary Education | X | X | In person | 17 | 0 | 1 |
| Bachelor and post-bacc cert | Social Studies - Political Science 6-12 | Suspended | Political Science Secondary Education | X | X | In person | o | 0 | 0 |
| Bachelor and post-bacc cert | Spanish PK-12 | | Spanish Secondary Education | X | X | In person | 7 | 0 | 1 |
| Bachelor and post-bacc cert | Special Education - Cognitive Impairment K-12 | | Cognitive Impairment Elementary Education | X | X | In person | 16 | 0 | 7 |
| Bachelor and post-bacc cert | Special Education - Cognitive Impairment K-12 | | Cognitive Impairment Secondary Education | X | X | In person | 5 | 0 | 1 |
| Bachelor and post-bacc cert | Special Education - Emotional Impairment K-12 | | Emotional Impairment Elementary Education | X | | In person | 9 | 0 | 1 |
| Bachelor and post-bacc cert | Special Education - Emotional Impairment K-12 | | Emotional Impairment Secondary Education | X | | In person | 2 | 0 | 2 |
| Bachelor and post-bacc cert | Upper Elementary Education 3-6 | Approved to start fall 2024 | Elementary Education PK-3, 3-6 | X | X | In person | 0 | 0 | 0 |
| Bachelor and post-bacc cert | Visual Arts Education K-12 | | Art and Design Secondary Education | X | X | In person | 31 | 0 | 4 |
| | | | | | | | | | |
| Certificate | Special Education Administrator | | Special Education Administrator | | X | Online | 0 | 14 | 2 |

| Degree or Certificate granted by the institution or organization | State Certificate, License, Endorsement, or Other Credential as posted on MI Dept of Ed website | Notes | NMU Program Title | Initial | Additional | Main Campus Modality | Candidates enrolled 2023-2024 | Candidates Enrolled 2023-2024 Additional Endorsement | Completers 2022-2023 |
|---|---|---|---|---|---|---|---|---|---|
| Master of Arts | Instruction Pedagogy Residency Program -STEPUP | | MAE Instruction Pedagogy Track | X | X | Online | 22 | 0 | 3 |
| Education Specialist and Certificate | Central Office | | Education Specialist | X | X | Online | 22 | 0 | 1 |
| Master of Arts and Certificate | Early Childhood-General And Special Education B-K | | MAE in Early Childhood Education | X | X | Online | 77 | 1 | 29 |
| Master of Arts and Certificate | Elementary & Secondary Admin K-12 | | MAE in Education Administration: Administration and Supervision *and* MAE in Education Administration: American Indian Administration and Supervision | X | X | Online | 42 | 0 | 3 |
| Master of Arts and Certificate | Reading K-8 | | MAE Reading for K-8 | X | X | Online | 4 | 2 | 0 |
| Master of Arts | Reading Specialist K-12 | | MAE in Reading Specialist K-12 | | X | Online | 16 | 0 | 4 |
| Master of Arts and Certificate | Special Education - Learning Disabilities K-12 | | MAE in Learning Disabilities | | X | Online | 59 | 9 | 0 |
| Master of Arts | Special Education - Learning Disabilities Experimental K-12 | | MAE in Learning Disabilities | X | | Online | 31 | 0 | 0 |
| | | | | | | **TOTALS** | **729** | **26** | **155** |

Table B Education Enrollment by Gender Fall 2023 10th Day

| Gender | Undergraduate | Graduate | Total |
|---|---|---|---|
| Female | 528 | 211 | 739 |
| Male | 145 | 40 | 185 |
| **Total** | **673** | **251** | **924** |

Table C Education Enrollment by Ethnicity Fall 2023 10th Day

| Ethnicity | Undergraduate | Graduate | Total |
|---|---|---|---|
| African American | 12 | 15 | 27 |
| American Indian | 7 | 5 | 12 |
| Asian | 2 | 3 | 5 |
| Hispanic/Latino | 17 | 7 | 24 |
| Pacific Islander | 0 | 0 | 0 |
| Two or More Races | 18 | 7 | 25 |
| International | 0 | 0 | 0 |
| White | 608 | 208 | 816 |
| Not Reported | 9 | 6 | 15 |
| **Total** | **673** | **251** | **924** |

Table D Education Enrollment by First Generation Fall 2023 10th Day

| First Generation | Undergraduate | Graduate | Total |
|---|---|---|---|
| Education | 248 | 126 | 374 |
| All Other Programs | 425 | 125 | 550 |
| **Total** | **673** | **251** | **924** |

First Generation is defined as a student's parent or legal guardian(s) who have not completed a bachelor's degree.

Table E Education Enrollment by Veteran Status Fall 2023 10th Day

| Veteran Status | Undergraduate | Graduate | Total |
|---|---|---|---|
| Education | 11 | 0 | 11 |
| All Other Programs | 662 | 251 | 913 |
| **Total** | **673** | **251** | **924** |

NMU is labeled as a military friendly institution with a designated coordinator of Student Veteran Services, Mike Rutledge:

> Northern Michigan University ranks fourth among small public schools nationwide that have been designated 2023-24 Military Friendly Schools by VIQTORY Media. Northern is making its sixth-consecutive appearance in the Top 10, and is the only Michigan institution to achieve that upper tier within the category.
>
> The Military Friendly Schools designation honors the top 15 percent of colleges, universities and trade schools nationwide that provide benefits for military and veteran students. It uses public data sources and responses from a proprietary survey of schools covering 10 indicators of success to determine its rankings. More than 1,800 institutions participated in the 2023-2024 survey, with 665 earning special awards for going above the standard.

NMU exceeded the Military Friendly benchmark standards in six different categories. Highlights include rating 80% above the benchmark for military student support and retention, nearly 78% above for financial aid and assistance and nearly 75% for culture and commitment. See "NMU a Top 10 Military Friendly School" for the complete article.

Table F Aspect Evidence Table

**Initial Licensure: Bachelor's Degree/Post-Bacc/STEP UP**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GPA | X | | | | | | | | | | | | Monitored every semester | 2.7 pre-methods; 3.0 methods to program completion | 1 |
| Professional Behaviors | | | | | | X | | | | | | | Monitored every semester | Demonstrating or Progressing with Support *or* Demonstrating Progressing Independently | 1 |
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Candidate Preservice Assessment of Student Teaching (CPAST) | X | X | X | X | X | X | X | X | X | X | X | X | 1 semester | 80% or greater Moderate Extent threshold | 2, 5 |
| MDE Candidate Survey Suite - *Candidate* | X | X | X | X | X | X | X | X | X | X | X | X | 2 semesters | 80% or greater Moderate Extent threshold | 2 |
| MDE Candidate Survey Suite - *Candidate Supervisor* | X | X | X | X | X | X | X | X | X | X | X | X | 2 semesters | 80% or greater Moderate Extent threshold | 2 |
| MDE Candidate Survey Suite - *Cooperating Teacher* | X | X | X | X | X | X | X | X | X | X | X | X | 2 semesters | 80% or greater Moderate Extent threshold | 2 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Administrator (Employer) Survey | X | X | X | X | X | X | X | X | X | X | X | X | 1 year | 80% or greater Moderate Extent threshold | 4 |
| Year Out Survey (Completer) | X | X | X | X | X | X | X | X | X | X | X | X | 1 year | 80% or greater Meets or Exceeds threshold | 3 |
| Effectiveness Ratings | X | | | | | | | | | | | | | 80% Effective by licensure subareas | 4 |

**Early Childhood Education**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Developmental Resource Guide | | X | X | | X | | X | X | | X | | | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Family Resource Guide | | | | X | | | X | X | X | | | X | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Analysis/Critique of an Early Childhood Environment | X | X | X | | | | | X | | | X | X | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Learning Activities Resource | X | | | X | X | | | | | X | | X | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Danielson Internship Evaluation | X | X | X | X | X | X | X | X | X | X | X | X | 3 semesters | Independent or Independent & Consistent Level in Domains 1, 2, 3 and 4 | 1, 5 |

**Learning Disabilities**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Rubric - Instructional Elements and the Individualized Education Plan | | | X | | X | X | | | X | | | X | 6 semesters | Grade of B or better | 1 |
| From Theories to Teaching Strategies Project | | X | X | X | | X | X | X | | | X | | 7 semesters | Grade of B or better | 1 |
| Danielson Internship Final Reflection and Evaluation | X | X | X | X | X | X | X | X | X | X | X | X | 4 semesters | Independent or Independent & Consistent Level in Domains 1, 2, and 3 | 1, 5 |

**Reading K-8/Reading Specialist K12**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Module 3 Rubric- Interactive Presentation | | X | | X | | | X | | X | | X | X | 4 semesters | Grade of B or better | 1 |
| Rubric for Collaborative Inquiry Research Presentation | | X | X | X | | | | | | | X | X | 4 semesters | Grade of B or better | 1 |
| Case Study Rubric | | | | X | X | | X | X | X | X | | | 3 semesters | Grade of B or better | 1, 5 |

**Education Specialist (Central Office)**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Personal Leadership Framework Rubric | | | | | X | X | | | X | X | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Case Study Professional Development: Informing Faculty and Staff | | X | X | | X | X | X | X | X | X | X | X | 3 semesters | Proficient or Exemplary | 1 |
| District ISD Governance | | | | X | X | X | | | X | | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Internship Standards Based Rubric | X | X | X | X | X | X | X | X | X | X | X | X | 3 semesters | Proficient or Exemplary | 1, 5 |

**Educational Administration (Principal K12)**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership Interview | | | | X | | X | X | | | | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Total Faculty Interview Standards Based Rubric | | X | X | | | X | | | | X | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Special Programs Analysis Standards Based Rubric | | X | X | | | | | | X | X | | X | 3 semesters | Proficient or Exemplary | 1 |
| Diagnostic Cycle Standards Based Rubric | X | X | | | X | X | | | | | | | 3 semesters | Proficient or Exemplary | 1 |
| Application of DiPaola & Wagner Tool | | | | X | | | | | X | X | | X | 3 semesters | Proficient or Exemplary | 1 |
| Internship Standard 7 Rubric | X | X | X | X | X | X | X | X | X | X | X | X | 3 semesters | Proficient or Exemplary | 1, 5 |

| Special Education Administrator | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Measure** | **1a** | **1b** | **1c** | **1d** | **1e** | **1f** | **2a** | **2b** | **2c** | **2d** | **2e** | **2f** | **Data Scope** | **Criteria for Success** | **Perspective** |
| Special Programs Review | | X | X | | | | | | X | X | | X | 1 year | Proficient or Exemplary | 1 |
| Current Topic in Education Briefing | | | | | | | X | X | X | X | X | X | 1 year | Proficient or Exemplary | 1 |
| Application of DiPaola & Wagner Tool | | | | X | | | | | X | X | | X | 1 year | Proficient or Exemplary | 1 |

**Context for the Self-Study Evidence and Narrative**

The narrative, analysis of evidence, audit of systems, collaboration with clinical sites, and ongoing engagement through systems practices were influenced by the following needs over the finalization of this Quality Assurance Report:

- Moving all on campus courses, clinical requirements, PK12 collaboration, candidate review, and all other university and program operations to an online format and navigating undergraduate and graduate internships from March 2020 through Spring 2021 due to COVID and limitations from the CDC and the university and the subsequent reestablishment of in person and on campus systems for a Fall 2021 restart
- Engagement with clinical partners to completely revise all of the K-8 elementary programs to meet new Michigan Department of Education standards expectations for lower (PK-3) and upper (3-6) elementary
- Complete revision of the early childhood graduate program to meet the new Michigan Department of Education standards for birth – kindergarten
- Revisions of the educational specialist (central office) and educational administration (K-12 principalship) to meet revised Michigan Department of Education standards
- Development of an Experimental Learning Disabilities pathway to provide initial licensure for people with bachelor's degrees working in school settings with substantive connections to students with disabilities to obtain an initial license in learning disabilities to meet employer needs
- Recruitment and development of program options for employers statewide to address shortage areas through Grow Your Own funding applications for 20 individual school sites and partnerships with 55 intermediate school districts in Michigan through the Talent Together consortium for a fall 2023 planned start to meet grant funding requirements

The program has a high level of confidence in the evidence presented for candidate and completer performance, program practices and engagement, and systems improvement due to the structured use of established internal and external committees and communities of collaboration that authentically engage with the program:

- Undergraduate Review Committee – all elementary, secondary, and special education curriculum, clinical practices, and outcomes (meets twice a month)
- Graduate Review Committee – all graduate level curriculum, clinical practices, and outcomes (meets twice a month)
- Evaluation and Personnel Committee – review of all adjunct, contingent, and full-time faculty, course outcomes, service, and scholarship (meets twice a month)
- Secondary Education Committee - review of all secondary curriculum, clinical practices, and outcomes (meets monthly)
- Teacher Education Advisory Committee – review of student teaching interns leading to subject-area or special education licensure and comprised of all cooperating teachers, university supervisors, and the Director of Field Experiences (meets monthly)
- Upper Peninsula Center for Educational Development – plans professional development for undergraduate, graduate, and licensed education professionals, grant collaboration, and needs assessments for the Upper Peninsula region comprised of all seven intermediate school districts/regional educational service agencies, community colleges, and universities (meets monthly)
- Michigan Association of School Administrators Region I – identifies and advocates for needs and opportunities through policy, legislation, professional development, and educator recruitment and retention strategies (meets monthly)

# Standard 1: Candidate/Completer Performance and

# Standard 2: Completer Professional Competence and Growth

The program views AAQEP Standards 1 & 2 as intertwined at the undergraduate and graduate levels and views the standards holistically for program review. This section of the Quality Assurance Report reflects Standards 1 & 2 as intertwined over the scope and arc of the program.

***Lower Elementary and Upper Elementary – Fall 2023 Planned Start***

The Michigan Department of Education approved NMU's application for the Lower Elementary PK-3 and Upper Elementary 3-6 licensure options in January 2024.

The program does not yet have data for these programs, but presents our plans to collect and analyze evidence to demonstrate the alignment of courses, core teaching practices, clinical experiences, assessment systems, and advising. The data findings presented for current programs influenced the design and structure of the revised elementary education program and is laying the foundation for the secondary education revisions planned for winter and summer 2024.

To meet employer needs, the program designed a 120-credit bachelor's degree program that allows every graduate to complete with the Lower Elementary PK-3 and Upper Elementary 3-6 licensure areas.

- NMU PK-3 3-6 Program Application Matrix Final
    - "List of Courses and Standards" tab identifies by coursework where standards are introduced, developed, and demonstrated, the program assessment to be used, and the clinical experience connected to the course
    - "Core Teaching Practices" tab identifies each Michigan Department of Education core teaching practice as to where it is introduced, developed and demonstrated and the clinical experience connected to the core teaching practice
    - "Clinical Experiences" tab outlines the required clinical hours by experience, course connection, clinical experience grade level, and a brief description of the clinical experience
    - "Program Assessment System" tab identifies the program assessment, expected criteria for success, program placement, alignment to core teaching practices, evidence collected, and the rubric/scoring guide to be used
    - "PK3&3-6 Advising Sheet" demonstrates to faculty, advisors, clinical partners, and candidates the complete 120-credit program by semester to include general education coursework and education coursework, expectations of the standards for candidates at the introduction, developing, or demonstrating level, and how each course in the 120-credit plan of study connects to the development of a professional educator
- MI Dept of Ed NMU Elem Ed Program LE & UE Approval
    - Evidence of approved program from the Michigan Department of Education

Candidates for the bachelor's degree in Elementary Education PK-3, 3-6 begin fall 2024.

***Current initial certification for K-8 elementary, 6-12 secondary, and K-12 special education to include all bachelor's degree program candidates and STEP UP Residency candidates***

**Initial Licensure: Bachelor's Degree/Post-Bacc/STEP UP**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GPA | X | | | | | | | | | | | | Monitored every semester | 2.7 pre-methods; 3.0 methods to program completion | 1 |
| Professional Behaviors | | | | | | X | | | | | | | Monitored every semester | Demonstrating or Progressing with Support *or* Demonstrating Progressing Independently | 1 |
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Candidate Preservice Assessment of Student Teaching (CPAST) | X | X | X | X | X | X | X | X | X | X | X | X | 1 semester | 80% or greater Moderate Extent threshold | 2, 5 |
| MDE Candidate Survey Suite - *Candidate* | X | X | X | X | X | X | X | X | X | X | X | X | 2 semesters | 80% or greater Moderate Extent threshold | 2 |
| MDE Candidate Survey Suite - *Candidate Supervisor* | X | X | X | X | X | X | X | X | X | X | X | X | 2 semesters | 80% or greater Moderate Extent threshold | 2 |
| MDE Candidate Survey Suite - *Cooperating Teacher* | X | X | X | X | X | X | X | X | X | X | X | X | 2 semesters | 80% or greater Moderate Extent threshold | 2 |

| Initial Licensure: Bachelor's Degree/Post-Bacc/STEP UP | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Measure** | **1a** | **1b** | **1c** | **1d** | **1e** | **1f** | **2a** | **2b** | **2c** | **2d** | **2e** | **2f** | **Data Scope** | **Criteria for Success** | **Perspective** |
| Administrator (Employer) Survey | X | X | X | X | X | X | X | X | X | X | X | X | 1 year | 80% or greater Moderate Extent threshold | 4 |
| Year Out Survey (Completer) | X | X | X | X | X | X | X | X | X | X | X | X | 1 year | 80% or greater Meets or Exceeds threshold | 3 |
| Effectiveness Ratings | X | | | | | | | | | | | | 3-5 years | 80% Effective by licensure subareas | 4 |

**Professional Behaviors and GPA** are monitored each semester for all candidates and are part of an ongoing process of review by program faculty, Success Advisors, the Associate Dean, the Teacher Selection and Retention Committee, and the Director of Teacher Education Services. Candidates must obtain a 2.7 GPA to enter pre-methods and a 3.0 to enter methods and the internship. Professional Behaviors are measures other than grades to support, challenge, and develop candidates' dispositions. Professional Behaviors are assessed for all candidates in ED, MSED, and secondary methods courses twice every semester. Professional Behaviors (Appendix D audit) and GPA are identified in the Aspect Table due to their value to inform the program about individual candidate progress every semester through a consistent and predictable process for monitoring candidate performance.

**NMU 2023 EPI Performance Score Report**

The overall measure from the Michigan Department of Education regarding candidate and completer ability to exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators and candidate ability to adapt to working in a variety of contexts and grow as professionals is the Educator Preparation Institution Performance Score.

For the 2023 reporting year, the methodology included 11 individual indicators calculated on a total point scale of 95 points. A new indicator for the 2023 reporting year was the Administrator Survey, which was piloted statewide during the 2020-21 academic year. Indicators still under consideration and development include: (1) a measure of candidate/completer diversity and (2) a statewide clinical observation tool. Implementation dates for these other indicators are still being determined by Michigan Department of Education. NMU is part of the pilot for the clinical observation tool and those pilot data are included in this Quality Assurance Report.

Table 1 Educator Peformance Category Scores

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Candidate Selection & Completion** | (1.1) Teaching Promise[1] | 5 | 98% | 96.6% | 5 |
| **Knowledge & Skills for Teaching** | (2.1) Mastery of Teaching Subjects[4] | 20 | 88% | 87.9% | 17 |
| | (2.2) Subject-Specific Pedagogical Knowledge[4] | 5 | 79% | 77.8% | 3 |
| | (2.3) Candidate Teaching Skill[1] | 15 | 92% | 91.3% | 15 |
| | (2.4) Candidate Rating of Program[1] | 10 | 91% | 90.1% | 10 |
| **Performance as Classroom Teachers** | (3.1) Impact on K-12 Student Learning[3] | 15 | 97% | 93.8% | 15 |
| | (3.2) Demonstrated Teaching Knowledge | 5 | 89% | 88.2% | 4 |
| **Robust Clinical Experiences** | (4.1) Candidate Placement Diversity[1,2] | 4 | 73% | 72.7% | 4 |
| | (4.2) Candidate Rating of Opportunities[1] | 4 | 85% | 67.4% | 0 |
| | (4.3) Program Partnership Strengths, Response Rates a) Candidate Teacher[1] | 2 | 90% | 100.0% | 2 |
| | b) Candidate Supervisor[1] | 2 | 93% | 98.9% | 2 |
| | c) Cooperating Teacher[1] | 2 | 72% | 85.5% | 2 |
| | (4.4) Program Partnerships, CS/CT Ratings[1] | 6 | 90% | 96.0% | 6 |

Data Sources: 2021-22 Candidate Survey Suite (1); 2021-22 School Demographics (2); 2021-22 Educator Effectiveness Ratings (3); 2019-2022 MTTC Cumulative Pass Rates (4); 2021-22 Administrator Survey (5)

| | |
|---|---|
| Total Points | 85 |
| % of 95 | 89.5% |

A holistic review of program performance on the NMU 2023 EPI Performance Score Report demonstrates that the program is meeting expectations and that candidates have the capacity to support success for all learners. The Educator Preparation Institution Performance Score demonstrates that candidates at the initial endorsement level shows that, by the time of program completion,

candidates exhibit the knowledge, skills, and abilities of professional educators appropriate to the credential or degree sought.

The Educator Preparation Institution (EPI) Performance Score indicator of "Teaching Promise (1.1)" is a result of Michigan Department of Education survey data from the teacher candidate, candidate supervisor, and cooperating teacher survey results question, "Overall, to what extent do you believe you (this candidate) are (is) ready to enter the teaching profession". The efficacy percentage for each group was calculated, summed, and divided by three (3) to create an efficacy for the program. NMU's score of 96.6% (state average 98%) demonstrated a score of 5/5 points awarded on the Michigan Department of Education (MDE) EPI.

Table 2 Educator Performance Category Score Candidate Selection & Completion

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Candidate Selection & Completion** | (1.1) Teaching Promise | 5 | 98% | 96.6% | 5 |

The "Teaching Promise" 5/5 point score in the "Candidate Selection & Retention" category and the Total Points of 85/95 points awarded (89.5% of 95 total points possible), gives the program confidence that, holistically, candidates are able to enter the profession as professional educators with the capacity to support success for all learners.

**NMU_2022-23_Subject Area_Tests_elig_only_Unsupressed**

- Data as reported by the Michigan Department of Education

**NMU 2020-23_Subject Area_Tests_Compared to State and 80% Target**

- Comparison of NMU scores to state and 80% target for subject areas

The Michigan Teacher Test for Certification (MTTC) is a licensure exam specific to the Michigan Department of Education and Evaluation Systems group of Pearson (see MTTC Executive Summary for additional information).

Educator Preparation Institution (EPI) Performance Score indicators in the "Knowledge & Skills for Teaching" category is based on the MTTC 3-Year Cumulative Reports where each eligible candidate's best attempt is included (Mastery of Teaching Subjects and Subject-Specific Pedagogical Knowledge), candidate supervisor and cooperating teacher survey results (Candidate Teaching Skill), and teacher candidate survey results (Candidate Rating of Program).

Table 3 Educator Performance Category Score Knowledge & Skills for Teaching

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Knowledge & Skills for Teaching** | (2.1) Mastery of Teaching Subjects | 20 | 88% | 87.9% | 17 |
| | (2.2) Subject-Specific Pedagogical Knowledge | 5 | 79% | 77.8% | 3 |
| | (2.3) Candidate Teaching Skill | 15 | 92% | 91.3% | 15 |
| | (2.4) Candidate Rating of Program | 10 | 91% | 90.1% | 10 |

Results demonstrate that the program is preparing candidates who have the requisite content and pedagogical skills and professional knowledge to assess student learning, apply learning theory, and practice culturally responsive teaching.

The overall August 2020-July 2023 pass rates for the Michigan Teacher Test for Certification (MTTC) for NMU stand at 87.6% (statewide 85.4%). This pass rate is similar to the NMU overall pass rate of 88% (statewide 87%) from our previous accreditation cycle. The program has set an overall pass rate of 80% for all test takers in all areas. The same 80% target is used to gauge performance in specific subject areas.

An examination of the NMU August 2020-July 2023 MTTC results against the individual 80% target for each subject area shows:

- Candidates in 23/30 MTTC testing areas met or exceeded an 80% pass rate
- 11/30 areas showed cumulative pass rates of 100% over the 3-year period
- 17/30 areas showed NMU exceeding the State Average
- Statewide cumulative pass rates below 80% where NMU test takers were below 80%:
    - 009 History – NMU 66.1% (11/18 pass)/Statewide 66.4%
    - 023 French – NMU 0% (0/1 pass)/Statewide 60%
    - 105 Social Studies (Elem.) – NMU 42.9% (3/7 pass)/Statewide 72.7%
    - 106 Early Childhood Education – NMU 66.7% (6/9 pass)/Statewide 73.3%
- Statewide cumulative pass rates above 80% where NMU test takers were below 80%:
    - 005 Reading – NMU 75% (3/4 pass)/Statewide 84.4%
    - 017 Biology – NMU 50% (3/6 pass)/Statewide 82.9%
    - 090 Language Arts – NMU 76.9% (27/30 pass)/Statewide 81.1%

Improvements have been made in candidate/completer performance in MTTC content, pedagogical, and professional knowledge licensure exams since the our last 7-year accreditation site visit in 2016. The application of study materials, advising sessions, course revisions, and test-taker follow up has resulted in improved outcomes over this most current 3-year cycle of MTTC licensure exams.

Table 4 MTTC Change 2012-2015 to 2020-2023

| MTTC Exam | 2012-2015 MTTC NMU Pass Rate | 2020-2023 MTTC NMU Pass Rate | Result of Candidate Support |
|---|---|---|---|
| 018 Chemistry | 78.6% | 100% | Increase |
| 028 Spanish | 75% | 100% | Increase |
| 009 History | 64.9% | 66% | Increase |
| 005 Reading | 72.7% | 75% | Increase |
| 105 Social Studies (Elem) | 30% | 42.9% | Increase |
| 093 Integrated Science (Elem) | 74.1% | 88% | Increase |
| 002 French | 50% | 0% | Decrease |
| 024 German | 33.3% | No test takers | Neutral |

**2022-23 Candidate Suite Surveys – NMU**

- "Survey Aligned to AAQEP 1&2" tab shows alignment to Michigan Department of Education survey questions across all NMU populations (teacher candidate, candidate supervisor, and cooperating teacher) as compared to state average
- "EPI Scoring Considerations" tab demonstrates overall summary for NMU as compared to state average as used in the Educator Performance Score
- "Placement Validation" tab identifies internship site
- "Teacher Candidate", "Candidate Supervisor", and "Cooperating Teacher" tabs identify ratings by individual group as they were used to populate the "Survey Aligned to AAQEP 1&2" tab

The 2022-23 Candidate Suite Surveys data provided by the Michigan Department of Education (MDE) in the "Summary" tab provides evidence from teacher candidates (100% response rate), candidate supervisors (100% response rate), and cooperating teachers (75.3% response rate). Each individual is counted only once in the survey. The survey questions support the required subject matter and pedagogical skills curriculum required of the educator preparation program and are based on candidate performance during the internship phase of the program. The survey data from the 2022-23 Candidate Suite Surveys completed during the internship provide the data used in the Educator Preparation Institution (EPI) Performance Score for the institution in the Category and Indicator areas.

Table 5 Educator Performance Category Score Candidate Selection & Completion, Knowledge & Skills for Teaching, and Robust Clinical Experiences

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Candidate Selection & Completion** | (1.1) Teaching Promise | 5 | 98% | 96.6% | 5 |
| **Knowledge & Skills for Teaching** | (2.3) Candidate Teaching Skill | 15 | 92% | 91.3% | 15 |
| | (2.4) Candidate Rating of Program | 10 | 91% | 90.1% | 10 |
| **Robust Clinical Experiences** | (4.1) Candidate Placement Diversity | 4 | 73% | 72.7% | 4 |
| | (4.2) Candidate Rating of Opportunities | 4 | 85% | 67.4% | 0 |
| | a) Candidate Teacher Partnership | 2 | 90% | 100.0% | 2 |
| | b) Candidate Supervisor Response Rates | 2 | 93% | 98.9% | 2 |
| | c) Cooperating Teacher | 2 | 72% | 85.5% | 2 |
| | (4.4) Program Partnerships, CS/CT Ratings | 6 | 90% | 96.0% | 6 |

The data from the 2022-23 Candidate Suite Surveys results provide deeper connections to candidate performance as educators and the extent to which candidates are developing in robust clinical experiences. The 2022-23 Candidate Suite Surveys provide a comparison for the institution to the state average. The color coding of the summaries in each area are connected to specific survey questions in the complete 2022-23 Candidate Suite Surveys results. The program utilizes the same 80% threshold in Category Summaries areas and for each individual question for each survey populations to reflect on program outcomes.

Table 6 Teacher Candidate Summary 2022-23 Candidate Suite Surveys

| Category Summaries 100% Response Rate | State Average* | | | Northern Michigan University | | |
|---|---|---|---|---|---|---|
| | Efficacy | Total N | % | Efficacy | Total N | % |
| **Meeting Student Needs** | 24572 | 26532 | 92.6% | 1197 | 1320 | 90.7% |
| **Technology** | 7061 | 7236 | 97.6% | 347 | 360 | 96.4% |
| **Instructional Strategies and Assessment** | 20429 | 21708 | 94.1% | 982 | 1080 | 90.9% |
| **Professionalism** | 7205 | 7236 | 99.6% | 357 | 360 | 99.2% |
| **Professional Awareness** | 16018 | 19296 | 83.0% | 731 | 960 | 76.1% |
| **Diverse Opportunities** | 4159 | 4824 | 86.2% | 162 | 240 | 67.5% |
| **Clinical Exp & Program Prep** | 14870 | 16641 | 89.4% | 683 | 827 | 82.6% |
| **Overall** | 2380 | 2412 | 98.7% | 118 | 120 | 98.3% |

Table 7 Candidate Supervisor Summary 2022-23 Candidate Suite Surveys

| Category Summaries 100% Response Rate | State Average* | | | Northern Michigan University | | |
|---|---|---|---|---|---|---|
| | Efficacy | Total N | % | Efficacy | Total N | % |
| **Meeting Student Needs** | 26710 | 28369 | 94.2% | 1181 | 1320 | 89.5% |
| **Technology** | 7558 | 7737 | 97.7% | 357 | 360 | 99.2% |
| **Instructional Strategies and Assessment** | 22116 | 23211 | 95.3% | 987 | 1080 | 91.4% |
| **Professionalism** | 7626 | 7737 | 98.6% | 352 | 360 | 97.8% |
| **Impact** | 2551 | 2579 | 98.9% | 119 | 120 | 99.2% |
| **Program Partnership Strength** | 17489 | 18053 | 96.9% | 834 | 840 | 99.3% |
| **Overall** | 2536 | 2579 | 98.3% | 115 | 120 | 95.8% |

Table 7 Cooperating Teacher Summary 2022-23 Candidate Suite Surveys

| Category Summaries 75.3% Response Rate | State Average* | | | Northern Michigan University | | |
|---|---|---|---|---|---|---|
| | Efficacy | Total N | % | Efficacy | Total N | % |
| **Meeting Student Needs** | 19846 | 20440 | 97.1% | 1050 | 1243 | 84.5% |
| **Technology** | 5812 | 6132 | 94.8% | 327 | 339 | 96.5% |
| **Instructional Strategies and Assessment** | 16072 | 18396 | 87.4% | 865 | 1017 | 85.1% |
| **Professionalism** | 5877 | 6132 | 95.8% | 310 | 339 | 91.4% |
| **Impact** | 1974 | 2044 | 96.6% | 109 | 113 | 96.5% |
| **Program Partnership Strength** | 12186 | 14308 | 85.2% | 742 | 791 | 93.8% |
| **Overall** | 1932 | 2044 | 94.5% | 108 | 113 | 95.6% |

Overall scores for teacher candidates, candidate supervisors, and cooperating teachers demonstrate that program completers perform as professional educators with the capacity to support success for all learners. Holistically, the category summary of the survey data across all three survey populations trends positive. A review of the responses for the Category Summaries common to all three survey populations provides more nuance:

Meeting Student Needs

- Strengths: Rating ≥ 90% across all survey populations in ability to connect learning to cultural, ethnic, and social emotional background; support students' socioemotional development; build respectful relationships; recognize student potential by setting high expectations; support high and low performing students; meet individual student's learning abilities and needs
- Positive trends: Candidate and Cooperating Teacher ratings at 80% and Candidate Supervisor rating at 93.3% for ability to support students with special needs; Use of instructional strategies and resources to support students from culturally diverse backgrounds 88.3% Candidate, 79.2% Candidate Supervisor, and 72.6% Cooperating Teacher
- Needs area: Candidate ability to apply instructional strategies and resources to support English learners: 70% Candidate, 52.5% Candidate Supervisor, and 41.6% Cooperating Teacher

Technology

- Strengths: Rating ≥ 94% across all survey populations in all areas across all survey populations demonstrating confidence in candidate ability to use technology to enhance instruction; support student use of available technology; use technology in ethical ways

Instructional Strategies and Assessment

- Strengths: Rating ≥ 80% across all survey populations in ability to support all students in making connections to prior knowledge and experiences; implement multiple strategies to present key concepts; adapt instruction to IEPs and Section 504 plans; organize learning for engagement; design and select assessment tools; analyze data to identify patterns and gaps in learning; implement research-based behavior management strategies to maximize learning; implement literacy and reading strategies appropriate to content and grade level
- Needs area: Candidate ability to differentiate instruction based on student assessment data: 87.5% Candidate, 88.3% Candidate Supervisor, and 79.6% Cooperating Teacher

Professionalism

- Strengths: Rating ≥ 89% across all survey populations in ability to be receptive to feedback to improve instruction; utilize feedback to implement instructional improvements; maintain positive, collaborative relationships with colleagues
- Needs area: Explore perceptions and connectivity between Candidate and Cooperating Teacher as Cooperating Teacher perceptions in all categories are 4% to 9% (all ratings above 89%) lower than Candidate or Candidate Supervisor ratings

Based on the survey categories Meeting Student Needs, Technology, Instructional Strategies and Assessment, and Professional provided by the Michigan Department of Education 2022-23 Candidate Suite Surveys and common to Candidates, Candidate Supervisors, and Cooperating Teachers, the supervisors and cooperating teachers are confident in:

- Impact: ability of candidate to "positively impact the learning and development of PK-12 students"
    - Candidate Supervisor 99.2% (100% survey completion rate by this population)
    - Cooperating Teacher 96.5% (75.3% survey completion rate by this population)

The candidates, supervisors, and cooperating teachers are confident in:

- Overall: "extent to which the candidate is ready to enter the profession
    - Candidate 98.3% (100% survey completion rate by this population)
    - Candidate Supervisor 95.8% (100% survey completion rate by this population)
    - Cooperating Teacher 95.6% (75.3% survey completion rate by this population)

The Michigan Department of Education 2022-23 Candidate Suite Surveys report out on program evaluation questions specific to Candidates in the areas of Professional Awareness, Diverse Opportunities, and Clinical Experience & Program Preparation.

Table 8 Teacher Candidate Summary 2022-23 Candidate Suite Surveys Professional Awareness, Diverse Opportunities, and Clinical Experience & Program Preparation

| **Category Summaries 100% Response Rate** | | **State Average*** | | | **Northern Michigan University** | | |
|---|---|---|---|---|---|---|---|
| | | Efficacy | Total N | % | Efficacy | Total N | % |
| | **Professional Awareness** | 16018 | 19296 | 83.0% | 731 | 960 | 76.1% |
| | **Diverse Opportunities** | 4159 | 4824 | 86.2% | 162 | 240 | 67.5% |
| | **Clinical Exp & Program Prep** | 14870 | 16641 | 89.4% | 683 | 827 | 82.6% |

Holistically, these data show that the program completers, relative to the state average, need further support and connectivity in the areas of Professional Awareness and Diverse Opportunities. Sustained attention should also be given to the Clinical Experiences & Program Preparation area which is reported out at 82.6%.

These areas connect to the Educator Preparation Institution (EPI) Performance Score for the institution in the Category and Indicator area Robust Clinical Experiences where it was reported that the program received full points in all categories except for the area of (4.2) Candidate Rating of Opportunities.

Table 9 Educator Performance Category Score Robust Clinical Experiences

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Robust Clinical Experiences** | (4.1) Candidate Placement Diversity | 4 | 73% | 72.7% | 4 |
| | (4.2) Candidate Rating of Opportunities | 4 | 85% | 67.4% | 0 |
| | a) Candidate Teacher Partnership | 2 | 90% | 100.0% | 2 |
| | b) Candidate Supervisor Response Rates | 2 | 93% | 98.9% | 2 |
| | c) Cooperating Teacher | 2 | 72% | 85.5% | 2 |
| | (4.4) Program Partnerships, CS/CT Ratings | 6 | 90% | 96.0% | 6 |

A deeper dive into the Candidate results for the Teacher Candidate Summary 2022-23 Candidate Suite Surveys areas of Professional Awareness, Diverse Opportunities, and Clinical Experience & Program

Table 10 Preparation Specific to the AAQEP Standards 1 & 2

| AAQEP Aspect | Aware of… | Efficacy | Total N | % |
|---|---|---|---|---|
| 1f | Michigan Code of Educational Ethics? | 79 | 120 | 65.8% |
| 1a | professional teaching standards for your content area(s) and grade level(s)? | 118 | 120 | 98.3% |
| 1a | PK-12 academic content standards? | 107 | 120 | 89.2% |
| 2e | statewide and national teaching organizations and associations? | 78 | 120 | 65.0% |
| 1f | laws and policies relevant to the teaching profession? | 94 | 120 | 78.3% |
| 1d | current tools utilized for assessing student learning? | 110 | 120 | 91.7% |
| 2f | tools used by districts to evaluate educator performance? | 75 | 120 | 62.5% |
| 2e | professional learning requirements for certificate renewal and advancement? | 70 | 120 | 58.3% |
| **Opportunities to work…** | | | | |
| 2a | with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)? | 76 | 120 | 63.3% |

| AAQEP Aspect | Aware of… | Efficacy | Total N | % |
|---|---|---|---|---|
| 2a | in a variety of school settings? | 86 | 120 | 71.7% |
| **POSITIVE contribution to your readiness to begin a teaching career?** | | | | |
| 1a | Coursework in your content area(s). | 99 | 119 | 83.2% |
| 1a | Teaching methods coursework. | 100 | 120 | 83.3% |
| 2a 2f | Early clinical observational experiences (aka early exploratory clinical experiences). | 67 | 114 | 58.8% |
| 2a 2f | Pre-student teaching clinical experiences involving direct student contact (aka student contact hours). | 79 | 114 | 69.3% |
| 2a 2f | Student teaching (aka internship). | 117 | 120 | 97.5% |
| 2e 2f | Support and feedback from the cooperating teacher(s) during student teaching. | 115 | 120 | 95.8% |
| 2e 2f | Support and feedback from the preparation program supervisor during student teaching. | 106 | 120 | 88.3% |

Although 98.3% of candidates report that they are ready to enter the teaching profession, there are self-reported gaps in their preparation. The survey data identifies areas below the target 80% threshold used by the program:

- The Michigan Code of Ethics (65.8%) needs to be made more prominent and explicit in courses and experiences leading up to the internship and considered for use as a point of reflection during the internship seminar
- Connections to statewide and national teaching organizations (65%) should be more formally considered as required course materials, funded opportunities for attendance, or used as guest lecture opportunities from organization representatives
- More explicit connections made between the program evaluation/observation tools and those used by the district in which the internship occurs (62.5%)
- Move the seminar session on professional learning requirements and certificate renewal (58.3%) to the first half of the internship experience to guarantee this information is share and reinforced prior to the Candidate survey distributed 4-6 weeks prior to the completion of the internship
- Better identify operational definitions of diverse student backgrounds (63.3%), varied school settings (71.7%), early clinical observations (58.8%) pre-student teaching clinical experiences involving direct student contact (69.3%) as the program has required hours, observation tools, and course assessments required in all of these areas

Candidates emphasize positive connections in Professional Awareness and Clinical Experiences & Program Preparation as it relates to their own content or specialty area(s) as evidenced by ratings above 80% in areas such as professional standards (98.3%), PK-12 content standards (89.2%), assessing student learning (91.7%), content coursework (83.2%), methods coursework (83.3%), the internship experience (97.5%), cooperating teacher feedback (95.8%), and program support and feedback (88.3%).

The outcomes identified by candidates in Professional Awareness, Diversity, and Clinical Experiences & Program Preparation are consistent with strengths, positive trends, and need areas identified in survey results Meeting Student Needs, Technology, Instructional Strategies and Assessment, and Professionalism as reported by all three survey populations.

The program receives an annual report from the Michigan Department of Education regarding educational effectiveness ratings for graduates employed in a Michigan school and results from a survey of administrators on teacher performance in the first year of employment to be used in the Educator

Table 11 Preparation Institution (EPI) Performance Score Category Performance as Classroom Teachers

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Performance as Classroom Teachers** | (3.1) Impact on K-12 Student Learning | 15 | 97% | 93.8% | 15 |
| | (3.2) Demonstrated Teaching Knowledge | 5 | 89% | 88.2% | 4 |

**NMU_Educator Effectiveness Ratings**

- "NMU Sorted by Score All" tab shows combined scores for all public and private employment sorted by educator effectiveness label (column H) and licensure area for each effectiveness level
- "NMU Public Schools" and "NMU Private Schools" tabs show the public and private completer names with the understanding that populations from these two tabs were placed into the "NMU Sorted by Score All" tab

The NMU Educator Effectiveness Ratings are calculated based on eligible teachers who received their initial certification within the last five years of the report, have no more than three years of teaching, and have an effectiveness rating in the most recent academic year. The category Performance as Classroom Teachers is calculated based on the number of effective and highly effective ratings summed for the most recent year with the total divided by the total number of eligible ratings during this time frame with each individual only counted once. The teacher's lowest effectiveness rating is used in the calculation conducted by the Michigan Department of Education. Effectiveness ratings are based on the evaluation tool utilized by an individual school or school district and reported to the Michigan Department of Education. The NMU Educator Effectiveness Ratings has data for this category of the EPI Performance Score organized by sorted scores on the tab "NMU Sorted by Score All". The additional tabs contain the rating data for completers teaching in public and private school settings in Michigan which is reported out separately to the program.

Michigan Pubic Acts 006 and 007 of 2019 amended legislation for teachers and administrators to base 25% of the annual year-end evaluation on student growth and assessment data for the 2018-2019 school year, and beginning with the 2019-2020 school year, 40% of the annual year-end evaluation must be based on student growth and assessment. Beginning with the 2019-2020 school year, for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments.

The NMU Educator Effectiveness Ratings reported to the Michigan Department of Education (MDE) sorted for all public and private teachers who completed at NMU (N=1090) demonstrated the following outcomes as assessed by school or school district evaluators:

- 217 Highly Effective (19.9%)
- 834 Effective (76.5%)
- 34 Minimally Effective (3.1%)
- 5 Ineffective (.5%)

A total of 2142 No Rating labels were reported and not factored into the EPI Performance Score.

The effectiveness ratings reported to the MDE for NMU program completers in all licensure areas shows that 96.4% of program completers are highly effective or effective in their performance and have a positive Impact on K-12 Student Learning (3.1) and Demonstrated Teaching Knowledge (3.2) as part of the EPI Performance Indicator Score. The effectiveness ratings are consistent with the Candidate Survey Suite data regarding overall confidence in readiness to enter the profession to impact K-12 student learning: Candidate 98.3%, Candidate Supervisor 95.8%, and Cooperating Teacher 95.6%.

**2022-23 Administrator Survey - NMU**

- "NMU Summary" tab shows survey responses as connected to the AAQEP Standards 1 & 2
- "Data" tab identifies the 24 survey respondents

The 2022-23 Administrator Survey – NMU, not included in the 2022 EPI Performance Indicator Score, findings are a result of a survey distributed to the lead administrator of buildings where new teachers are employed. The 2022-23 Administrator Survey – NMU asked the administrator about the performance of the program completer as a first-year teacher when compared to other first-year teachers. Aspiring teachers who did other activities immediately after completing the program (e.g., substitute teaching, volunteer work, administrative work) but then secured a formal position as the lead instructor of a classroom a few years later may be included as new hires or first year teachers in the context of this survey. Category summaries for the NMU results with 23/40 surveys returned (57.5%) compared to the state average:

Table 12 Administrator Survey Category Summaries NMU Compared to State Average

| Category Summaries | State Average[3] | | | Northern Michigan University | | |
|---|---|---|---|---|---|---|
| | Efficacy[1] | Total N[2] | % | Efficacy[1] | Total N[2] | % |
| **Instructional Strategies and Assessment** | 4666 | 5266 | 88.6% | 131 | 157 | 83.4% |
| **Meeting Student Needs** | 4969 | 5648 | 88.0% | 131 | 166 | 78.9% |
| **Technology** | 723 | 761 | 95.0% | 21 | 23 | 91.3% |
| **External Relationships** | 2137 | 2292 | 93.2% | 61 | 69 | 88.4% |
| **Professionalism** | 2125 | 2313 | 91.9% | 58 | 69 | 84.1% |
| | 14620 | 16280 | 89.8% | 402 | 484 | 83.1% |

1 Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.
2 "Not able to Observe" responses removed from the total N.

Category summary data obtained from administrators for the 2022-23 Administrator Survey – NMU trend positive and are consistent with the findings from the 2022-23 Candidate Suite Surveys in the common areas which excludes "External Relationship" which is specific to the 2022-23 Administrator Survey NMU:

Table 13 Administrator Survey Category Summaries NMU Compared to Candidate Suite Surveys

| 2022-23 Survey Data | Candidate | Candidate Supervisor | Cooperating Teacher | Administrator |
|---|---|---|---|---|
| **Northern Michigan University** | 100% Return Rate | 100% Return Rate | 75.6% Return Rate | 57.5% Return Rate |
| Meeting Student Needs | 90.7% | 89.5% | 84.5% | 78.9% |
| Technology | 96.4% | 99.2% | 96.5% | 91.3% |
| Instructional Strategies and Assessment | 90.9% | 91.4% | 85.1% | 83.4% |
| Professionalism | 99.2% | 97.8% | 91.4% | 84.1% |

The Administrator outcomes regarding Meeting Student Needs does eliminate the "Not able to Observe" responses from the calculation. It is interesting to note that the 23 responses from administrators represent primarily rural school districts. The survey question asking the extent to which the first-year teacher can apply instructional strategies and resources to support English learners resulted in 14/23 "Not able to Observe", 6/23 "To a Small Extent", and 3/23 to a Great or Moderate Extent. In the candidate responses reported in the 2022-23 Candidate Suite Surveys this specific question was assessed as: 70% Candidate, 52.5% Candidate Supervisor, and 41.6% Cooperating Teacher for supporting English learners.

The 2022-23 Administrator Survey (N=23) assessing completers as first-year teachers in the areas of Instructional Strategies, Meeting Students' Needs, and Technology are consistent with the findings from the 2022-23 Candidate Suite Surveys showing strengths in content, pedagogical knowledge, maximizing engagement, organizing learning, literacy strategies, and teaching populations with special needs. Consistent with the 2022-23 Candidate Suite Surveys, addressing the needs of English learners (33%) is a deficit area that needs to be addressed in the program.

Table 14 Administrator Survey NMU Instructional, Student Needs, and Technology to AAQEP Standards 1 and 2

| | As a first-year teacher, compared to other first-year teachers, to what extent | Northern Michigan University | | |
|---|---|---|---|---|
| | | Efficacy[1] | Total N | % |
| **AAQEP Aspect** | **able to…** | | | |
| 1c 2a | support all students in making connections to prior knowledge and experiences? | 22 | 23 | 95.7% |
| 1a 1b 2c | implement multiple strategies to present key content area(s) concepts? | 19 | 23 | 82.6% |
| 1a 2c | utilize available technology to enhance the learning experience of students? | 21 | 23 | 91.3% |
| 2c | implement strategies which maximize student engagement to support positive student behavior? | 20 | 23 | 87.0% |
| 1e 2c | organize the learning environment to guide student engagement during instructional time? | 18 | 23 | 78.3% |
| 1c 2d | implement literacy and reading strategies appropriate to their content area(s) and grade level(s)? | 16 | 19 | 84.2% |
| 1d | differentiate instruction based on student assessment data to support each student's academic achievement? | 17 | 23 | 73.9% |
| 1b 2b | support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources? | 18 | 23 | 78.3% |
| 1d 2a | understand and make accommodations based on a student's IEP or Section 504 plan? | 19 | 23 | 82.6% |
| **AAQEP Aspect** | **apply instructional strategies** | | | |
| 1c 1d 2c | English learners? | 3 | 9 | 33.3% |
| 1c 1d 2c | high performing students? | 19 | 23 | 82.6% |
| 1c 1d 2c | low performing students? | 19 | 23 | 82.6% |
| 1b 2b | students experiencing trauma? | 17 | 22 | 77.3% |
| 1c 2b | students from culturally diverse backgrounds? | 16 | 21 | 76.2% |
| 1c 2a | students with special needs or disabilities? | 19 | 22 | 86.4% |
| 1c 1d 2c | each individual student's learning abilities and needs? | 20 | 23 | 87.0% |

In addition to the needs for English learners (33%), complex first-year teacher actions assessed by administrators that drop below the 80% program threshold regarding supports for students experiencing trauma (77.3%), supporting culturally diverse students (76.2%), supporting students from culturally diverse backgrounds (76.2%), student engagement during instructional time (78.3%), supporting socio-emotional development through instruction (78.3%), and differentiating instruction (73.9%), are areas for the program to focus.

The 2022-23 Candidate Suite Surveys results reported across the Candidate, Candidate Supervisor, and Cooperating Teacher show that the areas of English learners and strategies to apply instructional resources and strategies to diverse learners are rated by the two or more of the survey populations below the 80% threshold. The question regarding trauma is specific to the 2022-23 Administrator Survey.

Results from the 2022-23 Administrator Survey results for NMU first-year teachers compared to other first-year teachers in the areas of completers' abilities with External Relationships (88.4% overall) and Professionalism (84.1% overall) are positive with all categories surveyed exceeding the 80% threshold, with the exception of fostering positive relationships with families/caregivers (73.9%).

Table 15 Administrator Survey NMU Relationships and Professionalism to AAQEP Standards 1 and 2

| AAQEP Aspect | As a first-year teacher, compared to other first-year teachers, to what extent | Northern Michigan University | | |
|---|---|---|---|---|
| | | Efficacy[1] | Total N | % |
| **build positive relationships** | | | | |
| 1e 2a | students? | 22 | 23 | 95.7% |
| 2a | families/caregivers? | 17 | 23 | 73.9% |
| 2f | colleagues? | 22 | 23 | 95.7% |
| **able to** | | | | |
| 1f 2e | demonstrate responsiveness and flexibility to unexpected situations which arise? | 19 | 23 | 82.6% |
| 1f | act in a manner consistent with ethical and professional educator expectations? | 20 | 23 | 87.0% |
| 2e | utilize constructive criticism to reflect upon and improve practice? | 19 | 23 | 82.6% |

**2022-23 Year Out Survey – NMU**

- "Summary 2022-23" tab reports survey results as mapped to AAQEP Standards 1 & 2
- "Compare to 2020-21 Results" shows a comparison to the 2022-23 results
- "Data" tab identifies the 21 survey respondents

As we look at the 2022-23 Year Out Survey (N=21) results from candidates issued their initial teaching certificate between July 1, 2021, and June 30, 2022, as compared to the 2021-2022 Year out Survey (N=14), results show that overall, candidates and completers were prepared for their first year of teaching:

- 2022-23 Year Out Survey (N=21) – 85.7%
- 2021-22 Year Out Survey (N=14) – 71.4%

Table 16 Year Out Survey NMU Prepared for First Year to AAQEP Standard 2

| AAQEP Aspect | To what extent did your preparation program. . . | Northern Michigan University Efficacy[1] | Total N[3] | % | NMU 2020-21 Results |
|---|---|---|---|---|---|
| 2f 4c | prepare you well for the teaching job market? | 15 | 21 | 71.4% | 85.7 |
| 2f 4c | support you in your job search? | 12 | 21 | 57.1% | 78.6 |
| 2f 4c | provide opportunities for resume' building (e.g. volunteer opportunities, participation in professional organizations/conferences)? | 12 | 21 | 57.1% | 78.6 |
| 2f 4c | provide opportunities for interview preparation (e.g. developing a portfolio/resume, personal website, mock interview, etc.)? | 16 | 21 | 76.2% | 78.6 |
| 2f 4c | provide good advice on job placement opportunities? | 11 | 21 | 52.4% | 71.4 |
| 2f 4c | promote networking with potential employers? | 13 | 21 | 61.9% | 71.4 |
| | Overall, to what extent do you believe you were ready to enter the teaching profession when you completed your preparation program? | 18 | 21 | 85.7% | 92.9 |

The 2022-23 Year Out Survey results would include candidates who were developed through clinical experiences, engagement with students of varied cultural and ability backgrounds, and prepared to enter the field through a completely online environment due to the COVID pandemic. Areas of managing student behavior, English learners, communicating with families/caregivers, differentiating instruction, and adapting instruction for IEPs and Section 504 plans are some of the lowest categories. Every category on the survey from 2021-22 to 2022-23 dropped.

Overall results reported for the 2022-23 Year Out Survey show NMU program completers trending well relative to the state average with needs areas, relative to the state averages, in Category Summaries areas of Meeting Student Needs and Instructional Strategies and Assessment.

Table 16 Year Out Survey NMU Compared to State Average

| Category Summaries | State Average Efficacy[1] | State Average Total N[3] | State Average % | Northern Michigan University Efficacy[1] | Northern Michigan University Total N[3] | Northern Michigan University % |
|---|---|---|---|---|---|---|
| **Career Support** | 1875 | 3288 | 57.0% | 79 | 126 | 62.7% |
| **Overall Preparation** | 467 | 548 | 85.2% | 18 | 21 | 85.7% |
| **Meeting Student Needs** | 3826 | 5480 | 69.8% | 136 | 210 | 64.8% |
| **Technology** | 891 | 1096 | 81.3% | 36 | 42 | 85.7% |
| **Instructional Strategies and Assessment** | 3561 | 4932 | 72.2% | 122 | 189 | 64.6% |
| **Professionalism** | 1417 | 1644 | 86.2% | 54 | 63 | 85.7% |
| **Clinical Exp & Program Prep[2]** | 3480 | 4869 | 71.5% | 120 | 172 | 69.8% |

The results from the 2021-22 Year Out Survey present as more applicable and consistent with 2022-23 Administrator Survey in needs areas for English learners, supporting varied populations of students, and communication with families/caregivers. Although the 2022-23 Administrator Survey results are based on a small number of respondents for each year, the results do show a need for the program to consider revisions in these key areas of English learners, communication with families/caregivers, and strategies to apply instructional resources and strategies to diverse learners because of the rating below 80% of these categories by survey populations from the 2022-23 Candidate Survey Suite and 2022-23 Administrator Survey.

The program compiled findings for the 2022-23 Candidate Suite Survey, 2022-23 Administrator Survey, and the 2022-23 Year Out Survey into a spreadsheet Undergraduate Program State Data to AAQEP Standards 1 and 2 to show connections across all surveys used for analysis with the frequency of questions for each survey connected to AAQEP standards are totaled, and a summary of findings for each survey provided. A snapshot of the Undergraduate Program State Data to AAQEP Standards 1 and 2 relative to each Standard 1 and 2 aspect is provided in Table 17. An overall evaluation of each aspect regarding program performance is provided with expected program action to sustain or improve candidate/completer performance and completer professional competence and growth.

Table 17 Holistic Review of All MDE Surveys and NMU Program Expected Actions

| | | |
|---|---|---|
| **Holistically:** | **Program confidence high based on themes from responses** | |
| **Holistically:** | **Program revision should be studied and implemented based on themes across questions** | |
| **Holistically:** | **Program action is urgent due to consistency in responses in one or more areas** | |
| | | |
| **Standard** | **Candidate/Completer Performance** | **Program action reasoning:** |
| 1a | Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought | Survey responses combined with MTTC 3-year data >80% and Effectiveness Ratings shows system and curriculum effective |
| 1b | Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory | Survey responses combined with MTTC 3-year data >80% and Effectiveness Ratings shows system and curriculum effective. Program should pay attention to areas of trauma informed care and culturally diverse backgrounds. |
| 1c | Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning | Overall, responses connected to this aspect are positive. The consistently low responses in English learners makes this component connected to this aspect as important. |

| | | |
|---|---|---|
| **Holistically:** | **Program confidence high based on themes from responses** | |
| **Holistically:** | **Program revision should be studied and implemented based on themes across questions** | |
| **Holistically:** | **Program action is urgent due to consistency in responses in one or more areas** | |
| | | |
| 1d | Assessment of and for student learning, assessment and data literacy, and use of data to inform practice | Outcomes trend positive across survey questions and populations. As completers enter their first year, low N survey results warrant that this aspect should be of high program reflection in areas of English learners during and after the program completion and populations with special needs post program. |
| 1e | Creation and development of positive learning and work environments | Overall, responses connected to this aspect are positive. The 2% below threshold drop from Administrators one year out, should be used for program reflection. |
| 1f | Dispositions and behaviors required for successful professional practice | Overall, responses connected to this aspect are positive. The Candidate Year Out responses for 2022-23 should be studied, but may be an anomaly from COVID prepared candidates. |
| 2a | Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities | Program should address connections to caregivers based on Administrator Survey reply. Consider supports post-program in IEPs and 504 plans for first year candidates. |
| 2b | Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts | Candidate supervisors, cooperating teachers, administrators, and year out candidates inform the program to prioritize trauma informed practice and culturally diverse background coursework and clinical experiences becoming more explicit. |
| 2c | Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts | Majority of areas connected to this aspect are positive, however, the consistently low rating in English learners make this aspect a priority. Improvement in the English learner area may also have a positive downstream impact with culturally diverse learners and family/caregiver connections. |

| | | |
|---|---|---|
| **Holistically:** | **Program confidence high based on themes from responses** | |
| **Holistically:** | **Program revision should be studied and implemented based on themes across questions** | |
| **Holistically:** | **Program action is urgent due to consistency in responses in one or more areas** | |
| | | |
| 2d | Support students' growth in international and global perspectives | All survey areas and populations trending positive. |
| 2e | Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection | Program should make more explicitly the use of the MI Code of Ethics and preparation for entry into the job market. Check on issue date of MI Dept of Ed survey distributed to candidates to see how experiences line up with survey question collection date. |
| 2f | Collaborate with colleagues to support professional learning | All populations showed that, overall, candidates ready to enter profession and progressing well during their first year. Program should make more explicit the early clinical observations and their connection to the program beyond what is listed in syllabi. |

**NMU F23_CPAST_DataCollectionSheet**

- "NMU Pedgy & Disp Scores All" tab shows all candidates from fall 2023 pilot
    - Sorted by licensure area
    - CPAST questions aligned to AAQEP Standards 1 & 2 on row 4
    - CPAST questions aligned to the Michigan Department of Education Core Teaching Practices (CTP) on row 3; hovering over a CTP reveals a CTP description
- "Recommended by Lic Area" tab shows fall 2023 licensure recommendations by area
- "Licensure Area Options" tab lists the categories as identified by the developer of the instrument
- "Audit of Licensure Area" tab shows the check on accuracy for licensure areas as the instrument requires us to hand enter this category; audit used to assure accuracy of the "NMU Pedgy & Disp Scores All" tab
- "CPAST Outcomes Mapped to AAQEP" tab shows the Michigan Department of Education CPAST survey questions to AAQEP Standards 1 & 2

- "CorTchPrac Outcomes Map to AAQEP" tab shows the Michigan Department of Education CPAST core teaching practices, to CPAST survey questions, to AAQEP Standards 1 & 2
- "Original Pedag & Disp Scale" tab is the original data set sent to NMU from The Ohio State University

Beginning in fall 2023, the program agreed to be a Michigan pilot institution for the Candidate Preservice Assessment of Student Teaching (CPAST) developed and administered by The Ohio State University. This decision replaced the use of the Danielson Framework for Teaching instrument. The CPAST, developed by Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP), is supported by the Michigan Department of Education as a valid and reliable formative and summative assessment during the student teaching practicum/internship. The instrument uses two subscales, "Pedagogy" and "Dispositions" requiring candidate evidence for each category. The instrument has been mapped to the InTASC standards by The Ohio State University and VARI-EPP. The program agreed to be a pilot institution as the CPAST looked to provide a deeper connection to the expected pedagogical and dispositional traits for entry into the field. The CPAST language and categories were also seen as a better fit for the planned revisions for all elementary (fall 2024 start for revised programs) and secondary education programs (fall 2025 planned start for revised programs).

The program pilot for the Candidate Preservice Assessment of Student Teaching (CPAST) included all licensure areas at the undergraduate, post-baccalaureate, and Secondary Teacher Educator Preparation (STEP UP) levels. A total of 52 candidates in 11 licensure areas are included in the pilot for fall 2023. The pilot continues into winter 2024 with approximately 70 teacher candidates.

The F23_CPAST_DataCollectionSheet shows mid-term evaluations, final evaluations, and licensure recommendations for individual candidates/completers grouped by licensure area. The mid-term and final evaluation score for each of the 21 categories (Pedagogy 13/Dispositions 8) is based on consensus scoring among the candidate, candidate supervisor/university supervisor, and cooperating teacher(s).

The usual expectation for recommendation for licensure would be 80% or better (Meets Expectations) cumulative percentage score of the 21 CPAST categories. In instances where the cumulative score was below 80% for an individual candidate, a deeper evidence-based conversation was had with program faculty, the candidate, candidate supervisor/university supervisor, and cooperating teacher(s) to make an informed decision regarding recommendation for licensure.

Across all 11 student teaching/internship areas for fall 2023, 98% (51/52) candidates were recommended for licensure.

A total of 9 candidates were below the 80% cumulative final score. Eight (8) of the 9 candidates, after a deeper evidence-based consensus conversation, were recommended for licensure in their area. An explanation for each is included in Column BE of the F23_CPAST_DataCollectionSheet. One (1) candidate in elementary education was determined as not meeting expectations and was not recommended for licensure.

Table 18 NMU CPAST F23 Recommendation for Licensure

| Description | Licensure Area Total Candidates | ≥ 80% Meets | % Recommended for Licensure |
|---|---|---|---|
| Art Education | 3 | 100% | 100% |
| Elementary Education | 16 | 81% | 94% |
| English Language Arts Secondary | 7 | 86% | 100% |
| Health and Physical Education | 2 | 100% | 100% |
| Industrial Technology | 1 | 100% | 100% |
| Mathematics Secondary | 3 | 67% | 100% |
| Music Education | 1 | 0% | 100% |
| Science Secondary | 2 | 50% | 100% |
| Social Studies Secondary | 4 | 100% | 100% |
| Special Education Elementary | 9 | 78% | 100% |
| Special Education Secondary | 4 | 100% | 100% |

Table 19 Core Teaching Practices F23 CPAST to AAQEP Standards 1 & 2

| AAQEP Standards Connection as mapped by MI Dept of Ed | Core Teaching Practices # (CTP) | Core Teaching Practices | NMU Summary of Findings |
|---|---|---|---|
| **1a** Content, pedagogical and/or professional knowledge | CTP 1 | Selecting and designing formal assessments of student learning | 9 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average: Music (1.0) and Art (1.33) |
| | | | |
| **2c** Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. (NMU Specific) | CTP 2 | Designing single lessons and sequences of lessons | 10 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average Music (1.0) |
| **2c** Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. (NMU Specific) | CTP 3 | Eliciting and interpreting individual students' thinking | 8 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average Music (1.0) English (1.71) and Science (1.0) |
| **1d** Assessment of and for student learning, data literacy | CTP 4 | Coordinating and adjusting instruction during a lesson | 10 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average English (1.86) |
| **1d** Assessment of and for student learning, data literacy | CTP 5 | Checking student understanding during and at the conclusion of lessons | |

| AAQEP Standards Connection as mapped by MI Dept of Ed | Core Teaching Practices # (CTP) | Core Teaching Practices | NMU Summary of Findings |
|---|---|---|---|
| **1e** Creation and development of positive learning and work environments | CTP 6 | Building respectful relationships with students | 11 of 11 licensure areas Meeting score of 2 or greater |
| **1e** Creation and development of positive learning and work environments | CTP 7 | Specifying and reinforcing productive student behavior | |
| **1e** Creation and development of positive learning and work environments | CTP 8 | Implementing organizational routines | |
| **1d** Assessment of and for student learning, data literacy | CTP 9 | Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments | 8 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average Music (1.0) Science (1.5) Social Studies (1.75) |
| **1d** Assessment of and for student learning, data literacy | CTP 10 | Provide oral and written feedback to students | 10 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average Music (1.0) |
| **2a** Understand and engage local school and cultural communities, and communicate and foster relationship with families/guardians/caregivers | CTP 11 | Talking about a student with parents or other caregivers. | 7 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average Music (1.0) English (1.86) Health and Physical Education (1.5) Social Studies (1.75) |
| **2c** Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. (NMU Specific) | CTP 12 | Analyzing instruction for the purpose of improving it | 11 of 11 licensure areas Meeting score of 2 or greater |
| **1d** Assessment of and for student learning, data literacy | CTP 13 | Setting long- and short-term learning goals for students | 9 of 11 licensure areas Meeting score of 2 or greater; Below 2.0 average Music (1.0) Science (1.0) |
| | | | |

Pilot data from fall 2023 are informing program decisions and leading to discussions regarding an appropriate overall cut score, weighting of categories, and non-negotiable scores for specific categories.

The F23_CPAST_DataCollectionSheet do show consistent trends with the Michigan Department of Education referenced earlier and provide the program with evidence that will guide program revisions:

- 3 of 11 licensure areas demonstrated that average scores in CPAST Differentiated Methods (AAQEP 1c), Data Guided Instruction (AAQEP 1d), and Critical Thinking (AAQEP 2d) falling below 2.0 Meets Expectations correlate to needs areas in differentiating instruction and supporting students with special needs in the 2022-23 Administrator Survey and the 2022-23 Year Out Survey. The CPAST Differentiated Methods (AAQEP 1c), Data Guided Instruction (AAQEP 1d), and Critical Thinking (AAQEP 2d) areas are consistent with the need to improve English learners pedagogy across all Michigan Department of Education survey outcomes.
- 2022-23 Administrator Survey results in Communication with Families/Caregivers (AAQEP 2a) are consistent with needs areas in the CPAST Effective Communication with Parents and Legal Guardians with 4 of 11 licensure area average final scores below 2.0 Meets Expectations.
- Although not connected to an InTASC standard, the CPAST area of Connect to Research and Theory (AAQEP 1b) falls below a 2.0 Meets Expectations average in 10 of 11 licensure areas in the final fall 2023 CPAST outcomes. CPAST outcomes for Connect to Research and Theory (AAQEP 1b) are part of the analysis of teaching through use of connections to practice and ultimately using research and theory to explain PK-12 student progress. This would serve as another consistent connection with 2022-23 Administrator Survey results stating that improved communication with families/caregivers is warranted.
- An interesting observation for category averages in licensure areas is a noticing that, with the exception of elementary education, industrial technology, special education elementary, and special education secondary, that all other licensure program areas (7 of 11) showed group averages below the 2.0 Meets Expectations with no real pattern of consistency.

The Michigan Department of Education mapped the Core Teaching Practices to the CPAST and to the AAQEP Standards 1 and 2. The core teaching practices have been an ongoing topic of review for program revisions in the elementary and special education programs as intense program discussions and revisions occurred for the elementary program revisions submitted to the Michigan Department of Education. Whereas all fall 2023 reported outcomes on the CPAST for elementary and special education show a score of 2.0 Meets or better for all core teaching practices, the secondary programs fell below that target in some core teaching practices categories as outlined in Table 19. Extreme caution should be used when reviewing this evidence as the special education, literacy and content faculty in the Teacher Education unit began more formal conversations regarding core teaching practices in fall 2023 in preparation for planned program revisions for all secondary programs. Overall, secondary candidates are performing well as reported by cooperating teachers and university supervisors. The small numbers for each licensure area only give us evidence to consider as we begin to more formally plan revisions.

A connection to the core teaching practices consistent with a needs area found in the 2022-23 Administrator Survey results is a focus on “Talking about a student with parents or other caregivers” (CTP 11) where four of the eleven secondary areas demonstrated need.

## *Graduate programs: Reading K-8/Reading Specialist K-12, Learning Disabilities, Education Specialist (central office), Educational Administration (K-12 principal), and Special Education Administrator*

Candidates enrolled in the graduate programs are employed in school settings with access to the student population. Candidates in the graduate programs utilize their PK12 learning spaces to connect the course content to clinical experiences.

All of the graduate programs in this section are delivered online. Course delivery and assessments meet the expectations for Quality Matters as outlined by the NMY Office of Extended Learning and Continuing Education and the NMU Center for Teaching and Learning. All faculty teaching in the online programs meet the expectations to be distance qualified faculty. All syllabi for these online graduate courses are reviewed each semester the course is taught with feedback on course delivery relative to engagement for student to material, student to student, and student to instructor for clarity of objectives; assignments and assessments connected to course objectives; and clear processes for feedback to students. All of the students enrolled in the online graduate program have access to the same supports as on campus students. Online graduate courses have an embedded librarian, Professor Mike Strahan, who is specifically assigned to the School of Education, Leadership and Public Service graduate program.

Each graduate program area has a lead faculty member who receives a course release each semester to support program needs and to assess program outcomes.

**Master of Arts in Reading K-8/Reading Specialist K12**

**Reading K-8/Reading Specialist K12**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Module 3 Rubric-Interactive Presentation | | X | | X | | | X | | X | | X | X | 4 semesters | Grade of B or better | 1 |
| Rubric for Collaborative Inquiry Research Presentation | | X | X | X | | | | | | | X | X | 4 semesters | Grade of B or better | 1 |
| Case Study Rubric | | | | X | X | | X | X | X | X | | | 3 semesters | Grade of B or better | 1, 5 |

The MAE degree program in both Reading K-8 and Reading Specialist (K-12) are designed to develop educational leaders in the area of literacy instruction. The mission of the MAE Reading programs is to provide opportunities for learners to continue to develop and maintain themselves as professional educators who are knowledgeable and skillful reading/literacy practitioners, who enhance their practice through reflection, inquiry, and scholarship, and who use their knowledge and skills in literacy leadership roles.

The Reading K-8 MAE is intended for educators who wish to lead literacy reform efforts while maintaining their own positions as classroom teachers or interventionists. The Reading MAE focuses on literacy programs and needs from grades K-8 and is applicable only to those holding an elementary teaching certificate. The Reading Specialist MAE is focused more broadly. Those who select this program are preparing for roles beyond classroom teaching with a strong focus on leadership. For example, a Reading Specialist might be a Title I Director/Teacher, a Literacy Coach, a Literacy Consultant, or a Director of Literacy Intervention Programs in a district. The Reading Specialist MAE spans early language development, emergent literacy, elementary developmental and remedial instruction, and secondary literacy instruction, including literacy across the curriculum (i.e. content area literacy).

Both the Reading and the Reading Specialist MAE programs were developed to align with and meet state and international standards for teachers and leaders of literacy education. Both programs are taught online, enabling students living across the region, state, nation, and globe to pursue these degrees. The online format and wide geographic reach of the Reading and Reading Specialist MAE programs have led to community involvement that is focused on students' local schools, districts, and communities, rather than on the community of Marquette County. Community involvement typically takes the form of developing and using resources within students' own schools and/or communities. There is a focus on developing skills in professional development for colleagues; in developing knowledge and methods of instruction for both developmental and remedial literacy instruction; and in understanding the rationale and history of current literacy standards and programs as well as the political world in which education is situated.

The MAE programs have been compiled into one report. Students enrolled in the Reading and Reading Specialist programs take the same core content courses with objectives aligned to Michigan state standards for reading. The MTTC state tests for additional endorsement in Reading K-8 and Reading Specialist K-12 assess the same subareas (meaning and communication; genres & craft of literature and language; skills and processes; instruction; assessment; professional, program, & curriculum development) with test items aligned to the appropriate populations (K-8 or K-12). Student-produced coursework artifacts share similar knowledge and skills, with attention focused to the population(s) completers will serve.

Reading K-8/Reading Specialist K-12 Program Assessment Summary:

- **Claim 1**: Reading (K-8) and Reading Specialist (K-12) program completers demonstrate the ability to **perform as professional educators** who have the capacity to **support success for all learners** (AAQEP Standard 1) through producing professional artifacts during their graduate coursework and earning a passing score on the MTTC test in their major.
- **Claim 2**: Reading (K-8) and Reading Specialist (K-12) program completers demonstrate the ability to **successfully adapt to working in a variety of contexts** and **grow as professionals** (AAQEP

Standard 2) through producing artifacts which include reflection and application of coursework and leadership in local settings.

To support claims 1 and 2, this report includes data and analysis from multiple sources:

1. Outcomes from Reading K-8 and Reading Specialist (K-12) MTTC test results (2020, 2021, and 2022);
2. Artifacts from key assessments sampled from courses from the early (foundation), middle (methods and application), and later (research and professional leadership) phases in the MAE programs, including:
    - ED 570: Foundations of Reading Instruction
    - ED 572: Clinical Practicum in Reading
    - ED 518: Seminar in Elementary/Secondary Education: Reading

The following tables include a summary of key assessments used as data points for determining a candidate's progress toward program outcomes early, middle, and end of the MAE Reading programs. Key assessments include examples of the types of artifacts and materials students typically develop in the Reading and Reading Specialist MAE program that are intended to be used in their local communities and which have a positive impact on their students, schools, and communities **(Claim 1)**. Each program key assessment also includes a reflective self-assessment component designed to help candidates to continue to grow as professionals **(Claim 2)**. Each key assessment is designed to prepare the MAE students with the knowledge and skills to continue as strong leaders in the area of literacy in both current and future roles they may hold **(Claim 1; Claim 2)**. Additional analysis with recommendations for each assessment may be found in the Conclusion section of this report.

Table 20 ED 570 Rubric for Collaborative Inquiry Presentation

| Key Assessment Description | What does this Key Assessment measure? | Connection to AAQEP |
|---|---|---|
| ED 570: Foundations of Reading Instruction<br><br>Focus: Inquiry and sharing of important Foundational Aspects of Reading Instruction and Meeting All Students' Needs<br><br>Purpose: To collaboratively plan and design opportunities for others to advance their literacy knowledge and ability to teach all learners. Gathering professional literature and research to ground instructional practices, MAE Reading candidates collaborate with others to plan and design professional learning opportunities.<br><br>Assessment Artifact: An interactive, technology-based research project presented to the class electronically over a key approach to literacy instruction with an individual post-presentation reflection paper synthesizing course concepts, making connections to course learning experiences, and setting goals for their own literacy program. | Michigan Standards for Reading Specialist Endorsement 3.1.2, 3.4.4, 3.4.5 3.4.7, 3.4.5, 4.1, 4.1.1.6;<br>International Literacy Association Standards 2.1, 2.2, 2.3<br><br>**Plan and design professional learning opportunities** that describe, analyze, apply and evaluate<br>• strategies to teach and recognize unknown words (word recognition)<br>• to adapt reading instruction for children with special needs, such as gifted, the linguistically diverse, the child with learning disabilities, and bi-lingual children.<br>• various factors affecting content area reading and instructional strategies to guide comprehension, vocabulary, and word recognition, improving students' reading abilities.<br>• theories of vocabulary and concept development and the ability to identify strategies that will help students learn words in depth and within the context of meaningful text.<br>• ways in which technology can be used to enhance reading and writing<br><br>**Plan and design professional learning opportunities**<br>• apply/develop strategies that would enhance the schema-theoretic view of reading comprehension.<br>• incorporate children's literature into the reading program and reflect the ability to identify various ways to use these books as tools for instructional reading in the classroom | **AAQEP Standard 1:** Candidates in the MAE Reading Programs demonstrate professional competence in designing and delivering professional learning opportunities for others. Candidates demonstrate the **ability to plan for and enact and/or support instruction** and assessment that is **differentiated and culturally responsive**. Candidates professional learning experiences provide an opportunity to demonstrate the **knowledge, skills, and professional dispositions of competent, caring, and effective professional educators**. Successful candidate performance **requires knowledge of learners, context, and content**.<br><br>**AAQEP Standard 2:** Candidates in the MAE Reading Programs demonstrate **professional competence and growth** from planning and designing opportunities for others to advance their literacy knowledge and ability to teach all learners. This professional experience includes the opportunity to **reflect on their professional experience** as they synthesize their learning, make connections to professional standards, and set goals for using their professional learning in their own literacy programs. |

Table 21 ED 570 Percentage of Students Demonstrating B or Better Rubric for Collaborative Inquiry Presentation

| Semester and Year | Number of Students | Percent of Students Demonstrating an Average of B Higher Presentation and Reflection Paper |
|---|---|---|
| Fall 2022 | 8 | 100% |
| Fall 2021 | 11 | 100% |
| Fall 2020 | 12 | 100% |
| Fall 2019 | 14 | 100% |

Table 22 ED 572 Case Study Rubric

| **Key Assessment Description** | **What does this Key Assessment measure?** | **Connection to AAQEP** |
|---|---|---|
| ED 572: Clinical Practicum in Reading<br><br>Assessment Artifacts: Case study, reflection, parent letter, and self-assessment<br><br>Assessment Overview: The culminating assignment for ED 572 requires you (1) to synthesize your ongoing assessment and instruction with a K-12 student into a comprehensive case study, (2) to communicate the findings and recommendations emerging from the case study with the student's parent/caregiver and/or teacher, and (3) to evaluate your knowledge and performance based on professional standards. | Michigan Standards for Reading Specialist Endorsement 2.6, 3.1.1.1, 3.1.2.1, 3.1.2.3, 3.4.2.1,3.4.2.2, 4.2.1.5, 3.4.4,3.4.5, 3.4.6, 3.4.7, 3.4.8, 3.4.9, 4.1.3.5, 4.1.3.6, 4.2.1.2, 4.2.1.4, 4.2.1.7, 4.2.1.8, 5.2, 5.5.2, 3.4.2.3, 4.1.3.3, 4.1.3.44.2.1.6, 4.2.2.3, 5.1, 5.3, 5.4.1, 5.5.7<br>International Literacy Association Standards 1.4, 3.1, 3.2, 3.3, 3.4<br>• Collect and analyze assessment data.<br>• Use assessment data to create an instructional plan for a student.<br>• Design instruction that considers the variety of factors that may contribute to student achievement.<br>• Apply knowledge of the process of reading and developmental stages of learners in various professional settings<br>• Demonstrate the ability to foster student independence in applying reading strategies, principles, and practices.<br>• Communicate an evaluation of assessment data and identified instructional goals to parents and students. | **AAQEP Standard 1:** Candidates in the MAE Reading Programs demonstrate professional competence in using their knowledge to assess the abilities and needs of K-12 readers. Candidates demonstrate the **ability to plan for and enact and/or support instruction** and assessment that is **differentiated and culturally responsive**. Candidates professional learning experiences provide an opportunity to demonstrate the **knowledge, skills, and professional dispositions of competent, caring, and effective professional educators**. Successful candidate performance **requires knowledge of learners, context, and content**.<br><br>**AAQEP Standard 2:** Candidates in the MAE Reading Programs demonstrate **professional competence and growth** from planning and designing opportunities for K-12 students to advance their literacy abilities and from communicating recommendations to caregivers and teachers. This professional experience includes the opportunity to **reflect on their professional experience** of working with a learner over time and to engage in a reflective self-assessment aligned to professional standards. |

Table 21 ED 572 Percentage of Students Demonstrating B or Better Case Study Rubric

| Semester and Year | Number of Students | B or Higher on Case Study, Parent Letter, and Reflective Self-Assessment |
|---|---|---|
| Summer 2022 | 12 | 100% |
| Summer 2020 | 11 | 100% |
| Summer 2018 | 11 | 100% |

Table 22 ED 518 Module 3 Rubric Interactive Education Plan

| Key Assessment Description | Key Assessment measure | Connection to AAQEP |
|---|---|---|
| Focus: Inquiry and sharing of current issues in Reading Instruction, critical literacy, and the ethical role of the reading professional within the world of practice.<br>Purpose: To individually plan and design opportunities for others to advance their literacy knowledge, roles as professional leaders, and ability to teach all learners. Gathering professional literature and research to ground instructional practices, MAE Reading candidates create and deliver professional learning opportunities.<br>Assessment Artifact: A digital, interactive, mini-conference presentation delivered to the class electronically addressing current events in reading, critical literacy, and the role of literacy professionals accompanied by a reflective self-evaluation based on audience feedback. | • **Demonstrate** the ability to promote and sustain literacy through involvement, communication, and collaboration with stakeholders<br>• **Use** knowledge of reading programs, curriculum development, and/or local, state, or national literacy issues to discover a meaningful topic for investigation<br>• **Discuss** issues in literacy education with literacy professionals.<br>• **Recognize and analyze** the work of literacy leaders and relevant research from both reading and general education and how it has contributed to literacy education, and know the instructional implications of research on critical thinking and teaching, bias and stereotypes, and social justice in education for diverse students.<br>• **Demonstrate** an understanding of professional responsibilities including professional development, the role of paraprofessionals, publications, presentations, professional portfolios, reflective practices, inquiry methodology, and the ability to share findings with multiple groups.<br>• I**dentify and describe** instruction that considers the needs of diverse cultures, language development, second language acquisition, and critical teaching and literacy | **AAQEP Standard 1:** Candidates in the MAE Reading Programs demonstrate professional competence in designing and delivering professional learning opportunities for others. Candidates demonstrate the **ability to plan for and enact and/or support instruction** and assessment that is **differentiated and culturally responsive**. Candidates professional learning experiences provide an opportunity to demonstrate the **knowledge, skills, and professional dispositions of competent, caring, and effective professional educators**. Successful candidate performance **requires knowledge of learners, context, and content**.<br>**AAQEP Standard 2:** Candidates in the MAE Reading Programs demonstrate **professional competence and growth** from planning and designing opportunities for others to advance their literacy knowledge and ability to teach all learners. This professional experience includes the opportunity to **reflect on their professional experience** as they synthesize their learning, make connections to professional standards, and set goals for using their professional learning in their own literacy programs. |

Table 23 ED 518 Percentage of Students Demonstrating B or Better Module 3 Rubric Interactive Education Plan

| Semester and Year | Number of Students | Percent of Students Demonstrating an Average of B or Higher on their ED 518 Professional Presentation and Reflection Paper |
|---|---|---|
| Fall 2022 | 13 | 100% |
| Fall 2021 | 3 | 100% |
| Fall 2020 | 7 | 100% |
| Fall 2019 | 13 | 100% |

MTTC Assessment Information

Program completers demonstrate that they are proficient in the foundational knowledge and skills required for receiving an additional endorsement in reading from the state of Michigan. This requisite knowledge and skills are identified on course syllabi (aligned to state standards) and is assessed by the Michigan Test for Teacher Certification (MTTC) specific to the student's additional endorsement area/major in the reading program (K-8 or K-12).

The Michigan Department of Education administers and scores tests on a pass/fail measure. Six subareas are assessed (meaning and communication; genres & craft of literature & language; skills and processes; instruction; assessment; and professional, program & curriculum development), and reported according to an above/below 220 scaled score threshold for each subarea.

During the 2020, 2021, and 2022 annual cycles, 15 graduate students took the MTTC Reading Specialist test with 14 of 15 (93%) receiving a passing score and an average subarea score of 3.28 out of 4.

Table 24 MTTC Reading Specialist K12 Scores

| **Year** | **MTTC Pass Rate** | **Reading Specialist Subarea Averages (range =1-4)** | | | | | |
|---|---|---|---|---|---|---|---|
| | | *Meaning and Communication* | *Genres & Craft of Literature and Language* | *Skills and Processes* | *Instruction* | *Assessment* | *Professional, Program, & Curriculum Development* |
| 2020 (N=7) | 85.7% | 2.71 | 3.28 | 3.14 | 2.85 | 3.14 | 3.28 |
| 2021 (N=4) | 100% | 3.5 | 3.75 | 3.25 | 3 | 4 | 3.5 |
| 2022 (N=4) | 100% | 3.75 | 3.5 | 3.75 | 3 | 3.25 | 3.25 |
| **TOTAL N=15** | **93.33%** | **3.2** | **3.47** | **3.33** | **2.93** | **3.4** | **3.33** |

During the previous three cycles, one graduate student took the MTTC Reading test and received a passing score with an average subarea score of 3.83 out of 4.

Table 25 MTTC Reading K-8 Scores

| **Year** | **MTTC Pass Rate** | **Reading Subarea Scores (range =1-4)** | | | | | |
|---|---|---|---|---|---|---|---|
| | | *Meaning and Communication* | *Genres & Craft of Literature and Language* | *Skills and Processes* | *Instruction* | *Assessment* | *Professional, Program, & Curriculum Development* |
| 2020 (N=1) | 100% | 3 | 4 | 4 | 4 | 4 | 4 |
| **Total** | **100%** | **3** | **4** | **4** | **4** | **4** | **4** |

Summary of Analysis: Overall, the MTTC pass rates and MTTC subarea scores are above state averages and indicate program candidates and completers are demonstrating proficiency on state endorsement assessments. Program Key assessment data indicate MAE program candidates demonstrate the ability to perform as professionals who support success for all learners (AAQEP Standard 1), adapt to working in a variety of contexts, and grow as professionals (AAQEP Standard 2).

Data-Based Recommendations: In 2020, 4 of 7 Reading Specialist MAE completers earned a 2 on the MTTC subarea of meaning and communication. Since this time, a foundation course (ED 570) has been updated to attend to meaning and communication early in the program to provide a robust theoretical and historical framework for building knowledge throughout the program. Data (though the sample is small) indicates an increase in the subarea of *Meaning and Communication* in 2021 and 2022.

Program Goals**:** MTTC data indicates that the subarea of *Instruction* may be an area for continuous improvement. Graduate faculty may need to provide additional attention to instructional frameworks and methods for teaching K-12 learners and for providing professional development or coaching instruction to adult learners. Given that the population of graduate students (program candidates) includes learners who may be (re)entering the profession or returning to the classroom upon completion of the program, and others may be planning to take on new roles as literacy coaches in their school or school district; including a broad range of opportunities to learn about and practice reading instruction is a program goal moving forward.

Evidence will show both that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.

**Master's Early Childhood Education**

**Early Childhood Education**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Developmental Resource Guide | | X | X | | X | | X | X | | X | | | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Family Resource Guide | | | | X | | | X | X | X | | | X | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Analysis/Critique of an Early Childhood Environment | X | X | X | | | | | X | | | X | X | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Learning Activities Resource | X | | | X | X | | | | | X | | X | 3 semesters | Developing or better (Proficient, Exemplary) | 1 |
| Danielson Internship Evaluation | X | X | X | X | X | X | X | X | X | X | X | X | 3 semesters | Independent or Independent & Consistent Level in Domains 1, 2, 3 and 4 | 1, 5 |

The courses in NMU's Graduate Early Childhood program were guided by the 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* from 2008 - 2022. Interested and qualified candidates may obtain their Michigan ZS teaching endorsement, upon successful completion of all early childhood coursework, and when passing the MTTC exam #106. In January, 2020, the Michigan State Board of Education approved and released new standards for early childhood general and special educators, titled, *Standards for the Preparation of Teachers of Early Childhood General and Special Education (Birth – Kindergarten)*.

During 2021, NMU faculty from the School of Education, revised the program to align to these new standards. A program revision application was submitted to the MDE in April 2022, and we are currently awaiting final approval of the revisions. Through the revised program, these new standards will guide NMU's Graduate Early Childhood program moving forward. Under these new standards, interested

candidates may obtain their Michigan BK teaching endorsement, upon successful completion of all early childhood coursework, and when passing the MTTC exam #134.

Although there is evidence of AAQEP Standards 1 and 2 throughout the Michigan Standards for the Preparation of Teachers of Early Childhood (ZS) (General and Special Education), and thus each program course, Standards 1, 2 and 4, directly align and have multiple cross-overs with **AAQEP Standards 1, and 2**. To highlight these connections, and the presence of **AAQEP Standards 1 and 2** in the Graduate Early Childhood Education program, the narrative part of this report will share an example of an assignment in ED 553 Application of Theories and Practices within Early Childhood Settings, and an example of an application-based field project in ED 556 Assessment in Early Childhood Environments. Following the narrative, Key Assessment data from three program courses, ED 551 Early Childhood Development, ED 555 Family Partnerships in Early Childhood Education, and ED 553 Application of Theories and Practices within Early Childhood Settings is provided. Additionally, data from the final and culminating program course, ED 557 Early Childhood Internship with Seminar, is included. Finally, data related to candidate performance on the ZS additional endorsement is provided.

**Early Childhood Program, Coursework, and Fieldwork**

The courses within the program are organized into three tiers to allow candidates to build on prior coursework, while also enabling flexibility in course selection. Candidates are encouraged to enroll in a Tier I course – either ED 551 Early Childhood Development, or ED 555 Family Partnerships in Early Childhood Education. ED 551 introduces characteristics of growth and development for children, birth through eight, and the multiple environmental influences on children's development. Emphasis is placed on the influence of **culturally responsive practices** (AAQEP Standard 1) and **dimensions of social emotional development** (AQQEP Standard 1) on whole child development. ED 555 explores candidate **professional knowledge** (AAQEP Standard 1) and **dispositions and behaviors** (AAQEP Standard 1) needed to **foster relationships with families/guardians/caregivers in a variety of communities** (AAQEP Standard 2) to support children's growth and development. Candidates ground their future coursework in the program with the understanding that young children's growth and development occurs within predictable sequences, but that children's pace is influenced by environmental factors such as socioeconomics, culture, language, and adverse childhood experiences.

Candidates will next complete Tier II courses - ED 554 Early Intervention and ED 556 Assessment in Early Childhood Environments - where they will analyze the laws related to early childhood special education and apply **culturally responsive practices with diverse learners** (AAQEP Standard 2) to promote access and full inclusion in an early childhood setting. Candidates will **foster relationships with families/guardians/caregivers in a variety of communities** (AAQEP Standard 2) to obtain authentic **data to inform practice** (AAQEP Standard 1) that promotes access and full inclusion for all children, including those with an IEP/IFSP. Within their field work, candidates will apply **professional knowledge** (AAQEP Standard 1) to assess growth and development and collaborate with families and colleagues to identify developmental goals.

During Tier III coursework, candidates will build on **their professional knowledge** (AAQEP Standard 1) by obtaining and applying **content and pedagogical knowledge** (AAQEP Standard 1) in ED 553 ED 553 Application of Theories and Practices in Early Childhood Settings. Within their field work, candidates will create **productive learning environments** (AAQEP Standard 2) and apply **culturally responsive educational practices** (AAQEP Standard 2) to promote growth and development across multiple developmental domains, with children ages birth through eight.

Each of the program courses is offered online through NMU's Learning Management System - EduCat. The courses are designed with the understanding that participants are professionals who are working in early childhood settings. The candidates' access to an early childhood setting is woven throughout the program courses in field-based assignments which reinforce application of **professional knowledge** and **learning theory** (AAQEP Standard 1). Intentionally planned collaborative activities such as small group discussions, projects, and individual journal reflections of field experiences, provide candidates the opportunity to **engage with colleagues to support professional learning** (AAQEP Standard 2). Students are asked to share experiences connected to course content and topics as they explore early childhood **learning theory** (AAQEP Standard 1, **concept, pedagogical and professional knowledge** (AAQEP Standard 1), **culturally responsive educational practices with diverse learners** (AAQEP Standard 2), and **collaboration with colleagues to support professional learning** (AAQEP Standard 2).

Candidates apply their learning within each of the courses in the program, by completing an application-based key assessment within an early childhood setting. For example, in ED 556 Assessment in Early Childhood Environments, candidates collect multiple forms of formative and summative assessment data over a minimum of eight weeks, to create a Child Study Portfolio. Candidates analyze the assessment **data to inform practice (AAQEP Standard 1)** and to identify children who may qualify for special education services. Relying on their **pedagogical and professional knowledge** (AAQEP Standard 1), candidates apply **learning theories** (AAQEP Standard 1) to develop a **culturally responsive** (AAQEP Standard 2) lesson plan or family activity plan. The Child Study Portfolio Rubrics shows clear crossovers to **AAQEP Standards 1 and 2.**

As previously stated, in their final semester of early childhood courses, candidates enroll in ED 557 Early Childhood Internship with Seminar. In ED 557 candidates are guided by a mentor as they engage in early childhood teaching practices related to their program courses and the *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* (2008).

The following four courses were selected as key assessment data points in the Graduate Early Childhood program:

- ED 551 Early Childhood Development (4 cr.)
- ED 553 Application of Theories and Practices within Early Childhood Settings (4 cr.)
- ED 555 Family Partnerships in early Childhood Education (4 cr.)
- ED 557 Early Childhood Internship with Seminar (6 cr.)

The information provided in Chart 1 for key assessment data comes from the NMU's Graduate Early Childhood Program's Michigan Department of Education approved ZS program (2017-2022), which is aligned to the *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* (Michigan State Board of Education, 2008). Chart 2 describes each key assessment, their alignment to the ZS Standards, and connections to **AAQEP Standards 1 and 2.**

Table 26 ED 551 Developmental Resource Guide Outcomes

| **ED 551 Early Childhood Development -** Data analysis based on 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* | | | | |
|---|---|---|---|---|
| **Three (3) Cycle N = 65** | **Beginning (B- & below)** | **Developing (B)** | **Proficient (A-/B+)** | **Exemplary (A)** |
| **Key Assessment** | | | | |
| • **Infant/Toddler** | 2 | 6 | 9 | 48 |
| • **Preschool** | 1 | 2 | 10 | 52 |
| • **Primary** | 3 | 1 | 6 | 55 |

Table 27 ED 551 Developmental Resource Guide Alignment

| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
|---|---|---|
| **Assessment: Developmental Resource Guide (Infant/Toddler, Preschool, Primary)**: Candidates will create a guide for caregivers that explains children's developmental characteristics and needs across multiple dimensions (i.e., physical, cognitive, social, emotional, language, aesthetics of environment, motivation, and play). Each dimension explanation will include an example of learning processes based on field observations that supports age-appropriate acquisition of skills. | **Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education) –** 1.1, 1.2, 6.1<br><br>The capacity to relate learning processes and skill acquisition to characteristics of development within multiple dimensions or learning. | **Standard 1** Through field observations of young children, candidates will apply **professional knowledge** to identify characteristics of children's development, within multiple domains of learning.<br><br>**Standard 2** Through the completion of the Developmental Resource Guide, candidates will **collaborate with colleagues to support professional learning,** while in the field setting. |

Table 28 ED 555 Family Resource Guide Outcomes

| **ED 555 Family Partnerships in early Childhood Education -** Data analysis based on 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* | | | | |
|---|---|---|---|---|
| **Three (3) Cycle N = 72** | **Beginning (B- & below)** | **Developing (B)** | **Proficient (A-/B+)** | **Exemplary (A)** |
| **Key Assessment: Family Resource Guide** | 8 | 2 | 14 | 48 |

Table 29 ED 555 Family Resource Guide Key Assessment Alignment

| **ED 555 Key Assessments -** Aligned with the 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education).* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Family Resource Guide**: Candidates will spend time with one family focusing on identifying family strengths and needs with attention to the families' sociocultural backgrounds and experiences (suggested approach: *Funds of Knowledge,* Gonzalez, Moll, & Amanti, 2005). The student will create a guide for caregivers that has three parts: 1) describes children's developmental characteristics and needs across multiple dimensions (i.e., physical, cognitive, social, emotional, language, aesthetics of environment, motivation, and play); 2) list of activities in which the family can engage to support the child's learning and development in culturally relevant ways; 3) Community resources that would support the family. | **Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)** – 1.2, 2.1, 2.2, 2.3, 2.7, 6.1<br><br>The capacity to recommend community systems of support that build on young children and their family's strengths and promote healthy growth and development. | **Standard 1** Through family interviews, candidates will apply **professional knowledge** and **culturally responsive practices** to gather data to make informed decisions that create **positive learning and work environments.**<br><br>**Standard 2** Through the creation of the Family Resource Guide, candidates will **understand and engage local schools and cultural communities** which build on the strengths of the family and support children's development. |

Table 30 ED 553 Analysis/Critique of an Early Childhood Environment Assessment Outcomes

| **ED 553 Application of Theories and Practices within Early Childhood Settings -** Data analysis based on 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* | | | | |
|---|---|---|---|---|
| **Three (3) Cycle N = 68** | **Beginning (B- & below)** | **Developing (B)** | **Proficient (A-/B+)** | **Exemplary (A)** |
| **Key Assessment** | | | | |
| • **Infant/Toddler** | 3 | 1 | 12 | 52 |
| • **Preschool** | 7 | 4 | 11 | 46 |
| • **Primary** | 10 | 2 | 10 | 46 |

Table 31 ED 553 Analysis/Critique of an Early Childhood Environment Alignment

| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQUEP** |
|---|---|---|
| **Assessment: Analysis/Critique of an Early Childhood Environment:** Candidates will observe multiple times within a single early childhood learning environment and analyze the learning/teaching they observe for links to current and seminal theories, principles, and philosophies within the field of early childhood education. Using this analysis, they will write a curriculum/teaching report detailing the effectiveness of the learning environment for the children involved. | **Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education) –** 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 4.3, 4.12, 6.1 | **Standard 1** Through field observations, candidates will apply **content and pedagogical knowledge** to critique and recommend **culturally responsive practices** that strengthen teaching effectiveness.<br><br>**Standard 2** Following field observations, candidates will **collaborate with colleagues** and then individually create a curriculum teaching to strengthen teaching effectiveness. |

Table 32 ED 553 Learning Activities Resource Assessment Outcomes

| **ED 553 Application of Theories and Practices within Early Childhood Settings -** Data analysis based on 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education)* | | | | |
|---|---|---|---|---|
| **Three (3) Cycle N = 68** | **Beginning (B- & below)** | **Developing (B)** | **Proficient (A-/B+)** | **Exemplary (A)** |
| **Key Assessment** | 2 | 4 | 1 | 61 |

Table 33 ED 553 Learning Activities Resource Alignment

| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQUEP** |
|---|---|---|
| **Assessment: Learning Activities Resource:** Candidates will create a collection of activities for each of the following learning domains: literacy, science, mathematics, social studies, the arts, world languages, technology, physical education, and health. The collection will include at least two activities for each of the following age groups: Birth-1, 2-3, 4-5, 6-8. They will also provide one adaptation in each stage of development for a child with special needs based on a sample of an IFSP and IEP provided. Each activity must have a rationale for how it supports learning and development at the targeted stage of development, a description, learning objectives, materials, key vocabulary, and an instructional sequence (steps on what the adult and child do during the activity). | **Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education) – 1**.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.5, 4.6, 4.7, 4., 8, 4.11, 4.12, 4.13, 5.3<br><br>The capacity to create culturally and developmentally appropriate, play-based experiences that promote all children's development across multiple dimensions of learning, including children with an IEP/IFSP. | **Standard 1** Through the creation of the Learning Activities Resource**, candidates** will apply **learning theory** and **professional, content, and pedagogical knowledge,** to develop **culturally responsive** play-based experiences that promote young children's development within multiple dimensions of learning.<br><br>**Standard 2** Following **collaboration with colleagues,** candidates will individually create **culturally responsive experiences** that promote the growth and development of **diverse learners.** |

Table 34 ED 557 Internship Danielson Framework Outcomes

| Three (3) Cycles N = 41 | Meets (3.0 or better) | Does not meet (less than 3.0) |
|---|---|---|
| **Domain 1 – Planning and Preparation** | 41 | 0 |
| **Domain 2 – Classroom Environment** | 41 | 0 |
| **Domain 3 - Instruction** | 41 | 0 |
| **Domain 4 – Professional Responsibilities** | 41 | 0 |

**ED 557 Early Childhood Internship with Seminar -** Aligned with the 2008 *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education).*

Following completion of their early childhood content courses, candidates enroll in the internship course (ED 557). The course is one semester long and provides candidates with authentic opportunities to apply their **professional, content, and pedagogical knowledge** (AAQEP Standard 1), and the *Michigan Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education).* Candidates prepare for their internship with a Zoom meeting with the program director to discuss their current position in an early childhood setting and identify two distinct settings that will strengthen their experiences across the breadth of the early years, birth through age eight. In collaboration with the program director, the candidate will identify the internship settings and a highly qualified mentor that will guide the candidate throughout the internship. Candidates are assigned a university supervisor that will collaborate with the candidate and their mentor, throughout the internship, using the Teaching Evaluation Rubrics (based on the Charlotte Danielson Framework for Teaching) to guide candidate reflection, feedback, goalsetting, and the final evaluation of their internship.

Table 35 Early Childhood Endorsement (MTTC exam #106)

| 2019-2022 N = 11 | Pass (73%) | Fail (27%) |
|---|---|---|
| 2019 | 2 (18%) | 0 |
| 2020 | 2 (18%) | 0 |
| 2021 | 3 (27%) | 3 (27%) |
| 2022 | 1 (9%) | 0 |

Summary of Analysis: Overall, the MTTC pass rates and MTTC subarea scores are trending well and indicate program candidates and completers are demonstrating proficiency on state endorsement assessments. Program Key assessment data indicate program candidates demonstrate the ability to perform as professionals who support success for all learners (AAQEP Standard 1), adapt to working in a variety of contexts, and grow as professionals (AAQEP Standard 2).

The data available for the Quality Assessment Report are specific to the ZS endorsement. The Early Childhood Education program was revised and approved by the Michigan Department of Education to begin under the revised standards licensure area Birth to Kindergarten (BK) beginning fall 2023 at which time candidates for the new program will begin with the revised curriculum.

**Learning Disabilities**

**Learning Disabilities**

| Measure | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | Data Scope | Criteria for Success | Perspective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan Teacher Test for Certification (MTTC) | X | | | | | | | | | | | | 3-years | 220 Pass Score (80% overall pass rate for each area and overall) | 6 |
| Rubric - Instructional Elements and the Individualized Education Plan | | | X | | X | X | | | X | | | X | 6 semesters | Grade of B or better | 1 |
| From Theories to Teaching Strategies Project | | X | X | X | | X | X | X | | | X | | 7 semesters | Grade of B or better | 1 |
| Danielson Internship Final Reflection and Evaluation | X | X | X | X | X | X | X | X | X | X | X | X | 4 semesters | Independent or Independent & Consistent Level in Domains 1, 2, and 3 | 1, 5 |

The NMU LD program curriculum has three tiers to guide the progression of content. Courses in each tier must be completed before moving to the next tier. Exceptions require advisor approval.

- Tier 1 consists of foundation courses that are designed to build a solid foundation in special education to prepare the candidate for future concentration/methods courses.
- Tier 2 consists of the concentration/methods courses to prepare candidates for teaching students with learning disabilities as well as working with the school community
- Tier 3 consists of application courses. These courses are designed for methods practice for teacher candidates preparing to complete their internship (graduate level student teaching), and completion of their internship by demonstrating: a coherent knowledge of content-related pedagogy, the ability to successfully assess, plan, teach, direct, and communicate with all stakeholders and create a classroom/school environment for successful teaching and learning.

For the purpose of this program review, examples of assessment information, data, and alignment with the AAQEP Standards 1 and/or 2 have been provided for all three tiers and as well as an overall program review.

Table 36 ED 562 Tier I From Theory to Teaching Strategies Project

| Key Assessment Description | What does this assessment measure? | Connection to AAQEP |
|---|---|---|
| ED 562 Introduction to Learning Disabilities<br><br>*<u>Theories to Teaching Strategies Project</u>*<br><br>The purpose of this assignment is to summarize, synthesize, and then design a project that demonstrates depth of learning about curriculum models and service delivery including strategies for supporting learners in the areas of spoken language, reading, written language, and mathematics. Students are provided a rubric with detailed outcomes relative to content and ideas, applicability to others, and presentation. | This assignment meets the following Michigan Administrative Rules for Special Education Standards for Student Outcomes:<br><br>*Students will be able to demonstrate the knowledge of the various areas of learning disabilities that a student can become eligible for learning disabilities services.*<br><br>*Students will have knowledge of various low-incidence and high-incidence disabilities, their etiology, characteristics, and research-based best practices for teaching.* | **Connection to AAQEP Standard 1:** Candidates in the Learning Disabilities program demonstrate **the capacity to support success for all learners.** Specifically, in the Tier I course, ED 562 Introduction to Learning Disabilities, candidates are required to demonstrate **knowledge of learners, context, and content** in order to **plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive.** |

Table 37 ED 562 Tier I From Theory to Teaching Strategies Project Outcomes

| Semester & Year | N | ED 562 From Theories to Teaching Strategies Project Average |
|---|---|---|
| Fall 2022 | 15 | 99.67% |
| Fall 2021 | 16 | 100% |
| Fall 2020 | 12 | 98% |
| Fall 2019 | 17 | 98% |
| Fall 2018 | 16 | 96% |
| Fall 2017 | 15 | 90% |
| Fall 2016 | 15 | 95% |
| **AVERAGE** | | **96.67%** |

Tier I ED 562 Key Assessment Analysis

Analysis of this data indicates that candidates demonstrate can identify broad instructional patterns for learners with low-incidence and high-incidence disabilities, reflect on the etiology/characteristics of each disability area, and present research-based best practices for teaching at a consistent level.

Table 38 ED 558 Tier II Instructional Elements and the Individual Education Plan

| Key Assessment Description | What does this assessment measure? | Connection to AAQEP |
|---|---|---|
| ED 558 Teaching of Reading: Methods for Teaching Students with Learning Disabilities<br><br><u>Instructional Elements and the Individual Education Plan Assignment</u><br><br>The purpose of this assignment is to develop an Individual Education Plan that is connected to the Common Core State Standards for a candidate chosen case study student's grade level, which outlines instructional techniques specific to the need of the | This assignment meets the following Michigan Administrative Rules for Special Education Standards for Student Outcomes:<br>*Students will develop an IEP plan to determine a path to the success of the special education student's progress.*<br><br>*Students will be able to understand the state standards, decompose the standards and develop a plan for teaching the student with learning disabilities.* | **Connection to AAQEP Standard 1:** Candidates in the Learning Disabilities program demonstrate **the capacity to support success for all learners.** Specifically, in the Tier II course, ED 558 Teaching of Reading: Methods for Teaching Students with Learning Disabilities, candidates are required to demonstrate **knowledge of learners, context, and content** in order to **plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive.** |

| Key Assessment Description | What does this assessment measure? | Connection to AAQEP |
|---|---|---|
| student with a learning disability. This project includes the following:<br><br>Present Level of Academic Achievement and Functional Performance (PLAAFP) that includes assessment data and analysis specific to a minimum of four or more of the following areas of reading: Phonemic Awareness; Alphabet Knowledge; Decoding Skills: Sight Vocabulary; Phonics Knowledge; Structural Analysis; Context Clues;<br>Dictionary Skills; Comprehension; Fluency/Oral Reading;<br>Study Skills; and/or Other Abilities (i.e.: Writing; Spelling; Reading Speed; Reading Rate; Skimming & Scanning; Locating Information).<br><br>A minimum of four IEP goals stem from the assessments and are connected to the grade-level Common Core State Standards (CCSS).<br><br>A minimum of two objectives for each goal as a plan for progress monitoring. | *Students will create lesson/intervention plans based on data from assessment to meet the needs of the special education student.*<br><br>This assignment will meet a minimum of FOUR of the following Michigan Administrative Rules for Special Education Standards for Student Outcomes:<br>*Students will demonstrate the ability to assess students on early reading skills and develop a plan for intervention/remediation.*<br><br>*Students will demonstrate the ability to assess students on decoding skills and develop a plan for intervention/remediation.*<br><br>*Students will demonstrate the ability to assess students on comprehension skills and develop a plan for intervention/remediation.* | **Connection to AAQEP Standard 2:**<br>Candidates in the Learning Disabilities program work **in a variety of contexts** and **educational settings** across the K12 spectrum. The Tier II courses, of which ED 558 is one, provide methods of instruction in the areas of |
| A minimum of two recommended instructional techniques/strategies per IEP goal area from class readings and/or other research-based resources to address the specific needs of the student. | *Students will demonstrate the ability to assess students on fluency skills and develop a plan for intervention/remediation.*<br><br>*Students will assess K-12 student study skills, determine needs and develop a plan for student success.* | reading, writing, math, oral expression, behavioral supports, and assessment. Candidates demonstrate a **broad and general knowledge of the impact of culture and language on learning** and are supported in developing **reflective practices.** |

Table 39 ED 558 Tier II Instructional Elements and the Individual Education Plan Outcomes

| Semester & Year | N | ED 558 Instructional Elements and the Individual Education Plan Assignment Average |
|---|---|---|
| Winter 2022 | 5 | 100% |
| Winter 2021 | 8 | 100% |
| Winter 2020 | 13 | 94% |
| Winter 2019 | 10 | 92% |
| Winter 2018 | 17 | 92% |
| Winter 2017 | 9 | 94% |
| **AVERAGE** | | **95.33%** |

Tier II ED 558 Key Assessment Analysis

Analysis of this data indicates that candidates can successfully craft a Present Level of Academic Achievement and Functional Performance
(PLAAFP) that includes assessment data and analysis specific to a minimum of four or more of the following areas of reading: Phonemic Awareness; Alphabet Knowledge; Decoding Skills: Sight Vocabulary; Phonics Knowledge; Structural Analysis; Context Clues; Dictionary Skills; Comprehension; Fluency/Oral Reading; Study Skills; and/or Other Abilities (i.e.: Writing; Spelling; Reading Speed; Reading Rate; Skimming & Scanning; Locating Information). Candidates use that assessment information to write a minimum of four Individual Education Plan goals that are connected to the grade-level Common Core State Standards (CCSS) and a minimum of two objectives for each of the four goals.

Table 40 ED 568A Tier III Danielson Internship

| Key Assessment Description | What does this assessment measure? | Connection to AAQEP |
|---|---|---|
| ED 568A Internship in Teaching Students with Learning Disabilities<br><br>*NMU Learning Disabilities Internship Final Evaluation*<br><br>The culminating experience in the graduate Learning Disabilities program is a supervised internship. LD candidates are evaluated at two points – an early observation and a final observation – during the internship semester | **Charlotte Danielson Framework for Teaching**<br><br>**Domain 1 Planning and Preparation**<br>1a. Demonstrating knowledge of the content<br>1b. Demonstrating knowledge of students<br>1c. Setting instructional outcomes | **Connection to AAQEP Standard 1:** Candidates in the Learning Disabilities program demonstrate **the capacity to support success for all learners** through responsive teaching as characterized by **the ability to plan for and enact and/or support instruction** |

| | | |
|---|---|---|
| using an observation tool based upon the Charlotte Danielson Framework for Teaching created by the School of Education, Leadership & Public Services. As a requirement within each observation, LD candidates submit a video link of their teaching and articulate within the evaluation document the ways in which the video reflects competency of the domain objectives. The evaluation process is student-led meaning that the LD candidate self-evaluates each indicator, provides a narrative to illustrate how he/she is meeting the objective under each domain, and identifies goals for each domain area (if appropriate). The document is then forwarded to the site-based supervisor who provides feedback in light of the LD candidate's reflections. To complete the feedback process, the document is then sent to the University<br>Supervisor/instructor who reviews the video teaching episode, offers independent feedback, and synthesizes the overall comments related to the candidate's performance. | 1e. Designing coherent instruction<br>1f. Designing student assessments<br>**Domain 2 Classroom Environment**<br>2d. Managing student behavior<br>2s. Organizing physical space<br>**Domain 3 Instruction**<br>3e. Demonstrating flexibility and responsiveness | **and assessment that is differentiated and culturally responsive.** Specifically, candidates in the Learning Disabilities Internship self-reflect on their ability to know their **learners,** the **context,** and the **content.** |

Table 41 ED 568A Tier III Danielson Internship Outcomes

| ED 568A and ED 569A Final Reflection and Evaluation<br>*Percentage of NMU LD Program candidates scoring at the independent or independent & consistent levels according to self-analysis, site-based mentor, and university supervisor across all indicators under each domain.* | | | | |
|---|---|---|---|---|
| Semester and Year | N | Domain 1<br>Planning and Preparation | Domain 2<br>Classroom Environment | Domain 3<br>Instruction |
| Fall 2022 | 1 | 100% | 100% | 100% |
| Winter 2022 | 5 | 92% | 90% | 100% |
| Fall 2021 | 6 | 90% | 100% | 100% |
| Winter 2021 | 6 | 97% | 92% | I00% |
| **AVERAGE** | | 95% | 96% | 100% |

Tier III ED 568A Key Assessment Analysis

Analysis of the Tier III data indicates that candidates most often agreed with their triad (site-based mentor and university instructor). Although not frequent, when there was incongruence between the candidate's reflection and the site-based mentor/university instructor, candidates self-selected *emerging*, rather than *independent* or *independent & consistent* in the area of Designing Student Assessment {Learning Disabilities Program Outcome: 3a. Administering and adapting formal and informal assessment methods for the purposes of instructional planning, communicating assessment results to students, their families, and other professionals} and Managing Student Behavior. Both areas provide opportunities for growth through purposeful monitoring and identification of patterns to be addressed through course revisions and supplementation.

Table 42 MTTC Key Assessment Alignment

| Key Assessment Description | What does this assessment measure? | Connection to AAQEP |
|---|---|---|
| To earn an additional endorsement at the graduate level, candidates are required to successfully complete a Michigan Department of Education-approved program of study and successfully pass the Michigan Teacher Test for Certification in the specific certification/endorsement area. Candidates initiate this final step in the endorsement process by registering to take the MTTC in Learning Disabilities assessment through an external entity as outlined by the Michigan Department of Education.<br><br>The test for LD certification is a 100-question multiple-choice, computer-based test. The scaled score is a conversion of the number of test questions correctly answered to a score from 100 to 300, with a score of 220 or greater in each testing sub-areas. | I. Understanding Students with Learning Disabilities<br><br>II. Assessing Students with Learning Disabilities and Developing Individualized Programs<br><br>III. Teaching and Promoting the Development of Students with Learning Disabilities<br><br>IV. Working in the Professional Environment | **Connection to AAQEP Standard 1:** Candidates in the Learning Disabilities program **exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators.** Their performance on MTTC in Learning Disabilities assesses candidates' ability to understand the unique needs of students with learning disabilities through **differentiated instruction** and assessments. |

Table 43 MTTC Key Assessment Alignment

| Year | NMU LD Candidates MTTC Cumulative Average Pass Rate | NMU LD Candidates MTTC Subarea Averages (range 1-4) | | | |
|---|---|---|---|---|---|
| *(Approximate Test Weighting)* | | *Understanding Students with Learning Disabilities (13%)* | *Assessing Students with Learning Disabilities and Developing Individualized Programs (27%)* | *Teaching and Promoting the Development of Students with Learning Disabilities (47%)* | *Working in the Professional Environment (13%)* |
| 2022 (n=6) | 67% | 3.17 | 3 | 2.67 | 3.17 |
| 2021 (n=8) | 100% | 3.5 | 3.63 | 3.63 | 3.63 |
| 2020 (n=5) | 100% | 2.8 | 3.8 | 3.2 | 3.2 |
| 2019 (n=4) | 100% | 2.8 | 3.5 | 2.8 | 3.3 |
| **AVERAGE** | | **3.05** | **3.48** | **3.06** | **3.31** |

Programmatic data analysis indicated that candidates demonstrate proficiency in the four areas relative to teaching students with learning disabilities according to their overall performance on the MTTC. In 2022, the overall scores dipped due to a candidate unsuccessfully attempting the test twice during the testing year. This particulate candidate was a self-proclaimed poor test taker and on both tests was close to meeting the 220-cutoff score for passing (210 and 213).

The Learning Disabilities Experimental program approved by the Michigan Department of Education in May 2022 for a planned fall 2023 start. The LD Experimental program was designed to support practicing professionals employed in school settings who hold a bachelor's degree and are seeking initial licensure in Learning Disabilities. The LD Experimental follows the same master's degree curriculum for the Learning Disabilities program. The first candidates enrolled began fall 2023 and data were not available for the writing of the Quality Assurance Report.

**Masters of Arts of Educational Administration (Principalship K12)**

| Educational Administration (Principal K12) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Measure** | **1a** | **1b** | **1c** | **1d** | **1e** | **1f** | **2a** | **2b** | **2c** | **2d** | **2e** | **2f** | **Data Scope** | **Criteria for Success** | **Perspective** |
| Leadership Inteview | | | | X | | X | X | | | | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Total Faculty Interview Standards Based Rubric | | X | X | | | X | | | | X | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Special Programs Analysis Standards Based Rubric | | X | X | | | | | | X | X | | X | 3 semesters | Proficient or Exemplary | 1 |
| Diagnostic Cycle Standards Based Rubric | X | X | | | X | X | | | | | | | 3 semesters | Proficient or Exemplary | 1 |
| Application of DiPaola & Wagner Tool | | | | X | | | | | X | X | | X | 3 semesters | Proficient or Exemplary | 1 |
| Internship Standard 7 Rubric | X | X | X | X | X | X | X | X | X | X | X | X | 3 semesters | Proficient or Exemplary | 1, 5 |

The courses in NMU's Graduate Educational Administration and Supervision program were guided by the 2013 *Michigan Standards for the Preparation of School Principals* from 2013 - 2020. In 2020 a five-year review of the program was conducted and submitted to the Michigan Department of Education (MDE) for the purpose of acquiring Continued Program Approval. Continued Program Approval was granted by the MDE in September 2020. In August 2021, the Michigan State Board of Education approved and released new principal leadership standards titled, *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators* (See Appendix A), based on the *National Education Leadership Preparation Standards* (NELPS). A program revision application aligning NMU's program with these new standards was submitted to the MDE in 2022 and we are currently awaiting approval of the revised program. After implementing the revised program, the new standards will guide NMU's Graduate Educational Administration and Supervision program.

Although there is evidence of AAQEP Standards 1 and 2 throughout the MI Principal Standards, and thus each program course, Standards 2 and 3, directly align and have multiple cross-overs with **AAQEP Standards 1 and 2**. To highlight these connections, and the presence of **AAQEP Standards 1 and 2** in the Graduate Educational Administration and Supervision program, the narrative part of this report shares an example of a session assignment in ED 530 Introduction to Educational Leadership and an example of a Key Assessment in ED 541B Supervision of Instruction. Following the narrative, Key Assessment data

from three program courses, ED 532 The Principalship, ED 534 Administering Special Programs, and ED 541B Supervision of Instruction is provided. Additionally, data from the final and culminating program course, ED 548 Internship in Educational Administration is included.

**Program, Coursework, and Fieldwork**

The order in which candidates complete the program courses is flexible with the exception of one course recommended at the beginning and one course at the end of the program. During initial advising, it is recommended to candidates that they enroll in *ED 530 Introduction to Educational Leadership* at the beginning of their program. ED 530 introduces candidates to the MI Principal Standards and a foundation for understanding leadership theory, motivation, change, conflict, and recognition of oneself as a leader. Through an exploration of **leadership theory (AQEPP Standard 1)** and literature, candidates come to know themselves as leaders and their capacity to promote the success and well-being of students, faculty, and staff in a **positive learning and work environment** (AQQEP Standard 1). Additionally, candidates **establish goals for their own professional growth**, **self-assessment**, and **reflection** (AAQEP Standard 2) through the development of a Personal Leadership Framework. The new meanings and understandings developed are carried forward into all subsequent program courses. In their final two semesters of content courses, students are advised to enroll in *ED 548 Internship in Educational Administration* in which they complete their remaining clinical internship hours and apply their learnings from all previous program courses.

Each of the program courses is offered online through NMU's Learning Management System - EduCat. The courses are designed with the understanding that participants are professionals working in school settings. The candidates' access to a professional educational setting and community is woven throughout the program courses in assignments, discussions, and clinical hours. Students are asked to share experiences connected to course content and topics as they explore leadership through not only their own experiences but the experiences of others. All program courses include whole class and small group discussions that occur through EduCat online forums or in Flip video, audio, and text-based engagements. In addition to the discussions, candidates complete varied session-level assignments that connect directly to **AAQEP Standards 1 and 2**. As an example of a session-level assignment that aligns with the AAQEP Standards, in ED 530 Introduction to Educational Leadership, candidates complete an individual Ethics and Responsibility Chart based on Robert Starratt's *Ethical Leadership* (2004). This assignment is reflective of Michigan Standard 2 as candidates delve into and reflect on their own ethics and professional norms and **AAQEP Standard 1** by recognizing the **dispositions and behaviors required for successful professional practice**. This session assignment, as well as session assignments across the program courses, are thoughtfully and intentionally designed to grow candidates in their professional understanding of the **multidimensionality of diversity**, and the ability to impact others as individuals from **diverse backgrounds** through understanding their own **professional practices** within educational leadership **(AAQEP Standard 2)**.

In addition to the session assignments, each of the program content courses includes application-based key assessments. Through the key assessments, students apply their own understanding, knowledge, and practice within a school setting. For example, in ED 541B Supervision of Instruction, students work through a Diagnostic Cycle of Change. The cycle extends over a minimum of six weeks and allows candidates to systematically use processes to improve a part of their classroom or school context. This assignment connects to both **AAQEP Standards 1 and 2**. AAQEP **Standard 1** is addressed as candidates purposefully study an issue present in either their own classroom or the larger school context, and

employ their **pedagogical and professional knowledge** to recognize and implement plans conducive to a **positive learning and work environment.** Additionally, through the Diagnostic Cycle, candidates **establish goals** for the purpose of engaging in continued **professional growth** which is in alignment with AAQEP **Standard 2**.

As previously stated, in their final two semesters of content courses, candidates enroll in ED 548 Internship in Educational Administration. In ED 548 candidates are guided by a mentor as they engage in leadership practices directly related to their program courses and the *Standards for the Preparation of Elementary and Secondary PK-12 School Administrators* (2021).

The following four Graduate Educational Administration and Supervision program courses were selected as key assessment data points for this review:

- ED 530 Educational Leadership (3 cr.)
- ED 532 The Principalship (3 cr.)
- ED 534 Administering Special Programs (2 cr.)
- ED 541B Supervision of Instruction (3 cr.)
- ED 548 Internship in Educational Administration (3 cr.)

The information provided for each key assessment is from the analysis of data from the 2020 Continuing Program Application submitted to the Michigan Department of Education. The Standards-Based Rubrics used in the assessment and subsequent data collection were developed using the 2013 MI Standards. This data was used to inform program revisions submitted in the 2022 revised program application and will be implemented in courses following the program approval (Fall 2023) with new rubrics indicative of the new standards. Each Key Assessment reflects the revisions, application to the new standards, and connections to **AAQEP Standards 1 and 2**.

Table 44 ED 530 Leadership Interview Outcomes and Alignment

| **ED 532 The Principalship -** Data analysis based on 2013 *Michigan Standards for the Preparation of School Principals* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 49** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 1 (2%) | 17 (34%) | 31 (63%) |

| **ED 530 Key Assessments -** Aligned with the 2021 *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Leadership Interview** Using course readings and materials as a foundation, candidates deepen their understanding of the Principalship by interviewing a currently practicing school principal. Student-developed interview questions are rooted in course materials, the MI Standards, and topics individually identified through the student's curiosity regarding the application of leadership practices through the principal position. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.2, 3.1, 3.2, 3.3, 6.1,7.1, and 7.2<br>Capacity to understand the complexities of the principal position, how one applies individual leadership practices within an educational organization and knowledge of the communication and operations system that support each student's learning needs and promote the mission and vision of the school. | **Standard 1** Through engagement in and the completion of the Leadership Interview assessment, candidates share evidence of their **professional knowledge**, recognition of leadership **theory,** and practices implemented to support the creation of a **positive learning and work environment.** **Standard 2** Candidates develop questions that align with the MI standards and provide an opportunity to elicit information regarding **culturally responsive** leadership practices purposefully implemented to support teaching and learning. |

Table 45 ED 532 Total Faculty Interview Outcomes and Alignment

| **ED 532 The Principalship -** Data analysis based on 2013 *Michigan Standards for the Preparation of School Principals* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 49** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 0 (0%) | 16 (32%) | 32 (65%) |

| **ED 532 Key Assessments -** Aligned with the 2021 *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Total Faculty Interview**<br>Guided by Green's (2010) *Approaches to Understanding Others* and the *Total Faculty Interview* leadership practices, candidates will engage in interviews with faculty, staff, and other school-building-based employees for the purpose of evaluating, cultivating, and supporting an inclusive school culture. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.1 & 7.2<br>Capacity to evaluate and cultivate a supportive and inclusive school culture. | **Standard 1** Through engagement in and the completion of the Total Faculty Interview Assessment, candidates recognize **culturally responsive** and inclusive practices and the **dispositions and behaviors** necessary for successful school-level leadership.<br>**Standard 2** In response to information gained through the Total Faculty Interviews, candidates develop plans and disseminate information that supports the creation of **productive learning environments** and individualized and group **professional learning**. |

Table 46 ED 534 Special Programs Analysis Standards Based Rubric Outcomes and Alignment

| **ED 534 Administering Special Programs -** Data analysis based on 2013 *Michigan Standards for the Preparation of School Principals* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 61** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 2 (3.37%) | 17 (27.8%) | 42 (68.8%) |

| **ED 534 Key Assessments -** Aligned with the 2021 *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Special Programs Analysis** Candidates select three school-based programs and explore the dynamics and logistics of each program. Candidates demonstrate their understanding of 1) the impact of each program on the participants as well as the learning organization, 2) The intended outcome of the program, 3) how programs align with the school's mission, vision, and/or the process for improvement, 4) how the program contributes to a supportive, equitable, culturally responsive, and inclusive school culture. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.1, 1.2, 4.2, 5.1, 6.2 Capacity to evaluate, equitable academic and non-academic resources, technologies, and services. | **Standard 1** Through conducting an in-depth analysis of three school programs, candidates demonstrate their knowledge of **applying learning theory**, using **data to inform decision-making** and the inclusion of programs that support a p**ositive learning and work environment**.<br><br>**Standard 2** Through the analysis of the special programs offered within a school setting, candidates demonstrate the creation of opportunities supporting **productive learning environments** in a variety of school contexts. |

Table 47 ED 541B Diagnostic Cycle Standards Based Rubric Outcomes and Alignment

| **ED 541B Supervision of Instruction -** Data analysis based on 2013 *Michigan Standards for the Preparation of School Principals* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 52** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 1 (1.9%) | 4 (7.7%) | 47 (90.3%) |

| **ED541B Key Assessments -** Aligned with the 2021 *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQUEP** |
| **Assessment: Diagnostic Cycle of Improvement**<br>After identifying an area (individual classroom or school) for improvement Candidates engage in a six-stage systematic cycle of improvement. The cycle involves recognizing an area of mismatch, developing an action plan, engaging in professional development, implementing the action plan, evaluating outcomes, and making adjustments for the continuation of improvement. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.2, 7.2, 7.3, 7.4 Capacity to develop and engage staff in a professional culture and practices designed to promote school improvement and the success and well-being of each adult and student in the school. | **Standard 1** Through purposefully studying an issue present in either their own classroom or the larger school context, candidates will employ their **pedagogical and professional knowledge** to recognize and implement plans conducive to a **positive learning and work environmen**t.<br><br>**Standard 2** The Diagnostic Cycle of improvement supports self-assessment and the **establishment of goals** for the purpose of continued **professional growth**. |

Table 48 ED 541B Application of DiPaola & Wagner Tool Rubric Outcomes and Alignment

| **ED 541B Supervision of Instruction -** Data analysis based on 2013 *Michigan Standards for the Preparation of School Principals* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 52** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 1 (1.9%) | 11 (21.1%) | 40 (76.9%) |
| **ED541B Key Assessments -** Aligned with the 2021 *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators* | | | |
| **Key Assessment Description** | **What does this Key Assessment Measure?** | | **Connection to AAQUEP** |
| **Assessment: Application of DiPaola & Wagner Tool(s)**<br>Candidates self-select two classroom observation tools and use the tools to guide observation and collect data from an observation conducted within a classroom setting. Candidates will demonstrate their ability to collect observation-based data for the purpose of understanding instruction and the individual needs of teachers and students. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 3, 4, & 6<br>Capacity to evaluate and support systems of evaluation designed to promote school improvement, teacher growth, and student success. | | **Standard 1** Through applying the observation tools within a classroom setting, candidates will demonstrate the application of **learning theory** and the collection of and use of **data to inform practice**.<br><br>**Standard 2** Following the collection and analysis of data, candidates collaborate with their colleagues to discuss the observation and identify avenues to support the teacher's **professional learning.** |

ED 548 Internship in Educational Administration **-**Aligned with the 2021 *Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators*

In the final two semesters of their program, candidates enroll in the internship course (ED 548). The course extends over two semesters to provide candidates with coherent, authentic, and sustained opportunities to apply their understanding, knowledge, and practice of the standards in a school setting. Students begin their internship with face-to-face or Zoom meetings with the program director/course instructor to discuss their previously completed clinical experiences and frame their upcoming internship. Candidates are provided with a contract developed in collaboration with the internship mentor and approved by all three entities (candidate, mentor, and program director). Candidates work with a mentor who has demonstrated effectiveness as an educational leader within a building setting. The mentor serves as a guide throughout the internship, follows the internship contract guidelines, and provides professional support and guidance. The final assessment of the Internship is completed using a Standards-Based Rubrics document (also included with the capstone assignment rubrics).

Table 49 ED 548 Internship in Educational Administration Outcomes

| **ED 548 Internship in Educational Administration -** Data Analysis based on 2013 *Michigan Standards for the Preparation of School Principals* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 24** | **Developing** | **Proficient** | **Exemplary** |
| **Standard 1: Mission, Vision, and Improvement Elements 1, 2, 3, 4 & 5** | 0 | 5 (20%) | 19 (79.1%) |
| **Standard 2: Ethics and Professional Norms Elements 1, 2, 3 & 4** | 0 | 4 (16.6%) | 20 (83.3%) |
| **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Elements 1, 2, 3, 4 & 5** | 0 | 3 (12.5%) | 21 (87.5%) |
| **Standard 4: Learning and Instruction Elements 1, 2, 3, 4 & 5** | 0 | 6 (25%) | 18 (75%) |
| **Standard 5: Community and External Leadership Elements 1, 2, 3, 4 & 5** | 0 | 2 (8.3%) | 22 (91%) |
| **Standard 6: Operations and Management Elements: 1, 2, & 3** | 0 | 6 (25%) | 18 (75%) |

Data and information from 2020 data analysis (included in this report) and preparation of the Continued Program application was used in completing the 2022 Revised Program application. Notable changes to the program include; 1) revised key assessment to align with new standards and better meet the professional development needs of candidates and incorporate new technology tools,
2) the inclusion of clinical hours during program courses (as opposed to completing all clinical hours during ED 548 Internship in Educational Administration), 3) opportunity for the candidate to complete ED 548 over two semesters, and 4) creating of an Internship Portfolio of internship-based experiences that includes artifacts, logged experiences, and written reflections.
The following courses will include clinical hours to further support the practice of applying the Mi Principal Standards and AAQEP Standards within a school or district setting over the extent of the Educational Administration and Supervision program:

- ED 530 Introduction to Educational Leadership
- ED 532 The Principalship
- ED 534 Administering Special Programs
- ED 541B Supervision of Instruction

**Educational Specialist (Central Office)**

| Education Specialist (Central Office) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Measure** | **1a** | **1b** | **1c** | **1d** | **1e** | **1f** | **2a** | **2b** | **2c** | **2d** | **2e** | **2f** | **Data Scope** | **Criteria for Success** | **Perspective** |
| Personal Leadership Framework Rubric | | | | | X | X | | | X | X | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Case Study Professional Development: Informing Faculty and Staff | | X | X | | X | X | X | X | X | X | X | X | 3 semesters | Proficient or Exemplary | 1 |
| District ISD Governance | | | | X | X | X | | | X | | X | X | 3 semesters | Proficient or Exemplary | 1 |
| Internship Standards Based Rubric | X | X | X | X | X | X | X | X | X | X | X | X | 3 semesters | Proficient or Exemplary | 1, 5 |

The courses in NMU's Education Specialist program were guided by the 2013 *Michigan Standards for the Preparation of Central Office Administrators* from 2013 - 2020. In 2020, a five-year review of the program was conducted and submitted to the Michigan Department of Education (MDE) for the purpose of acquiring Continued Program Approval. Continued Program Approval was granted by the MDE in September 2020. In August 2021, the Michigan State Board of Education approved and released new central office leadership standards titled, *Standards for the Preparation of Central Office School Administrators* (See Appendix A), based on the *National Education Leadership Preparation Standards* (NELPS). A program revision application aligning NMU's program with these new standards was submitted to the MDE in 2022 with approval received in March 2023. Using the newly approved program, the 2021 standards will guide NMU's Education Specialist program.

Although there is evidence of AAQEP Standards 1 and 2 throughout the MI Central Office Standards, and thus in each program course, Standards 2 and 3, directly align and have multiple cross-overs with **AAQEP Standards 1 and 2**. To highlight these connections, and the presence of **AAQEP Standards 1 and 2** in the Education Specialist program, the narrative part of this report will include an example of a session assignment from ED 630 Advanced Educational Leadership and a Key Assessment used in the course ED 644 Current Issues in School Law. Following the narrative, Key Assessment data from three program courses, ED 630 Advanced Educational Leadership, ED 640 School Policy and Governance, and ED 644 Current Issues in School Law is provided. Additionally, data from the final and culminating program course, ED 648 Administrative Internship is included.

NMU's Education Specialist is a five-semester hybrid program that is offered through a cohort model. Candidates enroll in two courses per semester, each course being approximately 8 weeks, allowing candidates to complete one course at a time. Each content course is offered online through NMU's Learning Management System - EduCat with one to two on-campus or synchronous Zoom class sessions. This cohort model and inclusion of space for face-to-face or synchronous engagement allow the cohort to build a supportive community and extend their academic and professional growth **(AAQEP Standards 1a, Standard 2f)**. Each program course is designed with the understanding that participants are professionals working in school or district settings. The candidates' access to a professional educational setting and community is woven throughout the courses in assignments, discussions, and clinical hours. Students are asked to share experiences connected to course content and topics as they explore district-level leadership through not only their own experiences but the experiences of others. All program courses include whole class and small group discussions that occur in the classroom, via Zoom or through online EduCat forums, or in Flip video, audio, and text engagements. In addition to the discussions, candidates complete varied assignments that connect to the MI Central Office and **AAQEP Standards**. As an example of a session-level assignment that aligns with the AAQEP Standards, in ED 630 Advanced Educational Leadership, candidates write a reflection in response to Roland Barth's question, "How much are you prepared to risk?" How much are you prepared to risk of what is familiar, comfortable, and perhaps working well for you in the name of better education for others?" (2013, p. 290). In writing this reflection, candidates are challenged to use apply their **professional knowledge** and understandings to address areas of need which might include **culturally responsible practices**, **supporting students' growth in perspectives, the use of data to inform practice,** and displaying the **dispositions and behavior required for successful leadership practice (AAQEP Standards 1 and 2)**.

In addition to the session assignments, each of the program content courses includes application-based key assessments. Through the key assessments, students apply their own understanding, knowledge, and practice within a district setting. For Example, in ED 644 Current Issues in School Law, students engage in self-selected Profession Readings. The professional readings are often based on recognized issues or needs occurring in the candidate's school or district. The candidates bring the topics to their cohort members for further consideration using classroom, Zoom or Flip video discussions. Although the assignment's connections to the NELP and AAQEP Standards will vary by the topics the candidates choose, this assignment is reflective of the six aspects in **AAQEP Standard 1** which include the **culturally responsive practices,** creation and development of **positive learning and work environment**, and **professional knowledg**e relevant to **professional practice.**

As previously stated, in their final two semesters of content courses, candidates enroll in ED 648 Administrative Internship. In ED 648 candidates are guided by a mentor as they engage in leadership practices directly related to their program courses and the *Standards for the Preparation of Central Office School Administrator* (2021).

The following four courses were selected as key assessment data points in the Education Specialist program:

- ED 630 Advanced Educational Leadership (3 cr.)
- ED 644 Current Issues in School Law (3 cr.)
- ED 640 School Policy and Governance (3 cr.)
- ED 648 Administrative Internship (3cr.)

The information provided for each key assessment is from the analysis of data from the 2020 Continuing Program Application submitted to the Michigan Department of Education. The Standards-Based Rubrics used in the assessment and subsequent data collection were developed using the 2013 MI Standards. This data was used to inform program revisions submitted in the 2022 revised program application and will be implemented in courses beginning with the next cohort. Each Key Assessment reflects the revisions, application to the new standards, and connections to **AAQEP Standards 1 and 2**.

Table 50 ED 630 Personal Leadership Framework Rubric Data Analysis and Alignment

| **ED 630 Advanced Educational Leadership -** Data analysis based on 2013 *Michigan Standards for the Preparation of Central Office Administrators* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 24** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | **0** | **1 (4.1%)** | **23 (95.8%)** |

| **ED 630 Advanced Educational Leadership -** Aligned with the 2021 *Standards for the Preparation of Central Office School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Personal Leadership Framework**<br>Candidates select four leadership focus areas they believe would comprise a beginning framework for their own personal leadership development. Candidates relate each selected area to a personal assessment of their own current development as a leader and identify how they will apply understandings from ED 630 to their continued growth and development. Finally, students will describe a set of indicators for personal success and a process for monitoring their own professional growth. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.2, 2.1, 2.2, 3.1, 3.2, 3.3<br>Capacity to share an understanding of professional dispositions and norms and the ability to evaluate, communicate and advocate for ethical decisions. Engage in reflection for the purpose of gaining self-awareness in reference to leadership attributes, qualities, and practices. Recognize the impact of information gained on one's leadership decision-making. Respond to the insight gained through the reflective practice by developing long-term growth plans. Recognize, compare, and contrast one's own reflection and experiences to relevant literature. | **Standard 1 & 2** Through the development of a Personal Leadership Framework candidates share evidence of their **professional knowledge**, recognition of leadership **theory,** establish professional g**rowth goals,** and **engage in self-assessment** and **reflection.** |

Table 51 ED 644 Case Study Professional Development: Informing Faculty and Staff Analysis and Alignment

| **ED 644 Current Issues in School Law -** Data analysis based on 2013 *Michigan Standards for the Preparation of Central Office School Administrators* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 37** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 0 | **3 (8.1%)** | **34 (91.8%)** |

| **ED 644 Key Assessments -** Aligned with the 2021 *Standards for the Preparation of Central Office School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Professional Development: Informing Faculty and Staff**<br>Candidates select a Current Issue in School Law topic to research and develop into a professional development opportunity for faculty and staff**.** To make the assignment relevant and applicable, candidates should select a topic based on an identified need within their school, district, department, or other organizational settings. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.2, 2.1, 2.2, 4.2, 4.4, 7.3<br>Capacity to create, share, and apply professional development opportunity that is connected to continuous improvement within a district, collaborate to support professional learning, model professional dispositions and norms and advocate for ethical and legal decision making. | **Standard 1** Through creating a professional development opportunity for teachers and school staff candidates **applying learning theory**, model **culturally responsive practice**s, and create p**ositive learning and work environment**.<br><br>**Standard 2** Through creating a professional development opportunity for teachers and school staff, candidates demonstrate the creation of **productive learning environments** and **collaboration with colleagues** to **support professional learning.** |

Table 52 ED 640 District ISD Governance Analysis and Alignment

| **ED 640 School Policy and Governance -**Data analysis based on 2013 *Michigan Standards for the Preparation of Central Office School Administrators* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 52** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 1 (1.9%) | 11 (21.1%) | 40 (76.9%) |

| **ED 640 School Policy and Governance -** Aligned with the 2021 *Standards for the Preparation of Central Office School Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQUEP** |
| **Assessment: District ISD Governance Development of a Plan for Change / Improvement**<br>Candidates use course materials and resources to develop a plan to resolve or address a policy, governance, practice, or interpersonal communications issue that is affecting their work environment, organization, self as an employee, or the employees within their organization. The issue is one they would like to address, change, or implement in the near future. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 5.1, 5.2, 5.3, 6.2,<br>Capacity to analyze information concerning the need for a new or changed district policy. Recognize the need to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. Cultivate relationships that support district, school, student, and community needs. Establish a means of evaluating the policy and communicating to stakeholders the information necessary to effectively advocate for the policy. | **Standards 1 & 2** Through developing a plan to create change, candidates will demonstrate the application of **learning theory** and the collection of and use of **data to inform practice**. Additionally, candidates engage in **communication** about their **local school communities** to address issues and in turn, allow **productive learning environments** to emerge**.** |

The ED 648 Internship in Educational Administration**, a**ligned with the 2021 *Standards for the Preparation of Central Office Administrators,* is completed during the final two semesters of the program. The course extends over two semesters to provide candidates with coherent, authentic, and sustained opportunities to apply their understanding, knowledge, and practice of the standards in a school setting. Students begin their internship with face-to-face or Zoom meetings with the program director/course instructor to discuss their previously completed clinical experiences and frame their upcoming internship. Candidates are provided with a contract developed in collaboration with the internship mentor and approved by all three entities (candidate, mentor, and program director). Candidates work with a mentor who has demonstrated effectiveness as an educational leader within a district setting. The mentor serves as a guide throughout the internship, follows the internship contract guidelines, and provides professional support and guidance. The final assessment of the Internship is completed using a Standards-Based Rubrics document (also included with the capstone assignment rubrics).

Table 53 ED 648 Administrative Internship - Data Analysis

| **ED 648 Internship in Educational Administration -** Data Analysis based on 2013 *Michigan Standards for the Preparation of Central Office Administrators* | | | |
|---|---|---|---|
| **Three (3) Cycle N = 24** | **Developing** | **Proficient** | **Exemplary** |
| **Standard 1: Mission, Vision, and Improvement Elements 1, 2, 3, 4 & 5** | 0 | 1 (4.1%) | 23 (95.8%) |
| **Standard 2: Ethics and Professional Norms Elements 1, 2, 3 & 4** | 0 | 2 (8.3%) | 22 (91.6%) |
| **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Elements 1, 2, 3, 4 & 5** | 0 | 1 (4.1%) | 23 (95.8%) |
| **Standard 4: Learning and Instruction Elements 1, 2, 3, 4 & 5** | 0 | 1 (4.1%) | 23 (95.8%) |
| **Standard 5: Community and External Leadership Elements 1, 2, 3, 4 & 5** | 0 | 2 (8.3%) | 22 (91.6%) |
| **Standard 6: Operations and Management Elements: 1, 2, & 3** | 0 | 2 (8.3%) | 22 (91.6%) |

Data and information from 2020 data analysis (included in this report) and preparation of the Program Continuation application was used in completing the 2022 Revised Program application. Notable changes to the program include; 1) revised key assessment to align with new standards and better meet the professional development needs of candidates and incorporate new technology-based teaching tools, 2) sequencing of courses (ED 524, ED 644, and ED 523) to allow key assessments to build off on one another, 3) the inclusion of clinical hours during program courses (as opposed to completing all clinical hours during ED 648 Administrative Internship), 4) opportunity for candidates to complete ED 648 over two semesters, and 5) creating of an Internship Portfolio of internship-based experiences that includes artifacts, logged experiences, and written reflections.

The following courses will include clinical hours to further support the practice of applying the SPESSA and AAQEP Standards within a school or district setting over the extent of the Educational Administration and Supervision program:

- ED 630 Advanced Educational Leadership
- ED 640 School Policy and Governance
- ED 644 Current Issues in School Law
- ED 650 The Superintendency

**Special Education Administrator**

| Special Education Administrator | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Measure** | **1a** | **1b** | **1c** | **1d** | **1e** | **1f** | **2a** | **2b** | **2c** | **2d** | **2e** | **2f** | **Data Scope** | **Criteria for Success** | **Perspective** |
| Special Programs Review | | X | X | | | | | | X | X | | X | | | |
| Current Topic in Education Briefing | | | | | | | X | X | X | X | X | X | | | |
| Application of DiPaola & Wagner Tool | | | | X | | | | | X | X | | X | | | |

Previous to the Fall of 2023, candidates seeking certification in special education leadership had the option of pursuing either the Special Education Supervisor or the Special Education Director through NMU. In NMU's most recent application (2023) for continued program approval through the Michigan Department of Education (MDE), the special education leadership program shifted into a single certification, the Special Education Administrator. This certification qualifies candidates to serve in both Special Education Supervisor and Director capacities. Candidates seeking the Special Education Administrator Certification complete a practicum/internship in special education administration that aligns with the current MARSE requirements and provides experiences connected to each of the *Standards for the Preparation and Practice of Special Education Administrators*. To integrate the Special Education Administrator Certification into the principal certification courses, each of the standards is aligned to and embedded in the core principal program courses and the three additional courses. Candidates are provided with readings, materials, resources, and experiences that address the standards identified for that course. Each course includes application-based assignments in which candidates seeking the Special Education Administrator certification will explore, grow, and come to understand their leadership capacity within the field of special education.

Courses that have stayed consistent within the Special Education Administrator program (Supervisor and Director) across the revisions include ED 534 Administering Special Programs, ED 533 School and Community Relations, and ED 541B Supervision of Instruction. These three courses are embedded within various assessments that are connected to the Special Education Administrator standards and align with AAQEP Standards 1 and 2. For example, ED 534 provides candidates the opportunity to explore and understand special programs offered and supported within a school. Through an exploration of these programs, candidates recognize the characteristics of **productive learning environments (**AAQEP Standard 2) and a leader's responsibility to promote the success and well-being of students, faculty, and staff in a **variety of school contexts** (AAQEP Standard 2). Additionally, In ED 534 candidates engage in professional conversations with special education teachers to understand the "most important things a school leader should know about special education services to administer an

effective special education program in a school setting". This experience further helps candidates recognize the attributes of **productive learning environments** (AAQEP Standard 2).

Each of the program courses is offered online through NMU's Learning Management System - EduCat. The courses are designed with the understanding that participants are professionals working in school settings. The candidates' access to a professional educational setting and community is woven throughout the program courses in assignments, discussions, and clinical hours. Students are asked to share experiences connected to course content and topics as they explore leadership through not only their own experiences but also the experiences of others. All program courses include whole class and small group discussions that occur through EduCat online forums or in Flip video, audio, and text-based engagements. In addition to the discussions, candidates complete varied session-level assignments that connect directly to **AAQEP Standards 1 and 2**. An example of a session-level assignment that aligns with the AAQEP Standards in ED 541B Supervision of Instruction, asks candidates to administer a measurement scale (research instrument) in their school. The measurement scales provide the candidates with experience in collecting, analyzing, and disseminating data and information regarding the climate and health of their school. The measurement scales are derived from Wayne K. Hoy, text, *Improving Instruction through Supervision, Evaluation, and Professional Development* (2018). This assignment is reflective of Michigan Standard 5 and **AAQEP Standard 1** by recognizing the need to create and maintain **positive and productive work environment**s. This session assignment, as well as session assignments across the program courses, are thoughtfully and intentionally designed to grow candidates in their professional understanding of the **need to collaborate with colleagues to support professional learning (AAQEP Standard 2)**, and the ability to **use data to inform their professional practices** within special education program leadership **(AAQEP Standard 1)**.

The following three Graduate program courses were selected as key assessment data points for this review:

- ED 534 Administering Special Programs (2 cr.)
- ED 533 School and Community Relations (3 cr.)
- ED 541B Supervision of Instruction (3 cr.)

The information provided for each key assessment is from the analysis of data from the 2023 academic year cycle. The Standards-Based Rubrics used in the assessment and subsequent data collection were developed using the 2022 MI Standards. Each Key Assessment reflects the revisions, application to the new standards, and connections to **AAQEP Standards 1 and 2**. All of the evidence reviewed is for the program prior to its most recent revision where candidates completed with the Special Education Director or Special Education Supervisor. The approved revised program, Special Education Administrator, began enrollment Fall 2023.

Table 54 Special Programs Review Outcomes

| **ED 534 Administering Special Programs-** Data analysis based on 2020 S*tandards for the Preparation and Practice of Special Education Administrators* | | | |
|---|---|---|---|
| **Cycle 2023 N =8**<br><br>**1 semester (represents old program under Spec Ed Dir or Spec Ed Supervisor)** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 0 (0%) | 1 (12%) | 7 (88%) |

Table 55 Special Programs Review Alignment

| **ED 534 Key Assessments -** Aligned with the 2020 S*tandards for the Preparation and Practice of Special Education Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Special Programs Review**<br><br>Candidates will examine programs currently being administered in their school or a school with which they are familiar. The overall examination of the programs will be narrowed down by choosing **three (3)** programs to look at more closely and present in your paper. | **Standards for the Preparation and Practice of Special Education Administrators** 1, 3, 4 Capacity to develop, implement, and monitor ongoing evaluations of education programs and services to ensure compliance with local, state, and federal laws and policies; facilitate the continuous assessment of the eligibility process and the efficacy of programs, supports, and services within classroom, school, district and community settings for meeting the needs of students with disabilities; Engage in data-based decision making regarding the administration of early intervention, educational programs and related services that support students with disabilities and their families. | **AAQEP Standard 2:** Through an exploration of these programs, candidates recognize the characteristics of **productive learning environments** and a leader's responsibility to promote the success and well-being of students, faculty, and staff in a **variety of school contexts**. |

Table 56 Current Topic in Education Briefing Outcomes

| **ED 533 School and Community Relations -** Data analysis based on 2020 S*tandards for the Preparation and Practice of Special Education Administrators* | | | |
|---|---|---|---|
| **Fall 2023 Cycle N = 5**<br><br>**1 semester (represents old program under Spec Ed Dir or Spec Ed Supervisor)** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 0 (0%) | 1 (20%) | 4 (80%) |

Table 57 Current Topic in Education Briefing Alignment

| **ED 533 Key Assessments -** Data analysis based on 2020 S*tandards for the Preparation and Practice of Special Education Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Current Topic in Education Briefing**<br><br>Candidates will identify a current and relevant topic in education that is recognizable by the school, a group of stakeholders, and/or the community but not necessarily completely understood. It should be an area in which there may be confusion, additional clarification is needed, or just a need for additional information as a means of educating the intended audience on a topic or a change that has taken place. The chosen topic should be identifiable on the local, state, or national level. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.1, 5.3, 6.1, 6.3<br><br>Capacity to engage in ethical decision-making and collaborate with stakeholders to improve programs, related services, and outcomes for all students and their families. | **AAQEP Standard 1:** Through the development and delivery of the briefing,<br><br>Candidates exhibit the **dispositions and behaviors required for successful professional practice** and their understanding of **content, pedagogical, and/or professional knowledge relevant to the credential or degree sought**. |

Table 58 Application of DiPaola & Wagner Tool Outcomes

| **ED 541B Supervision of Instruction -** *Standards for the Preparation and Practice of Special Education Administrators* | | | |
|---|---|---|---|
| **Fall 2023 Cycle N = 7**<br><br>**1 semester (represents old program under Spec Ed Dir or Spec Ed Supervisor)** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 0 (0%) | 0 (0%) | 7 (100%) |

Table 59 Application of DiPaola & Wagner Tool Alignment

| **ED 541B Key Assessments -** S*tandards for the Preparation and Practice of Special Education Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Application of DiPaola & Wagner Tool(s)**<br><br>Candidates self-select two classroom observation tools and use the tools to guide observation and collect data from an observation conducted within a classroom setting. Candidates will demonstrate their ability to collect observation-based data to understand instruction and the individual needs of teachers and students. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 3, 4, & 6<br><br>Capacity to evaluate and support systems of evaluation designed to promote school improvement, teacher growth, and student success. | **Standard 1** Through applying the observation tools within a classroom setting, candidates will demonstrate the application of **learning theory** and the collection of and use of **data to inform practice**.<br><br>**Standard 2** Following the collection and analysis of data, candidates collaborate with their colleagues to discuss the observation and identify avenues to support the teacher's **professional learning.** |

Table 60 Diagnostic Cycle of Improvement Outcomes

| **ED 541B Supervision of Instruction -** *Standards for the Preparation and Practice of Special Education Administrators* | | | |
|---|---|---|---|
| **Fall 2023 Cycle N = 7** | **Developing** | **Proficient** | **Exemplary** |
| **Key Assessment** | 0 (0%) | 1 (14%) | 6 (86%) |

Table 61 Diagnostic Cycle of Improvement Alignment

| **ED 541B Key Assessments -** *Standards for the Preparation and Practice of Special Education Administrators* | | |
|---|---|---|
| **Key Assessment Description** | **What does this Key Assessment Measure?** | **Connection to AAQEP** |
| **Assessment: Diagnostic Cycle of Improvement**<br><br>After identifying an area (individual classroom or school) for improvement Candidates engage in a six-stage systematic cycle of improvement. The cycle involves recognizing an area of mismatch, developing an action plan, engaging in professional development, implementing the action plan, evaluating outcomes, and making adjustments for the continuation of improvement. | **Standards for the Preparation of Elementary and Secondary Pk-12 School Administrators** 1.2, 7.2, 7.3, 7.4<br><br>Capacity to develop and engage staff in a professional culture and practices designed to promote school improvement and the success and well-being of each adult and student in the school. | **Standard 1** Through purposefully studying an issue present in either their classroom or the larger school context, candidates will employ their **pedagogical and professional knowledge** to recognize and implement plans conducive to a **positive learning and work environmen**t.<br><br>**Standard 2** The Diagnostic Cycle of improvement supports self-assessment and the **establishment of goals** for continued **professional growth**. |

**Special Education Administrator Conclusion**

Evidence demonstrates that candidates are progressing as expected for this additional certificate added to an already earned building or district level administrator certificate/degree. The coursework is designed to support the advancement of professionals utilizing previously earned certificates and is functioning as such in an effective manner.

# Standard 3: Quality Program Practices

The Northern Michigan University educator preparation program has a long history of program practices that support candidate development, faculty and staff teaching, scholarship, and service, clinical partnerships, and professional development and advanced learning in support of PK12 teaching and learning.

The on-campus programs are structured in ways that allow for authentic collaboration with practicing educators and PK12 students. Use of faculty time to assure co-construction of clinical experiences to support candidate development is formalized through dedicated classroom spaces in PK12 settings, use of faculty mentoring hours to advised and prepare candidates for clinical experiences, structured and predictable meetings to review individual candidate progress, curriculum, and program outcomes, and predictable meeting sessions to review candidate progress and outcomes. The program has put in place co-constructed professional development opportunities beyond coursework that support candidate development and faculty learning (Appendix B).

The online graduate programs are designed to allow structured learning to occur in ways that meet best practices in online teaching, leverage clinical sites for graduate students who are employed in PK12 school settings, and designed to build off of prior learning and degree areas. The graduate programs utilize in person professional development and program sponsored or co-sponsored conferences to support relationship building and a community of teaching and learning (Appendix B). Advanced learning is reviewed and assessed by standing committees of faculty who are authentic partners and collaborators with professional groups and organizations that provide structured and informal feedback on needs in the profession.

***3a Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable***

All of the NMU educator preparation programs are aligned with state and national standards and approved by the Michigan Department of Education (MDE) as outlined in Appendix C. Consistent with the narrative in Appendix C, the following are approved by the MDE and found at unique links or have document provided in the Appendix C folder:

- Learning Disabilities Experimental program approved for Initial Certificate – go to "Special Education" drop down menu
- Secondary Teacher Education Preparation (STEP) UP program approved for Initial Certificate – go to "Residency Programs" drop down menu
- NMU Anishinaabemowin K12 approved by the MDE in April 2021 with the NMU program waiting to finalize partnership agreement with Bay Mills Community College who are responsible for teaching the language component through their associate degree program
- Special Education Administrator – certificate program

All programs and program revisions are systematically reviewed by faculty and clinical partners through established systems at the university. All programs requiring revisions or proposed as new are reviewed by peers in the State of Michigan and the Michigan Department of Education before final approval is given.

The program has confidence in the quality, relevancy, and rigor of the curricula and clinical experiences as the NMU faculty have been actively involved in the development of standards, program review, and test development as documented on individual CVs in Faculty CVs.

The evidence provided in the Standards 1 and 2 narrative demonstrates that current programs in the are aligned with positive outcomes and the analysis has identified needs areas. The program also provides in the Standards 1 and 2 narrative the path forward for more detailed alignment of standards to clinical experiences, content, pedagogy, and core teaching practices through the Elementary Education PK-3, 3-6 program alignment which is being used to guide revisions in the secondary programs.

***3b Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with PK-12 schools and districts***

All graduate program online asynchronous coursework uses embedded clinical experiences coursework to introduce, develop, and demonstrate expected outcomes in addition to a culminating practicum or internship experience for each graduate program area. All of the graduate programs have been peer-reviewed by colleagues in the State of Michigan and by the Michigan Department of Education. Graduate students are employed in school settings and utilize their place of employment as the access point for coursework connected to clinical experiences prior to the internship. Internship plans for leadership or teaching are developed through a learning plan and shared understanding with the candidate, the school site, and the graduate faculty program leader.

Undergraduate coursework has been reviewed by peers in the State of Michigan and by the Michigan Department of Education. The secondary programs are under revision to more formally align with the core teaching practices and to identify where professional, content, and pedagogical standards are introduced, developed, and demonstrated over the arc of the program under the revised secondary standards. Examples of elementary and secondary program clinical engagement prior to the student teaching internship for candidates are:

- ED 319 Teaching of Reading for Secondary Teachers/ED 380 Practicum in the Secondary School apprenticeship is organized through written communication, an established rubric, and an organizational meeting held with the secondary content teachers at Marquette Senior High School. Results are communicated to program faculty and used to structure the experience with secondary content teachers for subsequent semesters.
- Block II Methods Elementary (ED310, ED312, ED318, ED/MA353) apprentice at the Bothwell Middle School 7$^{th}$ grade for an entire week at the end of each semester. This experience is navigated through meetings early each semester whereby the 7$^{th}$ grade teachers outline objectives for each of their content areas which are in turn developed and practiced by teacher candidates over the semester and fully implemented in an interdisciplinary format by individual candidates and/or teams of candidates. The candidates receive debriefing from classroom teachers and written formal feedback from their clinical instructors. A debriefing meeting is held over a luncheon each semester with candidates and local teachers to revise and plan for the next semester's experience.
- Supervised May practicum apprenticeship for elementary and secondary emotional impairment and cognitive impairment licensure areas assessed and mentored over an 8-week clinical experience to develop specialty area specific professional behaviors and pedagogical practice. Placements are set up at individual site schools for each candidate.

- Elementary education candidate semester-long subject-area specific clinical experiences at Lakeview Elementary School for mathematics, Seaborg Math and Science Center Weekend College for Kids for integrated science, Graveraet Elementary School for literacy interventions and teaching, Superior Hills Elementary School for social studies small group and whole class teaching practice.
- Pre-methods courses for all subject areas and disciplines to explore early experiences. All candidates complete a book student with Marquette Alternative High School or Marquette Senior High School students, a storybook or picture book study with K.I. Sawyer Elementary School, a site-visit to the Danz Bilingual School (Green Bay, WI), a site visit to Preble High School (Green Bay, WI).
- Secondary subject-area candidates are placed with practicing subject-area teachers in local schools to explore and apprentice in classroom settings specific to their content area

All candidates in courses prior to the student teaching internship receive the current program outline and professional behaviors in a syllabus insert that is included in all undergraduate education courses outlining the Initial Licensure Arc of the Undergraduate Program. All student teaching interns receive a Student Teaching Calendar identifying due dates for classroom visits, evaluations, seminars, mock interviews, survey due dates, and program completion celebrations.

The program faculty and staff are excited about the story the data from the current undergraduate program have told us and the value of that learning in revising our undergraduate programs to provided coursework and clinical experiences as introduced, developed, and demonstrated over the arc of the program. The revision of the elementary education program has been significant and lays the foundation for secondary program revisions. The Elementary Arc of the Program document provides a narrative explaining the clinical experiences and partnerships for the revised program and the NMU PK-3 3-6 Program Application Matrix Final clearly demonstrates the coursework, core teaching practices, clinical experiences, assessment system, and candidate advising that will occur to assure continued quality experiences in the development of candidates that are mutually beneficial to the program and its clinical partners.

**3c Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation**

The program faculty engagement with stakeholders is significant and ongoing at the graduate and undergraduate levels and used to make programmatic decisions, meet the needs of employers, and to assure that the program is an authentic partner that listens to the needs of our educators and educational leaders. Although not exhaustive, the program provides a representative list of stakeholder engagement that leads to program data collection, analysis, planning, improvement, and innovation.

Table 62 Stakeholder Engagement and Innovation

| Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| Educators in classroom, school sites, and centers in support of clinical experiences | By course and program design as outlined in approved curriculum and representative examples in 3a and 3b | Ongoing program revision and course clinical experiences as planned or revised based on classroom teacher or school leaders needs |
| Graveraet Elementary Teachers as a result of a grant developed by Central Michigan University, Sienna Heights University, Grand Valley University, and Northern Michigan University | Study of high leverage practices through a CEEDAR grant to better understand high leverage practices in relation to planned program revisions | Study informed development of revised elementary education program and required core teaching practices identified by the MI Dept of Ed and required of all educator preparation programs |
| Marquette Alger RESA and the University of Minnesota | Multi-Tiered Systems of Support of local school districts key to the on-campus educator preparation program | The MTSS Partnership folder identifies the findings from the MTSS assessment and planned strategies for school districts. The program will begin to use these data in the 2023-24 academic year with a launch of the strategies to occur at a FallEdCon24 October 14-5 professional development session specific to the work of John Hattie and experts in efficacy, feedback, and MTSS hosted by Marquette Alger RESA and NMU. |
| Sault Ste. Marie Area Schools, JKL Bahweting Anishinaabe Academy, St. Ignace Area Schools, Tahquamenon Area Schools, Escanaba Area Schools, Rapid River Public Schools, Nah Tah Wahsh Public School Academy, Manistique Area Schools, Bessemer Area School District, Burt Township School District, Superior Central School District, Menominee Area Public Schools, Gwinn Area Public Schools, North Star Academy, and Public Schools of Calumet, Laurium, and Keweenaw | Applied for and received a TitleIIA residency grant to explore a master's degree pathway for licensure that was found to be equivalent to the undergraduate campus-based post-bacc experience for 15 candidates in a pilot program | The TitleIIA STEP UP Residency Grant folder demonstrates the approved program plan, supports, and outcomes. The result of the grant was the establishment of a residency program: STEP UP (Secondary Teacher Education Program for the Upper Peninsula), a path toward earning a Standard Teaching Certificate for paraprofessionals and non-certificated, full-time substitute teachers who serve as teachers of record in rural Upper Peninsula schools. |
| Teacher Education Advisory Committee (TEAC) Candidate | Scheduled monthly meetings for initial candidate review led | The CPAST Pilot shows the fall 2023 findings which all trend |

| Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| Preservice Assessment of Student Teaching (CPAST) pilot with the Michigan Department of Education and The Ohio State University | by the Director of Field Experiences with cooperating teachers and university supervisors who make up the TEAC membership | positive and encourage the program to continue its use. The CPAST has been written into elementary program revisions. |
| Michigan Association for the Education of Young Children (miaeyc), Michigan Lifelong Education, Advancement and Potential (MiLEAP), and the Marquette-Alger RESA | Explore support for early childhood education center employees or potential employees to obtain the Child Development Associate (CDA) credential to improve educational settings and to assure employees meet current expectations for quality practice | One of eight institutions in Michigan to receive a $12,000 CDA Institutional Award for technical assistance and support to develop and implement a credit-bearing cohort model which reduces barriers to traditional college enrollment and fulfills the CDA credential training requirements. |
| Talent Together, representing 55 ISDs and RESAs, and 20 individual Michigan school districts or schools in collaboration with the Michigan Department of Education | Develop a curriculum licensure plan to develop a K-5 all subjects elementary license to support para-professionals in rural school settings in the attainment of an initial elementary teaching certificate using existing course offerings | MTTC outcomes in the Elementary Exam 103, clinical engagement practices, and employer need resulted in a K-5 Elementary Plan of Study GYO Only to allow a pathway to K-5 licensure through Grow Your Own funding with an end date for this unique program of December 2026 when the current exam for the K-5 MTTC 103 expires. The program faculty are setting up a study to assess progress, attitudes, and completion for the 100 potential candidates who would start education coursework in Summer 2024. |

**3d Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards**

Appendix A Candidate Recruitment, Selection and Monitoring demonstrates that the program enacts an admission and monitoring system linked to candidate success that is aligned to state requirements and professional standards at the graduate and undergraduate levels.

The planned and structured engagement by the program graduate faculty leaders for each graduate program [Early Childhood, Reading K-8/Reading Specialist K12/Learning Disabilities, Educational Administration (Principal K12), Education Specialist (Central Office), and Special Education Administrator] allows candidate review at the course level and at the Graduate Review Committee

internal to the School of Education, Leadership & Public Service where candidate and program outcomes are reviewed in a structed way at monthly meetings.

The undergraduate programs and the STEP UP Residency program are monitored by the Director of Field Experiences, the Director of Teacher Education Services, the Associate Dean/Department Head and Administrative Assistant Team, and two Success Advisors assigned to undergraduate programs. The Teacher Selection and Retention Committee provides oversight and assessment of candidate Professional Behaviors conducted each semester in partnership with the Director of Teacher Education Services and the Associate Dean/Department Head. All candidate progress relative to program outcomes are monitored by the Undergraduate Review Committee and the Secondary Education Committee through monthly meetings.

Evidence for Standards 1 and 2 based on the Candidate Preservice Assessment of Student Teaching (CPAST) demonstrated that there were candidates who did not meet the 80% target for the final evaluation. In instances like these, a deeper conversation occurs among faculty and clinical partners to determine a final decision based on input from all parties to ensure that our policies and procedures are guiding decisions and that the program is working in the best interest of the candidate, program, and clinical partners.

Audit tasks from Appendix D Internal Quality Controls demonstrates that our systems are working as intended and that we can trust the outcomes from our program and licensure areas.

An improvement finding that did emerge from the Quality Assurance Report development is the need to better track candidates who are seeking Career and Technical Education (CTE) licensure to teach in those disciplines. Finding approvals for anyone approved by NMU for a CTE teaching certificate were discoverable after searching emails and paper files. This is not an efficient system and one that needs to be rectified now that NMU is more aggressive with dual enrollment and acceptance of career and technical education program completion as equivalent to college level coursework. The program will begin a formal application process to the Michigan Department of Education in Summer 2024 to obtain approval for a CTE licensure program that is clearer in course and clinical requirements which, in turn, will allow the program to track CTE candidates through planned coursework and outcomes. The Revised NMU CTE Certification Program Options demonstrates the programs working draft of the proposal.

**3e Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system**

Appendix D Internal Quality Controls assures the program that systems are operating as planned and providing the program with confidence in candidate and program outcomes.

Appendix D Audit Task 1 assured that the program's assessment of candidate professional behaviors is working effectively and supportive of candidates. As the Undergraduate Review Committee (URC) and members of the Teacher Selection and Retention Committee reviewed the professional behaviors against the revised elementary education program (PK-,3-6), the use of language as asset or deficit-based arose. As a result of outcomes review and the rubric language, the URC embarked on a revision of the rubric language to revise in a more asset-based structure connected to the InTASC standards. The URC has a planned April 2024 recommendation to program faculty for a revised rubric.

Appendix D Audit Task 3 demonstrated that the approved Learning Disabilities Experimental candidates beginning in fall 2023 and not a part of the Standards 1 and 2 data review, are progressing as expected or that the system for evaluating candidates is proving effective when there is a need to counsel a candidate out of the program.

Appendix D Plan-Do-Study-Act in the area of the teacher evaluation process has been an influential piece of grant-funded research conducted by program faculty that influenced internship development and assessment protocols at the undergraduate and graduate levels for the Danielson Framework with the learning from that study influencing our systems for the Candidate Preservice Assessment of Student Teaching (CPAST) pilot and the ways in which we discuss CPAST processes and outcomes with faculty, candidates, cooperating teachers, and university supervisors.

Appendix E Evidence of Data Quality assures the program that the proprietary and locally developed instruments are assessing state and national standards, core teaching practices, content knowledge, pedagogical knowledge, and educator effectiveness in ways that are valuable and usable by the program. The program leadership took to heart the learning from the 2023 AAQEP Symposium's keynote speaker, Linda Suskie, in that choosing measures that provided authentic value and drove engaging conversations and reflections should be prioritized over the volume of measures.

Program faculty are engaged in ongoing research and grant writing that has a direct influence on program revisions, assessment of candidates, proposed programs and innovations, and scholarship that influences their own practice. The quality assurance provided to the program through the School of Education, Leadership & Public Service bylaws and the AAUP Master Agreement provides a structure of engagement and review that expects and supports investigations into our practice.

The 3e Examples of Continuous Improvement and Innovation folder provide evidence of faculty investigations through peer-reviewed scholarship. The program provides a summary of scholarship that demonstrates Standard 3 Aspect e.

Table 63 Examples of Continuous Improvement and Innovation

| Faculty Member(s) | Faculty Status | Study |
|---|---|---|
| Anderson, Derek | Tenured | US High School Students' Social Media Use |
| Bacula, Karen | Term | Moosewatch for Educators Workshop |
| Basse, Cindy | Term | Enhancing and Extending Outdoor Experiences Using Technology |
| Bell, Carol | Tenured | Integrating Math Across the K-6 Curriculum |
| Bergh, Bethney; Edge, Christi; Cameron Standefrord, Abby (other authors identified in publications) | Tenured | Exploring Student Perceptions of HyFlex Course Design: Benefits and Barriers<br><br>and<br><br>Power-With: Strength to Transform Through Collaborative Self-Study Across Spaces, Places, and Identities<br><br>and |

| Faculty Member(s) | Faculty Status | Study |
|---|---|---|
| | | The Phenomenon of Moving to Online/Distance Delivery as a Result of COVID-19: Exploring Initial Perceptions of Higher Education Faculty at a Rural Midwestern University |
| Bohjanen, Sharon | Term | Book prologue for EDU 101 course: Perspectives in Schooling in the U.S. |
| Gonzales, Alicia | Adjunct | Examining Teaching Materials for Social Mathematical Empowerment |
| Grace Williams, Michelle | Tenure earning | "They never told us that Black is beautiful": Fostering Black joy and Pro-Blackness pedagogies in early childhood education |
| Holder, K.C. (Lapointe, B.) | Tenured | Building Behavioral Supports Through Leadership Development and Community Collaborations |
| Johnson, Kathryn | Term | Teaching Literacies Through Archives |
| White, Kristen (Edwards, P., Hopkins, L., Castle, A.) | Tenure earning | Teaching with Literacy Programs Equitable Instruction for All |
| Shawbitz, K. | Adjunct | Using Flowcharts to Teach Spelling to Students with High-Incidence Disabilities in an Alternative School |
| Klett, Mitchell | Tenured | Comparison of Students' Attitudes Towards Poverty |
| Languell-Pudelka, Amorette | Tenured | Integrated Arts Education Perspectives and Practice |
| Letts, Michael | Continuing Contract | Stories of How a Pandemic and SAMR Improved Preservice Art Instruction |
| Lindala, April | Tenured | NEA Grant: Great Lakes Indigenous Art, Education, and Healing project |
| Logan, Gabe | Tenured | Three Sporting Instances: Early Soccer and Society in the Upper-Midwest |
| Reissner, Laura; White, Kristen; Eyzaguirre, Gaby | Tenured; Tenure earning; Contingent | LEGO Social Emotional Learning |
| Richmond, Kia | Tenured | An Examination of Mental Illness Stigma and Language in my Friend Dahmer |
| Sassi, Kel | Tenure earning | Teaching Indigenous Young Adult Literature |
| Sojourn, Jud | Continuing Contract | Retranslation of Joe Chosa How We Lived Long Ago |
| Stanley, Athena | Term | Dare to Dream Pandemic Workshop |
| VanEnkevort, Jaime | Term | UPride LBGTQIA2S Youth Equity Summit |
| Reinhardt, Martin (other authors identified in publication) | Tenured | *Maawndoonganan* Anishinaabe Resource Manual to accompany the State of Michigan Social Studies Standards |

**3f Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment**

Through Appendix C Program Capacity and Institutional Commitment, the program is assured that the program meets all state and national standards, faculty qualifications and the system to assess faculty on an annual basis, university fiscal support and an appropriate level of departmental autonomy over the budget, resources to develop and support curriculum delivery systems, on-campus and off-campus classroom sites, commitment from clinical partners, resources to develop and assess online program delivery, candidate feedback loops, and on-campus and off-campus candidate support systems are functioning at levels that allow the program to sustain quality and to revise programs where necessary. Faculty and staff commitment to candidates is evident and results in powerful relationships that allow the program to use policies and procedures in ways that model the expectations the program has for its completers when working in their own teaching and learning environments.

The area of concern for the program related to Appendix C, is the identified in Table C3 Education to Nursing Faculty Parity and in the last two rows of Table C4 Education to Nursing Comparison. The program identified the need for institutional commitment to base-budget tenure earning or continuing contract faculty lines for courses and licensure areas that represent courses that are at capacity after increasing course caps per the request of the institution. The program made a case for two base-budgeted faculty lines to the Education Policies Committee (EPC), comprised of 50% administration and 50% AAUP faculty, based on enrollments in courses and planned program changes that will transfer credit load from the College of Arts and Sciences to the School of Education, Leadership & Public Service situated in the College of Health Sciences and Professional Studies. The SELPS EPC Faculty Recommendations memo submitted to the Interim Provost will be reviewed and a decision communicated to the program through the EPC Chair.

Appendix C reviewing this needs area also identifies that the program has high-quality term faculty teaching courses and has received support to hire graduate students, to co-teach, and to higher upper division students to support teaching and learning in the courses identified as ones that would benefit from base-budgeted full-time faculty lines.

# Standard 4: Program Engagement in Improvement

A continued point of pride for the NMU educator preparation program is our ability to attend to issues that are important to our clinical partners and rural needs. The program is situated in the Upper Peninsula of Michigan and has a usual "local" placement area for internships and clinical practice that includes the 13,000 square miles of the Upper Peninsula. For 125 years, NMU has been the regional provider for educator development in the region.

**4a Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes**

**and**

**4b Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support**

Table 64 Supporting Stakeholder Needs

| Local Partner/Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| Marquette Alger RESA | Multi-Tiered Systems of Support of local school districts key to the on-campus educator preparation program | The MTSS Partnership folder identifies the findings from the MTSS assessment and planned strategies for school districts. The program will begin to use these data in the 2023-24 academic year with a launch of the strategies to occur at a FallEdCon24 October 14-5 professional development session specific to the work of John Hattie and experts in efficacy, feedback, and MTSS hosted by Marquette Alger RESA and NMU. |
| Sault Ste. Marie Area Schools, JKL Bahweting Anishinaabe Academy, St. Ignace Area Schools, Tahquamenon Area Schools, Escanaba Area Schools, Rapid River Public Schools, Nah Tah Wahsh Public School Academy, Manistique Area Schools, Bessemer Area School District, Burt Township School District, Superior Central School District, Menominee Area Public Schools, Gwinn Area Public Schools, North Star Academy, | Applied for and received a TitleIIA residency grant to explore a master's degree pathway for licensure that was found to be equivalent to the undergraduate campus-based post-bacc experience for 15 candidates in a pilot program | The TitleIIA STEP UP Residency Grant folder demonstrates the approved program plan, supports, and outcomes. The result of the grant was the establishment of a residency program: STEP UP (Secondary Teacher Education Program for the Upper Peninsula), a path toward earning a Standard Teaching Certificate for paraprofessionals and non-certificated, full-time substitute teachers who serve as teachers |

| Local Partner/Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| and Public Schools of Calumet, Laurium, and Keweenaw | | of record in rural Upper Peninsula schools. |
| Michigan Association for the Education of Young Children (miaeyc), Michigan Lifelong Education, Advancement and Potential (MiLEAP), and the Marquette-Alger RESA | Explore support for early childhood education center employees or potential employees to obtain the Child Development Associate (CDA) credential to improve educational settings and to assure employees meet current expectations for quality practice. | One of eight institutions in Michigan to receive a $12,000 CDA Institutional Award for technical assistance and support to develop and implement a credit-bearing cohort model which reduces barriers to traditional college enrollment and fulfills the CDA credential training requirements. |
| Talent Together, representing 55 ISDs and RESAs, and 20 individual Michigan school districts or schools in collaboration with the Michigan Department of Education | Develop a curriculum licensure plan to develop a K-5 all subjects elementary license to support para-professionals in rural school settings in the attainment of an initial elementary teaching certificate using existing course offerings. | MTTC outcomes in the Elementary Exam 103, clinical engagement practices, and employer need resulted in a K-5 Elementary Plan of Study GYO Only to allow a pathway to K-5 licensure through Grow Your Own funding with an end date for this unique program of December 2026 when the current exam for the K-5 MTTC 103 expires. The program faculty are setting up a study to assess progress, attitudes, and completion for the 100 potential candidates who would start education coursework in Summer 2024. |
| Career and Technical Education Applied Mathematics Camp | Local school partners in the Marquette Alger RESA requested a partnership with the educator preparation program for an innovative program to support grades 8-12 students in mathematics. Partner includes the faculty in the CTE-like programs in the NMU College of Technical and Occupational Sciences: Hospitality Management, Welding, Building Trades, and Cosmetology. | A program is planned for 60 secondary students for Summer 2024. The educator preparation program is providing 5 teacher candidates who are mathematics majors and one Education Specialist candidate who will complete their internship through the leadership of this experience. |

| Local Partner/Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| Bay Mills Community College (Tribal), Michigan Department of Education, NMU Center for Native American Studies | Anishinaabe is a language in a critical state and requires focused attention to revive and sustain the language. The program developed a licensure pathway for Native speakers that provides them with the certification to teach the language providing access to language and culture for our Indigenous population. | The NMU Anishinaabemowin FN New Prep Program App 4-10-2021 has been approved. The program is in its final stages of getting NMU and Bay Mills CC to finalize the agreement for course equivalencies. Revisions in the NMU and Bay Mills programs slowed the articulation agreement process. A finalized agreement is expected Summer 2024. |
| All seven Upper Peninsula Intermediate School Districts | The continued shortage of special educators in our rural region continues to be of concern. The strategy of moving general education teachers into special education is now causing gaps in general education staffing. The program was asked to develop a pathway for people with bachelor's degrees working in school settings to obtain initial licensure in special education. | The Special Education SM Experimental Approval Letter demonstrates that the Michigan Department of Education supports the proposal and NMU began to enroll candidates in Fall 2023. |
| Upper Peninsula PK12 Schools, U.P. ISDS and Michigan Technological University (PI) | The pressure to recruit and retain STEM teachers continues. Challenges related to salary differences between industry and education and the continued pressures of classroom teaching are real. The network of rural STEM teachers could be improved. The need to diversify the STEM teacher workforce continues. | This project, the Michigan Initiative for Teacher Traineeships: Education, Networking, and Service (MITTENS), if funded, will test the effectiveness of a sustainable, scalable, and replicable approach resulting in renewal, revitalization, and diversification of the STEM teacher workforce. Efforts such as MITTENS that are designed to increase the size, diversity, and effectiveness of the science teacher workforce address a critical national teacher shortage and quality problem. NMU Co-PI. |
| NMU GEAR UP – Ishpeming Public Schools, Gwinn Area | Reestablish GEAR UP grant partners whereby NMU utilizes campus resources and educator | GEAR UP brought into the School of Education, Leadership & Public Service based on its |

| Local Partner/Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| Community Schools, and North Star Montessori Academy | preparation talent to support our alumni and clinical sites to provide tutoring and support services for grades 8-12 and post-secondary guidance and follow-up. | connection with the free and reduced lunch schools in the partnership. Full-time director hired January 2024 to restart connections and direct supports from Education. |
| Eastpointe Public Schools | Provide online graduate programs for employees at Eastpointe Public Schools to obtain licensure. This is a high needs district with a high turnover in staff. | NMU has seven (7) candidates enrolled in the program. The district is 400 miles south of campus, so the program has hired an on-site mentor/coach to visit candidate classrooms to provide counseling, supports, and guidance on the connections of graduate coursework to classroom practice.<br><br>The program is offering the graduate coursework at a 40% discount on graduate tuition to support this high need school. |
| Talent Together, representing 55 ISDs and RESAs, and 20 individual Michigan school districts or schools in collaboration with the Michigan Department of Education | Develop points of access for practicing teachers to add licensure in high needs areas. | Communicated with clinical partners, with a primary focus on schools in rural settings, plans of study and partnership letters identifying NMU's support for online graduate pathways to licensure. The online plans support adult learner needs and lessen disruption to the school day and personal lives reducing stress and costs for travel to campus to obtain licensure. NMU has enrolled approximately 200 candidates since Fall 2023 into Grow Your Own pathways in the areas of Reading Specialist K12, Learning Disabilities, and Early Childhood Education as identified in the NMU GYO Graduate Programs Options Spreadsheet. |
| Central Michigan University (PI/lead author), Northern Michigan University (Co-PI/sub | Michigan Department of Education Rural | $15 million grant submitted and pending review and announcement of award as |

| Local Partner/Stakeholder(s) | Engagement | Outcome |
|---|---|---|
| awardee), Michigan State University (partner), Eastern Michigan University (partner), Saginaw Valley State University (partner) | Educator Credentialing Hub grant proposed project, *Michigan Consortium for Addressing Rural Education Expansion and Retention* (MiCAREER) *Resource* Hub addresses issues that are critical to our communities and profession, specifically ensuring that all students have access to skilled, credentialed educators and that educational institutions collaborate to address significant issues, such as educator shortages, that impact children, youth, families, and communities across the state. | outlined in the Rural Hub Application Submitted by CMU as of the writing of this Quality Assurance Report. |

The university and the program continue to make efforts in recruitment to attract a more diverse population of students.

Table 65 Program Ethnicity

| Ethnicity | 2016 Accreditation Reporting | 2024 Accreditation Reporting |
|---|---|---|
| African American | .3% | 3% |
| American Indian | 1.4% | 1.2% |
| Asian | 0% | .5% |
| Hispanic/Latino | 4.1% | 2.6% |
| Pacific Islander | 0% | 0% |
| Two or More Races | 1.9% | 2.7% |
| International | NA | 0% |
| White | 91.3% | 88% |
| Not Reported | 1.1% | 1.6% |
| Female | 74% | 80% |
| Male | 26% | 20% |

The program has made slight gains in the recruitment of African Americans, Asian, and Two or More Races and held relatively consistent with American Indian. As we begin to enroll candidates into the K-5 pathway from across the state through Grow Your Own programs beginning in Summer 2024 and finalize the Anishinaabemowin K12 certificate, it is hopeful that our diversity would increase.

Our female to male ratios increased in female enrollment. With the large increase in early childhood candidates, who are traditionally female, this change makes sense knowing that there is work to be done to diversify in this area.

The university has hired a Diversity, Equity, and Inclusion vice president who begins their tenure in Spring 2024. The program has plans to partner with this leader to better identify strategies, in partnership with Admissions, to continue efforts to increase our professional program candidate diversity.

**4c Supports completers' entry into and/or communication in their professional role, as appropriate to the credential or degree being earned**

Table B1 Completer Support and Follow-Up Practices available in Appendix B Completer Support and Follow-Up demonstrates how the program supports candidate development to enter the profession and the supports put in place to continue in good standing in their professional role. Appendix B includes examples and links to program supports in this area. The Appendix B Folder includes the narrative and all supporting documents.

As program faculty continue to access clinical sites for candidate development, we recognize that our placements for current and future candidates are led by a strong corps of alumni. As such, the program places great value on input from our alumni who are partners in our clinical practice. Communications through the professional organizations program faculty and staff are a part of and debriefing of clinical experiences at the completion of the exploratory, apprenticeship, or internship provide valuable feedback to the faculty who use their committee structures to sustain or revise in needed areas.

Undergraduate and STEP UP Residency completers, as reported in Standards 1 and 2 section of the Quality Assurance Report, identify a need for the program connect soon-to-be completers to professional organizations in their disciplines, to be more explicit about the Michigan Code of Ethics, and to better identify requirements for certification. The program has taken this feedback seriously and have revised the program to include professional seminars in semesters one, three, and five of the program to better educate candidates in these areas. The elementary program has been revised and the secondary program is being revised using the same professional seminars.

Professional Seminars I-III syllabi provide evidence of these changes and are directly connected to the revised professional standards for all Michigan programs and Professional Seminar IV is a revision of the seminar currently included in the student teaching internship:

- Syllabus EDU100 Professional Seminar I
- Syllabus EDU200 Professional Seminar II
- Syllabus EDU300 Professional Seminar III
- Syllabus EDU400 Professional Seminar IV

**4d Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs**

The evidence provided in Standards 1 and 2 for all programs demonstrates that the program investigates program outcomes relative to the AAQEP standards, InTASC, and all Michigan Department of Education requirements. NMU faculty are involved with several organizations and committees that

allow for the program to have a deep understanding and level of critique regarding our teaching and outcomes for candidates in individual courses and licensure areas. Approval of the rural hub grant would also increase diversity in the program as these are stated goals and requirements for the grant outcomes.

Beyond the undergraduate, graduate, secondary, and retention committee structures identified in this narrative, faculty scholarship evidenced in Table 63 Examples of Continuous Improvement and Innovation in the Standard 3 Quality Program Practices section shows how the intellectual curiosity of the program faculty drives innovation and opportunity in the curriculum and clinical practices. The faculty are connected to their broader peer groups beyond our campus community and making their research available for critique and learning from colleagues to feed a continuous improvement model that is celebrated and rewarded by our faculty evaluation and tenure and promotion process.

Seeking in the moment opportunities to plan for and test innovations, the College of Health Sciences and Professional Studies has a competitive internal grant program for all Schools and Departments to foster innovation and collaboration. Some examples of internally funded projects that are positively influencing our programs are provided.

Table 66 Internal Grant Funding to Foster Innovation

| Faculty Member | Academic Year | Grant Project | Funded Amount |
|---|---|---|---|
| Anderson, Derek Kennedy, Laura | 2021-2022 | Exploring Atypical Student Teaching Placements in Response to K-12 Teacher Shortages Across Rural Districts | $3,083 |
| Bergh, Bethney Cameron-Standerford, Abby Edge, Christi | 2021-2022 | Transforming Teaching and Learning in Online Environments: Disseminating Findings from Two Scholarship of Teaching Studies | $2,400 |
| White, Kristen | 2021-2022 | Windows, Mirrors, and Sliding Glass Doors: Facilitating Culturally Relevant Teaching Through Literature in Methods Courses | $4,000 |
| Bergh, Bethney | 2022-2023 | Expanding Distance Learning through HyFlex: Disseminating Findings from Three Scholarship of Teaching Studies in Response to NMU's Strategic Plan | $3,000 |
| Cameron-Standerford, Abby | 2022-2023 | Expanding Distance Learning through HyFlex: Disseminating Findings… | $3,000 |

| Faculty Member | Academic Year | Grant Project | Funded Amount |
|---|---|---|---|
| Edge, Christi | 2022-2023 | Expanding Distance Learning through HyFlex: Disseminating Findings… | $3,000 |
| Kristen White, Laura Kennedy, Bethney Bergh | 2023-2024 | Children's Literature Abroad: Culturally Relevant Teaching and Learning Site Visit | $6,900 |

Appendix E Evidence of Data Quality shows that the program has been intentional in its design of locally developed instruments for the graduate programs that have meet approval through the peer review process. Graduate faculty leading and designing those programs are involved in state level meetings with their peer groups to establish standards based on program feedback along with state and national stakeholder needs obtained through effectiveness ratings, employer needs, and focus groups discussions as facilitated and synthesized by the Michigan Department of Education.

Appendix E further demonstrates the state level data available to the undergraduate programs as state-wide agreed upon measures resulting from years of stakeholder meetings based on educator outcomes and employer needs. The program's willingness to explore a more collaborative and common assessment tool for the internship through the Candidate Preservice Assessment of Student Teaching (CPAST) pilot with the Michigan Department of Education and The Ohio State University, further demonstrates how the program uses a research-based approach to investigate its own effectiveness and opportunities for improvement.

NMU is a key partner in organizing state-level meetings and conferences to share program outcomes, tools, and research opportunities. Among those are:

- Directors, Administrators, and Representatives of Teacher Education Programs (DARTEP) in Michigan – active participant in collaboration, problem solving, and opportunity
- Michigan Public Deans – associate dean attends and leads the organization of professional learning around national and state policy
- Michigan Association of Colleges for Teacher Education (MACTE) – NMU hosts an annual summer retreat in Marquette to address key legislative issues and strategies, facilitate shared understanding among educator preparation programs and the MI Department of Education, and to plan statewide recruitment strategies
- Spring Conference (formerly known as the Hope Accreditation Conference) – planning committee to outline sessions for all Michigan educator preparation programs on data collection, employer connectivity, presentation of program outcomes, and collaboration for the benefit of our statewide higher education network

NMU's commitment to being professionally present and engaged in state level meetings to collaborate on program improvement is a cornerstone of our teaching, research, and service philosophy.

The Plan-Do-Study-Act reported on in Appendix D Internal Quality Controls shows the program's commitment to learn from the PK12 field, completers, and the research. Having a deeper understanding

of the teacher evaluation process through a structured research protocol is foundational to the ways in which we interpret outcomes data for all of our programs.

**4e Meets obligations and mandates established by the state, states, or jurisdiction within which it operates**

NMU's educator preparation program is accredited and in good standing with the Michigan Department of Education. All programs meet the obligations and mandates established by the Michigan Department of Education and our jurisdiction.

NMU's Educational Performance Score, the overall measure from the Michigan Department of Education as reported in the Standards 1 and 2 section of the Quality Assurance Report, demonstrates that the program is performing well and meeting its obligations. Table 1 Educator Performance Category Scores is reproduced here:

Table 67 Reproduced Educator Performance Score

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| **Candidate Selection & Completion** | (1.1) Teaching Promise[1] | 5 | 98% | 96.6% | 5 |
| **Knowledge & Skills for Teaching** | (2.1) Mastery of Teaching Subjects[4] | 20 | 88% | 87.9% | 17 |
| | (2.2) Subject-Specific Pedagogical Knowledge[4] | 5 | 79% | 77.8% | 3 |
| | (2.3) Candidate Teaching Skill[1] | 15 | 92% | 91.3% | 15 |
| | (2.4) Candidate Rating of Program[1] | 10 | 91% | 90.1% | 10 |
| **Performance as Classroom Teachers** | (3.1) Impact on K-12 Student Learning[3] | 15 | 97% | 93.8% | 15 |
| | (3.2) Demonstrated Teaching Knowledge | 5 | 89% | 88.2% | 4 |
| **Robust Clinical Experiences** | (4.1) Candidate Placement Diversity[1,2] | 4 | 73% | 72.7% | 4 |
| | (4.2) Candidate Rating of Opportunities[1] | 4 | 85% | 67.4% | 0 |
| | (4.3) Program Partnership Strengths, Response Rates a) Candidate Teacher[1] | 2 | 90% | 100.0% | 2 |
| | b) Candidate Supervisor[1] | 2 | 93% | 98.9% | 2 |
| | c) Cooperating Teacher[1] | 2 | 72% | 85.5% | 2 |

| Category | Indicator | Points Possible | State Average | EPI Score | Points Awarded |
|---|---|---|---|---|---|
| | (4.4) Program Partnerships, CS/CT Ratings[1] | 6 | 90% | 96.0% | 6 |

The evidence is trustworthy to the program due to the high return rates for the survey responses, the connectivity to the AAQEP standards, and the consistency the score has with findings in the Candidate Preservice Assessment of Student Teaching (CPAST) for the undergraduate and STEP UP program and the outcomes from the locally developed instruments for the graduate/advanced licensure areas.

**4f Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments**

The mission of the School of Education, Leadership, and Public Service is to provide opportunities for students to become professional educators, leaders, and public servants who continuously strive to develop and maintain themselves as models of sound democratic citizenship, as knowledgeable and skillful practitioners, and as professionals who enhance their practice through reflection, inquiry, and scholarship.

Evidence in this Quality Assurance Report that demonstrated the program investigates its mission and commitments:

- Standards 1 Candidate/Completer Performance and Standard 2 Completer Professional Competence and Growth analysis of evidence and reflection
- Standard 3 Quality Program Practices
    - Table 62 Stakeholder Engagement and Innovation identifying actions identified and taken based on clinical partner engagement and reflection on needs
    - Table 63 Examples of Continuous Improvement and Innovation using faculty scholarship as the foundation
    - Appendix A Candidate Recruitment, Selection and Monitoring demonstrating the internal systems and faculty and staff commitment with clinical partners and candidates to structure a planned program with multiple checkpoints to assure trustworthiness of evidence
    - Appendix B Completer Support and Follow-Up Practices demonstrating how the program stays engaged with completers and clinical partners beyond program completion and how developing candidates in programs are formally made a part of those follow-up systems as the program assures that all candidates and completers are engaged in AAQEP Standards 1 and 2 holistically.
    - Appendix C Program Capacity and Institutional Commitment celebrates the quality of facilities, quality of faculty, clinical partners, fiscal support, budget autonomy, and student support while still honestly addressing the full-time faculty needs viewed as essential to the long-term success of our program, ability to recruit and retain diverse students, and to assign faculty load to the ongoing and systematic review of our programs

- Appendix D Internal Quality Controls shows how the program utilizes measures other than grades to support candidate develop, trusts the competency of the staff supporting candidates in the program, has communications and systems that result in shared understanding of the program as foundational to its success, and can plan significant studies that influence program decisions and structures
- Appendix E Evidence of Data Quality shows the success of the peer review process as it relates to the graduate level locally developed instruments and how the program was able to utilize quality state data systems and outcomes to assure program quality while managing the major program revisions identified in the introduction of the Quality Assurance Report and coordinating teaching and learning during the COVID pandemic

In support of our mission and commitment to investigate through continuous improvement, the program applied for or collaborated on the application for the following grants that cross over into this 7-year accreditation cycle:

Michigan Department of Education Rural Educator Credentialing Hub Grant: *Michigan Consortium for Addressing Rural Education Expansion and Retention* (MiCAREER) *Resource* Hub: $15 million (under review) – Central Michigan University Principal Investigator

Michigan Initiative for Teacher Traineeships: Education, Networking, and Service (MITTENS) U.S. Department of Education, Education, Innovation and Research Grant: $4.4 million (under review) - Collaboration with Michigan Technological University (PI), Northern Michigan University (Co-PI), and Western Michigan University (Research) to develop middle school science teachers through non-traditional routes

Collaboration for Effective Educator Development, Accountability and Reform Grant: $25,000 Collaboration with Michigan Department of Education, Sienna Heights University, and Grand Valley State University (2018 - 2020). *High-Leverage Practices Design*

American Institute for Research, High-Leverage Practices Development Grant: $10,000. Collaboration with the Marquette

Michigan Department of Education, High-Leverage Practices Development Grant: $7,500. Collaboration with the Marquette Area Public Schools and Grand Valley State University. (Fall, 2018)
Robert J. Noyce Planning Grant: $137,000 (unfunded). *Superior STEM: A Collaborative Pathway to Quality Teacher Licensure.*

Michigan Department of Education/Gogebic Ontonagon ISD Educator Evaluation Research and Evaluation Activities Grant: $185,742 (2018). *Research barriers, implementation, and impact related to teacher evaluation processes.*

Title IIA (3) Improving Teacher Quality: Secondary Teacher Education Program for the Upper Peninsula (STEP UP) in Math, English/Language Arts, Social Studies, and Science: $476,646 (2018). *Residency route to secondary licensure for rural communities in the Upper Peninsula of Michigan.*

Title II Curriculum Support and Education Grant: $88,000 NMU portion of Michigan Association

of Public School Academies award (2016-2017). *Teacher leader.*

Collaboration for Effective Educator Development, Accountability and Reform Grant: $80,000 NMU portion of collaboration with Michigan Department of Education, Saginaw Valley State University, Western Michigan University, Sienna Heights University, and Grand Valley State University (2015 – 2018). *Program revisions for early literacy and multi-tiered systems of support.*

The program is confident that we are meeting our mission to provide opportunities for students to become professional educators, leaders, and public servants who continuously strive to develop and maintain themselves as models of sound democratic citizenship, as knowledgeable and skillful practitioners, and as professionals who enhance their practice through reflection, inquiry, and scholarship.

# Appendix A Candidate Recruitment, Selection and Monitoring

**Recruitment**

Program recruitment occurs through a variety of recurring strategies that have been used over multiple years:

- Wildcat Weekend family visits which occur mid-semester in fall and winter emphasizing the need for candidates in the shortage areas (STEM, Languages, Special Education, Music)
- Program faculty and staff visits and advisement to local schools and community colleges
- Community college recruitment through the Tuition Incentive Program (TIP)
- One-on-one campus visits conducted by faculty and staff
- Month of Majors recruitment held each fall semester at NMU to advertise programs to on campus undeclared students and to those willing to consider teaching as a career
- Direct geo-fencing marketing requests through Global Campus to advertise to practicing teachers for advanced degree options
- Use of a First Year Experience course to enroll elementary and secondary freshman candidates into a cohort type model for their first semester aimed at increasing retention and improved academic and non-academic performance
- Upward Bound Math Science awareness of programs through director visits and engagement with high school participants
- Sponsorship of professional conferences to inform practicing educators of advanced and additional licensure/degree areas

The program has partnered with internal and external groups to recruit into programs with a focus on rural school settings and high needs disciplines and specialty areas. Many of the strategies utilized are ones that do their best to address costs or financial support as a strategy to encourage enrollment and program completion:

- NMU Tuition Advantage Program: The NMU Tuition Advantage is a last dollar scholarship that provides funding for tuition after Federal, state and institutional funding is used. **Students must qualify for the Michigan Achievement Scholarship and a Federal Pell Grant.** The remainder of tuition (and some mandatory fees) will be covered by the NMU Tuition Advantage Program. For fall 2023, students must be Michigan 2023 high school graduates with an EFC of $25,000 or less to qualify for the Michigan Achievement Scholarship.
- NMU GEARUP in the School of Education, Leadership & Public Service– increase the number of low-income students who are prepared to enter and succeed in post-secondary education through a variety of locally designed and innovative early intervention services (primary local school partners: Gwinn Area Community Schools, Ishpeming Public Schools, North Start Montessori Academy) with the GEARUP Director emphasizing the need for people to enroll into Education and other professional program fields.
- Aspire Summer Bridge Program – donor funded program to recruit diverse candidates to post-secondary education with an emphasis on Native American high school students. An emphasis is placed on high needs disciplines such as Education, Social Work, and Nursing.
- Learning Disabilities Experimental program – developed per the request of employers and clinical partners pathway to provide initial licensure for people with bachelor's degrees working

in school settings with substantive connections to students with disabilities to obtain an initial license in learning disabilities to meet employer needs

- Recruitment and development of program options for employers statewide to address shortage areas through Grow Your Own funding applications for 20 individual school sites and partnerships with 55 intermediate school districts in Michigan through the Talent Together consortium for a fall 2023 planned start to meet grant funding requirements. Winter 2024 begins a recruitment effort to enroll paraprofessionals in rural school settings into a K-5 all-subjects pathway to licensure with program admittance and coursework to begin Summer 2024 with a planned completion date of December 2026
- NMU FN Anishinaabe Initial Approval April 2021 K12 Teaching Certificate – with Michigan Department of Education support, the Center for Native American Studies and the School of Education, Leadership & Public Service developed a teaching option for approved Native speakers and degree completers in Pane at Bay Mills Community College (BMCC) to fill teaching needs in the language. The final articulation agreement for this shared program will be completed summer 2024 between NMU and BMCC.
- NMU Charter Schools Tuition Incentive – Charter Schools Office provides two (2) credits of tuition support each fall, winter, and summer semesters for educators enrolled in NMU graduate programs to support advanced licensure or professional development.
- 3+1 Early Childhood bachelor's initial licensure program – proposal under development for fall 2024 submission to the Michigan Department of Education and NMU Academic Senate. This program would leverage three community college partners' (Bay College, West Shore Community College, and Bay Mills Community College) early childhood curricula to allow candidates to complete three years of the degree in their community/tribal college while staying employed and then completing the final year for coursework and internship online at NMU. This was an expressed need from community and tribal college partners who are sensitive to the early childhood education and care needs of their communities. This program will leverage the T.E.A.C.H. Early Childhood Michigan Scholarship Program.
- Early Childhood Education Specialist – proposal submitted to the NMU Academic Senate to address needs for those who hold master's degrees to advance in leadership skills and positions in the field. The proposal was based on a virtual statewide stakeholder meeting with input and program design ideas expressed by experts in the field. A follow-up Early Childhood Education Zoom Meeting March 21 2024 is being held to prepare for formal recruitment into the program.
- Career and Technical Education (CTE) – on-campus visits occurring fall or spring of each academic year for all Upper Peninsula and Charlevoix Emmet ISD (northern lower Michigan) CTE Education Track students and their CTE Teachers and Directors labeled as CTE EdCon. The next planned on-campus recruitment sessions led by faculty and staff are April 24, 2024, for the U.P. and April 26, 2024, for Charlevoix Emmet ISD.
- Career and Technical Education (CTE) Statewide Agreements – NMU developed a statewide agreement pathway to allow CTE high school completers who meet the requirements outlined to count completion of their Education CTE program for a required exploratory education course at NMU, ED 101 The American School.
- Future Educator Academy (FEA) – launched in Summer 2024 to provide a week-long experience for high school students interested in exploring Education as a program of study. The FEA was

designed by Dr. Kristen White and the Seaborg Math and Science Center at NMU. The FEA was led by Dr. White and three teacher candidates (Salo, K., Cook, G., and Thetford, H.) who are presenting "Fostering Community with High School Students: FEA Summer Camps as a Recruitment Tool" at the FEA at the 2024 AAQEP Symposium in Orlando, FL.

- Horizons Leadership Academy – partnership agreement between the Michigan Association of Superintendents and Administrators (MASA) and Northern Michigan University (NMU) is for the purpose of offering MASA Horizon Leadership Academy (HLA) graduates the opportunity to continue their post- secondary education with NMU in the Education Specialist through a Prior Learning Assessment.
- 2+2 Elementary Education Articulation – formal planning with Alpena Community College in lower Michigan, Gogebic Community College and Bay College in the Upper Peninsula to clearly articulate a plan of study for the revised Elementary Education PK-3, 3-6 to more clearly support transfer students in this licensure area. All community college partners represent rural settings. Articulation agreements are drafted and expected to be finalized in fall 2024 with expected transfers beginning fall 2025.

**Selection and Monitoring:** ***Current initial certification for K-8 elementary, 6-12 secondary, and K-12 special education to include all bachelor's degree program candidates and STEP UP Residency candidates.***

Table A1 Entry into Pre-Methods

| **Pre-Methods Application** | **Retention in Pre-Methods** |
|---|---|
| **Undergraduate** | **Undergraduate** |
| • 2.7 or above cumulative GPA<br>• Make an initial contact and plan of study through the Director of Teacher Education Services or a Success Advisor | • Maintain 2.7 or above GPA<br>• Adhere to all principles and requirements as outlined in the Teacher Selection and Retention Standards.<br>• Successful completion of all clinical field experiences. |
| **Post-Baccalaureate** | **Post-Baccalaureate** |
| • 2.7 undergraduate GPA<br>• Make an initial contact and plan of study the Director of Teacher Education Services. | • Maintain 2.7 or above GPA<br>• Adhere to all principles and requirements as outlined in the Teacher Selection and Retention Standards.<br>• Successful completion of all clinical field experiences. |

Table A2 Entry and Retention for Methods

| **Methods Application** | **Retention in Methods** |
|---|---|
| **Undergraduate & Post-Baccalaureate** | **Undergraduate & Post-Baccalaureate** |

| | |
|---|---|
| • Complete and submit a Methods Survey Application (Secondary Candidate Guidance or Elementary Candidate Guidance)<br>• Declared major and minor.<br>• 3.0 or above cumulative GPA<br>• 3.0 or above combined average in required pre-methods courses (ED201, ED230 or ED231, ED301) with no grade lower than a B- in any pre-methods course.<br>• Successful completion of all clinical field experiences.<br>• Complete EN111, EN211, MA150, MA151 with a C or better as required in degree program | • Maintain cumulative GPA of 3.0 or better in the following: overall, major, minor, professional education.<br>• Maintain a 3.0 or above GPA in professional education sequence with no grade below B-.<br>• Successful completion of all clinical field experiences.<br>• No grade below a C in teachable major(s) and/or minor(s) coursework<br>• No more than five (5) repeats.<br>• Adhere to all principles and requirements as outlined in the Teacher Selection and Retention Standards.<br>• Complete the Student Teaching Pre-Application.<br><br>• *The semester prior to student teaching you must submit a Completed Student Teaching Application by the end of the 3rd week of previous semester.* |

Table A3 Student Teaching and Certification

| **Student Teaching** | **Recommendation for Certification** |
|---|---|
| **Undergraduate & Post-Baccalaureate** | **Undergraduate & Post-Baccalaureate** |
| • Attendance at Student Teaching Pre-Application Meeting<br>• Completed Student Teaching Application submitted by the end of the 3rd week of previous semester.<br>• All coursework completed (Requests for exceptions reviewed by advisor and Director of Field Experiences).<br>• Removal of all "I" or "X" grades.<br>• Cumulative GPA of 3.0 or better in the following: overall, major, minor, professional education<br>• 3.0 or above GPA in professional education sequence with no grade below B-.<br>• No grade below a C in teachable major(s) and/or minor(s) coursework<br>• No more than five (5) repeats.<br>• Adherence to all principles and requirements as outlined in the Teacher Selection and Retention Standards. | • Satisfactory grade in student teaching<br>• Satisfactory grade in student teaching seminar<br>• Completion of the baccalaureate degree in accordance with the above criteria and any additional criteria as established by other academic departments, where applicable;<br>• Satisfactory completion of the student teaching assignment with a recommendation for certification by the supervising teacher and the university supervisor;<br>• Satisfactory completion of all MTTC subject area competency tests as required by Public Act 451 as amended (major, minor(s), and elementary education where applicable).<br>• Completion of all required Michigan Department of Education surveys and program surveys. |

The current K-8 elementary programs have been revised under the new lower and upper elementary standards with a planned start at NMU in Fall 2024. The Elementary Education PK-3, 3-6 program has been approved by the Michigan Department of Education (MDE) and the NMU Academic Senate. The secondary programs will be revised in Summer 2024 and submitted to the MDE the NMU Academic Senate in October 2024 for a secondary revised program start in Fall 2025. The monitoring system will reflect the one above in Tables A1-A3. The data collection through key assessments for each course and program assessments will be more robust and informative for the program faculty, candidates, and clinical partners. Faculty invested 3 years of time in the development of this system using findings from Standards 1 and 2, clinical partner meetings, and consultation with alumni and higher education colleagues. The secondary program revisions will reflect those of the elementary revisions.

The current and planned revised programs and candidates are monitored, supported, critiqued, and assessed by the following in Teacher Education:

- Undergraduate Review Committee
- Secondary Education Committee
- Teacher Selection and Retention Committee
- Director of Teacher Education Services
- Success Advisors
- Director of Field Experiences

This narrative for the ***revised Elementary Education PK-3, 3-6*** program demonstrates the revised progression that will serve as the framework for the secondary program revisions. The file supporting this narrative is:

- NMU PK-3 3-6 Program Application Matrix Final
    - "List of Courses and Standards" tab identifies by coursework where standards are introduced, developed, and demonstrated, the program assessment to be used, and the clinical experience connected to the course
    - "Core Teaching Practices" tab identifies each Michigan Department of Education core teaching practice as to where it is introduced, developed and demonstrated and the clinical experience connected to the core teaching practice
    - "Clinical Experiences" tab outlines the required clinical hours by experience, course connection, clinical experience grade level, and a brief description of the clinical experience
    - "Program Assessment System" tab identifies the program assessment, expected criteria for success, program placement, alignment to core teaching practices, evidence collected, and the rubric/scoring guide to be used
    - "PK3&3-6 Advising Sheet" demonstrates to faculty, advisors, clinical partners, and candidates the complete 120-credit program by semester to include general education coursework and education coursework, expectations of the standards for candidates at the introduction, developing, or demonstrating level, and how each course in the 120-credit plan of study connects to the development of a professional educator

The key assessments, core teaching practices, and standards identified as ***introduced, developing, and demonstrated*** are outlined in the application matrix and are not repeated here.

Semester 1

A teacher candidate is admitted to the program in a first-semester block of courses:

- EDU 100 Professional Seminar I (1 cr)
- EDU 101 The American School (3 cr)
- GC 164 Human Geography (4 cr) or NAS 212 Michigan and Wisconsin Tribal Relations (4 cr)
- EN 111 College Composition I (4 cr)
- EC 140 Consumer Economics (4 cr) or MA 101 Quantitative Literacy (4 cr)

Professional Seminar I is a requirement in semester one to provide faculty mentoring, professional advising support, and exploration of the profession. In addition to connections to the field, candidates in the Professional Seminar I are guided through reflective practices to assess their performance and goals relative to outcomes in the content courses as part of the first semester.

GC 164 and NAS 212 develop and facilitate foundational knowledge in the social studies ensuring candidates meet the university general education requirement of social responsibility in a diverse world and the university world cultures requirement. EN 111 develops English and language arts knowledge and skills while meeting the general education effective communication requirement and the university writing requirement. EC 140 and MA 101 build candidate foundational knowledge in mathematics during the first semester, meet the general education quantitative reasoning requirement and the university math competency requirement.

The program will utilize embedded tutors, upper division teacher candidates, and the university math and writing tutoring labs to support candidate performance in these early content courses. Embedded tutors in the revised program will continue the successful strategy the program currently uses whereby upper division tutors attend classes early in the program to tutor, support, and reinforce candidates' knowledge during class and through a structured lab or study sessions post-class. Beyond semester one, the program utilizes faculty mentoring and the professional seminar sequences to support candidates. The program has embedded professional advisors specific to EDU majors for support over the entire program. Embedded tutoring support for courses beyond semester one is available as needed.

The Professional Seminar I faculty mentoring and professional advisor consulting will allow the program faculty and staff to guide candidates in reflection on their performance and to assist candidates in a pedagogy and content portfolio that connects their non-EDU and EDU coursework to the PK-3/3-6 standards required for their degree and licensure. Professional Seminar I, in addition to connections to professional and learning settings, will utilize sample questions from the MTTC licensure exams early to reinforce the importance of the content and its use for the ***introduction, development, and demonstration*** of the standards in future semesters.

Candidates in semester one of the program will meet the 2.7 GPA expectation. The GC, NAS, EN, EC, and MA coursework are all general education coursework requiring student outcomes data collection and analysis as part of the internal university systems allow teacher education faculty to disaggregate outcomes by degree area providing the program with information for early in the candidate's program to identify needs or additional supports. The 120-credit program developed for the PK-3/3-6 grade banding requires 12 elective credits. Faculty and staff will recommend the use of elective credits to address needs areas through additional coursework.

All candidates in semester one, in addition to meeting the 2.7 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation, and commitment to self-reflection. Candidates not demonstrating competency in any area for semester coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is monitored and reassessed during the final two weeks of the semester with specific follow-up actions for each candidate based on performance from mid-term to the final weeks of the semester.

Semester 2

Candidates meeting the 2.7 GPA, EDU coursework, and professional behavior requirements progress to semester two to continue with EDU and the general educational coursework foundational to the degree and licensure areas.

- EDU 210 Child & Adolescent Development (3 cr)
- EDU 210A Apprenticeship: Child & Adolescent Development (1 cr)
- PSY 100 Introduction to Psychological Science (4 cr) or GC 100 Physical Geography
- EN 211 College Composition II (4 cr)
- AD 181 Visual Literacy in a Global Culture (4 cr)

The lecture-based EDU 210 will develop candidates in the theory and research regarding PK-12 academic social, and emotional development in culturally relevant ways. As outlined in the standards, EDU 210 will require candidates to understand and interpret quantitative and qualitative assessments and to examine issues regarding standardized testing. EDU 210 builds off of the foundational knowledge and quantitative reasoning from ED 140 or MA 101 in semester one. EDU 210A provides a clinical experience for candidates to contextualize qualitative and quantitative data as connected to an authentic learning environment, and, under the guidance of the program faculty, to make comparisons among students and populations using these data. The use of a case study grade book will be used for debate and recommendations regarding grading practices further reinforcing the quantitative reasoning skills from semester one and supporting deeper knowledge and understanding in mathematical competencies required of a PK-3/3-6 teacher as outlined in the standards.

PSY 100 and GC 100 content coursework continues to prepare candidates in the areas of social studies and science with requisite content knowledge. Both PSY 100 and GC 100 require a lab experience meeting the university lab requirement. Both courses meet the scientific reasoning general education requirement allowing candidates to develop scientific reasoning skills, which include mathematical knowledge, required of a PK-3/3-6 educator as outlined in the standards as candidates learn to set research questions, collect and analyze data, and produce data representations of course objectives.

EN 211 and AD 181 continue to support candidate growth and development in ELA as connected to the standards. EN 211 meets the effective communication general education requirement and the written English competency requirement for the university. AD 181 meets the human expression general education requirement. EN 211 continues learning from semester one to further development candidate ability to write carefully, read closely, and discuss critically through the study and response to

complex issues. AD 181 allows candidates to develop visual literacy as the develop skill and understanding to verbal describe and demonstrate intended and implied meanings.

Candidates in semester two of the program will meet the 2.7 GPA expectation. The PSY, GC, EN, and AD coursework are all general education coursework requiring student outcomes data collection and analysis as part of the internal university systems which will allow teacher education faculty to disaggregate outcomes by degree area providing the program with information for early in the candidate's program to identify needs or additional supports. The 120-credit program developed for the PK-3/3-6 grade banding has 12 credits of electives. Faculty and staff will recommend the use of elective credits to address needs areas through additional coursework.

All candidates in semester two, in addition to meeting the 2.7 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation, and commitment to self-reflection. Candidates not demonstrating competency in any area for semester coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is assessed at mid-term and reassessed during the final two weeks of the semester with specific follow-up actions for each candidate based on performance.

Semester 3

Candidates meeting the 2.7 GPA, EDU coursework, and professional behavior requirements progress to semester three to continue with EDU and the general educational coursework foundational to the degree and licensure areas.

- EDU 200 Professional Seminar II
- EDU 221 Affective Teaching
- HS 120 Turning Points in History
- Electives (4 – 8 cr)

Professional Seminar II is a requirement in semester three to provide faculty mentoring, professional advising support, and connectivity to the profession. In addition to connections to the field, candidates in the Professional Seminar II are guided through reflective practices to assess their performance and goals relative to outcomes in the content courses as part of the first semester. Mentorship in semester three may include additional supports and coursework in literacy, mathematics, science, and/or social studies content areas based on evidence of performance during semesters one and two. Professional Seminar II will have faculty mentors guiding candidates through the collection of rich content examples from candidate coursework for use in subsequent semesters that will require all candidates to develop learning activities for PK-6 students and caregivers using foundational subject-area content.

The Professional Seminar II faculty mentoring and professional advisor consulting will allow the program faculty and staff to guide candidates in reflection on their performance and to assist candidates in a pedagogy and content portfolio that connects their subject-area content and EDU coursework to the PK-3/3-6 standards required for their degree and licensure. Professional Seminar II, in addition to connections to professional and learning settings, will utilize sample questions from the MTTC licensure

exams to reinforce the importance of the content and its use for the ***introduction, development, and demonstration*** of the standards in future semesters.

EDU 221 requires candidates to begin applying learning theory from EDU 210 and EDU 210A in semester two (child and adolescent development) in a social emotional and culturally relevant context. Candidates are required to demonstrate understanding of the standards as they apply to use of action steps to build a culture focused connection to subject areas to deepen the connection and understanding of foundational general education coursework from previous semester learning. The use of a case study grade book from EDU 210/210A will be contextualized for debate and recommendations regarding grading practices further reinforcing the quantitative reasoning skills from semester two to support reasoning for knowledge and understanding in mathematical competencies required of a PK-3/3-6 teacher as outlined in the standards.

HS 120 pairs well with EDU 221 as HS 120, meeting the perspectives on society general education requirement, focuses on sustained examination of a major historical event within the context of world event, culture, and long-term ramifications. HS 120 reinforces the EN 111 and EN 211 skills in effective communication and writing competencies.

Candidates in semester three of the program will meet the 2.7 GPA expectation. The HS coursework is general education coursework requires student outcomes data collection and analysis as part of the internal university systems which will allow teacher education faculty to disaggregate outcomes by degree area providing the program with information for early in the candidate's program to identify needs or additional supports. The 120-credit program developed for the PK-3/3-6 grade banding has 12 credits of electives. Should candidates be lacking in ELA, scientific, or mathematical competencies, program faculty and staff will recommend the use of elective credits to address needs areas through additional coursework.

All candidates in semester three, in addition to meeting the 2.7 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation, and commitment to self-reflection. Candidates not demonstrating competency in any area for semester coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is assessed at mid-term and reassessed during the final two weeks of the semester.

<u>Semester 4</u>

Candidates meeting the 2.7 GPA, EDU coursework, and professional behavior requirements progress to semester four to continue with EDU and the general educational coursework foundational to the degree and licensure areas.

- EDU 241 Mathematics for PK-6 Teachers (3 cr)
- EDU 241A Apprenticeship: Mathematics for PK-6 Teachers (1 cr)
- EDU 244 Integrated Science for PK-6 Teachers (3 cr)
- EDU 244A Apprenticeship: Integrated Science for PK-6 Teachers (1 cr)
- EDU 251 Pillars of a Democratic Society (3 cr)

- EDU 251A Apprenticeship: Pillars of a Democratic Society (1 cr)
- NAS 315 History of Indian Boarding Schools (4 cr) or NAS 320 American Indians: identity and Media Images (4 cr) or HS 354 History of Prejudice (4 cr)

Content areas of mathematics, science, and social studies (EDU 241, EDU 244, and EDU 251) are reinforced through teacher education subject-area experts in the further development of content understanding, demonstration, and application as outlined in the grade banding standards. Each content area syllabus requires candidates to develop content into the planning and student acquisition of subject-area knowledge specific to each subject area. Each course requires candidates to create and evaluate subject-area tasks that incorporate multiple representations and questions to elicit reasoning among PK-6 students. This sequence of subject-area coursework meeting the MDE standards leverages the general education coursework and knowledge and understanding gained and evidenced through faculty guidance and assessment as part of the professional seminars one and two. Candidates are accessing the rich examples collected and reflected upon in the content areas and their pedagogical understanding and development in early EDU coursework in their application of this content knowledge to learning contexts for PK-6 learners. Program evidence from the current elementary education structure demonstrates that candidates developing learning for an authentic audience of learners in their grade band further reinforces and develops their own working knowledge in subject areas.

Each candidate will demonstrate their subject-area specific knowledge in settings across the PK-6 continuum through the EDU 241A, EDU 244A, and EDU 251A apprenticeship. At a minimum, the apprenticeship requires candidates to engage learners at the PK and grade 6 levels so faculty can guide planning, implementation, and reflection of early practice using EDU 210 Child & Adolescent Development and EDU 221 Affective Teaching as foundational to the subject-specific apprenticeships. The focus on each subject area is intentional so as to provide faculty with authentic demonstration of content knowledge so candidates can be supported in continuation or be advised to take additional content coursework through available program electives.

NAS 315, NAS 320, and HS 354 further develop candidate ability and awareness in the areas of social emotional learning and trauma informed practice in addition to providing upper division content in the social studies to meet the general education requirement for integrative thinking. This NAS and HS coursework explores representation of historically marginalized populations through similarities and difference in multiple contexts. Coursework in this general education integrative thinking elective extends the EDU 101 The American School coursework into a broader context.

Candidates in semester four of the program will meet the 2.7 GPA expectation. The NAS and HS coursework is general education coursework requires student outcomes data collection and analysis as part of the internal university systems which will allow teacher education faculty to disaggregate outcomes by degree area providing the program with information for early in the candidate's program to identify needs or additional supports. The 120-credit program developed for the PK-3/3-6 grade banding has 12 credits of electives. Faculty and staff will recommend the use of elective credits to address needs areas through additional coursework.

All candidates in semester four, in addition to meeting the 2.7 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation,

and commitment to self-reflection. Candidates not demonstrating competency in any area for semester coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is assessed at mid-term and reassessed during the final two weeks of the semester.

Semester Five

Candidates meeting the 2.7 GPA, EDU coursework, and professional behavior requirements progress to semester five to continue with EDU and the general educational coursework foundational to the degree and licensure areas.

- EDU 300 Professional Seminar III (1 cr)
- EDU 313 Data-Driven Instruction (3 cr)
- EDU 313A Apprenticeship: Data-Driven Instruction (1 cr)
- EDU 330 Children's Literature (3 cr)
- EDU 363 Understanding Students with Disabilities and Diverse Learners (3 cr)
- Electives (4 cr)

The Professional Seminar III faculty mentoring and professional advisor consulting will allow the program faculty and staff to guide candidates in reflection on their performance and to continue to assist candidates in a pedagogy and content portfolio that connects their content and EDU coursework to the PK-3/3-6 standards required for their degree and licensure. Professional Seminar II, in addition to connections to professional and learning settings, will utilize sample questions from the MTTC licensure exams to reinforce the importance of the content and its use for the ***introduction, development, and demonstration*** of the standards in future semesters. Professional Seminar III will also begin the process of establishing the time and place for taking the PK-3 and 3-6 grade banding practice exams to further determine any content gaps in the core areas outlined in the standards. Faculty and advisors will utilize the clinical partnership network to reinforce, through practicing educational professionals, the importance of content and pedagogical knowledge across the grade bands.

EDU 313 Data-Driven Instruction builds off of the pedagogical and mathematical reasoning learned and demonstrated in semester two EDU 210 Child & Adolescent Development and EDU 210A Apprenticeship: Child & Adolescent Development now requiring candidates to apply quantitative/mathematical reasoning to grading practices that respect the cultural and social emotional needs and backgrounds of students as learned in semester three EDU 221 Affective Teaching and practiced and applied in semester four's subject-area specific demonstration of mathematical, science, and social studies knowledge through the EDU 241/241A, EDU 244/244A, and EDU 251/251A sequence of coursework. Program faculty are excited about the opportunity to leverage mathematical knowledge and reasoning through the EDU 313/313A and EDU 221 coursework demonstrating to our teacher candidates the authentic integration of subject knowledge in these courses.

EDU 330 Children's Literature begins the formal connection of the literacy standards, as outlined in the matrix and submitted syllabi, across the PK-3/3-6 bands. The literacy standards will be contextualized through culturally responsive children and young adult literature building off of early EDU coursework in these areas. The requirement that all candidates will develop multimodal texts for the PK-3 and 3-6 bands will allow candidates to leverage content in mathematics, social studies, and science developed

and demonstrated for practice in semester four through EDU 241/241A, EDU 244/244A, and EDU 251/251A. EDU 330 begins the development of candidate abilities to use literacy as the entry point for engaging PK-6 students with identities as readers, writers, scientists, mathematicians, and civically engaged citizens.

EDU 363 Understanding Students with Disabilities and Diverse Learners utilizes the standards to develop candidates as ethical and supportive actors in meeting the needs of diverse populations. This includes a candidate's ability to use assessment data in the development of services that support the academic and social emotional of students. EDU 363 further develops the quantitative reasoning gained and demonstrated through general education coursework and practiced in EDU 210/EDU 210A, semester two, and EDU 221, semester three, where candidates were required to engage with and manipulate a case study grade book. Applying quantitative reasoning and ethical practice based on the needs of PK-6 students will be developed in EDU 363 and will be viewed from the integration of the four content areas identified in the standards.

Candidates in semester five of the program will meet the 3.0 GPA expectation. General education coursework is now in the elective phase of the program. Any candidates found to be lacking in ELA, scientific, social studies, or mathematical competencies by program faculty or staff will be recommended to use of elective credits to address needs areas through additional subject-area coursework.

All candidates in semester five, in addition to meeting the 3.0 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation, and commitment to self-reflection. Candidates not demonstrating competency in any area for semester coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is assessed at mid-term and reassessed during the final two weeks of the semester.

<u>Semester 6</u>

Candidates meeting the 3.0 GPA, EDU coursework, and professional behavior requirements progress to semester six to continue with EDU and the general educational coursework foundational to the degree and licensure areas. It is at the mid-term point of this semester where program faculty begin to meet and plan with clinical partners for the semester eight student teaching internship placement. Candidates begin to more formally access their program portfolio of content and pedagogical evidence to begin planning for interviews and collaboration with potential internship sites.

- EDU 320 Computational Thinking (3 cr)
- EDU 332 Literacy Methods for PK-3 Teachers (1 cr)
- EDU 332A Apprenticeship: Literacy Methods for PK-3 Teachers (3 cr)
- EDU 364 Teaching Students with Disabilities and Diverse Learners in Inclusive Settings (3 cr)
- Electives (1-5 credits)

Candidates in semester six of the program have been mentored and advised over five semesters through coursework and professional seminars building up their connections to the field, practice on

MTTC exams, and faculty and staff guidance for development of a content and pedagogical portfolio that continues to be edited and accessed much like a professional development plan in semesters one, three, and five. Semester six allows faculty to mentor and develop candidates with a heavy emphasis on PK-3 learners.

EDU 320 Computational Thinking is a requirement that allows candidates to continue their exploration and attainment of knowledge in STEM to practice solving problems like computer scientists. EDU 320 requires candidates to design a sample lesson using foundational subject-area knowledge to address a specific content area. Candidates will be guided to develop a lesson that addresses the content area of greatest need for their professional growth and development. This plan for the course allows program faculty and candidates to use reflective practices and content and pedagogical evidence from previous semesters, as gather, analyzed, and collected, as an authentic tool for candidate professional development.

EDU 364 Teaching Students with Disabilities and Diverse Learners in Inclusive Settings will extend and scaffold learning from previous semesters into more complex qualitative and quantitative data analysis of students as candidates engage with PK-6 learners in authentic settings to collect and analyze data. The use of the data will leverage professional seminar experiences in that candidates will identify how data will be used in ethical ways to support diverse learners.

The culminating opportunity for semester six utilizes EDU 332 Literacy Methods for PK-3 Teachers and EDU 332A Apprenticeship: Literacy Methods for PK-3 Teachers where candidates are required to integrate subject areas and pedagogical practices in the development and demonstration of a literacy unit specific to PK-3 learners and to communicate with caregivers for PK-3 learners. As identified in the literacy syllabi submitted, EDU 332/332A require the use of assessment data and ELA standards to plan, implement, and reflect on phonological awareness and literacy strategies in ways that respect diverse learners. This intentional focus on PK-3 allows the program to scaffold into 3-6 learners in semester seven, to use understanding of diverse learners from previous semesters for planning and teaching, and to leverage deep understanding of mathematical, social studies, and science content for teaching and learning as integrated subject area teaching as required by the standards.

Candidates in semester six of the program will meet the 3.0 GPA expectation. General education coursework is now in the elective phase of the program. Any candidates found to be lacking in ELA, scientific, social studies, or mathematical competencies by program faculty or staff will be recommended to use of elective credits to address needs areas through additional subject-area coursework.

All candidates in semester six, in addition to meeting the 3.0 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation, and commitment to self-reflection. Candidates not demonstrating competency in any area for semester coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is assessed at mid-term and reassessed during the final two weeks of the semester.

<u>Semester 7</u>

Candidates meeting the 3.0 GPA, EDU coursework, and professional behavior requirements progress to semester seven to continue with EDU coursework foundational to the degree and licensure areas. Semester seven is the development and demonstration of the integration of content and pedagogical standards as outlined in the program application matrix. It is at the beginning of this semester where semester eight student teaching internship placements are co-developed with clinical partners and finalized.

- EDU 325 CPI: Nonviolent Crisis Intervention (1 cr)
- EDU 335 Literacy Methods for 3-6 Teachers (3 cr)
- EDU 341 Math Methods for PK-6 Teachers (3 cr)
- EDU 344 Integrated Science Methods for PK-6 Teachers (3 cr)
- EDU 351 Social Studies Methods for PK-6 Teachers (3 cr)
- EDU 425 Internship: Additional Band Grades PK-3 (3 cr) or EDU 435 Internship: Additional Bands for Grades 3-6 (3 cr)

EDU 325 CPI: Nonviolent Crisis Intervention will allow candidates to obtain practice in strategies that respect individual student needs within learning settings and allow candidates to meet the limited license for CPI certification. This course is important as it builds upon specific EDU coursework in diverse learners, EDU 363 and EDU 364, and prepares candidates to practice interventions and record and reflect upon those interventions for planning their 3-credit internship during semester seven.

EDU 335 Literacy Methods for 3-6 teachers builds upon previous coursework specific to PK-3 learners in the areas of phonemic awareness with an emphasis or transition to a content area disciplinary topic that integrates differentiated content as required by the standards. Candidates will leverage literacy learning and planning in partnership with EDU 341 (math), EDU 344 (science), and EDU 351 (social studies), to connect ELA standards across disciplines using carefully selected texts. Program faculty took more of a leadership role in curriculum and text choices in the pedagogical practice courses for the content areas in semester four through EDU 241/241A (math), EDU 244/244A (science), and EDU 251/251A (social studies) as candidates were still engaged with foundational content knowledge acquisition through general education coursework in the content areas. Semester seven allows candidates to develop and demonstrate the content through the integration of sound pedagogical practice in a 2-week immerse setting at the end of the semester while program faculty serve the cooperating teacher role. This end of semester internship allows candidates to further practice and demonstrate sound content knowledge and pedagogical practice under the guidance of program faculty and clinical partners before implementing the unit plan in an authentic PK-3 or 3-6 classroom setting. Candidates will be mentored to develop their plans for the PK-3 or 3-6 classrooms based on the content and pedagogical portfolio of evidence structured from the professional seminar one through the program. Program faculty will place candidates into one of the two settings based on each candidate's evidence in the program considering a placement in the more developed area for each candidate so as to leverage the entire 16-week placement in semester eight for the student teaching internship for the grade band where more support and development is required.

The standards and core teaching practices are assessed throughout the program as outlined in the application matrix tabs labeled "Clinical Experiences", "Core Teaching Practices", and "Program Assessment System". However, it is during this internship experience in PK-3 or 3-6 where the standards and core teaching practices are more formally assessed through the use of formal observation as

documented by the Candidate Preservice Assessment of Student Teaching (CPAST) which assesses Planning for Instruction; Instructional Delivery; Assessment; Analysis of Teaching; and Professional Commitment and Behaviors; Professional Relationships; Critical Thinking and Reflective Practice. The program faculty are confident that the CPAST is providing quality feedback of content and pedagogical knowledge based on a fall 2023 pilot of this tool in our current elementary, secondary, and special education programs.

Semester seven is the semester where candidates will take the practice exams in their licensure areas to allow faculty and candidates to review performance and any needs areas one more time for content and pedagogy prior to the 16-week student teaching internship.

All candidates in semester seven, in addition to meeting the 3.0 GPA requirement, will be assessed on their professional behaviors, aligned to INTASC, for program faculty to assess and for candidates to self-assess performance at mid-term in the areas of responsibility, preparation, collaboration, participation, and commitment to self-reflection. Candidates not demonstrating competency in any area for semester one coursework are guided through a professional development plan to identify observable and actionable behaviors that provide the candidate with the opportunity to demonstrate expectations in the professional behavior(s) needs area. Progress is assessed at mid-term and reassessed during the final two weeks of the semester. Candidates in semester seven are required to successfully pass the CPAST assessment at 80% in any given category before progressing to semester eight and the final internship and professional seminar.

<u>Semester 8</u>

Candidates meeting the 3.0 GPA, EDU coursework, professional behavior requirements, and the 80% score on the CPAST from the PK-3 or 3-6 internship progress to semester eight to continue with EDU coursework for the 16-week internship and seminar. Semester eight is the ***development and demonstration*** of the integration of content and pedagogical standards as outlined in the program application matrix. In addition to the seminar for candidates the cooperating teachers, university supervisors, and program faculty meet four times over the course of the 16-week experience to assess candidate performance as documented by observation and the CPAST. Candidates are encouraged to complete the MTTC licensure exams just prior to, during, or immediately after the semester eight internship.

- EDU 400 Professional Seminar IV (3 cr)
- EDU 420 Internship: Grades PK-3 (9 cr) or EDU 430 Internship: Grades 3-6 (9 cr)

The Professional Seminar IV faculty mentoring led by the Director of Field Experiences and coordinated with program faculty, professional advisors, cooperating teachers, and university guides candidates in reflection on their performance through the culminating 16-week internship and continues to assist candidates in a pedagogy and content portfolio that reflects hiring expectations, CPAST evidence, and direct connections to the content and pedagogical standards as outlined in the application matrix. Candidates in Professional Seminar IV are guided through their internship by program faculty, cooperating teachers, and university supervisors, all who meet monthly to review and plan using CPAST data in the aggregate and candidate specific evidence by intern. Candidates are guided as to how to plan for a successful MTTC licensure exam to reinforce the importance of the content and its use for the demonstration of the standards. Candidates are provided access to financial planners to help them

understand legislation and policies regarding retirement systems and long-term financial choices which include assuring any state provided stipends for the internship are accessed and any repayment plans understood. At the end of each internship semester, candidates use their content and pedagogical portfolios to interview with 40-50 practicing administrators to obtain feedback on their potential as a first-year teacher, to pre-interview for open positions, and to demonstrate their ability to self-reflect and communicate content and pedagogical strengths and needs. Regularly scheduled seminar sessions for the candidates throughout the semester allow candidates to identify and refine their professional actions as they relate to teaching and learning.

EDU 400 Professional Seminar IV requires candidates to meet the 80% threshold on the CPAST through an application of the foundational knowledge and ethical principles of best practice, mindfulness, self-reflection, and decision-making in the areas of classroom management, professional identity and development, relationship building, and problem solving. The EDU 420 or EDU 430 internship is the sustained deep dive into the teaching profession that requires the demonstration of the content and pedagogical standards ***introduced, developed, and demonstrated*** over the course of the previous seven semesters.

Candidates successfully completing EDU 400 as outlined in the course syllabus and EDU 420/430 requirements as demonstrated through the 80% met in each category for the CPAST are program completers and celebrated at the end of semester New Educator Reception. Candidates not meeting the 80% threshold for CPAST performance are counseled as to the next best steps to determine if a degree may be awarded without recommendation for certification, if a new internship site in a subsequent semester is warranted, or if the candidate fails the internship and requires a transfer to another major.

The program's committee structure and data review for education coursework, internal reporting and use of data for general education coursework, embedded advisors, embedded tutors, and use of the professional seminars as a supportive thread for all candidates and faculty gives us confidence that our application is strong and one that can be adjusted, based on evidence and the systematic review of evidence, should a revision need to be made.

**Selection and Monitoring: Graduate *Reading K-8/Reading Specialist K-12, Learning Disabilities, Education Specialist (central office), Educational Administration (K-12 principal), and Special Education Administrator***

Candidate selection and monitoring for graduate programs advanced degrees and certificates are coordinated and monitored at the institutional level by NMU Graduate Studies and Research. All candidates applying for graduate courses and programs must be reviewed by the assigned graduate program director in the School of Education, Leadership & Public Service:

- Early Childhood Education, Dr. Cindy Basse
- Reading K-8/Reading Specialist, Dr. Christi Edge
- Learning Disabilities, Dr. Abby Cameron Standerford
- Education Specialist (Central Office), Dr. Bethney Bergh
- Educational Administration (K12 Principal), Dr. Bethney Bergh
- Special Education Administrator, Dr. Bethney Bergh

Specific admissions requirements for each program area are outlined at the Graduate Studies and Research website under "Program-Specific Graduate Admission Requirements". It is usual that a candidate has a GPA of 3.0 or better for admittance with exceptions made by the program advisor should the GPA be below 3.0.

Selection and monitoring for graduate students are supported by advising and mentoring conducted by the graduate program directors and through the Graduate Review Committee in the School of Education, Leadership & Public Service where candidate course outcomes, progress, and program outcomes are reviewed at committee meetings with membership comprised of SELPS faculty that teach in the graduate programs and those responsible for reporting outcomes data.

All Academic Standards, Policies and Degree Requirements are outlined and made transparent to candidates. Retention standards are monitored by Graduate Studies and Research through dedicated staff positions who inform program faculty directors of needs or deficits and the process for appealing a grade or dismissal decision:

> To obtain a graduate degree, a student must achieve a cumulative graduate grade point average (GPA) of 3.0. Students will be placed on probation if their cumulative GPA drops below 3.0 in any semester or if they earn less than a grade of B in more than the maximum allowed credit hours:
>
> - six (6) credit hours for programs that require less than 50 total credit hours
> - fifteen (15) credit hours for programs that require 50 or greater total credit hours with a minimum of 75% didactic credits
>
> The College of Graduate Studies will notify the student and the relevant department of this action.
>
> If a student succeeds in raising his/her cumulative GPA to 3.0 or higher in the first semester after being placed on probation he/she will be removed from probation. The College of Graduate Studies will notify the student and the relevant department of this action.
>
> If, at the end of the first semester after being placed on probation, a student earns a semester GPA of 3.0 or higher but the cumulative GPA is still below 3.0, the student will be allowed a second semester to raise the cumulative GPA to at least 3.0, but the student will remain on probation. The College of Graduate Studies will notify the student and relevant department of this action.
>
> If at the end of the first semester after being placed on probation, a student in a degree program does not earn a GPA of 3.0 or higher, the Dean of Graduate Studies and Research will ask the department to make a recommendation as to whether the student should be allowed a second semester to raise his/her cumulative GPA to a minimum of 3.0. The dean will notify the student of the decision. If the student is a non-degree student, then he/she must petition the Dean of Graduate Studies and Research to be allowed to continue taking graduate classes. The dean will make a decision on whether or not to extend probation and will notify the student.
>
> All students are expected to raise their cumulative GPA to 3.0 within two semesters of being placed on probation. If they do this, they will be removed from probation and be notified by the College of Graduate Studies. If a student does not raise his/her cumulative GPA to a minimum of 3.0 within two semesters of being placed on probation, the student will be dismissed from all graduate level programs and not be allowed to register for graduate courses.

Courses with grades below a "C-" are not accepted for degree requirements. Students are not allowed to repeat more than two graduate courses. A course may be repeated only once.

Given the time it takes to implement these review procedures, it is possible that a student could be dismissed after he/she has registered for classes and perhaps started attending them. If that is the case, the student will be dropped from the classes with a full refund.

Students who do not meet the professional standards established by their department may be dismissed from their graduate program. In cases where a student fails to satisfy departmental program requirements, the Dean of Graduate Studies and Research, upon the recommendation of the adviser and the department head or the college dean, may dismiss the student from their graduate program and/or all graduate level courses.

Students dismissed from a specific graduate program or all graduate level courses may petition for readmission no sooner than one academic year after the semester in which they were dismissed. Decisions regarding a student's dismissal may be appealed to the Graduate Programs Committee.

All candidates in an Education graduate or certificate program have a plan of study that is developed by the graduate program advisor. The plan is reviewed and signed by the candidate, the program faculty advisor, the associate dean in the School of Education, Leadership & Public Service, and the Dean of Graduate Education and Research.

Admission to graduate courses does not imply admission to candidacy for a graduate degree. Admission to candidacy will be granted upon the recommendation of the adviser and department head with the approval of the Dean of Graduate Studies and Research. The following requirements must be met:

1. The applicant must have regular degree status.
2. The applicant must have a cumulative graduate grade-point average of 3.0.
3. The applicant must apply for candidacy during the semester in which the 12th semester hour of graduate-level work is being completed. These 12 hours can include a maximum of six semester hours of acceptable transfer credits.
4. A recommendation for admission to candidacy must be submitted by the department.

The Graduate Plan of Study must be completed within the first semester of graduate work or before completion of 12 credit hours of course work using the current graduate bulletin and the Curriculum, Advising and Program Planning (CAPP) system.

The Graduate Plan of Study is not an irrevocable contract between the student and the university. The university may need to change program requirements during the course of study.

The graduation requirements are clearly outlined and monitored by the graduate program director by Education discipline:

Course Requirements

The minimum requirement for a graduate degree is the satisfactory completion of total credit hours required by the department which have been submitted as a Graduate Plan of Study and approved by the Dean of Graduate Studies and Research and by the student's adviser.

Additional Requirements

1. A minimum of 16 credits must be at the 500 level or higher.
2. Only graduate-level credits can be applied to a graduate degree. No course work done in courses less than the 400 level will apply to a graduate degree.
3. Courses at the 400 level must be approved for graduate credit, be taught by an approved graduate faculty member, and be approved by the offering department for inclusion in graduate degree programs.
4. A maximum of 8 credits can be earned in Directed or Independent Study (597/598/698) courses, with the except of the Master of Interdisciplinary Studies degree, which has a maximum of 12 credits.
5. A maximum of 16 credits earned through a combination of courses of unspecified content (including Thesis 599/699) credit can be applied to the total minimum number of hours required to complete the master's degree. Of these 16 credits, a maximum of 12 credits can be earned through courses of unspecified content excluding thesis. Individual programs may have more restrictive requirements. Graduate courses of unspecified content are defined as courses in which the student or department is not restricted by the Graduate Bulletin to a specific area of subject matter.
6. A minimum grade of C- will be counted, but no more than a maximum of six (6) credit hours for programs that require less than 50 total credit hours or fifteen (15) credit hours for programs that require 50 or greater total credit hours with a minimum of 75% didactic credits can be a grade less than B.
7. A minimum graduate grade point average (GPA) of 3.0 is required. A student will be placed on probation if their cumulative GPA drops below 3.0 in any semester.

Graduate Capstone Project

All master's students must complete a graduate capstone project that is defined by the program of study. The project may be (1) a thesis, (2) a graduate research project report, portfolio, or exhibit, or (3) two file papers.

Certification that the graduate project requirement has been met must be filed at the College of Graduate Studies 30 calendar days prior to graduation. Forms for this purpose are available from the College of Graduate Studies. It is the student's responsibility to see that the documentation is filed through the department.

# Appendix B Completer Support and Follow-Up Practices

The program describes here the services, support, and opportunities for completer transition into the role of professional educator or to support the continued role as a professional educator. The program leverages its internal and external partnerships to support our education professionals. The list is not exhaustive, but representative of the program's actions in this area.

Table B1 Completer Support and Follow-Up Practices

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| Alumni Panel | Every semester during internship semester | Director of Field Experiences | Recent alumni hired in schools attend in person or via Zoom to engage soon-to-be completers with hiring and 1st year advice |
| Certification 101 | Every semester during internship semester | Director of Field Experiences | Clarification on advantages of obtaining MI license for employment and reciprocity with other states; education on the MI Online Educator Certification System; requirements for maintaining license |
| Mock Interviews | Every semester during internship semester | Director of Field Experiences | 50-70 practicing administrators from the region and from other states attend in person or via Zoom to provide portfolio and hiring guidance through the mock interview process |
| New Educator Ceremony | Every semester during internship semester | Administrative Assistant | Evening prior to commencement ceremony for all bachelor, post-bacc, and STEP UP completers to celebrate their success and entry into the profession with friends, family, and education professionals |
| Global Campus Graduation Ceremony | Every semester during internship semester | Global Campus Advisors | Evening prior to commencement ceremony for all masters, education specialist, and graduate certificate completers to celebrate their success and continuation or entry into the profession with friends, family, and education professionals |

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| NMU School of Education, Leadership & Public Service Facebook page | 24/7 | Associate Dean/Department Head | Active page with posts regarding open positions in education, grant opportunities, additional coursework, celebrations of current candidate and completer accomplishments, celebration of teaching, service, and scholarship for faculty, staff, and clinical partners; several individual licensure areas in the program maintain their own active pages to support discipline specific needs and opportunities |
| NMU Alumni Relations and Wildcats Connect | Last semester of coursework and continuing on over a lifetime | Executive Director of Alumni Relations | All completers are automatically issued an NMU alumni email address, receive alumni updates, and can opt in to Wildcats Connect, a professional social media platform of NMU alumni engaging in support, job opportunities, and celebration |
| NMU Career Services | While enrolled as a student as an alum | Dean of Students | Assists NMU students and alumni with career exploration and job placement, connections to potential employers, and career decision-making. |
| School of Education, Leadership & Public Service email list | Internship semester and post-graduation/program completion | Administrative Assistant | Program keeps an active list of NMU and alternative email addresses to direct email program completers 1-4 semesters prior by program area based on employer need; |
| Program faculty mentoring | Ongoing | Individual faculty | Faculty requested by individual completers to develop PD, observe classrooms, assist with materials, guidance on career choices, and to offer counseling and guidance on issues related to teaching and learning |

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| Candidate Preservice Assessment of Student Teaching goal setting to support professional growth in the supervision of student teaching interns | Every semester | Director of Field Experiences | All cooperating teachers and university supervisors attend four Teacher Education Advisory Council meetings each semester to support student teaching intern; cooperating teachers can obtain university credit for license renewal taking ED 586 Supervision of Student Teaching whereby the university funds the cost of tuition for the graduate level course |
| Upper Peninsula Early Childhood Conference | Yearly in the spring | Great Start for Quality and NMU Early Childhood Education faculty; School of Education, Leadership & Public Service major sponsor | Annual conference held at NMU for early childhood educators open to licensed and non-licensed professionals, candidates, and early childhood leaders |
| U.P. Administrators Academy (2018 link example) | Yearly in August | Upper Peninsula Center for Educational Development (UPCED) | Annual conference for school administrators co-developed by members of the UPCED (NMU fiscal agent; membership includes all 7 U.P. ISDs and all higher education institutions) |
| U.P. Special Education Conference (article from 2019) | Yearly in fall | ISD special education directors and School of Education, Leadership & Public Service | All U.P. general education and special education teachers, para-pros, administrators, and teacher candidates |
| Fall EdCon | Yearly in October | Marquette-Alger RESA and School of Education, Leadership & Public Service | All Marquette-Alger general education and special education teachers, para-pros, administrators, and teacher candidates |
| Additional coursework or licensure programs | Rolling enrollment with fall, winter, and summer start semesters | NMU Graduate Studies and Research and NMU Global Campus | Graduate coursework accessible as individual PD courses or as part of a planned program; each School of Education, Leadership & Public Service has an assigned graduate program director who receives a course release each semester to advise; Global Campus markets and assists with application processes |

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| Professional Conference Attendance | As available | Associate Dean/Department Head | Case by case basis to provide internal grants/support to alumni seeking to attend or present at regional, state, or national conferences |
| Graduate Assistantships | Competitive | School of Education, Leadership & Public Service Evaluation and Personnel Committee and the Associate Dean/Department Head | Two (2) teaching and two (2) research assistantships for graduate students in Education; competitive applications |
| Clinical Placements for Undergraduates in Local Classrooms | Planned per elementary, secondary, and special education course | Clinical program faculty (book studies with PK12, literacy assessments, subject specific study/activities, special events, etc.) | Faculty utilize alumni and other local teacher classrooms to co-construct clinical placements that benefit PK12 student needs providing mentorship to developing teacher candidates |
| Central Michigan University (CMU) Ed.D. Transition | Upon candidate completion of the NMU Education Specialist (EdS) | EdS faculty based on internship and thesis quality | NMU has a memo of understanding with CMU that allows EdS completers to transfer 27 of 30 NMU EdS credits to the CMU Ed.D. |
| U.P. Teaching and Learning Conference | Annual in spring | NMU Center for Teaching and Learning | U.P. higher education and PK12 educators |
| Seaborg Mathematics and Science Center<br><br>*Link to Seaborg Professional Learning Opportunities* | Ongoing educator professional development and PK12 programming<br>First LEGO League Coaches Workshops<br>Michigan Math and Science Leadership Network<br>Cybersecurity Teacher Workshops<br>Curriculum Support Starlab Portable Planetarium | Seaborg Director<br><br>Mi-STAR Professional Learning Program for Teachers<br>*Upper Peninsula Beekeeping Conference*<br><br>Computational Thinking in the U.P.<br>Equipment for Loan | Complex work in ongoing PD in STEM, shared teaching to develop teacher candidates, PK12 programming<br>Place-Based Education<br>Computer Science in Michigan-Code.org<br>Add+Vantage Math Recovery<br>NASA Solar System Ambassador |
| Administrator Survey (Standards 1 & 2) | Annually | Michigan Department of Education | Survey results aligned to AAQEP Standards 1 and 2 providing feedback from employers comparing NMU first-year educators to other first year educators |

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| Year Out Survey (Standards 1 & 2) | Annually | Michigan Department of Education | Survey results aligned to AAQEP Standards 1 and 2 providing feedback from completers in the first year of employment |
| Educator Effectiveness Ratings (Standards 1 & 2) | Annually | Michigan Department of Education | Completer teacher effectiveness ratings based on school/district MI approved teacher evaluation tool for those employed in public or private schools within the last five years of the report |
| Michigan Association of School Administrators (MASA) Region I | Monthly | MASA Region I Chair, NMU an ex-officio member | Monthly meeting of U.P. superintendents where a majority of participants are NMU alumni and all participants are clinical partners for undergraduate and graduate programs; superintendents provide program feedback, new employee feedback, needs, and partnership planning for curriculum, grants, and legislative lobbying efforts |
| 2022-23 Cap and Gown Survey | The survey is administered during Fall and Winter commencement for students who graduated during that academic year. | NMU Institutional Effectiveness | Comprehensive picture of NMU graduates' initial career and continuing education endeavors immediately after graduation. The "2022-23 Cap and Gown Survey" power point provides the snapshots for all completers at all levels combined. |
| ED 595 New Teacher Seminar I and ED 595 New Teacher Seminar II for first year teachers | Winter 2020, Fall 2020, Winter 2021, Fall 2021, Winter 2022 | Dr. Joe Lubig | Special topics courses focusing on Professionalism and entry into the profession with a focus on relationship building and taking action on reflective practice; School of Education funded the 1 credit of graduate tuition for each participant averaging 15 participants for each semester offered; course designed per the request of program completers asking to stay connected through graduate coursework |

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| | | | |
| ED 596 Special Topics: Justice Oriented Literacy | Fall 2022 | Dr. Laura Kennedy and Dr. Kristen White | Special topics course per request of program completers to continue to study and act culturally relevant pedagogies to facilitate K12 conversations in classroom settings; School of Education funded the 1 credit of graduate tuition for each participant averaging 15 participants for each semester offered; course designed per the request of program completers asking to extend undergraduate literacy learning through graduate coursework |
| ED 596 Special Topics Holocaust and Armenian Genocide (2 cr) and ED 595 Special Topics Curriculum Development (2 cr) (Outcomes for Holocaust Curriculum K12 Teachers) | 2017, 2020 with next planned offering 2024 | Dr. Robbie Goodrich (History), Dr. Martin Reinhardt (Native American Studies), Dr. Derek Anderson (Education) | Donor funded tuition, fees, and materials special topics course series to educate NMU alumni/practicing teachers on the Holocaust and Armenian Genocide and Native American Genocide (content) and use of knowledge to develop interdisciplinary curriculum using the social studies standards; 15 completers per offering |
| National Writing Project Application | Approved application allows planning to begin Summer 2024 | Dr. Kel Sassi (English Teacher Education), Dr. April Lindala (Native Studies), Ms. Paula Diedrich (adjunct/alum/NWP) | Hosting a writing project site at NMU will benefit our undergraduate and graduate students across the disciplines, will offer additional support to our work in preparing future teachers, will offer leadership opportunities and professional development to teachers in the Upper Peninsula, especially those who work in Native American schools and who teach Native American students. |

| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| NMU Lydia M. Olson Library, Beaumier U.P. Heritage Center, and Center for Native American Studies | Ongoing during business hours | Deans and directors of specific academic area | Special programming and support for PK12 teachers on research, children's collection, U.P. heritage, and Indigenous knowledge to support educator inquiries regarding curriculum and to support planned campus visits in the specialty area |
| ED 595 (Re)Thinking Teaching: Responding to School Closure and Improving Distance Delivery *and* ED 595 Advancing and Applying Practices for Engaging Online/Distance Teaching and Learning | Summer 2020 and Fall 2020 per request of schools in the Western U.P. to prepare and support K12 teaching online in response to COVID restrictions | Drs. Christi Edge, Abby Cameron-Standerford, Bethney Bergh (Education) | School administrators requested NMU prepare and delivery coursework to support distance learning during COVID; courses created and delivered to alumni and other practicing educators; NMU provided a 50% discounted tuition rate to support professional development in this area |
| Special Topics courses in Native American Studies for practicing teachers | As requested during academic year | Dr. April Lindala | Professor designs a graduate synchronous online version of Native American studies course to accommodate practicing teachers who desire to learn more about Native culture (e.g. NAS 595 Identity and Media Images in Fall 2021. |
| Information Literacy and Leadership Institute | July 2024 | Marcus C. Robyns, CA, NMU Archivist, Annika Peterson, UPLINK Digital Project Manager, Dr. Emera Bridger-Wilson, Collection Development Librarian, Dr. Kel Sassi, Dept of English/Teacher Ed, Dr. April Lindala, NMU Center for Native American Studies, Dr. Kathryn Johnson, NMU Dept of History/Teacher Ed, Dr. Gabe Logan, NMU Dept of History/Teacher Ed, and Dr. Camden Burd, Department of History, Eastern Illinois University | Professional development opportunity for grades 4-12 public school educators. Its focus is on improving instruction in primary source literacy, critical information literacy, and writing across the curriculum. |

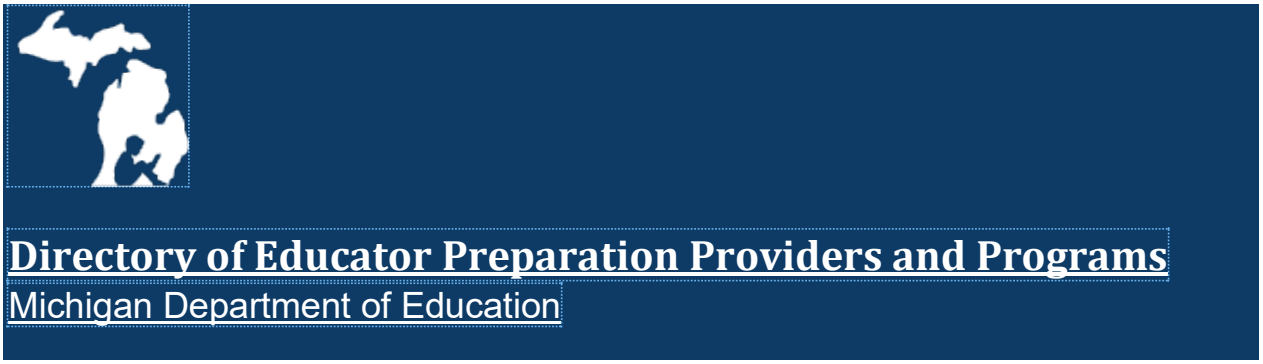
| Activity/Opportunity | Offered | Activity/Opportunity Lead | Explanation |
|---|---|---|---|
| New Teacher Orientation F23 MARESA | Fall 2023 initial launch | Marquette Alger RESA | Professional development for new teachers in the Marquette Alger RESA in collaboration with the NMU Educator Preparation Program to connect/reconnect new educators to district, school, and university supports. |
| Assessment Learning Institute (ALI) | Initial ALI Fall 2023, 2nd Annual ALI planned for Fall 2024 | Michigan Assessment Consortium | Professional development in use of student assessment data and evidence for teaching and learning for practicing teachers and student teaching interns |
| Faculty Assignment - Social Studies Assessment and Curriculum Support | Each semester as part of Dr. Derek Anderson's assigned teaching load 33%; began Fall 2023 | Marquette Alger RESA | Extending initial certification learning per the request of the Marquette Alger RESA to design authentic assessments for K-8 students; learning influences program knowledge and program development |
| Faculty Assignment - Literacy Assessment and Curriculum Support | Each semester as part of Dr. Kristen White's assigned teaching load 33%; began Fall 2023 | Marquette Alger RESA | Extending initial certification learning per the request of the Marquette Alger RESA to design authentic assessments for K-8 students; learning influences program knowledge and program development |
| Faculty Assignment - STEM Assessment and Curriculum Support | Each semester as part of Ms. Karen Bacula's assigned teaching load 50%; began Fall 2022 | Seaborg Math and Science Center | Position provides professional development for practicing teachers which has a direct influence on undergraduate course preparation and development |

# Appendix C Program Capacity and Institutional Commitment

**Programs Approved and Aligned to State and/or National Standards**

Program standards are approved by the Michigan State Board of Education and reviewed and approved by the Michigan Department of Education (MDE). All standards for all programs are peer-reviewed for alignment to national standards. The list of NMU approved programs are published on the MDE website and are aligned to state and/or national standards.

Table C1 NMU State and National Standards Aligned Programs




## Northern Michigan University

Public Provider
1401 Presque Isle
Marquette, MI 49855
http://www.nmu.edu

## Available Programs

https://mdoe.state.mi.us/MOECS/ProPrepProviderDetails.aspx?Id=21#/

| Program | Grade Band | Availability |
|---|---|---|
| Central Office | | Initial Certificate |
| Early Childhood-General And Special Education | B-K | Initial Certificate |
| | B-K | Additional Endorsement |
| Elementary & Secondary Admin K-12 | | Initial Certificate |
| | | Additional Endorsement |

| | | |
|---|---|---|
| Elementary K-5 All Subjects (K-8 All Subjects In Self-Contained Classroom) | | Initial Certificate |
| | | Additional Endorsement |
| English | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| French | PK-12, K-8, 6-12 | Initial Certificate |
| | PK-12, K-8, 6-12 | Additional Endorsement |
| German | PK-12, K-8, 6-12 | Initial Certificate |
| | PK-12, K-8, 6-12 | Additional Endorsement |
| Health And Physical Education | K-12 | Initial Certificate |
| | K-12 | Additional Endorsement |
| Industrial And Technology Education | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Language Arts | K-8 | Initial Certificate |
| | K-8 | Additional Endorsement |
| Lower Elementary Education | PK-3 | Initial Certificate |
| | PK-3 | Additional Endorsement |
| Mathematics | K-8, 6-12 | Initial Certificate |
| | K-8, 6-12 | Additional Endorsement |
| Music Education | K-12 | Initial Certificate |
| Reading | K-8 | Initial Certificate |
| | K-8 | Additional Endorsement |
| Reading Specialist | K-12 | Additional Endorsement |
| Science - Biology | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Science - Earth/Space Science | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Science - Integrated Science | K-8, 6-12 | Initial Certificate |
| | K-8, 6-12 | Additional Endorsement |
| Science - Physics | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Social Studies | K-8, 6-12 | Initial Certificate |
| | K-8, 6-12 | Additional Endorsement |
| Social Studies - Economics | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |

| | | |
|---|---|---|
| Social Studies - Geography | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Social Studies - History | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Social Studies - Political Science | 6-12 | Initial Certificate |
| | 6-12 | Additional Endorsement |
| Spanish | PK-12 | Initial Certificate |
| | PK-12 | Additional Endorsement |
| Special Education - Cognitive Impairment | K-12 | Initial Certificate |
| | K-12 | Additional Endorsement |
| Special Education - Emotional Impairment | K-12 | Initial Certificate |
| Special Education - Learning Disabilities | K-12 | Additional Endorsement |
| Upper Elementary Education | 3-6 | Initial Certificate |
| | 3-6 | Additional Endorsement |
| Visual Arts Education | K-12 | Initial Certificate |

Approved by Michigan Department of Education and found at unique MDE link:

- Learning Disabilities Experimental program approved for Initial Certificate – go to "Special Education" drop down menu
    - See "MDE Approved NMU Learning Disabilities Experimental_May 2022" for program outline.
- Secondary Teacher Education Preparation (STEP) UP program approved for Initial Certificate – go to "Residency Programs" drop down menu

Program approved as certificate programs that are not on the MDE list above with links to documentation:

- NMU Anishinaabemowin FN New Prep Program App 4-10-21 – approved by the MDE; program waiting to finalize partnership agreement with Bay Mills Community College who are responsible for teaching the language component through their associate degree program
- Special Education Administrator – certificate program
    - See "Northern Michigan University Special Education Administrator Initial Approval"

**Faculty Qualifications**

The complete list of all faculty (Faculty List AAQEP Audit) connected to the School of Education, Leadership and Public Service and secondary faculty in educator preparation shows that faculty are qualified to teach in their programs.

Full-time and contingent faculty are evaluated according to the AAUP Master Agreement and the SELPS bylaws using Boyer's model of scholarship. Candidates provide input on instructional clinical faculty through course evaluations. All full-time and contingent faculty are assessed via classroom observations on their teaching, self-evaluation of teaching with evidence and service. Full-time tenure earning faculty

are evaluated on scholarship/professional development. The SELPS Evaluation and Personnel Committee are responsible for the evaluation process as outlined in the AAUP Master Agreement and the SELPS bylaws.

Full-time faculty workload is 24 credits per academic year.

Adjunct faculty are reviewed and evaluated by the associate dean/department head who reviews performance, provides mentorship, and provides access to resources for professional development and service connected to their university teaching and/or their PK12 classroom teaching or administrative responsibilities.

Faculty snapshot of fall 2023:

- School of Education, Leadership and Public Service
    - 11 faculty serving as adjuncts or contingent faculty (taught minimum of 8 credit hours over three consecutive semesters)
        - 5 contingents
        - 6 adjuncts
    - 15 full-time faculty teaching education coursework
        - 10 full-time tenure earning
        - 5 full-time on 1-year term positions
    - 1 full-time associate dean
    - 2 non-education faculty teaching in Applied Workplace Leadership (non-education degrees)
    - 3 full-time faculty in Native American Studies who collaborate with Education, support professional development, conduct research, and develop and support curriculum in Education
- 11 Secondary Education faculty
    - 9 tenure earning
    - 1 term
    - 1 continuing term

Table C2 Faculty List

| Highest Degree | Last | First | Email | Position Type | Role |
|---|---|---|---|---|---|
| Doctorate | Anderson | Derek | dereande@nmu.edu | Tenure | Faculty |
| Doctorate | Bergh | Bethney | bbergh@nmu.edu | Tenure | Faculty/Ed Admin and EdS Program Advisor |
| Doctorate | Cameron-Standerford | Abby | acameron@nmu.edu | Tenure | Faculty/LD Program Advisor |
| Doctorate | Edge | Christi | cedge@nmu.edu | Tenure | Faculty/Reading Program Advisor |
| Doctorate | Holder | KC | kholder@nmu.edu | Tenure | Faculty/Charter School Director |

| Highest Degree | Last | First | Email | Position Type | Role |
|---|---|---|---|---|---|
| Doctorate | Klett | Mitch | mklett@nmu.edu | Tenure | Faculty |
| Doctorate | Kennedy | Laura | lkennedy@nmu.edu | Tenure | Faculty/Director of Field Experiences |
| Doctorate | Lubig | Joe | jlubig@nmu.edu | Tenure | Associate Dean/Department Head |
| Doctorate | Reissner | Laura | lreissne@nmu.edu | Tenure | Faculty/Undergrad Spec Ed Program Advisor |
| Doctorate | White | Kristen | krwhite@nmu.edu | Tenure | Faculty |
| Doctorate | Grace-Williams | Michelle | MGRACEWI@NMU.EDU | Tenure | Faculty |
| Doctorate | Basse | Cindy | cbasse@nmu.edu | 1-Yr Term | Faculty/Early Childhood Program Advisor |
| Doctorate | Bohjanen | Sharon | sbohjane@nmu.edu | 1-Yr Term | Faculty |
| Masters | Bancroft | Bri (Briana) | bsarvell@nmu.edu | 1-Yr Term | Faculty |
| Bachelor's | Bacula | Karen | kbacula@nmu.edu | 1-Yr Term | Faculty/Seaborg Professional Development |
| Education Specialist | VanEnkevort | Jaime | JVANENKE@nmu.edu | 1-Yr Term | Faculty |
| Doctorate | Stanley | Athena | astanley@nmu.edu | 1-Yr Term | Faculty (non teacher ed) |
| Doctorate | James-Mesloh | Jennifer | jjamesme@nmu.edu | 1-Yr Term | Faculty (non teacher ed) |
| Masters | Eyzaguirre | Gaby | gaby.eyzaguirre@gmail.com | Contingent | Educational Technology - ED 483 |
| Masters | Jackson | Chris | cjackson@nmu.edu | Contingent | Science - MSED 250 |
| Doctorate | LaCelle-Peterson | Mark | mlacelle@nmu.edu | Contingent | Graduate - ED 574 |
| Masters | Highland | Wendy | whighland@yahoo.com | Adjunct | Graduate - ECE Internship Supervisor |

| Highest Degree | Last | First | Email | Position Type | Role |
|---|---|---|---|---|---|
| Masters | Rountree | Jennifer | jrountre@nmu.edu | Adjunct | Graduate - ECE Internship Supervisor |
| Doctorate | Pepin | Gina | gipepin@nmu.edu | Contingent | Graduate - ED 571 |
| Masters | DeLoose | Stacey | sdeloose@nmu.edu | Adjunct | Educational Technology - ED 483 |
| Masters | Holcomb | Corey | cholcomb@nmu.edu | Adjunct | Graduate - ED 551 |
| Masters | Nordengren | Kelsey | knordeng@nmu.edu | Adjunct | Special Education CI |
| Doctorate | Shawbitz | Kara | kshawbit@nmu.edu | Adjunct | Special Education ED 410 |
| Doctorate | Gonzales | Alicia | Gon25ali@gmail.com | Adjunct | EdS Research Course |
| Doctorate | Sojourn | Jud | wsojourn@nmu.edu | Continuing Term | Native Studies |
| Doctorate | Lindala | April | alindala@nmu.edu | Tenure | Native Studies |
| Doctorate | Reinhardt | Martin | mreinhar@nmu.edu | Tenure | Native Studies |
| Doctorate | Compton | Tim | tcompton@nmu.edu | Tenure | Faculty Languages |
| MFA | Letts | Michael | miletts@nmu.edu | Continuing Term | Faculty Art |
| Doctorate | Logan | Gabe | glogan@nmu.edu | Tenure | Faculty Social Studies |
| Masters | Wuorinen | Jeff | jefwuori@nmu.edu | Term | Faculty PE/Health |
| Education Specialist | Routhier | Joe | jrouthie@nmu.edu | Continuing Term | Faculty Industrial Technology |
| Doctorate | Languell | Amorette | alanguel@nmu.edu | Tenure | Faculty Music |
| Doctorate | Richmond | Kia | krichmon@nmu.edu | Tenure | Faculty English |
| Doctorate | Sassi | Kel | ksassi@nmu.edu | Tenure | Faculty English |
| Doctorate | Bell | Carol | cbell@nmu.edu | Tenure | Faculty Math |
| Doctorate | Wuorinen | Liz | ewuorine@nmu.edu | Tenure | Faculty PE/Health |
| Doctorate | Johnson | Kathryn | kathryjo@nmu.edu | Term | Faculty History |

Comparing Education faculty types to Nursing, we observe parity in positions in all areas with the exception of 1-year term positions:

Table C3 Education to Nursing Faculty Parity

| **Education** | | **Nursing** | |
|---|---|---|---|
| Contingent: | 2 | Contingent: | 3 |
| Continuing: | 1 | Continuing: | 2 |
| 1 Yr Term | 6* | 1 Yr Term | 1 |
| 3 Yr Term | 1 | 3 Yr Term | 1 |
| Tenure Track: | 3 | Tenure Track: | 6 |
| Tenure: | 7 | Tenure: | 10 |
| **Total** | **14** | **Total** | **23** |

*Two (2) of the 6 1 Yr Term faculty in Education are not teaching in Education courses. One (1) 1 Yr Term faculty is funded by the Charter Schools Office to replace the cost of a tenure-earning faculty member who has a 75% release to direct the Charter Schools Office.

The 1-year term positions in Education have been an ongoing topic of discussion and concern in the School of Education, Leadership and Public Service for these reasons:

- The 77 enrolled graduate students enrolled as of Fall 2023 in the MAE Early Childhood Education program have as their primary advisor and professor a term faculty member who is on a year to year contract
- Undergraduate students in our on-campus program are in 100 and 200 level course sections where the SELPS agreed to increase class size and to assign co-teaching faculty and/or teaching graduate assistants to keep faculty to student ratios at an appropriate level. Our introductory courses ED 101 Schooling in America (average 80 students), ED 201 Introduction to Education (average 40 students), ED 301 Dimensions in American Education (average 40 students), ED 230 Teaching for Learning in the Elementary Classroom (average 30 students), and ED 231 Teaching for Learning in the Secondary Classroom (average 30 students) are all taught by term faculty on year to year contracts.
- The approved Elementary PK-3, 3-6 program approved to begin enrolling in fall 2023 has increased credit load in the area of special education from 2 credits to 7 credits.

The quality of the term faculty teaching at the graduate and undergraduate level meets or exceeds expectations as evaluated by our faculty review process. The concern expressed is that increased enrollment and retention rates, quality of candidate outcomes, and authentic engagement and support of our clinical sites requires full-time faculty over sustained periods of time. Relying upon year-to-year faculty lines to teach full-time in our preparation program is not a sustainable model for quality and longevity.

The SELPS put forward a formal evidence-based request for a tenure earning special educator and a tenure-earning education generalist through our university process for debate and consideration to the Educational Policies Committee (EPC) which is comprised of equal numbers of administrators and

faculty. On January 29, 2024, the EPC voted to approve the recommendation and a formal letter to the Provost was drafted: SELPS EPC Faculty Recommendations.

The positions requested would bring parity with our comparison program, Nursing, and provide a pathway for sustainable planning, delivery of curriculum, assessment of clinical practice, and collaboration with our clinical partners.

**Fiscal Support**

The university's current assets totaled $66.5 million as of June 30, 2023. The ratio of current assets to current liabilities was 1.5 for the year ended June 30, 2023, 1.7 for the year ended June 30, 2022, and 2.1 for the year ended June 30, 2021. (NMU Finance and Administration)

A fiscal update request to Matt Franti, Senior Director for Budget and Finance, revealed the following:

> February 28, 2024,
>
> The fiscal year figures were obtained from the projections available on our transparency website, and I updated the carryforward balances using the year-end figures from FY23 using your departmental reserve and professional development orgs. (if you want to include those figures again). Just let me know if any more information is needed or you have any questions.
>
> **Financial Status**
>
> The university is in good financial standing with revenues and expenses estimated at $125.3 million for fiscal year 2023-24 and $127.6 million for fiscal year 2024-25. The SELPS budget is in good standing with a carryforward to fiscal year 2023-24 of $190,000 and an additional carryforward of $17,000 related to faculty professional development.

The School of Education, Leadership and Public Service (SELPS) receives annual base budget dollars for 10 full-time SELPS faculty, the associate dean/department head, two full-time Administrative Assistants, one full-time Director of Teacher Education Services (administrative professional), and two graduate assistants.

In winter 2021, an administrative professional serving as our Certification Officer and Graduate Advisor was granted an early retirement incentive based on years of service and performance. This position served SELPS candidates and completers directly in all areas and served secondary candidates in certification. At the time of the agreed upon early retirement discussed with the faculty and staff, enrollment numbers in teacher education were trending downward with anticipated numbers for undergraduate and graduate enrollment expected to settle around 400 total students by fall 2024. These estimates exclude secondary candidates as they are advised by their home department in the Colleges of Arts and Sciences. At the time of retirement, total enrollment was at 529 and trending downward. Fall 2022 enrollment was at 472 in the SELPS. Due to improved recruiting, partnerships, state funding through Grow Your Own funds, and the Talent Together partnership with 55 intermediate school districts in Michigan, enrollment ballooned to 685 total students for Fall 2023 representing a 10-year high in total enrollment in the SELPS with the next highest enrollment of 622 students occurring in Fall 2014. The increase in enrollment, certification specific questions due to employers seeking

additional endorsements for practicing teachers, increased expectations in data collection, and advisement of non-traditional and graduate students, is putting stress on the faculty and staff.

The (SELPS) has autonomy over our budget as a result of various revenue sharing models implemented by the university and taken advantage of by the SELPS. The SELPS receives 50% of tuition revenue for any on campus or online courses offered in the summer sessions and 50% of tuition revenue for any course taught in an online program during the fall and winter semesters. Online programs for fall and winter include all graduate programs and our non-teacher education Applied Workplace Leadership bachelor's degree program. The summer revenue is shared with Academic Affairs and the College of Health Sciences and Professional Studies. Fall and winter revenue is shared with Global Campus and the SELPS. This revenue funds student research and travel, is used to address costs of student teaching supervision, supports two additional graduate students, allows for the SELPS to support practicing teachers with professional development and materials, and allows the SELPS to be generous in supporting faculty and staff professional development and scholarship.

**Facilities in Relation to Program Needs**

The program has adequate facilities to support the program candidates, faculty, staff, and clinical partners:

Whitman Hall, School of Education, Leadership and Public Service

- All faculty have a dedicated office space in Whitman Hall with all SELPS faculty located in the same wing of Whitman Hall
- Main office space adequately accommodates two administrative assistants, the associate dean/department head, the Director of Field Experiences, and the Director of Teacher Education Services
- All faculty and staff are issued a university laptop
- Center for Native American Studies faculty and staff have dedicated office space and a dedicated administrative assistant
- Whitman Commons has capacity for 120 individuals and is prioritized for Education and Native American Studies accommodating special events, Teacher Education Advisory Committee meetings (cooperating teachers and university supervisors), course activities, school visits from clinical partners, and community events
- Two dedicated classrooms (Whitman 130 and Whitman 127) with moveable furniture, projector, wireless access, and cabinetry
- Lobby areas with ample chairs and tables to support candidates' study and social habits before or after class sessions

Seaborg Math and Science Center, The Science Building

- Digital Learning Design Lab (donor funded digital space with digital printers, tech devices and gadgets, projectors, etc.) that serves as a classroom space for candidates and a learning space for PK12 students and teachers
- Four dedicated classrooms (2 science labs, 1 math lab, 1 general use)
- STEM resource center with supplies for faculty, candidate, and PK12 use
- Clinical partnership learning space for elementary science methods candidates through Seaborg PK12 programming

Graveraet Elementary School On-Site NMU Classroom – this is a dedicated NMU classroom co-planned and co-constructed with shared funding between the SELPS and the Marquette Area Public Schools. Literacy and mathematics courses are taught from this site allowing candidates and faculty to teach alongside of practicing teachers and to teach PK-6 students as part of their embedded clinical experiences.

Other School Sites with Dedicated or Ability to Provide Ad Hoc Classroom Space:

- Lakeview Elementary School, Negaunee, MI – partnership school for elementary mathematics
- Bothwell Middle School, Marquette, MI – partnership school for foundations ED230/231 Teaching for Learning coursework clinical experiences elementary and secondary candidates and 7th grade clinical teaching site for special education and elementary education candidates
- Superior Hills Elementary, Marquette, MI – partnership school for elementary social studies methods candidates
- K.I. Sawyer Elementary School, Gwinn, MI – partnership school for exploratory clinical course ED 201 Intro to Education for picture book study for all elementary and secondary candidates
- Marquette Senior High School, Marquette, MI – partnership school for ED 380 Secondary Practicum for all secondary candidates
- Marquette Alternative High School, Marquette, MI – partnership school for ED 301 Dimensions of American Education book study for all elementary and secondary candidates

Online Classrooms

- Center for Teaching and Learning (CTL) supports all of the online graduate programs in the SELPS. Faculty and students are assured consistency in online classroom delivery, assessment, and communication. The SELPS has a dedicated CTL Faculty Liaison, Stacey DeLoose, who supports the online graduate programs.
- EduCat Moodle platform for online classroom consistency
- CTL provides online peer observation and feedback, video conferencing platforms, course design support, and consultation
- The SELPS has a dedicated Embedded Librarian, Professor Michael Strahan, who is part of the graduate online classroom space to challenge, guide, and support graduate students.
- Embedded Library Instruction Services faculty request
- Video explanation supporting graduate student access to embedded librarian through EduCat

**Candidate Feedback Strategies**

- Course evaluations at the end of each semester opened two weeks prior to the end of the course. Evaluations have consistent questions across program coursework, results collated by the SELPS staff, distributed to faculty after final grades have been posted, and are a required component for formal reflection in annual evaluations and tenure and promotion documents. The associate dean/department reviews all course evaluation outcomes and responds appropriately with questions, consulting, and adjustments in course assignments.
- Embedded Success Advisors for student advising
    - August 2023, President Tessman reorganized advising to the Student Affairs and Success pillar

    - SELPS has two embedded advisors, Andrew Mady and Sara El Bizri, to advise elementary, special education, and secondary licensure areas
    - Advisors utilize one-on-one meetings and small group sessions where candidates can address needs, opportunities, and concerns
- Director of Teacher Education Services
    - Staff position dedicated to the advising and monitoring of candidate progress
    - Position pushes in to celebrate candidate successes and to provide space and support for candidates to address concerns and develop solutions
- Teacher Selection and Retention Standards
    - Provide expectations for candidates and rights to appeal program decisions

**Candidate Support Services**

Success Advisor

Your Success Advisor is a great resource for your academic and non-academic questions. In addition to providing academic advising for students in your major, they are a great resource if you need help but are not sure where to go or who to talk to. They are familiar with most of the resources on campus, and they know how to find the right answer if they don't know it right away. In the School of Education, Leadership, and Public Service and the Center for Native American Studies, contact:

- Andrew Mady via email at amady@nmu.edu or phone at 906-227-2742, or stop by his office in 188 Whitman Hall.
- Sara El Bizri via email at shussein@nmu.edu or phone at 906-227-2802, or stop by her office in 187 Whitman Hall.

If you are unsure of who your assigned Success Advisor is, please refer to your "Success Team" on ESP.

Financial Resources

As an NMU student, you have access to a variety of financial resources, including loans, grants, and scholarships. The Financial Aid Office (FAO) staff is always welcome to meet with you and discuss options and eligibility. Please contact FAO at fao@nmu.edu or 906-227-2327. FAO is located in 2107 Hedgcock.

Health Services

NMU Health Center: The NMU Health Center and pharmacy are located in the NMU WellBeing Center. All visits require an appointment. The NMU Health Center provides a variety of medical, pharmacy and laboratory services to current NMU students and employees. Please call 906-227-2355 to schedule an appointment or 906-227-1165 or 906-227-1167 to speak with someone in the pharmacy.

Mental Wellness Resources

As an NMU student, you have access to self-help resources and professional assistance to help you address challenges, including:

- NMU Counseling and Consultation Services (CCS): The counseling center provides free, confidential counseling services to NMU students (no insurance or other coverage is required). Additionally, they have a variety of resources on their website to help address various challenges. Contact them today via email at ccs@nmu.edu or phone at 906-227-2980 if you need assistance, and they will guide you through the process. CCS is located in the NMU WellBeing Center.
- Health Advocate: Students can access free, confidential counseling via Health Advocate when the NMU counseling center is closed (i.e., 5:00 pm - 8:00 am and weekends). Call 855-384-1800 to access this service. Questions regarding the Health Advocate service can be directed to NMU's Dean of Students Office via email at dso@nmu.edu or phone at 906-227-1700.
- Therapy Assistance Online (TAO): Per the counseling center's website, TAO is a collection of "engaging, interactive programs to learn life skills and to help you bounce back from disappointments or stumbling blocks in life."
- DIAL HELP: DIAL HELP is available 24/7 for free, confidential, non-judgmental services for crisis support, crisis intervention, mental health, and referral services. DIAL HELP has trained Crisis Specialists who will talk, text, or chat with you any time of day or night.
    - Call: 906-482-4357, Text: 906-356-3337, or Chat: dialhelp.org
- Marquette County Crisis Line
    - Call: 888-728-4929
- National Suicide Prevention Line
    - Text or Call: 988
- Veterans Crisis Line
    - Call: 988 (then dial 1), Text: 838255, or Chat: veteranscrisisline.net
- Trans Lifeline
    - Call: 877-565-8860

Disability Services

Disability Services provides reasonable accommodations and services to students with disabilities so they may have an equal educational opportunity. Collaborates with students and reviews documentation to determine the eligibility for appropriate and reasonable accommodations. Assists in arranging course, classroom, and testing accommodations. Helps students develop self-advocacy skills and confidence to take responsibility for their academic success. Request services using the Disability Services Portal with your NMU User ID and password. Email disability@nmu.edu, Call 906-227-1737, or Visit 2101 Hedgcock

Academic Support Resources

NMU offers a number of tutoring services for students. The programs aim to help students succeed academically and become independent learners. Tutoring centers are located across campus to offer students academic assistance free of charge. No matter what your major or academic program may be,

tutors are available to assist students who may need extra attention outside of the classroom. Tutoring is available on a group and one-on-one basis, depending on course material and students' needs. Some walk-in assistance is also available.

- All-Campus Tutoring: All Campus Tutoring provides walk-in and appointment-based tutoring services for most academic programs at NMU. If you want to request a tutor, please fill out and submit this form. There are two walk-in tutoring locations: Harden Hall, Room 111H (behind Fiera's) and Maple West, Room 104. For more information, email act@nmu.edu or call 906-227-2618.
- Jacobetti Complex Tutoring: Jacobetti Complex Tutoring helps students enrolled in courses offered by Engineering Technology and Technology and Occupational Sciences. Tutoring services at the Jacobetti Complex (Room 103) are based on student demand. Each semester our tutoring schedule will change. For more information, email tutorjco@nmu.edu or call 906-227-2971.
- Computer Science Tutor Lab: The Mathematics and Computer Science Department offers computer science tutoring services. An upper division student is available to answer questions and provide explanations. Contact the department via email at math_cs@nmu.edu or by calling 906-227-2020. The tutor lab is located in 2311 Jamrich.
- Language Resource Center: Tutors are available for assistance with homework questions, essay review, test prep, and conversation practice. Currently, tutoring is available (both in-person and virtually) in American Sign Language (ASL), Chinese, French, German, and Spanish. Language tutoring services are offered in Harden Hall, Room 111i. For more information, contact Sam Marier via email at smarier@nmu.edu or by calling 906-227-2940.
- GIS Tutoring Lab: The Earth, Environmental and Geographical Sciences (EEGS) Department offers Geographic Information Systems tutoring in the GIS/Remote Sensing Lab in 3613 TSB. It is staffed 10 hours per week, but the hours change each semester. Students can view the hours physically posted outside of the lab, or email eegs@nmu.edu for current hours.
- Mathematics Tutor Lab: The Mathematics and Computer Science Department offers tutoring services for NMU students enrolled in MA161 or below, with the exception of DATA 109. The tutoring center is open Monday through Friday from 9:00am-6:00pm in 2100 Jamrich. Contact the department at math_cs@nmu.edu or call 906-227-2020.
- Writing Center: The NMU Writing Center is dedicated to improving expression and communication at NMU and beyond. The Writing Center offers online tutoring options as well as in-person sessions. The Writing Center is located in Harden Hall, Room 111G. For more information, contact Dr. Z.Z. Lehmberg, Writing Center Director, or Nathan Holtrey, Assistant Director. Email writing@nmu.edu or call 906-227-2683.
- Global Campus Tutoring Services: TutorMe allows you to connect with a live tutor in under 30 seconds for over 300 subjects. Additionally, you can submit a paper on TutorMe's Writing Lab and receive detailed feedback in less than 12 hours. Connect with a live tutor using video and/or audio. Tutoring sessions are limited to 2 hours each and a total of 6 hours per week. Active students can find TutorMe in Global Campus Student Union within their EduCat dashboard. If you have any questions, please contact the Global Campus at online@nmu.edu or 906-227-1200.

Off-Campus Housing Resources

Are you looking for a place to live off-campus? Try using the following resources.

- NMU's Dean of Students Office has an Off-Campus Housing website where you can sometimes find rental availability.
- Join Facebook pages like "Post Your Housing Marquette, Michigan" or "UP Apts & Homes for Rent" where you see a lot of traffic for rental properties and may be able to learn about companies/landlords.

If you are facing housing challenges or need emergency housing assistance, the following resources may be able to help.

- Room at the Inn: A 30-bed shelter, located in downtown Marquette, Room at the Inn is a low-barrier and behavior-based shelter, meaning there are no income, sobriety, or identification requirements for entry into the shelter. The only requirements for access to shelter are that you are literally homeless and willing to actively work on a housing plan with case managers. The shelter is open 24/7, 365 days a year.

- Call 211: Provides referrals to programs to assist with food insecurity, housing insecurity, financial assistance, utility assistance and more.

- MI Bridges: Cash assistance, food assistance program, emergency housing.

- Alger-Marquette Community Action: This website has a list of housing resources, homelessness solutions, emergency housing vouchers, etc.

- Marquette Women's Center: While it is primarily for women, there are resources available for men in domestic abuse situations as well. The Marquette Harbor House also has one room designated for men. Contact the Marquette Women's Center at contact@wcmqt.org or call 906-225-1346; Emergency Hotline: 906-226-6611 or 800-455-6611.

- Superior Futures for Youth: Superior Futures for Youth (SFY) is a newly formed, grant-funded local organization that serves Marquette and Alger County youth, from ages 12 to 24, and their families. Focused on Marquette and Alger counties, the SFY program is designed to assist young people by providing support to individuals who are at risk of running away or facing homelessness. Contact: Kim Crane Frost at Kim.Crane-Frost@lsswis.org or call/text (text preferred) 906-458-1382, and Laura Travis at laura.travis@lsswis.org or call/text (text preferred) 906-250-7975.

- Together Rising: A national non-profit organization that students can apply to for direct grants of funds or goods. Together Rising supports women, families, and children in times of crisis by providing one-time grants of funds or goods.

Food, Clothing, & Transportation Resources

- NMU Food Pantry: The food pantry (101B Gries Hall) is open to all NMU students, faculty, and staff. It is open every week. Non-perishable food and kitchen items are available. Personal care items including feminine hygiene products, bedding, and towels may also be available. Each patron is eligible for one bag per week of food, personal items, and/or household products.
    - Contact: Dean of Students Office, email nmufoodpantry@gmail.com or call 906-227-1700
- Career Closet: If an NMU student needs an outfit for an interview, conference, or other professional event, they can stop by the Career Closet (150 Gries Hall). NMU students are eligible for one FREE business professional or business casual outfit per semester. Appointments required.
    - Contact: ASNMU Office, email asnmu@nmu.edu or call 906-227-2452
- Give a Coat, or Get a Coat: The Dean of Students Office provides proper winter gear (e.g., coats, gloves, hats, and scarves). Clothing is available outside of the Dean of Students Office (Hedgcock Building) and in the food pantry (101B Gries Hall). If there is not a coat on the racks appropriate for sizing or warmth needs, contact the Dean of Students Office; they have funds available to purchase additional coats.
    - Contact: Dean of Students Office, email dso@nmu.edu or call 906-227-1700
- Wildcat Shuttle: Catch a ride to shopping from NMU! The shuttle transports students to major retailers (Meijer, Target, Walmart) via Marq-Tran and returns them to several drop-off points on campus. For full details and the route schedule, click on the link above.
- MarqTran County Wide Routes: NMU faculty/staff and students are able to ride the MarqTran's fixed routes for free with your NMU ID.

Career Services

Career Services provides a variety of services and programs aimed at helping prospective and current students and alumni with all facets of developing a fulfilling life and career. Services provided include: career coaching, resume development, interview practice, connections with successful alumni, job fairs, job-searching , and one-on-one career advice. Career Services staff will happily meet with you early and often throughout your time at NMU to direct you toward excellent opportunities that give you the experiences you need to get the most out of your degree.

- The Full List of How Career Services Can Help: Students can schedule 1:1 meetings with a member of the Career Services staff either in person or via Zoom. The Career Services office is located at 3302.3 Hedgcock. Appointments can easily be made through the Handshake platform found in your MyNMU, Additional Student Resources section or by email and phone.
    - Contact: Career Services email careers@nmu.edu or call 906-227-2800

Table C4 Education to Nursing Comparison

| Category | Nursing | Education | Comments |
|---|---|---|---|
| Credit Hour Undergraduate | 121 credits | 120 credits revised elementary program PK-3,3-6; Secondary range 120-127; Special Education 145 | Parity for elementary and secondary; special education candidates obtain gen ed and spec ed licensure |
| Credit Hour Graduate | 45 credits | Range 32 – 37 | Both departments adhering to coursework specific to accreditation requirements |
| GPA Requirements | 2.7 admit<br>2.25 retention | 2.7 admit<br>3.0 retention | Monitored each semester |
| Professional Behaviors or Ethical Code Requirements | Yes; used to make program decisions for candidates | Yes; used to make program decisions for candidates | Both departments have committees dedicated to this process |
| Background Checks for Candidates | Yes; required for clinical experiences | Yes; required for student teaching internship | Education uses self-declaration prior to student teaching internship |
| Campus Classrooms | 4 labs and 2 lecture classrooms specific to the program | 3 labs and 3 classrooms specific to the program | Parity |
| Non-faculty staffing | 3 administrative professionals; 2 administrative assistants; 1 administrative graduate assistant; 1 success advisor | 1 administrative professional; 2 administrative assistants; 2 research graduate assistants; 2 teaching graduate assistants; 2 success advisors | Education administrative professional retirement a concern due to increased enrollments and employer needs related to expertise in state certification, reciprocity with other states for licensure, and professional development needs for licensure renewal |
| Administrative | 1 full-time associate dean/department head | 1 full-time associate dean/department head | Parity |
| Faculty Full-Time<br>(See Table C3) | 16 tenure-earning or tenure; 1 1-Yr Term; 1 3-Yr Term | 10 tenure-earning or tenure; 4 1-Yr Terms specific to Education; 1 3-Yr Term | See Table C3 – Education lacks of full-time continuing or tenure earning faculty |
| Fall 2023 Enrollment Total | 421<br>1:24 total full-time faculty to student ratio<br>1:26 total tenure/tenure earning to student ratio | 685<br>1:45 total full-time faculty to student ratio<br>1:68 total tenure/tenure earning to student ratio | Ratios of full-time to students lack parity on surface; Education lacks full-time long-term hires with 5 faculty in year-to-year contracts; Education faculty also have embedded teaching assistants and teaching graduate assistants to support learning and to balance course enrollments in 100 and 200 level courses |

# Appendix D Internal Quality Controls

**Audit Task 1: Undergraduate and Post-Baccalaureate Professional Behaviors**

Element Probe: Candidate monitoring

Rationale: Candidates are monitored through the program through a sequence of application processes which initiate individual grade checks and faculty committee review with a primary reliance on GPA requirements of 2.7 for pre-methods and foundation courses and 3.0 for methods and the student teaching internship. As the program reviewed outcomes data from the 2022-23 Year Out Candidate Survey, it was important to see if this population of completers had access to a process that allowed them to receive feedback in professionalism and if our systems prior to student teaching reinforced the ability of candidates to advocate for themselves as professionals.

Sample: Winter 2023 mid-term professional behaviors assessment of all teacher candidates enrolled in a secondary methods course, special education course, elementary methods course, pre-methods/foundation course, and math/science education content courses.

Supporting Documents:

- Professional Behaviors for Syllabi W23 SELPS Teacher Candidate - rubric used to guide faculty assessment and the rubric inserted into all education course syllabi
- Midterm Assessed 23 Winter Professional Behaviors – spreadsheet showing assessment of all candidates at midterm for winter 2023 (names and email addresses removed)

Process: All faculty are emailed a spreadsheet tabbed by course groupings and given one week to complete the assessment for all candidates. An administrative assistant compiles the results and sorts students not meeting expectations in one or more areas into a tab for contact by the Associate Dean for Teacher Education. All results are shared with faculty. Candidate plans for improvement are communicated to the faculty and a follow-up reassessment is completed at the end of the semester to check on progress.

Summary:

- 15 unique students "Not Demonstrating" across 21 courses
    - 10/21 in the area of Responsibility – AAQEP Standard 1f
    - 9/21 in Preparation – AAQEP Standard 1f
    - 3/21 in Collaboration – AAQEP Standard 2f
    - 9/21 Participation – AAQEP Standard 2f
    - 5/21 Self-Reflection – AAQEP Standard 2f
- Wrote to 13 of the 15 candidates to ask for a written plan of action sent to jlubig@nmu.edu by Friday, March 24, 2023
- Referring 2 of 15 candidates to the Teacher Selection and Retention Committee and the Director of Teacher Education Services as these 3 students are "Not Demonstrating" in the same areas as fall 2022 Reassessment done at the end of the semester

Outcome: Faculty and candidates view the process as supportive and provide assurances beyond grades that candidates are progressing as expected. The program is able to advise candidates if they should consider dropping a particular course, to help them better clarify plans to meet expectations to faculty, or to support conversations to clear up confusion or misunderstanding between faculty and candidates. The process used is consistent with the student teaching internship process for seeking out and accepting critique for improvement. As the program has been revised to meet the new professional knowledge and skills standards as more deeply connected to the Candidate Preservice Assessment of Student Teaching (CPAST) piloted in fall 23 for candidates included in the professional behaviors sample, the Undergraduate Review Committee is revising the rubric to have a stronger connection to the language in the new professional standards and the CPAST instrument.

It was also discovered that a process by which all candidates are required to do a self-assessment would be beneficial and increase early opportunities for self-reflection and advocacy. As a result, the program developed three 1-credit professional seminars in semesters one, three, and five of the program as part of the elementary education revisions approved by the Michigan Department of Education. Revisions for the secondary education program to include the same professional seminar sequence to better support candidate development in AAQEP 1f dispositions and behaviors required of professional practice and 2f collaborate with colleagues to support professional learning.

**Audit Task 2: Candidate Preservice Assessment of Student Teaching (CPAST) Pilot**

Element Probe: Clinical placement experience: student teaching internship

Sample: All candidates, cooperating teachers, and university supervisors in Michigan pilot institutions for fall 2023 student teaching internship placements

Supporting Document:

- 2022-2024_CPAST_MOU – signed agreement for Michigan institution, NMU, as part of the CPAST pilot with The Ohio State University per the invitation of the Michigan Department of Education
- CPAST Survey Results – outcomes from survey data for all Michigan pilot institutions as reported by candidates, cooperating teachers, and university supervisors

Process: The Michigan Department of Education issued a survey to all candidates, cooperating teachers, and university supervisors and reported results to all pilot institutions. The limitation on the findings is that they are not disaggregated by institution.

Summary: A majority of responses from all populations were positive. The CPAST utilizes a consensus meeting process for the mid-term and final evaluation whereby 84% of candidates reported that they received thorough feedback through this process. 86% of cooperating teachers and supervisors, who were most familiar with the Danielson Framework prior to the CPAST, agreed that the CPAST feedback was more thorough than other tools.

- Candidate views results for Neutral, Agree, and Strongly Agree
    - Training documents provided guidance for self-evaluation 88.8% (n=108)
    - EPP discussed useful of CPAST for self-improvement 88.9% (n=117)

- Tool covers topics needed for improvement 93.4% (n=106)
- Consensus meetings allowed critical thought about strengths and weaknesses 94.4% (n=106)
- Consensus meetings better prepared candidate for job market 89.6% (n=106)

- Cooperating Teacher and University Supervisor for Neutral, Agree, and Strongly Agree
  - EPP supported first time use of CPAST 94.1% (n=111)
  - Thoroughness of pedagogy metrics 97.6% (n=83)
  - Thoroughness of disposition metrics 97.6% (n=84)
  - Candidates received more thorough feedback from consensus meetings 98.1% (n=105)
  - Candidates better prepared for job market 95.2% (n=105)

Outcome: Overall statewide results affirmed findings from conversations at the Teacher Education Advisory Council (TEAC) monthly meetings held with cooperating teachers and university supervisors in that the CPAST is a robust tool that supports candidate development. Faculty viewed the tool as positive and incorporated its use into elementary education program revisions. Several faculty inquired as to a possible increase in workload for the consensus meetings and training required to use the tool and asked if the additional responsibilities could be compensated which the associate dean is exploring. The results in attitude towards preparation for the job market may help to improve the Michigan Department of Education Year Out Survey results in the area of job search along with preparation for the job market. NMU 2022-23 Year Out Survey results reported in the Standards 1 & 2 narrative were:

Table D1 2022-23 Year Out Attitude Towards Job Preparation

| **AAQEP Aspect** | | **Northern Michigan University** | | | |
|---|---|---|---|---|---|
| | | Efficacy[1] | Total N[3] | % | |
| **To what extent did your preparation program. . .** | | | | | **NMU 2020-21 Results** |
| 2f 4c | prepare you well for the teaching job market? | 15 | 21 | 71.4% | 85.7 |
| 2f 4c | support you in your job search? | 12 | 21 | 57.1% | 78.6 |

**Audit Task 3: Candidate Selection and Retention for the Learning Disabilities Experimental Program**

Element Probe: Candidate recruitment, selection, and retention

Rationale: To meet the needs of regional and statewide employers in the shortage area of special educators, specifically learning disabilities (AAQEP 4b), the program proposed an experimental program whereby an individual with a bachelor's degree employed in a school setting with access to students with special needs could enroll in the Learning Disabilities Master program to progress in that curriculum for an initial license in Learning Disabilities. The Michigan Department of Education approved the experimental program in May 2022 and NMU had a planned Fall 2023 start. The Standards 1 & 2 narrative does not include outcomes data for this population of experimental candidates, so the program felt it important to probe a sample of candidates enrolled to assure that the requirements of the Learning Disabilities Experimental program approval are being met.

Sample: Random sample of 35% (11/31) of fall 2023 enrolled students

Supporting Documents:

- NMU Approval (SM) Experimental Program Form – demonstrates approval of program

Process: Randomized the list of 31 fall 2023 candidates and chose the first 11 candidates as a sample of at least 1/3 of the enrolled population. Used NMU Identification Number (IN) to review fall 2023 and winter 2024 GPA. Affirmed school employment with position responsibilities including working with students with special needs.

Summary: Of the 11 sampled, 9 began coursework in fall 2023 with ED 571 Diagnosis and Treatment of Reading Disabilities with one (1) candidate earning a grade of "F". The student was contacted and counseled out of the program. Eight (8) candidates starting in fall 2023 from the sample have a GPA of 3.00 or higher (program expectation) and the two (2) remaining who started in winter 2024 are in good standing in their courses.

Table D2 LD Experimental Candidate Progress Audit

| Winter 2024 | Fall 2023 | NMU IN | Initials | Employed in Spec Ed Setting | Fall 2023 GPA | Comments |
|---|---|---|---|---|---|---|
| Exited from program | ED 571 | 446121 | JF | Y | o.oo | Exited after consultation on failing grade in F23. |
| ED560, ED500 | | 00446197 | LA | Y | NA | In good standing. W24 first semester. |
| ED561, ED500 | ED 571 | 00446037 | AB | Y | 4.00 | Continued from F23 to W24 in good standing |
| ED500, ED561 | ED 571 | 00446128 | CC | Y | 3.70 | Continued from F23 to W24 in good standing |
| ED500, ED561 | ED 571 | 00389293 | ID | Y | 3.30 | Continued from F23 to W24 in good standing |
| ED500, ED561 | | 00446713 | SD | Y | NA | In good standing. W24 first semester. |
| ED500, ED561 | ED 571 | 00446132 | HD | Y | 3.70 | Continued from F23 to W24 in good standing |
| ED500, ED561 | ED 571 | 00446123 | KF | Y | 4.00 | Continued from F23 to W24 in good standing |
| ED500, ED561 | ED 571 | 00446523 | RF | Y | 3.00 | Continued from F23 to W24 in good standing |
| ED500, ED561 | ED 571 | 00446036 | BG | Y | 4.00 | Continued from F23 to W24 in good standing |

| Winter 2024 | Fall 2023 | NMU IN | Initials | Employed in Spec Ed Setting | Fall 2023 GPA | Comments |
|---|---|---|---|---|---|---|
| ED500, ED561 | ED 571 | 00254880 | TH | Y | 4.00 | Continued from F23 to W24 in good standing |

Outcome: Candidates are meeting expectations for the Learning Disabilities Experimental Program. Advising process successful in the advisement of candidate not meeting expectations to be counseled out of program.

**Audit Task 4: Assess Atypical Student Teaching Placement Mentorship Role from Fall 2022**

Element Probe: Clinical dimension student teaching internship

Rationale: 2022-2023 Candidate Suite Survey data from the Michigan Department of Education trended positive. Pressures from clinical partners to hire the student teacher as the teacher of record due to the teacher shortage put pressure on the university supervisor to mentor relationship and have the potential to stress our well-established supervision system. Additionally, the Michigan Department of Education MI Educator Stipend of $9,600 paid to a student teacher during the student teaching internship begins to shift the student teacher to a potential mindset of paid employee. We wanted to explore these notions to help determine the value of a potential pilot with a new evaluation tool in student teaching, the processes to better support all mentors (cooperating teacher and university supervisor), and to begin thinking more deeply about our policies around student teaching.

Sample: Six (6) fall 2022 student teachers who were placed in 16-week atypical placements or who transitioned to an atypical placement during their student teaching internship. An atypical placement is defined as a placement whereby the intern becomes the teacher of record as an employee of the school district. Sample included rural student teacher interns in grades 6-12 (1), middle school (2), upper elementary (2), and lower elementary (1).

Supporting Document:

- Anderson_Kennedy_AERA_AtypicalPlacements
  Anderson, D., & Kennedy, L., (2023, April 14) *Flying Solo: Student Teachers as Teachers of Record*. Paper presented at American Educational Research Association Annual Conference, Chicago, IL.

  Abstract:

  In response to the national teacher shortage, teacher preparation programs are suspending long-held policies requiring student teachers to work under a mentor teacher and instead allowing them to serve as teachers of record. This qualitative study investigates the impact of such policy changes on the lived experiences of six teacher candidates during the fall of 2021 at one rural-serving, four-year public institution using Cultural Historical Activity Theory (CHAT) as a framework for analysis. Results are organized around four themes (candidates' unique prior experiences and qualifications, their stance regarding mentorship, the role of external

validation, and candidates' response to unexpected challenges) and revealed areas in which teacher candidates in atypical practicum placements would benefit from additional assistance from their institutions.

Process: Cultural Historical Activity Theory (CHAT) Methodology

- Provides a framework for analyzing how student teachers interact with their students and mentors, situated in cultural, historical, political and economic contexts (Foot, 2014).
- Multiple forms of data as units of analysis comprising the "irreducible whole of the phenomenon" (Lampert-Shepel, 2008, p. 216).
- Relies on the unique perspectives and experiences of the participants, but furthermore, considers the social systems within specific, complex, and evolving contexts (Wilson, 2014).

Summary: In underserved communities, including rural-serving institutions like ours, the teacher shortage is an immediate concern.

As teacher educators and researchers, we must

- Be proactive rather than reactive
- Not merely defer to our state legislators and/or department of education to lead reform
- Examine policies, adjusting to meet the needs of our local K-12 partners while still maintaining teacher quality by providing our candidates with proper support.

Outcome: The study supported the program's decision to pilot a more nuanced internship tool with a more substantive and collaborative process for evaluation, the Candidate Preservice Assessment of Student Teaching (CPAST). Outcomes in Audit Task 2 showed positive results and this audit task supported the program's decision for the pilot. As our Standards 1 & 2 fall 2023 CPAST data show, with a continuation into winter 2024 CPAST collection and analysis to be available during the site visit, our collection process and ability to report out data at mid-term and at the end of the internship has direct connections to AAQEP, InTASC, and the Michigan Core Teaching Practices and is seen as an improvement in connectivity and outcomes reporting for action. The plan is to recommend to the program faculty the continuation of the CPAST and to identify atypical placements in the CPAST data sets so we can assess the evaluation process and the extent to which it is supportive for atypical student teaching internships.

**Audit Task 5: Accuracy of Student Teaching Internship Site School Agreements**

Element Probe: Monitoring of clinical sites and shared understanding of expectations and timelines

Rationale: Our system for placing student teaching interns must be accurate and clear to assure that the processed by which roles and expectations are understood by all partners. Signed agreements approved by our Risk Management department and receipt of roles and responsibilities for candidate, cooperating teacher, and university are critical to the success of our system and the trustworthiness of our data. NMU teacher candidates can be placed anywhere in the world for their 16-week internship or for 8 weeks of their internship over two placements totaling 16 weeks. Site agreements are valid for 10 years or upon requested review by the site school or the program.

Sample: All 47 unique fall 2023 student teaching placement sites

Supporting Document:

- Fall 23 Student Teacher Agreements

Process: The administrative assistant assigned to support the Director of Field Experiences and those involved in the student teaching internship pulled the agreement binder to check on the completion of all fall 2023 agreements.

Summary:

- 100% (47/47) student teaching site agreements signed and on file
- 100% of university supervisor and cooperating teachers at these sites received the expectations for their roles which included the student teaching calendar, training documents for the evaluation tool, dates of the online Teacher Education Advisory Committee meetings to support candidates through review of performance and professional collaboration, and deadlines for the mid-term and final evaluation
- 100% of the sites completed the mid-term and final evaluations

Outcome:

The Field Office will better scrutinize the collection and retention of student teaching agreements to assure all are in place and on file. The audit revealed that we have several site schools with agreements that are over five years old. The Field Office administrative assistant suggested we renew our agreements and the associate dean concurred. The revisions in our programs and the refinement of our processes and tools warrants an update for all site agreements. The program sees this as an opportunity to reiterate program goals and expectations for site schools who have had agreements in place for multiple years.

**Plan-Do-Study-Act**

The research project to study perceptions of the teacher evaluation process was motivated by trends in teacher shortages, increased needs in candidate and teacher evaluation for rural internship and the induction years. Faculty engagement in statewide and regional stakeholder meetings with the clinical partners, employers, and the Michigan Department of Education demonstrated to the faculty that a broader study, emphasizing rural spaces, would benefit the program and our field.

The outcomes of the research project influenced our decisions regarding how to structure our monthly mentoring meetings for student teaching, how to view our state effectiveness data, how to think about logistics for rural student teaching placements, philosophies for teaching online graduate students in asynchronous online courses to assure their authentic engagement in coursework and clinical experiences, and to laid the foundation for ongoing program revisions relative to new and revised standards in various licensure areas. Additionally, the findings have helped us to shape how we talk about and construct professional discussions and reflective practice with candidates in all phases of our programs. Findings were also used to shape discussions regarding state level assessment survey tools and the revision of existing instruments and the development of new instruments.

Supporting Documents:

**Teacher Evaluation and Its Impact on Wellbeing: Perceptions of Michigan Teachers and Administrators**
Anderson, Derek; Cameron-Standerford, Abby; Bergh, Bethney; Bohjanen, Sharon
*Education*, v139 n3 p139-150 Mar 2019

*Two alumni serving as graduate assistants at the time of this study made significant contributions: JoeyLynn Selling and Anthony Barnes.*

Plan: The purpose of this research project was to identify barriers to implementation in local educator evaluation systems and to make recommendations for ways to mitigate barriers and inform ongoing and future supports to, and programming by, districts.

Do: A stratified convenience sample of 1,746 public school educators (teachers; n =1274 and administrators; n = 474) from Michigan's 56 Intermediate School Districts were surveyed using a researcher-constructed survey tool that included categorical sliding scales and extended response questions. An additional stratified sample of 128 teachers and 48 administrators from the original participants were selected for phone or electronic interviews, which consisted of extension questions from the survey.

Participant Demographics

- 70% of the participants were female
- 98.6% of the teachers received highly effective or effective ratings in Michigan in 2017
- 20% of the schools compensate teachers for highly effective ratings

Evaluation Tools

- 50% Danielson
- 29% Five Dimensions of Teaching and Learning Student Growth Measures on

Teacher Evaluations

- 22% of schools use NWEA
- 19% of schools use pre/post tests
- 6% of schools use MSTEP

Study:

What *is* the purpose of teacher evaluation in Michigan?

- **Administrators**
  19% of the administrators cited compliance and 67% of the administrators cited purposes related to improving teaching and learning

- **Teachers**
  30% of the teachers cited compliance and 42% cited purposes related to improving teaching and learning

What ***should*** be the purpose of teacher evaluation in Michigan?

- **Administrators**
  96% of administrators citing student growth and learning, professional development, improved instruction, or coaching as purposes

- **Teachers**
  97% of teachers cited student growth and learning, professional development, improved instruction, or coaching as purposes

For the quantitative analysis, constructs were created by statistically grouping similar items from the survey to address three broader research questions: (1) Do educators perceive that teacher evaluation processes provide critical feedback and professional development to improve teacher practices? (Teacher Improvement Critical Feedback Construct), (2) Do educators perceive teacher evaluation processes sup- port teacher well-being? (Teacher Well-being Construct), and (3) Do educators perceive teacher evaluation process- es support student learning? (Student Learning Construct). These constructs were then used as initial themes in analyzing qualitative data.

Teacher Improvement, Critical Feedback and Professional Development

- Administrators perceived that the teacher evaluation process increased critical feedback significantly more than teachers perceived.
- Administrators overwhelmingly indicated that the educator evaluation process resulted in positive professional growth and that the process drove professional development decisions; although, administrators also noted that the tools were not personalized enough.
- The majority of teachers indicated that the system, including the process used, the rubric, and the required data components were not flexible enough to be personalized. Teachers stated that the educator evaluation tools seemed to reflect a focus on the general education setting making it challenging for specials teachers (art, music, physical education, etc.), early childhood/kindergarten teachers, school counselors, vocational/career and technical education teachers, interventionists and special education teachers (categorical, resource room, teacher consultants, RESA program teachers) to receive effective and critical feedback from the evaluation process.

Teacher Well-being

- Administrators perceived that the teacher evaluation process increased teacher well-being significantly more than teachers perceived.
- Teachers perceived
    - Stress, which is negative to teacher well-being
    - Competition, which is negative to collaboration
    - Questions regarding fairness, which impacts job satisfaction and school culture
    - Administrators perceived
    - Increase in teacher stress, which can be positive to teacher well-being
    - Increase in teacher collaboration, often due to administrative leadership
    - Increase in competition, which can be positive to teacher well-being
    - Criticism of lazy or oppositional teachers

Student Learning

- Administrators perceived that the teacher evaluation process increased student learning significantly more than teachers perceived.

Teachers perceived

- Improved instructional practices, which included research-based strategies, sharing learning outcomes with students, and creating positive learning environments
- Concern that the evaluation system focused on compliance and resulted in a loss of autonomy

Administrators perceived

- Improved instructional practices including consistency across different teachers' classrooms
- Improved student test scores
- Unfamiliarity with the teacher evaluation system and an inability to recognize a relationship with student learning

Barriers to Effective Teacher Evaluation as Identified by Teachers and Administrators:

- Lack of time
- Inconsistent or inauthentic process
- Unclear and inadequate evaluation criteria
- Overreliance on standardized test scores
- Teacher resistance and mistrust
- Unfamiliarity with content and/or discipline specific practices (e.g., special education)

Act:

Administrators need to identify and communicate the purpose of teacher evaluation system in their schools.

- If the teacher evaluation system is to be used to "inform staffing decisions," principals need to communicate this process explicitly to teachers, adhere to the evaluation outcomes when making staffing decisions, and recognize/address the ramifications on school culture. (See Teacher Well-being Construct.)
- If the teacher evaluation system is to be used to coordinate professional development for the purpose of improving instructional practices, teachers need to be empowered to recognize what is working well in their teaching repertoire and be encouraged to identify individualized professional needs. If the teacher evaluation system is to affect student growth and learning and improve student outcomes, teachers need to be provided time and space to modify instructional practices based on feedback provided through the evaluation process.

- Administrators need to prioritize teacher evaluations within principal duties and responsibilities.
  - Allocate time and streamline the evaluation process.
  - Hire additional staff.
- Administrators need to honor the teacher evaluation process as a way to provide reliable, valid and personalized feedback to impact the professional growth of teacher and student learning.
- Administrators need to perform authentic walkthroughs and classroom visits.
  - Provide a more collaborative process that involves teachers.
  - Provide additional teacher training and resources.

# Appendix E Evidence of Data Quality

The program has confidence in the evidence presented for candidate and completer performance, program practices and engagement, and systems improvement due to the structured use of established committees that support a community of collaboration that authentically inform program practices:

- Undergraduate Review Committee – all elementary, secondary, and special education curriculum, clinical practices, and outcomes (meets twice a month)
- Graduate Review Committee – all graduate level curriculum, clinical practices, and outcomes (meets twice a month)
- Evaluation and Personnel Committee – review of all adjunct, contingent, and full-time faculty, course outcomes, service, and scholarship (meets twice a month)
- Secondary Education Committee - review of all secondary curriculum, clinical practices, and outcomes (meets monthly)
- Teacher Education Advisory Committee – review of student teaching interns leading to subject-area or special education licensure and comprised of all cooperating teachers, university supervisors, and the Director of Field Experiences (meets monthly)

All of the proprietary and locally developed instruments used in the Quality Assurance Report and reported out in Standards 1 & 2 have had external review and/or development.

Appendix E Support Documents:

- Proprietary Tools Folder
- Locally Developed Instruments Folder

**Danielson Framework for Teaching**
Proprietary Tool
MAE Early Childhood Education (ECE)
MAE Learning Disabilities (LD)
Michigan Department of Education Approved Evaluation Tool

The Danielson Framework for teaching is an evaluation tool developed by Charlotte Danielson and her team at the Danielson Group. The entire Framework can be found at the publicly accessible site www.danielsongroup.org. The NMU Teacher Education Program has chosen the use of this rubric based on the final recommendations from the Michigan Council for Educator Effectives (MCEE) and the Michigan legislative requirement in the School Code that an approved or listed evaluation tool be used to assess educators. The use of an evaluation tool that prepares ECE and LD candidates for one utilized for in-service teaching was identified as an important consideration when discussing this process with our Upper Peninsula Center for Educational Development (UPCED) colleagues representing all Upper Peninsula ISDs, universities, and community colleges. NMU has chosen to use Danielson as this is the evaluation tool utilized by the clinical site schools located in the Marquette-Alger ISD in which we place teacher candidates in pre-methods and methods phases of our programs prior to the student teaching

experience. Additionally, the Danielson tool is aligned to the MI InTASC standards approved by the Michigan State Board of Education (April 9, 2013) and the College and Career Readiness Standards which better prepares our candidates for assessment during in-service teaching.

The framework contains four domains: Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibility. The student teaching experience will use all four domains and all 22 components for the evaluation tool. The tool measures an intern's knowledge, skills, and dispositions using a four-point rubric developed in collaboration with our cooperating teachers. The ratings are as follows: Distinguished, Independent, Emerging Independence, With Direction from the Cooperating Teacher, and Not Yet/Not Observed (reserved for the Early Observation and Mid-Term). Each component has specific descriptors for each rating. The preponderance of evidence for a successful early and mid-term evaluation should reflect a majority of ratings in the Emerging Independence or Independent levels.

The final evaluation expectations for the preponderance of evidence shall be at the Independent or Distinguished levels for each of the four domains. Candidates at the Emerging Independence level will consult with the faculty program director, who will consult with the field/university supervisor, to determine a course of action as to recommendation for certification. The header names for the categories were altered from the Danielson headers per the recommendation of the cooperating teachers whose past experience showed that student teachers, on previous instruments, tended to compare themselves to in-service teachers (Highly Effective, Effective, etc.) resulting in the candidate assessing themselves inappropriately. The descriptor language is the same in each domain subcategory. It was determined that these header changes did not alter the validity of the instrument.

**Candidate Preservice Assessment of Student Teaching (CPAST)**
Proprietary Tool
Undergraduate programs – bachelor's and post-baccalaureate
Michigan Department of Education (MDE) Approved Evaluation Tool
NMU Pilot Institution

The CPAST was developed and is administered by The Ohio State University. This decision replaced the use of the Danielson Framework for Teaching instrument. The CPAST, developed by Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP), is supported by the Michigan Department of Education as a valid and reliable formative and summative assessment during the student teaching practicum/internship. The instrument uses two subscales, "Pedagogy" and "Dispositions" requiring candidate evidence for each category. The instrument has been mapped to the InTASC standards by The Ohio State University and VARI-EPP.

The usual expectation for recommendation for licensure would be 80% or better (Meets Expectations) cumulative percentage score of the 21 CPAST categories. In instances where the cumulative score was below 80% for an individual candidate, a deeper evidence-based conversation was had with program

faculty, the candidate, candidate supervisor/university supervisor, and cooperating teacher(s) to make an informed decision regarding recommendation for licensure.

The CPAST expectations, process, and outcomes are reviewed and used for planning at monthly Teacher Education Advisory Council meetings led by the Director of Field Experience to support candidate progress with cooperating teachers and university supervisors in attendance in person or online for out of area internship placements.

All cooperating teachers and university supervisors are required to complete the CPAST training at 80% success. The requirements for cooperating teachers and university supervisors were communicated prior to the start of the fall 2023 semester and all student teaching internship sites were made aware of the pilot prior to accepting a student teacher intern. A communication was sent to all cooperating teachers and university supervisors from the Director of Field Experiences:

> During the 2023-2024 academic year, NMU will be joining educator preparation programs (EPPs) from across the state, including Oakland University, Central Michigan University, U of M Dearborn, and Adrian College, to pilot a common student teaching evaluation tool known as the Candidate Preservice Assessment of Student Teaching (CPAST). By adopting a common tool, we hope to better support our PK-12 partners through shared expectations, common language, and less training. A shared tool is especially valuable for our downstate PK-12 school partners who frequently host student teachers from several EPPs. The CPAST originated at Ohio State, and it has been used by several EPPs across the U.S. for a few years now.
>
> *Since it is new to our program though, a necessary first step in the pilot will be getting all of you trained in the CPAST before* ***Friday, September 1****.*
>
> - Use the link below to access the training.
> - Complete the training and the associated assessment in one sitting (approx. 90 minutes).
>   - Note: You must earn a minimum score of 80% on the assessment. If you do not, you will be sent directly to a supplemental assessment.
>   - You will be redirected to take this supplement until you successfully score two of the three questions correctly.
> - When you achieve a passing score, our office will be automatically notified of your successful completion.
>
> Training link: https://osu.az1.qualtrics.com/jfe/form/SV_cC8iDwgJ6JKLl7D
>
> I have also attached the CPAST tool as well as a more detailed "look for" version of it in this email. The "look for" version offers ideas of, quite literally, what to look for when assessing student teachers on the various aspects of the tool. If you have supervised student teachers for NMU before, the tool should feel familiar. It is based on the Charlotte Danielson Framework that we have used for the last several years.
>
> I will be sending out more information about your roles and responsibilities as a supervisor in the coming weeks. For now, please note that there are ***two optional informational sessions for cooperating teachers and supervisors on Friday, August 25***. The 10:00am session will be in person on NMU's campus; the 2:00pm session will be online via Zoom. These sessions are

optional, but we will use our time together to discuss best practices, identify expectations, and preview the paperwork associated with NMU's student teaching program.

**Michigan Department of Education (MDE) Scoring Reports and Surveys**

Proprietary Tools
Undergraduate programs – bachelor's and post-baccalaureate
Michigan Department of Education (MDE) Approved Evaluation Tool

- Education Performance Indicator Score
- Candidate Survey Suite
    - Candidate
    - Candidate Supervisor
    - Cooperating Teacher
- Administrator Survey
- Year Out Survey (completers)
- Effective Ratings

All survey protocols, data collection, and data reporting are administered by the MDE. Interpretation of scores and evaluation of outcomes assessed by the MDE and reported in the Educator Performance Indicator Score specific to the institution and program.

**Michigan Teacher Test for Certification**

Pearson Education, Inc.
Proprietary Tool
Undergraduate programs – bachelor's and post-baccalaureate
Graduate Programs – Learning Disabilities, Early Childhood, Reading K-8, and Reading Specialist K12

The Michigan Teacher Test for Certification (MTTC) is specific to licensure areas supported by the curriculum specific to each candidate's program. The MTTC Technical Manual provides information on test development, validity, reliability, standard setting, and bias prevention.

**Locally Developed Instruments**

All instruments located in the Locally Developed Instruments Folder by licensure area
Graduate Programs
Internal Review: School of Education, Leadership and Public Service Graduate Review Committee; NMU Graduate Programs Review Committee, NMU Academic Senate
External Review: Michigan peer group by expert area; Michigan Department of Education

- Reading K-8/Reading Specialist K12
- Learning Disabilities
- Early Childhood
- Educational Administration (Principal K12)
- Education Specialist (Central Office)
- Special Education Administrator

All of the following instruments were developed to assess state and national standards as outlined in the program standards for each specialty area approved by the Michigan Department of Education (MDE).

The program's rubrics for all of the locally developed instruments were peer-reviewed by experts at institutions in Michigan and by experts at the Michigan Department of Education. The NMU graduate faculty across all graduate licensure areas meet twice a month to review curriculum, student outcomes, program outcomes, and to recommend program revisions. All of the graduate programs using locally developed instruments have been approved by the MDE for continuation of programs which requires a 5-year state review of data outcomes.

MAE Early Childhood Education

- ED 551 Developmental Resource Guide Rubric
- ED 553 Analysis/Critique of Early Childhood Environment
- ED 553 Learning Activities Resource
- ED 555 Family Resource Guide Rubric
- ED 557 Internship Evaluation

MAE Learning Disabilities

- ED 558 Instructional Elements and the Individual Education Plan
- ED 562 From Theories to Teaching Strategies Project
- ED 568 Internship Rubric Final Reflection and Evaluation

MAE Reading K-8/Reading Specialist K12

- ED 518 Module 3 Rubric-Interactive Presentation
- ED 570 Rubric for Collaborative Inquiry Research Presentation
- ED 572 Case Study Rubric

Education Specialist (Central Office)

- ED 630 Personal Leadership Framework Rubric
- ED 640 District ISD Governance
- ED 644 Case Study Standards Based Rubric
- ED 648 Internship Standards Based Rubric

MAE Educational Administration (Principal K12)

- ED 530 Leadership Interview
- ED 532 Total Faculty Interview Standards Based Rubric
- ED 534 Special Programs Analysis Standards Based Rubric
- ED 541B Diagnostic Cycle Standards Based Rubric
- ED 541B Application of DiPaola & Wagner Tool
- ED 548 Internship Standard 7 Rubric

Special Education Administrator

- ED 534 Special Programs Review
- ED 533 Current Topic in Education Briefing
- ED 541B Application of DiPaola and Wagner Tool Standards Based Rubric

# Next Steps to Grow and Adapt

The Quality Assurance Report (QAR)process served our program well. The program was able to see the strengths and opportunities that will benefit our candidates and clinical partners in service of our mission and the PK12 student population.

Leveraging Strengths:

- The clear articulation of candidate progression and data collection points in the revised Elementary Education PK-3, 3-6, based on evidence from a strong suite of state outcomes data, will provide a more robust and individualized assessment of the program outcomes by course groupings and through common tools such as the Candidate Preservice Assessment of Student Teaching (CPAST) and the Pre-CPAST tool which are all aligned to state and national standards and core teaching practices and AAQEP standards. The elementary revisions will also provide a solid foundation for the secondary licensure area program revisions.
- The quality of faculty scholarship that is connected to program and candidate performance and inquiry is significant and motivates the program to seek out internal and external funding sources to continue research that studies our own practice. Graduate faculty have already proposed ideas for graduate end of program capstone experiences that would lead to further studies involving our graduate students as partners in research. During the writing of this QAR, a donor approached the program about the best use of $100,000 in seed money to support graduate student projects and research providing the program with resources to test ideas.
- The intellectual curiosity of the faculty provides ample opportunity to structure research studies for a Plan-Do-Study-Act approach to formalize program outcomes studies for the Grow Your Own candidates and Learning Disabilities Experimental candidates who entered the programs Fall 2023 through relationships and recruitment fostered by the program. Studying candidate completion outcomes and PK12 impact in rural school environments will be of great value.
- Post-COVID, the reestablishment of in-person curriculum committees is providing structure to discussions regarding program and candidate progress and outcomes. The CPAST pilot is providing data to the program in a format that is more robust and more easily manipulated by the program. As the pilot continues with The Ohio State University, the program is excited to begin comparisons to other rural serving institutions. The program is also excited to begin discussions on the potential use of the CPAST and Pre-CPAST with the graduate programs which provides opportunities to track undergraduate completers into graduate programs as they seek advanced degrees which gives the faculty opportunities for longitudinal studies using a common instrument.
- The significant contributions of the Administrative Professionals, Director of Teacher Education Services, and Success Advisors are foundational to the success of our program. The ability of the people in these positions to build and sustain trust with our candidates allows the faculty to continue to challenge and support candidates in coursework and clinical experiences and assures the entire program that we are all modeling the dispositions we expect of a professional educator.

To Resolve:

- Putting energy into study abroad programs and access to in-person and potential use of distance technologies to connect candidates to English learners
- Base-budget funding for the two requested positions to create the necessary space for all faculty to plan long-term for the program
- Approval for the Career and Technical Education certification pathway through Michigan Department of Education approval to track outcomes for candidates seeking this pathway as we know needs in this area will continue to increase and career changers will need to be well-prepared through well-defined partnerships with schools and clear expectations for candidates

Continued Growth with our Clinical Partners:

- Complete the 2+2 articulation agreements with Bay College, Gogebic College, and Alpena Community College for the revised elementary program
- Seek MI Department of Education approval for the secondary program revisions in Integrated Science, Mathematics, English, and Social Studies
- Early childhood leadership program launch and engagement with community partners and state leadership groups to include the Michigan Department of Education
- Complete the 3+1 early childhood online program in collaboration with Bay College, West Shore Community College, and Bay Mills Community College in direct support of the population enrolled in these programs and to allow NMU to support rural communities in these areas through the development of quality early childhood educators without disrupting the community support network
- Be ready to enact the goals in the Rural Hub grant, Central Michigan University as PI, to leverage online graduate programs and to meet the Hub credentialing goals should the grant be awarded to CMU and NMU as a sub awardee

We believe the strength of our program is that the “we” is inclusive of everyone at NMU, our alumni network, current candidates, every individual educator and staff member partner in our PK12 system, PK12 school and community partners, and our higher education colleagues and their institutions who are all working towards the common good in the development of educators and systems that promote sound democratic principles through reflection, inquiry, and scholarship. We believe we do this development with humility, integrity, passion, and honesty in the best interest of the communities we serve and those we hope to serve in the future.

Teach like a Wildcat!