Dear Professional Education Faculty,

Thank you for all of your efforts this year in advancing teacher education programs throughout the PEU. It was a busy year for so many of us involved in the preparation for our CAEP self-study and site visit. We have not received feedback from our site visit, but I fully anticipate a positive result.

In this edition of CMU Ed Prep Matters we are highlighting several initiatives: TeachingWorks, Diversity Transformation Team, Clinical Partnerships, Test Prep, and the Common Rubric for Lesson Plans. You will also find updates from the Professional Education Committees: Professional Education Assessment Committee (PEAC), Professional Education Curriculum Committee (PECC), Professional Education Selection, Admission, and Retention Committee (PESAR), and the Clinical Partnership and Practices Committee (CPCC). I hope you will consider joining your colleagues next year in any one of these engaging committees as it is your efforts that drive innovation and continuous improvement in our teacher education program.

I would also like to thank all of you who attended or presented at the American Association of Colleges for Teacher Education (AACTE) conference this year. Our attendance at the annual meeting has expanded across the PEU in recent years and provides an excellent forum to engage in discussions, share research and practices, and stay abreast of national trends. I encourage you to consider attending the next AACTE Annual Meeting - March 2-4, 2017 in Tampa, FL. If you are interested in presenting, the call for proposals is currently open until May 31, 2016. Visit aacte.org to learn more.

Please save the date for our fall PEU meeting on September 23, 2016. At that meeting we will present our annual Educator Preparation Institution score report and provide updates from the Michigan Department of Education, CAEP accreditation, and clinical experiences. Until then, best wishes for a relaxing and enjoyable summer!

Betty Kirby
CEHS Senior Associate Dean
Director of Professional Education
Center for Student Services
The CEHS Center for Student Services is dedicated to providing professional, student-centered advising services and promoting academic and program-connected support, which enhances the experience of undergraduate CEHS students. For questions or support, please contact the following individuals.

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<thead>
<tr>
<th>Topic</th>
<th>Who</th>
<th>Contact Information</th>
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<tr>
<td>PEU Unit Head</td>
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Teacher education student PRE/ACT assistance

Since mid-March, the Center for Student Services has offered focused assistance for teacher education students attempting to meet the state’s testing requirement for participation in clinical coursework. Students have the option of meeting this requirement by passing the Professional Readiness Exam (PRE) or alternatively using scores from their Michigan Merit Exam or the ACT. All students are highly encouraged to take the ACT in lieu of the PRE. They may check with a Center for Student Services advisor if they are not sure of their previous scores on the MME and ACT. To assist them in achieving the required scores, help sessions have been conducted weekly and over 60 students have attended to date. During these sessions, students receive guidance on test taking strategies, pacing and practicing, and identifying weak areas for remediation. Sessions focus specifically on the math, reading, English, and writing sections of the tests. The thrice-weekly sessions present one aspect of the test scenario per week and times are staggered to maximize student availability. Students are also provided resources for preparing their own individualized preparation plan and guided writing practice is conducted with prompt, relevant feedback and suggestions for improvement. Additionally, the Center for Student Services has updated the online resources for students and purchased a set of math texts designed to assist students in preparing for standardized tests. These books are available for checkout at the reception desk EHS 421. Take a moment to view the new student resources here.

If you have any questions, or to refer a student for assistance, contact Tammy Hullender, PhD, Director of Professional Readiness.

Submitted by Dr. Tammy Hullender

Diversity Transformation Team Update

The Diversity Transformation Team (DTT) has continued infusing attention to diversity throughout educator preparation at CMU. Building on momentum from the Diversity Convocation in Fall 2015, the Core Team has morphed into Action Teams—small groups collaborating to make incremental changes in the program and coursework to prepare teacher candidates to teach ALL students. We have prioritized this approach, as opposed to making changes to Master Course Syllabi or tweaking the Diversity Requirement, because we believe the learning experiences we provide in our courses and clinical experiences can be transformative and will lead to meaningful cultural change and innovation within educator preparation at CMU.

At the Fall Diversity Convocation, the DTT introduced a conceptual framework (identity, diversity, inclusion, equity, and advocacy) designed to bring coherence to teacher candidates’ learning experiences across the program. This spring, the Action Teams have supported ten new team members from across the PEU in intentionally incorporating these concepts into seven different courses in the elementary B.S. in Education degree program.

This summer, we are excited to expand this faculty development to include more members of the Professional Education Unit’s division of undergraduate teacher preparation. See the Diversity Transformation webpage for more information.

Submitted by Dr. Amy Ford
TeachingWorks @ CMU: Collaborating with Other Teacher Education Programs to Prepare More Effective, First-Year Teachers

“What teachers know and do is the most important influence on what students learn.”
Dr. Jay Doolan, assistant commissioner, Division of Educational Standards and Programs, New Jersey Department of Education

It is widely accepted within the professional education community that teacher quality is a central determinant of student achievement. It is also known that teacher quality has greater positive and negative impacts on the learning of our most disadvantaged and vulnerable students. Yet those same children are most likely to have under-supported and under-prepared teachers, including first-year instructors still learning the basic skills of their trade.

Greatly compounding this problem is the fact that there is no widespread agreement on what those skills are, much less how to teach or assess them. Unlike professions such as nursing or piloting aircraft, teaching is not defined by a well understood and firmly established set of skills that distinguish fully trained and competent practitioners from less effective apprentices. Indeed, the ability to teach effectively is often regarded as an uncommon, amorphous, and innate form of artistry, or as something learned largely through trial-and-error once one has become a certified instructor. Though considerable research has shown such views to be erroneous, they continue to influence the field.

Teacher educators have recently begun to identify and describe specific instructional practices that are most likely to support meaningful learning in all students. A program leading such efforts is TeachingWorks (TW), a group of instructors and researchers from the University of Michigan (U-M) dedicated to ensuring that no child’s education is shortchanged by a novice instructor still learning basic teaching methods. Led by Dr. Deborah Loewenberg Ball, a distinguished professor, researcher, and dean of U-M’s School of Education, the foundational premises of TW include:

- All new teachers must be fully prepared to teach effectively from their first day in their own classrooms.
- Effective instruction is defined by competence in specific, teaching skills.
- Those skills must be explicitly taught and assessed in teacher preparation programs.
- Ensuring competencies in such skills is a professional and ethical responsibility and crucial matter of equity and social justice.

TW has identified a tentative list of essential teaching skills, which it has termed high-leverage practices (HLPs). The descriptor “high-leverage” indicates that these particular skills are those most likely to support meaningful learning in all students. A complete list and descriptions of the HLPs can be found here - http://www.teachingworks.org/work-of-teaching/high-leverage-practices.

TW grew from efforts by U-M faculty to construct a more practice-oriented curriculum for teacher candidates. After several years of development, TW became a formal entity in 2011 and began to gain national recognition after receiving a $1.1 million grant in 2014 to improve teacher preparation programs. With encouragement from the Michigan Association of Colleges for Teacher Preparation and the State Universities Dean’s Council (catalyzed, in part, by a presentation Dr. Ball made at CMU in April, 2015), TW expanded its efforts by creating a collaborative known as the Michigan Program Network (MIPN).

CMU applied to and was accepted as a member of the MIPN in May, 2015, joining teacher education programs at U-M, Eastern Michigan University, Oakland University, Grand Valley State University, Michigan Technological University, and Spring Arbor University. The primary goal of the MIPN is to fully describe the basic skills that constitute effective instruction (i.e., the HLPs) and to create, refine, and implement training methods and assessment tools to develop and evaluate those skills among teacher candidates. That work is coordinated at
MIPN meetings that occur roughly monthly on the campuses of different, member institutions.

For nearly a year, a group of CMU faculty and administrators from the Professional Education Unit (PEU) has been working with TW through the MIPN. Among the MIPN’s seven, teacher education programs, CMU has the greatest number of participants, including Dale Pehrsson, Betty Kirby, Meghan Block, Carlin Borsheim-Black, Elizabeth Brockman, Kevin Cunningham, Amy Ford, Susan Griffith, Doug Lapp, Deb Linton, Jim McDonald, Scott Roberts, and Denny St. John. CMU is committed to contributing to the MIPN for two more years and stands to benefit greatly from that participation. Besides offering excellent professional development opportunities for individuals, it is hoped that membership in the MIPN will inform CMU’s work to meet national accreditation standards, support ongoing efforts to improve instruction and assessment across the PEU, and increase CMU’s research and leadership in teacher education.

In order to provide a CMU-based forum and support system for TW/MIPN-related discussion, planning, and research, a faculty learning community (FLC) was proposed, accepted, and since financed by CMU’s Center for Excellence in Teaching and Learning (CETL). Known formally as TeachingWorks @ CMU, the specific goals of the FLC are to

- Identify what its members need to facilitate their work in the MIPN.
- Advocate and secure necessary supports for the work of its members.
- Coordinate and communicate the work of its members within the FLC and across the PEU and CMU.

The TW FLC has been meeting monthly between MIPN convenings. Among other things, members have shared with one another their efforts to explore a specific HLP—eliciting and interpreting students’ thinking (EIST). This has required deconstructing this practice to determine what, specifically, EIST involves, and working with teacher candidates to determine what effective performances in that regard look like in various contexts. Similar efforts are being made by MIPN members at other institutions, and the collective data and analysis being produced will make it possible to construct techniques for teaching novices to perform this skill and assessment tools capable of evaluating the degree to which apprentice teachers are able to successfully do so.

Like its larger counterpart, the MIPN, the TW FLC is still developing and has yet to realize its full potential. It is intended that the FLC will continue to support CMU’s participation in the MIPN over the next two years. In thinking about what additional roles the FLC may play in 2016-17, members have expressed wanting to apply their studies of teaching practices to their work in preparing teacher candidates. To this end, the FLC can provide opportunities to share, critically examine, and receive constructive feedback. Working with CETL and groups of educators within the PEU, the FLC can also identify and secure additional professional development experiences for its members.

A common theme within previous FLC discussions has been the desire to create a genuine community of collaborative learners that support one another in working to achieve individual and collective, professional goals, particularly with respect to teacher preparation. It has been suggested that one way to facilitate this is to better plan and structure face time by identifying common concerns and significant issues to explore.

This may be done through readings and scaffolded discussions based on specific questions considered as part of preparing for a meeting. FLC members would also like to be held accountable for progressing toward personal and mutual objectives by others in the FLC. These plans, as well further details regarding TW, the MIPN, the HLPs, and the work of TW FLC members, will be presented as part of a poster and reception session at the Great Lakes Conference on Teaching and Learning on the evening May 9 in the main hall of the EHS building. The following morning, Kevin Cunningham and Denny St. John will lead a 60-minute session at the conference entitled, “Focusing on High Leverage Practices to Strengthen Teaching and Learning.” In doing so, they will make a case for identifying and describing a core set of effective, instructional practices that all teacher candidates should possess before they begin working with children in their own classrooms. They will also describe TW’s HLPs as one view of what such practices might consist of, as well as some of the work being done by the MIPN and CMU’s TW FLC.

Submitted by Dr. Kevin Cunningham
Thank you to all who contributed to a successful CAEP accreditation on-site visit. The CAEP audit team was on CMU’s campus February 28 – March 1, 2016. During the on-site visit, the CAEP audit team visited with faculty, cooperating teachers, university coordinators, alumni, students, PEU committee chairs and administration. Many individuals came together to highlight the strengths of our teacher preparation programs. The draft of the site visit report will be provided by the CAEP audit team soon. CMU will then have an opportunity to clarify points as well as ask questions. Upon completion, the final site visit report will be sent to the CAEP Accreditation Council Review Panel. The panel will review the report fall 2016 and will make recommendations. For information regarding CAEP accreditation, please visit the PEU website.

Update:

Common Rubric for a Lesson Plan

Over the past year, the PEU faculty have been piloting the rubric. Using data collected during this pilot phase and faculty feedback, the PEAC committee revised the Common Rubric for a Lesson Plan in preparation for full implementation. A revised and expanded rubric was approved by PEAC in November 2015. In addition, data from the Common Rubric for a Lesson Plan will be collected from pre-student teaching methods courses as well as student teaching seminar for use in CAEP accreditation. Training for the updated Common Rubric for a Lesson Plan will be scheduled for the fall 2016 semester. The expanded rubric can be found on the PEU website under faculty resources.

History of the Common Rubric for a Lesson Plan

A faculty-led process coordinated by the PEAC, the OPR, and the PEU, developed a Common Rubric for a Lesson Plan to evaluate student lesson plans. This process resulted in a common rubric, rating system, and rating language. PEAC and PEEB (Professional Education Executive Committee) voted to support the Common Rubric for a Lesson Plan in the spring of 2014. The Common Rubric for a Lesson Plan aligns directly with CAEP Standard 1: Candidate Knowledge, Skills, and Professional Dispositions, which calls for teacher candidates to demonstrate an understanding of the 10 InTASC standards. The common rubric aligns with 7 out of 10 InTASC standards common to lesson plans across disciplines.

These seven InTASC standards are:
Standard #1: Learner development
Standard #2: Learning differences
Standard #4: Content knowledge
Standard #5: Application of content
Standard #6: Assessment
Standard #7: Planning for instruction
Standard #8: Instructional strategies
Center for Clinical Experiences

Over the past few years, the staff and faculty of the Center for Clinical Experiences (CCE) has been developing a plan for the reorganization of the student teaching centers across Michigan. This reorganization process was initiated due to many issues including the recommendations made by the 2023 Teacher Preparation Task Force committee in 2013.

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In addition to the decrease in student enrollment, the CAEP accreditation process has forced us to review our clinical experiences to determine how, and if, we are meeting the needs of our teacher education candidates within our program. To meet the criteria of CAEP accreditation, all aspects of clinical practice in CMU’s teacher education program have been, and continue to be, under review. Procedures, policies, documents, and processes have been examined and revised to create more efficient and effective clinical experiences for teacher candidates that reinforce pedagogical knowledge, increase the complexity and relevance of the experiences, and ensure the development of highly-effective program completers.

Reduction of Student Teaching Centers

The student teaching centers will be reduced from 9 centers to 5 centers by the start of the fall 2016 semester. The Upper Peninsula Center will be eliminated and will now be considered an Out-of-State placement. The Northwest and Bay Area Centers will be eliminated and the placements will be folded into the Mid-Michigan Center. The Genesee Center will be eliminated and the placements will be folded into either the North Metro or Mid-Michigan Centers depending on the location of the student placement. The West Michigan Center will stretch farther north to cover some of the Northwest Center area. The northern boundary of the Metro South Center will move a bit farther north to balance the placement numbers between Metro North and Metro South Centers. Due to the enlargement of the Mid-Michigan Center, the Capital Center will stretch farther north to pick up placements on the southern edge of the Mid-Michigan Center. There may be some rebranding of center names as we move through the change process.

Starting for the fall 2016 semester, the five centers will be:

- Mid-Michigan
- Capital
- West Michigan
- Metro North
- Metro South
Infusion of the Co-Teaching Model into the Clinical Experiences
The Co-Teaching Model will be infused into the Student Teaching Center in a logical and strategical manner. The pilot for the Co-Teaching Model is currently being pursued in the West Michigan center. The progress of the initiation of the Co-Teaching Model in the West Michigan center will be evaluated for areas of strengths and areas needing improvement. The Co-Teaching initiative will then be implemented in the other student teaching centers using the following timeline:

- Mid-Michigan – initiated in fall 2016
- Capital – initiated in fall 2016
- Metro North – initiated in fall 2017
- Metro South – initiated in fall 2017

Co-Teaching Professional Development will be led by the faculty and staff who have been trained in the St. Cloud State University Co-Teaching Model. As the role of the CCE becomes more clearly defined, partnerships will play an expanding role in the clinical experiences for all CMU teacher education candidates.

Development of Process to Identify and Maintain Quality University Coordinators and Cooperating Teachers
A process has been developed for the assessment of University Coordinator. The assessment process includes the use of SOS scores, review of student observations and evaluations, attendance at professional development activities, and a written summary of University Coordinators self-evaluating their work over the past semester. This process will be evaluated and improved as needed. A hiring process for University Coordinators has been developed to replace University Coordinators as openings occur.

The CCE is using feedback from University Coordinators, student teachers, and building principals to develop a list of quality Cooperating Teachers to ensure our student teachers are working with high quality Cooperating Teachers. In the future, as the Co-Teaching Model is fully integrated into the clinical experiences, the identification of highly effective Cooperating Teachers will become even more significant.

Development of a Consistent Seminar
The EDU 432 seminar course will be reviewed and developed to ensure consistency across the five centers. The TEPD Department Chair and the Director of Clinical Experiences will jointly consider the faculty (either tenure-track or fixed-term) assigned to instruct the course. The Department Chair has the final decision as to who to assign to the course(s) to meet the needs of the students and the department in general. There will be only one seminar taught per center. This will mean the integration of seminars for those centers who have been splitting the student teachers into multiple seminar sites. Once the five EDU 432 instructors have been selected and identified, these instructors will meet with the staff of the CCE to develop the structure and content of the seminar to help ensure a high-quality consistent seminar for the student teachers in the field. Once the EDU 432 course has been reviewed and reorganized an online version of the EDU 432 course will be developed. This online version of the seminar will be used with the Out-of-State students. In addition, student teachers involved in the global programs will be able to step into the online version of the seminar to complete their course requirements when they are out of the country.

Submitted by Dr. Larry Corbett
Professional Education Unit

The Professional Education Unit (PEU) is the primary coordinating body for all of CMU’s teacher preparation and continuing education programs which are distributed across six colleges and involve 21 departments/schools and five interdisciplinary councils. The PEU consists of more than 200 professional education faculty members, the Center for Clinical Experiences, the Director of Professional Education, the Dean of the College of Education and Human Services, and the dean or dean’s designee of each involved college. The work of the PEU is supported by the Center for Student Services housed in the College of Education and Human Services. The PEU offers 20 graduate programs at the master’s, specialist, and doctoral levels, and 26 areas of specialized study at the undergraduate level. CMU has been a leader in teacher education programs since it was founded in 1892 and graduates more than 300 teacher candidates annually.

Professional Education Executive Board (PEEB)

Charge and Members

The PEEB consists of the Dean, the Director of Professional Education, and the chair and chair-elect of each of the four professional education committees (PEAC, PECC, PESAR, CPPC). The charge of the executive board is to coordinate, facilitate, and communicate the work of the four professional education committees as well as review and act, as appropriate, on recommendations from those committees. PEEB will work with colleges, departments, professional education faculty and students, the Academic Senate and its committees, campus administrators and staff, and P-12 institutions to champion the best interests of professional education programs at CMU.

(See full charge online at ehs.cmich.edu/peu.)

COMMITTEE UPDATES

Professional Education Unit Committee Updates

PEEB

CPPC  PESAR  PEAC  PECC
Professional Education Assessment Committee (PEAC)

Charge and Members
The charge of the PEAC committee is to provide leadership and guidance in the evaluation of professional education undergraduate and graduate programs. The PEAC committee provides leadership in the development of assessments as well as the ongoing monitoring and dissemination of results based on the results of the evaluations and assessments. (See full charge online at ehs.cmich.edu/peu.)

The current voting members for the 2015-2016 PEAC committee are:

- Susan Griffith (Chair), English Language & Literature Department, College of Humanities & Social & Behavioral Sciences
- Deb Linton (Chair Elect), Department of Biology, College of Science & Technology
- Ray Allen, Department of Physical Education & Sport, Herbert H. & Grace A. Dow College of Health Professions
- Laura Frey, Department of Counseling & Special Education, College of Education & Human Services
- Ren Hullender, Department of Art & Design, College of Communication Fine Arts
- Mary Senter, Department of Sociology, Anthropology & Social Work; CARRS Director, College of Humanities & Social & Behavioral Sciences
- Kevin Cunningham, Department of Teacher Education & Professional Development, College of Education & Human Services
- Maggie Cosgrove, Student
- Vacant, P-12 Representative

Update from Susan Griffith, Chair of PEAC
During the fall semester, PEAC focused its attention on two assessment initiatives. First, committee members recommended revision and coordination of the evaluation forms used by host teachers, university supervisors and students in both pre-student teaching and student teaching field experiences. The newly-revised field experience evaluation forms bring criteria into alignment with InTasc standards and into alignment with each other. In addition to making interpretation of data meaningful within the context of CAEP, this alignment makes comparison of data across experiences and across time easier. In addition, the PEAC worked on revision of the Common Rubric for a Lesson Plan which was adopted as a tool for degree program assessment last spring. The Common Rubric for a Lesson Plan has been expanded to include description of each criteria at three levels.

Professional Education Curriculum Committee (PECC)

Charge and Members
The charge of the PECC is to coordinate, review and make recommendations on curricular items for undergraduate and graduate educator preparation programs. The PECC reviews all proposed undergraduate and graduate P-12 educational programs, degrees, majors, minors, concentrations and after consultation with appropriate academic units, develop recommendations for the Academic Senate forwarded through the PEEB. (See full charge online at ehs.cmich.edu/peu.)

The current voting members for the 2015-2016 PECC committee are:

- Amy Ford (Chair), English Language & Literature Department, College of Humanities & Social & Behavioral Sciences
- Ben Jankens (Chair-Elect), Department of Educational Leadership, College of Education & Human Services
- Solomon Getahun, History Department, College of Humanities & Social & Behavioral Sciences
- Ashley Allen, School of Music, College of Communication & Fine Arts
- Dan Steele, School of Music, College of Communication & Fine Arts
- VACANT, Herbert H. & Grace A. Dow College of Health Professions
- VACANT, Herbert H. & Grace A. Dow College of Health Professions
- Lisa Gandy, Department of Computer Science, College of Science & Technology
- Kahadawala Cooray, Department of Mathematics, College of Science & Technology
- Tim Brannan, Department of Teacher Education & Professional Development, College of Education & Human Services
- Jim McDonald, Department of Teacher Education & Professional Development, College of Education & Human Services
- Kristina Rouech, Department of Teacher Education & Professional Development, College of Education & Human Services
- VACANT, Student
- VACANT, P-12 Representative
Update from Amy Ford, Chair of PECC
The Professional Education Curriculum Committee has been extraordinarily active during the 2015-2016. We reviewed 51 items, including 37 course modifications, 5 new courses, and 9 program changes. We initiated practices to expedite the review of curricular items, such as inviting initiators to present at meetings and distributing the workload among committee members. These practices, combined with members’ careful examination and thoughtful discussion of curricular items, enabled the PECC to manage the large volume. Committee members kept agenda items flowing by making and amending strategic motions, staying late, and using humor when needed.

In reviewing all items, the PECC has maintained a commitment to quality that will enable curricular documents to be used as evidence in accreditation efforts. Coherence in curricular programming is key, both within a Master Course Syllabus (MCS) and in a program. Ultimately, our professional education programs are preparing candidates for practice, whether it be counseling, teaching, administration, or leadership. Several departments took on the challenge of revising programs to align with accreditation, respond to assessment data, and better prepare students for educational professions. We applaud these large-scale efforts, recognizing they are the result of considerable conversation at the department and college levels.

The PECC’s efficiency and effectiveness would not have been possible without Secretary Jamie McDonald’s experience navigating the curricular review process, extensive preparation and follow-up, and outreach to initiators that enabled the PECC to turn items around quickly. I predict Jamie’s behind-the-scenes efforts this year will pay dividends in the future because of her unwavering attention to detail.

I look forward to continuing to serve on the PECC under the leadership of Chair-Elect Benjamin Jankens (EDL), who will assume the role of Chair for the 2016-2017 school-year.

Update from Ben Jankens, Chair-Elect of PECC
I would like to extend a heartfelt thank you and gratitude to Amy Ford, PECC Chair, for leading us in this past year’s curricular activities. Under Amy’s leadership, the PECC has followed through with its responsibility of ensuring professional education curriculum is of the highest standard, not only for accreditation, but also for our students. I look forward to the committee’s continued focus on this important and ongoing work and appreciate the opportunity to serve as the incoming Chair.

Professional Education Selection, Admission, and Retention Committee (PESAR)
Charge and Members
The charge of the PESAR committee is to recommend requirements, criteria, and procedures for selection, admission, and retention of professional education students. In addition, PESAR considers issues of diversity in establishing criteria and work to maintain a culturally diverse student population, disciplinary issues, as well as appeals and grievances related to selection, admission, or retention. (See full charge online at ehs.cmich.edu/peu.)

The current voting members of the 2015-2016 PESAR committee are:
- Scott Roberts (Chair), Department of Teacher Education & Professional Development, College of Education & Human Services
- Meaghan McCollow (Chair-Elect), Department of Counseling & Special Education, College of Education & Human Services
- Meghan Block, English Language & Literature Department, College of Humanities & Social & Behavioral Sciences
- Darrin Doyle, English Language & Literature Department, College of Humanities & Social & Behavioral Sciences (on sabbatical)
- Tamara Jetton, Department of Teacher Education & Professional Development, College of Education & Human Services
- Tibor Marcinek, Department of Mathematics, College of Science & Technology (on sabbatical)
- Erica Patera, Teacher, P-12 Representative
- Suzanne Shellady, Department of Counseling & Special Education, College of Education & Human Services
- VACANT, College of Communication & Fine Arts
- VACANT, Herbert H. & Grace A. Dow College of Health Professions
- Vacant, College of Science and Technology
- Micalah Brennan, Student
- Allyson Hermann, Student
Update from Scott Roberts, Chair of PESAR
During the Spring 2016 semester the Professional Education Selection, Admission, and Retention Committee (PESAR) committee has discussed several important topics and focused on important initiatives in the area of student selection, admission, and retention. Some of the highlights of the semester include:

- Shannon Ebner presented information on the updates for the admission process for teacher education. We have students in Elementary education on both the 2015-2016 Bulletin and before and students are moving through the old program (old admission requirements) and the new program with the new three tier admission process. The SAP system for admission will show the older requirements for at least one more semester (to capture the most effected students).
- Dr. Meaghan McCollow, chair-elect, presented information regarding the history of the disposition pilot discussion within the PESAR committee with one of the earliest discussions taking place in October, 2014. The dispositions pilot was first introduced to PESAR in March 2015. The dispositions pilot covers CAEP standard 3.3. Preparation for the study began in the fall of 2015 and the pilot took place on December 18, 2015. The committee voted to move forward with the second dispositions pilot for the spring semester.
- Dr. Scott L. Roberts looked into partnering up with Stanford University to take part in a student retention study (still in progress).
- Dr. Tammy Hullender visited to discuss assistance CSS is implementing to support students taking the ACT in lieu of the PRE.
- Dr. Scott Roberts and Dr. Meaghan McCollow represented PESAR in the CAEP site visit.

Clinical Partnership and Practices Committee (CPPC)
Charge and Members
To advise, review and make recommendations related to pre-student teaching and student teaching experiences within local school districts.

CMU representatives:
- Larry Corbett, Director of Clinical Experience (Chair), CEHS Center for Clinical Experiences
- JoDell Heroux, Department of Counseling & Special Education, College of Education & Human Services
- Troy Hicks, English Language & Literature Department, College of Humanities & Social & Behavioral Sciences
- Ben Jankens, Department of Educational Leadership, College of Education & Human Services
- Betty Kirby, Senior Associate Dean & Director of Professional Education
- Joellen Lewsader, Department of Human Environmental Studies, College of Education & Human Services
- Jennifer Quick, Director of Pre-Student Teaching, CEHS Center for Clinical Experiences
- Katie Rinke, Clinical Education Coordinator, CEHS Center for Clinical Experiences
- Sheila Roupe, Clinical Education Coordinator, CEHS Center for Clinical Experiences

Area representatives:
- Cindy Araway, Coleman Elementary, Principal
- Mandy Bolen, Clare Primary School, Principal
- Veena Cole, Beal City Elementary, Teacher
- Kelly Dean, Gateway Elementary, Teacher
- Laura Fox, Mary McGuire Elementary Teacher
- Jason Gnegy, St. Johns Public Schools, Curriculum Coordinator,
- Katie Hintz, Gladwin High School, Teacher
- Karen Holton, Shepherd Elementary, Teacher
- Penny Lew, Farwell Middle School, Teacher
- Ann Owens, Pullen Elementary, Teacher
- Ken Schafer, Mt. Pleasant High School, Teacher
- Megan Stembridge, Ganiard Elementary, Teacher
- Jennifer Verleger, Mt. Pleasant Public Schools, Assistant Superintendent,
- Marcy Wierenga, Morey Public Schools, Teacher
- Susan Wooden, Beaverton Rural Schools, Superintendent
- Dee Yarger, Farwell High School, Principal
- Amber Yeagley, Shepherd High School Teacher

Update from Larry Corbett, Chair of CPPC
The Clinical Partnerships and Practices Committee met twice during the spring semester with Teacher Education faculty, along with staff and members of the P-12 educational community. Mary Senter shared the 2015 Principal’s Survey report. Committee members gave feedback and asked that future surveys be send electronically. Tammy Hullender discussed a substitute teaching plan in response to P-12 needs within the Gratiot-Isabella RESA. In addition, Amy Ford from the Diversity Transformation Team met with committee members to share plans to develop a Certificate of Cultural Competency, a Place Conscious Inquiry Guide, and integrating diverse experiences for CMU students. CPPC committee members met with the CAEP accreditation auditors during the site visit and shared their experiences with the CAEP visitation team members.