STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 24, 2009

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the Policy for Teacher Preparation Institution Corrective Action, Self-Improvement, and Plan of Improvement

In June 2006 the State Board of Education (SBE) approved criteria for assigning teacher preparation institutions into categories of performance, using a range of indicators. The categories identified include "At-Risk" and "Low-Performing."

Three years of reporting on performance using these indicators and identifying institutional performance has identified some institutions in the "At-Risk" and "Low-Performing" categories. Section 208(a) of the Higher Education Act requires that states "shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education."

Accordingly, the Office of Professional Preparation Services proposed a policy for corrective action for institutions, along with reporting formats for institutions to use in examining possible systemic reasons for their continued performance issues. Institutions in these categories are expected to file a Plan of Improvement with the Michigan Department of Education each year.

The policy also identifies consequences for institutions whose performance continues to show "At-Risk" or "Low-Performing" status. These consequences are designed to encourage institutions to focus on candidate achievement, to limit eligibility for some opportunities normally available to teacher preparation institutions, and to offer enrolled candidates some protections from consequences to the institution.

During its August 11, 2009 meeting, the SBE reviewed and discussed the proposed policy and implementation plan formats. Exhibit A reflects the change (page 8) requested by the SBE.

It is recommended that the State Board of Education approve the Teacher Preparation Institution Corrective Action, Self-Improvement, and Plan of Improvement, as discussed in the Superintendent's memorandum dated August 24, 2009.

STATE BOARD OF EDUCATION

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Exhibit A

Department of Education

Teacher Preparation Institution Self-Assessment, and Plan of Improvement

August 2009

Michigan Department of Education
Teacher Preparation Institution
Self-Assessment, and Plan of Improvement

In June 2006 the State Board of Education (SBE) approved the Michigan Department of Education (MDE) *Teacher Preparation Institution Performance Score Rubric*. The rubric was developed in compliance with the Higher Education Act (HEA) Title II, Section 208, which requires all state education agencies establish criteria to identify Teacher Preparation Institutions (TPIs) not performing at a "Satisfactory" level. The rubric consists of a set of criteria to reflect the overall effectiveness of a TPI.

The HEA requires that institutions identified through the performance score also be offered technical assistance. Institutions identified as "at-risk" and "low-performing" by the MDE will be placed in corrective action as Level 1, Level 2, or Level 3 (Attachment 1). Technical assistance includes meeting with staff from the Office of Professional Preparation Services, completing an institutional self-assessment (Attachment 2), and develop a plan of improvement (Attachment 3) with clear objectives and strategies for improving performance. For institutions that remain in corrective action over time, technical assistance also includes seeking external assistance and possibly a mentor institution.

The self-assessment tool is based on the National Commission on Teaching and America's Future (NCTAF) institutional self-assessment tool organized around its *Six Dimensions of Quality Teacher Preparation*. The self-assessment is designed to build an institutional team that reflects on the strengths and challenges of its teacher preparation program and to targeted areas for improvement. While only "at-risk" and "low-performing" institutions are required to complete the self-assessment and plan of improvement, all institutions are encouraged to reflect on possible improvement. Both the self-assessment and plan of improvement reports are to be completed and received by the MDE as outlined in the corrective action steps plan (Attachment 1).

Self-Assessment Elements for At-Risk or Low-Performing Institutions:

Part A is an institutional descriptive section, including student demographic and faculty resource allocation and teaching loads information. Elements of the profile that are also part of the HEA Title II Institutional Reports or other formal reports can be transferred into this format.

Part B contains questions for institutional analysis of status and examination of deeper questions of quality control, focus, and related issues.

Part C requires the identification of assessment mechanisms used to assure quality teacher preparation.

Part D focuses on the assessment of clinical practice and performance assessment of effective teaching skills.

The self-assessment must be conducted in the first year that an institution is designated for corrective action at Level 1 or 2. It must be updated annually, with updates available for the MDE to review on monitoring visits. It must be shared and reviewed with faculty in education and in Arts and Sciences so that commonly shared information can form the basis for the plan of improvement.

Teacher Preparation Plan of Improvement:

The plan of improvement should incorporate objectives determined by the institution to be critical in improving its performance and must include descriptions of specific strategies to achieve those objectives. This report is to be received by the MDE as outlined in the corrective action steps plan until "Satisfactory" status on the TPI performance score is achieved, or the institution is suspended from recommending candidates.

MICHIGAN DEPARTMENT OF EDUCATION

CORRECTIVE ACTION STEPS for AT-RISK AND LOW-PERFORMING TEACHER PREPARATION INSTITUTIONS

Effective with the August 2009 Performance Score Report

Level 1 Corrective Action: At-Risk status, in the first two years of such designation, are required to:

- Notify students admitted to the teacher preparation program in writing of the status of the institution and possible impact on their educational endeavor. The institution must submit a copy of the written notification to the Michigan Department of Education (MDE).
- Completes a needs assessment and teacher preparation plan of improvement using the MDE's templates, within six months of announcement of at-risk status designation.
- Implement improvement plan after review by the MDE.
- Report actions and progress in writing to the MDE at the conclusion of every six months of at-risk status.
- Use available technical assistance by MDE staff and Michigan Association of Colleges of Teacher Education (MACTE), Association of Independent Colleges and Universities in Michigan (AICUM), and/or other external consultants.
- Withdraw, after one academic year of less than satisfactory status, from serving as a mentor to any higher education institution seeking State Board of Education (SBE) approval to offer teacher preparation; this includes informing the MDE and mentee institution in writing.
- Acknowledge ineligibility to apply for Higher Education Act Title II subpart A(3) grants; however, existing grants may be continued.
- Move to satisfactory within two years or move to low-performing status and Level 2 Corrective Action.

Level 2 Corrective Action: Low-Performing status or At-Risk status (after two years at Level 1) are required to do all required activities in Level 1 plus:

- Notify the institution's national accrediting agency in writing of its status as part of a regular annual update to the agency and provide a copy of the notification to the MDE.
- Work with a qualified external consultant to execute the improvement plan and provide the MDE with information about the consultant's qualifications.
- Develop an agreement to work with a Michigan mentor institution, in satisfactory or better standing, to function as model for structural and process improvement and to recommend teacher candidates and others for certification if the need to do so occurs.
- Withdraw new programs being reviewed for initial teacher preparation approval. Approved programs being reviewed for alignment to new SBE standards may continue in the review process.

- Attain satisfactory status within two years (if low-performing and Level 2 Corrective Action was the initial performance designation), otherwise move to Level 3 Corrective Action; or
- Attain satisfactory status within one year at Level 2 Corrective Action (if at-risk and Level 1 Corrective Action was the initial performance designation), otherwise move to Level 3 Corrective Action.

Level 3 Corrective Action: Institutions beginning their third year in Low-Performing status or those institutions in initial status as At-Risk now beginning second year in Low-Performing status are required to do all required activities in Levels 1 and 2 plus:

- Immediately stop admission to all specialty programs with Michigan Test for Teacher Certification (MTTC) test scores below 80% pass rate.
- Work with the MDE to nominate a Committee of Scholars to advise the SBE on the conditions under which the institution's approval could be maintained for teacher preparation or recommend a phase-out timeline if the SBE decides to rescind the institution's approval.
- Assist teacher preparation students to complete teacher preparation at other Michigan approved institutions, including, but not limited to:
  - Notifying students of the timeline by which the teacher preparation program will phase out at the institution.
  - Completing necessary paperwork for cost-free transfer of records, course work, and field experiences to a new Michigan institution.
  - Completing necessary paperwork for cost-free transfer of financial aid to a new institution.

Teacher Preparation Institution Self-Assessment

Institution: _____

A. Institutional Profile:
Describe Public or Independent, urban, suburban, or rural and institutional mission

Academic Year: _____

Total institutional headcount: _____

1. Student demographics of total institution:
Ethnicity, by undergraduate and Post BA levels.

	Undergraduate	Post BA
White		
Black		
Hispanic		
American Indian		
Asian		
Other		
Total		

Gender, by undergraduate and Post BA levels.

	Undergraduate	Post BA
Female		
Male		
Total		

Percent of all students enrolled in undergraduate programs under 25 years old: _____ %

If more than 20% are under 25, identify the top three feeder high schools in Michigan whose students are admitted to the institution as a whole:
1.
2.
3.

Percent of undergraduate student body that transferred credit from a community college: _____ %

If more than 10% transferred, name the three main community colleges sending students:

1.
2.
3.

2. Student demographics of Education Program:

Ethnicity, by undergraduate and Post BA levels.

	Undergraduate	Post BA
White		
Black		
Hispanic		
American Indian		
Asian		
Other		
Total Headcount		

Total Education Program Headcount: _____
(Count only students formally admitted to Education)

Gender, by undergraduate and Post BA levels.

	Undergraduate	Post BA
Female		
Male		
Total Headcount		

Percent of all students enrolled in undergraduate Education programs under 25 years old: _____ %

Identify the ~~top~~ ~~three~~ **FIVE** ~~feeder~~ **MICHIGAN** high schools ~~in Michigan whose~~ **THAT PROVIDE THE GREATEST NUMBER OF** graduates **WHO** are admitted to the Education program:

1.
2.
3.
4.
5.

Percent of the undergraduate Education student body transferring credit from a community college: _____ %

If more than 10% transferred, list the three main community colleges sending students:

1.
2.
3.

What feedback does the institution give the high schools and community college about performance of their students? How often is feedback given?
How many of the top feeder high schools failing to meet AYP in the last two years? http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html None _____ One _____ Two _____ All _____ [Check correct selection]
What academic support is offered to students from schools not making AYP and other students needing such support?
What strategies are used to have a diverse pool of candidates?
How many students applied for the Education program admission in the last academic year? _____ What percent were admitted _____ %
3. Faculty Characteristics and Teaching Load:
a. Institution as a whole: Number regular Full-time faculty _____ Percent with doctorate* _____ % Number regular Part-time faculty _____ Percent with doctorate* _____ % Number Adjunct faculty _____ Percent with doctorate* _____ % Institutional faculty/student ratio _____ Institutional average class size _____

b. Education Program:

Number regular Full-time faculty	_____	
Percent with doctorate*	_____	%
Percent supervising field experience	_____	%
Mean number of student teachers supervised/semester	_____	
Number regular Part-time faculty	_____	
Percent with doctorate*	_____	%
Percent supervising field experience	_____	%
Mean number of student teachers supervised/semester	_____	
Number Adjunct faculty	_____	
Percent with doctorate*	_____	%
Percent supervising field experience	_____	%
Mean number of student teachers supervised/semester	_____	

***In all cases, only earned doctorate related to faculty assignment should be reported.**

Education program faculty/student ratio	_____
Education program average class size	_____

Describe the staff characteristics of student advisors in the Education program (e.g. percent full time, percent with graduate degrees, and availability in evenings).

B. Quality System Elements: Identify and describe the criteria for admission to the institution: (e.g. GPA, ACT/SAT, references, Merit score)
Percent of new students for the institution as a whole (freshmen and transfer) requiring remediation in: Math: _____ % Reading: _____ % Writing: _____ %
Is there a formal admission system for Education, distinct from admission to the institution? If so, identify and describe the criteria for admission to the Education program: (e.g. GPA in specific courses, Michigan Test for Teacher Certification (MTTC) Basic Skills Test (BST), experience with children, references, etc.)
Are there articulation agreements with community colleges for entrance into the Education program? Yes / No If yes, which community colleges. Are the same criteria for admission to Education (cited above) also used for these transfer students? Yes / No
Is there a specified separate Post BA admission path for adults with bachelor degrees to enter the Education program? Yes / No If yes, what are the criteria for admission?
Does the Education program require success in all parts of the MTTC BST for admission to the Education program? Yes / No If no, at what point must all sections be passed?

What subtests of the BST are most problematic for your students?
What advice is offered to students who fail a subtest of the BST?
What follow-up is done on students who fail a subtest of the BST?
State law requires candidates to pass the BST before student teaching. Describe the monitoring system for assuring compliance.
Does the Education program require successful completion of the MTTC in the major: Before student teaching Yes / No Before awarding a diploma Yes / No
Does the Education program require successful completion of the MTTC in a minor (if relevant): Before student teaching Yes / No Before recommending the candidate for certification Yes / No
Describe the monitoring and support system for working with students who have not been successful on a MTTC content test in a major or minor.
What is the minimum GPA for a student to be assigned to student teaching? _____

Use of Data:
How often are the patterns of admission and success of native, transfer, and Post BA students considered by the Education faculty as a whole? Which considerations have led to changes in policy in the last three years?
How does the Education program communicate with feeder high schools and community colleges to develop academic achievement expectations?
What steps (and how often) does the program follow to ensure that each specialty curriculum is aligned with state learning standards in specialty content?
C. Program Review of Evidence:
What requirements and assessment mechanisms does the program use to ensure that teacher candidates demonstrate a firm understanding of the specialty content subjects? _____ MTTC content tests _____ GPA in content coursework _____ Portfolio evidence reviewed by content faculty _____ Other: _____
What requirements and assessment mechanisms does the program use to ensure that teacher candidates demonstrate strong application of specialty content pedagogy appropriate to their subjects? _____ Portfolio evidence of content-specific pedagogy _____ Early field experience assessments of pedagogy _____ Other: _____
How often is program curriculum updated on the basis of program self-assessment and recent research in the discipline?

Describe the regular communication (and frequency of communication) the Education department has with faculty in Arts and Sciences and other schools, colleges, or departments of the institution that contribute to the content knowledge of teacher candidates.
How do the Education program faculty and faculty in other schools, colleges, or departments of the institution collaborate in: Developing specialty course and program expectations?
Developing content-specific pedagogy expectations and assessments?
Revising curriculum?
Reviewing candidate evidence (e.g. GPA, portfolio MTTC data)?
IN THE LAST THREE YEARS, what percent of students have **not** been assigned to student teaching because of: MTTC BST scores _____ % MTTC content scores _____ % GPA _____ % Other academic issue _____ %
What sources of information does the program use in determining that a candidate has been successful in clinical experience: _____ Supervisor rating ➢ How many, how often? _____ _____ Cooperating teacher rating? _____ Other assessments

How often does the Education program look at evidence regarding teachers it has prepared? Describe the evidence and its source(s).
Describe the methods used and the staff involved in the review of: • State HEA report on completers • MDE annual spreadsheet on cohort completion • Feedback from principals • State Center for Educational Performance and Information data on placement of new teachers
What percent of teachers prepared in this program were hired in Michigan public or nonpublic schools in the last two years? _____ %
Describe the regular communication (and frequency of communication) the Education program has with school districts where most of the program's new teachers are placed.
Describe how the feedback about new teachers prepared in the program is shared with faculty in the Education program and across the institution.
Narrative focus: Describe specific accomplishments and challenges regarding admission and assessment of candidates and regarding quality components of the program.
Targeted Areas for Improvement: What are the two most important foci in the arenas of admission and assessment of candidates and within the quality components of the program for action in the next year?

D. Clinical practice to develop effective teaching skills and faculty involvement in valid performance assessment of those skills: Michigan Administrative Rule 390.1123 requires that the directed teaching assignment be for a minimum duration of 12 weeks and for a minimum of six semester credit hours.
1. In addition to the administrative rule requirement for directed teaching, what other criteria are used to determine the length and content of clinical practice for teacher candidates? What are the expected outcomes? How much time is spent in internship experiences other than student teaching? Describe required early structured and monitored field experiences before student teaching.
2. How does the teacher preparation program measure the performance of teacher candidates to ensure they have the teaching skills necessary to help all students achieve to high standards? How often is this done? Who observes/evaluates? Are the observers trained in a common framework such as the Professional Standards for Michigan Teachers (PSMT)? Is the performance-based assessment system used aligned with the PSMT? If so, how? If not, why not?
3. What other standards are used in the performance-based assessment process?
4. Does the institution use standards-based rubrics for the performance/clinical assessment process?

5. Does the program incorporate into clinical observation the standards of relevant professional SBE content standards and/or content organizations (e.g., National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA), etc.)?
6. Are local district personnel involved in the assessment process? If so, are they trained in the same common framework (e.g. PSMT) as the program representatives?
7. Does the program require successful completion of a <u>standards-based</u> portfolio (not an interview portfolio) as an exit requirement? If yes, does the program use standards-based rubrics for the performance-based portfolio process? If yes, are the standards of professional content organizations (e.g. NCTE, NCTM, NSTA, etc.) incorporated in the portfolio process? Are local district personnel involved in portfolio assessment? If so, are they trained in the same framework and rubrics to use in reviewing exhibits?
8. How many full-time faculty participate in supervision and development of clinical practice for candidates? What proportion is from Arts and Sciences or other schools, colleges, or departments across the institution?
9. What criteria are used to select supervising teachers for clinical experiences?

10. What criteria are used to select clinical practice sites?
11. How does the teacher preparation program ensure that all teacher candidates have clinical experiences in diverse settings, including those with high percentages of minority and socio economically disadvantaged students? If these are embedded in coursework, show syllabi requiring such experiences.
12. What rewards/incentives are offered to encourage Arts and Sciences faculty, full-time Education faculty and P-12 faculty to participate in the clinical aspects of the teacher preparation program?
13. Does the institution allow teacher candidates to substitute teach during student teaching? If so, after how many weeks of directed teaching can candidates substitute teach for pay? Is there a limit on placement, setting or length of substitute teaching?
Assessment: Describe specific accomplishments and challenges in clinical practice.
Targeted areas for improvement: What are the two most important areas in clinical practice needing action in the next year?

MICHIGAN DEPARTMENT OF EDUCATION
TEACHER PREPARATION INSTITUTION PLAN OF IMPROVEMENT

Teacher preparation institutions identified as "At-Risk" or "Low-Performing" are required to complete and submit a plan of improvement. Other institutions are also strongly encouraged to submit a plan of improvement. The plan of improvement is aligned with the six criteria identified in the *Teacher Preparation Institution Performance Score*.

Performance Criteria	Status	Objectives	Strategies for Meeting Objectives
I. Program Review: All programs are nationally accredited or have been approved by the Michigan Department of Education.			
Program standards are aligned with the Michigan Grade Level Content Expectations, High School Content Expectations or other state standards.			

Performance Criteria	Status	Objectives	Strategies for Meeting Objectives
II. Preparation for the Michigan Test for Teacher Certification (MTTC): Assessment strategies for measuring academic content knowledge for program entry.			
Assessment of basic skills competence in reading, writing, and mathematics.			
Assessment strategies for measuring pre-professional readiness for student teaching.			
Analysis of MTTC content test scores and strategies for improvement.			

Performance Criteria	Status	Objectives	Strategies for Meeting Objectives
III. Program Completion: Academic advisement and support.			
Program retention.			
Program delivery options.			

Performance Criteria	Status	Objectives	Strategies for Meeting Objectives
IV. Survey of Candidates: Candidates' knowledge of the *Professional Standards for Michigan Teachers*.			
Quality supervised field placement with on-going observation, feedback, and reflection.			
Achieving a high response rate to the survey.			

Performance Criteria	Status	Objectives	Strategies for Meeting Objectives
V. Survey of Supervisors: Use of responses to improve the preparation of candidates for student teaching.			
Achieving a high response rate to the survey.			
VI. Responsiveness to State Need: Recruitment and preparation of candidates in high needs content areas.			
Recruitment and preparation of culturally diverse candidates.			

Performance Criteria	Status	Objectives	Strategies for Meeting Objectives
VII. Feedback from Principals: Systematic response is sought from principals.			
Feedback is shared with education faculty.			