MI

Western Michigan University
Traditional Report AY 2019-20
Michigan

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

172699

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1903 W. Michigan Avenue

CITY

Kalamazoo

STATE

Michigan

ZIP

49008-5260

SALUTATION

Dr.

FIRST NAME

Marcia

LAST NAME

Fetters

PHONE

(269) 387-2963

EMAIL

marcia.fetters@wmich.edu

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	UG	
13.1309	Teacher Education - Technology/Industrial Arts	Both	
13.1320	Teacher Education - Trade and Industrial	Both	

Total number of teacher preparation programs:

34

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- (●) Yes
- ( ) No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	( ) Yes (●) No
Background check	(●) Yes ( ) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in content area coursework	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in professional education coursework	(●) Yes ( ) No	(●) Yes ( ) No
Minimum ACT score	( ) Yes (●) No	( ) Yes (●) No
Minimum SAT score	( ) Yes (●) No	( ) Yes (●) No
Minimum basic skills test score	( ) Yes (●) No	( ) Yes (●) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	(●) Yes ( ) No
Recommendation(s)	( ) Yes (●) No	( ) Yes (●) No
Essay or personal statement	(●) Yes ( ) No	(●) Yes ( ) No

Element	Admission	Completion
Interview	Yes / No	Yes / No
Other Specify:	Yes / No	Yes / No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

In 19-2020, the majority of the teacher education programs required a minimum GPA of 3.0 for admission and at final internship. The Art Education, Music Education, Career and Technical Education, and Health and Physical Education programs required minimum GPAs of 2.75 at admission and final internship.The State of Michigan has eliminated the basic skills requirement for teachers as of September 25, 2018. WMU still requires candidates to meet reading, writing, and math basic skill proficiencies for admission to teacher education.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- (●) Yes
- ( ) No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	Yes / No	Yes / No
Fingerprint check	Yes / No	Yes / No
Background check	Yes / No	Yes / No
Minimum number of courses/credits/semester hours completed	Yes / No	Yes / No
Minimum GPA	Yes / No	Yes / No
Minimum GPA in content area coursework	Yes / No	Yes / No
Minimum GPA in professional education coursework	Yes / No	Yes / No
Minimum ACT score	Yes / No	Yes / No
Minimum SAT score	Yes / No	Yes / No
Minimum basic skills test score	Yes / No	Yes / No
Subject area/academic content test or other subject matter verification	Yes / No	Yes / No

Element	Admission	Completion
Recommendation(s)	(•) Yes ( ) No	( ) Yes (•) No
Essay or personal statement	(•) Yes ( ) No	(•) Yes ( ) No
Interview	(•) Yes ( ) No	( ) Yes (•) No
Other Specify:	( ) Yes ( ) No	( ) Yes ( ) No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

The State of Michigan has eliminated the basic skills requirement for teachers as of September 25, 2018. WMU still requires candidates to meet reading, writing, and math basic skill proficiencies for admission to teacher education programs.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

(•) Yes
( ) No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	272
Number of clock hours required for student teaching	680

Are there programs in which candidates are the teacher of record?

( ) Yes
(•) No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	24
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	391
Number of students in supervised clinical experience during this academic year	338

Please provide any additional information about or descriptions of the supervised clinical experiences:

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	639
Subset of Program Completers	119

Gender	Total Enrolled	Subset of Program Completers
Male	159	28
Female	480	91
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	12	2
Black or African American	33	3
Hispanic/Latino of any race	28	1
Native Hawaiian or Other Pacific Islander	0	0
White	519	104

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	23	3
No Race/Ethnicity Reported	23	6

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	15
13.1202	Teacher Education - Elementary Education	63

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	10
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	31
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	2
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	2
13.1311	Teacher Education - Mathematics	12
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	5
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	10
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Political Science	2

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- (●) Yes
- ( ) No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	15
13.1202	Teacher Education - Elementary Education	24
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	10
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	4

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	2
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	2
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	5
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- (●) Yes
- ( ) No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- (●) Yes
- ( ) No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- (●) Yes
- ( ) No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- (●) Yes
- ( ) No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- (●) Yes
- ( ) No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- (●) Yes
- ( ) No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The revision, validation, and systematic implementation of candidate assessment throughout WMU teacher education programs is one of our most successful strategies in meeting the assurances listed above. We use Rinaldo & Foote's Candidate Disposition Inventory and Lesson Plan, Impact on Student Learning, and Final Intern Evaluation key assessment rubrics that were developed and validated collaboratively with our PK-12 partners. These assessment instruments include items that allow faculty, clinical instructors, and cooperating teachers to assess candidate preparation as they move through and complete the program. All Teacher Education Unit (TEU) programs use the data from these assessment rubrics to make course and/or program changes to improve candidate preparation as part of our continuous improvement process. The TEU instituted a data day to review key assessment data at a minimum of one time per semester. Some of the specific preparation strategies designed to meet the program assurances that are embedded in program courses, key assessments, and clinical experiences include: (1) Instructional design in methods courses and field-based practica informed by local and state grade-level expectations in each content area, relevant state and national standards (I.e. ISTE, CEC, InTASC,

NGSS, College and Career Readiness, etc.), content differentiation for high need areas, and input from local PK-12 partners; (2) Use of school-based or virtual seminars as a part of pre-intern and internship experiences; (3) All special education candidates complete the same elementary education content, methods, and field experiences as general education elementary candidates and also provide core academic content instruction to children with disabilities during their four special education practica; (4) Special education and literacy coursework for all general education candidates that specifically addresses the provision of instruction to children with disabilities and non-native speakers of English, including significant focus on differentiated instruction and universal design for learning; (5) Content methods courses and clinical experiences that all address cultural and economic diversity as components of effective instructional design and teaching; and (6) Professional development during the final internship focused on the program assurance areas.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

The goal is to maintain our enrollment of candidates in mathematics.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

4. Description of strategies used to achieve goal, if applicable:

WMU has employed a variety of strategies to achieve this goal including: (1) targeted mathematics and science tutoring through the Gateways to Completion initiative, (2) Learning Assistants embedded in algebra and calculus courses, (3) student success outreach initiatives in the Colleges of Arts and Sciences and Education and Human Development, (4) First Year Experience courses for secondary education candidates taught by program advisors and incorporating Clifton Strengths coaching, (5) TRIO Student Support Services--Teacher Preparation program services for eligible candidates, and (6) a partnership with Kalamazoo Public Schools to provide financial support to future teachers (FEP Scholars).

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We will continue to employ the strategies listed above to support and encourage WMU undergraduates to choose mathematics education career paths. Unfortunately, WMU has experienced declining enrollment in general and in teacher education in specific. Fewer students and candidates mean that it is more difficult to maintain or increase enrollments in specific programs. Data shows that by the year 2030, the pool of Michigan high school graduates will be 14% smaller than it is today. 86% of WMU students are from Michigan.

6. Provide any additional comments, exceptions and explanations below:

Several factors, including the decline in Michigan high school graduates and the success of the Woodrow Wilson Teaching Fellows grant-funded program (which prepared and supported post-baccalaureate candidates in initial teacher certification in math and science from 2011 to 2017), prompted WMU to move our secondary education initial certification program from the undergraduate to the graduate level. Starting in the 2020 academic year, the new graduate level cohort based program will allow candidates with a variety of undergraduate degrees to complete secondary education certification requirements in an intensive 14 month program. We anticipate that the program will attract career changers from STEM fields into teaching and positively impact our preparation of mathematics teachers.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

The goal is to enroll two mathematics candidates in the first cohort of the secondary education post-baccalaureate initial certification program.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

The goal is to enroll two mathematics candidates in the second cohort of the secondary education post-baccalaureate initial certification program.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

The goal is to maintain our enrollment of candidates in science education.

3. Did your program meet the goal?

- ( ) Yes
- (●) No

4. Description of strategies used to achieve goal, if applicable:

WMU has employed a variety of strategies to achieve this goal including: (1) targeted mathematics and science tutoring through the Gateways to Completion initiative, (2) Learning Assistants embedded in entry level biology, chemistry, and physics courses, (3) student success outreach initiatives in the Colleges of Arts and Sciences and Education and Human Development, (4) a Pathways to Science Teaching grant from the National Science Foundation that provides a 10-week summer immersion program for prospective science educators, (5) First Year Experience courses for secondary education candidates taught by program advisors and incorporating Clifton Strengths coaching, (6) TRIO Student Support Services--Teacher Preparation program services for eligible candidates, (7) a partnership with Kalamazoo Public Schools to provide financial support to future teachers (FEP Scholars), and (8) an online graduate level integrated science endorsement program for certified secondary science teachers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We will continue to employ the strategies listed above to support and encourage WMU undergraduates to choose science education career paths. Unfortunately, WMU has experienced declining enrollment in general and in teacher education in specific. Fewer students and candidates mean that it is more difficult to maintain or increase enrollments in specific programs. Data shows that by the year 2030, the pool of Michigan high school graduates

will be 14% smaller than it is today. 86% of WMU students are from Michigan.

6. Provide any additional comments, exceptions and explanations below:

Our goal is to maintain science education enrollments.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

The goal is to enroll two science candidates in the first cohort of the secondary education post-baccalaureate initial certification program.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

The goal is to enroll two science candidates in the second cohort of the secondary education post-baccalaureate initial certification program.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

The goal is to maintain our enrollment of special education candidates.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

4. Description of strategies used to achieve goal, if applicable:

WMU has employed a variety of strategies to achieve this goal including: (1) scholarships for autism endorsement candidates funded through a $1.2 million Personal Preparation Grant in Interdisciplinary Preparation in Autism (IPA) from the Office of Special Education Programs at the U.S. Department of Education, (2) involvement of prospective candidates in the Council for Exceptional Children WMU student organization, (3) student success outreach initiatives in the College Education and Human Development, (4) Special Education Michigan Test for Teacher Certification (MTTC) preparation, (5) First Year Experience courses for special education candidates taught by program advisors and incorporating Clifton Strengths coaching, (6) TRIO Student Support Services--Teacher Preparation program services for eligible candidates, (7) a partnership with Kalamazoo Public Schools to provide financial support to future teachers (FEP Scholars), (8) an online graduate-level visual impairment endorsement program offered through a partnership with the Michigan Department of Education, WMU, and several out-of-state universities that provides tuition support for Michigan teachers and, (9) an online graduate-level endorsement program in Special (Adapted) Physical Education.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Unfortunately, WMU has experienced declining enrollment in general and in teacher education in specific. Fewer students and candidates mean that it is

more difficult to maintain or increase enrollments in specific programs. Data shows that by the year 2030, the pool of Michigan high school graduates will be 14% smaller than it is today. 86% of WMU students are from Michigan. We will continue to employ the strategies listed above and to explore additional opportunities, including the development of an Expedited Educator Preparation Program under new Michigan regulations.

6. Provide any additional comments, exceptions and explanations below:

Our special education program is capped. We do not expect significant variation as a result.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

The goal is to maintain our enrollment of special education candidates.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

The goal is to maintain our enrollment of special education candidates.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Our goal is to enroll a cohort of 20 new ESL/TESOL candidates during the 2019-20 year.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

4. Description of strategies used to achieve goal, if applicable:

We provided significant tuition scholarships through a five-year training grant funded in 2017 by the U.S. Department of Education's Office of English Language Acquisition for the amount of $2.6 million dollars. Project English Learners and Teacher Education (ELATE) provides tuition scholarships in addition to a rigorous and comprehensive professional development program for both pre-service and in-service teachers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We have learned that meaningful tuition scholarships significantly impact program enrollments. WMU faculty will continue to pursue external funding for tuition scholarships so that we can address high need areas.

6. Provide any additional comments, exceptions and explanations below:

In September 2017, four WMU faculty were awarded a five-year training grant by the U.S. Department of Education's Office of English Language Acquisition for the amount of $2.6 million dollars. Project English Learners and Teacher Education (ELATE) provides tuition scholarships in addition to a rigorous and comprehensive professional development program for both pre-service and in-service teachers

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal is to enroll a cohort of 10 new ESL/TESOL candidates during the 2020-21 year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

The goal is to enroll five students in the new undergraduate elementary education and TESOL program in the 2021-22 academic year.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	1			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2019-20	5			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2017-18	2			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2019-20	6			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	226	6	50
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	13	235	10	77
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	63	245	63	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	53	243	53	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	81	243	81	100
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2017-18	1			
002 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	4			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	17	249	17	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	19	246	19	100
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	4			
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	8			
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	4			
024 -GERMAN Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	2			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	5			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	3			
112 -HEALTH AND P.E. SUBTEST 1: HEALTH EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
112 -HEALTH AND P.E. SUBTEST 1: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
113 -HEALTH AND P.E. SUBTEST 2: PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
113 -HEALTH AND P.E. SUBTEST 2: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
009 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	3			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	5			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	5			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
093 -INTEGRATED SCIENCE (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2018-19	1			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	3			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	3			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	4			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	8			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	249	10	100
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	17	250	17	100
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	25	253	25	100
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	5			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	3			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	10	244	10	100
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	3			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	3			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	251	10	100
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	119	119	100
All program completers, 2018-19	122	122	100
All program completers, 2017-18	173	173	100

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- (●) Yes
- ( ) No

If yes, please specify the organization(s) that approved or accredited your program:

- [x] State
- [x] CAEP
- [ ] AAQEP
- [x] Other specify:

Institution is accredited by HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - (●) Yes
   - ( ) No

   b. **use technology effectively to collect data to improve teaching and learning**

   - (●) Yes
   - ( ) No

   c. **use technology effectively to manage data to improve teaching and learning**

   - (●) Yes
   - ( ) No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - (●) Yes
   - ( ) No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   After reviewing WMU's data and speaking with candidates, completers, faculty, and PK-12 partners during the 2019-2020 accreditation process, the CAEP Site Visit Team concluded that "Candidates have multiple opportunities to learn about using technology in their teaching and how to have their students use technology to enhance and support their learning." We use the following Key Assessments to provide evidence of candidates' ability to model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and to enrich professional practice: Lesson Plans during methods courses, Impact on Student Learning during clinical experiences, and the Final Internship Evaluation and Exit Portfolio during the final internship. The program faculty use the results of these assessments to provide feedback and remediation, if necessary, to candidates during their preparation program and as part of continuous program improvement. Programs in elementary education, early childhood education, and special education include specific coursework, based on ISTE standards, related to the use of technologies to support and enhance teaching and learning. The secondary education programs include instructional technology training and the use of technology to promote PK-12 student learning in the content-specific methods courses and the general methods courses required in each program. Faculty also model the use of technologies to assess students and analyze data related to those assessments GoReact, a video analysis tool, has been used in the program for several years, but its use was significantly expanded during virtual clinical experiences required by the move to virtual learning as a result of the pandemic in spring 2020. GoReact allows teacher candidates to evaluate their own teaching and allows faculty to provide more specific feedback about

the candidate's teaching than they could in real time. This tool allows faculty to see teacher candidate progress across time and for inter-rater reliability to be calculated for each clinical experience. We connected the GoReact video to the the observation tool and/or mid term/final evaluation assessments so candidates were able to see the evidence of the standards they had or had not met. We also used GoReact for live observations in spring 2020, during COVID. During 2019-2020, we started a pilot to explore Google Educator certification for all candidates through content methods and educational technology coursework (Level 1) and clinical experiences (Level 2). We have expanded the Level 1 pilot to additional methods courses during 2020-21 and plan to continue the expansion during the 2021-22 academic year.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All teacher candidates in elementary and secondary programs complete coursework focused on effective teaching of students with disabilities and those of limited English proficiency by first understanding the legalities and processes within special education. Within their clinical experiences the teacher candidates then have the foundational knowledge to collaborate on multidisciplinary teams to develop, implement, and evaluate individualized education plans for students with learning differences. Key assessment data on this skill set is collected during micro teaching in methods classes (Lesson Plans), pre-internships (Lesson Plan, Impact on Student Learning), and internships (Lesson Plan, Impact on Student Learning, Final Internship Evaluation, Exit Portfolio). This data is used to evaluate all general education candidates on their (1) ability to differentiate instruction and use universal design for learning (UDL) to best meet the educational needs of identified students with learning differences and (2) preparedness to collect and use data on success of both academic and behavioral interventions to improve instruction and subsequent learning for students with special needs. During the bi-annual program continuous improvement process, program faculty review the assessment data to refine the general education curriculum relative to teaching students with diverse needs, including changes to special education coursework and/or clinical experiences required of all general education candidates.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   See narrative in 1.a. above.

   c. **Effectively teach students who are limited English proficient.**

   See narrative in 1.a. above.

2. **Does your program prepare special education teachers?**

   - (●) **Yes**
   - ( ) **No**

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   Preparation includes multiple modalities coupled with frequent, structured, and supervised practica prior to student teaching. All special education teacher candidates must complete a full year of student teaching which includes preparation in two endorsement areas of special education (emotional impairment and learning disabilities) plus the general elementary education classroom. Special education candidates are evaluated during each practica and student teaching. Program faculty use the evaluation data to help individual candidates improve their pedagogy and as part of continuous program improvement.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.*

Special Education Teacher Candidates are exposed to the individualized education programs their first semester in the program. They learn fundamental knowledge of the process within coursework and then are asked to observe an IEP meeting within their first field experience. In subsequent practica they are asked to participate within the IEP process and they are expected to co-lead or lead an IEP meeting during intern teaching.

c. Effectively teach students who are limited English proficient.

See narrative in 2.a. above.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Western Michigan University (WMU) is located in Kalamazoo, Michigan, midway between Detroit and Chicago. Over 335,000 residents call metro Kalamazoo home, making it the 6th largest metropolitan area in Michigan. WMU's student body totals nearly 21,500 and is made up of people from every Michigan county, every U.S. state, and nearly 100 other countries. It is relatively balanced in terms of gender with males accounting for 49% of the student population and females at 51%. It is heavily represented (86%) by Michigan residents. Approximately 27% of students are from underrepresented populations, while 8% hail from other nations. Over 20% of WMU students study at the graduate level. Within the College of Education and Human Development, where the majority of the degrees are earned for teacher education, 29% of faculty come from underrepresented populations. WMU owes its roots to the College of Education and Human Development. Founded in 1903 as a teacher's college to fulfill a teacher shortage and address the lack of training opportunities in west Michigan, WMU has grown into an internationally regarded higher education institution while maintaining a strong commitment to training teachers, school administrators, and school counselors. In 1918, WMU began to offer four-year bachelor's degrees for teachers. Across the four colleges of Education and Human Development, Arts and Sciences, Fine Arts, and Health and Human Services, WMU's Teacher Education Unit (TEU) currently offers 33 initial teacher preparation programs at the undergraduate and graduate levels, ten graduate level endorsement and advanced programs, and Career and Technical Education certification in 53 content areas. In 2019-2020, the WMU TEU has earned national accreditation from Council for the Accreditation of Educator Preparation (CAEP) by demonstrating excellence in the areas of content and pedagogy, clinical experiences, selectivity, program impact, and capacity for continuous improvement at the initial and advanced program levels. The CAEP accreditation is for seven years. CAEP is the only national accreditor for educator preparation recognized by the Council for Higher Education Accreditation (CHEA). The curriculum, activities, and assessment of the TEU are overseen by the Educator Preparation Governing Council (EPGC), a policy-making and review body with oversight of any matter related to the preparation of PK-12 education professionals at Western Michigan University, including undergraduate and graduate programs. Its ultimate goal is to improve the quality of educator preparation programs and the learning of students. For example, it will be concerned with the establishment or revision of educator programs, the assessment of program outcomes, and the alignment of programs with state and national standards for educators. The EPGC is structured with three standing committees: (1) The Executive Committee is responsible for overseeing the governance of the EPGC. (2) The Assessment and Compliance Committee assures that candidate assessments are implemented at key checkpoints in educator preparation and presents, to the Executive Committee, recommendations for improvement and recommendations pertaining to how deficiencies identified during the assessment can be remediated. (3) The Professional Educators Board Curriculum Committee (PEBCC) reviews all curriculum proposals impacting educator preparation. In addition, the EPGC may establish ad hoc committees as needed to address emerging issues. The shared values and beliefs of WMU's TEU are shaped by the following influences: (1) our professional commitment to understanding and promulgating the intellectual, moral, social, and political dimensions of teaching to our teacher candidates; (2) our institutional commitment to learner-centered, globally engaged, and discovery-driven enterprises; (3) the ten InTASC Standards; and (4) the 19 high-leverage teaching practices developed by TeachingWorks and adopted by the State of Michigan as Core Teaching Practices (CTP), specifically the four core practices for initial focus in Michigan: (1) Leading a group discussion; (2) Explaining and modeling content, practices, and strategies; (3) Eliciting and interpreting individual student thinking; and (4) Building respectful relationships with students. The mission of the TEU expands on the belief that teaching and the study of education are lifelong intellectual processes based on the ability to critically reflect upon the union of educational aims, meaningful content, and the diversity of learners in our society. With these principles in mind, all of our programs integrate seven areas of inquiry to realize our intent, to engage our students in developing a responsible voice within schools and the larger community: (1) Knowing how to build thoughtful, caring and productive relationships in educational settings, (2) Knowing the content of the subjects we teach, (3) Knowing the developmental nature and needs of children and youth, (4) Learning how to respond proactively to the educational needs of all those with whom we are engaged, (5) Reflecting about one's self in relationship to vital educational aims and the teaching profession, and (6) Reflecting about schools in relationship to the larger society. As a result of programs built around these principles, WMU graduates are prepared to work in a diverse array of settings and to be leaders in promoting academic excellence, global awareness and engagement, democratic values, and tolerance. WMU fosters the development of deep and flexible content knowledge through rigorous coursework in science, mathematics, language arts, social studies, and other disciplines. We believe that teachers must be able to relate content knowledge to real world problems so that learners can become active agents in proposing solutions, building new understandings, and imagining new possibilities. In order to accomplish this goal, teachers must also possess the pedagogical skills needed to actively engage students in authentic learning activities. They must know how to implement high-leverage teaching practices such as posing questions about content, leading whole class

discussions, working with individual students, setting up small-group work, establishing classroom routines, differentiating instruction and more. Candidates at WMU learn these skills through pedagogical coursework as well as through supervised practica and internships in PK-12 classrooms. In addition to understanding content and pedagogy, our candidates must also know how learners develop including an in-depth understanding of the social, physical, and psychological differences among learners. Through courses in human development and educational psychology, candidates gain an understanding of how humans learn and grow throughout the lifespan. Based on this knowledge, they then learn how to implement developmentally appropriate teaching practices in PK-12 classrooms. We believe that teachers have a moral obligation to educate all students fairly and equitably regardless of race, class, gender, language, ethnicity, ability, or sexual orientation and to promote social justice. This value is promoted and monitored through dispositional rubrics, self-reflections, course assignments, and observations by clinical faculty. It is woven throughout the coursework and clinical experiences, with candidates being placed in a variety of school settings (e.g., urban, rural, suburban) and being provided with multiple and varied opportunities to learn about diversity. Candidates even have an option of completing their final internship overseas where they can experience a new culture. Additionally, because we understand that social justice is a life-long commitment, WMU TEU in partnership with the College of Education and Human Development Inclusion and Diversity Committee (IDC) is working toward implementing an anti-bias anti-racism (ABAR) plan in each unit and department. It is important that the WMU TEU models the behaviors we wish to see in our teacher candidates. Another area central to our EPP's shared values is assessment. We believe that teachers must know how to monitor student learning using formative and summative assessments in the classroom, as well as how to interpret data obtained through standardized assessments. It is important to be a critical consumer of these assessments, with an understanding of their strengths and limitations, so that the data can be used effectively to guide instruction. Many of these assessments are conducted online, which requires technological literacy. The development of assessment skills occurs throughout our curriculum, in coursework as well as clinical experiences in PK-12 schools. The TEU has four assessment rubrics that are used in all programs: dispositional assessment (Rinaldo and Foote's Candidate Disposition Inventory), lesson planning, impact on student learning, and an intern evaluation. All four of these assessments have content validity and we continue to work on reliability through our rubric calibrations at data days. Additionally, each of these rubrics was developed in partnership with our community stakeholders. The data from these assessments is entered into our assessment database, Tk20. The addition of the assessment system and database has allowed the TEU to use the assessment data to make data-based decisions for continuous program improvement. Beginning in fall 2019 the TEU faculty began to meet once each semester as a whole unit to review the data. Program faculty also use this data for individual program assessment and improvement. Finally, we value the idea of the reflective practitioner, which has been a hallmark of our EPP since the 1990s. Reflective teachers are themselves learners. They acknowledge their own continual learning and seek to model lifelong learning for their students. Our candidates are asked to explore their own learning preferences and behaviors and to critically examine how their experiences may affect their future teaching. Informed by developmental theories and supported by guided clinical experiences, they work to construct understandings about learners and the processes of learning. They recognize that teaching is an iterative process of continually doing and reflecting; it is reflection in action.

Supporting Files

CAEP Accreditation Letter, May 2020	
CAEP Accreditation Action Report, May 2020	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Marcia Fetters

TITLE:

Associate Dean and Director of Teacher Education

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Laura Ciccantell

TITLE:

Certification Officer