

University of Michigan-Ann Arbor TEAC/CAEP Inquiry Brief

**Submitted to CAEP for
Summative Assessment
October 12, 2015**

**Program Contact:
Beth Grzelak, Teacher Education Program Director
bgrzelak@umich.edu
(734) 615-1528**

The University of Michigan School of Education

TEAC Working Group Members

Chandra Alston	Patricio Herbst
Robert Bain	Elizabeth Keren-Kolb
Deborah Loewenberg Ball, <i>Dean</i>	Debi Khasnabis
Hyman Bass	Michele Madden
Deanna Birdyshaw	Elizabeth Birr Moje, <i>Associate Dean for Research and Community Engagement</i>
Timothy Boerst, <i>Elementary Teacher Education Program Chair</i>	Vilma Mesa
Leah Bricker	Chauncey Monte-Sano
Gina Cervetti	Carla O'Connor, <i>Associate Dean for Academic Affairs</i>
Lynn Chamberlain	Annemarie Palincsar
Maria Coolican	Cathy Reischl
Elizabeth Davis	Katrin Robertson
Charles Dershimer	Carlos Rodriguez, <i>School of Music, Theatre, & Dance</i>
Esther Enright	Matthew Ronfeldt
Donald Freeman	Enid Rosario-Ramos
Anne Gere	Allyson Ryan
Kathleen Graves	Shari Saunders
Beth Grzelak, <i>Teacher Education Program Director</i>	Jeff Stanzler
Kevin Hankinson	Meri Tenney Muirhead
Kendra Hearn, <i>Secondary Teacher Education Program Chair</i>	

This *Inquiry Brief* was prepared by Esther Enright, Beth Grzelak, Tim Boerst, Kendra Hearn, Elizabeth Davis and Robert Bain.

The following people contributed to its development: Sarah Thomson, Brad Cawn, and Sylvie Kademian.

The faculty approval process concluded on October 12, 2015.

TABLE OF CONTENTS

SECTION ONE: PROGRAM OVERVIEW	2
1.1 Brief History of the Program	2
1.2 Definition of “Program” and Inquiry Period	2
1.3 Program Organization	3
1.4 Program Demographics	6
1.5 Relationship of Programs to Michigan Department of Education Teacher Preparation Standards	8
1.6 Framing the Work of a Practice-based Teacher Education Program	9
1.7 The Claims about Our Teacher Education Program.....	10
SECTION TWO: CLAIMS AND RATIONALE	11
2.1 Statement of the Claims.....	11
2.2 Seeing TEAC’s Quality Principle I in Our Claims	15
2.3 Seeing the Domains of Professional Learning in Our Claims.....	17
2.4 Seeing the Competencies and HLPs in Our Claims	19
2.5 Rationale for the Assessments.....	20
2.6 Program-Level Evaluation Tools And Documentation (TEAC’s Quality Principle II).....	27
SECTION THREE: METHODS OF DATA COLLECTION AND ASSESSMENT	30
3.1 Research Design	30
SECTION FOUR: METHODS OF ASSESSMENT	42
4.1 Results of the Investigation	42
4.2 Evidence of Stability & Consistency of the Measures	42
4.3 Evidence of Relationship, Convergence, Triangulation.....	46
4.4 Results of the Assessments.....	47
SECTION FIVE: DISCUSSION AND FUTURE IMPLICATIONS	76
SECTION SIX: REFERENCES	77
SECTION SEVEN: APPENDICES	80