

Stakeholder Involvement

Collaborations with our stakeholders are very valuable to the continuous improvement of our initial teacher certification and advanced level programs at UM-Dearborn. Our stakeholders faced many challenges due to the COVID 19 pandemic, yet they have been willing to partner with us as we have made changes to our programs to meet the requirements of the Michigan Department of Education (MDE) teacher licensure programs.

The Clinical Field Experience Committee met with three of our key partner school districts to explore clinical experience opportunities in the teacher preparation program that will continue to be mutually beneficial. Our partners recommended more grade-level experiences within the same buildings; thus, Apprenticeships I and II each will include two 7-week, grade-level-specific experiences within the same schools for candidates to develop and demonstrate proficiency in PreK–3, 3–6, 5–9, or 7–12 standards before their capstone student teaching internship, completed in another grade level. The standards will be explored in the cross-curricular, initial clinical experiences in Apprenticeship I (EDFP 401) and its co-requisites, EDD 449/549: ESL Methods and EDT 317: Learning Technologies in the Content Areas. These courses totaling 7 credits will be co-planned with content-area faculty and our PreK–12 partners to streamline instruction and ensure PreK–12 student learning. Apprenticeship II consists of another 7 credit block focusing on integrated curriculum for Prek-3 and 3-6, or discipline specific content area teaching for 5-9 and 7-12. Furthermore, candidates may take additional coursework to complete the ESL endorsement a need that our partners shared with us.

The Field Placement Team provides a student teaching kick-off meeting in which cooperating teachers are invited to meet with interns, university supervisors, faculty and staff and discuss the upcoming internship semester. The Field Placement Team also worked with partners to update the internship proposal for those in the advanced programs of School Administrator and Central Office.

For the Reading Specialist program, one of our advanced programs, a mutually beneficial P-12 school and community arrangement was created during odd-year, summer semesters for our EDD 560 capstone experience. For the most recent offering of the class, we co-constructed an opportunity through Brilliant Detroit, a community partner, who connected us with Center for Success (CFS). CFS wanted a virtual K-6 literacy tutoring program for children and families living in Pontiac that our graduate students provided.

Another area of focus has been our work with our community college partners. We have signed two articulation agreements for elementary education with Henry Ford College and Washtenaw Community College, and have created new transfer guides for Elementary and Secondary Education for our local community colleges. We are developing new articulation agreements in elementary education (B-K/PK-3) with Washtenaw Community College and Schoolcraft College. We are also developing secondary education articulation agreements with Henry Ford College, Washtenaw Community College and Schoolcraft College. These agreements will provide a smooth and efficient pathway for teacher candidates to transfer from community colleges to the teacher certification program at UM-Dearborn.