



MSU CAEP Accreditation Advanced Programs Performance Data

The Michigan State University College of Education Educator Preparation Programs are accredited under the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) standards for a period of 7 years. Our current accreditation approval is from May 2022 to June 2029.

MSU College of Education Advanced Licensure CAEP Accredited Programs

- **Building Level Administrator** (M.A. K-12 Educational Administration)
- **Central Office Administrator** (Ed.D. Educational Administration)
- **Reading Specialist** (M.A.T. Reading Specialist)
- **School Psychology** (Ed.S. School Psychology)

CAEP Accountability Measures

This document is formatted for screen reader accessibility. If you have trouble accessing information on these documents, please email [Dr. Lara Dixon](#), MSU College of Education Director of Education Preparation and Accreditation and Assistant Professor for K-12 Administration (Dixonlar@msu.edu) for further assistance. The standards that guide our work and are upheld are:

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

Standard 7: Record of Compliance with Title IV of the Higher Education Act Freestanding

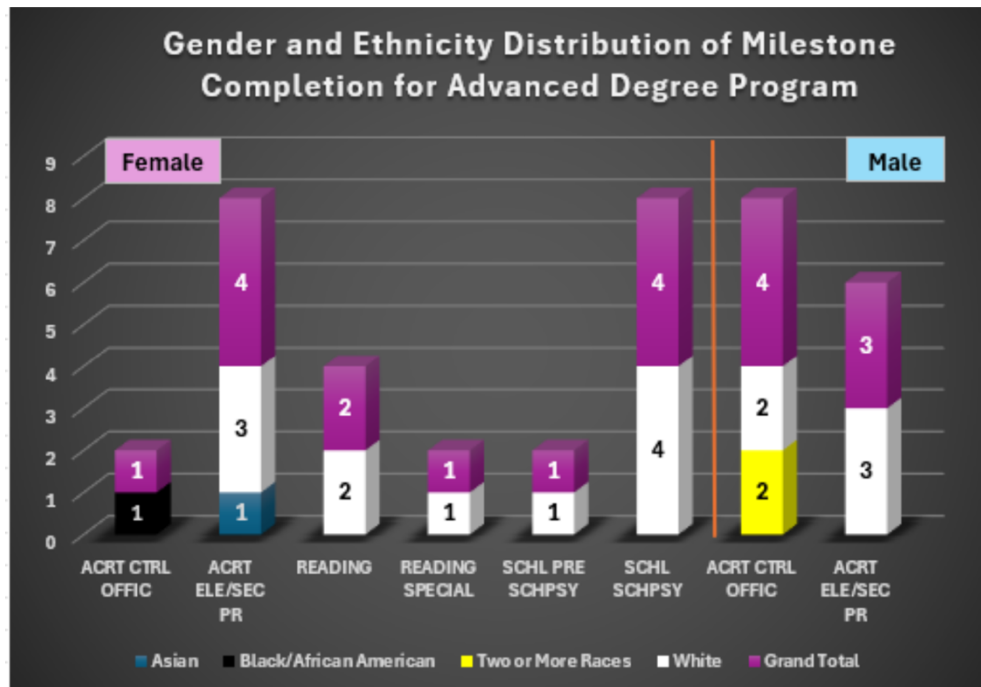
EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to, on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.

The following information serves as highlighted evidence of implementing and upholding CAEP standards.

Satisfaction of Employers and Stakeholder Involvement for MSU College of Education (COE) Advanced Licensure Programs (Measure 3 - candidate competency at completion)

Academic School Year 2022-2023	Number of Students	Candidate Competency at Completion (%)	Ability of Completers to Be Hired (%)
M.A. Certificate Building Level Administrator	7	100%	100%
Ed.D. Central Office Administrator	5	100%	100%
M.A. Reading Specialist	3	100%	100%
Ed.S. School Psychologist	5	100%	100%

The following graph displays the **MSU COE Advanced Programs 2022-2023 competition and demographic data** for each of our four advanced degree programs. Milestone Completion means that graduates earned their diploma and educational certificate, which can also be called licensure or endorsement.



Points of Pride

Our accreditation work connects to and advances our university (<https://strategicplan.msu.edu/>) and college (<https://education.msu.edu/about/strategic-plan/>) strategic plan and mission, vision, values, and goals.

Toward 2030: “We envision a **Michigan State University** that has significantly expanded opportunity and advanced equity, elevated its excellence in ways that attach vital talent and support, and has a vibrant, caring community. Our trajectory is positive, and our will is legendary. We can and will achieve more in the decade ahead.” - MSU Website

MSU 2030 is a framework for collective and collaborative continuous improvement work.

In the College of Education and with our university colleagues, we aim to have an inclusive, iterative process that supports significant, measurable, and known achievement in the direction of our goals to further our mission, vision, and impact as we inspire tomorrow’s accomplishments. We take pride in and are appreciative of our students, faculty, alumni, stakeholders, and partners and believe that our collective efforts are what make MSU’s College of Education so successful.

For **three straight decades**, the **Michigan State University College of Education** has been named the **best in the nation** for graduate programs in elementary and secondary teacher education, according to [2024 U.S. News & World Report's Best Graduate Schools](#).

FIVE **#1** PROGRAMS

MSU's COE is **ranked #1 in the nation** in five educational program areas, which is the **first time** for so many programs to ranked as #1 and the first time 9 of our programs are in the nation's top 10:

- Curriculum and Instruction – No. 1 (ranked #1 in 2023)
- Elementary Teacher Education – No. 1 (ranked #1 in 2023)
- Secondary Teacher Education – No. 1 (ranked #1 in 2023)
- Educational Administration – No. 1 (ranked #1 in 2023)
- Higher Education Administration – No. 1 (ranked #2 in 2023)
- Rehabilitation Counseling* – No. 2 (last ranking is from 2023)
- Educational Psychology – No. 4 (ranked No. 5 in 2023)
- Education Policy – No. 6 (ranked No. 10 in 2023)
- Special Education – No. 9 (ranked No. 11 in 2023)

NINE **TOP 10** PROGRAMS

"This is an incredible honor, which calls attention to Spartans' long-standing commitment to teaching, learning, research and outreach," said [Jerlando F. L. Jackson](#), dean and MSU Research Foundation Professor of Education.

[Read the full story](#)

APRIL 2024

EDUCATIONAL ADMINISTRATION DEPARTMENT

9 Education program areas are named in the nation's top 10, another first for MSU.



#1
FOR 30 YEARS STRAIGHT
**ELEMENTARY & SECONDARY
EDUCATION GRADUATE
PROGRAMS**

MA ONLINE K12 EDUCATIONAL ADMINISTRATION PROGRAM
The MA Online K12 Educational Administration Program secured the #1 ranking, marking a significant advancement from the #4 position in 2022.

Michigan State University's College of Education has ranked No. 1 in the nation for elementary and secondary teacher education for 30 straight years, according to U.S. News & World Report. This achievement marks the longest-running No. 1 designation in any field at MSU.

TOP 10 PROGRAMS

- NO. 1 ELEMENTARY EDUCATION** (30 straight years)
- NO. 1 SECONDARY EDUCATION** (30 straight years)
- NO. 1 CURRICULUM AND INSTRUCTION** (6 straight years)
- NO. 1 EDUCATIONAL ADMINISTRATION**
- NO. 1 HIGHER EDUCATION ADMINISTRATION**
- NO. 2 REHABILITATION COUNSELING**
- NO. 4 EDUCATIONAL PSYCHOLOGY**
- NO. 6 EDUCATION POLICY**
- NO. 9 SPECIAL EDUCATION**

K – 12 EDUCATIONAL ADMINISTRATION PROGRAM RANKINGS REFLECT EXCELLENCE ACROSS VARIOUS FIELDS OF EDUCATION:

- Elementary teacher education, secondary teacher education, and curriculum and instruction hold the top spot.
- Educational administration and higher education administration have both risen to No. 1, surpassing their previous rankings.
- Rehabilitation counseling has achieved the No. 2 position after being last ranked in 2023.
- Educational psychology has climbed to No. 4 from its previous No. 5 position.
- Education policy has significantly improved to No. 6 from its former No. 10 ranking.
- Special education has advanced to No. 9 from its previous No. 11 standing.

Overall, MSU is tied for No. 21 in the nation, holding the same ranking from the previous year.

The rankings are assessed based on statistical and reputation data directly from education schools. The specialty, or program area, rankings are created based on nominations from education school deans and deans of graduate studies at education schools. The overall rankings are calculated from research activity, including expenditures, number of doctoral degrees granted, student-to-faculty ratio, acceptance rate and more.

74%



**LIVE IN
MICHIGAN**

31%



**HAVE
TWO OR MORE
MSU DEGREES**



5,475

**HAVE
GRADUATED
IN PAST 30
YEARS**

**LIVE IN ALL
50 STATES**



SPARTAN EDUCATORS: IMPACTFUL TEACHING & RESEARCH

Spartan educators are continuing to move the needle through teaching and groundbreaking research. Education alums from the past 30 years — enough to fill the Erickson Hall Kiva close to 20 times — live in all 50 states. Nearly 74% chose to stay and contribute to Michigan's success — eight of whom have been named Michigan Teacher of the Year. Nearly one in three have pursued a second or even third degree from MSU.

Above Graphic Created by Lauren Knapp, MSU COE Senior Director of Communications

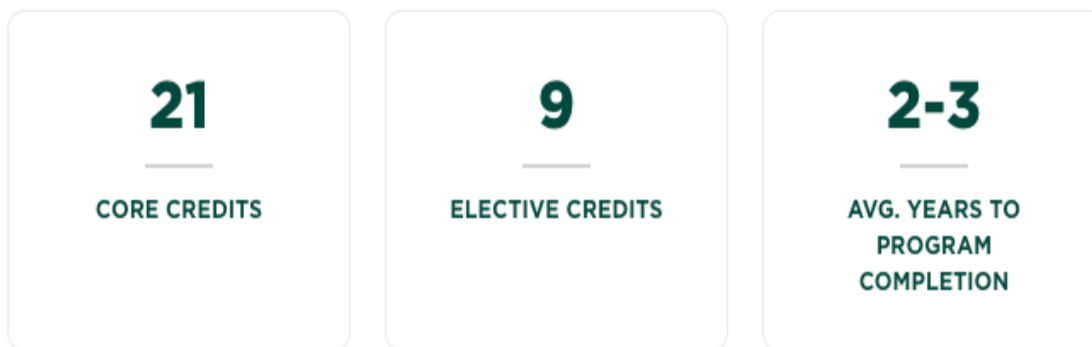
We are committed to providing high-quality, impactful, diverse, and equitable learning experiences that further knowledge and skill acquisition to meet the needs of our community, P-12 students, and employers. We seek and implement stakeholder input, reflect upon our data, and intentionally act in ways that are **rooted in the success of students and our extended community**. Our accreditation continuous improvement processes and practices are based on embedded CAEP and licensure standards and are known, collaborative, measured, refined, and iterative.

K-12 Administration

Master of Arts in K-12 Educational Administration

The master's program in K-12 Educational Administration prepares aspiring educators for leadership positions in public, charter, and private school settings. The MA program is committed to developing school-level leadership opportunities for powerful and equitable teaching and learning. In addition, the MA program [meets the state standards for leadership preparation](#).

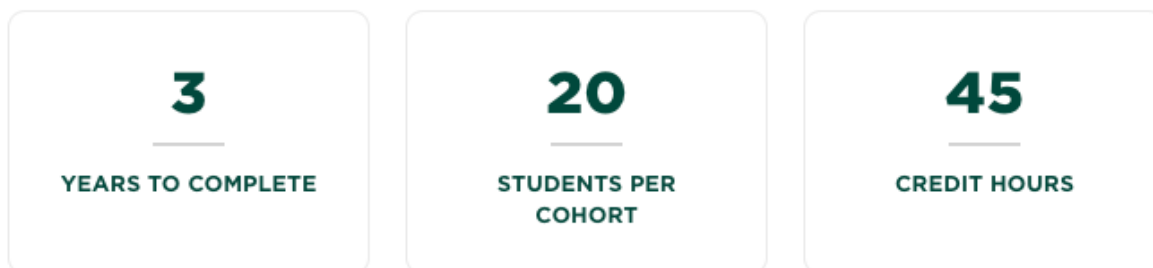
PROGRAM BY THE NUMBERS



Doctorate in Educational Leadership (Ed.D.) Educational Administration

K-12 Educational Administration adopts Michigan State University's core institutional values as central to the Doctor of Educational Leadership: quality, inclusiveness, and connectivity. The program prepares students to embed these values in their own organizations – that is, specific policies and processes for ensuring that quality, inclusivity, and connectivity become lived rather than espoused values. The Doctor of Educational Leadership (DEL) is a three year, summer-intensive program, designed for working professionals. We're here to help. [Ask us anything here.](#)

THIS PROGRAM BY THE NUMBERS



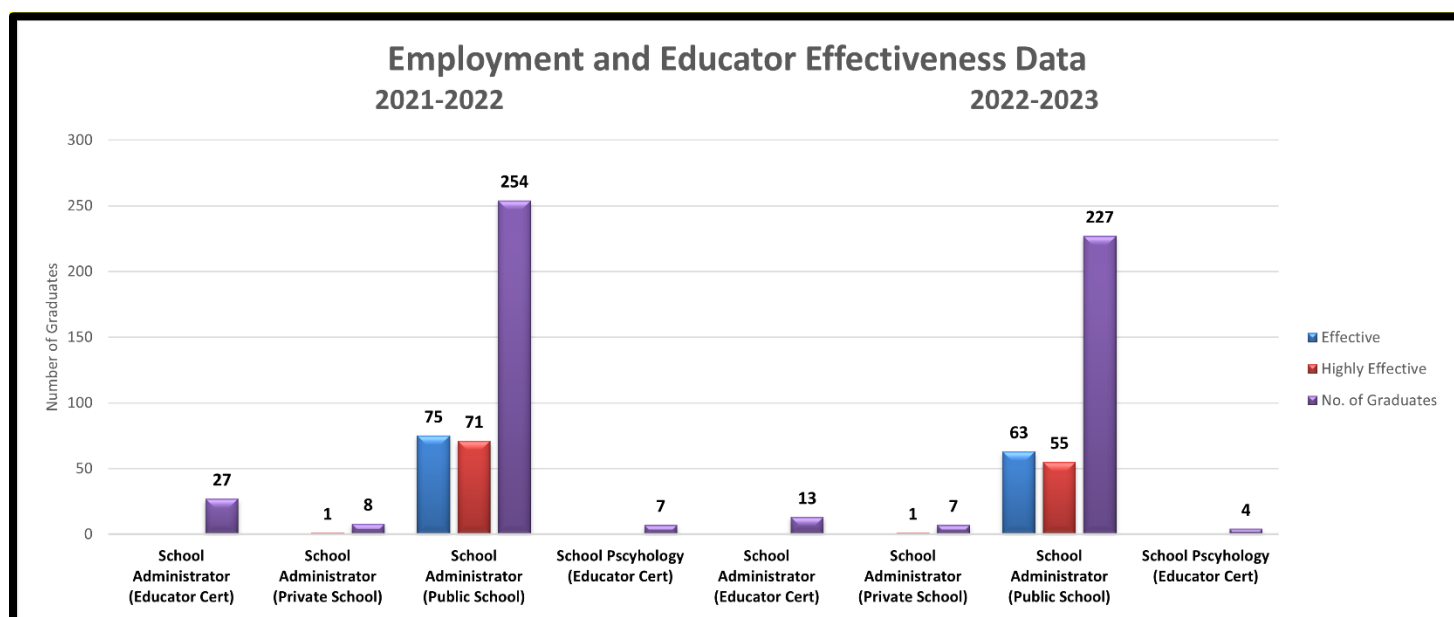
Advanced Licensure Programs Candidate Efficiency at Program Completion (Measure 1 – Completer Effectiveness and Measure 2 – Satisfaction of Employers)

The Michigan Department of Education (MDE) gathers and shares data to assist our review of the success and effectiveness of our programs, students, and graduates. The below graph depicts, per advanced degree program for the 2021-2022 and 2022-2023 academic years, the number of completers (graduates who obtained their degree and educational certification) and their employer evaluation rating.

Educator Effectiveness Label options were:

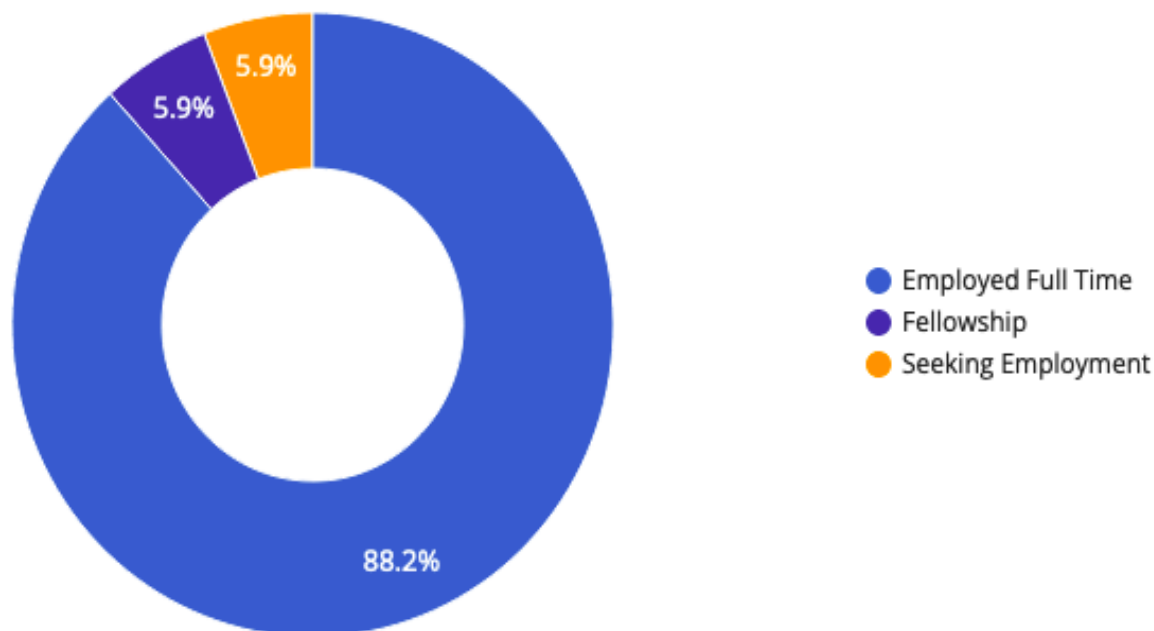
- Ineffective
- Minimally effective
- Effective
- Highly Effective
- No Eval Emergency Order

All of the advanced program graduates during 2021-2023 who received employer effectiveness labels were rated as highly effective or effective.



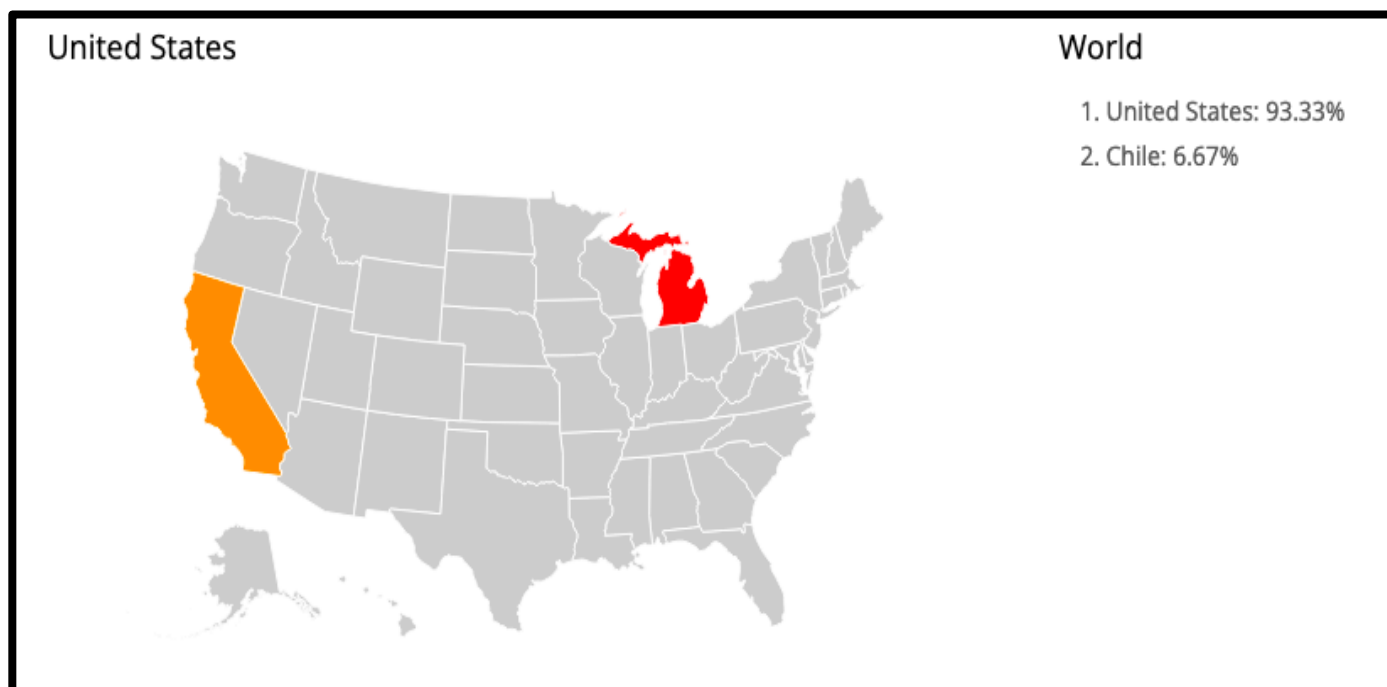
Measure of Advanced Licensure Programs Ability of Completers to be Hired in Education Positions (Measure 4 – Ability of Completers to Be Hired)

The following data/graph may be obtained from the MSU Master's Degrees Career Outcomes website page: [here](#). Filtered for Education and then K-12 Educational Administration (CED). Data includes years 2021, 2022 and 2023.



K-12 Educational Administration Employment Locations (Measure 4 – Ability of Completers to Be Hired)

The following data/graph obtained [here](#). Career Outcomes – Master’s Degrees. I filtered for “Education” and then, “K-12 Educational Administration (CED)”. Data included class 2021, 2022 and 2023. 93% of K - 12 Educational Administration Graduates build careers in the United States with a high concentration of alumni working in Michigan and California. Almost 7% of our graduates during that 2021-2023 period worked in Chile.



K-12 Administration M.A. and Ed.D. Program Graduate Employment Rates (Measure 4 – Ability of Completers to Be Hired)

We celebrate our M.A. and Ed.D. graduates and applaud their **100% employment** rate following completion of their 2023 degree and obtainment of the educational administration certification.

Spring 2023, K-12 MA:

- Ryan Culey
- Luke Milne
- Deja Smith
- Shannon Theis

Summer 2023, K-12 MA:

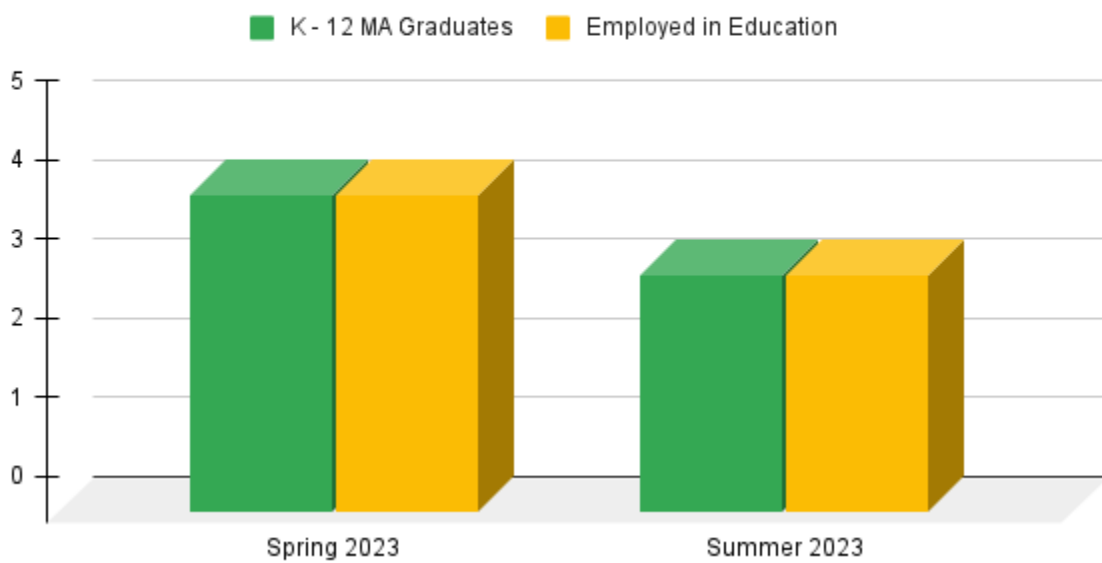
- Dominic Lis
- Olivia Oquist
- Kyle Youngblood

Spring 2023, Ed.D:

- Meredith Beard
- Christina Bridges
- Kimberly Dawkins
- Jordan Dennis
- Brianne Fitzgerald Dotson
- David Klayton
- Robert Phelps

2023 EAD K-12 Administration Program Graduates

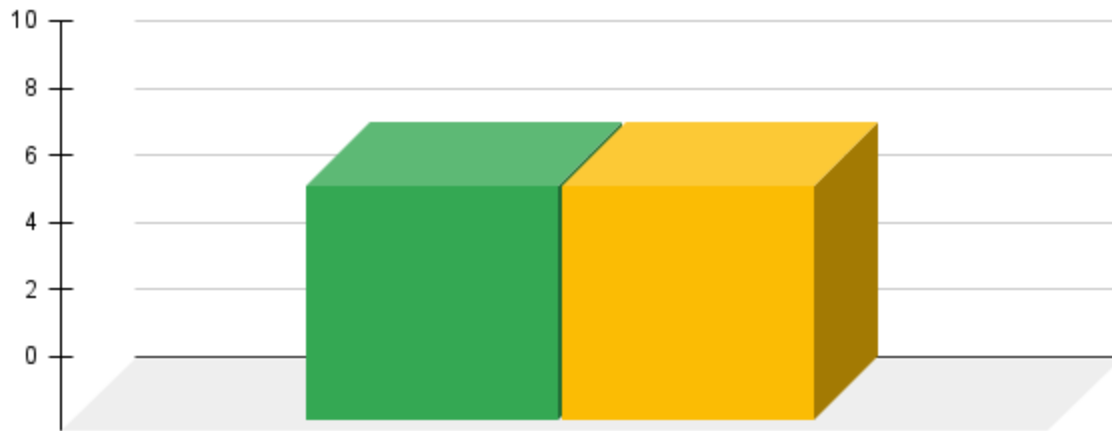
Employment in the Field of Education



2023 Ed.D. K - 12 Administration Program Graduates

Employment in the Field of Education

■ Ed.D. Graduates ■ Employed in Education



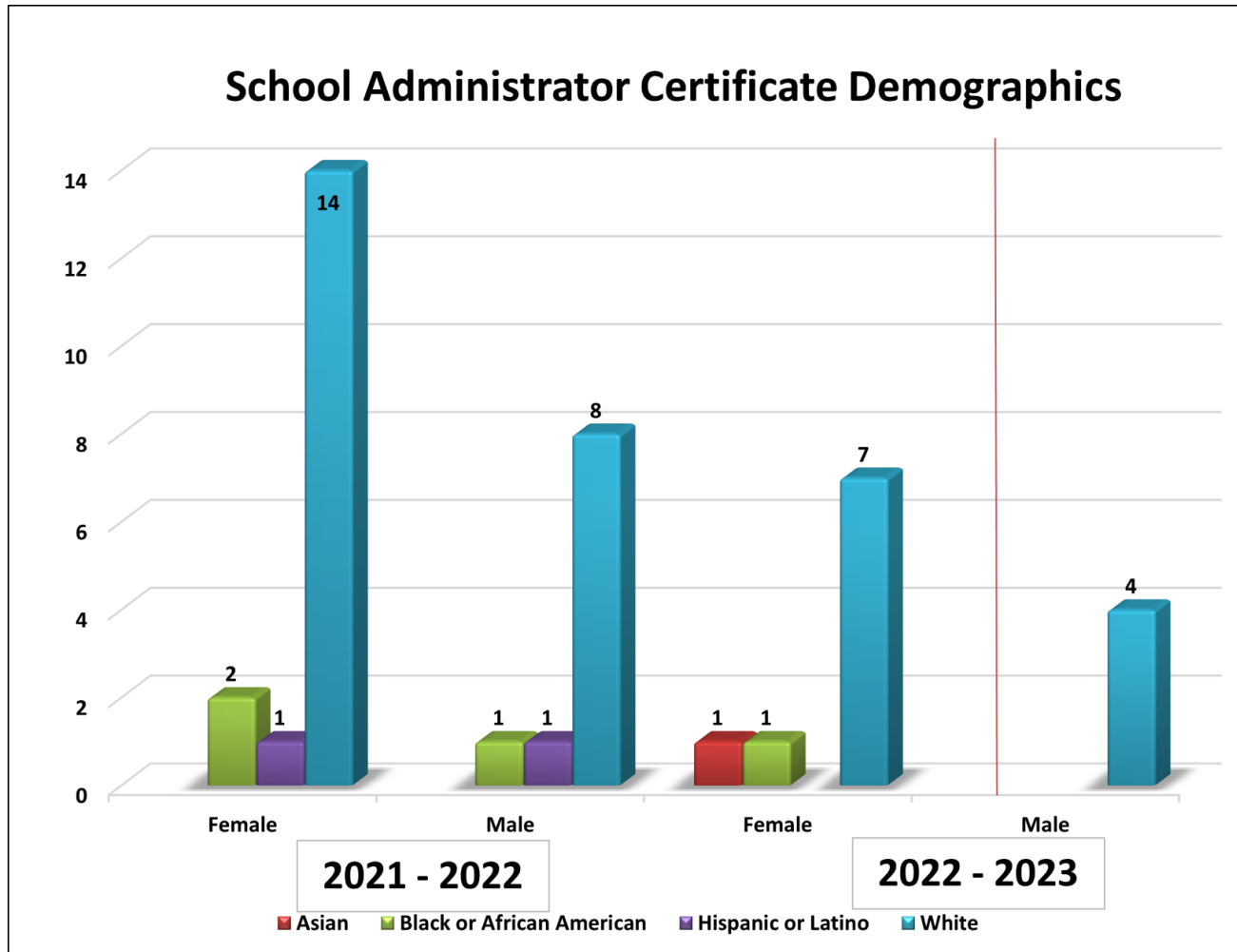
Spring 2023

Year 3
EAD K-12 Administration
Program Cohort



MSU's COE K-12 Administration Demographic and Certification Data (Measure 3 – Completer Competency at Completion)

The below graph depicts demographic race and gender data for MSU's College of Education K-12 Administration graduates who obtained their Administrative Certification for school years 2021-2022 and 2022-2023. MDE provided the data.



Datasets were obtained through the School Administrator EPP Data Sharing: Certification, Employment and Educator Effectiveness.

Data Sources:

- Michigan Online Educator Certification System (MOECS)
- Registry of Educational Personnel (REP) Collection sourced from the Center for Educational Performance and Information (CEPI)
- NonPublic School Personnel Reporting system (NPSPR) sourced from the Center for Educational Performance and Information (CEPI)
- Educational Entity Master (EEM) sourced from the Center for Educational Performance and Information (CEPI)

Base Population:

- Certification data (MOECS) includes all educators issued an Initial Michigan School Administrator certificate between academic school years 2018-2019 and 2022-2023, inclusive. An academic school year is from July 1, 20XX through June 30, 20XX of the following year. Additionally, these educators were recommended for their Initial School Administrator certificate by an approved Michigan Educator Preparation Program (EPP) or Educator Association.
- Employment data (REP) and Entity data (EEM) for recommended educators spans school years 2018-2019 through 2022-2023.
- Personnel from both private and public schools are included in the data and have been separated based on the system in which they were reported (NPSPR and REP). This is due to differences in what is collected in each system.

K - 12 Educational Administration Program Improvements

K-12 Administration faculty members review regular achievement data and use formal and informal forums and surveys to gather student and collaborator feedback and recommendations. Their analysis and stakeholder input drove the below **implemented program enhancements** that have:

- Expanded partnerships
- Increased stakeholder Input
- Spurred pedagogical and course enhancements, increasing diversity and quality of learning experiences and skill acquisition
- Increased student supports and connection

Expanded the Fall Orientation for Ed.D. Students: At the onset of each academic year, the K-12 department hosts a comprehensive orientation session tailored specifically for incoming Ed.D. and Ph.D students. This orientation serves as a crucial introduction to the program, its faculty, and fellow cohorts, setting a solid foundation for their journey ahead. In response to student feedback, K-12 Administration, Hale, and Policy degree-programs held a joint retreat, expanding student connections in the College of Education.

Increased Social Gatherings: Throughout the academic year, our students engage in regular social gatherings designed to foster camaraderie and networking opportunities. The Ed.D. gatherings occur three times annually, coinciding with cross-cohort class days. Following these joint classes, students convene for a shared lunch, providing invaluable chances for mingling, community building, and networking across cohorts. Students from both the M.A. and Ed.D. programs were offered an opportunity to participate in Sister Circle, a grant-funded program aimed to support women of color in MSU's COE Department of Educational Leadership, which includes K-12 Administration, HALE, and Policy programs. (Additional details on Page 14)

Held a Student Writing Retreat: In response to student feedback that they wanted more help with their academic writing projects, faculty in the K-12 Administration, HALE, and Policy programs co-authored a grant and designed a writing retreat. (Additional details on Page 15-16)

Standardized Faculty Data Review: As part of our commitment to student success, our faculty engage in a thorough review of student data, which now occurs at the end of each semester. The review includes identifying and addressing any students of concern, responding to feedback from student forums, and analyzing achievement data and course common assessments. Recent adjustments, such as reordering courses and modifying exam schedules, exemplify responsiveness to student needs and preferences. Measures have been implemented to enhance the scoring process of the Program's Preliminary Exams, along with the provision of personalized feedback to students. This work also led to the creation of custom rubrics and guidance on a digital platform and facilitating long-term data tracking.

Established new partnerships with professional organizations such as MEMSPA and MASSP, resulting in a notable increase in our application pool. This growth aligns with our strategic objective and effort to enhance the diversity of our applicant pool.

Designed in 2022 and launched in 2023 the K-12 Administration Advisory Council. They serve as partners in reflecting upon and revamping our practices for continued program improvement and outcomes. The council is comprised of educational leaders and MSU COE K-12 Administration alumni and meets four times a year. This summer faculty and advisory members will co-develop an exit survey specifically tailored to the unique characteristics of our Ed.D. program. This initiative aims to address the inadequacies of the current university doctoral exit survey, which primarily caters to individuals pursuing academic careers. (Additional details on Page 17-18)

Reviewing the EAD 820 School Leadership Handbook (Additional details on Page 19-20) and **K-12 Administration website**, identifying ways to make even clearer and more transparent our expectations, practices, supports, and goals. Improvements will continue through 2025, with refinements as a continual process.

These efforts underscore the departments' dedication to fostering a supportive and enriching environment for their students, ensuring their success both academically and professionally, and that they have the skills, disposition, and knowledge needed to thrive as impactful school leaders.

EAD PhD Writing Retreat



October 2023

The HALE, K-12 and Policy combined retreat was created after reviewing student feedback revealing a shared desire among doctoral students for increased support with their writing and more connection with students in various programs. The writing retreat offered students in the third year of their program assistance with their dissertation, dissertation proposal, research, and/or manuscript projects. Participants were provided time to work on writing, connect with students, celebrate writing progress, and discuss writing and productivity strategies.

The retreat took place from October 20th to October 22nd, 2023, with the group convening at a rented cabin in Whitehills, MI. Participants engaged in structured writing sessions, received feedback from peers or facilitators, and attended workshops or discussions on writing strategies and productivity techniques. Breaks were incorporated to promote relaxation and social interaction. The goal was to enhance writing productivity, foster community among participants, and provide support for advancing academic projects.

Seven EAD PhD students participated in the retreat, which was organized by Justin Gutzwa and Tasminda Dhaliwal.



Michigan State University

The Sister Circle

Educational
Administration
Department



CHAired BY

Assistant Professor
Jada Phelps and
PhD student Ruth
Boamah-Ageykum

The Sister Circle *Educational Administration Department*

The EAD Sister Circle served women of color in academia, from the doctorate to the professoriate, within the EAD Department. Approximately 15 students and junior faculty members regularly met throughout the fall to spring 2023-2024 year—six times in the Fall and six (pending) in the Spring at Brody's Square at the Brody Dining Hall. Students and faculty were served dining from 9-3.

Hours were devoted to writing, connecting, and one-hour mentoring faculty that comes to meet with the women of color to guide topics most important to the EAD Women of Color.

The EAD Sister Circle was funded by the Ghoddousi Faculty/Student Mentor Fund in Education provided through the College of Education, Michigan State University

Overall, the Sister Circle served as a vital resource for women of color in academia, addressing systemic barriers, providing support and mentorship, and fostering a sense of empowerment and community.

EAD The Sister Circle offers participants:

Safe Space

Mentorship

Academic
Support

Networking

Empowerment

Community
Building



Through Ghoddousi Faculty/Student Mentor Fund in Education provided through the College of Education, Michigan State University, The EAD Sister Circle is able to offer participants:

1. Safe Space: It provided a safe and supportive environment where women of color can freely express themselves, share experiences, and discuss challenges unique to their intersectional identities.
2. Mentorship: The initiative offered mentoring opportunities, both peer-to-peer and across different career stages, allowing participants to receive guidance, support, and advice from others who understand their experiences. Mentors came to sessions that spoke about writing woes to imposter phenomena.
3. Academic Support: Through collaborative efforts, participants received assistance with writing, research, course preparation, and other academic endeavors, leading to increased productivity and success in academia.
4. Networking: The Sister Circle facilitated networking opportunities among women of color in academia, fostering connections that can lead to collaborations, career advancement, and broader professional support networks.
5. Empowerment: By reclaiming space and asserting their intellectual agency, participants were empowered to navigate the challenges of academia with confidence, resilience, and a sense of belonging.
6. Community Building: The initiative promoted solidarity and community among women of color, fostering a sense of belonging and mutual support that extended beyond the academic realm.

Overall, the Sister Circle served as a vital resource for women of color in academia, addressing systemic barriers, providing support and mentorship, and fostering a sense of empowerment and community.

The Michigan State University Department of Educational Administration Alumni Advisory

(Measure 2 – Stakeholder Involvement) discusses current and future educational needs, reviews K-12 Administration practices, policies, and outcomes, and interacts with graduate students to gather their direct input and feedback about current realities in the K12 context, developing stronger connections with district and school leaders throughout Michigan and noting recommendations for continuous improvement.

The first kick-off meeting was on December 2, 2023. As part of the event, Ed.D. cohorts met on campus with the advisory members, sharing current projects, learning, and applications of their research. The advisory also discussed their purpose, structure, and preferred meeting format.



**The Michigan State
University Department of
Educational Administration
Alumni Advisory**

Ed.D. in Educational Leadership

The innovative **Doctor in Educational Leadership** (Ed.D -DEL) is a top ranked, 3-year cohort program in advanced educational leadership practice. The program promotes leadership knowledge and skills for the continuous improvement of education systems to effectively serve all children, youth, and communities. It engages faculty and students in the broader Michigan community to work collaboratively toward just and successful schools, universities, youth-serving organizations that contribute to vital communities and a re-invigorated state.

The (Ed.D - DEL) program uses a collaborative learning and inquiry model that requires a group dissertation in practice and is a member of the Carnegie Program on the Education Doctorate.

The program aims to develop high-capacity, innovative leaders and leader networks for Michigan schools, universities, community organizations, and other education-related agencies. Program graduates may also become eligible for Michigan Central Office Administrator certification.



EAD 820 | School Leadership Internship Handbook

K-12 Administration M.A. graduate students are given an Internship Handbook that provides need-to-know information regarding structure, timelines, expectations, resources, supports, and contacts. The handbook is being reviewed and updated to include stakeholders' recommendations and to reflect program adjustments.

The Fall 2023 - Spring 2024 Master of Arts - K - 12 Educational Administration Michigan Certification Pathway Program School Leadership Internship Handbook covers the following:

- Timeline of Leadership Internship
- Introduction to the Leadership Internship
- Learning Outcomes
- National Standards for Educational Leaders
- Responsibilities of the Intern
- Selection Criteria for On-site Mentor
- Responsibilities of the On-site Mentor
- Schedule of Cohort Sessions
- Waiver Process
- Applying for Certification
- Internship Assignments
- Activity Reflections
- Personal Learning Plan

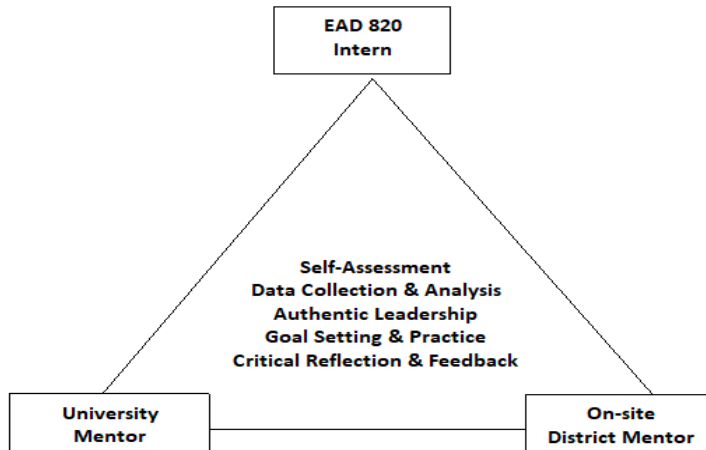
EAD 820 is an experience that spans across three terms: Summer, Fall, and Spring. The below timeline explains the number of sessions and content.

EAD 820: Summer Term	EAD 820: Fall Term	EAD 820: Spring Term
Phase I	Phase II	Phase III
Seminars: 2 one-hour sessions via Zoom	Seminars: ~7 sessions	Seminars: ~7 sessions
Activities: <ul style="list-style-type: none"> • Introduction to Internship • Self-Assessment using PSEL • Selection of Mentor Process • Engage with Mentor and pre-school year leadership • Beginning to understand the Personal Learning Plan 	Activities <ul style="list-style-type: none"> • Build Personal Learning Plan/Challenge Project • Determine Challenge Project • Begin learning activities • Collective Critical Consciousness Practices 	Activities: <ul style="list-style-type: none"> • Complete learning activities • Complete Challenge Project • Gather artifacts of growth in the PSEL • Collective Critical Consciousness Practices • Prepare professional materials • Self-Assessment of growth
Mentor Meeting: <ul style="list-style-type: none"> • Review Program 	Mentor Meeting: <ul style="list-style-type: none"> • Set Learning Goals • Sign Mentor Agreement • Establish Challenge Project • Select PSEL Activities 	Mentor Meeting: <ul style="list-style-type: none"> • Review Challenge Project Process • Discuss end of year intern/mentor/program evaluations
	Outcome: Deferred grade*	Outcome: Pass/No Pass

EAD 820 School Leadership Internship Timeline

At the end of Fall semester, each intern will receive an "extension" grade allowing them to continue into the spring semester to complete the internship experience. At the end of spring semester, each student will receive a "Pass" or "Non Pass" grade for EAD 820, based upon successful completion of the internship requirements. No letter grades are earned.

To avoid additional university fees, students are advised to enroll for all three EAD 820 credits for Fall Semester.



The triad represents a three-way support structure for the success of the Michigan State University EAD 820 Intern, which includes the intern, the university mentor, and the on-site district mentor by collecting and reflecting on data as a leadership team to provide feedback to the intern throughout the year-long internship experience.

Educator Preparation Institution (EPI) Performance Score (Measure 1 – Candidate Competency and Measure 3 – Candidate Competency at Completion)

The following chart displays “Candidate Suite Surveys Summary” which speaks to K-12 Educational Administration's and Reading Specialists candidate readiness and knowledge of passing tests. Both programs received all maximum points except in one category, which was one element on placement diversity, where the score was one point below a top score.

Michigan State University

Category	Indicator	Points Possible	State Average	EPI Score	Points Awarded	
Candidate Selection & Completion	(1.1) Teaching Promise ¹	5	97%	98.3%	5	
Knowledge & Skills for Teaching	(2.1) Mastery of Teaching Subjects ⁴	20	88%	93.1%	20	
	(2.2) Subject-Specific Pedagogical Knowledge ⁴	5	76%	100.0%	5	
	(2.3) Candidate Teaching Skill ¹	15	93%	95.8%	15	
	(2.4) Candidate Rating of Program ¹	10	91%	90.7%	10	
Performance as Classroom Teachers	(3.1) Impact on K-12 Student Learning ³	15	96%	96.3%	15	
	(3.2) Demonstrated Teaching Knowledge	5	90%	91.6%	5	
Robust Clinical Experiences	(4.1) Candidate Placement Diversity ^{1,2}	4	73%	82.2%	4	
	(4.2) Candidate Rating of Opportunities ¹	4	86%	89.3%	3	
	(4.3) Program Partnership Strengths, Response Rates	a) Candidate Teacher ¹	2	89%	97.5%	2
		b) Candidate Supervisor ¹	2	95%	100.0%	2
		c) Cooperating Teacher ¹	2	74%	72.2%	2
	(4.4) Program Partnerships, CS/CT Ratings ¹	6	91%	90.1%	6	

Data Sources:

¹ 2022-23 Candidate Survey Suite ⁴ 2020-2023 MTTC Cumulative Pass Rates

² 2022-23 School Demographics ⁵ 2022-23 Administrator Survey

³ 2022-23 Educator Effectiveness Ratings

2024 Corrective Action Status: Phase 0
No MDE consultation required

Total Points	94
% of 95	98.9%

77% of total points required to meet satisfactory requirements.

Data was obtained from MSU's 2024 Educator Preparation Institution (EPI) Performance Score and included:

Certification and employment data distributed in February 2024

Survey data for the Candidate Suite Surveys and the Administrator Survey distributed in July 2023

MTTC pass rate data distributed in October 2023.

Prepared by: Michigan Department of Education

Please direct questions to Jason Kalmbach (KalmbachJ@Michigan.gov) or Kate Boswell Gallagher (BoswellGallagherK@Michigan.gov)

Teacher Candidate Summary

Category Summaries

		State Average*		
		Efficacy	Total N	%
	Meeting Student Needs	24572	26532	92.6%
	Technology	7061	7236	97.6%
	Instructional Strategies and Assessment	20429	21708	94.1%
	Professionalism	7205	7236	99.6%
	Professional Awareness	16018	19296	83.0%
	Diverse Opportunities	4159	4824	86.2%
	Clinical Exp & Program Prep	14870	16641	89.4%
	Overall	2380	2412	98.7%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions

		State Average*		
Question Number		Efficacy	Total N	%
As a beginning teacher entering the profession, to what extent can you...				
1	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2306	2412	95.6%
2	support all students' socioemotional (e.g., social, emotional, psychological) development?	2324	2412	96.4%
3	communicate effectively with families/caregivers to promote individual student growth?	2161	2412	89.6%
4	build respectful relationships with every student?	2399	2412	99.5%
5	recognize individuals' potential as demonstrated by setting high expectations for each student?	2382	2412	98.8%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...				
6	English learners?	1779	2412	73.8%
7	High performing students?	2306	2412	95.6%
8	Low performing students?	2326	2412	96.4%
9	students from culturally diverse backgrounds?	2234	2412	92.6%
10	students with special needs or disabilities?	2037	2412	84.5%
11	each individual student's learning abilities and needs?	2318	2412	96.1%
As a beginning teacher entering the profession, to what extent can you...				
12	utilize available technology to enhance instruction?	2351	2412	97.5%
13	support student use of available technology?	2349	2412	97.4%
14	practice the ethical use of technology?	2361	2412	97.9%
15	support all students in making connections to prior knowledge and experiences?	2377	2412	98.5%
16	implement multiple strategies to present key content area(s) concepts?	2352	2412	97.5%
17	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plan?	2113	2412	87.6%
18	organize the learning environment to guide student engagement during instructional time?	2344	2412	97.2%
19	design or select assessment tools to provide evidence of student learning?	2312	2412	95.9%
20	analyze assessment data to identify patterns and gaps in student learning?	2259	2412	93.7%
21	differentiate instruction based on student assessment data?	2266	2412	93.9%
22	implement research-based behavior management strategies to maximize student engagement?	2168	2412	89.9%
23	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	2238	2412	92.8%
24	be receptive to feedback to improve instruction?	2404	2412	99.7%
25	be a reflective educator who utilizes feedback to implement instructional improvements?	2404	2412	99.7%
26	maintain positive, collaborative relationships with colleagues?	2397	2412	99.4%
As a beginning teacher entering the profession, to what extent are you AWARE of...				
27	Michigan Code of Educational Ethics?	1965	2412	81.5%
28	professional teaching standards for your content area(s) and grade level(s)?	2343	2412	97.1%
29	PK-12 academic content standards?	2247	2412	93.2%
30	statewide and national teaching organizations and associations?	1757	2412	72.8%
31	laws and policies relevant to the teaching profession?	2034	2412	84.3%
32	current tools utilized for assessing student learning?	2232	2412	92.5%
33	tools used by districts to evaluate educator performance?	1721	2412	71.4%
34	professional learning requirements for certificate renewal and advancement?	1719	2412	71.3%
To what extent did your preparation program provide you with opportunities to work...				
35	with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?	2154	2412	89.3%
36	In a variety of school settings?	2005	2412	83.1%
To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?				
37	Coursework in your content area(s).	2076	2403	86.4%
38	Teaching methods coursework.	2102	2408	87.3%
39	Early clinical observational experiences (aka early exploratory clinical experiences).	1844	2292	80.5%
40	Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).	2011	2328	86.4%
41	Student teaching (aka internship).	2370	2402	98.7%
42	Support and feedback from the cooperating teacher(s) during student teaching.	2296	2405	95.5%
43	Support and feedback from the preparation program supervisor during student teaching.	2171	2403	90.3%
Overall summary evaluation:				
44	Overall, to what extent do you believe you are ready to enter the teaching profession?	2380	2412	98.7%
Response Rate		# Finished # Invitations		
		2412	2720	88.7%

* State average calculation does not include EPPs in the process of closing.

Candidate Supervisor Summary

Category Summaries

		State Average*		
		Efficacy	Total N	%
	Meeting Student Needs	26710	28369	94.2%
	Technology	7558	7737	97.7%
	Instructional Strategies and Assessment	22116	23211	95.3%
	Professionalism	7626	7737	98.6%
	Impact	2551	2579	98.9%
	Program Partnership Strength	17489	18053	96.9%
	Overall	2536	2579	98.3%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions

		State Average*		
		Efficacy	Total N	%
Question Number	As a beginning teacher entering the profession, to what extent can you...			
1	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2510	2578	97.4%
2	support all students' socioemotional (e.g., social, emotional, psychological) development?	2528	2578	98.1%
3	communicate effectively with families/caregivers to promote individual student growth?	2348	2578	91.1%
4	build respectful relationships with every student?	2549	2578	98.9%
5	recognize individuals' potential as demonstrated by setting high expectations for each student?	2542	2578	98.6%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...				
6	English learners?	1935	2578	75.1%
7	High performing students?	2470	2578	95.8%
8	Low performing students?	2522	2578	97.8%
9	students from culturally diverse backgrounds?	2407	2578	93.4%
10	students with special needs or disabilities?	2378	2578	92.2%
11	each individual student's learning abilities and needs?	2521	2578	97.8%
As a beginning teacher entering the profession, to what extent can you...				
12	utilize available technology to enhance instruction?	2544	2578	98.7%
13	support student use of available technology?	2479	2578	96.2%
14	practice the ethical use of technology?	2535	2578	98.3%
15	support all students in making connections to prior knowledge and experiences?	2545	2578	98.7%
16	implement multiple strategies to present key content area(s) concepts?	2522	2578	97.8%
17	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	2305	2578	89.4%
18	organize the learning environment to guide student engagement during instructional time?	2521	2578	97.8%
19	design or select assessment tools to provide evidence of student learning?	2489	2578	96.5%
20	analyze assessment data to identify patterns and gaps in student learning?	2434	2578	94.4%
21	differentiate instruction based on student assessment data?	2412	2578	93.6%
22	implement research-based behavior management strategies to maximize student engagement?	2465	2578	95.6%
23	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	2423	2578	94.0%
24	be receptive to feedback to improve instruction?	2551	2578	99.0%
25	be a reflective educator who utilizes feedback to implement instructional improvements?	2529	2578	98.1%
26	maintain positive, collaborative relationships with colleagues?	2546	2578	98.8%
27	positively impact the learning and development of PK-12 students	2551	2578	99.0%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program...				
28	make clear the expectations for this teacher candidate's performance?	2558	2578	99.2%
29	make clear the expectations for your role within this clinical experience?	2539	2578	98.5%
30	provide training and feedback on how you could best supervise this teacher candidate?	2461	2578	95.5%
31	make appropriate resources available to you?	2489	2578	96.5%
32	regularly request feedback from you regarding this candidate's performance?	2484	2578	96.4%
33	support you as a candidate supervisor?	2477	2578	96.1%
34	engage the PK-12 school as a partner in teacher preparation?	2474	2578	96.0%
Overall summary evaluation:				
35	Overall, to what extent do you believe you are ready to enter the teaching profession?	2536	2578	98.4%
Response Rate		# Finished # Invitations		
		2578	2720	94.8%

Cooperating Teacher Summary

Category Summaries

		State Average*		
		Efficacy	Total N	%
	Meeting Student Needs	21565	24464	88.1%
	Technology	6304	6672	94.5%
	Instructional Strategies and Assessment	17431	20016	87.1%
	Professionalism	6396	6672	95.9%
	Impact	2150	2224	96.7%
	Program Partnership Strength	13267	15568	85.2%
	Overall	2105	2224	94.6%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions

		State Average*		
Question Number		Efficacy	Total N	%
As a beginning teacher entering the profession, to what extent can you...				
1	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2072	2224	93.2%
2	support all students' socioemotional (e.g., social, emotional, psychological) development?	2120	2224	95.3%
3	communicate effectively with families/caregivers to promote individual student growth?	1850	2224	83.2%
4	build respectful relationships with every student?	2141	2224	96.3%
5	recognize individuals' potential as demonstrated by setting high expectations for each student?	2118	2224	95.2%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...				
6	English learners?	1343	2224	60.4%
7	High performing students?	2027	2224	91.1%
8	Low performing students?	2068	2224	93.0%
9	students from culturally diverse backgrounds?	1870	2224	84.1%
10	students with special needs or disabilities?	1895	2224	85.2%
11	each individual student's learning abilities and needs?	2061	2224	92.7%
As a beginning teacher entering the profession, to what extent can you...				
12	utilize available technology to enhance instruction?	2119	2224	95.3%
13	support student use of available technology?	2076	2224	93.3%
14	practice the ethical use of technology?	2109	2224	94.8%
15	support all students in making connections to prior knowledge and experiences?	2098	2224	94.3%
16	implement multiple strategies to present key content area(s) concepts?	2034	2224	91.5%
17	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	1791	2224	80.5%
18	organize the learning environment to guide student engagement during instructional time?	2040	2224	91.7%
19	design or select assessment tools to provide evidence of student learning?	1958	2224	88.0%
20	analyze assessment data to identify patterns and gaps in student learning?	1884	2224	84.7%
21	differentiate instruction based on student assessment data?	1883	2224	84.7%
22	implement research-based behavior management strategies to maximize student engagement?	1872	2224	84.2%
23	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	1871	2224	84.1%
24	be receptive to feedback to improve instruction?	2133	2224	95.9%
25	be a reflective educator who utilizes feedback to implement instructional improvements?	2110	2224	94.9%
26	maintain positive, collaborative relationships with colleagues?	2153	2224	96.8%
27	positively impact the learning and development of PK-12 students	2150	2224	96.7%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program...				
28	make clear the expectations for this teacher candidate's performance?	2076	2224	93.3%
29	make clear the expectations for your role within this clinical experience?	2061	2224	92.7%
30	provide training and feedback on how you could best mentor this teacher candidate?	1722	2224	77.4%
31	make appropriate resources available to you?	1819	2224	81.8%
32	regularly request feedback from you regarding this candidate's performance?	1903	2224	85.6%
33	support you as a cooperating teacher ?	1881	2224	84.6%
34	engage your PK-12 school as a partner in teacher preparation?	1805	2224	81.2%
Overall summary evaluation:				
35	Overall, to what extent do you believe you are ready to enter the teaching profession?	2105	2224	94.6%
Response Rate		# Finished # Invitations		
		2224	2995	74.3%

Reading Specialist M.A.

Structured for beginning, experienced, and international teachers alike, the [Master of Arts in Teaching and Curriculum](#) (MATC) is designed for educators seeking to grow in their profession and become school leaders. The program is ranked #1 among the nation's online master's programs in curriculum and instruction [by U.S. News & World Report](#). MATC students can earn additional teaching endorsements in reading and K-12 English as a second language and concentrate their studies in a variety of elementary and secondary curricular areas.

The program provides hybrid learning and is designed to accommodate the schedules of working educators. The MATC Program Director [Curtis Lewis](#) is excited to explore new strategies around modality and cohort models with group of students. The Rockford cohort will take their first class together and have regular opportunities to check in with each other to encourage collaboration. Additionally, Teacher Education faculty are developing more synchronous opportunities — online and on campus — for students across the MATC program to learn from each other. [Receive more information about the MATC by email.](#)

MATC BY THE NUMBERS

100%

ONLINE

20:1

STUDENT TO FACULTY
RATIO

30

CREDIT PROGRAM

P-12

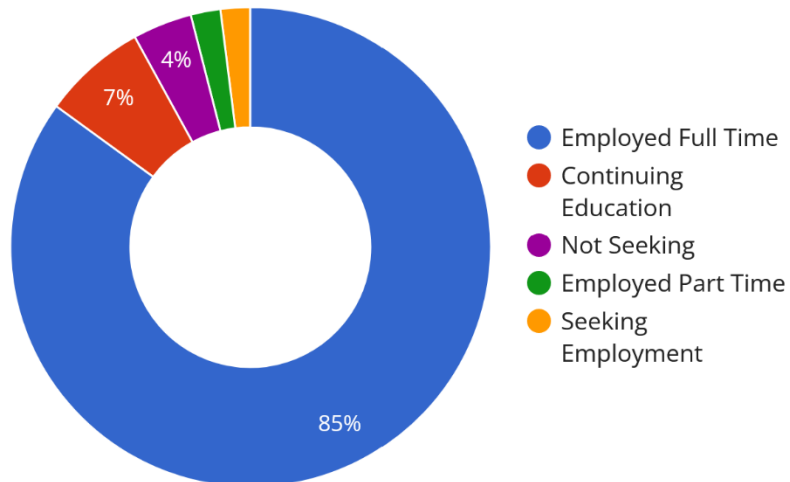
STUDIES FOCUSING
ON ALL GRADE
LEVELS

Reading (BT) and Reading Specialist (BR) Educator Effectiveness Data (Measure 1 – Completer Effectiveness and Measure 2 – Satisfaction of Employers)

Certificate	Year	Number of MSU-Prepared Teachers	Rating
Reading (BT)	2018-2019	1	Highly Effective
Reading (BT)	2019-2020	1	Effective
Reading (BT)	2020-2021	0	N/A
Reading (BT)	2021-2022	1	Effective

Measure of Advanced Licensure Programs Ability of Completers to be Hired in Education Positions (Measure 4 – Ability of Completers to Be Hired)

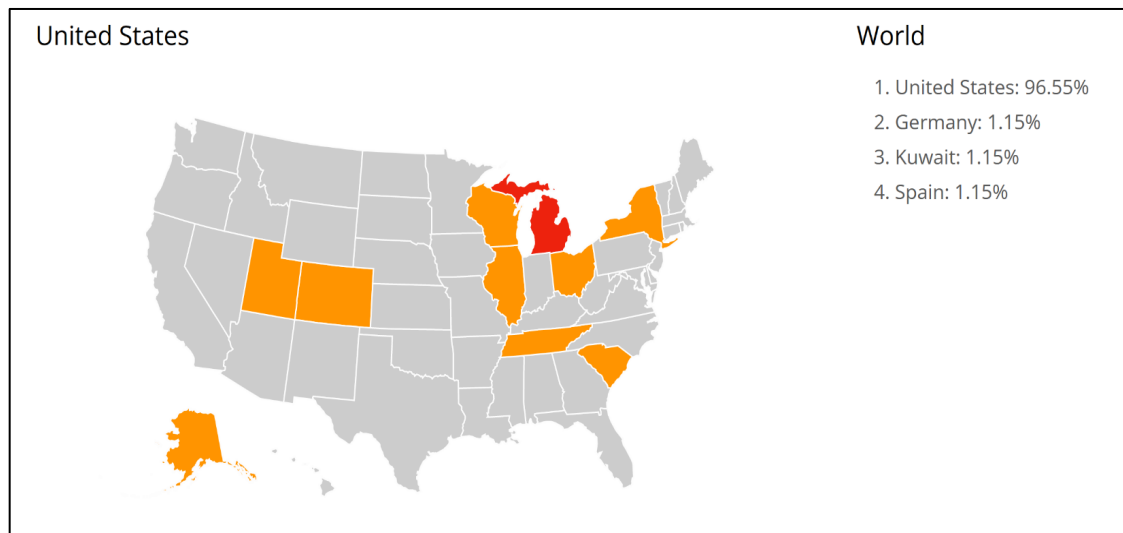
The following data/graph may be obtained from the MSU Master's Degrees Career Outcomes website page: [here](#). Filtered for "Education" and then "Teaching and Curriculum (CED)". Data includes years 2021, 2022 and 2023.



Masters of Arts in Teaching and Curriculum Employment Locations (Measure 4 – Ability of Completers to Be Hired)

The following data/graph obtained [here](#). Career Outcomes – Master's Degrees. Filtered for Education and then, "Teaching and Curriculum (CED)". Data included class 2021, 2022 and 2023.

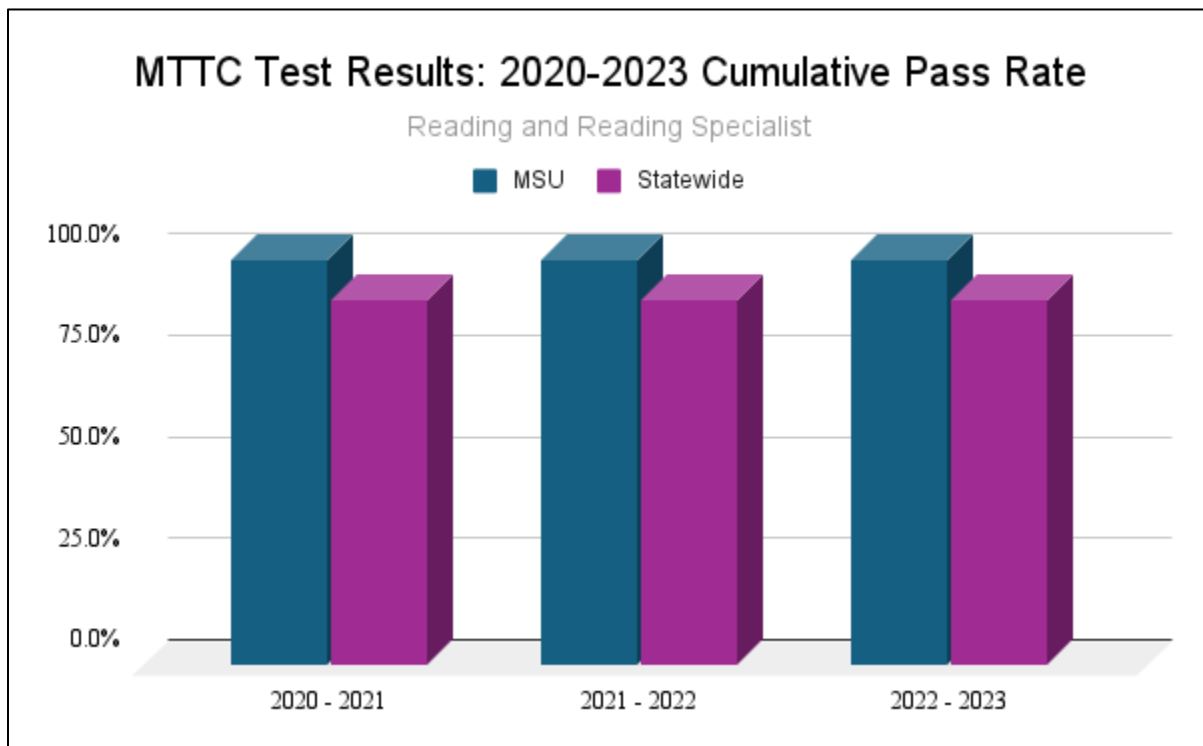
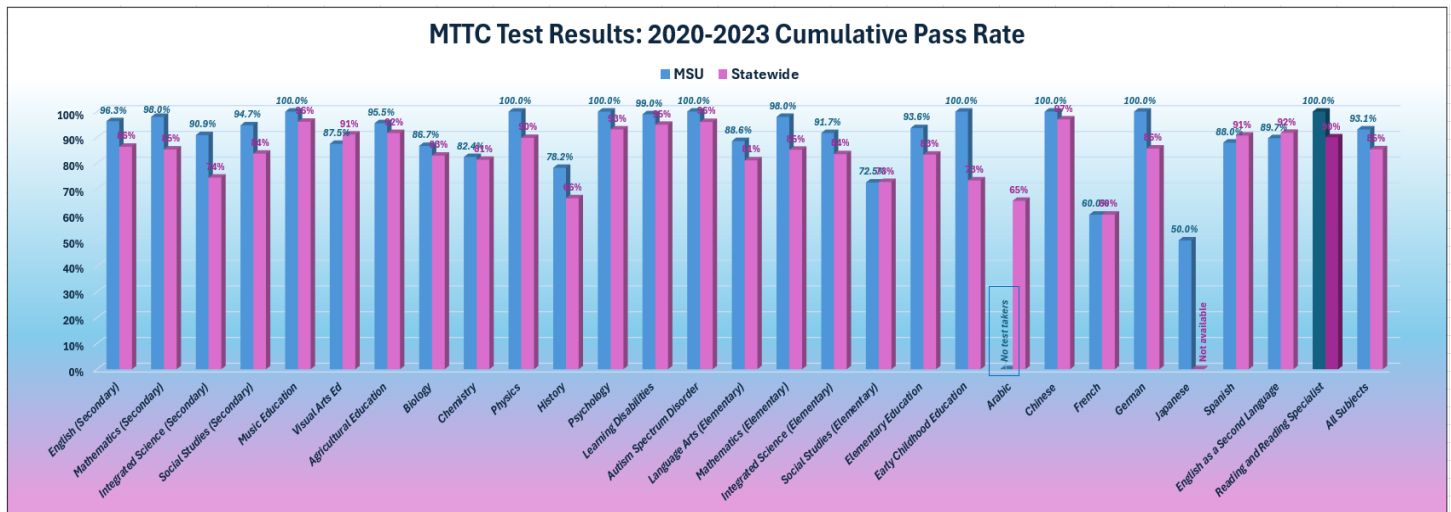
96% of Masters of Arts in Teaching and Curriculum Graduates build careers in the United States with a high concentration of alumni working in Michigan (78%) and a little over 3% work overseas (Germany, Kuwait and Spain).



MTTC Test Results: 2020-2023 Cumulative Pass Rate (Measure 3 – Candidate Competency)

The MTTC pass rate on Reading and Reading Specialist has been 100% for the past three years.

The graph below depicts MSU's COE degree-program student MTTC pass rates and passage rates for all subjects. The Reading Specialist program is the second category from the far right.

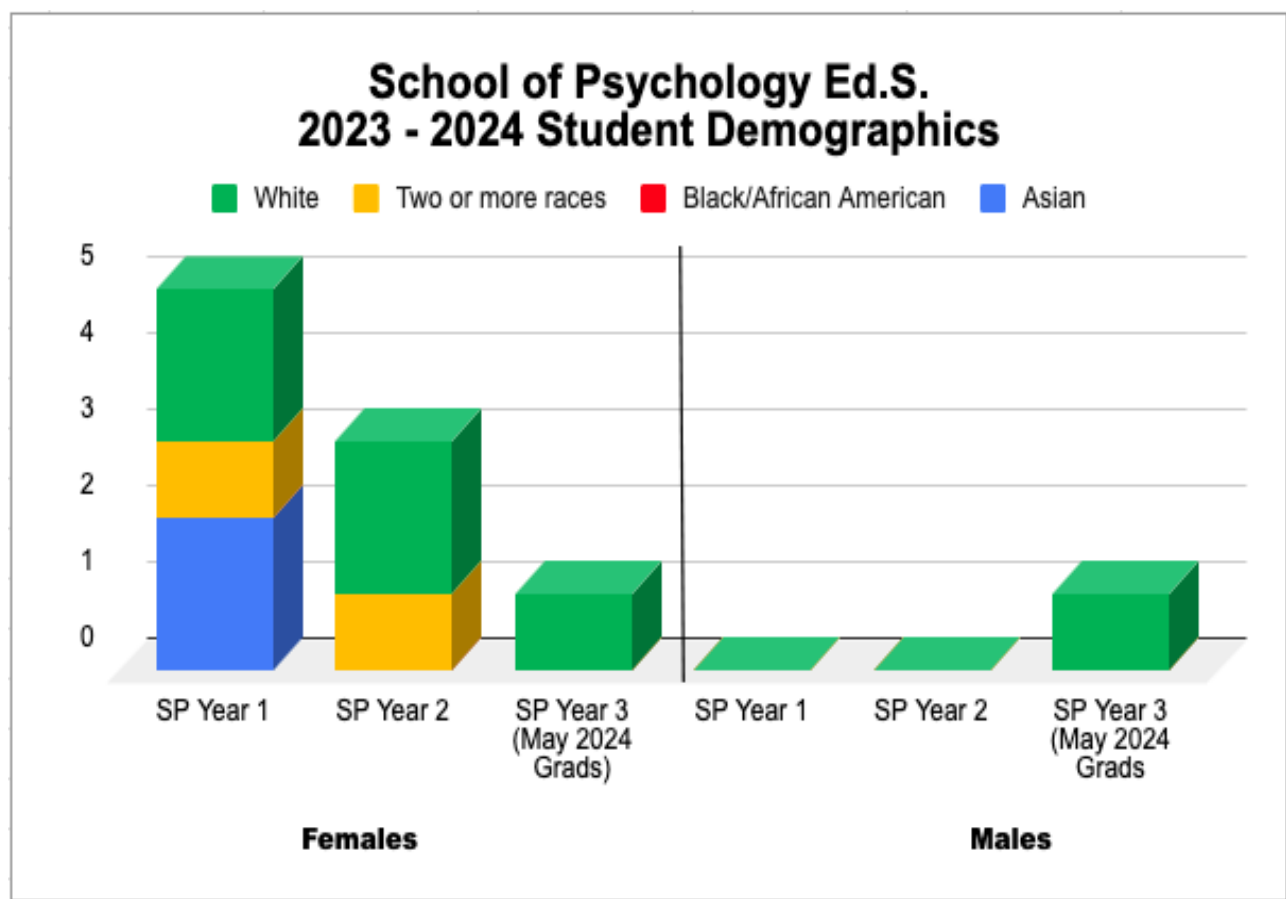


Michigan Compiled Laws (MCL) 380.1531 requires a testing program as part of Michigan's teacher certification requirements to ensure that certified teachers can demonstrate the necessary professional readiness and content knowledge to serve in Michigan schools. The Michigan Tests for Teacher Certification (MTTC) program currently consists of subject area tests, which must be taken for each endorsement area a candidate is seeking.

School Psychology Ed.S.

The MSU School Psychology Ed.S. program's overall mission is to equip school psychologists with the knowledge, skills, and dispositions necessary to provide quality psychological services to students in school settings. It includes a planned sequence of coursework in school psychology and supporting disciplines, complemented by practica and internship experiences.

The Ed.S. program is seeking accreditation through the National Association of School Psychologists (NASP), and the scope and sequence of the program is aligned with NASP standards. The program is also continuing to implement CAEP accreditation standards and practices during their transition from CAEP to NASP accreditation. Students in the program receive the training necessary to become both a certified school psychologist in Michigan, as well as a nationally certified school psychologist (NCSP). [Read more details about the Ed.S. program here.](#)



The School Psychology graph illustrates the ethnic distribution across three academic years, specifically Year 1, Year 2, and the graduating cohort of Year 3 (May 2024).

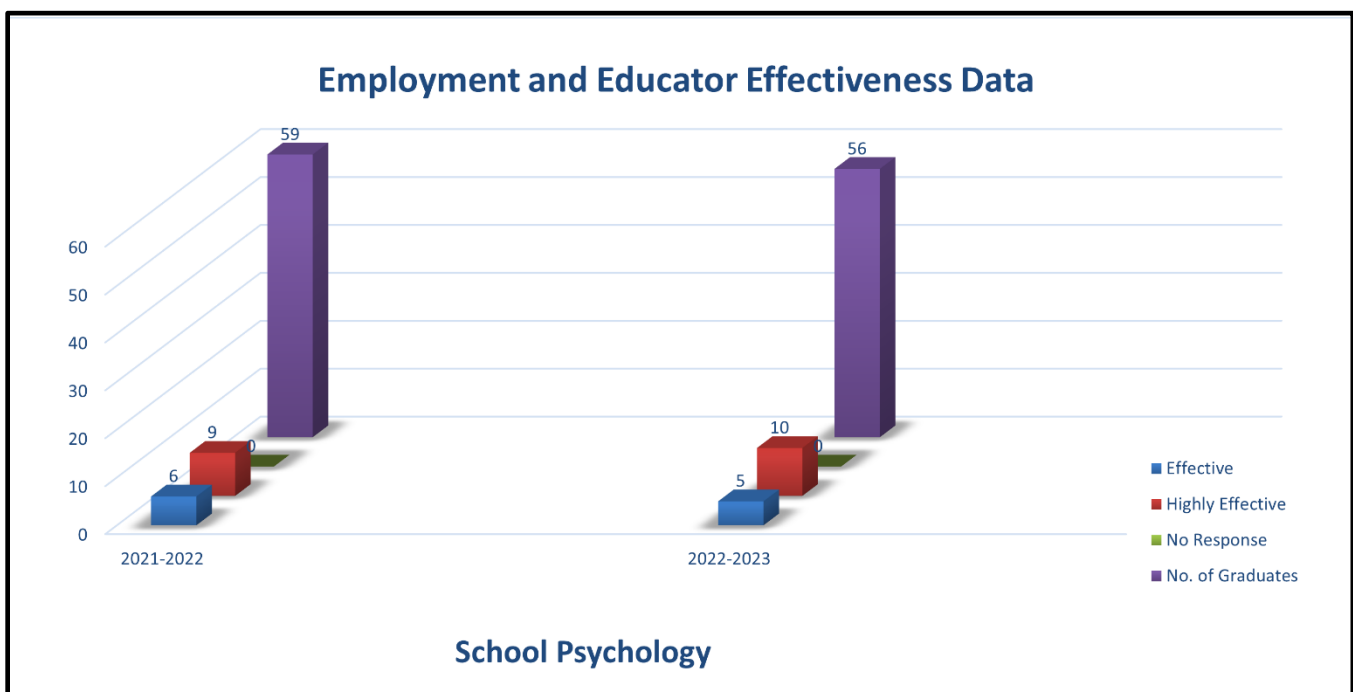
School Psychology Candidate Efficiency at Program Completion (Measure 3 –Candidate Competency)

The following Employment and Educator Effectiveness data was obtained from the 2024 School Psychologist EPP Data Sharing: Certification, Employment and Educator Effectiveness. The graph displays educator basic demographic and certification data attributed to Michigan State University's School of Psychology. Based on current Michigan Department of Education (MDE) data and Center for Educational Performance and Information (CEPI) data, the educators listed in this dataset were reported in the Registry of Educational Personnel (REP).

Educator Effectiveness Label options were:

- Ineffective
- Minimally effective
- Effective
- Highly Effective
- No Eval Emergency Order

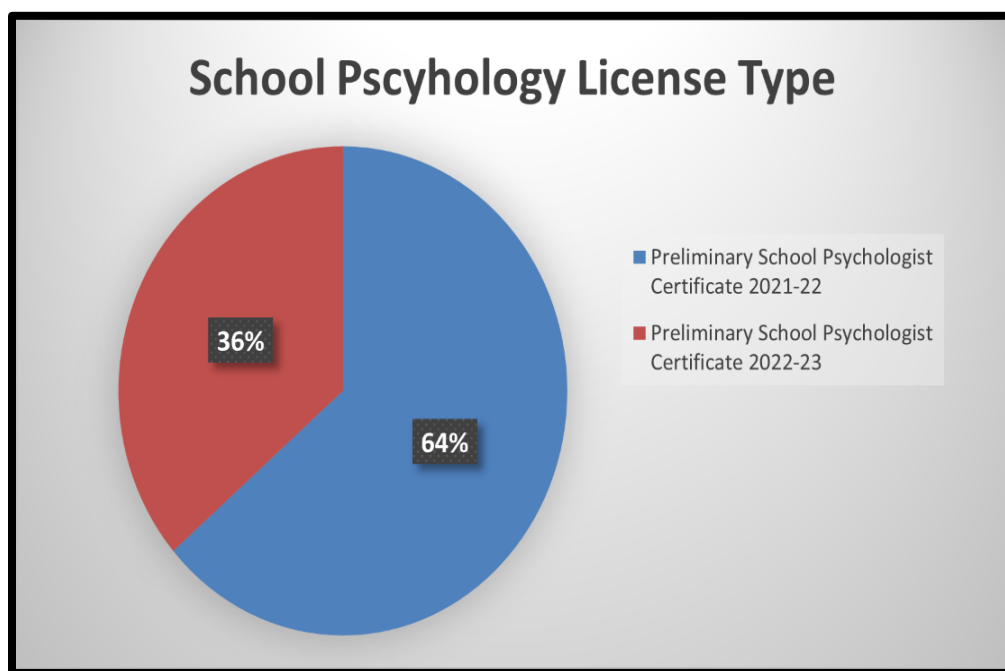
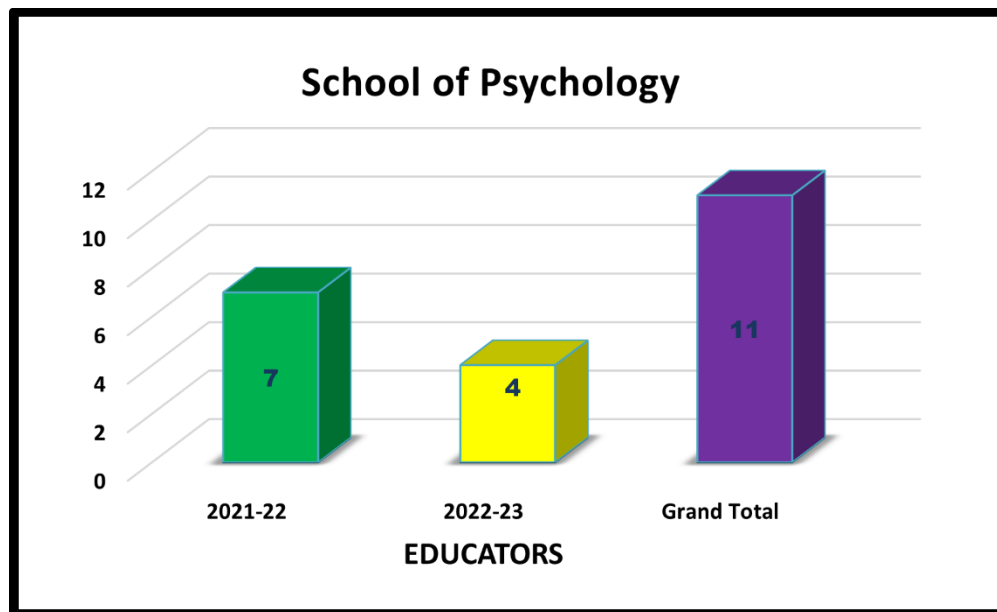
All of the School of Psychology graduates during 2021-2023, who received employer effectiveness labels, were rated as highly effective or effective.



All assignments, including teaching, non-teaching, and administrative assignments, have been included in the dataset. The educator effectiveness label reported in the spreadsheet is reflective of any appeals data that exists for the educator. Not all educators have an effectiveness label rating for every year.

School Psychology Demographic and Certification Data

The following graph displays educator basic demographic and certification data attributed to Michigan State University's School Psychology. Based on current Michigan Department of Education (MDE) data, the educators listed in this report completed a program and obtained an initial School Psychologist certificate from the State of Michigan.



The dataset comprises 11 individuals, all of whom are white females. These individuals were enrolled in School Psychology spanning the period from 2021-2023. Specifically, there were 7 women in the class of 2021-2022, and 4 women in the class of 2022-2023.

Data Sources:

- Michigan Online Educator Certification System (MOECS)
- Registry of Educational Personnel (REP) Collection sourced from the Center for Educational Performance and
- NonPublic School Personnel Reporting system (NPSPR) sourced from the Center for Educational Performance and Information (CEPI)
- Educational Entity Master (EEM) sourced from the Center for Educational Performance and Information (CEPI)

Base Population:

Certification data (MOECS) includes all educators issued an Initial Michigan School Psychologist certificate between academic school years 2018-2019 and 2022-2023, inclusive. These educators were recommended for their initial School Psychologist certificate by an approved Michigan Educator Preparation Program (EPP). Employment data (REP) and Entity data (EEM) for recommended educators spans school years 2018-2019 through 2022-2023. Personnel from both private and public schools are included in the data and have been separated based on the system in which they were reported (NPSPR and REP). This is due to differences in what is collected in each system.

Measure of Advanced Licensure Programs Ability of Completers to be Hired in Education Positions (Measure 4 – Ability of Completers to Be Hired)

The following data/graph may be obtained from the MSU Master's Degrees Career Outcomes website page: [here](#). Filtered for "Education" and then "School Psychology (CED)". Data includes years 2021, 2022 and 2023.

