



Marygrove College

8425 West McNichols Road
Detroit, Michigan 48221-2599
(313) 927-1273

September 6, 2016

Dear Marygrove Education Student:

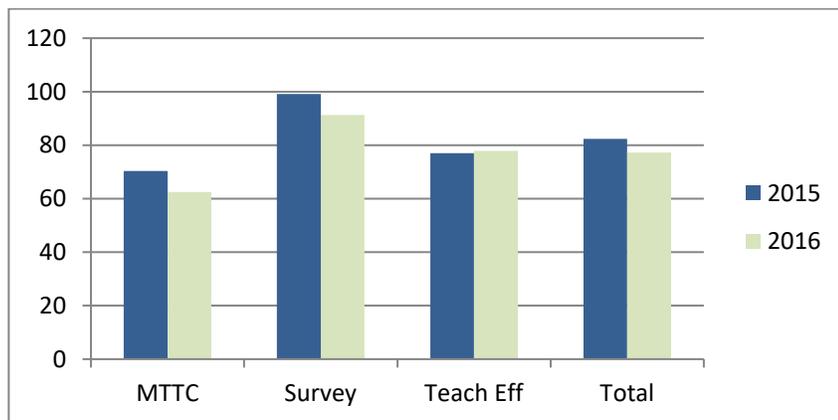
Overview

When the Michigan Department of Education announced the annual EPI scores, Marygrove's ranking did not allow the state to remove Marygrove from the Corrective Action List. These scores reflect three different measures of Educator Preparation Institutions' ability to prepare teacher candidates:

1. MTTC content area test scores which at Marygrove are taken prior to student teaching,
2. Surveys completed by student teachers and their supervisors at the end of the student teaching experience which was designed to measure the perceptions regarding preparedness for classroom teaching,
3. Educator Effectiveness score which is a measure of how effective new teacher graduates are in their classrooms and is made up of a combination of principal ratings and test scores from the students they teach.

These three areas are not given equal weighting in the scoring rubric. The MTTC test scores are 50% of the weighting, the survey is 20%, and the educator effectiveness is 30% of the total final score.

Compared to last year, Marygrove's overall score has fallen in the categories of MTTC testing (from 70.3 to 62.5%) and Survey (from 99.1 to 91.3%) and has increased slightly in Educator Effectiveness (from 77% to 77.8%). This has resulted in a decrease in the overall score and has moved Marygrove from a Level 2 to a Level 3 (from a score of 82.4 to 77.2) of Corrective Action with the Michigan Department of Education.



What are the causes of these changes?

Low MTTC scores may be caused by ineffective testing taking skills, incomplete understanding of the content, and lack of experience with K12 students.

The root causes of lower survey results may be lack of real world experience in challenging K12 classrooms and underdeveloped classroom management skills.

Additionally, our teacher effectiveness score is lower than other schools' because, for the most part, our graduates accept teaching positions in the immediate Detroit area, and most of these schools are "low performing". Students in

these schools struggle with all of the issues related to poverty: therefore, their scores on standardized tests are lower than the state average, and as a result, their teachers' effectiveness ratings are lower as well.

What does this mean for Marygrove and Marygrove students?

The good news is that Marygrove has already put into place a strategic plan which includes components designed to improve all three of the factors which make up the EPI score. Some of these components include:

- To address ineffective test taking skills, Marygrove will be a host site for 2400 Expert Test Prep, an on-demand test preparation program which will help high school and college students improve test taking skills.
- To address incomplete content understanding, Marygrove is:
 - launching a **TOTAL** "wrap around" support program which will work with students to support them in **T**eaching pedagogy, **O**pportunities for classroom experiences, **T**echnology competence, **A**cademic content and **L**eadership skills.
 - As part of the **TOTAL** plan, we will be launching **C.I.T.Y.**– **C**ommunity **I**nvested in **T**eaching **Y**outh. **C.I.T.Y. – Campus** and **C.I.T.Y - New Teacher** will work together to provide support for pre-service and in-service development of pedagogical and classroom management skills.
 - To address the need for additional experience with technology, Marygrove faculty are re-writing Edu 330/530, Technology in the Classroom, and incorporating performance based technology objectives into every methods course.
- To address lack of experience with K-12 students, Marygrove will be partnering with one or more public, private and charter schools, including Plymouth Education Center (PEC), to ensure high quality opportunities for students to experience real-world classroom teaching from first class professionals. Improved classroom experiences will help to improve our survey results.
- To address teacher effectiveness scores, **C.I.T.Y - New Teacher** will help our graduates improve their pedagogical skills and deal with the real world problems of teaching in high-need schools.

Students will notice these changes beginning this Fall:

- On-site methods courses in K-12 schools
- Increased opportunities to work with K-12 students
- Increased support for content area courses
- Test preparation opportunities
- Monthly C.I.T.Y meetings on campus
- Interactions with Marygrove graduates who are currently teaching in the area

Please contact me if you have any questions regarding this information

Sincerely,

Dr. Diane S. Brown, I.H.M.
Chair of Education, Marygrove College
dbrown1@marygrove.edu
313-927-1273