

Articulation Agreement
between
Oakland University, School of Education
and
Chippewa Valley School District, Future Educators program

This agreement, made this 13 th day of March 2012, by and between Oakland University and Chippewa Valley School District (CVSD).

Whereas, the parties wish and intend by this agreement to set forth the terms and conditions of engaging in an educational program to help eligible participating students continue their education toward a Michigan Teaching Certificate; and

Now Therefore, Oakland University and Chippewa Valley School District agree that students who successfully complete the Chippewa Valley School District's Future Educators program ("Students") will be eligible to have certain Oakland University course credits waived and receive other benefits in accordance with the following:

1. Students' successful completion of Chippewa Valley School District's Future Educators program must be documented by an embossed certificate of successful completion issued and signed by the Future Educator instructor to be eligible for any benefits under this Agreement.
2. Students will be eligible to have either three course credits waived for EED 312 (3 credits) or four course credits waived for SED 300 (4 credits), or their course equivalent upon the Student's successful completion of Oakland University's two credit EED 313, Advanced Exploration of K-8 Teaching, or its course equivalent; or upon completion of Oakland University's two credit SED 301 Public Education for prospective teachers K-12 or its course equivalent. (This benefit is hereinafter referred to as the "waiver of course credits").
3. Students will be credited fifty hours of work experience with children toward meeting entry requirements for admission to the Oakland University School of Education. (This benefit is hereinafter referred to as the "work experience credit").
4. Students must seek acceptance as an education major at Oakland University within five years of high school graduation to be eligible for the waiver of course credits or the work experience credit.
5. Students must meet all Oakland University admission requirements and be an enrolled/registered Oakland University student in good standing to be eligible for the waiver of course credits or the work experience credit.

6. Oakland University agrees to provide professional support to the Chippewa Valley School District's Future Educator Instructor/Program at least once per semester, upon request through the Oakland University liaison.

The parties agree to communicate via the appointed liaisons at Oakland University and CVSD concerning curriculum changes which affect the agreed upon articulated courses at the respective schools.

This agreement shall be reviewed by the Oakland University Elementary Teacher Preparation Governance Council appointed liaison on or before April 2015 for the purpose of determining whether to extend the term of this agreement.

This agreement constitutes the entire agreement between the parties, and all other prior discussions, agreements, and understandings, whether verbal or written, are hereby merged into this agreement.

No amendment or modification to this agreement, including any extension or amendment, shall be effective unless the same is in writing and signed by all parties.

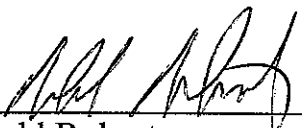
This agreement expires April 1, 2015.

Louis Gallien, Dean, SEHS
School of Education and Human Services
Oakland University

date

Virinder K. Moudgil
Sr. VP for Academic Affairs and Provost
Oakland University

date



Ronald Roberts
Superintendent
Chippewa Valley School District

3-13-12
date



OAKLAND UNIVERSITY
School of Education and Human Services
Rochester, Michigan 48309



APPLICATION REVIEW RUBRIC

Criteria	1 Unacceptable	2-3 Mid Level	4-5 Upper Level	Score
1. Curriculum	Curriculum is informal and does not meet level of a national program; lacks rigor and/or consistency within strands; does not provide a basis for instruction and/or evaluation of students; no evidence of program evaluation.	Program is based upon CERRA or MI CTE Curriculum; contains necessary and appropriate strands of concentration; strands are equally supported to provide balanced overview of the teaching profession; outlines clear and rigorous objectives to provide a strong basis for instruction and evaluation of students; program is regularly evaluated by teachers, students, parents, and administrators.	Program is based upon CERRA or MI CTE Curriculum; contains necessary and appropriate strands of concentration; robust content strand (language arts, math, science, special educ.) augments the basic curriculum; strands are equally supported to provide complete overview of profession; outlines clear and rigorous objectives to provide a strong basis for instruction and evaluation of students; program is regularly evaluated by teachers, students, parents, and administrators.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">4</div> Notes: Although you have surveyed supervising teachers, regular evaluation by parents, students, and administrators is still recommended.
2. Alignment to Standards	Program indicates weak alignment; objects are not clearly defined.	Program aligns with Michigan CTE standards; objectives are clearly defined and supported	Program aligns with Michigan CTE standards; objectives are clearly defined, supported, and further elaborated.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div> Notes:
3. Instructor Qualifications	Instructors received no specific training for the program; teacher and/or CTE certification is incomplete.	Initial preparation through CERRA or another recognized agency; ongoing, yearly PD occurs at district, state, or national level.	Initial preparation through CERRA or another recognized agency; ongoing, yearly PD occurs at district, state, or national level.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div>
4. Additional Ongoing Professional Development	Additional PD is not evident or documented.	Additional PD occurs when necessary, based upon change in standards or curriculum.	Additional PD in supplementary content strands occurs regularly throughout the year.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">3</div> Notes: Upper level score requires ongoing PD in a specific K-8 content area and pedagogy strand (#1); consider ongoing attendance at curriculum content workshops through Macomb ISD.

5. Student Qualifications	Program has no documented criteria for students to enroll in the Teacher Cadet Program.	Students must have a 3.0 (B) in a college preparatory program; students have recommendations from 3 – 5 teachers in previous classes; students submit an essay describing why they want to participate.	Students must have a 3.0 (B) in a college preparatory program; students have recommendations from 3 – 5 teachers in previous classes; students submit an essay describing why they want to participate; additional requirements, e.g. interest inventory, statement of commitment may be required.	<div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 0 auto;">3</div> <p>Notes: Additional features: parental informed consent/support; EDP Career Cruiser; student interview; disqualification policy.</p>
6. Unique Features	There are no unique features documented for this program.	Individual instructors have impacted their local venue to render a unique character to the CTE program.	Individual instructors have impacted the programs in their schools; the unique character of their CTE programs is reflected in the curriculum, instruction, and professional development in their schools.	<div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 0 auto;">4</div> <p>Notes: Additional features: progressive field model; CTSSO organization; Training Agreement/Training Plan.</p>
7. Advisory Board	There is no evidence of an advisory or oversight board.	Advisory board meets regularly; evaluation and/or highlights of TC program is shared annually.	Advisory board meets regularly; evaluation and/or highlights of TC program is shared annually; efforts are present to have positive follow through with the TC program.	<div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 0 auto;">5</div> <p>Notes: Well done.</p>
Summaries and Totals <i>Applicant must have a minimum of 28 points to be accepted.</i>	<p style="text-align: center;">Committee Notes:</p> <p>The revisions to your program have addressed the issues we presented in your first application review. You have developed a strong curriculum that includes a specific content strand (language arts) in your lessons for students. We would like to see that strand continue to grow, via ongoing PD in K-8 language arts content and pedagogy, which is regularly offered through Macomb ISD (#4). In addition, regular evaluation by all stakeholders will continue to strengthen your program (#4).</p> <p>We congratulate you on your hard work with this application, and we look forward to working with you in the future. Your application will be sent forward for approval.</p>			<div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 0 auto;">29</div> <p>Notes: See attached.</p>

REVIEW DECISIONS

Review Committee Jennifer Bellini, Dyanne Tracy, Linda Ayres

Preliminary Acceptance of TC Program YES NO Date March 08, 2012

Missing Information _____

FOLLOW - UP

Interview Date not necessary Interview Committee _____

Site Visit Date _____ Visit Committee _____

Other: By unanimous decision, the Review Committee has approved your application to enter into an Articulation Agree with Oakland University's School of Education and Human Services. An Articulation Agreement has been drafted, which you will find attached in a separate file. The next step is for you to submit this agreement to your

Superintendent for approval. Concurrently, we will forward your approved application to our governing body, the Elementary Teacher Preparation Governance Council. Once sanctioned by that group, your application will move forward to the Dean of the School of Education and Human Services and subsequently to the Sr. Vice President for Academic Affairs and Provost of Oakland University.

FINAL ACCEPTANCE

Date 3/8/2012 Approved By Unanimous Decision of Review Committee

ARTICULATION AGREEMENT

Action	Date	Action	Date
Submitted to District	3/12/2012	Accepted by District	
Submitted to OU ETPGC	3/16/2012	Accepted by OU ETPGC	
Submitted to OU Administration		Accepted by OU Administration	



APPLICATION REVIEW RUBRIC – CHIPPEWA VALLEY SCHOOL DISTRICT
Additional information regarding #1, #4

#1 Curriculum – rating 4

- a. You have developed a strong curriculum. Congratulations!
- b. Evaluation of the program needs to be gathered from students, teachers, parents, and administrators.

Summary: your evaluation of teachers has provided a good foundation for this component, and can be extended to other stakeholders, using a similar format.

#4 Additional Ongoing Professional Development – current rating 3

- a. Tied to #1, this category relates to the teachers' commitment to ongoing professional development in the content and pedagogical strand (K-8) that your students will impart to youngsters in the classroom, e.g. language arts, math, science, special education.
- b. You have begun to develop this strand in your curriculum; however, a plan for ongoing PD needs to support this component.

Summary: A planned program of Professional Development in K-8 content and pedagogy is necessary to maintain the rigor of your program.