



Friday, December 4th, 2015
Eastern Michigan University

MINUTES

Welcome:

Caryn King, Associate Dean, Grand Valley State University, DARTEP Chair
Mike Saylor, Dean, College of Education, EMU
Schedule of Day: DARTEP Meeting, lunch, MIEPI Meeting

Treasurer's Report:

Kevin Williams reported Oct 2 nd budget of	\$17,035.57
Expenses: Paid Out: GVSU:	\$663.20
Balance:	\$16,372.37
Deposit	\$1,400.00
Dues Paid: 118 2015/16 members paid a total of	<u>\$4,720</u>
Total as of December 4th:	17,772.37

Organization Reports:

Michigan Association of Colleges of Teacher Education (MACTE):

Rubin Rubio: Held fall workshop on Oct. 30th at CMU. At least one person attending from each institution in the state. Great attendance! Focused on two key things on the radar from the summer:

1. Testing. See how the tests are done especially the PRE. Had Education Testing Systems (ETS) come and discuss philosophy of test construction and advantage of switching away from PRE. Impressed with their approach. Concerns about equity might not go away if we changed services.
2. Joe Lubig from NMU John from Oakland presented on CAEP Standard 2, discussing stronger K-12 partnerships. The one big take away; we have to have partnerships but we don't have to have every single student involved.....Upcoming; MACTE Board meeting with Superintendent Whiston two weeks from today about some general concerns and concerns with testing. Share concerns with board members and they will take it to the committee.
3. AACTE is February 23–25 in Las Vegas so make plans for the upcoming conference.

Michigan Association of Teacher Educators (MATE)

No report

Michigan Public Deans Council (MPDC)

No report

Michigan Independent Educator Preparation Institutions (MIEPI)

Rueben Rubio: Will have a “Touch base” meeting today at 1pm.

Consortium of Outstanding Achievement in Teaching with Technology (COATT)

Michael McVey (EMU) reported the Fall COATT meeting was held Oct. 30, 2015.

Across Michigan, we are offering certificates in online teaching. Wayne State has a 15 hour program, EMU and GVSU have 12 hour programs, and MSU has a 9 hour program. We agreed that the practicum in these programs were the most difficult to arrange and success varied greatly.

Accreditation issues - Lawrence Tech is beginning to implement [Quality Matters](#) and GVSU has already been implementing it. Anyone teaching a course online is now required to take a QM course at Lawrence Tech. Quality Matters is an organization that took best practices in online education and developed a proprietary rubric for course design. Some accrediting agencies look favorably on programs where faculty have been through the QM courses. Institutions must subscribe to this service. Others have used Online Learning Consortium (OLC) standards and International Association for K-12 Online Learning (iNACOL) to feed the process of course design.

Observations: UM - Dearborn has found that their COLT courses inevitably lead to the Masters. However, Wayne reported some students register for the masters, get financial aid, then quit the program after receiving their certificate which, although great for the students, makes the completion rate look horrible.

Informal Pathways to Online Teaching Preparation: Legislation in 2012 asked MIVU to develop an endorsement for online teaching. Last year’s change in the legislation has broadened the requirement to develop large numbers of teachers to teach online and be highly effective teaching in an online environment.

Endorsement: They are not sure the NP endorsement is the best way to teach large numbers of teachers to become better online teachers. There was some concern expressed that newly minted teachers might not be prepared but Georgia has a module that fits at the end of their teacher prep program called [TOOL](#).

Noteworthy: Last year there were over 300,000 online enrollments by K-12 Michigan students - most of which were taking one online course a semester or year. Michigan neither provides nor tracks data on the online course providers for these 300,000 students and only 20,000 are taking courses through MVS (1/15th of online enrollments). There was some concern expressed that the courses online might not match face-to-face offerings. MVU expressed concerns about quality with many of the teacher-less courses

(i.e. e2020 courses).

[iEducators](#): there is a cohort of *about* 14 secondary teachers being trained and supported by MVU.

Michigan Department of Education (MDE)

Leah Breen: The MDE is grateful for the partnership we have with DARTEP. Introductions of MDE: Beatrice Harrison, Steve Stegink, Sarah-Kate LaVan, Stephanie Whiteside, Sean Kottke, Donna Hamilton, Steve Best, Catherine Wigent, Eric Hewitt, Jim Gowen, Phil Chase. Seek them out and they would be happy to help you. Two focus points today 1. Updates from our partners 2. Updates from world language.

Phil Chase: Quick comments and announcements. Please work with Dana Utterback for cooperating teacher survey rosters. Some are still out, we have to get survey out on time so please get that portion turned in. memo next week about new ACT writing score. Touched on it briefly, will have more info next week. Sneak peek talk to Steve Stegink. Jerry Bush representative from ES would like to make more contacts. If you want contact information talk to Steve Stegink.

Steve Best: Paraphrase of his presentation:

Science and Social Studies standards discussion: handouts from the presentation (available on the DARTEP website). After nearly ten years of the same content standards the Michigan Board of Education adopted a new set of science standards, and MDE is also working on a revision of SS standards. More time has been spent on Science vs Social Studies because science has been adopted and social studies are still in process. Science standards are completely new. Not taking existing and modifying, but they are all new. Large packet of slides (on DARTEP site) so discussion of a few.

One issue in the new set of standards is that they are a part of a bigger package of a complete revision. All factors come into play not just standards. "Achieving the Vision". MDE has been involved for 3 ½ years in the process of the science standards. We made it through!

This set of standards based on a body of research from P-20 of what we really need. Research is based on about 35 years of practices and looking at the field as it is now. Not how it was done before. Informed by those in the field, not just scientists. Utilizing the natural progression through the P-12 system.

Role of standards: out of many sessions regarding these new standards, many educators saw it become more clear: standards should inform curriculum, should impact classroom instruction and local assessments, which are impacted by resources. Another notion: at the state level, should inform MDE assessments including M-STEP, and affect other local policies (see slides for clarity).

Always driving toward career and college ready. Top area is Content Knowledge. See presentation for in-depth explanation.

This is a new generation of standards! Next Generation Science Standards (NGSS) Presentation shows how these are truly different. Science and Engineering are the focus. Standards revolve around foundational practices, overlaid with content,

See slide in pp for clarity: Red/white = cross cutting concepts, too many times these are left out b/c too much time spent on content, so this time they are interwoven into the standards.

Overall what does science look like vs. what has it always looked like?

Trivia fact: Biology, Chemistry and Physics are taken in that order because they are alphabetical!

See slide: In yellow: woven in are very new pieces: engineering and design standards starting at the K-2 level all the way up. Second; notion of cross disciplinary integration, this is challenging for us. We have to get away from doing “just this” in each area and realize most of the work taking place in the field happens “cross disciplinary” which is the interplay that is critical. This realization makes assessment a bit of a challenge.

Third. Interweaving of Math and Language Arts. In 2010 new Math and Language Arts standards and now they are interwoven into science.

Presented key points from the remainder of the slides:

Key points are:

Science Transition Timeline: implementation cannot be done just with professional development. It is a massive undertaking to implement these new standards! (see slide) This is innovation not just an improvement.

Two key components in innovation: 1. Different outcomes based on Career and College Readiness 2. Different processes.

Defining STEM: (see slide). It is not about focusing on 1 of the 4 parts of STEM, it is about intertwining all of them. Must now engage kids about the work of “doing science”. Then connect it all through their writing into Math and ELA skills. (see slide).

Students are all doing, researching, solving, different problems, discussing results in class. Key to the new standards is that it is now how we do our work! Must be Authentic Investigations and Collaboration.

Old vs New standards compared: now we are working with components of innovation, not just defining and describing.

Utility, Resistance, Risk, Efficacy, Feasibility, Creativity. Risk and Resistance are the two key places where teachers will struggle. If they are unable to integrate and try new ideas we will not gain the results expected.

Other issues with implementation: resource and capacity issues; these will be there, yes...but biggest are going to be Practice Issues....

What is happening in the classroom today (see slide). What should be happening in the alignment of standard vs what is happening...too much breadth, and not enough depth on fewer key areas. Incorporation of engineering will be a big portion of the preparation of teachers and incorporating it into the higher education curriculum.

Last idea: what does it look like with implementation? (see slide) Timeline of implementation up through 2022 on slide. Realistically looking at a 5-7 year implementation, from the classroom to the school district, to the MDE, to the EPI's. See slide....

EPI: significant changes will include the need to incorporate Engineering, change science content courses, methods courses....big changes, takes a lot of work together..and MDE will work with all EPI's in this.

Moving on to discussion of Social Studies standards: approved in 2007. Proposed standards. MDE is in the process of revision of existing standards. Edits and changes will

include: fewer and more clearly defined standards. C-3 framework. Early 2016 to be revised and the revised version released for public comment. <http://mi.gov/science>. Contact Steve Best for questions/comments at Bests1@michigan.gov

Summary of Q&A:

Question: Can we begin revisions?

Answer: Sarah Kate LaVan ...Please don't revise science standards yet....contact MDE and let them work with you...bottom line..hold off on implementing anything, but contact the MDE first...

This is a slow implementation. Look at the standards, alignment etc. This is the plan to plan year, next year could be the plan year...don't leap into this!

Question: STEM vs STEAM is there discussion?

Answer: Not really in regard to certification at this point. Much more dialogue to come.

Question: At what point in time does the test change come into play?

Answer: mi.gov/science will show the time line. Starting in 2016-17 will be the first field test of all items. Two year process. Looking at 2019-2020 for student implementation of the new test!

Kate Cermak: Office of Standards and Assessments: Power Point and discussion of M-STEP overview: see link for full power point of presentation <http://www.drcedirect.com/> Good assessment must be aligned with the standards. We work closely with Steve Stegink.

Spring 2016 Assessments: See Power Point for details

MDE offers summative assessments in multiple ways and many folks are not familiar with all of our types of assessments: See Power Point for details

Many test schedules for 2016 (see slide) explanation of who tests when.

Beginning to Move away from paper/pencil so those few who are still paper/pencil must test on specific days. Online provides much more flexibility.

M-STEP Flow: see slide. Explanation of roles of test coordinators as well as students. Shows Secure Site, eDirect and Insight as components of the overall flow from start to test results.

Reports: we want to give people meaningful feedback. It is a rich and full process in order to provide information that is helpful.

Individual Student Report: Shows how a student actually did on a test

Also provides strong claims for the teacher/school based on student results

About This Report is also sent out explaining the overall report.

And provided are Student Report, Parent Report, Student Data File.

District Overview and Demographic Report (to come in the near future, not right now).

Also available is the Spotlight.

How to find information on the site: go to Michigan.gov/M-STEP to find all information and resources. SKL: purpose is to provide you with resources to be helpful to you all. Kate's pp is already up on the DARTEP website.

Sean Kottke: World Language Standards. See pp for details

Purpose and overview: MI based standards on

ACTFL/CAEP. WLAC reviewed and revised standards in 2014...and now in 2015 SBE voted and approved the new revised standards

Highlights: continuity with current standards

What is new: more detailed standards regarding methods for assessing, authentic interpersonal communication skills.

New requirements for programs to assess with the OPI

Provides rubrics of acceptable and target performance indicators.

See link: <http://bit.ly/MIWLA2015> for full report

Compare current structure with new structure:

Taking what we have and updating, refining structure:

Ex: updating 7 languages and possibly change some of the test objectives where needed.

OPI data can hopefully be sent directly to MDE...working on it

Program Review and Re-approval to be continued in February

Hoping to have a streamlined and smooth process to be delivered in February to all EPI's.

Contact info for Sean Kottke KottkeS@Michigan.gov

Q&A: decline in numbers of world languages, schools are asking for more teachers.

Immersion programs for Spanish and Chinese are desired in schools, especially elementary level. Bilingual and ESL standards will be looked at in January to see about better preparation for immersion programs.

Bilingual standards discussed regarding OPI and it will be further explored in January.

Sean shared some specific examples.

No other MDE announcements/presentations

Job-Alike Sessions:

Certification Officers

MOECS updates and a merge of SCECH credits through MOECS is being done during shutdown this week. SCR (security central registry) houses SCECH's and it will now dump directly into MOECS. Teachers must know PIC number in order for their records to be merged.

Misdemeanors; be careful to tell the students the information we got from them is not state policy, not state policy so be careful to tell them that. Remind teachers not to lie about misdemeanors b/c cert can be denied or revoked.

ACT will be giving us tables for new writing score to be used for the substitute for the PRE.

Student Teacher Directors:

Dispositions, clinical work are slippery things and importance of good evaluations. Not as a screening, but how to identify student concerns. Many are using Danielson domain 4. Dispositions and disabled, how do we support them in their clinical experience for disabled. Also directors meet more one on one with students dealing with student concerns. Make good placements with a mentor teacher who could help the candidate be successful. How do other areas around campus lay out dispositions, not just for evaluations but to identify student concerns.

Deans/ Directors:

Caryn King: possibly holding a state wide meeting to share the new science standards. Meeting with local departments first then hosting a meeting in Lansing for everyone regarding a meeting date through MACTE most likely late spring.

Accreditation/Assessment Coordinators:

Catherine Wigent: Will accreditation lapse...Stevie from CAEP... board met yesterday to discuss timelines...

All decisions will be dated at the end of the semester when the decision is made. Ex: decision is made in OCT 2016...you will have access through the end of that semester Dec 2016. So not individually moving people forward....everybody will. For fall it is DEC 31st and for spring it is June 30th.

Coming out with a new handbook in January...working on an online version. Big changes: more user friendly. At board meeting also discussed advanced standards...and the scope. Link from Catherine to CAEP advanced standards (FB site) to get input and provide comments. Should provide updates...but some will most likely be delayed until spring meeting.

Advanced Standards hot topic: field experience, yes clinicals will be required but can look at different ways. More broad in definition. If MDE defines field experience/clinical differently MDE will trump it. SKL what if MDE says clinicals are required in advanced standards...CW said we would go by the one who trumps it.

Think old NCATE SPA approvals: now we have 3 options

1. **Program review with feedback for SPA's.** so we all have to do that anyway as it is really standard 1.1. The site review team will give state feedback from data...they don't give approval or not, just feedback to the state. You will know it before they tell you b/c you are looking at your data. If you disaggregate all your data and it does not look right, note it in your narrative (your own program review)...by default
Question: how to use elementary to compare ...ex: elementary reading overall GPA...

Answer: Catherine said she saw one who did overall GPA, teacher prep GPA, content GPA within the cohort...not a true comparison.

Three early adopters have submitted paperwork...CW is participating and hearing review teams and off site visit conversations, just listening and giving feedback for clarity of early adopters. CW is not sure that the early adopters are a true showing of the true shell of what it is to go through a review since things in the shell are now different.

Question: Is the state planning on doing a principal survey and how should we do it?
Answer: SKL said not yet. SKL what type of questions are you asking. EMU: 50 question survey of "employer satisfaction of the candidate". (SKL said 50 seemed like a lot of questions and might impact your return rate) CW we are reading early adopters to find if what they have is "robust enough". Everyone should use that in their data..is it *robust enough*. Or do you need more data. Or do you put it into your selective data section.

CW "it is less about the piece of data...but is it purposeful and how are you using it to inform continuous improvement."

CW CAEP said we should get a 20% return rate on surveys. SKL CAEP said they liked the principal, cooperating teacher, first year out, but did not like the candidate b/c it is self-reporting...

CW you can use teacher belief survey and just explain why...be careful to be able to narrate how/why you used it.

- 2. State review: Default option so we can take it out**
- 3. Did not talk about the third option**

Look at Facebook OPPS page for details and offer feedback

Steve Stegink: Results Analyzer will be covered in the February meeting. Provide Steve with questions in preparation for the February meeting. MDE had a full slate on the agenda for today.

Caryn. Thanks to Beth and her team for a great day!

Meeting Adjourned: 12:10pm

Lunch

Future Meeting Dates:
February 5, Oakland University
April 22, Hope College