

**Michigan Department of Education
Office of Professional Preparation Services
DARTEP Update
December 7, 2012**

InTASC Standards

A recommendation has been sent to the State Board of Education (SBE) and will be presented at the January 15, 2013 meeting to adopt the InTASC Model Core Teaching Standards: A Resource for State Dialogue (InTASC standards) to replace the Professional Standards for Michigan Teachers (PSMT).

In 2012, the Michigan Department of Education (MDE) developed a cross office collaborative team to consider the systems, policies and practices which impact educator preparation and create a coherent system. A subcommittee was formed and charged with the task of examining all standards impacting educator preparation in Michigan. One element of this task included examining the standards which guide the professional pedagogical preparation and ongoing professional development of educators. The subcommittee determined that in an effort to move Michigan forward, they could either redesign the PSMT to reflect Career and College Readiness and the additional elements present within the 2011 InTASC standards or adopt the InTASC standards.

The subcommittee's work began with an examination of previously submitted alignment documents and stakeholder feedback, and a review of current best practices within educator preparation and development. The subcommittee also analyzed both the PSMT and InTASC standards in relation to the Governor's priorities and the MDE's current initiatives and goals. Based on the findings, the subcommittee solicited new feedback from key stakeholders within educator preparation to better understand the overall ramifications, impact on implementation, and potential outcome measures that could demonstrate alignment to the standards.

Overall, there were three phases in which feedback was solicited to guide the recommendation process. First, 17 of the 35 EPIs were informally polled during a workshop to better understand what set of standards teacher education faculty felt best supported current needs and trends in teacher education. A strong majority of those polled felt the InTASC standards would provide a better guide for teacher preparation in effort to meet future needs. Second, approximately seven representatives from different Educator Preparation Institutions (EPIs)

were contacted to have sustained conversation about the potential adoption of the InTASC standards. Overall, feedback was positive and comments contained recommendations for implementation. Third the Office of Professional Preparation Services (OPPS) made a call for public comment on the proposed InTASC standards through the MDE weekly communications email. The period for public comments was opened in early November. The field responses were compiled and reviewed by subcommittee members. As very few comments were made all but one were positive, and the committee moved forward with the recommendation to the SBE to adopt the InTASC standards.

The InTASC standards can be found at: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

MDE staff will present the InTASC standards to the SBE at the January 15, 2013 meeting.

Performance Score ReWrite

Contact Thomn Bell for updates coming from the MDE Educator Effectiveness Project.

Revised Program Review Process:

The MDE is beginning a revised process for program review, and anticipates this new process will:

- afford institutions flexibility in articulating the uniqueness of their programs
- provide a pathway which encourages development of assessment and use of data to continually reflect on and revise program
- reflect national accreditation processes (i.e. NCATE, TEAC, CAEP).

Applications are available online.

Specialty Area/Endorsement Programs: http://www.michigan.gov/documents/progapp_21902_7.doc

Elementary Certificate Programs:

[http://www.michigan.gov/documents/
Application_for_Vocational_Program_Approval_12_144751_7.1.05.doc](http://www.michigan.gov/documents/Application_for_Vocational_Program_Approval_12_144751_7.1.05.doc)

Central Office Administrator: [http://www.michigan.gov/documents/mde/
Approved_central_office_admin_programs_6-2-2010_323037_7.doc](http://www.michigan.gov/documents/mde/Approved_central_office_admin_programs_6-2-2010_323037_7.doc)

Principal Preparation Programs: http://www.michigan.gov/documents/mde/Approved_Principal_Programs_349305_7.doc

School Counselor Programs:
COMING SOON - contact Beatrice Harrison

Interim Occupational Certificate:
COMING SOON

All applications must be sent electronically via email to educatorprograms@mi.gov. Please contact Thomn Bell (bellt1@mi.gov) or Sarah-Kate LaVan (LavanS@mi.gov) for any questions regarding program review. The OPPS will develop online/virtual technical assistance for completion of applications soon.

Implementation of Approved Elementary Certificate Programs:

Considering the current elementary education MTTC test #083 will not be offered after July 2013, institutions must advise elementary candidates and applicants to complete current elementary education program's academic coursework during 2012 or transition to programs approved to the new SBE standards.

Based on an institution's experience with the time taken for elementary candidates to complete the academic coursework related to the MTTC #083, the institution should produce its own deadline for admitting candidates to the institution's "old" elementary education program.

Institutions should publish information that the institution and the MDE are in a transition period. Current and new elementary education candidates are advised that current course requirements are subject to change during the transition period and a new test will replace the current test, effective October 2013.

Industrial Technology and Technology and Design Standard Development

The SBE approved new standards for teachers in Industrial and Technology Education (IX). These standards incorporate previous IX and the Technology and Design (TX) standards. EPIs must stop admitting candidates into TX programs. EPIs continuing IX endorsement preparation program must submit new application materials to the OPPS. MTTC development for this area has been delayed at this

time.

Michigan Test for Teacher Certification (MTTC)

ALERT: Institutions are reminded not to accept MTTC score reports delivered by test takers. If a test taker is not on a score report roster received through secure electronic delivery or direct mail from Evaluation Systems group of Pearson (ES), the test taker must ask ES to send an official score directly to the institution.

Test takers may print a *Test Results Request Form* located at:
http://www.mttc.nesinc.com/pdfs/MI_20092010TestResultsRequestForm.pdf

The additional score report costs \$15 per test administration date. A score report costs \$15 for two or more tests taken on the same date. Score reports for two or more tests taken on different dates are billed at \$15 per date.

Institutions that choose to accept a score report directly from a test taker are solely responsible for validating the score report against official reports received from ES. Institutions must be ready to provide verification of its validation of a score report used for certificate or endorsement recommendation.

When the MDE or an institution notes a teaching certificate was issued on the basis of an invalid or fraudulent score report, the MDE's policy is for the institution to inform the MDE, in writing, that the institution is withdrawing the recommendation. With the recommendation retraction, the MDE will nullify the teaching certificate.

Computer-based (CBT) MTTC testing and full-length practice tests

The MTTC contract provides for computer-based testing (CBT) and full-length practice tests. These enhancements are being phased in, beginning with high-use (so called high-incident) test fields. See www.mttc.nesinc.com for details.

MTTC test development

Teacher education faculty and specialty content area faculty are invited to participate in MTTC test development. Faculty nominate themselves or others through online registration at: www.mirecruit.nesinc.com

MTTC permanent record

EPIs contact the MDE to remove MTTC test fields from official annual or 3-year summary reports. Such requests occur because a particular subject area endorsement is no longer offered, never was offered at an institution, or because eligible test takers are revealed after a test administration.

Removing test fields from MDE reports begins with the verification roster institutions receive from the testing contractor before the date of scheduled MTTC test administration. If an institution observes roster has test takers scheduled in areas not approved for the institution, those test takers may be designated as "not eligible". "Not eligible" test takers are removed from an institution's official MTTC record for that date.

If supposed "eligible test takers" are discovered after a test administration those test takers cannot be added onto the permanent record.

MTTC fee vouchers

MTTC test takers with fee vouchers to pay for regular registration fee of a content MTTC test must send the vouchers by regular mail directly to ES.

The directions for using MTTC fee vouchers are included with the fee voucher packet mailed from ES to the MTTC contact at a Michigan EPI.

Tell MTTC test takers neither the MDE nor MTTC test site staff can apply a fee voucher to a registration fee.

MTTC resources for educator preparation faculty and academic advisor

ES, along with the MDE, provide online resources for faculty and academic advisors assisting MTTC test takers at:

http://www.mttc.nesinc.com/MI_facultyguide.asp

Faculty, academic advisors, and test takers are provided with materials to interpret score reports and test field subarea performance: http://www.mttc.nesinc.com/pdfs/MTTC_ScoreReportBacker.pdf

Faculty, academic advisors, and MTTC test takers may be assisted with a coursework and MTTC objective/subarea alignment template. The template and an example of how to complete the template are available at: http://www.mttc.nesinc.com/MI_facultyguide.asp

The template helps users focus alignment of MTTC objectives with coursework provided to meet those objectives.

Using a score report and completed MTTC objective and alignment grid a faculty or academic advisor may assist an MTTC test taker to identify subareas that represent strengths or limitations for the test taker. Once subareas are identified in which a test taker's performance is limited the objective and coursework alignment grid may be used to provide focused resources to strengthen a test taker's performance.

OTHER MTTC REMINDERS:

- Institutions must return verification rosters with identified "not eligible" test takers to the testing contractor within 7 days following the date of the test administration.
- MTTC passing percentages reported in the cumulative percentage passing column are a record of the "best attempt" recorded for a test taker during the reporting interval. The cumulative percentage passing does not represent a numerical accumulation of the number of times that a test taker has taken a particular test. Consequently, institutions that keep their own records based on adding up the number of times a test taker takes a test before eventually passing the test will likely observe that the MDE's official cumulative percentage passing values are higher than an institution's own in-house record.
- Institutions that want to provide individual MTTC performance results to faculty or other advisors need to be careful to assure the institution is not infringing upon a student's FERPA right to privacy. If your institution has not received prior written approval from an MTTC test taker, then consult with your institution's legal consultant(s) before using an individual's MTTC performance report for a purpose other than approving a candidate's application for a teaching certificate or endorsement.

Individualized Development Plan Tool

A model Individualized Development Plan is now available as an electronic tool, available for use by beginning teachers and their mentors. Teacher preparation programs are invited to use the tool with their pre-service candidates. It can be found at:

<https://www.solutionwhere.com/midemo/cw/main.asp>.

Addressing the Achievement Gap

As stated in the last update, the MDE has made it a priority to examine the policies, and practices that perpetuate the growing Achievement Gap in Michigan's schools. The MDE has narrowed its focus to address Achievement Gap issues of African American males. In effort to address the systematic issues that perpetuate the Achievement Gap the MDE is looking to partner with EPIs and examine the way in which we prepare educators. One element that MDE is examining is the hiring practices and recruitment of candidates to meet the diverse everchanging needs of today's P-12 students. Over the next few months MDE will be putting together a plan to address this issue and will be looking to partner with our EPIs to address this concern. Please contact please contact Sarah-Kate Lavan (lavans@mi.gov) or Thomn Bell (bellt1@mi.gov) for more information.

National Accreditation

The MDE is working with the Council for the Accreditation of Educator Preparation (CAEP) as a pilot state in developing a new partnership agreement. Once initial drafting of the partnership agreement has been completed, MDE staff will work with the Michigan Association for the Colleges of Teacher Education (MACTE) to finalize the document and make recommendations to the State Superintendent. This agreement will impact EPIs going through the accreditation process beginning in 2015.

For questions regarding this process or accreditation pathways please contact Thomn Bell at (517) 574-0301 or bellt1@mi.gov.

Improving Teacher Quality Grants

Another round of applications for the Title II A (3) Improving Teacher Quality Competitive Grants Programs has been announced on the MDE website. The Request for Proposals (RFP) can be found at:

http://www.michigan.gov/documents/mde/RFP_2009-2010_rubric_Signed_291634_7.pdf

Please note the application has been modified, in anticipation of changes in federal funding levels and timelines. There are two categories, both addressing core content. The second category has been expanded to allow for past project

participants to "return" to join the proposed sustained professional development activities, resulting in an extended evaluation effort. A Technical Assistance session will be held on Monday, December 10th from 1:00-3:00 p.m. (both as a webinar and as a face-to-face meeting in the Hannah Building). Please contact Donna Hamilton at hamiltond3@mi.gov or (517) 241-4546 if you have questions about the RFP or the Technical Assistance Session.

Performance Score Information

The 2012 performance scores are available at:

http://www.michigan.gov/mde/0,4615,7-140-6530_5683_5703-220335-,00.html

FYI- Workbooks and instructions for the 2013 reporting period are awaiting final review. As soon as review is completed all documentation will be forwarded to institutions from Dana.

TPI Distribution Listings

If you have staff changes within your College or Teacher Education Offices please contact Dana Utterback via e-mail to update our distribution listings accordingly. The Certification Personnel listing can be reviewed on our website at: http://www.michigan.gov/mde/0,1607,7-140-6530_5683_14795---,00.html

Professional Standards and Practices

The process of recommending individuals for certification using the Michigan Online Educator Certification System (MOECS) has been progressing nicely. Just a reminder, please do not enter the application onto MOECS unless the court documents are being immediately faxed to the OPPS. The application processing is often delayed because the court documents are not faxed immediately. Also, please review the court documents prior to faxing. If the records indicate the charges were not prosecuted or dropped, unless there is another conviction, the applicant will need to check "no" to the conviction question. Finally, if the offense for which the applicant is convicted shows 2nd or 3rd offense, the applicant must provide court documents for all of the convictions (i.e., 1st offense, 2nd offense, 3rd offense, etc).

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