



**Friday, December 2, 2016**  
**Spring Arbor University**

**Introduction** – Sally Rae, Associate Professor, Division of Education

Better in circles and rows, one good thing about teaching. Talk about legislatures have to change what they are hearing. At the end of the day revisit.

Linda welcomes. Doug Wilcoxin welcomes. “Go Education”.

### **Organization Reports**

- DARTEP Treasurer’s Report (Kevin Williams)  
<[http://dartep.org/meeting\\_info/DARTEP\\_treasurer\\_120216.pdf](http://dartep.org/meeting_info/DARTEP_treasurer_120216.pdf)> Used to have joint account with COATT. Transfer \$50. See powerpoint for detail, Final Balance: \$12,555.54
- Michigan Association of Colleges of Teacher Education (MACTE): Pay attention to legislature
- Michigan Association Teacher Educators (MATE)
- Michigan Public Deans Council See MACTE
- Michigan Independent Educator Preparation Institutions (MIEPI) Susan English elected chair. Have not met
- Consortium for Outstanding Achievement in Teaching with Technology (COATT) See attachment <[http://dartep.org/meeting\\_info/DARTEP\\_COATT\\_report\\_120216.pdf](http://dartep.org/meeting_info/DARTEP_COATT_report_120216.pdf)>

**MDE Updates:** *Krista Reed, Leah Breen, Sarah-Kate Levan, Phil Chase, Steve Stegink, Shawn Kottke, Catherine Wigent, Stephanie Whiteside, Preston Hicks, Rajah Smart, Beatrice Harrison,*

1. *Sarah-Kate Levan:* <Link powerpoint> (notes below are from powerpoint)
  - New format
  - Influencers to discuss
    - Stakeholders
    - Structured dialogues (1.5 years ago) (all students career and college ready)
      - First meeting looked at the vision. Ideal system – what look like
      - Second – what is barriers to the system
      - Third – What are the actions
      - Don’t pick participants, pick perspectives. (Geographic regions, K-12, higher ed, variety of higher ed.)
  - Michigan’s Early Literacy Initiatives
  - Legislative changes
  - NCLB/ESSA
- Outcomes
  - Certification structure and rule revision
  - Highly qualified and appropriate placement
  - Endorsements and Standards
  - MTTC RFP and rethinking teacher licensure
  - From meeting 1 – get influence map. Interesting drivers discovered.
    - Vision
      - Aligned system

- Authentic, mutually beneficial partnerships
    - Barriers:
      - Difficult to define effective teaching. If we could name those things about what this looks like, we could create the system.
      - Structure of certification
        - Doesn't match the needs of k-12. K-5, k-8 self contained. Do not have all knowledge k-8. Middle school. Don't really prepare students for middle school.
    - Actions
      - Define teacher quality and effectiveness
      - P-20 system and partnerships.
  - Smaller focus groups. Open call
    - Purpose – Dig deeper. (Clinical experiences, mentoring and induction and teacher certificate structure)
    - Outcomes
      - Current
        - Tensions: broad vs. specialized; Specialized really prepared, but not as helpful for principals in school for placements. How to place people with certain specializations. Gap in Middle school. EPI/K- 12 partnerships hard.
- *Shawn Kottke* – early literacy initiative
  - Data on 3<sup>rd</sup> grade learning. Governor convened a work group and came up with number of strategies.
    - Research supported assessment
    - In-service and preservice reforms
    - Engage parents
    - Data that compares our status and growth over time
    - Created action teams.
  - Outcomes include
    - Some support designed for in-service, but can be used for preservice
  - Governor's prek-12 literacy meeting this Monday.
  - Want to solve early literacy issues.
  - Legislative changes
    - PA 159 no test fee cap
    - PA 306 3<sup>rd</sup> grade reading bill (retention at 3<sup>rd</sup> grade for those who don't meet benchmarks) (2019/20 will be first)
    - Registration for Michigan Reading Association board has many open positions. Conference coming up.
- *Krista Reed*
  - NCLB/ESSA
    - HQ -> appropriate placement (which is what highly qualified was getting at)
    - Challenges
      - K-5 all subjects – is that appropriate to be the reading specialist? (It is legal)
      - All subject designation gone. Some people still have that certificate and highly qualified takes that away keeping people from inappropriate placement.
      - Middle school setting really a concern
      - BUT shortages and vacancies. DI teaching Physics legal, but is it appropriate?
      - Want an extra year to work on this (6 “c”s to consider)
        - Certification
        - Context
        - Code
        - Course title
        - Curriculum
        - Credit
  - Outcomes
    - 2 groups break out. Rooms

### **Job-Alike Sessions**

Accreditation/Assessment Coordinators

Student Teacher Directors

Stephanie Whiteside – criminal conviction issues. Phil Chase RFP. Transition to SAT. Launched into certificate structure and a little more for highly qualified and appropriate placement and how impacts certificate structure. Need to focus on 80% with dynamic options for the 20%. Challenges. Middle school, k-8 all subjects, special education. Difference in shortages and vacancies. Guess new rules in March. Changes to programs will have effective dates.

Certification Officers – Department Heads/Deans – Aspen Room (South Atrium)

Leah Breen – no PRE, timeline RFP. New contract by fall next year, transition to SAT. Waiting until get to superintendent. Talked about certificate structure. Grade bands, endorsements, flexibility in programs. Be aware that we need to come up with flexible ways of adding an endorsement – permit is something we can do with our partners. If permit work now, have to pass test before the classroom.

Can we come up with a deal where if they are in our program they can pass the test afterward?

Some getting email from listserv that looks blank, set something that you click on. Might need to open up. Groups of 3 only – get practical. Two other people in the group legislatures. (1) What are you doing at your institution that is really, really good? (2) How does it translate to something in the State of Michigan?

### **2016-2017 Meeting Dates:**

~~October 7<sup>th</sup>: Calvin College~~

~~December 2<sup>nd</sup>: Spring Arbor University~~

~~February 3<sup>rd</sup>: Central Michigan University~~

~~April 7<sup>th</sup>: Hope College~~

~~\*\* April 5<sup>th</sup>/6<sup>th</sup>: CAEP Conference at Hope College~~

## Notes from breakout session deans/directors/accreditation

December 2, 2016. Notes by Jon Margerum-Leys

**Four topics:** Endorsements and standards, RFPs for licensure assessments, Certificate structure/appropriate placement/rules revision,

### Endorsements and standards (Sarah-Kate LaVan)

#### Supply and utilization data for endorsements.

Registry of Education Personnel, MOECS data gives an indication of the supply of endorsement areas and how those endorsements are being used. For example, are English teachers being put in journalism placements? Some endorsements have a diminished supply, some are not being used as intended. Looking to phase out computer science endorsement. Sociology is also a possibility to be phased out: We don't have candidates coming out and schools don't have placements for completers. MDE is considering combining/phasing out endorsements. For instance, Health and PE may be combined.

Penny Cobau-Smith, Adrian, expressed a concern about phasing out computer science. It's a growing area in the economy, with a lot of potential jobs available. Jon Margerum-Leys, Oakland, mentioned that the standards could be habits-of-mind centered - made a comment about the explosion in STEM, in which the T(echnology) and E(ngineering) are a problem area. Leah Breen brought up an example in which candidates who had special preparation in teaching AP coding, but could not teach due to a lack of endorsement. Alternatives to minors were discussed: Karen Obsniuk from Madonna mentioned K-12 school contracts that required teachers have a certain number of credits in a topic in order to teach it. Kevin Wiley, Andrews, mentioned that it seems like odd timing to phase out the endorsement at this time. Beth Kubitskey, EMU, gave an example of a teacher who did not want to codify a curriculum because he wouldn't be certified in the area.

Leah Breen encouraged those in the room to e-mail MDE with their thoughts.

### Updating Standards

**Standards updates.** MDE has been off-cycle with standards updates and is getting back on cycle. Language Arts has been revised. Health and PE standards are being merged. Elementary literacy and mathematics portions of the elementary standards will be extensively revised, other portions will be updated as well.

**Health/PE combination.** When surveyed, administrators preferred to combine endorsements, for economic/placement reasons. Teachers were split, as were EPIs. Some EPIs who did not have either program expressed an interest in offering a combined program. 60-75% overlap between the two sets of standards. One program is doing the merger on an experimental basis. 128 credit overall program. MDE recommendation will be to combine in one area. Caryn King from GVSU expressed support as it is advantageous to students. Question: Will this be elementary, secondary, or K-12? Sarah-Kate will check into this. Beth Kubitskey from Eastern expressed concern, specifically on the part of special educators, who find the health option to be a useful minor. Hope College representative expressed support for the combination when viewed from a physical education standpoint. Physical educators are much more marketable with the health minor. On the flip side, there were teachers with a science major and health minor and the combination was effective. Catherine Wigent pointed out the most special ed students are mainstreamed for health, so special ed teachers don't need that as much as they need math and/or language arts content preparation. Small numbers of family and consumer science completers and placements are causing MDE to look carefully at the endorsement.

**Elementary Standards.** Kelli Cassady presented. There have been many changes in education since 2008, leading to a strong need to update the elementary standards. Standards development process has been different

than in other standards development. Action teams set vision and non-negotiables and feed information to the standards committee. Conversations with selected perspectives held with early literacy and early math stakeholders, which will then be combined when considering the standards overall. Literacy is almost done drafting their set, math will meet after the holidays.

A line of standards needs to be created in order for certification processes to move forward.

Caryn King (GVSU): Grade banding limits the options for completers, but pedagogically probably makes sense. Catherine Wigent pointed out a need for balance in these considerations, along with flexibility to be able to deal with outliers.

## Rules revisions

Certifications at the elementary will be changing, which causes a need for changes in the standards. In turn, changes in standards will cause a need for changes in certification. Need to solve both areas at the same time.

Looking to get rid of option 1 and option 2, have one program.

**Michigan Science Standards within elementary.** Are not being updated. There is no unified vision for science education in Michigan so MDE is not updating them at this time.

**Social Studies Standards within elementary** have not been adopted by the state board of ed, so MDE will not do much more than update language.

## Assessment

Governor's workgroup noted that the literacy requirement is not tested currently. Discussions have been happening to develop recommendations regarding testing. This includes a shift toward broadening beyond testing for content knowledge to testing PCK and content knowledge for teaching. Moving toward scenario-based testing, among other modalities. Standards and assessment are being developed in parallel. One participant raised the possibility that there is a parallel to the updates in EdTPA, Sarah-Kate indicated she didn't see a strong parallel. Beth Kubitskey (EMU) sees both sides. Candidates deeply consider their own teaching, which may have a parallel with the updated MDE thinking about assessment.

MDE had a conversation with ETS regarding NOTE. Some overlap there and some overlap with California's testing protocols, which are scenario based. Action teams looked at a variety of assessments in developing their vision.

Question regarding cultural competency and diversity. Sarah-Kate mentioned a tension between putting a stream throughout the assessment, in which case it might get lost; or have discrete sections, missing out on connections to other areas. Pluses and minuses to both. Early literacy and math have both strongly considered cultural competency and diversity.

## RFP for all Michigan Assessments (Leah Breen)

Re-bidding assessment contract, which ends October 2017. May not include a basic skills assessment. Were supposed to post RFP in November. Close to being ready. Vendors will have an opportunity to ask questions of clarification, which MDE will respond to. Transition period will occur from April 2017 to September 2017.

Ongoing transition away from PRE. Recommendation to transition to SAT. Superintendent Whiston will need to make the determination regarding the transition, he is expected to do so in the next few months. SAT cut scores will need to be set.

### Certificate Structure/Highly Qualified/Appropriate Placements (Leah Breen)

Existing certificate structure is problematic. Fixing will be a partnership among MDE, K-12, higher education. Tremendously complicated problem where any potential solution will be controversial.

System to be designed must work for the majority. There is recognition that any system will not meet the needs of outliers. Micro-districts and Detroit were mentioned as having very different needs from most Michigan settings.

Middle school students are not well served by the current system; candidates are not being effectively prepared. Students' socio-cultural needs have changed and more content that at one time was high school oriented is now taught in middle school.

Teacher shortages and teacher vacancies need to be handled differently. We have moved from discussions of teacher surpluses to discussions of teacher shortages. Detroit has a vacancy problem, not (demographically) a shortage problem. The Upper Peninsula in some areas has a shortage problem. Special Education and Bilingual throughout the state appear to be true shortage areas. Some legislators want to address a perceived Detroit shortage by changing teacher standards. We need to be careful about that.

There have been a lot of changes in the administrative rules. Enactment dates will be staggered over a three year period.

New system of permits will be coming out, allowing teachers to teach out of their endorsement areas. All are short term, three to four year period. Some require additional training for their endorsements, some do not. One type of permit allows someone who passes the content area test to stay in a position for an academic year. All permits require an effectiveness rating. Most require a mentor on site. This new system of permits will help to support outlier district (small rural/large urban) needs.

Smaller grade bands are expected in some cases. Unlikely there will be K-8 endorsements of any kind. Probably fewer content area options in elementary, possibly only four: Literacy, math, social studies, science. Possibly removing arts credit requirements. Combined science endorsements, social studies endorsements are likely.

Elementary buildings in Michigan don't seem to have a pattern. Some districts use narrow grade band buildings, some use K-8.

Special Ed will continue to be K-12 categorical. The rules for special education do not fall under MDE (?). Special education teachers could teach under any certificate, in addition to the categorical. Candidates will still need to have a non special ed certification.

Grade bands at the secondary level may change as well. Content 6-12 is a challenge. High school subject area content knowledge needs to be understood by eighth grade teachers, as they sometimes teach content that gets awarded high school credit.

It's also possible that traditional elementary/secondary distinction will be changed to grade band certificates. The model would be that new teachers would come out with limited areas and could add additional endorsements after initial certifications.

Michael MacDonald (Oakland) mentioned that this seems parallel to the Ontario system, in which all teacher preparation is post-bac.

Leah mentioned that under current rules, teachers can already work toward endorsements through alternative routes. It's important that universities understand this and get in front of designing programs.

### **Accreditation (Catherine Wigent)**

Hope College will be hosting a spring accreditation conference. Talk with Doug Brashler from Hope or Catherine to be involved or to send along questions that you would like to see addressed. Suggestions for structure are also welcome.