**Friday, April 7th, 2017**

**Hope College**

**Minutes**

***Introduction*** – Sally Rae

***Welcome*** –Scott VanderStoep, Dean for Social Sciences, Hope , Sally Rae, DARTEP Chair, Beth Kubitskey, Vice-Chair

(See ppt for review)

Proposal: increase dues for $5 to cover travel for board member travel: line item in budget.

Moved, second. Request to see budget before vote. (Note: budget now high, but that is because universities are paying for hosting and haven’t in the past).

***Organization Reports***

* DARTEP Treasurer’s Report (Kevin Williams): Budget report (see ppt). Balance: $8913.78. Cost for today’s meeting pending. Paying Sonya Landrum $300 for maintaining balance. We are going to be hovering around $6000. Less than had traditionally. EPI absorb a lot of the costs. That is changing. Institutions have been bearing more of the expenses. Question: At one point the fund balance was $17K. Now we are down to $6000. Worried that we need more. It has been a long time to increase the dues. Question: How many members: Average 140 paid. 80-100 per meeting. (Do we need lunch if only meeting in morning). Should we cap the mileage for the board members. (Is the energy for increase $5 is hardly worth it, let us move on). $5 per person. This format works well for our university - likes the lunch because it allows the interaction. Motion on the floor for $5. Passed.
* Michigan Association of Colleges of Teacher Education (MACTE) Joe Lubig. April 21st Michigan Dean’s Meeting will be a combination meeting between Deans of Publics and MACTE. ACT: Thanks so much to MDE and colleagues at the institutions for the recalibration of ACT reading and writing to 22. Made it easier to advocate for candidates while maintaining quality programs. Now the SAT memo for the PRE. That will be a little chaotic, but we advocated for this. You can join MACTE without having to join AACTE. We believe that AACTE and MACTE increase advocacy from each group. A lot of support from both AACTE and MACTE. We will do another MACTE retreat June 12-14, 2017 at Northern Michigan University. Applying to see if we get a chapter grant to offset cost. Hopefully will get that. Some topics looking at: Core competencies (help define what candidates need to have to be successful), connecting surveys with these competencies, and what we have experiences with accreditation processes.
* Michigan Association Teacher Educators (MATE): No report
* Michigan Public Deans Council In writing
* Michigan Independent Educator Preparation Institutions (MIEPI) 30 met from a dozen independent colleges. Jim shared about ALACTE (national independent education organization), small “n” issues (teacher effectiveness, and many teachers go out of state so don’t get data; costs). Nominated vice share.
* Consortium for Outstanding Achievement in Teaching with Technology (COATT): Minutes are in packet. Phil Chase, Preston Hicks, and Dana Utterback came to meeting and talked about surveys and data. If concerned about technology and accreditation, watch for announcement from COATT meeting.
* Election of
	+ Julie Sinkovitz from Adrian College put forward from independents. Nominated by Sally. Masses

***MDE Updates***

* Introductions - Phil Chase
	+ Introduce
		- Steve Stegink
		- Learning Unit
			* Sarah Kate LaVan
			* Sean Kottke
			* Kelli Cassaday
	+ EPI and Title II Questions: Preston Hicks
	+ Documentation for students coming about SAT.
	+ Certification correction - Dana Utterback
	+ Game plan: Jared Robinson present about teacher effectiveness data.
	+ Donna Utaik MTTC/education systems representative.
* Educator Evaluation Update - Jared Robinson, Assistant Director, Office of Educator Talent (see ppt). New to this group. Not on huggin basis yet. Challenges and stress of teacher evaluation. Educator evaluation mean different things to different people. Office of Teacher Educator Talent
	+ Proud Michigan Campaign

Some teachers feel office that recognize teacher excellence also involved in teacher evaluation. Treated as a paradox. Educator evaluation is in top 10 in 10 in strategic plan. Not about weeding out bad teachers, about helping teachers develop professionally. Second place about implementation of educational goals with fidelity. How do we use this assessment/rating to improve schooling, not just a rating system.

Vision: Why important - for rich feedback to teachers to improve practice and profession. It is immediate, valuable feedback. It takes good instructional leadership. But if not implemented correctly it becomes a hoop. Causes anxiety and stress, sometimes causing educators to leave the profession.

Ed Prep Programs play a key role. If Instructional Educators come in prepared things run more smoothly.

Evaluation model: foundation for instructional pedagogy. Based on a framework.

Can be used as tools to dig into the teaching environment.

Cycle of continuous improvement: A cycle that can go on throughout the year, as well as multiple years.

 If we have the right mindset, then the data has a purpose and impact on student growth.

Feedback: if not used to getting can be threatening...but when done well, it should be a collaboration and a positive quality experience.

Training is expensive for institutions/districts. They would like teachers to come in ‘trained’ in a framework. “I have heard principals are asking what candidates know about educational evaluation frameworks’.

Wrap up… student growth. Based on observation tool, in future will be differently weighted. It is hard to know how to measure student growth. The most common student growth model: Student Growth percentile.

Statewide Evaluation Labels: lots of folks pay attention to labels. I would like to get them to not look so seriously at labels. Ex: teacher effectiveness ratings. A lot of anxiety is not based on the trends from rating labels.

Last slide: what are we doing to provide help and guidance? Webinars; four now have been presented on Friday mornings. If it is of interest please join us.

Catherine Wigent: how many EPP’s are using one of the four state approved frameworks. Jared: Tally taken and mostly Danielson used throughout the room. Alignment with InTASC. Legislation is quite mute on this point. They say it must be valid, reliable and have efficacy; without giving a true clarification of what that means to them.

Wigent: put a plug in your office of how we are asked to train folks vs. what the state is asking us to do. Jared: would be good to do thanks!

* Certificate Structure Update - Kelli, Sarah, and Phil:

 Sean: (see document)...In both DARTEP and update. See information about world

 language applications: If you have not yet submitted, please do so asap.

A new process for our program amendments: see “report of amended program”.

We are streamlining the process to simply call it amended. Much simpler process. You submit, we review and provide any needed feedback, sign and return to you asyour

official record. We hope this honors your expertise and helps streamline things, as well as cut back on the number of $300 costs. Oops….Sarah just said “maybe”. It depends on the amount of changes requested.

Any program change is needed to be reported. Not always asking for permission from the state, just putting it on record for reporting purposes. We are working to all have documents at the state and institutional levels align and match and up to date.

Donna F. is the form available on the website...it will be up on the DARTEP site soon.

We are showing this to you for our own CI and feedback.

Susan E. what is one course has significant changes? Ex: did not have clinicals and now has a significant amount.

Sean: good question: good to provide us for record but not usually something that comes our way.

Report of Closed Program: (see handout). Same type of form for amendments to a course/program. Now some of what we have asked for is now in a formal form.

Program closure: all the slang for closing, temporary closing, freezing, shelving, halting

 etc..are all called closing.

SK: so if no candidates are in a program. You need to close the program. Do not leave an empty program ‘open’, because it will impact validity of your overall program.

How do we reopen a program that has been closed for 5 years?

Sean: we call it a new program and you go through the new program application.

* Endorsement Phase Out:

Sarah: we looked at all of our endorsements and did some evaluations of data.

What stood out: (see handout) we are phasing out endorsements on the handout.

CIS: we just can’t keep up with the endorsement standards and tests.

Journ: standards are out of date, and it moves rapidly as a field. We can’t keep up with

 those standards, along with a low ‘n’ ...and the field is not using this for hires. Having

 equity issues with this endorsement.

Taking all this and other data evaluation into account, the list shows what we are no

 longer offering.

Dance: very few schools in MI are using the endorsement to hire instructors. Schools are going to the local community for dance instructors as their hires.

Visual Arts Ed. Specialist: This is the master’s degree, not the Visual Art Education.Not

being asked for in k-12’s for hires.

Hope question: is there any discussion about adding dance into the health/pe

endorsement? Sarah: we are looking to merge health and pe. As a combination. But we

are not looking to add it in at this time.

Timelines: Kelli: (see handout). MDE has letters to anyone that this phase out impacts

 ready to go. It will go into effect February 1st. At that time EPP’s must submit a roster of candidates, and work with MDE on the timeline of phasing out (see handout). Bottom line: no new endorsements issued after 7/1/2026.

Sarah: poke holes in it now….and give us feedback on this process…

Questions arose that were quite specific to institutions.

All will be directed to Krista Ried for clarification.

Sarah: last thing: when we notify K-12, it is the administrator’s responsibility..but we encourage working with the MDE on helping admin to accept modifications...some messaging is in the works between MDE and K-12 admin….

***New Business***:

* Election of DARTEP Chair Elect for 2017-2018: Julie Sinkovitz
* Imagining Teacher Education in Michigan conference- Corey Drake MSU

***Break Out Sessions:***

**Certification Officers**

Phil: Certificate Structure

* Susan Dalebout represented us on the stakeholder group.
* We will receive a video about the new structure and can provide feedback in online survey.
* PowerPoint showing proposed structure is on DARTEP webpage under Minutes & Handouts.
* Grade bands: PK-3, 3-6, 5-9, 7-12, PK-12
* May be possible for individual to complete two grade bands (such as 5-12 social studies)
* 5-9/7-12 will choose one or two content area specialties.
* Still sorting out program options (specific majors/minors allowed for each grade band).
* Structure is based on feedback from many survey responses and meetings with stakeholder groups.
* Administrative rules and standards will need to be updated - should be at least 2-3 years before a new structure could be implemented.
* Additional meetings will be held with higher ed reps throughout the process.

Administrative Rules

* We request an update from Krista about the proposed changes to the administrative rules and the timeline.

SAT

* Watch for implementation guide in April.
* We may combine SAT, ACT, PRE, etc. for individuals (but SAT may not be used with -1 SEM).
* PRE and ACT are being phased out for certification, although old scores may continue to be used (see implementation guide for details).

**Department Heads/Deans** along with **Accreditation/Assessment Coordinators**

Sean (MDE) fielded questions prior to the official start.

Doug (Hope): Q: Regarding new program amendment forms, what kind of feedback from the state will we see with the new procedure? Answer: The state will provide feedback on the form and return it to the EPI. Hopefully, this process will maintained/stored online.

Susan (Aquinas): We see a lot of benefit with the new process and form(s).

Donna (Lake Superior State): Can the new forms be posted on the MDE website? A: They will be posted on the DARTEP website.

Q: Can we find out the official program applications on file? A: Yes, please email Sean K. (MDE).

Sarah (MDE) is the lead facilitator:

Source: From the [MDE Update](http://www.dartep.org/documents.html) slides prepared for today’s DARTEP meeting (starting on slide 4) | This certification structure is still open for feedback.

There were recent stakeholder meetings, and many EPIs were present, alongside many other partners. There was a driving question about the system of teacher preparation. Work was done to generate an ideal system of teacher preparation for the state (e.g., role of clinical placements, generous/restrictive endorsement codes, etc.). There was a large scale survey distributed - 4,000 participants. Many “tensions” were identified: For example, the K-8 and 6-12 system isn’t working. MDE laid some ground rules when designing the new system (e.g., kids first, keep the majority in mind while being attentive to all, special education must remain fairly similar, etc.)





(source: slide 5)

Beefing up math and literacy in elementary grades. For middle grades (5-9), you could pick two “cores.” K-12 endorsements will include pre-K. One way of thinking about it (via Doug - Hope): PK-3 endorsements become literacy and math specialists. 3-6 become “elementary generalists.” There needs to be overlapping (e.g., in 3rd, 5th, 6th, and other grades) to give building principals some flexibility in staffing. Across the state, there are 79 different school structures (e.g., K-3, K-4, 5-6, 5-8, etc.). There might be a mechanism for building principals to request a permit for a 7-12 educators to teach sixth grade to provide time for the educator to expand their credential in time. This structure is one part of a series of shifts (e.g., design of EPI programs, adding additional endorsements, etc.) in need of revision prior to implementation. For the earlier grade arrangement, we’re admitting that students can no longer learn everything to be effective in K-5 all subjects in addition to 6-8 self-contained classroom.

This proposed structure will go out for comment: Watch your email for an opportunity to provide feedback on the proposed certification structure. Anticipated send-out date: 4/27/17

Regarding timeline: TBD, based on feedback. Perhaps, at least a couple of years.

**Student Teacher Directors**:

Introductions

This information on DARTEP website

Kellie -- MDE: Certification Structure -- Proposed structure for Elementary and Secondary: Met with a number of stakeholders to see what we need regarding certification. The model that has been suggested see below and on DARTEP website) -- survey and video will go out end of April/beginning of May for feedback. There will be 4 grade bands: PK-3 -- ELA and Math, Science and social studies -- foundational coursework and age appropriate. Grades 4-6 -- develop coursework and clinical/field experience.

5-9 Students pick one content area and something -- ELA, Math, Science or Social Studies.

7-12 -- adolescent coursework and ELA, math.

World Languages -- P-12.

Special Education -- PK-12 and tied to something else.

These grade bands will need to have standards that are yet unwritten.

Where do we place Early Childhood? Will still look like elementary and ZS. Will need to include the literacy piece. Students can still select elementary or P-3.

Several questions directed to Kellie regarding how this will look at different institutions.

Timeline for this change. This will take time -- has taken 1.5 years to get where we are today.

Difference: Instead of Elementary and Secondary -- we will have Grade Bands to teach and what we can teach.

This information can be found on the DARTEP website under -- Notes.

For further questions -- contact Kellie or Sarah.

Need to visit idea of cooperating teachers with these grade bands when placing student teachers.

This will have an impact of certification testing. Have not yet figured this out.

SAT: Out of state students?

Steve: As of October 1, 2017 -- SAT will be only instrument for Basic Skills. When PRE ends, the ACT alternative also ends. Students must take the SAT that started on March 5th 2016.

***Job-Alike Session Reports***

Brief synopsis: see above for a running record from each group.

***New DARTEP Chair Beth Kubitskey (via Sally Rae) Adjourns!***

***2017-2018 Meeting Dates:***

 ***October 6th: Concordia University December 1st: Uof M Ann Arbor***

 ***February 2nd: Ferris State April 6th: Hope College***

***\*\* April 4th/5th CAEP Conference***