MDE UPDATES

INTRODUCTIONS-AGENDA

PHIL CHASE

MICHIGAN Department of Education

MISCONCEPTIONS

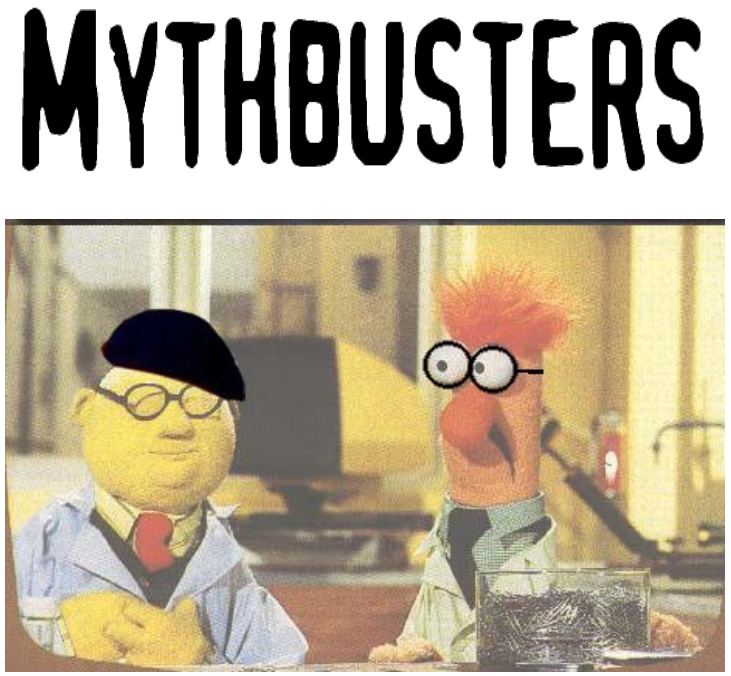
SEAN KOTTKE AND GINA GARNER

Misconceptions and (in)flexibilities

MYTHBUSTERS

- **“Can student teachers be paid as substitutes?”**
  - **YES!** Check out residency programs from several of your fellow EPIs.
- **“Can we grant credit for prior learning or by testing?”**
  - **YES!** Credit granted by CLEP/DANTES testing, CAEL protocols or transferred from prior coursework is acceptable for earning endorsements.
- **“I need to get an administrator certificate, but I missed my favorite EPI’s enrollment window.”**
  - **OPEN THAT WINDOW!** Law requires that new administrators without certificates enroll in a program within six months of their hire date.

Misconceptions and (in)flexibilities

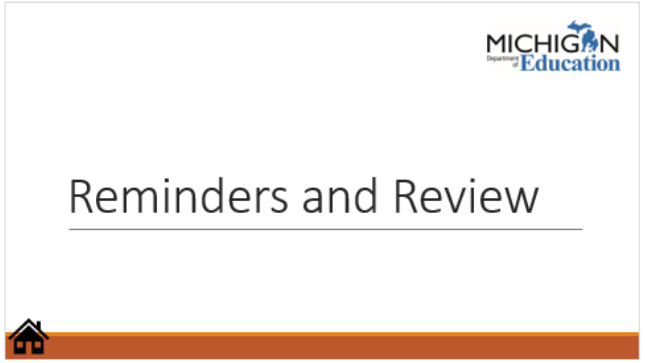


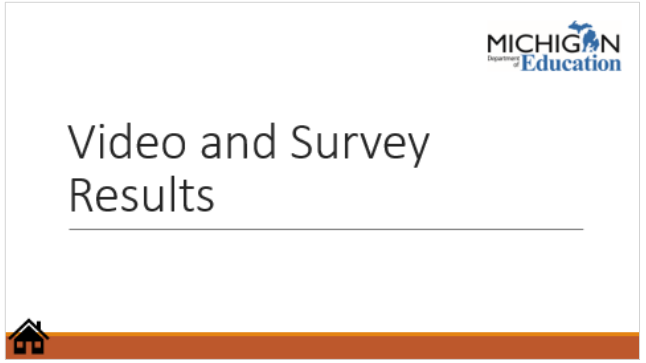
- **“Can I do this additional endorsement program online from an out-of-state college?”**
  - **YES, BUT WHY?** Michigan teachers need flexible, affordable pathways to advance their professional learning.
  - MDE approves a course of study; EPIs may deliver it in many creative ways without asking for permission from MDE (e.g., online, competency-based).
- **“Help! I need to get my reading diagnostics class now and can’t enroll anywhere!”**
  - Go back two bullet points and think about expanding offerings.

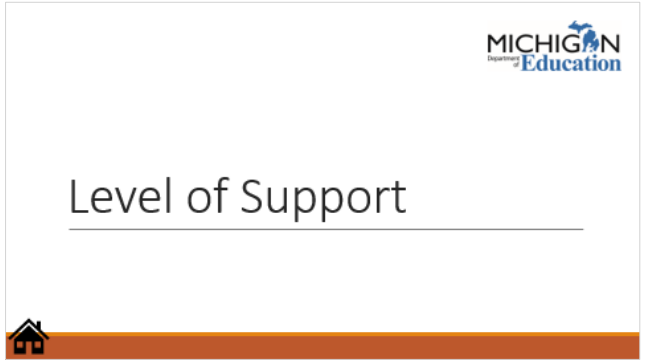
Proposed Michigan Certification Structure

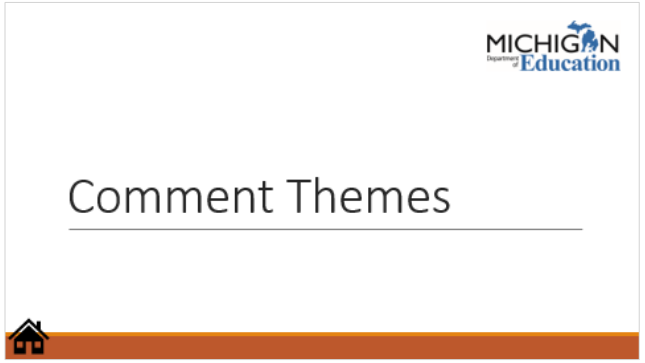
KELLI CASSADAY

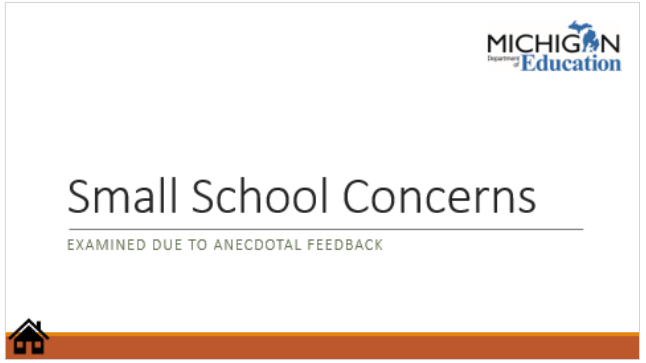
Proposed Michigan Certification Structure

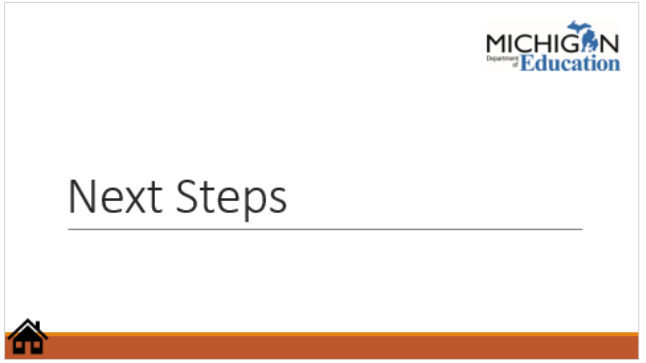












Reminders and Review

Endorsement Phase Out

(AX) Communication Arts

(BC) Journalism

(CF) Sociology

(LZ) Visual Arts Ed Specialist

(OX) Fine Arts

(MD) Recreation

(MH) Dance

(GM) Marketing Education

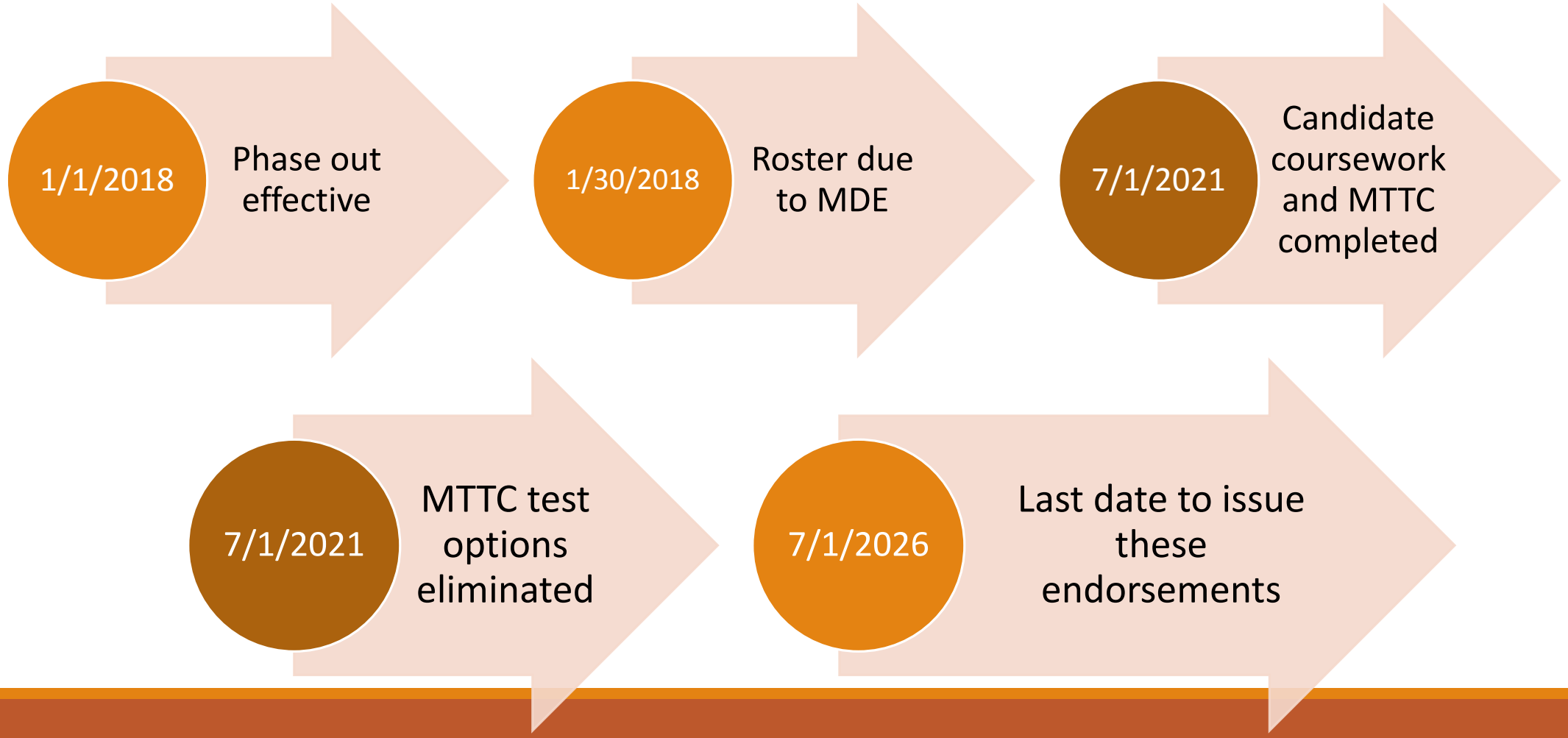
(NR) Computer Science

(FE) Russian

(FI) Polish

(YL) Bilingual Other

Endorsement Phase Out Timeline



Cert Structure: Why now?

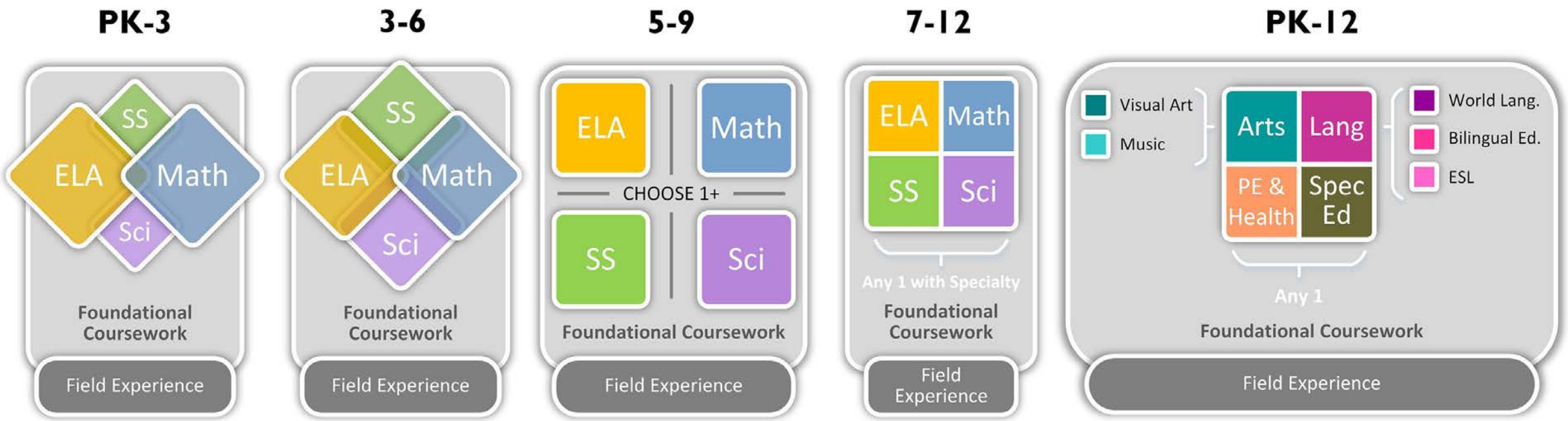
Summary of Findings: Non-Negotiables

- Students must come first
- Design for most possibilities
- Preserve special education rules
- Redesign MS teacher preparation
- Consider HS content depth for MS
- Elementary teacher prep in all subjects is too broad

Summary of Findings: Tensions

- Middle school job market demand
- Endorsement breadth vs. depth
- Integration within and across content areas
- Preparation program requirements
- Ease and flexibility of placement

Proposed Model

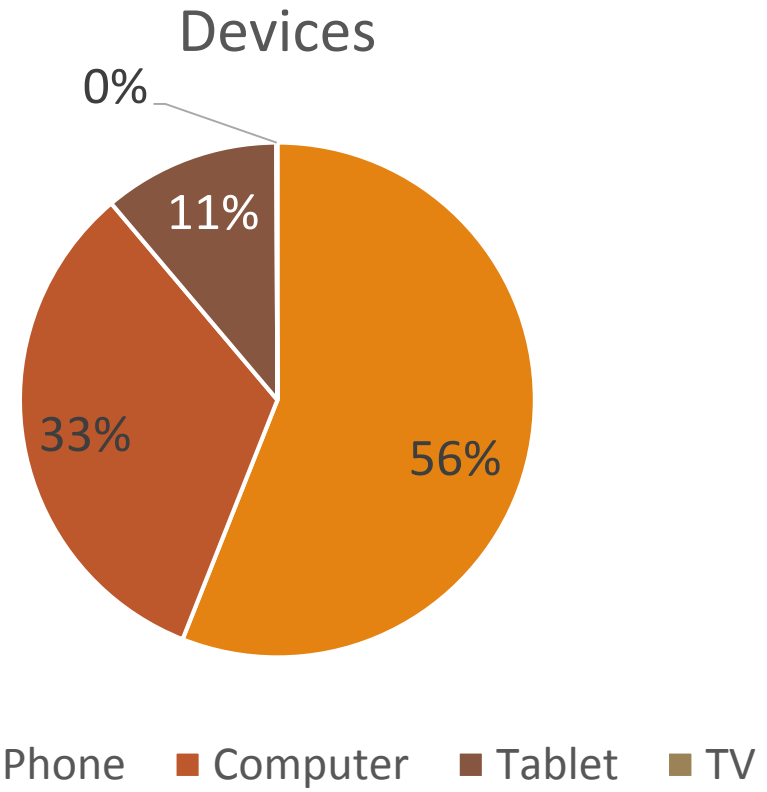


Video and Survey Results

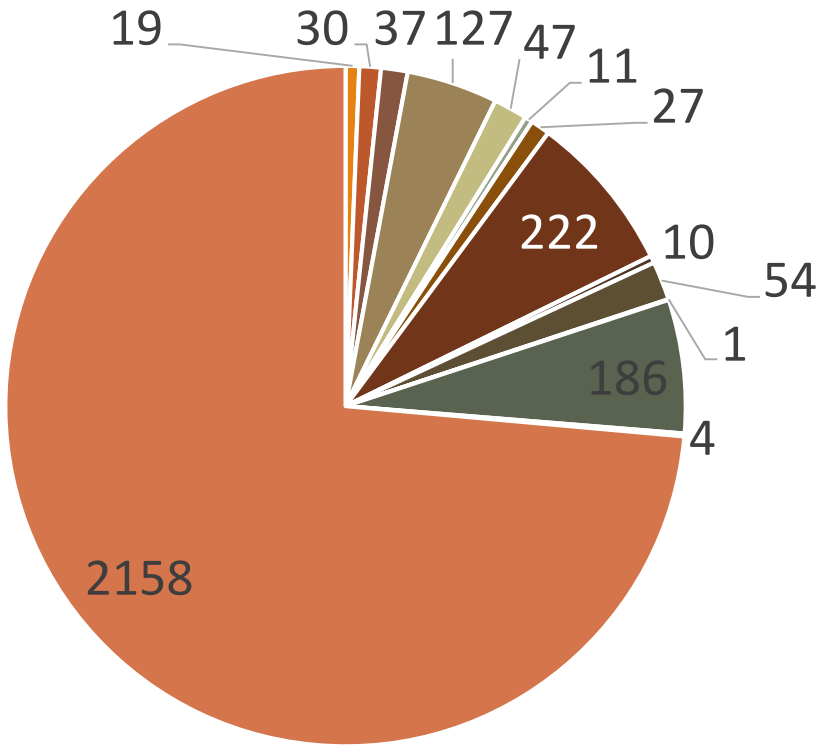
YouTube Video

Video Views: 6,671

Average View Duration: 8:25

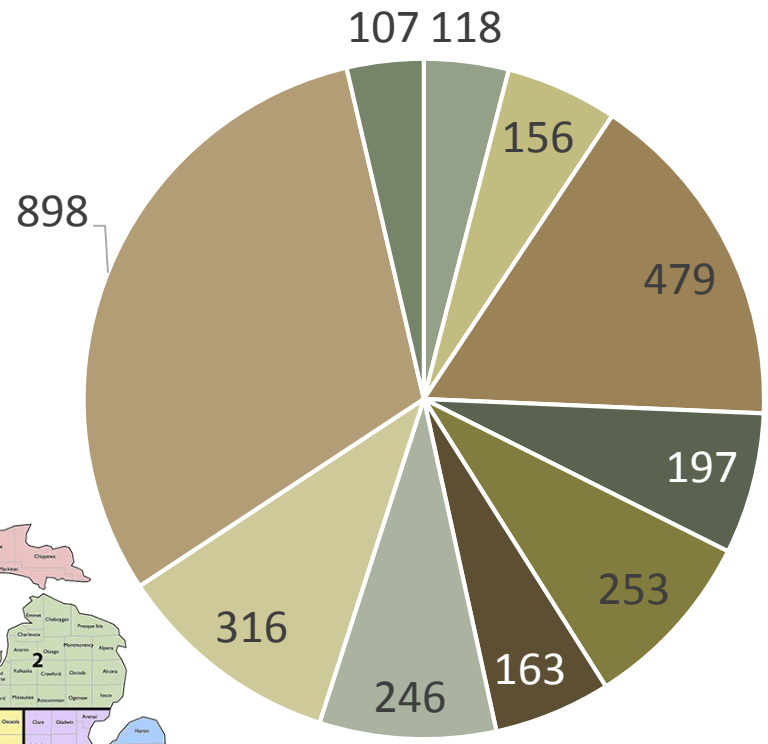


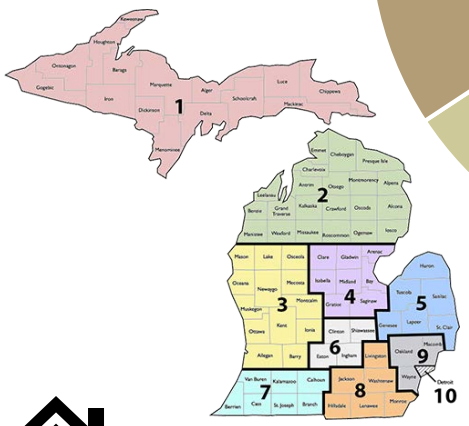
Role



Role	Count	Percent
Community Member	19	0.65%
Human Resources Staff	30	1.02%
Institute of Higher Education Dean, Director, or Chair	37	1.26%
Institute of Higher Education Faculty or Staff Member	127	4.33%
Media Specialist or School Librarian	47	1.60%
Paraprofessional or Instructional Support Staff	11	0.38%
Parent	27	0.92%
Principal or Building Administrator	222	7.57%
School Board Member	10	0.34%
School Counselor, Psychologist, or Social Worker	54	1.84%
State Legislator	1	0.03%
Superintendent or District Office Staff	186	6.34%
Support Staff, Custodial, Food Service, or Other Building Operations Staff	4	0.14%
Teacher or Teacher Candidate	2158	73.58%
Grand Total	**2933**	**100.00%**

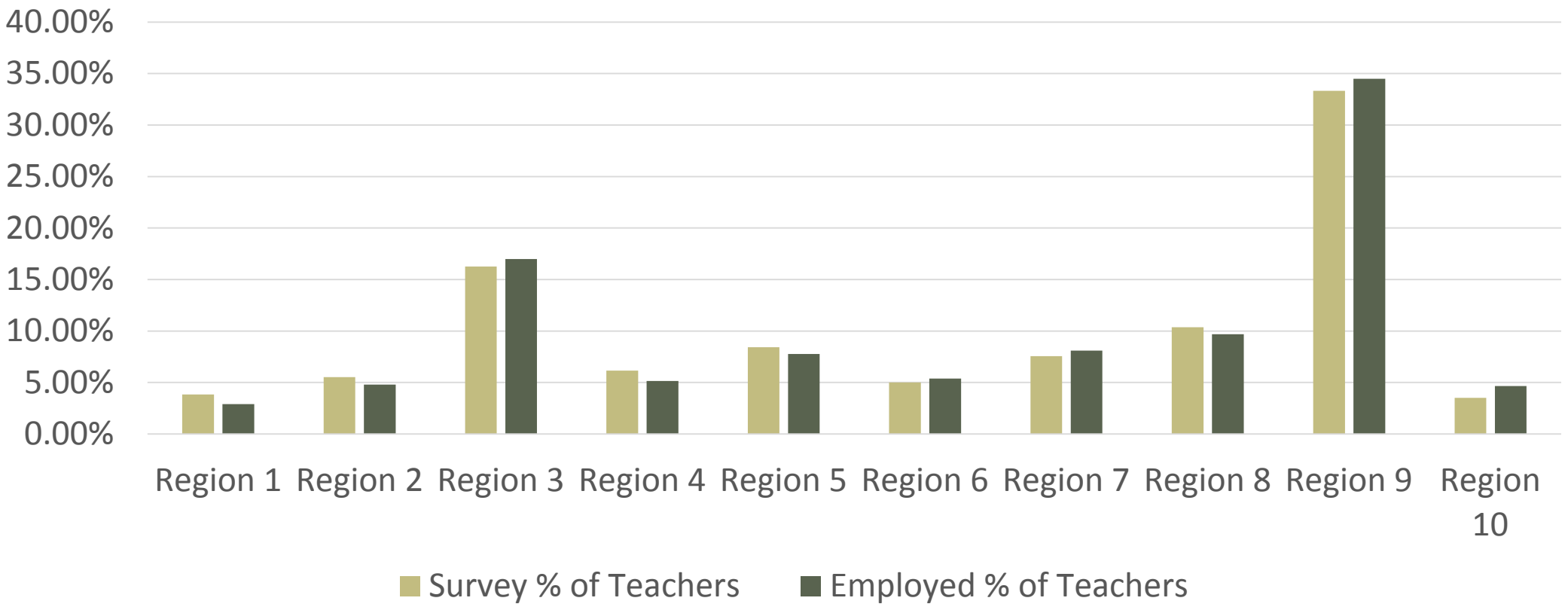
Region



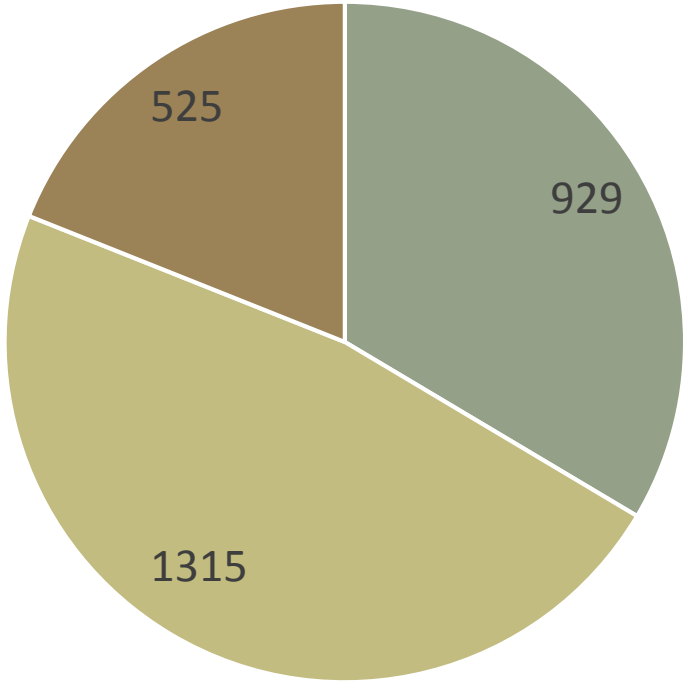


Region	Count	Percent
Region 1	118	4.02%
Region 2	156	5.32%
Region 3	479	16.33%
Region 4	197	6.72%
Region 5	253	8.63%
Region 6	163	5.56%
Region 7	246	8.39%
Region 8	316	10.77%
Region 9	898	30.62%
Region 10	107	3.65%
Grand Total	**2933**	**100.00%**

Teacher Distribution

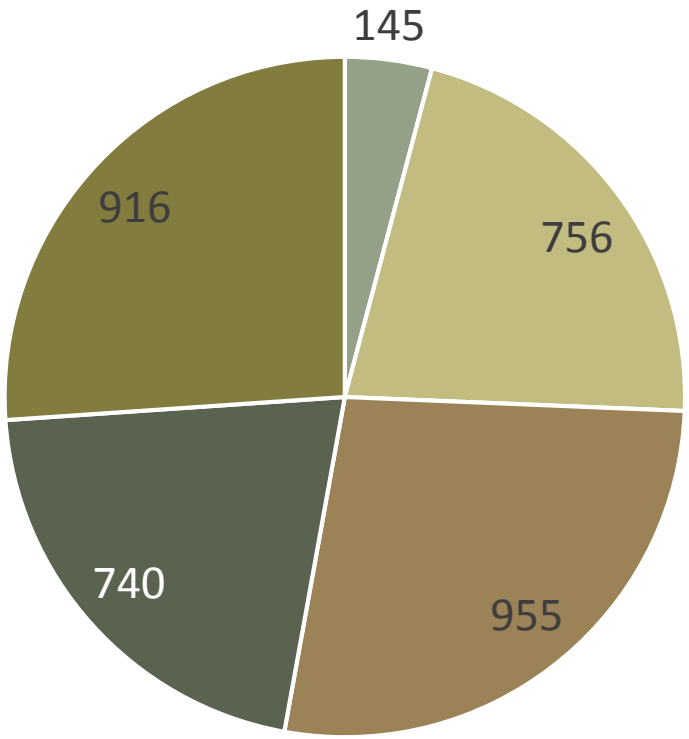


Setting



Setting	Count	Percent
Rural	929	33.55%
Suburban	1315	47.49%
Urban	525	18.96%
Grand Total	**2769**	**100.00%**

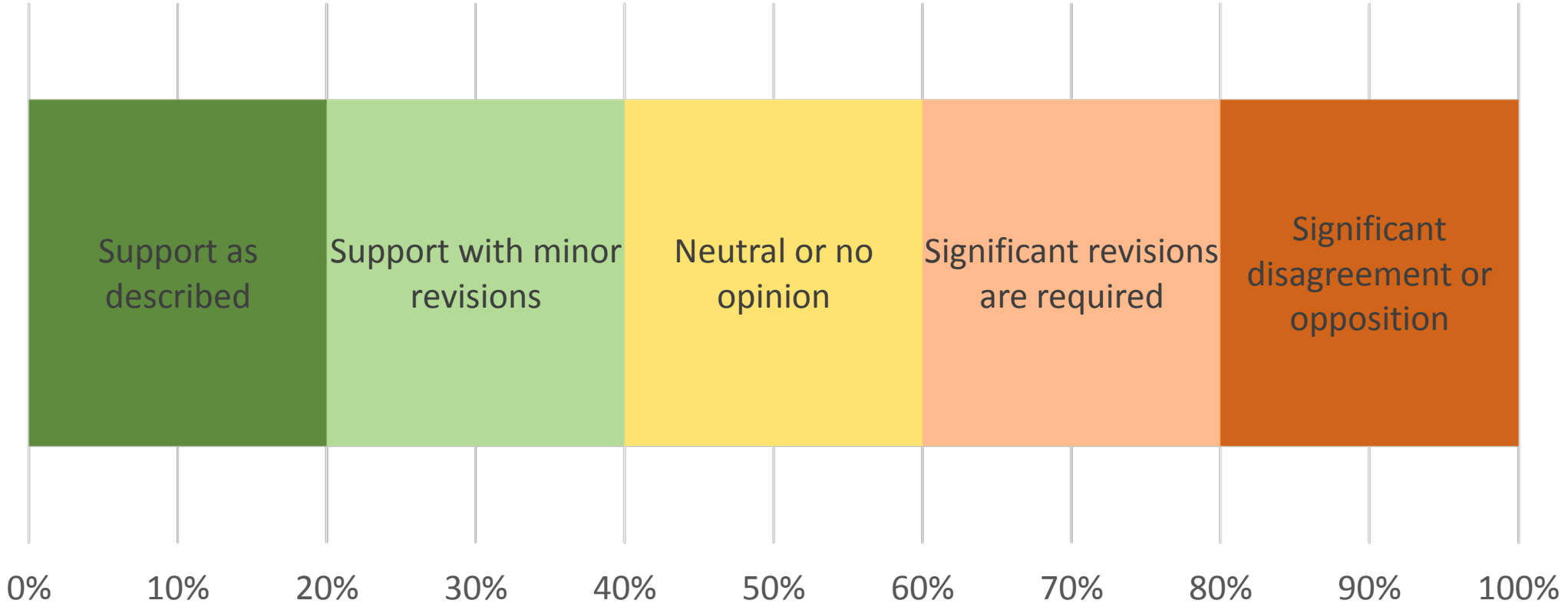
Size



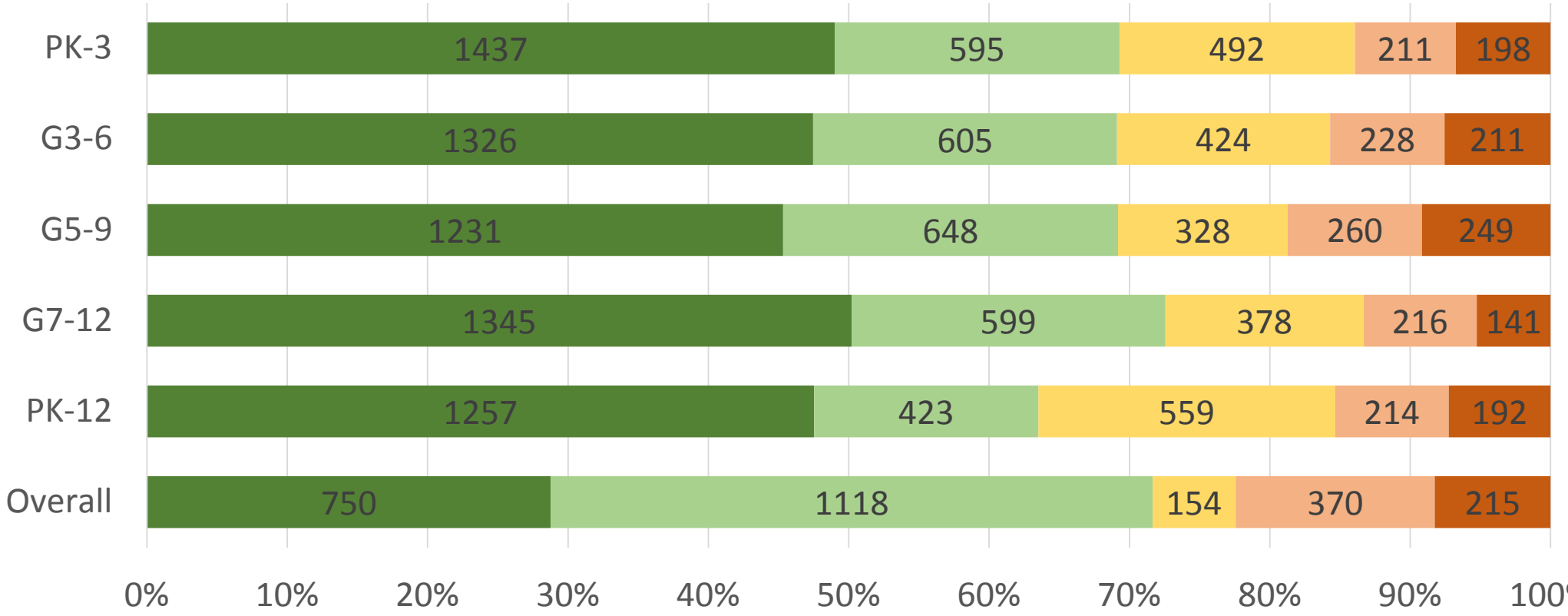
Size	Count	Percent
Fewer than 200	145	4.13%
201 to 1000	756	21.53%
1001 to 2500	955	27.19%
2501 to 5000	740	21.07%
5001 or more	916	26.08%
Grand Total	**3512**	**100.00%**

Level of Support

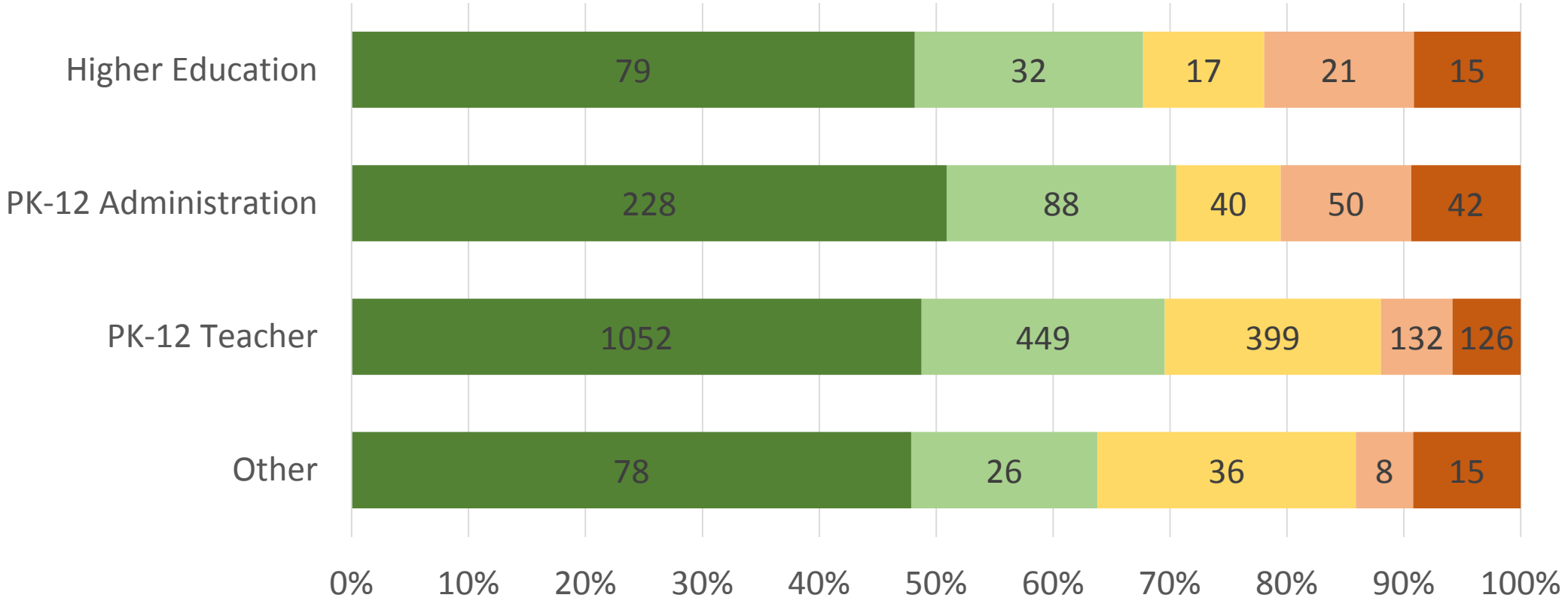
Key

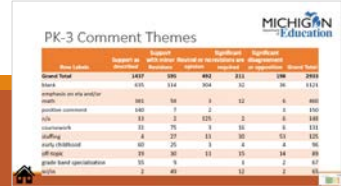

Support as described
Support with minor revisions
Neutral or no opinion
Significant revisions are required
Significant disagreement or opposition
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

General Opinions

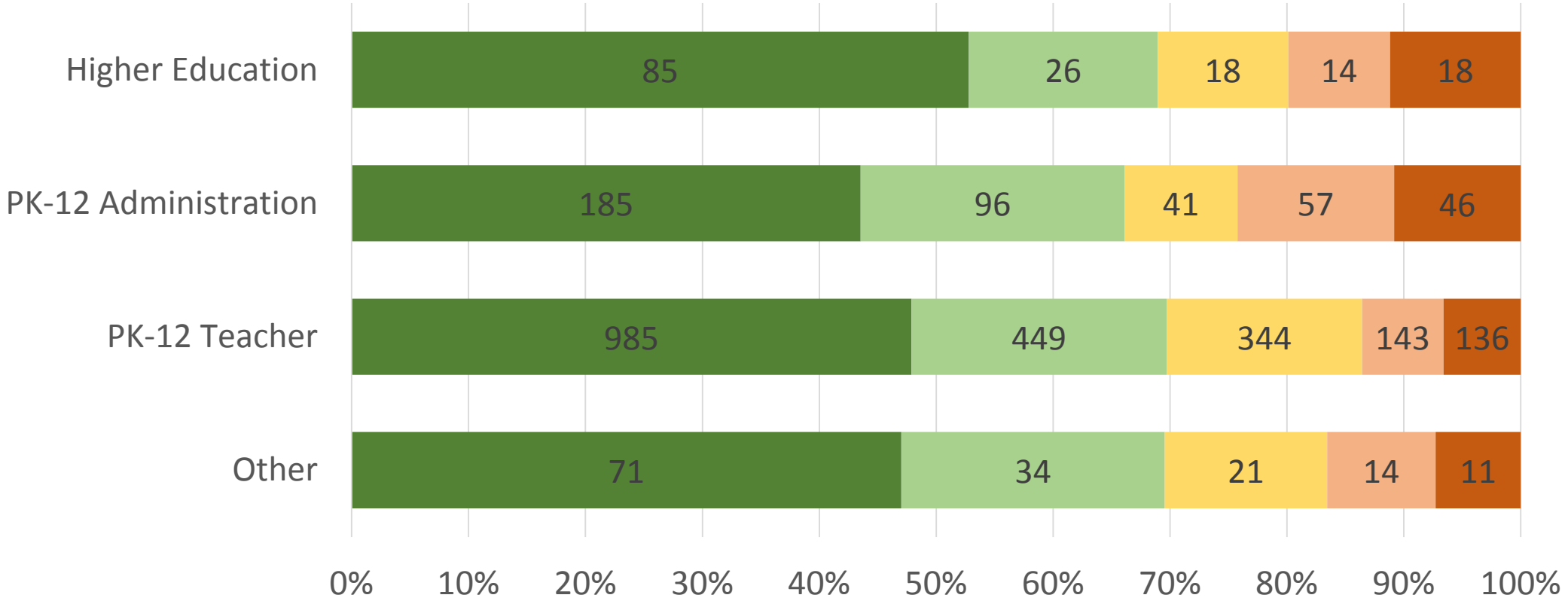


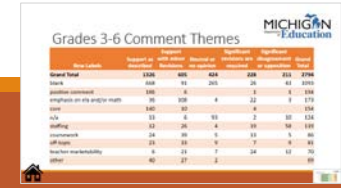
PK-3 Grade Band



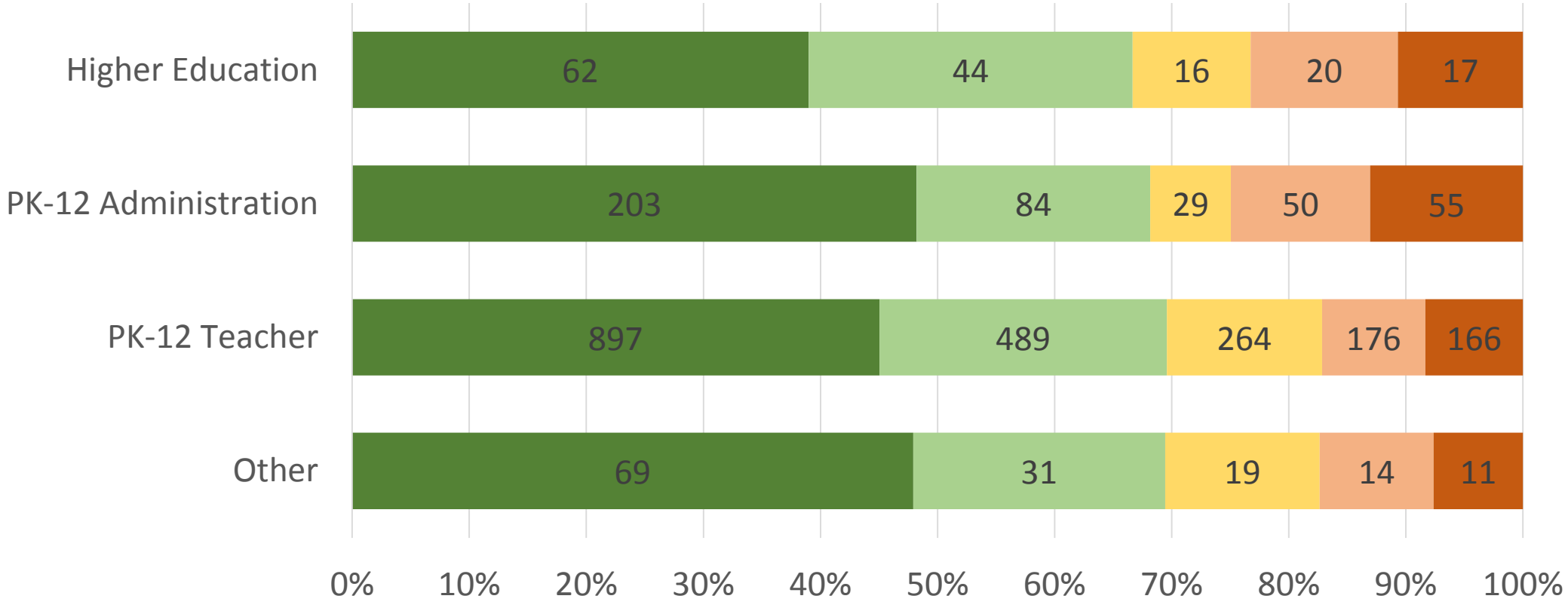


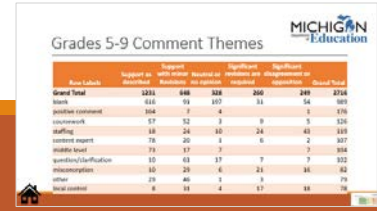
Grades 3-6 Band



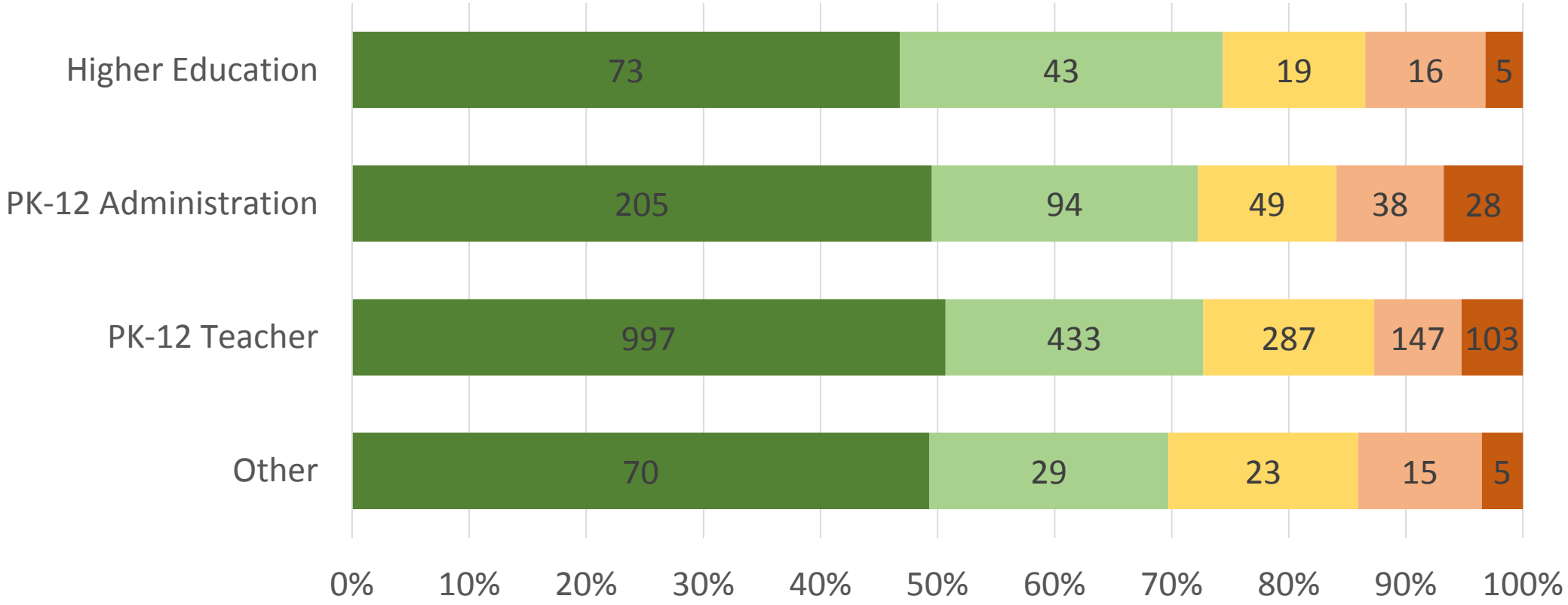


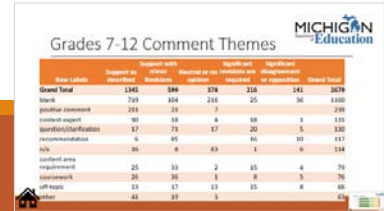
Grades 5-9 Band



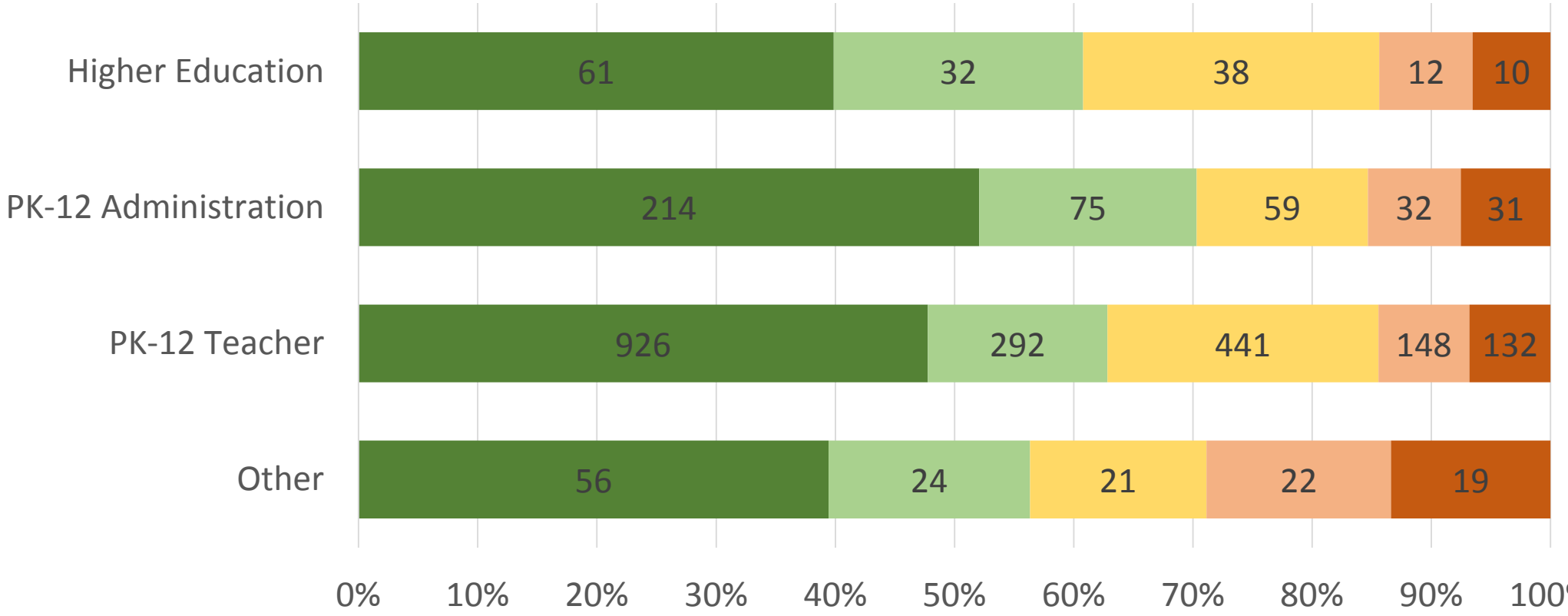


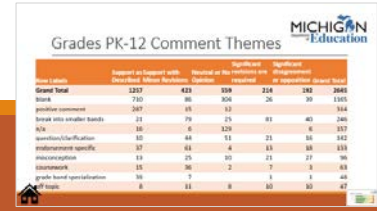
Grades 7-12 Band



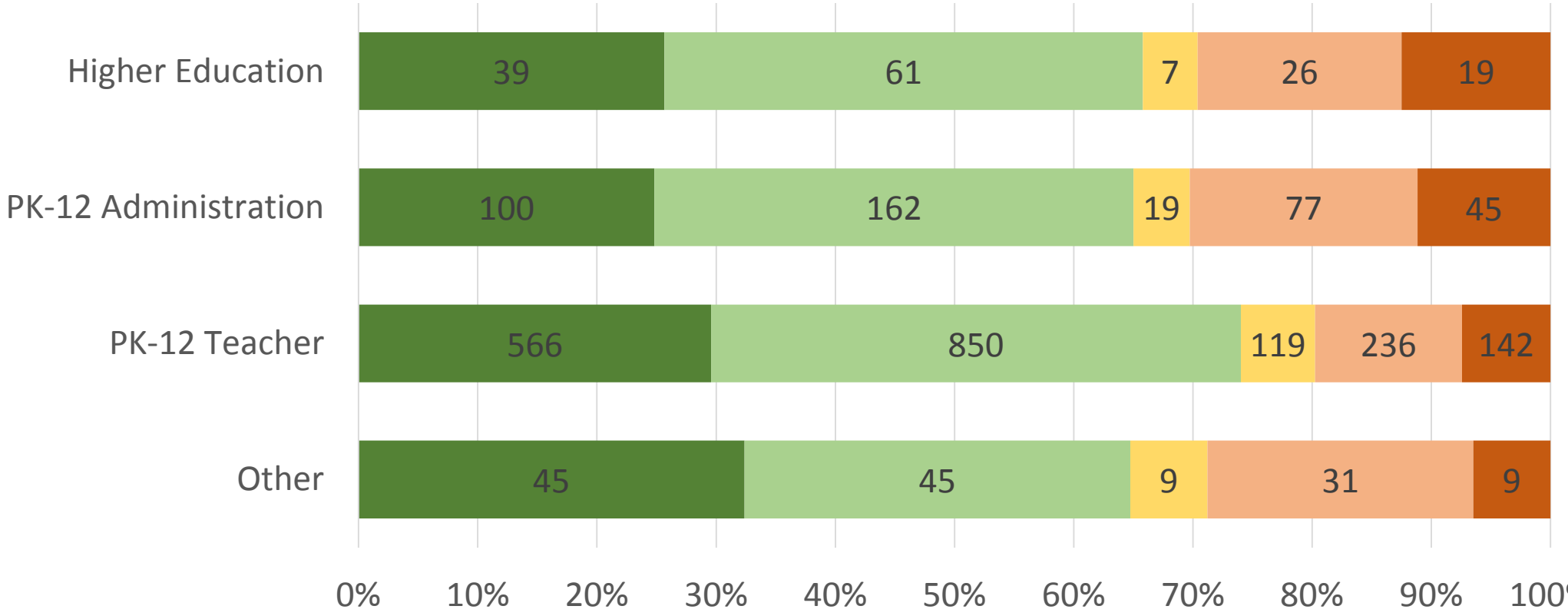


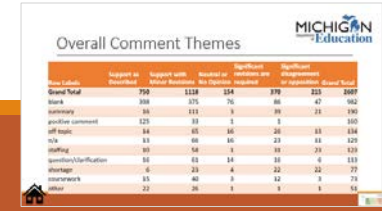
Grades PK-12 Band





Overall


Higher Education
39
61
7
26
19
PK-12 Administration
100
162
19
77
45
PK-12 Teacher
566
850
119
236
142
Other
45
45
9
31
9
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Overall Comment Themes

Comment Themes

General Comment Themes

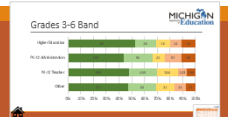
Row Labels	PK-3	G3-6	G5-9	G7-12	PK-12	Overall	Grand Total
Grand Total	2933	2794	2716	2679	2645	2607	16374
blank	1121	1093	989	1100	1165	982	6450
positive comment	150	194	176	239	314	160	1233
emphasis on ela and/or math	460	173	42	33	6	43	757
n/a	148	124	73	114	157	129	745
question/clarification	55	69	102	130	142	113	611
staffing	125	119	119	60	34	123	580
coursework	131	86	126	76	63	73	555
off-topic	89	81	68	66	47	134	485
misconception	36	40	82	58	96	37	349
break into smaller bands	16	13	25	14	246	25	339

PK-3 Comment Themes

Row Labels	Support as described	Support with minor Revisions	Neutral or no opinion	Significant revisions are required	Significant disagreement or opposition	Grand Total
Grand Total	**1437**	**595**	**492**	**211**	**198**	**2933**
blank	635	114	304	32	36	1121
emphasis on ela and/or math	381	58	3	12	6	460
positive comment	140	7	2		1	150
n/a	13	2	125	2	6	148
coursework	31	75	3	16	6	131
staffing	4	27	11	30	53	125
early childhood	60	25	3	4	4	96
off-topic	19	30	11	15	14	89
grade band specialization	55	9		1	2	67
sci/ss	2	49		12	2	65

Grades 3-6 Comment Themes

Row Labels	Support as described	Support with minor Revisions	Neutral or no opinion	Significant revisions are required	Significant disagreement or opposition	Grand Total
Grand Total	**1326**	**605**	**424**	**228**	**211**	**2794**
blank	668	91	265	26	43	1093
positive comment	186	6		1	1	194
emphasis on ela and/or math	36	108	4	22	3	173
core	140	10		4		154
n/a	13	6	93	2	10	124
staffing	12	26	4	19	58	119
coursework	24	39	5	13	5	86
off-topic	23	33	9	7	9	81
teacher marketability	6	21	7	24	12	70
other	40	27	2			69

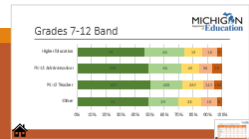


Grades 5-9 Comment Themes

Row Labels	Support as described	Support with minor Revisions	Neutral or no opinion	Significant revisions are required	Significant disagreement or opposition	Grand Total
Grand Total	**1231**	**648**	**328**	**260**	**249**	**2716**
blank	616	91	197	31	54	989
positive comment	164	7	4		1	176
coursework	57	52	3	9	5	126
staffing	18	24	10	24	43	119
content expert	78	20	1	6	2	107
middle level	73	17	7		7	104
question/clarification	10	61	17	7	7	102
misconception	10	29	6	21	16	82
other	29	46	1	3		79
local control	8	31	4	17	18	78

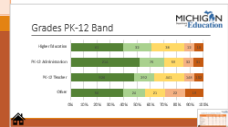
Grades 7-12 Comment Themes

Row Labels	Support as described	Support with minor Revisions	Neutral or no opinion	Significant revisions are required	Significant disagreement or opposition	Grand Total
Grand Total	**1345**	**599**	**378**	**216**	**141**	**2679**
blank	719	104	216	25	36	1100
positive comment	211	21	7			239
content expert	90	18	4	18	1	131
question/clarification	17	71	17	20	5	130
recommendation	6	85		16	10	117
n/a	16	8	83	1	6	114
content area requirement	25	33	2	15	4	79
coursework	26	36	1	8	5	76
off-topic	13	17	13	15	8	66
other	41	19	3			63



Grades PK-12 Comment Themes

Row Labels	Support as Described	Support with Minor Revisions	Neutral or No Opinion	Significant revisions are required	Significant disagreement or opposition	Grand Total
Grand Total	**1257**	**423**	**559**	**214**	**192**	**2645**
blank	710	86	304	26	39	1165
positive comment	287	15	12			314
break into smaller bands	21	79	25	81	40	246
n/a	16	6	129		6	157
question/clarification	10	44	51	21	16	142
endorsement-specific	37	61	4	13	18	133
misconception	13	25	10	21	27	96
coursework	15	36	2	7	3	63
grade band specialization	39	7		1	1	48
off-topic	8	11	8	10	10	47



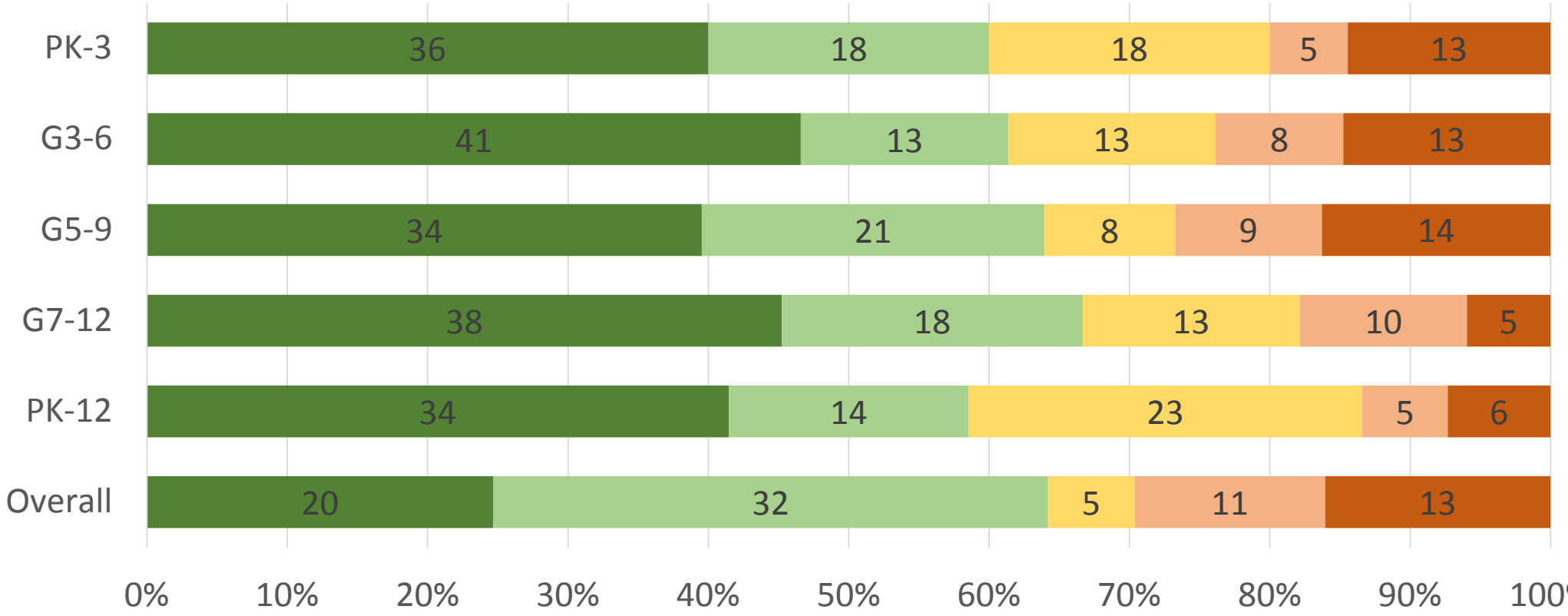
Overall Comment Themes

Row Labels	Support as Described	Support with Minor Revisions	Neutral or No Opinion	Significant revisions are required	Significant disagreement or opposition	Grand Total
Grand Total	**750**	**1118**	**154**	**370**	**215**	**2607**
blank	398	375	76	86	47	982
summary	16	111	3	39	21	190
positive comment	125	33	1	1		160
off-topic	14	65	16	26	13	134
n/a	13	66	16	23	11	129
staffing	10	58	1	31	23	123
question/clarification	16	61	14	16	6	113
shortage	6	23	4	22	22	77
coursework	15	40	3	12	3	73
other	22	26	1	1	1	51

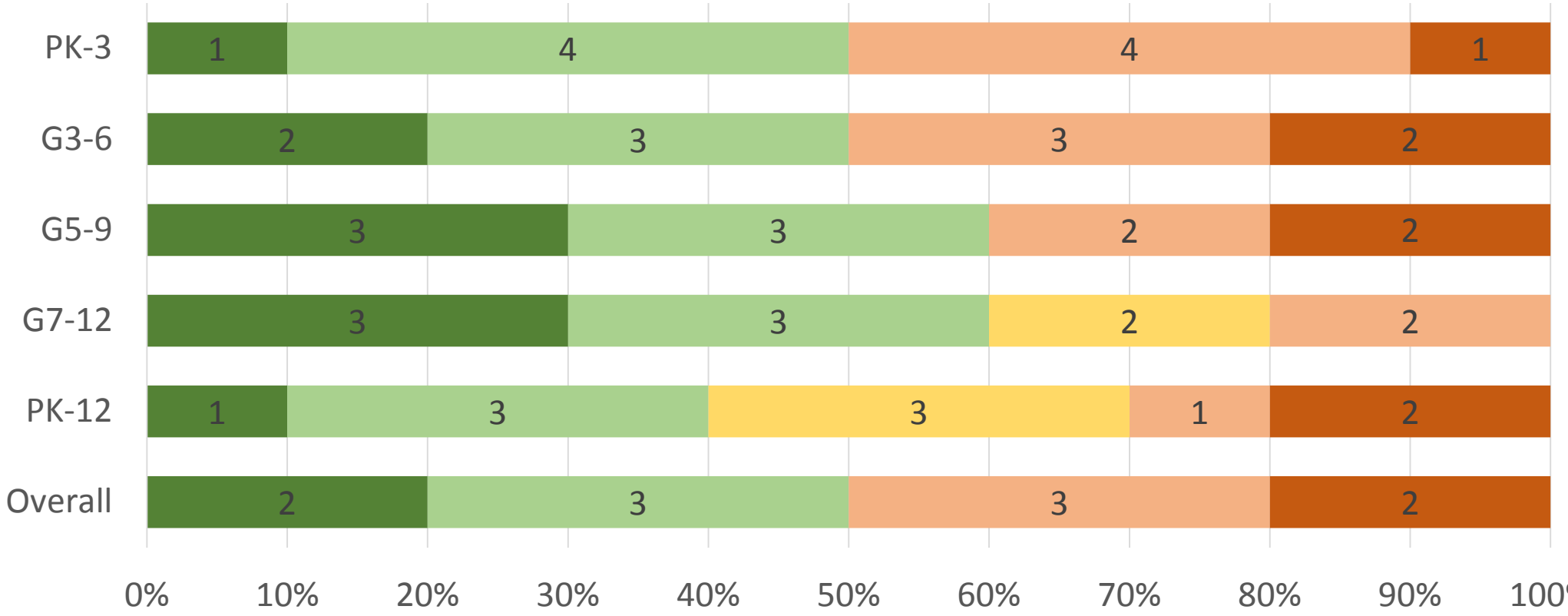
Small School Concerns

EXAMINED DUE TO ANECDOTAL FEEDBACK

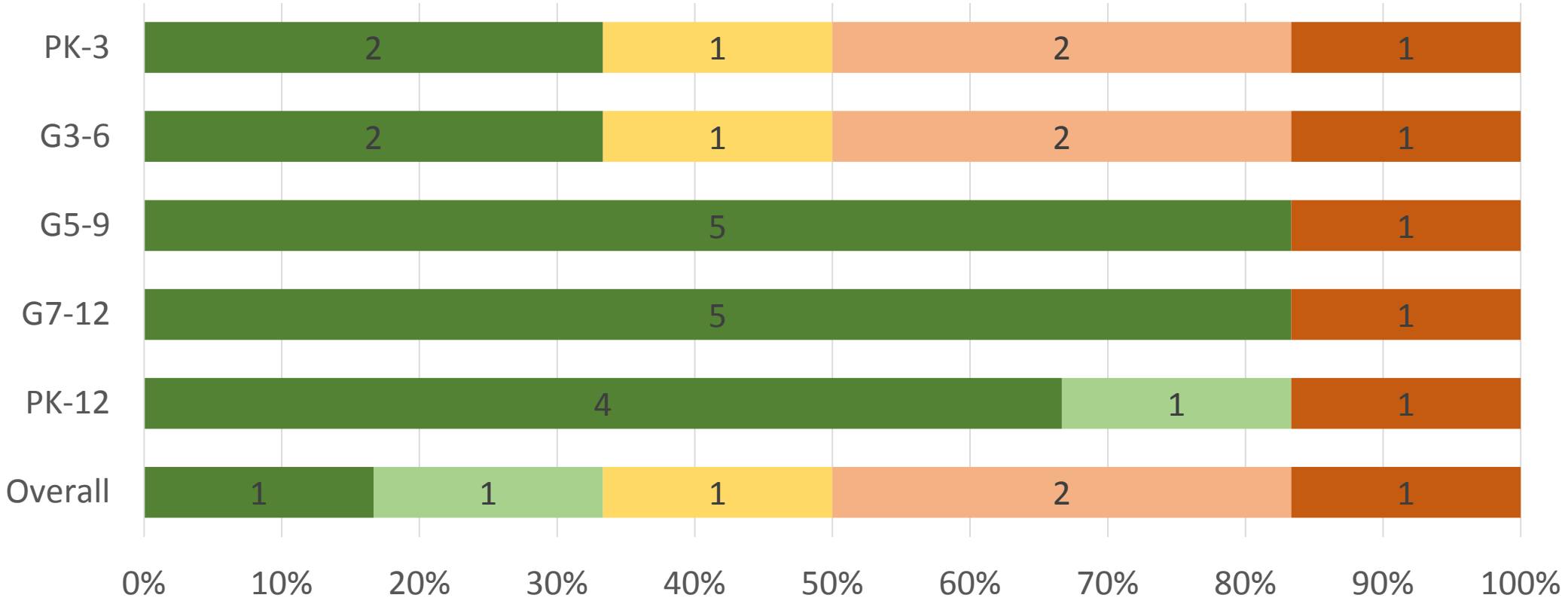
Teachers at Very Small Schools



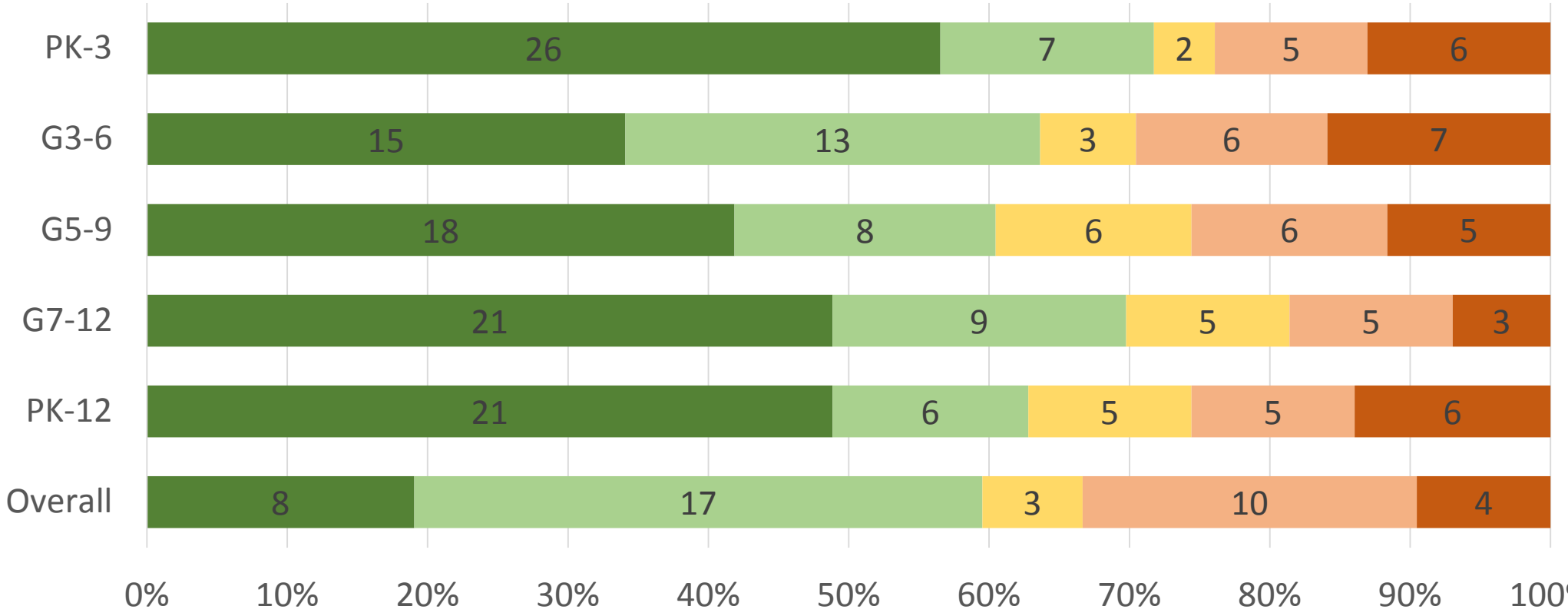
Principals of Very Small Schools



Superintendents in Very Small Districts



Superintendents in Small Districts



Skip to last slide

Small School Concerns

Staffing – difficult to move teachers between grade levels

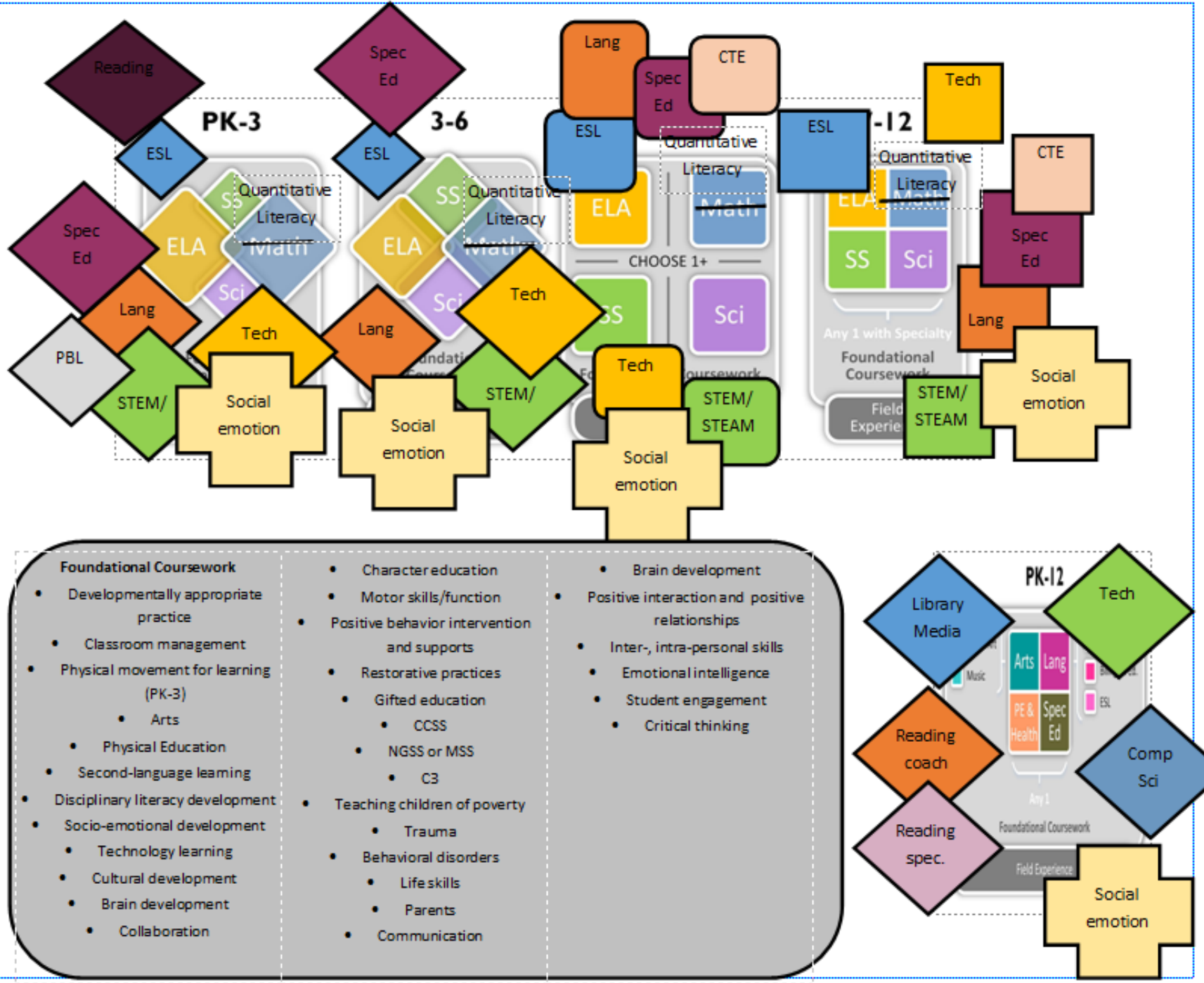
Staffing – inability to place teachers in multiple subjects or in temporary positions

Hiring – difficulty with finding teachers to meet district needs

Funding – may require more teachers for specialized subjects

Self-contained middle schools – not part of the proposed preparation plan

Next Steps



Foundational Coursework

- Developmentally appropriate practice
- Classroom management
- Physical movement for learning (PK-3)
- Arts
- Physical Education
- Second-language learning
- Disciplinary literacy development
- Socio-emotional development
- Technology learning
- Cultural development
- Brain development
- Collaboration

- Character education
- Motor skills/function
- Positive behavior intervention and supports
- Restorative practices
- Gifted education
- CCSS
- NGSS or MSS
- C3
- Teaching children of poverty
- Trauma
- Behavioral disorders
- Life skills
- Parents
- Communication

- Brain development
- Positive interaction and positive relationships
- Inter-, intra-personal skills
- Emotional intelligence
- Student engagement
- Critical thinking

Next Steps

1. Recommendation from Internal Stakeholder Group and MDE
2. Organizational Letters of Support – acknowledgement of areas for resolution
3. Communication of final decision
4. Standards, program and assessment revision and approval
5. Candidates begin exiting programs no earlier than 2024

What's Ahead for MTTC

OVERVIEW OF DEVELOPMENT 2017-2022

STEVE STEGINK AND PHIL CHASE

Caveats and Notes

Draft overview

The Jell-O hasn’t fully set yet

Based from new contract and funded with remaining MTTC updates money

Breakout session in December DARTEP dedicated to MTTC

25+ MTTC Test Fields

Seven groups with cascading development

Two-year development timeframe

Soup-to-nuts development activities

For many test fields, special item development

- Video item stems
- Clustered MC items
- Pedagogy-focused items

25+ MTTC Test Fields (cont.)

All tests are moving to computer-based delivery only as of Oct 2018

Subscription registration model

Additional practice test development

Committee Recruitment

www.mirecruit.nesinc.com

Results Analyzer

Low N filter removed end of July

- Feedback?

What's next for Results Analyzer updates?

- MDE/OPPS and Evaluation Systems invites your involvement in the next round of development to increase usefulness of *ResultsAnalyzer*.

SAT Full Speed Ahead

PRE is in rear-view window

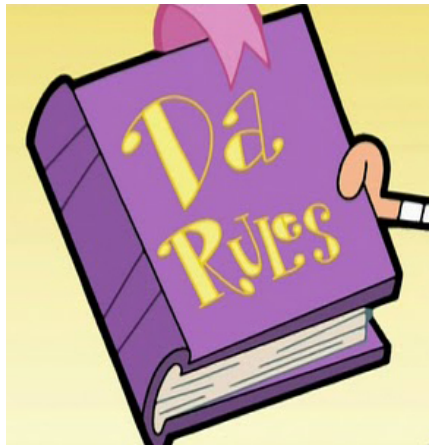
SAT Implementation Guide

Support for out-of-state applicants

Test -takers may select MDE as destination for scores, as well as EPIs:

Michigan Department of Education Teacher Certification (Institution code 6962)

Please provide feedback at job-alike sessions



MICHIGAN
Department of Education

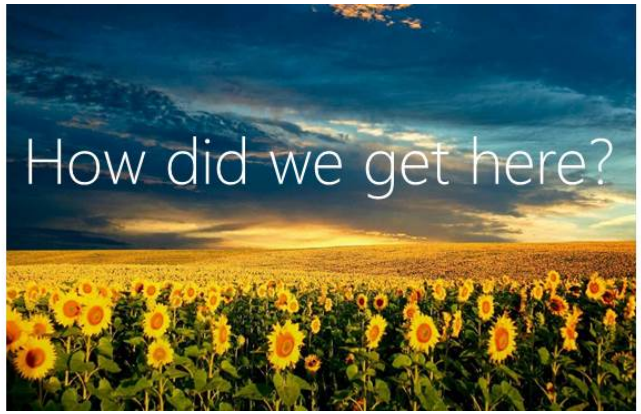
Rules Revision Update

VIC BUGNI

Accreditation Update

GINA GARNER

Accreditation Updates-CAEP



MDE letter to CAEP President Dr. Chris Koch, May, 2017

- Outlined Concerns
- Petitioned CAEP to:
  - Extend accreditation timelines of all MI EPPs by two years

Dr. Koch's Response to MDE- June, 2017

- No blanket extension-3 month deferment
- CAEP staff liaison for each EPP

Accreditation Updates-CAEP

MACTE - MDE- June

- Concerns
- Explore alternative processes

MDE- MACTE August

- Good Cause Extension
- CAEP Pathway
- Explore Association for Advancing Quality in Educator Preparation (AAQEP)

Accreditation Updates-CAEP

MDE - CAEP Board of Directors- September

- Appealing decision
- Revising agreement

CAEP Board Response

- On hold until next meeting

Accreditation Updates-Next Steps

- **One Year Extensions**
  - New Accreditation Policy Manual
  - Time deadlines and fees ($750 per semester)
- **Unified Pathway**
  - CAEP Accreditation Process

CAEP Accreditation Resources

About Us

Standards

Accreditation & Program Review

- What Is Accreditation
- Why It Matters
- Applying to CAEP
- Accreditation Cycle
- About accreditation statuses
- CAEP Accreditation Handbook
- Program Review Options
- SPA Program Review Policies and Procedures
- SPA Standards and Report Forms
- CAEP Accreditation Resources
- Accreditation Decisions
- Decision Process
- Accreditation Council
- Third-Party Comments
- Accreditation Costs

AIMS

- Accreditation Information Management System

CAEP Accreditation Process

- CAEP Handbook: Guidance on Self-Study Reports for Accreditation of Advanced-Level Programs (September 2017)
- CAEP Accreditation Handbook
- CAEP Evaluation Rubric for Visitor Teams
- CAEP Bylaws
- CAEP Accreditation Policy
- CAEP Appeals Policy

Evidence

- CAEP Evidence Guide
- CAEP Guidelines for Plans: Phasing In Accreditation Evidence
- Building an Evidence-Based System for Teacher Preparation

Assessments

Other Updates-Advanced Programs

- **School Psychologist Programs**
  National Association of School Psychologists (NASP)
- **School Counselor Programs**
  Accreditation of Counseling & Related Educational Programs (CACREP)
- **Reading Specialist Programs**
  International Literacy Association (ILA)
- **Administrator Programs**
  MDE state review process

Preliminary timeline by December DARTEP

Accreditation Questions?

Contact: Gina Garner
GarnerG1@michigan.gov
517-241-0172

Job Alike Sessions