

Sean Katke reviewed core practices focusing on the High-Leverage Teaching Practices. Feedback on the P-3 and 3-6 grade bands was invited.

Gina Garner reviewed the initial preparation phases (exploratory, apprenticeship, internship) that comprise the minimum of 600 hours of clinical practice. A “flex hours” component was explained as a minimum of 200 hours that can be used in Special Education, apprenticeship, or internship elements of a program. The clinical and core rollout for the new clinical experience requirements and core practices was reviewed.

10:50 a.m. - 11:30 a.m. ***Job Alike Sessions:***

· **Accreditation/Assessment - Courtroom**

Beth K - For those waiting on feedback for SSR reports - if information is missing, team must write up their questions as an AFI or stipulation. Do not panic over the AFIs or stipulations. EPI will have a chance to address questions and correct factual errors as part of the addendum process. EPI also has a chance to address questions/provide additional information at the site visit if needed.

Rejoinder is typically read first, so rejoinder needs to emphasize the positives that the review team found and correct any errors or missing information.

EPIs have 60 days after they receive formative feedback to submit the addendum.

Summer reviews should be receiving formative feedback no sooner than November.

Gina Garner - New in CAEP accreditation: All components are now required and equally weighted, so this should benefit EPIs in the long run. Information should be distributed soon by CAEP. Gina ensures that reviewer will be reviewing under current/correct framework and components.

Independents asked Chris Cook about the number of reviewers for independent institutions as number of reviewers may overwhelm institutions with small number of faculty. Gina indicates she is seeing fewer reviewers (typically 4) being sent to smaller institutions.

Question: Framework for state program review process.

Gina - process is currently being worked on. Two options: SPA review or state review.

EPIs have been using the state approval letters as evidence. State is working on state review process as CAEP is looking at process - being accelerated due to CAEP’s accelerated timeline. Should just be MTTC data, completer information, institutional assessment data, how program is working.

Gina will try to accelerate the Special Education resubmittal reviews to EPIs if not before their self study is due, at least by when their addendum is due to CAEP.

CAEP is looking for program information for programs that have been reviewed/opportunity for feedback within the last 3 years.

Question: Update regarding forthcoming 3 year CAEP/State agreement - especially regarding testing requirements.

Gina is using CAEP boilerplate language but will be removing CAEP review with feedback, state will be defining which programs are advanced programs.

Concern - CAEP requirements don't always work well for some graduate level programs. Field observation tools for Special Education is based on MARSE and does not align with initial certification observation tool, and key assessments are difficult to line up.

Kate Boswell- Gallagher working with EPI scores.

· **Licensure - Certification Officers – L21**

Question 1: Listening to the presentation- someone in initial certification for elementary education with integrated science, needs to have 30 hours in integrated science if they want to add that endorsement?

Answer 1: Recommendation to follow up with Sarah-Kate Lavan. Suggestion from Madonna University, has now added the requirement for 30 hours for all additional endorsements

Question 2: When we say Fall 2019, do we mean September 1st or a different day

Answer 2: The first day of your academic year

Question 3: Do we need to see the original First Aid and CPR cards, I think something from the update in last April's meeting said we just need to see a copy

Answer 3: We'll double check and get back to you on if you need the original or you can accept a copy. The MDE doesn't require an original card for out of state teachers, however it is good practice to ask verify originals.

Question 4: Are there still hour requirements for CPR and First Aid

Answer 4: If the providers are on the approved list, you are all set. This is the same list from last year

Question 5: Students who have started the additional endorsement but not completed, do they still need to contact hours.

Answer 5: If someone is almost through, we know there will be a transition period. Just make sure it is in place to start next fall 2019

Question 6: Now that Pearson posts PDFs of scores to students accounts, do they really need to re-send their official test scores to our institutions?

Answer 6: Yes- institutions needs official scores directly from Pearson. This helps avoid people applying for, being recommended for the wrong endorsement.

Question 7: Can Pearson post the PDF to institutions online (instead of sending us mail- which can take up to 6 weeks)

Answer 7: Dana Utterback will ask again

Questions 8: It was helpful when you had the areas that the staff worked in on your website. Will it go back up?

Question 8: We have a document, we took down because of the restructure. We will repost our new structure but not post phone numbers and emails. As far as contacting our office please call our main number 3310 number.

Question 9: Is there a place on the website that explains to the students the progression of getting your initial certificate?

Answer 9: We do have a document that outlines the application status under “guidance documents” on our [website](#).

Question 10: Will there be any discussion regarding admission to teacher prep programs with the SAT or ACT requirements

Question 10: This will be discussed in deans and directors

Questions 11: Can we add “formerly provisional” to standard certificate renewal

Answer 11: This information was emailed to everyone with a provisional certificate and is posted on our [website](#)

Question 12: Is anyone planning to offer the School Counseling professional development? (needed in 2020). You would need to apply to be a SCECH sponsor

Answer 12: no one said they are planning to offer at this time

Details: The law specifies, to renew a credential, school counselor’s complete college and college professional development as follows:

- 25 clock hours of college preparation and selection; and

- 25 clock hours of career consultation 5 of which must include training in the exploration of military career options.

The requirements and this law have an effective date of February 6, 2020.

- Universities may opt to partner with State Continuing Education Clock Hour (SCECH) sponsors to become providers who offer SCECHs to school counselors for the purpose of fulfilling criteria associated with this law.

Question 13: Is there a statute of limitations in place for people with a felony

Answer 13: Ask Stephanie Whiteside

• **Deans and Directors - 114**

A question concerning what constitutes an advanced program was posed. Sara Kate referenced a later session in the meeting that will address some of the question.

The repeal of the Basic Skills requirement has led to the consideration of CAEP 3.2 requirement with respect to national test cut scores (e.g., SAT). Discussion concerning the requirement for transfer students who may not have taken a national test to have a score. Representatives described provisional admit practices for those who do not have test scores or no scores. A concern about small cohort size and the variability of scores was discussed.

Discussion concerning the sustainability of specialization areas as we move into grade banding. Concerns about the availability of World Language Placements (e.g., German) was raised.

Question concerning the availability of a crosswalk for InTASC standards and HLTPs was asked. It was noted that this is available through TeachingWorks and that Sean Kottke is working on this initiative to include HLTPs in the clinical practice components of the new certificate structure.

A question concerning the P-3 band and the early childhood endorsements was asked. Kelly described some current work on how components of ZS are being evaluated.

• **Clinical Experience/Student Teacher - 272**

About 25 EPP represented. Will be sending a [google sheet](#) to all EPP's to record information for the first 2 items below. Overall discussion was on 3 topics:

1. Compensation for cooperating teachers: some schools compensate early field CT's, others just during student teaching semester. Ranged from \$0 to \$300, passes to events, graduate credits to individuals or schools and gift cards. Pay may be directly to the teacher, W9, or to the districts to distribute.
2. University Supervisor pay/duties: ranged from about \$500 - \$660, wide range of duties. Google sheet will be sent to record EPI information.
3. Question about 30 hour for additional endorsement. How are institutions planning for this moving forward.

11:30 a.m. - 12:00 p.m. ***Job-Alike Sessions Debrief – Library***

MDE staff responded to questions concerning the proposed certificate structure. The incorporation of clinical components by Fall of 2019 was discussed with reference to the provided documents.

12:00 p.m. – 12:25 p.m. ***Lunch - Library***

12:25 p.m. – 12:35 p.m. ***MDE Update #2***

Sean Kotke provided an overview of the Teacher Preparation Bill Package; no updates. Sean Kotke also provided an overview the bills that concern the Basic Skills Exam and Reading Diagnostics elimination. Other legislative updates concerned bills that are in the pipeline or are in preparation; these are provided in the MDE slides and on the website.

EPI Score Project has received sufficient volunteers but will accept feedback and have work groups.

CAEP Standard 3.2 sub-standard was discussed by Gina Garner. MDE policy is that “no candidate should be denied program entry or student teaching solely because of the 50th percentile on a nationally normed assessment criteria”. Education Providers were encouraged to use other measures to demonstrate competency by way of course work. The state agreement will not be changed in this regard. Multiple measures can be used to meet this subcomponent in conjunction with other data for the whole standards. Writing standards can be meet with a writing course. A preponderance of evidence in the standard will need to be demonstrated. Statistically comparing group for which you do not have complete scores may allow you to present evidence that is the results are representative.

CAEP program review was discussed. CAEP program review with feedback is not an option for Michigan.

Upcoming CAEP site visits were identified.

Question: Secondary candidates will no longer need to complete a major at all? They can be certified based on completing just one minor? (Per 10/5/2018 OEE DARTEP Update Reminders, Section III, #9).

Per MDE, major and minor language was removed from Teacher Certification Code in November 2017. As long as the candidate passed an already approved program and the related MTTC, they can be recommended for certification based on the minor only.

12:35 p.m. – 12:45 p.m. **Table Talk**
· MDE Update #2

12:45 p.m. – 1:00 p.m. **Debrief with MDE**

1:00 p.m. – 1:15 p.m. **CAEP Updates**

1:20 p.m. – 1:45 p.m. **CAEP Breakout**
· Institutions Completes/Continuation – F21

· Independent Institutions Upcoming Visits – 272
· Public Institutions Upcoming Visits –
 Courtroom

1:50 p.m. – 2:00 p.m. **Last Minute Questions**

2018-2019 Meeting Dates:

October 5 th -	Concordia University
November 30 th -	Wayne State University
February 1 st -	Western Michigan University
* April 10 th /11 th	CAEP Conference at Hope College
April 12 th -	Hope College