



Office of Educator Excellence

DARTEP Update

October 5, 2018

Concordia University

SECTION I: MDE UPDATES

1. MDE Organizational Directory

An [MDE Organizational Directory](https://www.michigan.gov/mde/0,4615,7-140-83834---,00.html) has been developed to reflect the re-organization of MDE to better align with the focus of the Top 10 in 10 goals and strategies. It is arranged by Deputy and Office, with a brief description of the work and programs in each office. It is an easy-to-read, and handy, reference for school districts. The MDE Organizational Directory is also located on our website under "Contact MDE" at:

<https://www.michigan.gov/mde/0,4615,7-140-83834---,00.html>

2. Legislative Updates

The Michigan Legislature has returned from Summer Recess and committees are beginning to meet again. Many bills that were discussed this Spring may resurface prior to the end of the year.

- Garcia Package (HB 5601, HB 5604, HB 5605, HB 5604, HB 5603, HB 5605, HB 5598, HB 5600, HB 5602, HB 5599, HB 5605)
- HB 4421 Revises the requirements for substitute teachers
- HB 5707 Freezes student growth percentage at 25% for teacher evaluation



- HB 6401 Freezes student growth percentage at 25% for administrator evaluation
- HB 4084 Eliminates reading diagnostics requirements

3. Michigan's Action Plan for Literacy Excellence

The Michigan Department of Education's Literacy Team has finalized Michigan's Action Plan for Literacy Excellence (MAPLE). The MAPLE document is built from the 2010 MiLit Plan and offers an understanding of literacy in Michigan that spans from 1985 to current efforts. The new plan also includes the status of literacy achievement for Michigan students in preschool through grade 12. The plan is available [here](#) online.

4. Michigan's Read by Grade Three Law

In 2016, the Michigan Legislature passed a [law](#) that requires schools to identify learners who are struggling with reading and writing and to provide additional help. The law states that third graders may repeat third grade if they are more than one grade level behind beginning with the 2019-2020 school year. MDE has developed a [Facts for Families](#) to help families understand the Read by Grade Three Law so they can support their child. Conveniently, this is a great high-level overview of the law that can serve as a handy resource. For more nuanced guidance, check out the [FAQ](#).

5. Family Engagement Definition and Principles

The Michigan Department of Education (MDE) has defined terminology and shared principles for Family Engagement. Family Engagement appears in the Every Student Succeeds Act plan and Top 10 in 10 Goals and Strategies and is used in multiple projects and initiatives, such as Whole Child, Early Literacy, and Multi-Tiered Systems of Support (MTSS).

http://www.michigan.gov/documents/mde/Family_Engagement_630363_7.pdf

6. Announcing the Michigan Department of Education Early Literacy Coaching Model

In alignment with Goal 2 of the Top 10 in 10 Years State Strategic Plan and as part of the requirements of MCL.380.1280f (Read by Grade Three Law), the Michigan Department of Education (MDE) was tasked with developing or recommending an early literacy coaching model. To complete the task, the MDE assembled a team of internal and external stakeholders who offered varied perspectives around literacy coaching. The team examined coaching resources and research, to create *The Michigan Department of Education*



Early Literacy Coaching Model.

https://www.michigan.gov/documents/mde/Announcing_Early_Literacy_Coaching_Model_629725_7.pdf

7. Michigan Department of Education 2017-2018 Top 10 in 10 Annual Review

The Michigan Department of Education's [2017-2018 Annual Review](#) is now available online. The report and its data appendix contain highlights of MDE's Top 10 in 10 implement activities throughout the past school year, as well as metrics used to measure progress towards Michigan's Top 10 in 10 goals. Download a copy today.

[https://www.michigan.gov/documents/mde/2017-18 MDE Annual Review and Appendix_631432_7.pdf](https://www.michigan.gov/documents/mde/2017-18_MDE_Annual_Review_and_Appendix_631432_7.pdf)

8. Michigan Integrated Technology Competencies for Students

The Michigan Integrated Technology Competencies for Students (MITECS), released December 2017, replace the 2009 Michigan Educational Technology Standards for Students (METS-S). These updated competencies focus on learning enhanced by technology, rather than on technology tools. The MITECS are aligned to the Top 10 in 10 focus area of Learner-Centered Supports, reflecting a learner-driven approach that empowers students to be active participants in determining their educational pursuits. A very rich set of resources and training materials have been developed to accompany the competencies.

http://www.techplan.org/downloads/all_user_files/mitecs_document_final_2.2.pdf

Resources: <http://www.techplan.org/mitecs/>

9. #GoOpen

The Michigan Department of Education (MDE), Office of Systems, Evaluation, and Technology (OSET), Educational Technology (Ed Tech) Unit, in collaboration with its #GoOpen Michigan strategic partners, announces the launch of the #GoOpen Michigan Microsite, <https://goopenmichigan.org>. The #GoOpen Michigan Microsite is a virtual library of openly licensed educational resources (OER), as well as a collaboration space for Michigan educators who are dedicated to using high-quality, standards aligned OER.

https://www.michigan.gov/documents/mde/GoOpen_Repository_625810_7.pdf



SECTION II: Office of Educator Excellence UPDATES

1. New Contact Information

A new phone number is being launched mid-October to replace the main 517-373-3310 support number. Please review any of your communications, guidance, websites and publications to ensure educators can reach us. Additionally, a new email address for general educator support is being launched to replace the current MOECS Support email. Both old and new will remain active during a transition period of approximately 3 months.

NEW EMAIL MDE-EducatorHelp@Michigan.gov

NEW PHONE 517-241-5000

NEW FAX 517-241-1670

2. Office Reorganization

The Office of Educator Excellence has been reorganized into five units according to the educator pipeline.



The managers of each unit are:

- Administrative: Leah Breen, BreenL1@Michigan.gov
- Recruitment and Recognition: Jen Robel, RobelJ@Michigan.gov
- Preparation: Sean Kottke, KottkeS@Michigan.gov
- Certification: Krista Ried, RiedK@Michigan.gov
- Professional Growth: Rebekah Emmerling, EmmerlingR@Michigan.gov



3. **Appropriate Placement of Educators**

Official MDE [Memo August 16, 2018](#)

In support of Goal #3 in MDE's strategic plan, Top 10 in 10, which states, "Develop, support, and sustain a high-quality, prepared, and collaborative education workforce," and with the reauthorization of the Elementary Secondary Education Act: the Michigan Department of Education (MDE) has determined that verification of a teacher's No Child Left Behind Highly Qualified status is no longer required.

With that said, Michigan Compiled Laws (MCL) [380.1531](#) and the Administrative Rules Governing the Certification of Michigan Teachers ([Teacher Certification Code](#)) **require** teachers to hold the endorsement for the subject(s) in which they are assigned to teach. Teachers who hold the appropriate grade-level and content area endorsements on a valid Michigan educator certificate may be placed in an assignment to provide instruction in corresponding courses.

For additional information on placement of teachers, districts may reference updated guidance on the website, or in documents including:

- [Appropriate Placement of Teachers and Paraprofessionals](#)
- [Appropriate Instructional Assignments for Elementary Endorsed Teachers](#)
- [Quick Reference: Courses That Can be Taught](#)
- [Special Education Placement](#)
- [Proper Placement Considerations](#)

For the Fall 2018 Registry of Educational Personnel (REP) Submission, the highly qualified status field will remain a required field. If the teacher meets the requirements in the documents linked above, the district should submit a "1" (yes) for this field.

Additional questions on the completion of the REP collection can be directed to the Center for Educational Performance and Information via email at CEPI@Michigan.gov.

Additional questions on the placement of educators can be directed to the Office of Educator Excellence via email at MOECSSupport@Michigan.gov.



4. **Certification Structure**

In addition to the press release that was sent out through this listserv on May 18, 2018, the Office of Educator Excellence has developed a [Quick Sheet reference document](#) describing the structure.

This document can be shared with faculty and staff when discussing the certification structure and necessary program modifications. For those that are interested, you can watch the May 8 [State Board of Education Presentation](#). The Certification Structure presentation begins at about 49:00.

As expressed in the press release and board presentation, the department will continue to seek feedback around, among other things, appropriate placement, timelines, and current teachers' certificates.

The PK-3 and 3-6 teacher preparation standards were presented to the State Board of Education in August and public comment closed September 26. For those that are interested, you can watch the August 8 [State Board of Education Presentation](#). The Standards presentation begins at about 55:00. We are currently reviewing the comment to make revisions to the standards prior to returning to the board at their November meeting. The updated timeline is available at the end of this document. We are also beginning work on the 5-9 and 7-12 literacy and mathematics endorsements. We have sent out recruitment surveys, have gone through the results, and are working on building a team. We hope to be in contact with all volunteers within the next several weeks. We expect these to be able to share drafts by summer 2019.

Quicksheet:

https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf

SBE Cert Structure Presentation:

<https://www.youtube.com/watch?v=WpuBiG0kTXA>

Standards Presentation:

<https://www.youtube.com/watch?v=s6XIBPDBdbk>

5. **Early Childhood PK: General and Special Education (ZS)**

Following the adoption of the Standards for the Preparation of Early Elementary (PK-3) Educators, the Michigan Department of Education Office of Great Start (with OEE support) will be convening a team to review and possibly revise the ZS endorsement to serve as a supplement to the PK-3

certificate. This team will also be exploring the potential for a Birth-Kindergarten certification grade band. At present, the leadership team is identifying perspectives and people for the work. If you are interested in this work, please contact Richard Lower LowerR@Michigan.gov or Kelli Cassaday CassadayK@Michigan.gov.

6. **Basic Skills Examination Repeal/CAEP 3.2**

A law eliminating the requirement that teacher candidates pass a basic skills examination (PA 233 of 2018) was signed by Governor Snyder on June 26, 2018 and became effective on September 25, 2018.

Teacher candidates will still need to pass the appropriate Michigan Test for Teacher Certification in the subject area(s) in which they seek to be certified and endorsed before EPIs may recommend them for certification.

For the purposes of national accreditation and CAEP sub-standard 3.2, it is the position of the MDE that no candidate should be restricted from enrolling in a teacher preparation program or held back from the student teaching internship solely because of 3.2's 50th percentile ranking on a nationally normed assessment or basic skills examination criteria. EPIs will still need to document enrolled candidates meet the academic achievement requirement of a 3.0 or higher GPA. Additional guidance for how to meet sub-standard 3.2 will be forthcoming along with the new CAEP/Michigan State Agreement. Questions about CAEP standard 3.2 or other accreditation questions can be sent to Gina Garner at GarnerG1@Michigan.gov.

7. **Marshall Plan**

[Public Act 227 of 2018](#), signed by Governor Snyder on June 26, appropriates \$100 million "to improve the state's talent pool by training citizens for high-demand career fields, providing educational supports, expanding career exploration opportunities, and supporting innovative teachers and curriculum." Known as the [Marshall Plan for Talent](#), this act includes an appropriation for competitive grants "to assist certificated teachers to earn new endorsements in areas of high-demand critical shortage through a competency-based residency model" (Section 297a(3)(f)). Under the terms of this grant, Talent Consortiums composed of local school districts, intermediate school districts, employers, and institutions of higher education may seek grants of up to \$8000 per teacher to cover the cost of earning additional endorsements through "a teacher preparation program that collaborates with the department to develop endorsement programs that cost

no more than \$8000.00 for a teacher or a district and that assess a teacher's mastery of standards in a competency-based model." EPIs were asked to submit a list of programs to be offered to interested teachers by October 1. Grant applications from Talent Consortiums are due in mid/late-November, after which point the OEE will know what content areas are desired and in which geographic areas to connect EPIs with additional endorsement candidates.

8. MTTC Recruitment and Updates

Recruitment is underway for MTTC assessment development in PE/Health; Special Education fields of Learning Disabilities, Cognitive Impairment, and Emotional Impairment; PK-3, 3-6 grade band content areas of Math, Literacy, Science, and Social Studies; as well as 5-9 and 7-12 grade band content areas. Faculty or PK-12 Educators with expertise in these areas can volunteer for committees through the following link:

<http://www.mirecruit.nesinc.com/>

Please Note the following MTTC test updates:

- The Technology and Design (088) will no longer be available as of December 1, 2018.
- The Hearing Impaired (062) will reflect the correct name as Deaf and Hard of Hearing (062) as of December 2018.

9. Program Review Updates

Review of the early adopter applications for the combined Health/Physical Education (MC) endorsement is near completion. Four EPIs submitted program applications for the first round of review. The second phase of MC program review (regular adopters) will take place in 2019-2020 on the following timeline:

- September 2019: Program reviewer training
- November 1, 2019: Program review materials due
- December 2019 – February 2020: Review program applications
- Fall 2020: Start date for Phase 2 programs

The framework for the new MC MTTC is currently undergoing content validation, and the new test, practice test, and study guides are scheduled to



debut between December 2020 – Spring 2021. After the fall 2023 semester, no new MA or MB endorsements will be issued

All reviewers have submitted feedback on program applications submitted earlier this year for English as a Second Language (NS) and Bilingual Education (Y_) programs. We appreciate your patience as we work through the recommendations and process approvals and requests for additional documentation. This work will be completed by the end of October.

10. Special Education Updates

The Special Education Program Review is underway. Review forms have been sent to current Deans for distribution to special education faculty. Reviews can be submitted through June 30, 2019.

Special Education MTTC Updates

Recruitment is underway for special education MTTC assessment revision. Upcoming conferences in January/February 2019 include the Item Review Conference for Learning Disabilities, and the Objective Review Conference for both Emotional Impairment and Cognitive Impairment. Faculty or PK-12 Educators with expertise in these areas can volunteer for these committees through this link: <http://www.mirecruit.nesinc.com/>

11. Special Education Supervisor and Director

The creation of standards for director and supervisor of special education is underway. The kick-off meeting was held on August 23 this year. Virtual and in-person meetings have been scheduled throughout the academic year. We anticipate finishing standards building by April 2019. Higher Education and PK-12 representatives will have an opportunity to provide input and feedback at that time. Existing programs will resubmit programs for approval once the standards are approved by the state board.

20 individuals including program providers, practitioners and professional associations representatives were invited to participate. After two meetings, the group has decided on the format (MDE administrator standards) and blueprint (CEC standards). Next meeting will be October 2, 2018.

12. School Counselor Professional Development

[Michigan Compiled Law \(MCL\) 380.1233 \(7-9\)](#) required standards be developed specific to enhancing the training of school counselors. The [School Counselor Professional Development Standards](#) were crafted in alignment

with the law that requires school counselors complete fifty (50) professional development hours every five years. The 50 hours are part of the total 150 hours of [Education-Related Professional Learning](#) required to renew a Michigan teaching certificate with a School Counselor (NT) endorsement and the [School Counselor License](#) (SCL).

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.

13. Clinical Experiences and Core Practices

Clinical Experiences and Core Practices were presented to the State Board of Education on September 11, 2019. These requirements and practices are anticipated to be incorporated into programs created for the new certificate structure beginning with the PK-3 and 3-6 grade band programs. Documents outlining the clinical experience requirements and core practices can be found [here](https://www.michigan.gov/documents/mde/Item_C_Presentation_on_Teacher_Preparation_Requirements_Clinical_Experience_Requirements_and_Core_Practices_631273_7.pdf):
[https://www.michigan.gov/documents/mde/Item C Presentation on Teacher Preparation Requirements Clinical Experience Requirements and Core Practices 631273 7.pdf](https://www.michigan.gov/documents/mde/Item_C_Presentation_on_Teacher_Preparation_Requirements_Clinical_Experience_Requirements_and_Core_Practices_631273_7.pdf)

14. CAEP Accreditation Updates

CAEP Program Review with Feedback:

At the September CAEP Conference many Michigan representatives attended a session that outlined the requirements for program review prior to the self-study report. That session indicated program review must be submitted one year prior to the self-study report due date. Please know that this timeline is only for *CAEP Program Review with Feedback*. It does not apply to Michigan EPPs. The proposed state agreement, slated to go into effect by the end of 2018, only allows a state program review process we will be piloting in the



next year, or SPA program review. We are removing the option of CAEP review with feedback from Michigan's agreement.

EPPs that have already submitted self-study reports can use current approval documentation of programs to meet standard 1.3. EPPs writing a self-study right now can contact Gina Garner GarnerG1@Michigan.gov to discuss piloting the full program review process prior to the due date of your self-study.

2019 CAEP site Visits

The following EPPs will host a CAEP site visit team in spring 2019:

February	Hope College
March	Grand Valley State University Adrian College
April	Alma College Ferris State University
May	Lake Superior State University

The following EPPs will host a CAEP site visit team in fall 2019:

October	University of Michigan, Dearborn
November	Siena Heights University Andrews University
December	Western Michigan University Marygrove College

15. Education Value-Added Assessment System (EVAAS)

SAS is developing value added model EVAAS web-based reports that will provide school level and district level student academic growth data. This data will be available as a choice for district educators as a way to provide efficacious student growth data to meet educator needs.

- Districts who have agreements with MIDataHub (<http://www.midatahub.org/>) will be able to develop easily accessed teacher level student growth reports that may be used to describe state assessment student growth for the purposes educator evaluation.
- EVAAS student growth data describing building and district level growth using the spring 2017 ELA and math M-Step assessments will be available will be available for all districts near the start of the 2018-19 school year.
- EVAAS student growth data using the spring 2018 M-Step ELA and math assessments will be available for all districts prior to January 2019.



- There are 746 districts and 2,190 schools with at least one growth estimate posted on the web.
- As of September 21, 2018, there have been 680 report system uses by Michigan district users.

16. OEE Annual Report

The Office of Educator Excellence has released a new report titled 2018 Annual Report Metrics. This report includes commonly requested data about the educator pipeline. This report will be updated and expanded annually to increase transparency and provide accessible information for interested parties about the education preparation and staffing system. The 2018 Annual Report Metrics area available here:

https://www.michigan.gov/documents/mde/OEE_Annual_Report_Metrics_630759_7.pdf

17. Title II

The 2018 Title II State Report card is currently under review.

18. Surveys

EPIs received their 2017-2018 Survey response data on Sept. 20. If you are unsure of who received your data, please contact Dana Utterback UtterbackD@Michigan.gov.

19. EPI Performance Score

- The EPI Performance Score Process will be reviewed and redesigned in the coming months.
- We have received great interest in participation in the redesign process from our EPIs and are in the process of selecting our final committee by early October.
- If you have not reached out about participation there will be opportunities to give input through surveys and document review. Let Kate Boswell Gallagher BoswellGallagherK@Michigan.gov know if you wish to be a part of this group.

20. MDE ProPrep Review

Please review the MDE [ProPrep](#) website to assure your institutions program and contact information is accurate. If you find issues, please email the

incorrect information as well as the correct information to Dana Utterback at UtterbackD@Michigan.gov.

Check your bookmarks, this link has changed:

<https://mdoe.state.mi.us/proprep/>

21. Reading Diagnostics Approved Courses

Please review the directory of approved courses in the diagnosis and remediation of reading disabilities

(https://www.michigan.gov/documents/mde/PA_118_Web_chart_2_4_11_34_4767_7.pdf) and contact Sean Kottke to correct any inaccurate information.

Note that HB 4084, which removes this requirement for advancement to the Professional Teaching Certificate, has not yet been passed by the Michigan Senate. Until this bill is passed, enrolled in the House and Senate, and signed by the Governor, the reading diagnostics course remains a requirement.

22. Staff Updates

We welcome Kate Boswell Gallagher, who is the new consultant working in the Educator Preparation Unit and will be working with EPI data, the EPI Performance Score, Title IIA reports, etc. Her email address is BoswellGallagherK@Michigan.gov if you need to contact her. Please join us in welcoming her.

23. Michigan Teacher of the Year

There is still time to nominate a teacher for Michigan Teacher of the Year (MTOY)! The deadline is **Friday, October 12 at 11:59 p.m.** The MTOY program, sponsored by the Meemic Foundation, recognizes outstanding educational leaders across our state for their work to elevate the teaching profession.

To nominate a teacher please use [the online nomination form](#). For more information regarding the process and timeline please refer to the [2019-2020 MTOY Timeline](#). For information regarding the benefits of becoming Teacher of the Year please see [Why Apply for Michigan Teacher of the Year](#).

24. Teacher Leader Programs

Teacher Leader programs are considered designations, not endorsements and are not subject to CAEP accreditation requirements.



SECTION III: OEE REMINDERS

1. CPR/First Aid Update

According to the revised school code (380.1531d), candidates recommended for initial teaching certificates must hold a valid certification in the areas of first aid and cardiopulmonary resuscitation CPR [adult and child]. Please see the following link for information on the legislative requirements, and the MDE approved providers:

http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf

Please ensure all candidates applying for initial teacher certification hold valid CPR/First Aid certification cards at the time of application, and recommendation for certification. For inquires related to CPR/FA please contact Beatrice M. Harrison at HarrisonB@Michigan.gov.

2. Teacher Leader Programs & Advanced Professional Certificate (APC) Eligibility

The OEE is receiving calls from individuals asking if their master's degree was a teacher leader program. If the program is not on the current list or was completed 10+ years ago OEE staff are referring these individuals back to the EPP where the program was completed.

Questions about the eligibility for the APC can be directed to Krista Ried 517-373-6791 or RiedK@Michigan.gov.

Questions about the approval of teacher leader programs can be directed to Dr. Sarah-Kate LaVan LaVanS@Michigan.gov.

3. Diagnosis and Remediation of Reading Courses

The MDE no longer accepts letters from EPIs substituting or waiving course work for individual students. For inquires related to special circumstances, please contact Dr. Sean Kottke at KottkeS@Michigan.gov.

4. MDE/EPP Distribution Lists

If you have staff changes within your Education Office, including certification officers, please contact Dan Membiela at MembielaD@Michigan.gov to update all OEE distribution lists accordingly.



5. DARTEP Listserv

If you wish to have someone added or removed, please use the following link: <https://list.emich.edu/mailman/listinfo/dartep>.

6. MDE Listservs

The Michigan Department of Education has a variety of email subscriptions that can help keep you in the know. To sign up for MDE emails, please use the following link:

<https://public.govdelivery.com/accounts/MIMDE/subscriber/new>

7. Certificate Corrections

Certificate correction requests must be completed and emailed to MDE-CertCorrections@Michigan.gov. If you are unable to find the Certificate Correction document, please contact Dana Utterback UtterbackD@Michigan.gov.

8. Oral Proficiency Interview

All candidates for world language and bilingual education endorsements recommended must have achieved the appropriate level on the American Council on the Teaching of Foreign Language's (ACTFL) Oral Proficiency Interview (OPI) or Oral Proficiency Interview – Computer (OPIc). EPPs are responsible for verifying this achievement. The minimum levels specified in Michigan's teacher preparation standards are Advanced Low for all candidates for a Bilingual Education (Y_) endorsement and for candidates seeking World Language endorsements in French (FA), German (FB), Italian (FH) and Spanish (FF), and Intermediate High for candidates seeking World Language endorsements in Arabic (FK), Chinese (FR), Greek (FC), Hebrew (FJ), and Japanese (FL). Providers may accept hand delivered verification of OPI/OPIc performance from candidates, although it is preferred candidates have OPI/OPIc score reports sent directly to the provider. You may request access to your candidates' scores directly from Language Testing International (LTI). Please contact Nicole Rome NRome@Languagetesting.com at LTI to set up an account.

9. Rules Revisions

Reminder: The November 2017 revisions to the Michigan Teacher Certification Code removed all references to Major and Minor in 380.1123 for program offerings. Programs will be approved as Initial or Additional



offerings. Program applications and June 30 reports will begin to reflect the approval of initial and additional program areas. Institutions may internally still use “major” and “minor” language, but they will not be part of the state approval process. One consequence of this for secondary programs is that candidates may be recommended for initial certification upon completion of a teaching minor only, provided the candidate has completed all program requirements and passed the appropriate MTTC. MOECS still requires the identification of major and minor to be identified during the application process for Secondary initial certification. We are working to resolve this through MOECS reprogramming.

Reminder: The number of credits for content programs for endorsement programs are no longer defined in rule. Individual endorsement area preparation standards may detail credit expectations.

Reminder: An additional endorsement program must include preparation in theoretical and practical knowledge, discipline area knowledge, pedagogy, and field experience, as defined in state board approved standards. If, for a particular additional endorsement program, pedagogy and field experience are not specified in state board approved standards, pedagogy and field experience shall be required no later than the beginning of the fall 2019 semester. Field experience is defined as structured, supervised activity in an instructional setting in which a teacher certification candidate may gain experience in the practice of teaching.



PK-3/3-6 Teacher Preparation Standards Implementation Timeline

v 9.05.18

2018
January | February | March | April | May | June | July | August | September | October | November | December

Table with 6 columns: SBE Info Item, Aug 16-Sep 24 Public Comment, Oct Final to Leah, Nov 13 SBE App, Nov 15 Comm to EPIs, Webinars

2019
January | February | March | April | May | June | July | August | September | October | November | December

Table with 2 columns: Webinars, SY 2019-2020 EPIs Build Programs/Intent to Offer

2020
January | February | March | April | May | June | July | August | September | October | November | December

Table with 2 columns: SY 2019-2020 EPIs Build Programs/Intent to Offer, Fall 2020 Program Application and Review

2021
January | February | March | April | May | June | July | August | September | October | November | December

Table with 1 column: Fall 2021 Candidates enter new programs: Freshmen exit 2026, Junior exit 2024; MTTC Operational Alternative Route

2022
January | February | March | April | May | June | July | August | September | October | November | December

Table with 1 column: Fall 2022 No further operation of old programs

2023
January | February | March | April | May | June | July | August | September | October | November | December

Table with 2 columns: MTTC Phase Out, Spring: Rosters of old programs due

2024
January | February | March | April | May | June | July | August | September | October | November | December

Table with 2 columns: MTTC Phase Out, MTTC Cut Off-Spring Summer 2024