

Revisions in Michigan

Hope Conference

April 11, 2018



EPI Score

EPI Performance Management System Redesign

- Committee began meeting in October 2018
- Targeting 2019-2020 to pilot the revised framework
- Committee has identified a set of metrics for public reporting and initiating corrective action
- Committee has not determined thresholds for corrective action

Non-negotiables for a New Framework

- More than a label – a trigger for tailored supports
- Progressive system
- Early warning system
- A better name than Corrective Action?



Key Effectiveness Indicators Framework

Candidate
Selection and
Completion

Knowledge
and Skills for
Teaching

Performance
as Classroom
Teachers

Contribution
to State
Needs

Metric 1: MTTC

- Overall & program area pass rates of completers within a reasonable period after internship
- To be determined:
 - What is “a reasonable period”?
 - How many years worth of scores?
 - What are the overall & program area thresholds between satisfactory and unsatisfactory performance?

Metric 2: Surveys

- Of adults (candidates, EPI & PK12 supervising teachers, principals, completers)
- Disaggregated by category
- To be determined:
 - What % of agree/strongly agree in a category is satisfactory?
 - How many categories must meet that threshold to be satisfactory?
 - What response rates are satisfactory?

Metric 3: Diversity & Completion Rate

- % of admitted candidates from underrepresented populations who graduate within 2 years of bulk of cohort
- Plan to increase diversity of candidates/completers
- To be determined:
 - What % is satisfactory?
 - Is presence of a plan & progress report satisfactory?

Metric 4: Teacher Effectiveness Labels

- % of effective/highly effective
- To be determined:
 - How many years of service?
 - Weighting by years of service?

Quality Assurance Systems

- Considered valuable, but rejected as a metric for triggering corrective action
- Recommended as a “first lens” for framing support for continuous improvement

Future Work

- Data from a common clinical observation/evaluation tool
- Disaggregation of effectiveness labels
- Surveys of completers' PK-12 students

Survey Redesign

Survey development committee

- Convening an advisory board to help map out process
- Redeveloping the current four surveys and adding a principal survey
- Development committee to start up in May/June 2019
- Goal: First deployment of new surveys in Fall 2019

Survey topics

- Demonstrated teaching skill (Core Teaching Practices)
- Use of technology for instructional purposes and student learning
- Assessment literacy and use of data for instructional purposes and student learning

Survey topics (cont'd)

- Cultural competency – early career teachers working with students from different backgrounds (multidimensionality - SES, racial/ethnic, etc.)
- Professional skills – ethics, collaboration, soft skills, dispositions
- Differentiated instruction
- Perception of preparedness

Survey considerations

- Consistency of language across surveys
- How to factor “Did Not Observe”?
- How many questions should load onto a topic?
- How compact can a valid survey be?
- How well-aligned are current survey items to desired topics?



MTTC

Health/PE

- Two-subtest, non-compensatory model
- Projected to be operational Q4 2019
- Subtest 1: Health Education (112)
 - I. Health Promotion & Risk Reduction (32.5%)
 - II. Health Literacy & Social-Emotional Health (32.5%)
 - III. The Health Education Program (35%)

Health/PE (cont'd)

- Subtest 2: Physical Education (113)
 - IV. Motor Learning & Movement Concepts (32.5%)
 - V. Health-Related Fitness (32.5%)
 - VI. The Physical Education Program (35%)

ESL/Bilingual Education

- Projected to be operational Q2/Q3 2020
- No changes to overall frameworks
- Objective & descriptive statement language updated to reflect Michigan standards
- Test bank will be refreshed to reflect updates
- Frameworks and new test items will undergo bias review and content validation

Special Education Fields

- Frameworks and test banks being redeveloped for:
 - Learning Disabilities
 - Emotional Impairment
 - Cognitive Impairment
- LD to be operational Q4 2019
- EI/CI to be operational Q2/Q3 2020

PK-3 & 3-6

- Four-subtest, non-compensatory model
 - Literacy
 - Mathematics
 - Science & Social Studies
 - Professional Knowledge and Skills
- 50 MCQs for all but Science/Social Studies (60 MCQs)
- \$59 per subtest, except for Math (\$69)

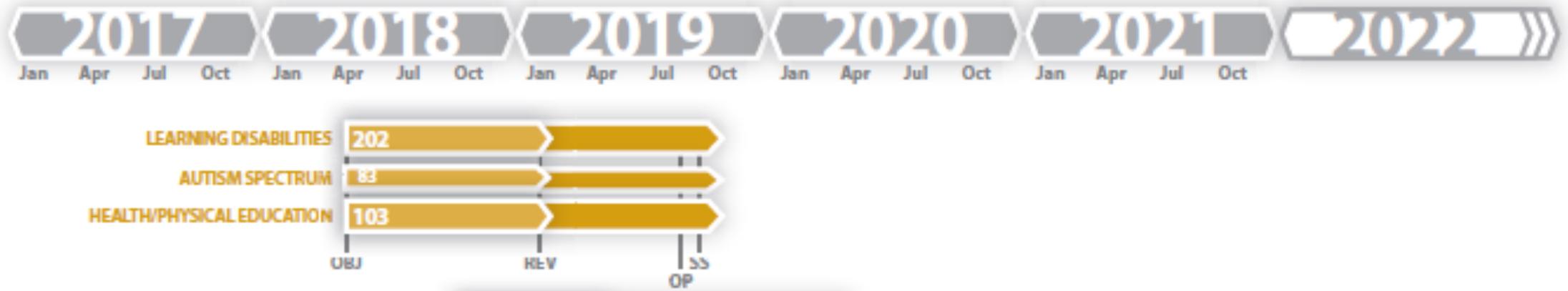
PK-3 & 3-6 (cont'd)

- To be operational Q3 2021
- To be offered alongside current MTTC #103 through Q2/Q3 2024

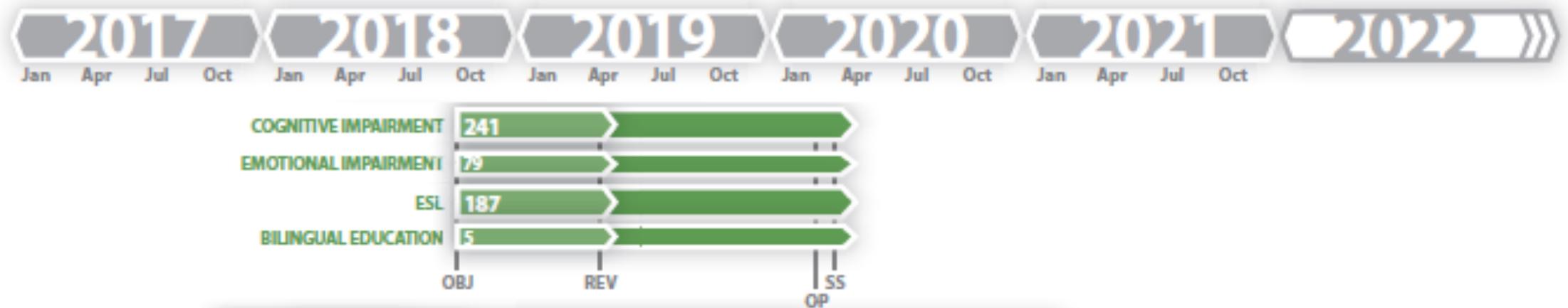


Which tests are being developed/updated?

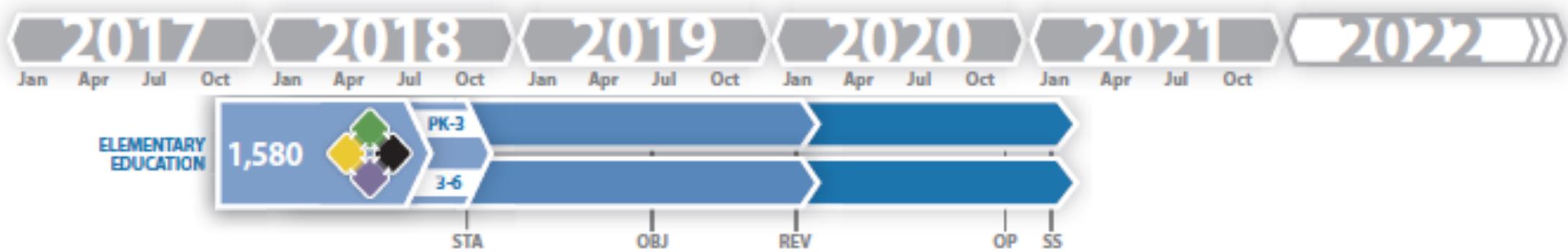
Tests	Projected Release Dates	Tests	Projected Release Dates
<ul style="list-style-type: none"> • Health and Physical Education • Learning Disabilities 	Winter 2019	<ul style="list-style-type: none"> • Reading Specialist • Math Specialist 	Spring 2022
<ul style="list-style-type: none"> • Cognitive Impairment • Emotional Impairment • Bilingual Education • English as a Second Language 	Summer 2020	<ul style="list-style-type: none"> • History • Social Studies • Middle Grades Social Studies • Middle Grades Science • School Principal • Central School Administrator 	Summer/Fall 2022
<ul style="list-style-type: none"> • Elementary Education PK-3 • Elementary Education 3-6 • Deaf and Hard of Hearing • Visually Impaired • Industrial Technology 	Summer 2021	<ul style="list-style-type: none"> • Chemistry • Physics 	Spring 2023
<ul style="list-style-type: none"> • Math • English Language Arts • Middle Grades Math • Middle Grades English Language Arts 	Fall 2021	<ul style="list-style-type: none"> • Earth Space • Biology 	Summer 2023
		<ul style="list-style-type: none"> • Integrated Science • Physical Science 	Fall 2023



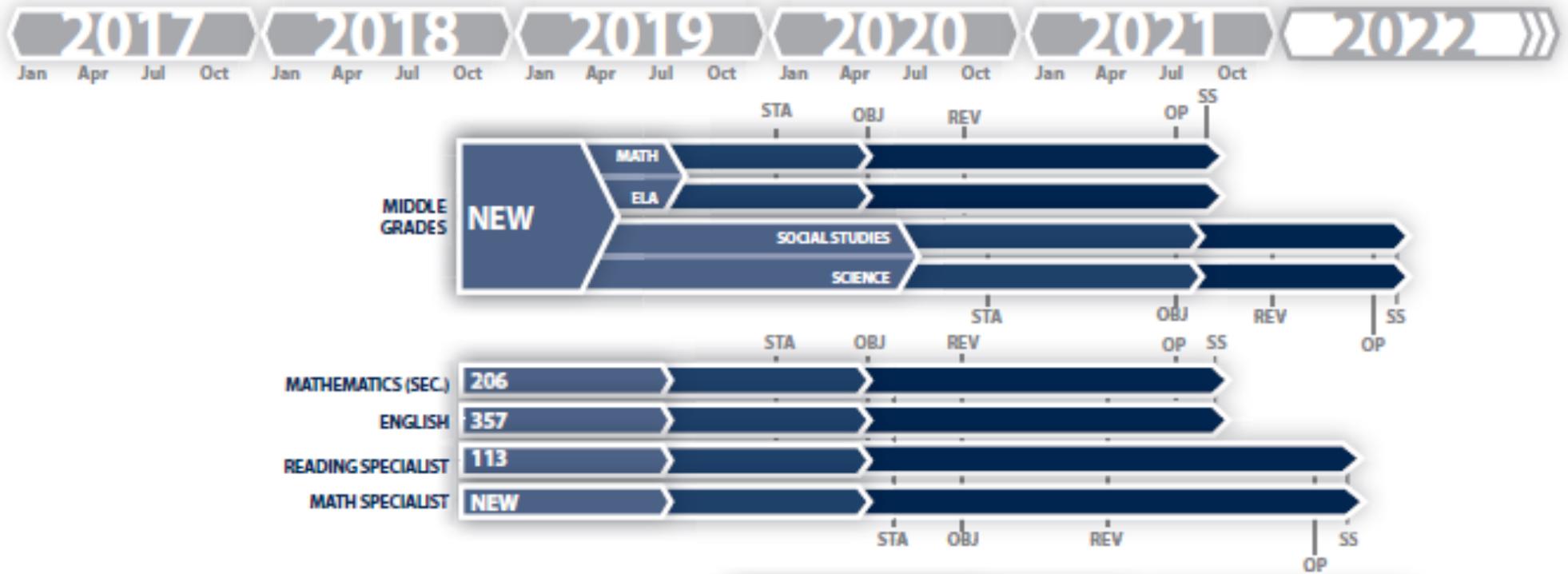
5 Year Timeline (1)



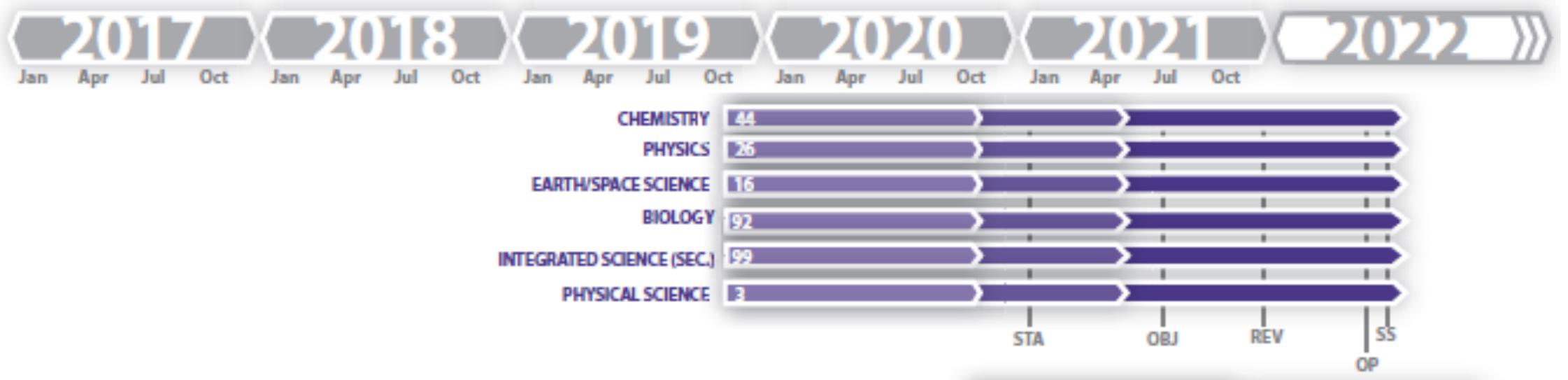
5 Year Timeline (2)



5 Year Timeline (3)



5 Year Timeline (4)



5 Year Timeline (5)



5 Year Timeline (6)

Code of Educational Ethics

Listed Purposes of the 2003 Code

- Identifies agreed upon set of ethical principles to **guide decisions**
- Provides a consistent framework for thinking about the societal benefits of **quality teachers**
- **Raises awareness of the responsibilities** of accepting a teaching certificate and/or position in Michigan's educational systems

Listed Purposes of the 2003 Code (cont.)

- Makes a professional educator's ethical commitment **transparent** to the general public.
- Facilitates **awareness and discussion** for both **pre-service and in-service** educators on ethical standards.

It's time to update the Michigan Educational Code of Ethics

WHY?



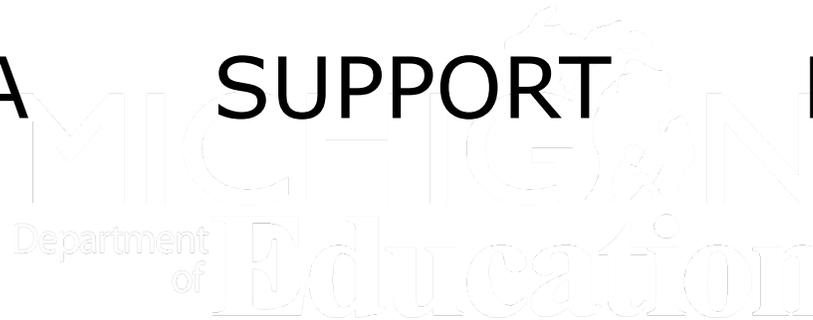
**SOCIAL
MEDIA**



**DISTRICT
SUPPORT**



**WIDER
RANGE**



What is in the New
Michigan code of
educational ethics?

Cross-cutting themes

High-expectations

Academics

Diversity

Equity

Mutual Respect

Principle 1 – Responsibility to the profession

- Professional conduct and responsibility that may be higher than required by law
- Holding one and other to the same ethical standards



Principle 2 – Responsibility for professional competence

Demonstration of the knowledge, skills and dispositions required for professional competence.



Principle 3 – Responsibility to students

- Treat students with dignity and respect
- Promote the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries



Principle 4 – Responsibility to the school community

Promote positive relationships and effective interactions with members of the school community, while maintaining professional boundaries



Principle 5 – Responsible and ethical use of technology

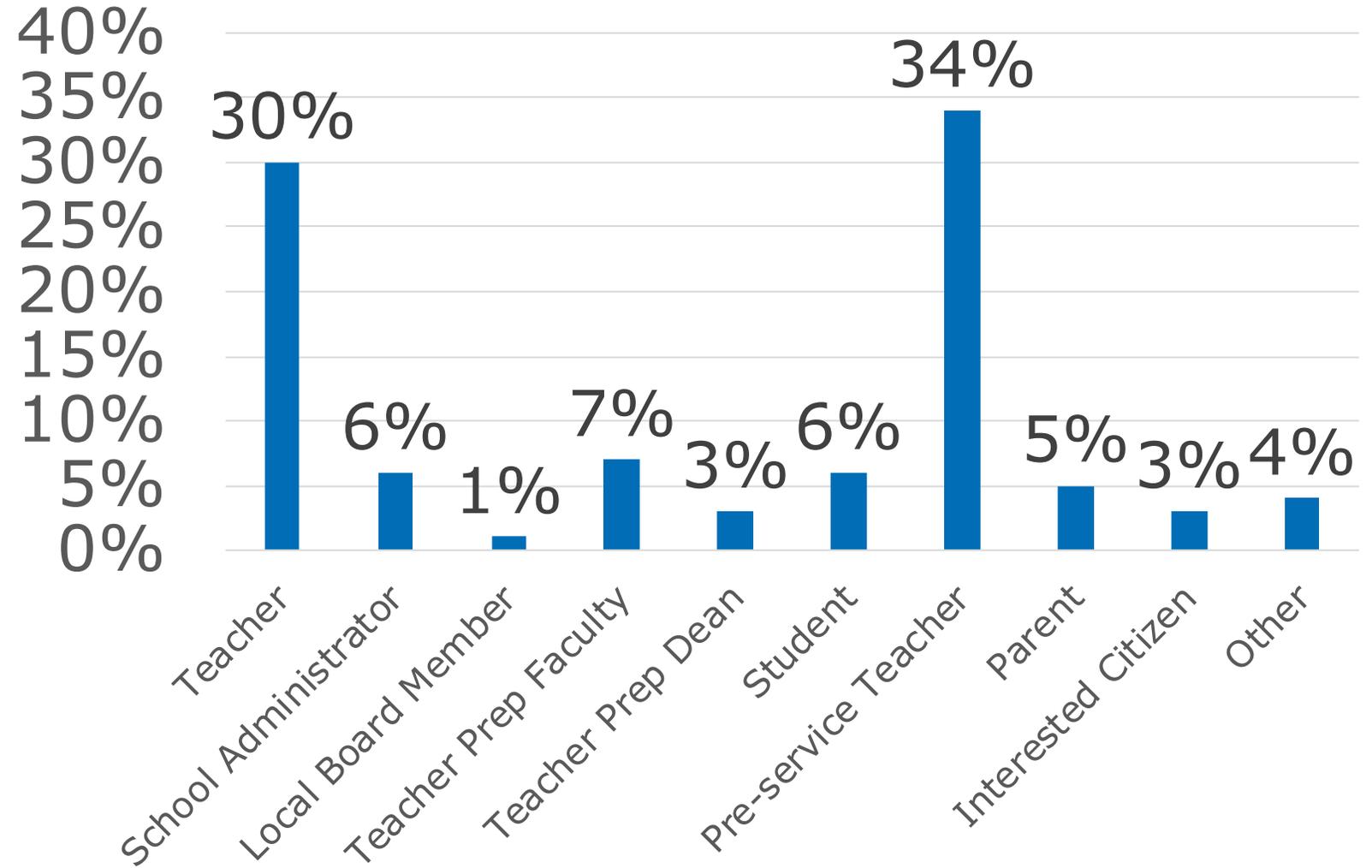
- Consider the impact of consuming, creating, distributing and communicating information through all technologies
- Ensure appropriate boundaries of time, place and role when using electronic communication

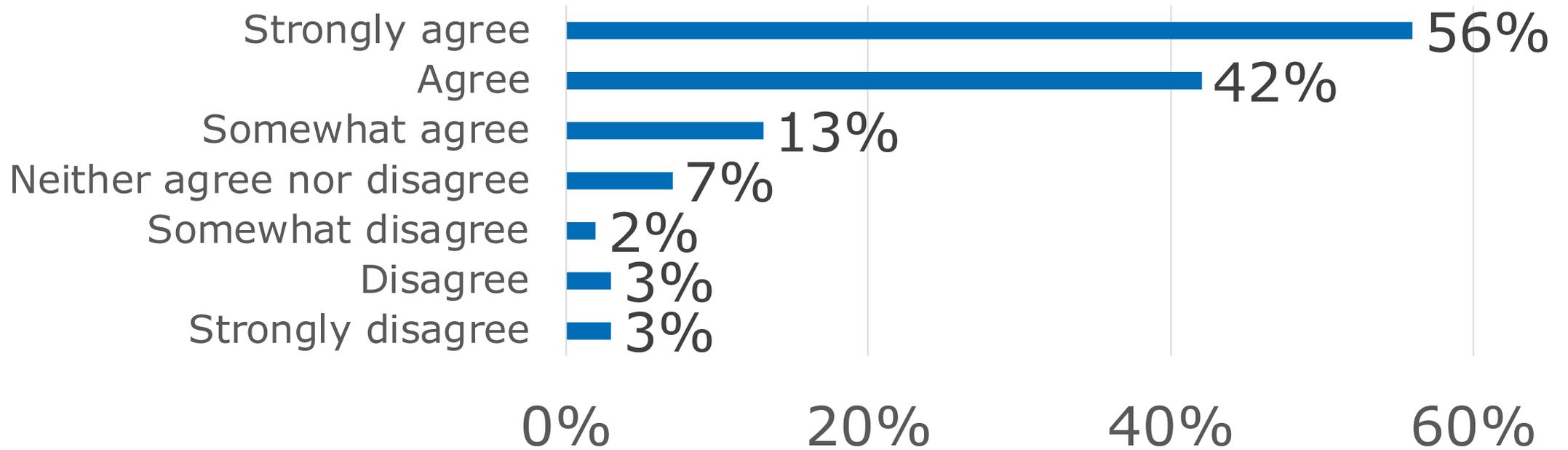


Approval Process

- Model Code of Educator Ethics (MCEE) used as a starting point
- Department leadership feedback
- Stakeholder feedback (120 responses)

Roles

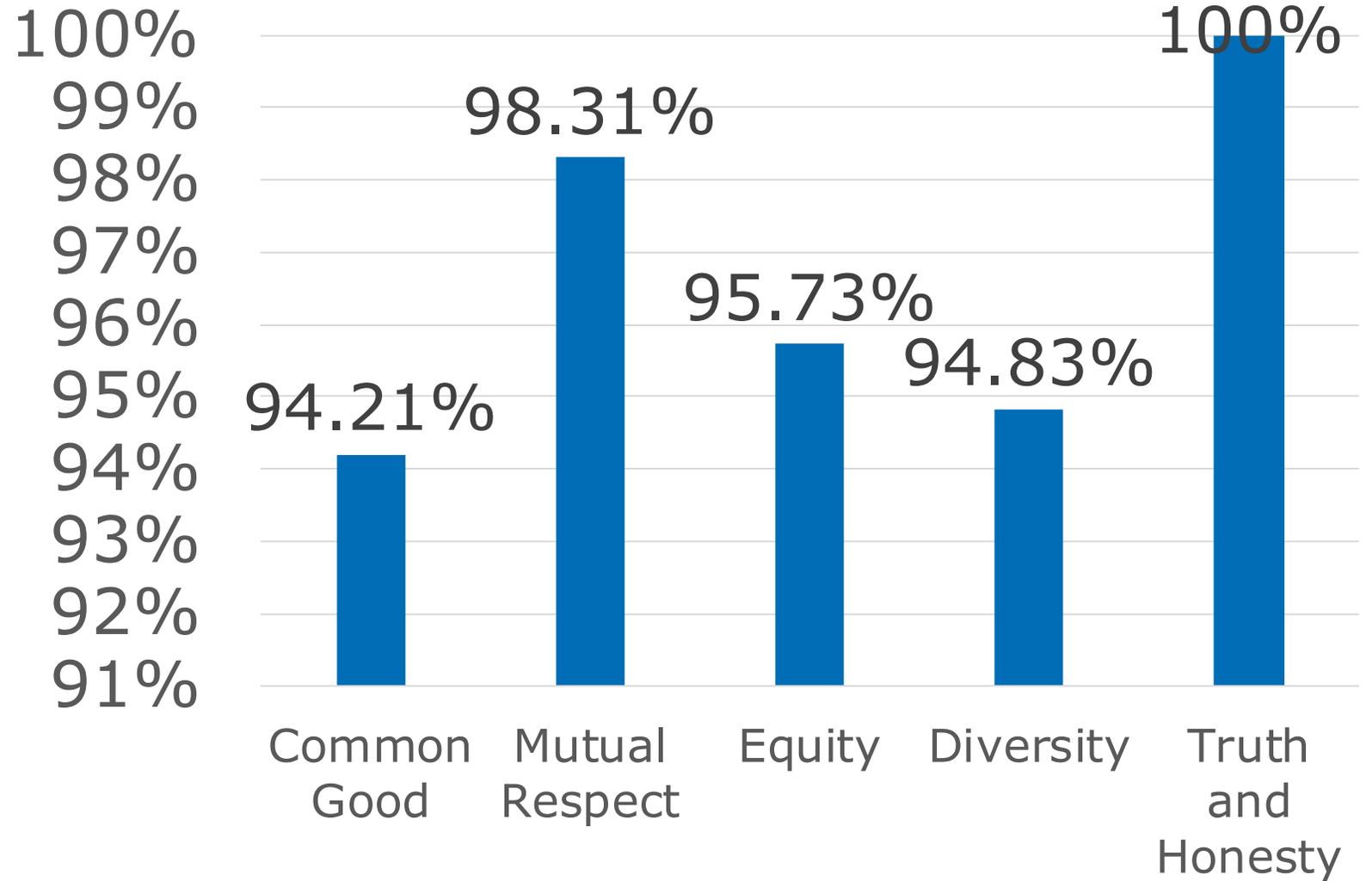




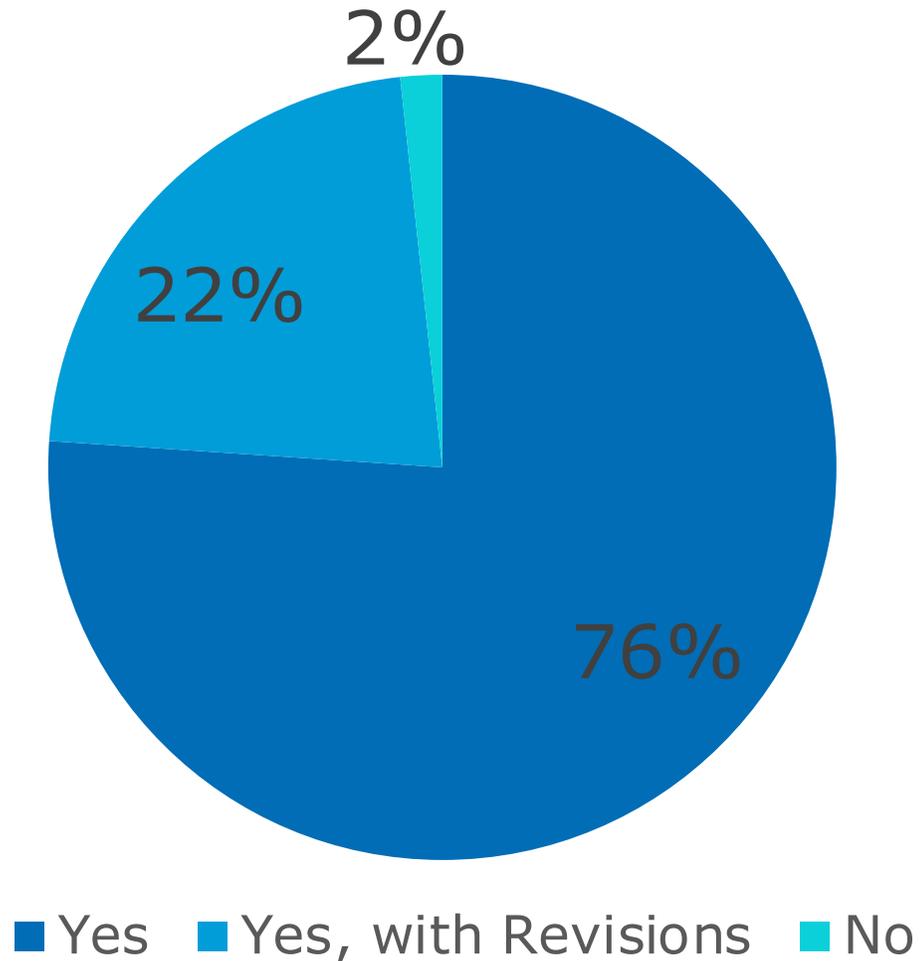
Respondents could select more than one response.

The adoption of the MCEE can contribute to the professionalization of the education profession.

Alignment to Current Code: Is adequately addressed in the proposed MCEE?



Would you support the MDE's adoption of the Model Code of Ethics for Educators?



Answer	%	Count
Unnecessary. The current Code of Ethics is sufficient.	20.00%	1
Too specific or detailed.	20.00%	1
Too restrictive.	20.00%	1
Disrespectful of teachers as professionals.	40.00%	2
Total	100%	5

Why would you Not support the MDE's adoption of the MCEE?

Approval Process (cont.)

Brought back to Department leadership seeking approval

Informational presentation to the SBE

Next Steps: communication to stakeholders

How will the new Code of Educational Ethics be used?

How will the new Code of ethics be used?

Basis for much needed local Board Policy

Develop training for K-12

Included on the Educator Certificate

Embedded in Educator Preparation Programs

Consideration for using ProEthica

Questions?

