



Office of Educator Excellence

DARTEP Update

April 12, 2019

Hope College

SECTION I: MDE UPDATES

1. Legislative Updates

The Michigan Legislature offers Committee Meeting Email Notifications. If you are interested in receiving these notifications, subscribe [here](#). Instructions for subscribing to bill notifications are available [here](#).

- HB 4207 – Teacher Evaluations; Prohibits limit on number of teachers rated as highly effective. Referred to Committee on Education 2/19/19.
- HB 4208 – Teacher Evaluations; Provides for conflict of interest provisions for performance evaluation systems for public school teachers. Referred to Committee on Education 2/19/19.
- HB 4222 – School Administrator Evaluations; Modifies performance evaluation systems for school administrators. Referred to Committee on Education 2/21/19.
- HB 4221 – Teacher Evaluations; Modifies performance evaluation systems for public school teachers and school administrators. Referred to Committee on Education 2/21/19.
- SB 122 – Teacher Evaluations; Modifies performance evaluation system for public school teachers and school administrators. Passed out of to Committee on Education and Career Readiness with Substitute S-2. Referred to Committee of the Whole 3/20/19.
- SB 202 – Administrator Evaluations; Modifies performance evaluation system for school administrators. Passed out of to Committee on Education and Career Readiness with Substitute S-2. Referred to Committee of the Whole 3/20/19.



- SB 41 – Education; Teachers; mental health training; include in requirement for teacher continuing education and professional development. Referred to Committee on Education and Career Readiness 1/22/19.
- HB 4342 – Education; exception for college credit requirements for an individual to serve as a substitute teacher; provide for family member of pupil. Referred to Committee on Education 3/13/19.
- HB 4382 – Education; employees; requirement for school districts and public school academies to request certain information on unprofessional conduct for job applications and a requirement to send that information to the department; establish. Referred to Committee on Judiciary 3/14/19.
- HB 4392 – Education; school districts; certified library media specialist and instruction on literacy, information research, and technology standards; require in all public schools. Referred to Committee on Education 3/19/19.
- HB 4393 – Education; school districts; school library and participation in interlibrary loan system; require in all public schools. Referred to Committee on Education 3/19/19.
- HB 4394 – Education; school districts; designated individual to supervise pupils in a school library; provide for under certain conditions. Referred to Committee on Education 3/19/19.

Committee meeting email notifications:

[http://www.legislature.mi.gov/\(S\(ogvdrbvqnajs4hbe4v52lruy\)\)/mileg.aspx?page=IstserverSignup](http://www.legislature.mi.gov/(S(ogvdrbvqnajs4hbe4v52lruy))/mileg.aspx?page=IstserverSignup)

Instructions for bill notifications:

[http://legislature.mi.gov/\(S\(dlzcegrmoze42hthy2n2vdhx\)\)/mileg.aspx?page=AboutNotification](http://legislature.mi.gov/(S(dlzcegrmoze42hthy2n2vdhx))/mileg.aspx?page=AboutNotification)

2. Updates on Read by Grade Three Guide

MDE has updated and released the second version of the Read by Grade Three Guide. The second version of the Read by Grade Three Guide includes the addition of a staffing section; a new Essentials for Families refrigerator poster; and updated answers regarding assessments and “cut scores” and developmental kindergarten. All revisions/additions are identified in italics. The updated guide can be found at https://www.michigan.gov/documents/mde/Read_Grade_3_Guide_638247_7.pdf.

If you have any questions regarding the Read by Grade Three Guide, please email MDE-EarlyLiteracy@Michigan.gov.



3. Updates on Read by Grade – Parent Awareness Toolkit

MDE consultants from the Office of Partnership Districts and the Office of Educational Supports have created the MDE Read by Grade Three Parent Awareness Toolkit to be used by districts and parents to better understand components of the law, while also providing resources for districts to perform subsequent trainings with their community of parents and stakeholders.

The [MDE Read by Grade Three Parent Awareness Toolkit](#) includes:

- Read by Grade Three PowerPoint with Trainer Notes
- Read by Grade Three Facts for Families
- Early Literacy Bookmarks
- Michigan eLibrary Resources Supporting Early Literacy
- Reading Essentials for Families Poster

4. MDE Rolls Out Phase II of Online Parent Dashboard for School Transparency

Michigan's *PARENT DASHBOARD for School Transparency*—which received more than one million views in its first year—has been enhanced with updated data and new types of information under Phase II of the Michigan Department of Education's (MDE) online resource. Released on January 23, 2019, new metrics include: teacher retention; qualified teaching staff; and teacher years of experience. Visitors also will be able to view enhanced school search and mapping functions and the ability to view the schools included in peer-average calculations for each metric (by distance or characteristic) and nearly 20 School Offerings and Services – describing some of a school's unique "Points of Pride."

Engage, Share and Post Parent Dashboard Information and Materials

The MDE has updated the [communication resources](#) (<http://www.michigan.gov/mde-parentdashboard>) to help schools, districts, and organizations discuss and share the Dashboard with parents and the community. Communication resources include: a one-page handout, Parent Dashboard facts, customizable templates for website, newsletter, blog, email, social media and PowerPoint presentations for parents and other stakeholders.

We appreciate your help in sharing the news and reminding parents regularly about this convenient and informative way to look at schools.



5. CEPI Updated Reports Released to Public

The Center for Educational Performance and Information is pleased to announce that the following reports are available at [MI School Data](#).

- See how long Michigan public high school graduates are taking to accumulate [24 College Credits](#).
- The number of Michigan public high school graduates who enrolled in a college or university can be explored in the [College Enrollment by High School](#) report.
- Discover how many Michigan public high school graduates take [College Remedial Coursework](#) after enrolling in a Michigan college or university.
- See the latest [College Transfer](#) patterns, demographics and performance data for students who transferred into or out of a Michigan college or university.
- Find updated data in an analysis of students who scored in the upper, middle and lower ranges on state-administered standardized academic tests as compared with their peers within the school in the [Top 30/Bottom 30 Analysis](#) report.

For a schedule of report releases, please see our [Report Calendar](#). Check the ticker on [MI School Data](#) for updated report release news.

Contact the CEPI helpdesk at 517-335-0505 x3 or CEPI@Michigan.gov for help finding data, or with other questions related to MI School Data reports. For a schedule of report releases, please see our [Report Calendar](#).

6. Multi-Tiered System of Supports (MTSS) Update

As part of the Michigan Department of Education's (MDE) Top 10 in 10 strategic plan, the MDE is working to ensure that students access effective practices and educators can successfully use a comprehensive Multi-Tiered System of Supports (MTSS). As the MDE MTSS leadership team engages in strategic planning for the expansion and scale-up of MTSS in our State, the MDE wanted to provide an update about the MTSS effort.

http://www.michigan.gov/documents/mde/MTSS_Update_649928_7.pdf



SECTION II: Office of Educator Excellence UPDATES

1. New Staff

Chelsey Martinez, Marketing and Communications Analyst

Chelsey brings more than a decade of communications and public relations experience to the OEE team. Prior to coming to MDE, Chelsey spent eight years with the Michigan Association of Secondary School Principals (MASSP) as the organization's Director of Communications and Assistant Director of Government Relations. She also garnered three years of experience as a Communications Analyst with the Michigan House of Representatives, working directly with 13 State Representatives and as the back-up writer for the Speaker of the House. A Michigan State University alumnus, Chelsey holds a bachelor's degree in Social Relations and Policy from the esteemed James Madison College and a bachelor's degree in Journalism, with an emphasis on print media/graphic design. Chelsey plans to pursue her master's degree in the near future.

2. Core Teaching Practices

A congress of representatives of Michigan's educator preparation institutions and their PK-12 partners was convened on February 19 to set a direction for initial statewide implementation of Core Teaching Practices to accompany the new certificate structure. All 29 currently active Michigan educator preparation institutions (EPIs) with initial teacher preparation programs were asked to send two representatives: one to represent the EPI and one to represent a PK-12 partner with whom the EPI collaborates for pre-service clinical experiences. Representatives from 22 EPIs and 18 PK-12 partners participated in the congress either virtually or in person. A panel of presenters including Mark Olson and Tuf Francis from Oakland University, Paula Lancaster from Grand Valley State University, and Cara Loughheed from Stoney Creek Schools outlined the work their institutions have engaged in as part of the Michigan Program Network on implementing a core set of High Leverage Practices across the teacher preparation curriculum and in clinical experience partnerships. They discussed how the Practices deepen and strengthen the programs through intentionality, common language and depth of focus, and how a strong focus on four to six selected practices supported inter-departmental and inter-institutional planning and collaboration to build cohesion throughout and across programs.

After open whole group and small group discussion, the Congress participants engaged in a dot-storming protocol to select from the 19 Core Teaching Practices a subset upon which to focus statewide efforts for initial implementation. Four Core



Teaching Practices emerged as a strong consensus among participants with over 20 votes each. They are:

- Leading a group discussion;
- Explaining and modeling content, practices, and strategies;
- Eliciting and interpreting individual student thinking; and
- Building respectful relationships with students.

The Core Teaching Practices with the next highest level of support (10-20 votes) were the following:

- Setting up and managing small group work;
- Learning about students cultural, religious, family, intellectual, personal experiences, and resources for use in instruction; and
- Checking student understanding during and at the conclusion of lessons.

Because there was a great deal of support for these Core Teaching Practices as well, an option was proposed by Oakland University representatives that the four practices with the highest level of support become the statewide focus Core Teaching Practices and that those practices in the next level of support would be options from which EPIs, in collaboration with their PK-12 partners, may select as areas for local focus. This option was put to a vote and supported by a large majority of participants in attendance.

Next Steps

Providers seeking approval to offer teacher preparation programs for the PK-3 and 3-6 grade bands will describe in their program applications how their proposed courses of study support candidate development in the four Core Teaching Practices for statewide focus and any of the three practices selected for local focus. The program application and technical assistance for completing it will be forthcoming this month.

The Office of Educator Excellence will collaborate with the Michigan Program Network on development and refinement of formative assessments that EPIs may utilize to measure candidate development in these Core Teaching Practices.

The Office of Educator Excellence will collaborate with the Michigan Program Network on developing alignment documents between the Core Teaching Practices and the four broad categories of In-TASC Standards to support EPIs seeking national accreditation in demonstrating candidate proficiency in these standards.

The Office of Educator Excellence welcomes representatives of EPIs and PK-12 schools/districts to join as thought partners in developing a research agenda around statewide implementation of Core Teaching Practices into teacher



preparation programs to assess the impact this focus has on Michigan's educational system and student outcomes.

To support EPI faculty who may not be part of the Michigan Program Network, TeachingWorks will be holding its second annual Practice-Based Teacher Education Workshop on July 8-10, 2019 at the University of Michigan School of Education, in Ann Arbor, Michigan. This is an opportunity for teacher educators to examine and try out practice-based teacher education pedagogies. This year, the workshop will focus on using artifacts of practice such as videos and transcripts in place of field observations, creating more time for teacher educators to practice teacher education pedagogies. You can find registration and more information [here](#).

3. Faculty Conference: Top 10 in Literacy – Moving Literacy Teacher Preparation Forward in Michigan

Michigan's new teacher preparation standards for literacy in grades PreK - 6 are unprecedented in their specificity and rigor—and generating interest across the country. Come be part of the movement to make Michigan the best-in-the-nation in teacher preparation in literacy!

You'll hear from acclaimed professors, instructors, and practitioners from around the state and have opportunities to discuss your own practices and network with fellow teacher educators.

We welcome all who participate in the preparation of future teachers at the preschool and elementary level, regardless of institution type. We want *YOU* to be part of this groundbreaking work!

[Registration](#) is now open.

Registration will close April 30.

There is no cost for registration.

Conference will be hosted by Central Michigan University.

Please Note: You must register at the link above even if you previously notified us of your interest in attending.

If the link is not working, try copying and pasting this in your browser:

<https://www.surveymonkey.com/r/LiteracyConReg>

4. Certification Structure

Lower Elementary (PK-3) and Upper Elementary (3-6) Education



The Standards for the Preparation of Teachers of Lower Elementary (PK-3) and Upper Elementary (3-6) Education were approved by the State Board of Education on November 13, 2019. The standards and additional resources are now posted on the MDE website:

Lower Elementary:

https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_649824_7.pdf

Upper Elementary:

https://www.michigan.gov/documents/mde/Upper_Elementary_3-6_Education_Preparation_Standards_649826_7.pdf

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 to be incorporated into programs created for the new certificate structure beginning with the PK-3 and 3-6 grade band programs. Documents for these requirements and practices can be found at the links below.

Clinical Requirements:

https://www.michigan.gov/documents/mde/Clinical_Experiences_Requirements_648342_7.pdf

Core Practices:

https://www.michigan.gov/documents/mde/Core_Teaching_Practices_648488_7.pdf

The technical assistance videos are in the process of being recorded and will be available on the website at:

https://w3.michigan.gov/documents/mde/Elementary_Preparation_Standards_Webinars_651663_7.pdf

Standards for the Preparation of Teachers of English Language Arts and Mathematics, Grades 5-9 and 7-12

Committees are currently meeting to review and revise the 5-9 and 7-12 English language arts and mathematics endorsement standards, as well as create Professional Knowledge and Skills standards for these grade bands. We anticipate having drafts completed and ready for initial external review in the summer. If you are interested in participating in the external review of the English language arts, mathematics, or professional standards, please email Dan Membiela at MembielaD@Michigan.gov.



Certification Structure Quicksheet Reference Document:

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

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

The Michigan Department of Education, Office of Great Start, with the Office of Educator Excellence, held its first writers' committee meeting on January 18th kicking off the work to review and revise the Early Childhood General and Special Education (ZS) endorsement considering State Board of Education approved preparation standards for the Lower Elementary PK-3 teaching certificate. At the first meeting, the group received a general orientation to what has occurred to date, discussed what remains as content in the ZS after the prek-3 preparation standards were adopted, had general discussion about how early childhood special education plays into this work, came to consensus that it would like to work on creating birth to kindergarten certification standards, and brainstormed a rough conceptual framework for the certification band. At the second meeting, the committee developed a conceptual framework for birth through kindergarten general and special education preparation standards that includes sections for: foundational coursework, whole child development, content knowledge, family and community relationships, and natural and inclusive environments.

The conceptual framework will be presented to MDE leadership for approval in late April.

The group will continue to meet through June 2019 to complete the work, and there will be opportunities for external reviewers of the work along the way.

6. CTE Program Review

The Office of Career and Technical Education recently updated a set of competencies for CTE teacher preparation through a series of stakeholder meetings with PK-12 and EPI representatives. EPIs with currently approved CTE teacher preparation programs are required to complete a program review application to demonstrate alignment to these competencies, and the application has been shared with these EPIs. For EPIs interested in starting new CTE teacher preparation programs, please contact Dan Membiela (MembielaD@michigan.gov) to obtain an application.

One key difference between the CTE and non-CTE approval process is a shorter initial approval period. This has a much shorter data collection and review timeline because of the nature of CTE programs; programs are short in duration, so more data cycles can be gathered in a shorter time frame. As a result, it is beneficial to have shorter cycles and provide programs more feedback.



Applications for existing and new CTE teacher preparation programs are due during the November 1-30, 2019 application submission window, and we plan to host Technical Assistance webinars in June. If you have any questions, please contact Darcy McMahan (McMahanD2@Michigan.gov).

7. Administrator Standards

A stakeholder committee will be formed in late May to review and update the Michigan Administrator Preparation Standards. We are currently accepting nominations of faculty and PK-12 administrators to serve on this committee. Please contact Dr. Gina Garner (GarnerG1@Michigan.gov) with questions or nominees.

8. Questions from the field: majors, minors, programs, & reporting

Q1: Will MDE allow EPIs to recommend a candidate for a K-8 endorsement (e.g., math, ELA) in their minor area without the elementary major program?

A1: This is not currently permissible. The Michigan Online Educator Certification System (MOECS) currently will not allow for these recommendations without major reprogramming.

Q2: Will the MDE allow EPIs to recommend a candidate for a secondary certificate based on completion of a minor only?

A2: While MOECS will not permit an application for a secondary level teaching certificate for a minor only, there is an easy workaround. Candidates will need to apply and indicate that they completed a major in the area in which they're seeking endorsement. EPIs will then be able to change the major to a minor during the application processing in MOECS. EPIs will need to be diligent about reviewing recommendations and maintaining records of certification modifications. For step-by-step instructions on this process please see the February 2019 MDE DARTEP update.

Q3: Just to verify, candidates for secondary certification now only need to complete a program in one area, whether we call it a major or a minor?

A3: Yes, this is permissible. Please note, however, that certain endorsement areas – specifically Special Education, English as a Second Language, and Bilingual Education – require that candidates also complete a program of study in a core academic area.

9. MTTC Registration

When candidates register for the MTTC, they are asked whether they are completing an alternative route to teacher certification. It has been discovered some candidates completing a traditional route are incorrectly answering "Yes" to this question, as some interpret being in a post-



bachelor's or graduate level initial teacher certification program as "alternative." This is not the case. Only candidates enrolled in one of Michigan's seven approved alternative route programs (i.e., #T.E.A.C.H., Davenport University, Michigan Teachers of Tomorrow, Schoolcraft College, Professional Innovators in Teaching, and the alternative route programs offered by the University of Michigan-Ann Arbor and the University of Michigan-Flint) should select "Yes." Please advise all other candidates to select "No" to this question.

10. MTTC Recruitment and Updates

Recruitment is still underway for MTTC assessment development in the Special Education fields of Cognitive Impairment and Emotional Impairment; PK-3 and 3-6 grade band content areas of Math, Literacy, Science, Social Studies, and Professional Knowledge and Skills; and 5-9 and 7-12 grade band content areas. The frameworks and test banks for English as a Second Language and Bilingual Education MTTCs are being updated in 2019, and item development and review work continues on the Health/Physical Education MTTC. Faculty or PK-12 Educators with expertise in these areas can volunteer for committees through the following link: <http://www.mirecruit.nesinc.com/>

11. Health/Physical Education Program Review Update

Review of the early adopter applications for the combined Health/Physical Education (MC) endorsement is complete. Five 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

Test items for the new MC MTTC are currently undergoing content validation, and the new test, practice test, and study guides are scheduled to debut between December 2019 – Spring 2020. After the fall 2023 semester, no new MA or MB endorsements will be issued

12. Special Education Updates

Special Education programs have until June 30, 2019 to submit special education program review documentation as a part of the state-wide review. Please be sure to include a description of how you use your data for continuous improvement. Additionally, please include a statement that describes how your program ensures



candidates have clinical experiences in the content area across the PK-12 grade levels.

13. Special Education Supervisor and Director

The creation of drafts of standards for director and supervisor of special education is concluded. 20 stakeholder group members from Higher Education and PK-12 institutions were selected to take part of the process. Virtual and in-person meetings have been conducted throughout the 18-19 academic year.

The final draft will go through internal (OEE, Cabinet, and BOE) presentation before public comment this summer and Board final approval this fall.

For more information on this process contact Sungti Hsu (HsuS@Michigan.gov).

14. Professional Development for School Counselors

[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

All Michigan colleges and universities should consider tapping into their admissions, financial aid, and career support services staff and experts to develop SCECH programs! *You don't have to have a School Counselor preparation program to provide this professional learning!*

15. Clinical Experiences for All Endorsement Programs

Please note that all additional endorsement programs are required to include clinical experiences and methods coursework no later than the beginning of the Fall 2019



semester (see [R 390.1129\(2\)](#)). As per the new Clinical Requirements, endorsement programs must include at least 30 student contact hours in the area of endorsement with a focus on pedagogical practice in that content area.

16. CAEP Accreditation Updates

CAEP Annual Report

It's annual report time! Please be sure to check CAEP's technical guide when completing Annual Reports, found here

<http://caepnet.org/~media/Files/caep/accreditation-resources/2019-epp-annual-report-technical-guide.pdf?la=en>. CAEP indicated at the spring conference that review feedback from the 2018 reports should be available soon.

CAEP Advanced Program Accreditation Fall 2019

CAEP will include advanced programs in all site visit reviews as of Fall 2019. All Self-Study Reports (SSR) due 2019 and beyond must address the [CAEP Standards for Advanced Programs](#) and include data from all advanced programs subject to CAEP review. The Office of Educator Excellence is planning a webinar this summer to review CAEP advanced program accreditation processes.

17. Webinar Series: Preparing, Placing, Developing, and Retaining Educators

The Michigan Department of Education (MDE), Office of Educator Excellence (OEE) is pleased to announce the launch of an ongoing professional development webinar series to support the MDE's Top 10 in 10 strategic plan to develop, support, and sustain a high-quality, prepared, and collaborative education workforce. There are two webinars planned in coming months:

- Student Learning Objectives within Educator Evaluations (April 19, 2019 at 9:00 AM)
- Recruiting educators for open positions (May 17, 2019 at 9:00 AM)

The OEE will sponsor webinars on topics relevant to educators in Michigan on an ongoing basis. To view live webinars and previous recordings, please visit: https://www.michigan.gov/mde/0,4615,7-140-5683_75438_78532-447431--,00.html



18. MDE Educator Evaluation Student Growth Workshops

The Office of Educator Excellence at MDE extends an opportunity to attend a two-day workshop to allow teacher preparation professionals and trainers to work and learn along with school district teams of teachers, building administrators, and district central office administrators from across the state. The purpose of the workshops is to collaboratively develop plans for measuring student growth for use within educator evaluations. The workshop will be held at the Crowne Plaza in Lansing and the dates, times, and registration links are provided below:

[July 31 – August 1st from 8:30am until 4pm](#)

19. Education Value-Added Assessment System (EVAAS)

SAS has developed and is developing value added model [EVAAS web-based reports](#) that currently provide school level and district level student academic growth data. These data will be available as a choice for district educators as a way to provide efficacious student growth data to meet educator needs and will describe state assessment student growth data that may be used within educator evaluations. EVAAS is considered by MDE to be an alternative to [the use of SGPs](#) to determine state assessment student growth within educator evaluations.

- EVAAS student growth data using the spring 2018 M-Step ELA and math assessments is currently available at the district and building level for all districts and PSAs. EVAAS student growth reports at the teacher level will be available to those districts who have opted in through MIDataHub in early March 2019.
- The deadline for districts/PSAs to opt-in for teacher-level student growth reports available in March of 2019 through MIDataHub reports was December 21. Districts and PSAs who opt in for teacher-level reports between December 21, 2018 and next fall will have teacher-level student growth reports available to them for the spring of 2020.
- There were (as of December 21, 2018) 92 districts across the state who opted in and had data that met opt-in criteria, and 87 districts will have teacher-level student growth reports available to them in March of 2019.
- There have been 1505 logins to the EVAAS report website by Michigan districts from 321 districts and PSAs across the state from August 25 through January 23, 2019.



20. Title II

The reporting system is now open for institutions.

Kate Boswell Gallagher is currently out on maternity leave through May. If you have any questions as you work through your report please contact **both** Kate Boswell Gallagher (BoswellGallagherK@Michigan.gov) and Dana Utterback (UtterbackD@Michigan.gov) to ensure you receive responses in a timely manner.

21. EPI Performance Management System

A committee of EPI and PK-12 representatives has been meeting since October 2019 to revise Michigan's EPI Performance Score framework with a target implementation of the revised system in 2019-20.

The committee has recommended four annually reported metrics for inclusion in a new framework to support EPI continuous improvement: overall and program area MTTC pass rates; surveys of program completers, cooperating teachers, university supervisors, employing principals, and year-out graduates; educator effectiveness labels; and completion rates of candidates from historically underrepresented populations and plans to increase the diversity of the candidate pool.

The committee has not yet developed a recommended framework for calculation of a score or public reporting of program data, nor thresholds for identifying programs as "At Risk" or "Low Performing" for Title II purposes.

An EPI Performance Score for 2019 will not be published. Those institutions currently labeled "At Risk" or "Low Performing" will be internally monitored by the MDE.

Kate Boswell Gallagher is currently on maternity leave through May. If you have questions or wish to hear about opportunities to participate in the work please contact both Kate (BoswellGallagherK@Michigan.gov) and Sean Kottke (KottkeS@michigan.gov) to ensure you receive responses in a timely manner.

22. Surveys

The F/W2018 survey responses were sent to each EPP on March 13 from Dana. Please let Dana know if you have any questions regarding the survey response data.

Spring/Summer 2019 Rosters were sent to each EPP on March 19 and are due back to Dana by close of business April 15. These surveys are scheduled to be sent by



Friday, April 19 and will remain open until June 30. Note: surveys expire 120 days after the date sent. The Year Out surveys will also be sent out on April 19.

23. Survey Redesign

Through the work of the EPI Performance Score committee, a redesign of our current surveys as well as the addition of a principal survey has been proposed.

The survey development work will be done through three groups – an advisory board, an item development committee, and an item testing committee.

This work will not impact the current survey administration (Fall/Winter 2018 and Spring/Summer 2019).

Kate Boswell Gallagher is scheduled to be out on maternity leave between February/March through May. If you have questions about this work, or are interested in assisting us in it, please contact **both** Kate Boswell Gallagher (BoswellGallagherK@Michigan.gov) and Sarah-Kate LaVan (LaVanS@Michigan.gov).

24. MDE ProPrep Review

Please review the MDE [ProPrep](#) website to assure your institution's programs and contact information is accurate. If you find issues, please email corrections to Dana Utterback at UtterbackD@Michigan.gov.

NOTE: Check your bookmarks, this link has changed:

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

25. Michigan Teacher of the Year

More than 450 Michigan educators from across the state were nominated for 2019-2020 Michigan Teacher of the Year. Following the close of nominations in October, nominees were invited to complete Part A of the application process. All Part A and B applications have been scored and the ten 2019-2020 Regional Teachers of the Year have been notified and invited to interview for Michigan Teacher of the Year in mid-April with the MTOY being announced in May. All ten Regional Teachers of the Year, including the individual also named as MTOY, will serve on the Michigan Teacher Leadership Advisory Council (MTLAC) for the 2019-2020 school year. Read all about the 2019-2020 Regional Teachers of the Year at

https://www.michigan.gov/mde/0,4615,7-140-37818_34785-493577--,00.html.

For more information regarding the process and timeline please visit www.michigan.gov/mtoy.

26. Innovative Educator Corps Application Opens April 1



The second round of the Innovative Educator Corp (IEC) selection began April 1, 2019, with the deadline for applications set for Sunday, May 3, 2019, at 11:59 p.m.

The IEC is a recognition program for Michigan teachers who employ an innovative educational program, methodology, or strategy to help prepare their students for future career success. The IEC is a competitive application resulting in a \$5,000 stipend, paid annually for up to three total years, along with an additional \$5,000 stipend, also renewable for up to three total years, which will cover expenses related to the IEC member replicating, disseminating, or expanding the innovative program.

http://www.michigan.gov/documents/mde/IEC_Round_2_650548_7.pdf

27. White Papers

The Educator Workforce Research team within the Office of Educator Excellence (OEE) is responsible for creating long-term and short-term analyses pertinent to workforce issues. The [white papers located on the website](#) are intended to provide data to support EPPs and other stakeholders in making informed decisions regarding educator preparation, credentialing, hiring, professional development, and retention.

Four white papers are currently available. [Racial Characteristics of the Michigan Teacher Workforce](#) describes trends in the racial/ethnic composition of the teaching workforce and pipeline in Michigan. [Teacher Turnover in Michigan: A Look at Teacher Mobility and Attrition Rates](#) describes trends in school-to-school mobility and attrition rates, and [Trends in Michigan Teacher Certification: Initial Certificates Issued 1996-2016](#) describes trends in numbers of initial teaching certificates issued overall (for 20 years) and by endorsement area (for five years), and how those numbers compare with other workforce measures. [Michigan Teacher Mobility by Geographic Location and Locale](#) reports trends in mobility by geographic location and locale in the Michigan teacher workforce.

The currently available white papers are available at the weblink listed below:
https://www.michigan.gov/mde/0,4615,7-140-5683_82688---,00.html

28. Data Analysis of Note

Total Number of Non-Public Schools (NPS) in the 2018-2019 School Year	668
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	Count	Percentage
NPS NOT Reported in Staffing Individual	349	52%
NPS Reported in Staffing Individual	319	48%
- NPS Reported in Staffing Individual with at least 1 IsMDE Teacher	280	42%
- NPS Reported in Staffing Individual NO IsMDETeacher	39	6%
NPS Reported on NP Personnel Employment	363	54%
NPS Not Reported on NP Personnel Employment	305	46%
NPS NOT Reporting on Staffing Individual or NP Personnel Employment	201	30%
NPS Reporting in Both	104	16%

29. National Board Certification

In order to develop, support, and sustain a high quality, prepared, and collaborative education workforce, in alignment with Goal 3 of the Top 10 in 10 Strategies, the Michigan Department of Education encourages districts to promote National Board Certification to its teachers.

To assist in the process to increase the number of National Board Certified Teachers (NBCTs) in Michigan, the National Board of Professional Teaching Standards (NBPTS) is excited to offer a few new developments, including the National Board assessment being more affordable and flexible than ever. The renewal process for NBCT certificates is also being revised to align with and elevate state licensure requirements. Furthermore, the National Board’s Career and Technical Education (CTE) standards and certification requirements were also revised, making it possible for industry experts to be recognized as accomplished educators.

To find out more about National Board Certified Teachers or to access resources in their Advocacy Toolkit, go to <https://www.nbpts.org/policy>. For teachers seeking National Board Certification, go directly to <https://www.nbpts.org/>.



Read the full memo at:

https://www.michigan.gov/documents/mde/National_Board_Certification_6439207.pdf

Additional information on how National Board Certification impacts the Michigan teaching certificates can be found here:

www.michigan.gov/documents/mde/National_Board_598707_7.PDF

SECTION III: OEE REMINDERS

1. Office Contact Information

The Office of Educator Excellence has a new central phone number, fax, and email address for general educator support. Please review any of your communications, guidance, websites and publications to ensure educators can reach us. **The old email, phone and fax numbers will not work after April.**

NEW EMAIL MDE-EducatorHelp@Michigan.gov

NEW PHONE 517-241-5000

NEW FAX 517-241-1670

The Office of Educator Excellence is organized into five units according to the educator pipeline.

The supervisors of each unit are:

- Recruitment and Recognition: Jen Robel, RobelJ@Michigan.gov
- Preparation: Sean Kottke, KottkeS@Michigan.gov
- Certification: Krista Ried, RiedK@Michigan.gov
- Professional Growth and Retention: Rebekah Emmerling, EmmerlingR@Michigan.gov
- Data and Accountability: Sarah-Kate LaVan, LaVanS@Michigan.gov (Temporary)

2. 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 are available here:



[https://www.michigan.gov/documents/mde/OEE Annual Report Metrics 630759 7.pdf](https://www.michigan.gov/documents/mde/OEE_Anual_Report_Metrics_630759_7.pdf)

3. 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](http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf)

Please ensure all candidates applying for initial teacher certification verify the candidate has completed an approved CPR/FA at the time of application, and recommendation for certification. For inquiries related to CPR/FA please contact Beatrice M. Harrison at HarrisonB@Michigan.gov.

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

The OEE is receiving a good number of 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 application and eligibility for the APC can be directed to the main OEE support number at 517-421-5000.

Questions about the approval of teacher leader programs can be directed to Dr. Gina Garner, GarnerG1@Michigan.gov.

5. Reading Diagnostics Courses

As noted in the Legislative Updates, HB 4084 to remove the reading diagnostics course requirement for advancement to the Professional Teaching Certificate, did **not** pass the Michigan Senate during the last legislative session, and this requirement remains in effect. Please continue to review the directory of approved reading diagnostics courses

([https://www.michigan.gov/documents/mde/PA 118 Web chart 2 4 11 344767 7.pdf](https://www.michigan.gov/documents/mde/PA_118_Web_chart_2_4_11_344767_7.pdf)) and contact Sean Kottke at KottkeS@Michigan.gov to correct any inaccurate information. Thank you to all EPIs that have submitted corrected information!



The MDE does not accept letters from EPIs substituting or waiving course work for individual students. For inquires related to special circumstances, please contact Sean.

6. 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.

7. DARTEP Listserv

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

8. MDE Listservs

The Michigan Department of Education has a variety of email subscriptions to keep you in the know. To sign up for MDE emails, please use the following link: <https://public.govdelivery.com/accounts/MIMDE/subscriber/new>

9. Certificate Corrections

Certificate correction requests must be completed and emailed to Dana Utterback at UtterbackD@Michigan.gov. If you are unable to find the Certificate Correction document, please contact Dana to receive an electronic copy.

10. Oral Proficiency Interview

All candidates for world language and bilingual education endorsements must achieve 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). At this time, 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 Ed Weisman EWeisman@LanguageTesting.com at LTI to set up an account.

11. 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.

12. Upcoming CAEP Site Visits

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

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

13. MDE Organizational Directory



An [MDE Organizational Directory](#) 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>

<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2018</h2>						
	SBE Info Item	Aug 16-Sep 24 Public Comment	Oct Final to Leah	Nov 13 SBE App	Nov 15 Comm to EPIs	Webinars
<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2019</h2>						
Webinars			SY 2019-2020 EPIs Build Programs/Intent to Offer			
<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2020</h2>						
SY 2019-2020 EPIs Build Programs/Intent to Offer			Fall 2020 Program Application and Review			
<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2021</h2>						
			Fall 2021 Candidates enter new programs: Freshmen exit 2026, Juniors exit 2024			
			MTTC Operational Alternative Route			
<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2022</h2>						
			Fall 2022 No further operation of old programs			
<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2023</h2>						
MTTC Phase Out						
Spring: Rosters of old programs due						
<p>January February March April May June July August September October November December</p> <h2 style="text-align: center;">2024</h2>						
MTTC Phase Out		MTTC Cut Off-Spring Summer 2024				