



Office of Educator Excellence

DARTEP Update

October 4, 2019

Ferris State University

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SECTION I: Legislative Updates

Below is a selection of education-related bills currently before the Michigan Senate and House of Representatives. Details about the status of each bill, including full text and analysis (where available) may be found at <http://legislature.mi.gov>. At that page, you can also sign up for bill and committee meeting notifications. Notes about selected bills are provided below the list.

- SB 41 – Mental health training and teacher professional development
- HJR J – Constitutional amendment to provide a right to literacy
- HB 4054 – Minimum number of Counselors employed by district
- HB 4207 – Prohibits limits number of teachers rated highly effective
- HB 4208 – Evaluation – provides for conflict of interest provisions
- HB 4216 – Bullying prevention for teaching certification
- HB 4221 – Teacher evaluations – reduce growth to 25%
- HB 4222 – Administrator evaluations – reduce growth to 25%
- HB 4342 – Substitute teaching – family member of student
- HB 4382 – Unprofessional conduct
- HB 4392 – Require library media specialist and instruction in literacy, information research, and technology standards
- HB 4393 – Every school must have a library
- HB 4394 – Public school libraries shall be staffed when the library is open

- HB 4626 – Innovative districts
- HB 4671 – Provides for grant program to fund “Every Child Ready to Read” program
- HB 4856 – Certificate nullification
- HB 4904 – Performance Evaluations
 - Modifies provisions of the following Michigan Compiled Laws regarding performance evaluation systems for public school teachers and school administrators:
 - 1249 – Teachers
 - Changes the 4 rating labels to “effective” and “needing support”
 - Annual evaluation for all Needing Support. Every 3 years for Effective
 - 25% growth (with lots of strikes to this section for teachers)
 - 2 observations must be scheduled, and the teacher must be evaluated. Provide WRITTEN feedback
 - Strike out of (j) – section about 3 consecutive ineffective leading to dismissal
 - Adds arbitration process with 50/50 costs to district and teacher
 - 1249a – Teachers
 - Change label references to effective and needing support
 - 1249b – Administrators
 - Changes the 4 rating labels to “effective” and “needing support”
 - Annual evaluation for all Needing Support, every 3 years for Effective
 - 25% growth
 - Strike out of (i) – section about 3 consecutive ineffective leading to dismissal
 - 380.1280f – Read By Grade Three
 - Changes qualifications for teachers teaching struggling readers to “an effective”
 - Defines CEPI
 - 1531j – Professional Teaching Cert
 - 2 consecutive effective ratings, remove the non-consecutive
 - No change to “under 1249”
 - 1531k – Advanced Professional
 - Change ineffective to needing support – no other major changes.
- HB 4905 – Performance Evaluations
 - Modifies ratings related to performance evaluations for teachers by amending Article II Section 2a and Article III, Section 3 (MCL 38.82a, 38.83b, 38.93 - Tenure law) to use Effective and Needing Support instead of labels
- HB 4906 – Personnel decisions
 - Moves length of service to the position of one of the determinant factors
 - Removes language that says length of service can’t be used as a determining factor
 - Length of service would be required for staff eliminations and re-hiring
- HB 4583 – Amends third grade reading law

- Eliminates the following sections of the Read By Grade Three law:
 - 5 – retention
 - 6 – enrollment in grade 4
 - 7 – staffing for students who are retained (including reference to ed eval)
 - 8 – good cause exemption populations
 - 9 – good cause promotion interventions
 - 10 – good cause process
 - 11 – good cause exemption interventions
 - 12 – multiple retentions
 - 16 – retention report to CEPI
 - 17 (b, c, f) – definition of IEP, Kindergarten, 504 plan
- HB 4669 – Expands implementation of reading improvement plan under certain circumstances
 - Modifies 380.1280f(2)(b) to delay the IRIP until the 2nd administration of assessments for kindergarteners, if the teacher thinks that is best.
 - Adds 1280H – Board may provide IRIP to any pupil if the student is indicating a reading difficulty

SECTION II: Michigan Department of Education Updates

Below is a selection of memoranda, news items, and other announcements released by the Michigan Department of Education since the April 2019 DARTEP meeting that the OEE believes have special relevance for educator preparation concerning issues about which multiple EPI representatives have enquired. Several of these have been previously shared via the DARTEP listserv and are aggregated here for your convenience. To sign up for MDE emails, please use the following link:

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

MEMO #070-19: Read by Grade Three Retention Guidelines (5/16/2019)

In 2016, the Michigan legislature passed what is now referred to as the “Read by Grade 3” (RBG3) legislation. This law requires that students who are more than one year behind grade-level in reading are subject to retention and additional support to improve their reading level. This component of the law takes effect for the 2020-2021 school year, using assessment data from the spring 2020 assessments. This communication is provided as a courtesy heads up for schools and districts in advance of the actual implementation of this component of the law.

http://www.michigan.gov/documents/mde/RBG3_Retention_Guidelines_655260_7.pdf

MEMO #076-19: Code of Ethics for Educators (5/23/2019)

The Michigan Department of Education (MDE) has approved a new Michigan Code of Educational Ethics (Code). School districts should share and discuss the Code with all school personnel and its impact on local policy in support of ensuring an effective education workforce in alignment with Goal 3 of the Top 10 in 10 Years Strategic Plan.

http://www.michigan.gov/documents/mde/Code_of_Ethics_655847_7.pdf

MEMO #080-19: Adoption of New K-12 Computer Science Standards – Free Curriculum Materials and Professional Learning Supports (5/23/2019)

On May 14, 2019, the State Board of Education (SBE) adopted the new Michigan K-12 Computer Science Standards. These new content standards that have never before been in place will play a critical role in ensuring Michigan becomes a Top 10 in 10 education state through supporting high-quality instruction.

http://www.michigan.gov/documents/mde/CS_Standards_655852_7.pdf

MEMO #082-19: Michigan Department of Education’s Prenatal through Age 8 (P-8) Priority Initiative (5/30/2019)

Michigan’s Top 10 in 10 Strategic Plan states that we will further develop a more coherent and aligned education system at all levels. Using the work of Fullan, Kirtman, and others, leadership at the Michigan Department of Education (MDE) has identified three priorities (P-8, Whole Child, and Early Literacy) to provide a focused direction and to guide the work at the department during the next few years. These three priorities are designed to sharpen our focus in the department; to increase cross-agency work within the department, and to explicitly link that work to Michigan’s Top 10 in 10 Strategic Plan.

http://www.michigan.gov/documents/mde/P-8_Priority_Initiative_656507_7.pdf

STATE BOARD OF EDUCATION ACTION: Adoption of New K-12 Social Studies Standards (6/11/2019)

Michigan’s Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of “clearer, fewer, and higher.” Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan’s educators and citizens provided additional feedback, which was used to shape the final standards. https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

MDE LITERACY TEAM ANNOUNCEMENT: New MDE Literacy Website (6/12/2019)

In an effort to make the MDE Literacy website more user friendly, visually appealing, and informative, the MDE recently launched a new look and feel for the website. Please visit the new site at https://www.michigan.gov/mde/0,4615,7-140-28753_74161---,00.html.

MEMO #086-19: Upcoming Transition to the Michigan Integrated Continuous Improvement Process (MICIP) (6/13/2019)

In support of Michigan’s plan to become a Top 10 education state in 10 years, the Michigan Department of Education (MDE) has been engaged in an effort to redesign the way we support districts in delivering a high-quality whole-child focused education. To do that, we need to change our processes to be in alignment with our promises of our whole

child education vision. The result is MICIP, the Michigan Integrated Continuous Improvement Process. The purpose of this memo is to provide a high-level overview of this approach and will be followed in the coming months with more detailed communications and trainings.

http://www.michigan.gov/documents/mde/MICIP_Update_657837_7.pdf

CCSSO EARLY CHILDHOOD EDUCATION DIGEST: *Michigan Proposes Early Childhood Education Workforce Policy Recommendations (6/27/2019)*

As part of CCSSO and the National Governor's Association (NGA) partnership of the Early Care and Education Workforce Policy Academy 2.0, Michigan developed a policy plan that outlines recommendations and activities for the early childhood education (ECE) workforce serving children prenatal through age 8 that aligns with Michigan's Top 10 in 10 Goals and Strategies through the Michigan Department of Education's Office of Great Start. To inform the development of the policy plan, the project lead team, consisting of cross agency and sector representatives, hosted a series of listening sessions with a wide range of early childhood education stakeholders interested in policy and systems reform. These stakeholders included input from organizations like Head Start, home visiting organizations, private professional development providers, higher education professionals, and others. All sessions produced thoughtful responses from attendees, who offered insight into what is currently working well as well as what can be improved; including actionable recommendations for system-level quality improvements regarding training availability and access; regulatory, legal and quality improvements; training cost and quality; and credentialing. Since the conclusion of this stakeholder engagement process, the Michigan Department of Education has worked to develop state policy recommendations based on the session responses that are relevant and practical for implementation at a state agency level. The Department is currently awaiting review and feedback for approval by the division and department leadership in which will guide policy and funding decisions around the early childhood workforce over the next several years. For more information, please visit the ECE Workforce section of www.michigan.gov/mde-p8.

MEMO #097-19: *Mandated Reporter Requirements Updated (8/8/2019)*

In accordance with Section 3(a) of MCL 722.623 – [the Child Protection Law](#) – teachers, school counselors, and school administrators are **required** to report suspected child abuse and/or neglect as mandated reporters. The [Mandated Reporters' Resource Guide](#) states: The Child Protection Law requires mandated reporters who have reasonable cause to suspect child abuse or neglect to make an immediate oral report to the Michigan Department of Health and Human Services (MDHHS) – Centralized Intake (855-444-3911), followed by a written report within 72 hours **OR** create a report through the [Michigan Online Reporting System](#) (MORS). A written report is not required if MORS was utilized to address the alleged abuse/neglect. The reporter is not expected to investigate the matter, know the legal definitions of child abuse and neglect, or even know the name of the perpetrator. The Child Protection Law is intended to make reporting simple and places responsibility for determining appropriate action with the Children's Protective

Services (CPS) division of MDHHS.

http://www.michigan.gov/documents/mde/Mandated_Reporter_662565_7.pdf

SECTION III: Office of Educator Excellence Updates

1. New Staff

Bridgett McDowell, Education Assessment Specialist

Bridgett joined MDE in April as “the new Steve.” She is a former middle grades math teacher and has spent more than ten years in assessment. She works closely with Evaluation Systems on all aspects of the MTTC program.

Leah van Belle, Education Consultant

Leah joined MDE in June as “the new Sean.” She has held many positions in PK-12 and higher education, most recently serving as Director of Clinical Experiences and School Partnerships at Wayne State University. She consults on preparation programming in all literacy, English language arts, and reading related endorsement areas.

2. New Roles

Kelli Cassaday, Strategic Implementation Consultant

Kelli has taken on a new role within the Office of Educator Excellence. She serves as the recognized resource for the OEE for strategic implementation initiatives, legislatively required or external policy-related activities, project leadership and development for OEE, and research and internal policy related to the educator workforce.

Katelyn Boswell Gallagher, Manager, Data and Accountability Unit

Kate has taken on a new role within the Office of Educator Excellence. She now serves as the manager of OEE’s Data and Accountability unit. While in her new role she will continue to facilitate work around the Educator Preparation Provider accountability systems and is working to streamline data efforts across the educator ecosystem for improved access and quality for all stakeholders.

3. OEE Annual Report

The Office of Educator Excellence has released the 2018-2019 Educator Workforce Annual Report. 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 2018-2019 Annual Report is available here:

https://www.michigan.gov/documents/mde/OEEAnnualReport2018-2019_665360_7.pdf



4. Standards: 5-9/7-12 Grade Bands

The stakeholder committees working on 5-9/7-12 Professional Knowledge & Skills, English Language Arts, and Mathematics teacher preparation standards have completed drafts of these standards, and the drafts have received feedback from teachers and teacher educators around the state. These standards will be presented to the State Board of Education in the coming months, with statewide public comment to follow. Watch for your opportunity to provide comment. If you have any questions about these standards, please contact Gina Garner (Professional, GarnerG2@Michigan.gov), Sean Kottke (English Language Arts, KottkeS@Michigan.gov), or Darcy McMahon (Mathematics, McMahonD2@Michigan.gov).

Science stakeholders convened on September 23 to begin the revision of the Science teacher preparation standards for grades 5-9/7-12. The standards for all areas of science will be revised and will include a three-dimensional framework to mirror the current Michigan K-12 Science Standards. This work will continue through winter-spring of 2021. If you have any questions, please contact Darcy McMahon (McMahonD2@Michigan.gov).

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

Public Comment has now closed for the proposed Standards for the Preparation of Early Childhood Teachers General and Special Education (Birth-Kindergarten). The MDE team is currently reviewing the comments and preparing for the November 12, 2019 State Board of Education meeting. As a reminder, the Office of Great Start,

working in partnership with the Office of Educator Excellence, has been convening a group of external stakeholders since January 2019 to review and revise the Early Childhood General and Special Education (ZS) endorsement, considering the State Board of Education approved preparation standards for the Lower Elementary PK-3 teaching certificate at its November 2018 meeting.

6. Standards: School Social Worker

The Standards for the Preparation and Practice of School Social Workers were presented to the Board during its June meeting. Following the Board presentation, a survey of public comment was sent out to the field. The comment period ended on September 15th, 2019. OEE has compiled the comments in preparation for the October Board meeting for final approval and adoption. A presentation will be prepared for the December DARTEP meeting once the Standards are approved by the Board.

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

7. Standards: Special Education Supervisor and Director

The Standards for the Preparation and Practice of Special Education Administrators were presented to the Board during its August meeting. Following the Board presentation, a survey of public comment was sent out to the field. The comment period ended on September 30th, 2019. OEE is working on compiling the comments in preparation for the November Board meeting for final approval and adoption. A presentation will be prepared for the December DARTEP meeting once the Standards are approved by the Board.

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

8. Standards: Building/Central Office Administrator

A stakeholder committee will be formed in October 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.

9. Program Review: CTE

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 or the April 1-30, 2020 application submission window. A technical assistance video was hosted and can be accessed at:

https://youtu.be/vXq_WEZYtJA. If you have any questions, please contact Darcy McMahon (McMahonD2@Michigan.gov).

10. Program Review: Health/Physical Education

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/October 2019: Program reviewer training – please see <https://youtu.be/cfgY102j36Y> for the orientation video
- November 30, 2019: Program review materials due
- December 2019 – February 2020: Review program applications
- Fall 2020: Start date for Phase 2 programs

Institutions that will be submitting an application are required to nominate at least one individual to serve as a program reviewer. Please submit reviewer information online at <https://forms.gle/3iNBLx35hUvKBTPn6>. If you have any questions, please contact Darcy McMahon (McMahonD2@Michigan.gov).

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.

11. Program Review: Special Education

Special Education programs across the state were submitted for review this summer. We began with 79 reported programs across 26 EPPs. 3 EPPs ceased offering special education programs entirely, 22 programs closed, 22 programs are in initial approval, 14 programs were awarded continuing approval, 21 programs received feedback. Currently there are 57 special education programs operating in the state that have all had some recent review in the last five years. Thanks to all faculty who submitted reports and participated in assuring quality special educator preparation in Michigan.

12. Administrative Experience in Lieu of Internship

Michigan administrator preparation programs must assure all candidates meet the Michigan Standards for the Preparation of School Principals or Central Office Administrators prior to recommendation for certification. Programs may use an experience-based competency review to determine candidate mastery of standards and program requirements including the internship. The standards require candidates for administrative certification to complete authentic school-based field experiences and a six-month internship. An experience-based review may be conducted to determine whether a candidate's current work experience may be considered as satisfying these requirements. For further details, please consult the following guidance document:

https://www.michigan.gov/documents/mde/Administrative_Experience_In_Lieu_of_Internship-QS-Final_658271_7.pdf

13. CAEP Accreditation Updates

Advanced Programs: CAEP has removed the Add-on option for Advanced Program accreditation. Programs are either Advanced or Initial moving forward. Michigan has defined Advanced Programs as: Administrator, School Psychologist, School Counselor, School Social Worker, and Reading Specialist.

New Handbook: CAEP has been working on an updated handbook that will combine the Initial and Advanced program guidance. They will be opening up the document for public review and comment sometime before the end of the year. Keep an eye on the DARTEP listserv for an announcement and link to participate.

Standard 3.2: If you are using alternative measures (ie courses or in-house assessments) to demonstrate academic achievement, a plan should be in place to track these candidates and compare their outcome data to candidates who have academic achievement data in the 50th percentile.

Standard 4.1: Currently teams have been accepting Effectiveness ratings for Initial standard 4.1 and 4.2 since the rating combines student growth and teacher observation. However, now that the phase-in calendar for initial programs is coming to a close, teams may be requiring additional evidence. The standard components call for multiple measures of these two areas. We have seen EPPs be extremely successful in combining the Effectiveness ratings data with a targeted case study of completers. Any EPP can access their completer's effectiveness ratings by submitting a FOIA request via this page: https://www.michigan.gov/mde/0,4615,7-140--357866--_00.html

14. Education Support Staff Professional of the Year

Now through October 13th, the MDE is accepting nominations for Education Support Staff Professional of the Year. Nominations may be made at <http://bit.ly/EdSupportStaff>. The award will honor an outstanding Support Staff

Professional who goes above and beyond in ensuring that the needs of the students and school community are met.

For more information about the Education Support Staff Professional of the Year program, including a list of positions that qualify for the award, visit:

https://www.michigan.gov/mde/0,4615,7-140-5683_13651_38021---,00.html.

15. 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.

All districts currently receive District and School Value-Added reports and Student Projection reports. Districts and public school academies that wish to receive Teacher Value-Added reports must provide student-teacher linkages through the Michigan Data Hub (MiDataHub). If a district or public school academy would like to receive teacher-level student growth reports in addition to the standard district and building reports in 2019, click <https://www.midatahub.org/Core/Stories/Permalink/sas-evaas-for-k-12/> and follow the steps listed below the integration steps to begin the process.

Submitting these student-teacher linkages will allow SAS to provide individual teacher reporting to your district or public school academy. This reporting includes state assessment diagnostic information as well as measures of the academic growth that a teacher's students made, on average, in the selected grade and subject or course. It will be necessary to verify that the 2018-19 data for your district or public school academy is integrated with MiDataHub by **December 6, 2019**. The procedures to verify that a district's or public school academy's data is integrated with MiDataHub may be found under the Documentation links header on the MiDataHub link above.

To find information about EVAAS or to contact us, go to <https://mi.sas.com/contact.html>.

16. EPI Performance Management System

A committee of EPI and PK-12 representatives has been meeting since October 2018 to revise Michigan's EPI Performance Score framework with a target implementation of the revised system in 2020.

The committee has recommended five 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; range of clinical and student contact experiences; 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.

If you have questions please contact both Kate (BoswellGallagherK@Michigan.gov) and Sean Kottke (KottkeS@Michigan.gov) to ensure you receive responses in a timely manner.

17. 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. Any school districts interested in attending student growth workshops should contact Brian Lloyd at LloydB@Michigan.gov to learn about workshop opportunities.

18. Michigan Teacher of the Year

Starting Monday, September 9, 2019, nominations for the 2020-2021 Michigan Teacher of the Year (MTOY) program will open online through October 6. Last year, more than 400 outstanding teachers were nominated for this award with 10 Regional Teachers of the Year interviewing for the MTOY position. The 2019-2020 MTOY is Cara Loughheed, a teacher at Stoney Creek High School in the Rochester Community Schools. For more information about Cara and the nine other 2019-2020 Regional Teachers of the Year, please visit https://www.michigan.gov/mde/0,4615,7-140-5683_13651_81246-493492--,00.html.

For more information about the MTOY program and to nominate a teacher for 2020-2021 MTOY, please visit www.michigan.gov/mtoy.

19. 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/>

20. Professional Development for School Counselors

Beginning February 6, 2020, all school counselors must complete 50 hours of professional learning related to career and college counseling in order to renew a school counselor license or endorsement on a teaching certificate. This professional learning must include a minimum of 25 clock hours related to college preparation and selection and 25 clock hours related to career consultation, 5 of which must include training in the exploration of military career options. ***You don't have to have a School Counselor preparation program to provide this professional learning!*** Colleges and universities are encouraged to partner with State Continuing Education Clock Hour (SCECH) sponsors to develop programming to meet this requirement. For more on how to become an approved provider for this, please contact Professional Learning Consultant Marty Snitgen (SnitgenM1@Michigan.gov).

21. 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.

Revised surveys are slated to be distributed as of Fall/Winter 2019. The teacher candidate survey has been developed, undergone review by additional stakeholders with particular perspectives (e.g. technology, special education, etc.), focus groups, and OEE leadership for feedback, and is now finalized. It is provided at the end of this document.

If you have questions about this work, or are interested in assisting us, please contact **both** Kate Boswell Gallagher (BoswellGallagherK@Michigan.gov) and Dana Utterback (UtterbackD@Michigan.gov).

22. Title II Reporting

The reporting system is now open for states. The OEE is working through Michigan's report. 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.

23. Training for Available Educator Evaluation Resources

The OEE has developed a wide variety of resources to support implementation of the Michigan educator evaluation legislation, and we have people on staff to help districts and teacher preparation programs provide training and professional learning for using these resources. We encourage teacher preparation program trainers to learn more about the tools that MDE has developed to help educators use data to improve their practice. Teacher candidates will be better prepared if they have working knowledge of these resources before entering the workforce. Please contact Brian Lloyd at LloydB@Michigan.gov to learn more about these resources.

24. 2018-2019 Survey Data Sent to each EPP

Each EPP received their 2018-2019 survey data (responses received from teacher candidates, candidate supervisors, K-12 cooperating teachers and Year Out teachers) on September 19, 2019 from Dana Utterback. Please review your data and report any roster updates, survey data questions/concerns/corrections to Dana at UtterbackD@Michigan.gov.

SECTION IV: Office of Educator Excellence Reminders

1. 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 [Clinical Experiences 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. Please make sure you send in your Reports of Amended Programs outlining how these clinical requirements are being met by November 30, 2019.

2. 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. It is available at

https://www.michigan.gov/documents/mde/MDE_Directory_630241_7.pdf and also may be located on our website under "Contact MDE" at:

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

3. 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.

4. PK-3/3-6 Implementation Timeline

At the April 2019 Hope Conference and DARTEP meeting, representatives from multiple educator preparation institutions (EPIs) expressed concerns about the implementation timeline for the PK-3 and 3-6 grade bands. Specifically, one-year

extensions were requested for the dates by which EPIs must cease offering current K-5 All Subjects (K-8 Self-Contained) Elementary Education teacher preparation programs and by which Evaluation Systems of Pearson would cease offering the current Elementary Education Michigan Test for Teacher Certification (MTTC #103).

In order to provide additional flexibility for EPIs to support candidates' completion of current programs and to transition candidates to the new certificate structure, the date by which EPIs must cease offering current elementary programs will be extended by one year to Fall 2023, and the cut-off date for MTTC #103 will also be extended by one year to Summer 2025. We also desire EPIs to be thoughtful in planning for program overlap between PK-3 and 3-6 programs and programs for the Birth-Kindergarten and 5-9 grade bands, the standards for which are not yet available. This extra year will allow more flexibility for intentionally building this overlap. **Program applications will still be submitted in two time frames. First reviews are due by November 30, 2020. Second reviews are due April 30, 2021.**

The revised – and final – timeline for implementation of the PK-3 and 3-6 grade bands is as follows:

- Program applications due: November 30, 2020 or April 30, 2021
- Program review: November 2020 – March 2021, May 2021 – September 2021
- First enrollment into PK-3/3-6 programs: August 2021
- PK-3/3-6 MTTCs projected to become operational: October 2021
- EPIs cease enrollment into old Elementary Education programs: August 2022
- EPIs cease offering old Elementary Education programs: August 2023
- Final offering of MTTC #103: July 2025

In July, EPIs were sent an Intent to Offer New Programs form. Please complete and send this form to EducatorPrograms@Michigan.gov by **November 1, 2019**.

5. 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 Gina Garner (GarnerG1@Michigan.gov).

6. Upcoming CAEP Site Visits

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

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

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

The Michigan Department of Education (MDE), Office of Educator Excellence (OEE) is pleased to provide ongoing professional development webinar series to support the MDE's Top 10 in 10 Years strategic plan to develop, support, and sustain a high-quality, prepared, and collaborative education workforce. The OEE sponsors webinars on topics relevant to educators in Michigan on an ongoing basis. To view previously recorded sessions and updated lists of planned sessions, please visit:

https://www.michigan.gov/mde/0,4615,7-140-5683_75438_78532-447431--,00.html

8. White Papers

The Educator Workforce Research team within the OEE is responsible for creating long-term and short-term analyses pertinent to workforce issues. These white papers are intended to provide data to support EPPs and other stakeholders in making informed decisions regarding educator preparation, credentialing, hiring, professional development, and retention. All currently available white papers may be found at:

https://www.michigan.gov/mde/0,4615,7-140-5683_82688---,00.html



SECTION V: Office of Educator Excellence Contacts & Key Resources

How may we help you?	Contact
Appropriate Placement	Vic Bugni (BugniV@Michigan.gov)
CAEP Accreditation	Gina Garner (GarnerG2@Michigan.gov)
Certificate Corrections	Dana Utterback (UtterbackD@Michigan.gov)
Certification Rules & Policy	Krista Ried (RiedK@Michigan.gov)
Change EPI Contact/Staff Information	Dan Membiela (MembielaD@Michigan.gov)
CPR/First Aid	Beatrice Harrison (HarrisonB@Michigan.gov)
Criminal Convictions Questions	Stephanie Whiteside (WhitesideS@Michigan.gov)
DARTEP Listserv	DARTEP Website (https://list.emich.edu/mailman/listinfo/dartep)
Data Requests	Ann Green (GreenA18@Michigan.gov)
Educator Evaluations	Rebekah Brewer (Emmerling) (EmmerlingR@Michigan.gov)
EPI Performance Score	Kate Boswell Gallagher (BoswellGallagherK@Michigan.gov)
MOECS – EPI Users	Dana Utterback (UtterbackD@Michigan.gov)
MOECS – Applicants	MOECS Helpdesk (MDE-EducatorHelp@Michigan.gov) & 517-241-5000
MTTC Information	Bridgett McDowell (McDowellB@Michigan.gov)
Obtain Program Applications & Forms	Dan Membiela (MembielaD@Michigan.gov)
Preparation Program Technical Assistance: Administrator, Alternative Routes (Administrator), Arts, Early Childhood, School Counselor, School Psychologist, School Social Worker, Special Education, Teacher Leader	Gina Garner (GarnerG2@Michigan.gov)
Preparation Program Technical Assistance: ESL/Bilingual Education,	Sean Kottke (KottkeS@Michigan.gov)

Experimental Programs, Residencies, Social Studies, World Language	
Preparation Program Technical Assistance: Alternative Routes (Teacher), Career & Technical Education, Elementary Education, Health/PE, Math, Science	Darcy McMahon (McMahonD2@Michigan.gov)
Preparation Program Technical Assistance: Elementary Education, English Language Arts, Literacy, Reading Diagnostics, Reading Teacher/Specialist	Leah van Belle (vanBelleL@Michigan.gov)
Professional Learning	Marty Snitgen (SnitgenM1@Michigan.gov)
Public Directory (ProPrep) Corrections	Dana Utterback (UtterbackD@Michigan.gov)
Recruitment & Recognition Programs	Jen Robel (RobelJ@Michigan.gov)
Surveys	Dana Utterback (UtterbackD@Michigan.gov)
Title II Reporting	Kate Boswell Gallagher (BoswellGallagherK@Michigan.gov)

Key Resources

- Certification Structure Quicksheet:
https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf
- Clinical Experiences Requirements:
https://www.michigan.gov/documents/mde/Clinical_Experiences_Requirements_648342_7.pdf
- Core Teaching Practices:
https://www.michigan.gov/documents/mde/Core_Teaching_Practices_648488_7.pdf
- Preparation Standards for all Endorsement Areas:
https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83465-456819--,00.html
- Teacher Certification Code:
https://dmbinternet.state.mi.us/DMB/ORRDocs/AdminCode/1643_2016-035ED_AdminCode.pdf
- Videos for the Implementation of the Standards for the Preparation of Teachers of Lower Elementary (PK-3) and Upper Elementary (3-6) Education:
https://www.michigan.gov/documents/mde/Elementary_Preparation_Standards_Webinars_651663_7.pdf

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

v 8.28.19

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

2019

Webinars		SY 2019-2020 EPis Build Programs/Intent to Offer
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January | February | March | April | May | June | July | August | September | October | November | December

2020

SY 2019-2020 EPis Build Programs/Intent to Offer		Program Apps Due	Program Review
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January | February | March | April | May | June | July | August | September | October | November | December

2021

Program Review	Prog. Apps Due	Program Review	
			Fall 2021 Candidates enter new programs: Freshmen exit 2026, Junior exit 2024 MTTC Operational; Alternative Route

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

2022

	Fall 2022 No further enrollment of old Elementary Ed programs
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January | February | March | April | May | June | July | August | September | October | November | December

2023

MTTC Phase Out	
Spring: Rosters of old programs due	Fall 2023 No further offering of old Elementary Ed programs

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

2024

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

2025

Final Offering of MTTC #103

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Teacher Candidate Survey

Understanding of Scale:

Not at All: I possess no knowledge of the concept.

To a Small Extent: I possess general knowledge of the concept.

To a Moderate Extent: I possess the ability to understand and apply the concept.

To a Great Extent: I possess a high level of understanding, applying, and reflecting with minimal guidance.

#	Question	Scale			
		Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
1	Overall, to what extent do you believe you are ready to enter the profession?				
	As a beginning teacher entering the profession, to what extent can you:	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
2	support all students in making connections to prior knowledge and experiences?				
3	connect learning experiences to a variety of backgrounds (e.g. cultural, socioeconomic, and ethnic)?				
4	support all students' socioemotional development?				
5	communicate effectively with families/caregivers to promote individual student growth?				
6	implement multiple strategies to present key content area(s) concepts?				
	As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support....	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
7a	gifted and talented students?				
7b	students from culturally diverse backgrounds?				
7c	English language learners?				
7d	students with special needs or disabilities?				
7e	each individual student's learning abilities and needs?				
8	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?				
9	organize the learning environment to guide student engagement during instructional time?				
10	utilize available technology to enhance instruction?				
11	support student learning through the use of available technology?				
12	practice the ethical use of technology?				
13	design or select assessment tools to provide evidence of student learning?				
14	analyze assessment data to identify patterns and gaps in student learning?				
15	differentiate instruction based on student assessment data?				
16	implement research-based behavior management strategies to maximize student engagement?				

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	As a beginning teacher entering the profession, to what extent can you:	Not at all	To a small extent	To a moderate extent	To a great extent	
17	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?					
18	be receptive to feedback to improve instruction?					
19	be a reflective educator who utilizes feedback to implement instructional improvements?					
20	maintain positive, collaborative relationships with colleagues					
	As a beginning teacher, entering the profession, to what extent are you aware of . . .	Not at all	To a small extent	To a moderate extent	To a great extent	
21a	Michigan Code of Educational Ethics?					
21b	professional teaching standards for your content area(s) and grade level(s)?					
21c	PK-12 academic content standards?					
21d	statewide and national teaching organizations and associations?					
21e	laws and policies relevant to the teaching profession?					
21f	current tools utilized for assessing student learning?					
21g	tools used by districts to evaluate educator performance?					
21h	professional learning requirements for certificate renewal and advancement?					
Examination of Core Practice Concepts						
	As a beginning teacher, entering the profession, to what extent can you . . .	Not at all	To a small extent	To a moderate extent	To a great extent	
22	lead a group discussion with students?					
23	explain and model content, practices, and strategies?					
24	elicit individual students' thinking?					
25	build respectful relationships with students?					
	To what extent did your preparation program provide you with opportunities to work... (Note: consider the whole of your preparation program, not just student teaching.)	N/A or Was not utilized	Not at all	To a small extent	To a moderate extent	To a great extent
26						
26a	with students from a variety of backgrounds (e.g. cultural, socioeconomic, and ethnic)?					
26b	in a variety of school settings?					

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27.1	To what extent did each of the following elements of your preparation program make a positive contribution to your readiness to begin a teaching career? Standard Program Elements:	N/A or Was not Utilized	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
27a	Coursework in your content area(s).					
27b	Teaching methods coursework.					
27c	Early clinical observational experiences (aka early exploratory clinical experiences).					
27d	Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).					
27e	Student teaching (aka internship)					
27f	Support and feedback from the cooperating teacher(s) during student teaching					
27g	Support and feedback from my preparation program supervisor during student teaching					
27h	Other (please specify)					
27.2	To what extent did each of the following elements of your preparation program make a positive contribution to your readiness to begin a teaching career? Additional/Optional Program Elements:	N/A or Was not Utilized	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
27i	Participation in professional organizations and events					
27j	Education focused volunteer opportunities					
27k	Other (please specify)					
Employment Questions						
28	What is your current experience working in an education setting? (check all that apply)	<ul style="list-style-type: none"> ● Substitute teaching ● Paraprofessional ● Volunteering ● Teaching in a private school ● Cadet Teaching ● Postsecondary teaching ● Preschool or childcare ● Teaching abroad ● Adult education ● None of the above ● Other (please specify) 				
28a	For each experience selected above... To what extent did <chosen from above> make a positive contribution to your readiness to begin a teaching career?	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	
29	Employment Status (check all that apply)	<ul style="list-style-type: none"> ● Employed in a teaching position ● Pending employment upon certification ● Employed but not in a teaching position ● Actively seeking/intend to seek a teaching position ● Not seeking a teaching position ● Other (please specify) 				
30	Do you intend to teach in the state of Michigan?	Yes			No	
31	If you have any comments or feedback about your educator preparation program or provider you wish to share, please provide them here.					