



Friday, Dec. 6th, 2019
Calvin University
Prince Conference Conference Center
1800 East Beltline SE
Grand Rapids, MI 49546-5951

Minutes

9:00-9:30 a.m.

Coffee

9:30-10:00 a.m.

Welcome –Mike MacDonald (Chair), Laurie Burgess (Vice-Chair)
Dr. Brian Bolt (Dean of Education, Calvin University)

Organization Reports

- DARTEP Treasurer's Report (Beth Feiten):
Paid membership (28 institutions; 138 members = \$6,900), balance = \$5,901;
need to keep cost down
- Michigan Association of Colleges of Teacher Education (MACTE) (Beth Feiten):
information coming on the social
60 responses to MACTE survey
- Michigan Association Teacher Educators (MATE) (Ray Francis):
no report
- Michigan Public Deans Council:
Dec. 5, 2019 meeting in Lansing; no major updates
- Michigan Independent Educator Preparation Institutions (MIEPI): update
roster - please see Susan English with contact information; date to meet in
Lansing - please see Susan English with availability
- Consortium Outstanding Achievement in Teaching with Technology (COATT):
no report

10:00-10:15 a.m.

DARTEP Business

Approval of Minutes

Motion made by Laurie Burgess to approve the minutes from Oct. 4, 2019
Beth Feiten seconded minutes
Minutes approved

Review of DARTEP Operating Procedures -

- update on operating procedures; proposed changes to be voted on
- see email from Mike McDonald
- Operating procedures will be brought to the next DARTEP meeting, Feb. 7
(motion and approval to procedure updates)

10:15-10:45 a.m.

MDE Updates

Introductions and updates on MDE individuals/support

Certification updates - Dr. Rice involvement; cabinet meeting to continue work on certification and staffing system approved (cert, placement, preparation, flexibilities)

B-K standards still awaiting approval; to be presented to the SBE on Jan. 14, 2020

Elementary Cert. timeline stays the same (PK-3 & 3-6); MTTCs will be constructed by 2021; old MTTC cut-off spring 2025

MDE needs strong volunteers for item review for new MTTCs

5-9, 7-12 (math, ELA & professional) presented to SBE on February 11, 2020; public comment in Feb/March 2020; SBE approval - June 9, 2020 (DARTEP meeting updates in Feb)

Looking ahead:

- Special Ed Admin, March 2020 approval
- Admin (CO & ES) SBE in 2020-2021 approval
- PK-12 Specialist (Literacy, Math) kick-off 2020-2021
- 5-9, 7-12 science in progress, SBE approval in 2020-2021
- 5-9, 7-12 social studies: kick-off 2020-2021

K-12 Social Studies Standards (Tammy Schriener, GVSU)

- standards being developed over 3 years; approved last spring
- PD for teachers in the state with a focus on inquiry
- 2007 last approved SS standards
- two year process
 - year one: roll out of standards, reach all schools throughout state/PD sessions, develop partnerships with EPPs and work with SS instructors, website live soon about SS information and contact info
 - year two: focus on utilization of the C3 Arc of Inquiry Model of Instruction, develop example lessons to include C3 model, integrate SS with other content areas (i.e. literacy and science), develop formative assessments to align with M-STEP

MTTC Update and Rationale for the process of Standard Setting

- Who was involved in the work? - higher ed faculty, early career educators, experienced educators with a variety of content areas, grade bands, geographic and demographic diversity
- How? - complex task, panel considered hypothetical candidate description in the context of standard setting, panel provided feedback on a more targeted and understandable description
- Result: MDE currently reviewing feedback and recommended changes; process will be implemented for Standard Setting in January (LD, Health & PE, any following standard setting activities)

Accreditation Updates

- 7 institutions were accredited by CAEP in Fall 2019
- quality of process and team training have improved
- New updated CAEP workbook on CAEP site

Q&A

What is the reciprocity of new cert structure with candidates who want to teach out of state?

- depends on the state
- history of MI cert being accepted with additional requirements
- MDE anticipates that cert will be easier for candidates coming into MI
- may be an issue for candidates from out-of-state institutions (i.e. Grand Canyon Univ)

Special Ed coupled with an elem grade-bands: B-K will be treated equally with other grade-bands and can be paired with special ed as a stand-alone

Reciprocity - teaching licensure requirements with other states that need to be posted on institutions web pages; can MDE help?

Sean will look into this and perhaps offer common language for institutions to use

Informational item (Sean Kotke):

Alt Certification requests have increased across the state

Tuition Grant legislation - may be signed into a bill

Hawaii teacher shortage - \$8,000 signing bonuses offered (!)

Question: Many of us will be revising/refining our special education programs as a result of the new certification structure. Will there be special education program reviewers available to review revised SE programs if SE programs are submitted at that same time as the PK-3 and 3-6 bands? Thank you!

10:45-11:00 a.m.

Break/Transition to Job-Alike Session

11:00-11:30 a.m.

Job-Alike Meetings

Deans and Directors:

- Hope CAEP conference update (dates, content)
- CAEP visit question (3.2) providing data on a normed assessment of math and reading (i.e. SAT); U of M Dearborn is working on rejoinder to respond
 - Caryn King (GVSU) compared MTTC scores with the state average to meet Standard 3.2
 - Ferris used Gen Ed course grades that all candidates took and compared with non-TE student average
 - what are options other than the SAT/ACT? (Concordia)
 - Oakland uses ACT subscores to compare with course grades of similar subject areas
- CAEP feedback continues to be late (historical problem)

- MIEPI meeting in January/February in Lansing to discuss cert. structure and accreditation (Susan English from Aquinas)
- Mike McDonald (Oakland) - what is the opportunity for subspecialization (physics, biology, economics)? Science representative is discussing pairing specific science focus (i.e. Biology) with integrated science; need to support individual disciplines (i.e. sec schools offer AP courses); do institutions share responsibilities to offer sub-specializations?
- Capacity: WMU is deciding whether to offer middle grades and secondary since the clinical experiences and developmental standards are unique - considering K-6, 7-12 or middle grades as a minor to connect with the middle grades
- Oakland offering 5-9 & 7-12 together
- March 6 (public and independents) will meet in Lansing to hear Dr. Rice
- Susan English (AQ) clinical experiences hours update request - is it rigid? no, requirements are based on program - an additional grade-band requires additional clinical experiences (i.e. apprenticeship hours)
- Tammy Shreiner (GVSU): assessment plan and standards expectations for collecting data on standards - have these standards been enacted with students? If so, some standards have to be enacted, some do not. Can institutions assess every single standard? Sean admits this is not realistic, but there is overlap in standards and integration that would allow institutions to assess most impactful standards. HLPs - consider the four core practices, which should be in institutions assessment plans.
- surveys to completers - MDE is interested in finding out why there is a large pool of certified teachers who are not practicing teaching? Why is this the case? are there patterns? Something must be done about culture and climate. Specific data lacking on private schools such as what they are teaching, for example. However, data is collected on teachers in privates - employment.

Certification Officers:

- Discussion regarding official names for the new programs
 - Elementary Education major with concentrations in PK-3 and 3-6
- Discussion regarding changing names of degrees
 - Early Education, Elementary, Special Education will not change
 - Secondary not likely to change as they are through the Colleges
- Teachers will keep their existing endorsements under new structure, but will follow new programs/bands when adding new
- EPP asked for notification when MDE sends Year Out survey as their response rate was very low
 - MDE will check into this
 - MDE indicates that the Year Out survey is sent to individuals who were certified from July to June the previous year
- The majority of EPPs are encouraging candidates to complete multiple grade bands
- Discussion regarding which EPPs are creating B-K programs, concerns re: spreading faculty thin to cover what may be few students in B-K program
- Four MTTCs required per Elementary grade bands as tests are broken out into math, literacy, science/social studies, and professional skills
 - Students completing two bands must pass 8 tests
 - Cost per test is less than current MTTC costs
 - New tests will cost \$59-\$69 per test
 - How does this compare with other states?
- MDE will discuss the possibility of an increase in the number of MTTC vouchers issued to each EPP once new programs begin

- New Elementary tests opens Fall 2021/Winter 2022.
 - MDE will cease offering Test 103 in 2025
 - Test 103 scores will be valid for another 5 years (until 2030)
 - EPPs will need to submit program closure/roster to MDE and notify students of program closure and options
- Professional knowledge and skills exam covers learner centered support, whole child, professional responsibilities
- New content tests closely linked to program standards and include appropriate content knowledge and pedagogy multiple choice questions
- EPPs generally distribute MTTC vouchers based on need
 - Determined by adviser recommendation, financial aid eligibility
 - Extra vouchers typically distributed to those who have multiple tests to take or have failed a test multiple times
- New tests sometimes result in a big drop in pass rates, which affects EPPs
 - MDE indicates they have had discussion with Evaluation Systems to target test to goals/standards for new teachers rather than experienced teachers
- How can we ensure students register for the correct version of the MTTC once new MTTCs are active?
 - Pearson will make it clear which test students are registering for
 - EPPs can refer to the test by codes, which will help students
 - If student signs up for wrong test, will Pearson allow them to switch to the correct test without difficulty?
 - MDE will discuss with Pearson

Accreditation and Assessment:

- WMU site visit just concluded. 7 site visitors + 3 MDE. CAEP team reviewed advanced plans.
- Other schools have 5 visitors assigned (Oakland/Hope)
- Schools have been in contact with Gina at MDE with feedback
- MDE has federal mandate to evaluate institutions. Wanting to develop a more transparent system and connect to annual CAEP reporting measures. Idea to develop a CAEP dashboard for each institution. Invitation for input on measures to include in this dashboard (eg. STAR reports). Goal to have a 3-yr pilot launch then full implementation.
- Andrews U - 25% grads teach in public schools in MI; the other 75% in other settings, including outside of MI. How to track alumni/employment data? More schools are using REP, but proposal to include general HR data from the non-public school personnel report.
- Progress on the employing principal survey. MDE working on gathering this type of data. Working to streamline the number of surveys that are sent out to schools and how to increase response rates - one survey sent out by MDE?
- Issue of matching state data with institutional data. Is there a way to use the PIC number or something else? MDE working to get the PICs listed sooner and publicly searchable.
- Proposed idea to use narrative responses for areas where numerical data is difficult to obtain or less helpful. E.g. diversity of candidates, clinical experiences, points of pride to showcase institutions. Goal is to have a system that is in place for a while and isn't asking for different data based on reporting needs. Not mandated, perhaps except in cases where institutions are at risk/low performing. No single piece of data should determine institutional effectiveness.

Field Placement Directors:

- Beth from Oakland: releasing students from student teaching early to be hired.
 - *What do you do when requests for early release come in?*
 - WMU: set a date when STs cannot be released before 12 weeks, MTTCs passed, cert. requirements done, proof of hire, completed seminar requirements, CT and supervisor must sign off, must be hired in district where placed
 - Spring Arbor: 60 days (same procedure as WMU)
 - GVSU: same procedure and ask student if they really want to do it; district must send request to institution and articulate intended support; supervisor follows student and makes remaining visits
 - Hope: if ST is in two 8 week placements, they may not be released; concerned with the integrity of the placement--will this put the student in jeopardy for certification?
 - SCECHs not jeopardized when student completes minimum 12 weeks
 - *What do you do when students request to be hired prior to student teaching?*
 - Andrews: no longer allows it after seeing students misused and unsupported
 - Saginaw Valley: have residents in Saginaw City and outer districts; criteria: strong students (must have faculty recommendation), discussion with students, proven themselves as exemplary in their dispositions; problems seen with students dealing with building politics and poor mentorship, mentors should have release time to get in the classroom; in some situations, the university has input in mentor selection
 - Spring Arbor: work with rural districts to set up a mentor partner, if the student is not doing well, the student gets moved into a room with a cooperating teacher
 - GVSU: director met with district, then met with student and clarified what the position would actually be (long term sub rather than contract position); consideration given on an individual basis
 - UM-Dearborn: principal letter stating they will support student; release from seminar, must be in line prior to the start of ST semester
 - EMU: allow person to student in their own classroom if they have been the teacher of record in their own room for at least a year; principal must be certified and serve as mentor
- How do you collaborate with districts when selecting cooperating teachers?
- Do students substitute teach for their cooperating teacher?
 - Oakland: only 7 times and only for their CT
 - GVSU, Hope, Albion, Cornerstone: 5 days after the five weeks
 - WMU: only 10 days
 - Saginaw: allows for subbing in other classes after 10 weeks
 - Ferris: tells school you can pull the mentor teacher but not ST
 - Ferris and Aquinas: must be approved by supervisor and CT to sub prior to 12 weeks
- Can we see each institution's substitute forms?
- Supervisor pay:
 - Saginaw Valley: raised pay, now an hourly rate
 - institution does not provide office, so mileage is reimbursed

- Oakland raised from \$550 to \$750; no longer reimburse mileage
- Wayne State: university is home
- Andrews: how are you tracking diverse placement settings?
 - UM-Ann Arbor: not tracking hours closely, created a structure to classify in three categories (economic, ethnic, test score); each placement has a classification in those categories; information tracked in Chalk and Wire
 - WMU: tracks race, ethnicity, ELL, special ed, and economic; use spreadsheets to organize
 - Oakland: all first placements in Title 1 schools;
 - Via will have a link to NCEES (National Center for Educational Statistics)
 - Saginaw Valley: coordinate course with a particular site
 - TK 20 has the ability to record placements
 - GVSU: looks at lunch count (if 20% or more are free/reduced)

11:30-11:45 a.m.

Job-Alike report-outs

11:45 a.m.-1:30 p.m.

Lunch and MTLAC

1:30-2:30p.m.

Core Practices Focus #2 (Michigan Program Network)

Leading a Classroom Discussion

Cara Lougheed, 2019-20 Teacher of the Year

John Walcott, Calvin University

Michael MacDonald, Oakland University

Paula Lancaster, GVSU

- please ask questions at the time you have a question
- Agenda:
 - introduce the teaching practice and discussing novice performance
 - considering ways to support teacher candidates in developing capabilities with the teaching practice:
 - launching a discussion
 - noticing and naming competence as an orienting move
 - examining the complexities and mine fields inherent in this practice
- Decomposition - carefully unpacking of a teaching practice into chunks or elements that can be taught helpfully to novices
- Cara Lougheed shares insights and experience as a mentor teacher working with an intern using HLPs
 - The traditional model v. the HLP model as a mentor teacher
 - traditional: unclear expectations, university class assignments did not always connect to the classroom, lack of a common language, mentors were not always good/anyone could volunteer to “take” a student teacher, being a mentor helped Cara feel like a better teacher
 - HLP model: mentors know the curriculum and pacing, common language, HLPs woven into classroom curriculum, intern are placed with mentors who know and want to teach and practice the

HLPs, being a mentor makes Cara a better teacher - not just feel like a good teacher

- Classroom Discussion Defined - “In a group discussion, the teacher and all of the students work on specific content together, using one another’s ideas as resources. the purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and allow students to practice listening, speaking and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others’ contributions.”
- Questions: How do we often see this practice enacted in classrooms? How would we like to see it enacted?
 - ask the right questions/compelling (not the fishing expedition - seeking the right answer)
 - allow think time
 - provide the purpose of co-construction of knowledge
 - equity: allow all students to share not the same student every time
 - physical arrangement of the classroom
- Decomposing leading a group discussion
 - Discussion Enabling
 - selecting a task
 - anticipating student thinking
 - setting up the task
 - monitoring student work
 - Discussion Leading
 - Framing - Launching the discussion
 - Orchestrating (during discussion) - eliciting, orienting, probing, making contributions
 - Framing - Concluding the discussion
 - Discussion Leading also includes recording and representing content
 - Underlying Discussion Enabling and Discussion Leading
 - maintaining a focus on the instructional point
 - seeing and disrupting patterns that reproduce inequity (i.e. calling on the same kids every time)
 - Focus: the Launch
 - What can a teacher accomplish with a deliberate, well-crafted launch to a discussion?
 - deeper learning
 - develop social and discourse and disciplinary literacy skills
 - safe classroom community
 - surface several perspectives
 - increase engagement and motivation
 - position students as sense-makers
 - Technique: the basics
 - have the attention of all students before starting
 - established attention in a reasonable amount of time

- prompt directs attention toward the intended topic of the discussion
- prompt is discussion worthy
- Example video task
 - general feedback
 - what is specific feedback (range of ability and interest levels of the learners; note feedback specifically related to the wide range of diversity present in the classroom)
 - highlights equity ramifications (i.e. teacher assumes all his students have had one or two bikes)
- How to teach/pedagogy of Teaching the Discussion
 - Introduce
 - using video
 - decomposition
 - Prepare
 - using video
 - simulated student interactions
 - use written work
 - Enact
 - Analyze
- Orchestrating the discussion - considering equity and justice
 - plan well
 - see and disrupt patterns that reproduce inequity
 - be intentional about equity and justice
 - be mindful of the norms for discourse, and remember they are white-driven
 - “Equal participation and cooperation by diverse groups in society is possible in practice as well as in theory” (p. 113)
- *see Powerpoint from today’s session for more information*
- Q&A
 - be mindful of cultural differences i.e. some cultures “talk over each other” - this is unacceptable in the States; perhaps this is a cultural norm that can be challenged
- closing remarks by Paula Lancaster and Michael MacDonald

2:30-3:00 p.m.

MDE Debrief

How does the MTTC price compare with other states?

- MI has been the cheapest which has affected the development of updated tests
- compare with trades’ testing (i.e. nursing - \$200-\$500 per test, ETS Note \$250 all subject K-6)

What is the cut off date for cert that have phased out?

- current rules - content tests have 5 year validity period after an individual takes the MTTC

Who is invited to complete the year-out survey?
individuals who were certified from July to June the previous year

How will MOECS accommodate the new cert tests (multiple tests)?
they will reprogram to accommodate; no perceived problems

Will institutions who are revising Special ed programs be able to receive support
from MDE? yes, MDE needs reviewers from EPPs

2019-2020 Meeting Dates: Oct. 4th Ferris State University - December 6th Calvin University
February 7th Eastern Michigan University - * April 15th to 16th Conference at Hope College - April 17th Hope
College