



Friday, February 7, 2020
Eastern Michigan University
Grand Ballroom, Second Floor of Student Center
900 Oakwood Street
Ypsilanti, MI 48197

Remote access info for this meeting was emailed to the DARTEP mailing list.

Agenda

9:00-9:30 a.m.

Coffee

9:30-9:45 a.m.

Welcome –Mike MacDonald (Chair), Laurie Burgess (Vice-Chair)
Dr. Mike Saylor (Dean, Eastern Michigan University)

Organization Reports

- DARTEP Treasurer's Report (Beth Feiten)
- Michigan Association of Colleges of Teacher Education (MACTE) Sally Rae
- Michigan Association Teacher Educators (MATE)
- Michigan Public Deans Council
- Michigan Independent Educator Preparation Institutions (MIEPI) Susan English
- Consortium Outstanding Achievement in Teaching with Technology (COATT)
- DARTEP Spring Conference Planning (Doug Braschler, Gina Garner)

9:45-10:00 a.m.

DARTEP Business

Approval of Minutes - Sally Rea made a motion; Doug Brasschler supported

Review of DARTEP Operating Procedures - Paul Johnson made a motion; supported by Karen Obsniuk

10:00-10:45 a.m.

MDE Updates

- Appropriate Placement Presentation (Leah B.)
 - Re-envisioning new staffing system proposal
 - survey will come out on February 13
- Top 10 in 10 Update (Kelli) - see MDE slides
 - Legislative Updates
 - Top 10 update - being reviewed and revised including an interview, survey, State Board of Education (SBE) meetings and focus groups
 - survey ends at midnight tonight

- Birth-Kindergarten grade band standards & implementation timeline (Gina)
 - B-K standards have been approved (Jan. 14, 2020)
 - Application released April 2020
 - Application windows: November 2020, April 2021, November 2021
 - approved programs begin fall '21
 - MTTC development 2020
 - cease enrollment in ZS fall 2023
 - cease offering ZS MTTC 2025
- 5-9/7-12 ELA, Math & Professional standards & implementation timeline (Sean)
 - SBE presentation February 11, 2020 (Professional, ELA & Math standards)
 - public comment feb & march 2020 - MDE encourages comments, especially positive since individuals who normally participate make negative comments
 - SBE approval June 9, 2020
 - major milestones/timelines have not been mapped out yet since approval is pending on SBE approval
 - technical assistance for new program development & review will be immediate
- School Social Worker & Special Education Administrator standards & program review (Sungti)
 - School Social Work
 - Oct 2019 - standards for approved
 - Fall 2020 - program review
 - Fall 2021-spr 2026 - initial implementation/data collection
 - June 2026 - application for full program approval
 - Fall 2026 - fully approved program implementation
 - Special Education Administrator
 - August 2018 - beginning of work on standards
 - January 2020 - public comments ended
 - March 2020- SBE approval
 - Rule Addition - ongoing conversation with Office of Special Education (OSE)

10:45-11:00 a.m.

Break/Transition to Job-Alike Session

11:00-11:30 a.m.

Job-Alike Meetings

Deans and Directors: Remain in Ballroom

- discussion on subject specialist - as it relates with grade-bands
 - 3-6 grade-bands with math endorsement as an example - the answer is no; all subjects are part of the grade-band cert
 - reading specialist or math specialist (or arts) will be endorsements
 - Elementary Education as a Major implications: PK-3 pre-service teachers will not receive additional endorsements other than the reading or math specialist endorsements
 - Sean Kotke suggests adopting middle band early to accommodate the transition to secondary grade-band

- concern about closing programs in smaller institutions
- GVSU: different colleges (College of Humanities, College of Education) instructing pre-service teachers; losing students in English, Math - this creates a staffing issue when the instructors have all elementary students
- Albion (PK-3, 3-6) - will ESL be an endorsement specific to a grade-band? Sean - continue current system until the standards change for the ESL program (i.e. 3-6 cert + ESL K-12 endorsement)
- ESL and bilingual must be paired with a grade-band or endorsement
- Rolland - high cost of the MTTC tests if students complete two grade-bands; any flexibility with pricing?
 - Leah - price increase is equal to one current test
 - Mike - Oakland is trying to lower the amount of total credit hours which may help with the cost of the MTTC
 - new MTTC tests: ELA, Math, SS/Science, Professional (for each grade-band)
 - Aquinas - bundling programs (PK-3 + 3-6) students do not need to take all tests; program will prepare students to pass all subject areas in both grade-band
 - Sean - vouchers are still available and can be purchased
 - Kelli - idea: course fees include test costs
 - Karen - EPI scoring committee work: will students be considered a completer if they are certified in one grade-band and not another? Yes, they will be considered a completer
- Cindy: explored connecting 5-9 with 3-6 grade-bands; may not be a realistic connection since 5-9 is so content heavy
- cease offerings - 2023? means all coursework would be offered for new cert programs in 2023 (no previous coursework); still need to teach out old programs
- Susan English: challenge with old program overlap with new program - difficulty with numbers and filling classes since some students will be in the old program and some in the new track
- concern with when the new programs begin (fall 2021) - the amount of work to be ready to start in the fall 2021 is concerning since EPPs need to pass programs through their Registrar/University Councils, get programs into catalogs, and receive MDE approval (i.e. some institutions need to have catalog pages ready by the October/November before which is fall 2020)

- idea to cross-list to bridge overlap when transitioning from current program to grade-band cert programs
- Patty - if application is submitted in Jan 2020, when will approvals be processed? Sean: MDE has planned to meet the reviewing deadlines
- Cindy - Oakland just submitted proposal to University; but what if the MDE doesn't approve but deadlines need to be met? EPPs need to move forward with marketing and planning catalog changes
 - Mike suggests asking University Council/Admin/ Registrar to approve programs with potential revisions based on MDE approval
- Rolland - when will study supports for new MTTCs be available? framework for new test will be available as soon as it is constructed; practice tests will be available when tests are available
 - tests will include scenarios over multiple choice-type items/questions

Certification Officers: Room 320 (up one floor)

- In the past, MDE hosted a February meeting for cert officers. Will these happen again? Krista Ried: There could be trainings for how to use MOECS, but no separate cert officer meetings like in the past.
- Dana Billings from MDE - office of special ed approvals joined us. Dana can assist cert officers with this process. Check the Feb. 7 MDE update, page 4 for details. The employer initiates the approval process, but perhaps in the future the educators could apply for approval themselves.
- How do principals prove that they cannot find a certified candidate in order to use staffing flexibility? Krista: Principals must verify that they have not found an appropriately certified individual who is available for the teaching assignment. "Available" could be defined in a school's hiring policies (unable to begin soon, did not pass reference check, etc.) - although special ed hiring must place priority on appropriate certification.
- If the PK-3 educator can teach 3-6 and vice versa (without any additional permit or proof of necessity), why would we encourage candidates to earn both grade bands? Krista: For the best marketability, we should still encourage multiple grade bands so that teachers can show they are prepared for grades/subjects they are hired to teach. Educators can also add endorsements / grade bands later in life. Flexibility in placement is necessary for current P-12 staffing needs.
- Could maiden names be included in MOECS? This would help cert officers identify applicants.
- What about pending legislation to allow special ed in alt route programs? Krista: If this passes, new standards for special ed alt route would need to be developed in conjunction with the Office of Special Education and MARSE rules.
- When do we need to stop offering the current elementary certification structure? Answer from Sean Kottke: No new

students enrolled after Fall 2022. By the end of Fall 2023, all students should be finished with the current certification programs.

- Could we discuss enhancements to MOECS at some point? Krista: Stay tuned.

Accreditation and Assessment: Room 330 (up one floor)

- School Social Worker accreditation is a question because the School Social Worker accreditation is not on CAEP's approved list.
- Combined handbook has been released and not major changes
- What questions are Gina taking to the CAEP con?
 - Advanced programs - seems to be going well
 - Try to catch new things
 - Stipulation visits - Gina is seeking clarification on these
- Plans plus progress - what is progress? For advanced due in Fall 2020
- CAEP con - dinner the first night after the caep reception
- When would you recommend working on SSR
 - Early - standard one last for most recent data
 - Be concise - word count is there, but should not go way over
 - Do not need citations
 - Cite the evidence in the narrative
 - Naming conventions of evidence help.
 - Narrative include the analysis of the data
 - Collecting meeting agendas and outcomes
- Evidence numbers is limited but can create PDFs with links
- Recruitment plan (3.1)
 - To have a localized place (statewide) where jobs are posted
 - Good evidence for 3.1
 - What are the statistics for jobs
 - MDE Critical shortage list
 - State Orgs have jobs page
- Michigan Program Reviews - when is the next one, how does it intersect with grade band
 - Due 6 months before self-study
 - Still a process regarding new programs
- We are going through an enormous systemic change as a state.
 - CAEP is aware and Gina is working with them
 - Gina works with the teams to help them understand
- CAEP InTASC aligned assessments
 - Learning progression - key
 - Progression over time - HLP and InTASC may merge
 - Core teaching practices are in a developmental stage, so it might be that the HLP assessments may not be part of the QA for CAEP and we can think about gradually adding the Core practices into the QA
 - Applications for grade band will be a developmental sequence - continuum to self-assess.
 - Do not want to set up an artificial barrier - need to see movement on continuum
- InTASC and HLP alignment? There is an attempt made, but more work needs to happen - maybe at the Hope Conference
- Danielson core practices alignment is another need
- New MDE survey and InTasc alignment?

Field Placement Directors: Room 350 (up one floor)

- Types of policies in place for students who don't successfully complete student teaching:
 - Sienna Heights: take off semester before repeating but must be in field; pay for extra semester
 - Aquinas: take a year off with more course work and experience, must petition, dean can assign more requirements, pay for extra time
 - GVSU: students take an incomplete, new student teaching experience is shortened
 - MSU: since it is a five year program, students start with a Bachelors and typically that weeds out students who will struggle
 - Calvin: a struggling student is counseled into a BA with no certification; they can petition to come back for certification
 - Wayne State: working on better defining a college-wide system to identify growth areas that don't lead to stigmatizing, who should support, and what supports might be needed; trying out Sanford Inspired (<https://sanfordinspire.org/>) on demand modules for specific needs; Sanford Harmony is focused on SEL
 - Alma: typically are able to avoid students failing ST by meeting the expectation that they must "strongly" pass 2 out of 3 placements prior to student teaching; counsel students to take Ed Studies if they seem to not do well
- Any incidences with CTs expressing concerns to institutions but not to STs or supervisors?
 - MSU: must have consensus so often move student if CT doesn't seem to want to mentor; ask CTs to report by weeks 4-5; grading: pass and recommend for certification, pass ST (get a BA), or no pass and not certified
 - Wayne State: partner schools are wooing CTs for mentoring
 - Aquinas: CTs sometimes forget these are *students*; has moved students out of toxic placements; to stop a student teacher, a report needs to come early
 - Albion: mentor teachers brought in twice for training and calibration exercises with Danielson for reliability; first meeting is set five weeks after start so ST can sub; institution pays for sub and feeds group; hosted at night
 - Alma: CTs and students brought in together
 - Sienna: CT feedback is formative and does not go to a grade; not asked until after the fifth observation to score the student so they don't put any resources into establishing validity and reliability; keeps student from being failed by a K-12 teacher; Friday check list sent out each week inquiring about checkpoints (professionalism, initiative, etc.)
 - after week two, a goal form is sent out to CTs to get feedback on who ST is doing (professionalism, initiative, etc.)
- Process for preservice teachers reporting abuse: mandated
 - told to not report alone, but with CT
 - MI law: the one who heard it must report it

- Alma: trains sophomore year
- Ferris: DHS provides a training
- MDE website posts 13 min video
- watch the changing law: sometimes you have to report to DHS and sometimes you have to report to an authority

11:30-11:45 a.m.

Job-Alike report-outs

11:45 a.m.-12:45 p.m.

Lunch (Sponsored by Watermark)

12:45-1:45p.m.

Core Practices Focus #3 (Michigan Teacher Education Network)

Explaining and Modeling Content, Practices, and Strategies

Dr. Anthony (Tuf) Francis (Oakland University)

In the networked, called “EMC” = Explaining and Modeling Content, Practices, and Strategies

- Video: EMC TEACHER Candidate Video 1: what do you notice?
 - topic: World Religions taught by white, male preservice teacher
- What is Explaining and Modeling?
- Why teach explaining and modeling? intern teachers are not necessarily strong at explaining and modeling; foundational skill that helps with other skills
- Explaining - foundational skill
 - when done poorly, students cannot learn or make connections
 - when done well, supports learning, helps students make connections, students can use facts for understanding
 - decompose the practice/ break the practice down into parts
 1. structure of the content/practice/pedagogy (organization)
 - Main Idea: what is the main/unifying idea? use the big idea to engage students
 - Component parts: determine the component parts/dimensions of the main idea
 2. Presentation of Content
 - visuals: how well do students use visuals? ask students to explain how the visual helps instruction
 - sequence
 - voice, language, movement, gestures
 3. Representations - what analogies or examples to use and when to use them
 4. Modeling - when students think aloud
 5. Adaptations, modifications, and extensions including special populations
 - Integration of EMC throughout TE program - increase complexity of practice and increase time it is used with PK-12 students

or

12:45-1:45p.m.

Meet with Watermark: Room 320 (up one floor).

1:45-2:15p.m.

MDE Debrief

- email sent out about Impact Academy to Deans and Directors (Deans' Academy), application due March 6

- survey coming to assess EPP's stand institutionally on where they are and where they want to go to be successful implementers of TE programs
- Michigan Education Corps - tutoring service, AmeriCorps program offered for individuals interested in going into teaching; opportunity for individuals to work with kids and learn instruction to impact students - aligns with clinical experience requirements; cost involved for PK-12 schools

Questions

- question about challenge of implementing new structure for appropriate placements - Sean: driven by need for more quality teachers; therefore, more flexibility was needed; recognition of what a teacher is able to teach effectively which is not always indicated on his/her certificate; institutions can provide endorsements to candidates; remember that this is a proposal
- question about next DARTEP meeting and what to expect - Sean: 1. Michigan Educator Corps will speak and show data, 2. bring back MI Teachers of the Year from the Dec meeting and involve them differently - throughout the meeting to collaborate with DARTEP members and understand the work of EPPs

1:45pm

Meeting adjourned

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