



**December 4, 2020** | 9:00am-1:00pm

Zoom Meeting

### **Agenda**

9:00-9:10 a.m. **Welcome** – Laurie Burgess (Chair)

9:10-9:25 a.m. **Organization Reports**

- DARTEP Treasurer’s Report, Beth Feiten
  - Beth reported on DARTEP transactions
    - \$5,959 was ending balance on September 30, 2020.
    - November balance is \$9243.84 after institution dues have been paid.
- Michigan Association of Colleges of Teacher Education (MACTE)
  - There will be a MACTE happy hour on December 10, 2020 from 5-7
  - Focus has been on
    - CPR/First Aid - difficulty finding trainings
      - Spreadsheet for CPR First Aid providers.  
<https://docs.google.com/spreadsheets/d/1uH4wDkIK1BAoCBPxTLnkHg1DnjZCo4aP6FRSbrdVPnE/e/dit?usp=sharing>
    - Substitutes only needing HS degree
    - MTTC testing being cancelled and candidates finding it difficult to pass the test to be fully certified
  - Members of MACTE can receive a group rate with AACTE at a discount
- Michigan Association Teacher Educators (MATE)
  - Executive board in meeting next week
  - Membership is no cost - students, clinical faculty are welcome. Send names to Ray Francis
  - May 2021 Publication - looking for submissions
    - Publication – Perspectives on Critical Issues in Education is pending for May 2021 publication.
    - Call for submissions - <https://www.michiganate.org/publications.html>

- No student teacher of the year competition, and teacher of the year this academic year.
- Looking to set up a summer virtual conference. Stay tuned.
- The National ATE meeting is now virtual in the spring.
- Other questions – contact Ray Francis at franc1rw@cmich.edu
- Michigan Public Deans Council
  - Joe Lubig, President
  - Michael McDonald, President Elect
  - Actions
    - Written in support of November 3, 2020 to change how teacher evaluations are done in regard to student growth data
    - Supporting MACTE and respond to legislation that reduces quality for who can fill vacant positions
    - How are EPI supporting candidates in areas of social justice?
- Michigan Independent Educator Preparation Institutions (MIEPI)
  - No updates at this time
- Consortium Outstanding Achievement in Teaching with Technology (COATT)
  - Focused on NP - Ed Tech endorsement
    - Some institutions have ceased offering the NP

9:25-9:35 a.m.

### **DARTEP Business**

Approval of Oct. 2, 2020 Minutes – located at [dartep.org](http://dartep.org)

- October minutes are approved
- 112 aye 0 nays

Cynthia Carver – SEL survey

- Social Emotional Learning
  - Defining what it is
  - How do we do that
- Survey to be completed by members of DARTEP
  - No need to forward
  - Survey is anonymous
  - Survey will be sent Friday, December 4, 2020
  - Length approximately 15 minutes
  - Questions contact Cindy Carver ([carver2@oakland.edu](mailto:carver2@oakland.edu))

9:35-10:35 a.m.

## MDE Updates

- Follow OEE on social media
- Legislation Highlights
  - Mental Health professional learning - voted out of education committee, standards would be created
  - Family members of students may substitute without college credits - removed family reference and now refers to anyone who is employed by the school without a certificate or permit; limited to 2020-2021, moved to whole house
  - No action on the dyslexia bills
- Sean discussed the Top 10 Strategic Education Plan
  - Increase the number of teachers in shortage areas
  - Presentation at November Board Meeting around this topic is available <https://bit.ly/Top10SEP>
- December Graduates
  - Temporary permit no longer available
    - Extension of dates to June 2021 for those that already hold a temporary permit
  - May be hired under a substitute permit
    - Full-year basic for those in non-core academic or with major
    - Daily for those without a major or test
  - Working to increase MTTC testing capacity
    - Four Detroit Area
    - Grand Rapids Area
    - Newberry
    - Recommend using Pearson Vue Centers - less chance of cancellation than campus centers
    - More to come in February
  - First Aid/CPR course are available
    - Hybrid courses available
    - Fully online are not permitted
- Administrative Rule Revisions
  - Goal is November 2021 release
  - Currently holding stakeholder meeting
  - Rules that will impact EPI
    - Specialist as Advanced Pathway
    - Elementary Program Requirements
      - Remove second area requirement
      - Completion of approved course of study and field experiences.

- Additional Endorsements
      - Remove with a minimum of 20 semester credit hours from the language
      - Only completion of an approved additional endorsement program including required clinical hours
    - School Administrator Programs
      - Remove reference to two endorsements “...with the appropriate PK-12 building or central office endorsement...”
      - Professional learning enhancement - Change language from endorsement to enhancement or speciality endorsement
        - Enhancement can be added to a valid or expired school administrator certificate with an appropriate endorsement
- Early Childhood & Out of School Time - Career Pathways through CTE Education and Training
  - Narrative also provided in the December 2020 DARTEP Update
  - Child Development Associate credential
    - aligns with the B-K
    - Will be working on alignment
    - Competency alignment - have added family and community engagement
  - Michigan School-Age Youth Development credential
  - CTE numbers
    - 351 districts have access
    - 38 LEAs (50 local high schools)
    - 25 ISD/RESA Career Centers (222 local districts)
    - 7 EMCs
    - 6 contracted programs with community colleges
  - 2020-2021 Interest
    - 441 districts could have access
    - 10 ISD/RESA Career Centers (85 local districts)
    - 5 LEAs
  - Marketing materials will be disseminated for the credential programs
  - Partnerships with CMU, Oakland, SVSU, Western
    - If you are interested in a partnership, contact Candace Vinson, Office of Career and Technical Education, [vinsonC@michigan.gov](mailto:vinsonC@michigan.gov)

- Questions:
  - K-8 MTTCs will no longer be offered after 2029 since the overlap with the 5-9 band

10:35-10:50 a.m.      **Break/Transition to Job-Alike Meetings**

10:50-11:20 a.m.      **Job-Alike Meetings**

## **Deans and Directors**

- MDE: started series of meet and greets with EPI leadership (MDE & state super leadership)
  - OEE strategic plan- illustrates internal structuring -encouraged to take a look, will be sent to Deans and Directors. Will also show prioritization of initiatives
    - Will benefits those new to position
- Joe Comment: it is nice how our state groups have a focus that is observable and working towards tangible connected outcomes- with roles clear- ways others can address
  - Connectedness with PK-12 partners as well very beneficial -especially when others feeling overwhelmed- helps to not compromise
  - Worry about burnout (especially with clinical partners)
  - Seeing the same with faculty
- Marcia: Met with a group of superintendents because seeing the same fatigue - wondering if students can do more partner teaching to help ease. They also asked how we will teach them about remote teaching and SEL. Students, parents, teachers all demonstrating trauma. (Group of 7 supers) We are burning out - also impacted by constant change. What can we do across the board -working together and to provide empathy
- Gail: increased pressure to hire those who have not completed programs. Not only at placement schools. Responding no but realizing great need.
- Susan: agree we have a responsibility as state educators regarding what we know about students and learning. Working with partner schools about engagement- noticed a need for social engagement outside of the school setting. They need coaching. We also need to be overt in addressing standardized testing. Be transparent and communicative and be explicit about addressing Socio-emotional needs
- Liza: hearing from college students as well. Students were doing well then dropped off. Struggling. In-coming freshmen said that the social aspect is gone. Quarantine increases issues around this. School districts are saying they won't take students in spring (increasing and now running out of placements). Related to restrictions of occupants in building.
- Angie: That is a tough consideration. Not just student teaching but other clinical experiences that student teaching builds on.

- Joe: reached out for advice. Taking formal action to change observations to focus more on relationship building. They still need to have solid planning but formal observations and related debriefing will have bigger focus on relationship building
  - How can we take pressure away from high school teachers who are managing so many students. Can dual enrollments help? Can it free up some time for them?
  - Trying to get placements (agree) hard. They want to place the student teacher but complicated by time and availability to communicate in online world
  - Complicated by having to stay home- lack of money
- Karen: having the same problem with close to home placements. We could agree to help each other out by not charging fees and working together. In addition, talking about the idea of maintaining standards. Long term impact of virtual, teacher work not appreciated. What are the key concepts students need to learn/master to move forward? How do we scaffold to mastery? What do we let go of? Partners also note that this would be helpful.
- Cynthia: In MiTEN group noticed that students in MAT program will be with them for 1.5 years and it will be mostly virtual teaching experience- fast forward we will have a lot of educators in the field prepared in different ways. What will be their needs? They will also experience more students with trauma. Experiencing issues with pandemic- how can we think ahead? Think of long-term responses and support each other.
- Joe: Idea- one thing he was able to push through is a reduced tuition rate for graduate courses. It is a first year teacher seminar. Noted benefits: Stay connected, allow to coach, discounted data collection point, maintains community with group. Allows for non-traditional ways of collecting evidence. Building into a masters program. (pathway into) Please steal this idea :-). Also willing to work together. They are going to offer workshops that are modeled after CTE to illustrate how to build relationships with children. Employees could do this on the clock - staffed by retired faculty. This would count as graduate credit (elective). Helps towards licensure renewal. Keep together as a cohort.
- Marcia: When making spring placements found teachers now working in virtual using canned programs- they are making contact less. They are having to ask more questions of mentors. Students (candidates) are upset with reduction in experience teaching. (Result of mentor teachers job changing. ) Can they have the experiences they need in this environment?
- Beth: Can MDE send out a letter about advantages of having student teachers?
- Gail: We got a copy of a letter that a district was going to use candidates as subs. So that is an additional consideration. We have an obligation to protect candidates.

## Certification Officers

DARTEP – Breakout Session – Certification Officers – 12/04/2020

1. [ProPrep: Provider Details \(state.mi.us\)](#) – page heading lists Endorsement (for individuals who hold a certificate) – Minimum 20 semester hours.

This is confusing to some prospective students who interpret this as meaning they can earn any endorsement with only 20 hours and some assume they can choose random classes that equal 20 hours.

Krista Reid has taken a screenshot of the page and will add the task of revisions to the MOECS work list.

2. Krista Reid explained that MDE is developing a series of documents designed for supporting the work of certification officers in communicating requirements to applicants for certification, renewals, adding endorsements, and related items.
3. Students often call certification officers with MOECS related questions and it is difficult to assist them because we cannot see the same MOECS screens the applicants see when they are completing an application. MDE will be developing a set of step by step instructions with screenshots that will help. Krista mentioned there are also some screen share apps that may be useful.
4. Legal issues that need to be reported to MDE have changed – effective immediately, civil infractions no longer need to be reported.
5. MTTC testing availability does not always look the same to certification officers and applicants – it was suggested that the applicant may need to refresh their browser or clear the cache on their computer to access the current information. Also, applicants who are having trouble finding an appointment date/time in their area should be encouraged to expand the distance parameters on their search. There are testing centers in the Metro Detroit area that have expanded hours, some 24 hours.

It was also recommended that students look for Pearson sites rather than sites at colleges or universities as the Pearson sites are less subject to closure and cancellation.

6. Temporary certification expiration dates will be extended so that certificates issued before June 30, 2020 will expire 06/30/2021.
7. A question was raised by Oakland about whether certification officers at other universities/colleges are responsible for the application process for new/revised teacher preparation programs that are submitted to MDE for approval. Most responses were that the responsibility was assigned to Deans, Assistant Deans, or other Ed. Prep. Personnel.

8. A question was raised regarding how to handle teachers who want to take courses to renew their certificate, but also want the classes to count toward an additional endorsement in light of the new grade-banded certification structure and eventual elimination of a number of endorsements. It was suggested that endorsement programs include a completion date requirement and/or disclaimer regarding compliance with “current” MDE requirements.
9. The next MTTC Verification roster is due before January 4, 2021 while institutions are closed for winter break. Per Pearson, there is no way to extend the due date.

## **Accreditation and Assessment**

- New Standards Update
  - Most public comment was on 3.2 ACT/SAT averages - most comments were not in support
    - Committee redefined language 3.2 - can EPI put together a reasonable way measure competency
    - It will still require council and board approval
  - New standards will be presented to the CAEP council soon
  - Council members are volunteers - board are invited members
  - Group would like to put forward a statement if they ignore stakeholder feedback on 3.2
  - New standards will continue to have some phase-in for some components
  - Diversity and technology are not cross-cutting and are embedded in the new standards
  - New Proposed CAEP standards, I think the version that went out for public comment:  
<http://www.caepnet.org/~media/Files/caep/about/revised-standards-page-spring-2022.pdf?la=en>
- MDE is reviewing the number of EPPs being reviewed in a single semester
  - Requested list of EPP and when they are scheduled to be reviewed
  - MDE will share when list is developed - most likely by next DARTEP meeting
- Principal Survey - are we still on-track? If in the DARTEP Update, it is on-track to be piloted spring 2021
- Data Collection during COVID
  - Suggestions for Standard 4
    - Most institutions are not collecting 4.1 & 4.2 during COVID restrictions
    - CAEP has extended phase-in
    - Recommended EPP’s document attempts to collect data
- Standard 6 - designed for EPPs that do not have regional accreditation - HLC approval can be put forward for this standard
- Documenting banding program changes in Annual Report. Report when EPP begins implementation

- MDE recommends EPP staff receive CAEP site visitor training. Contact Gina Garner for more information.
- Will InTASC be revised?
  - It has been revised in 2018
  - The document seems the same???
  - Could a crosswalk be created to be shared with EPPs

## **Field Placement Directors**

- MDE: can an email or letter be sent out to all MI schools/districts encouraging them to take student teacher and pre-student teacher placements; stating that student teachers are not considered campus guests but educators
- Continued challenges to make placements: Connect with ISDs to get help with placements
- Any creative seminar topics covered? (Jane Genzink, Calvin)
  - Sara Hoeve: using GoREACT and having students watch themselves teach and reflect; half of the observations are done on GoREACT to limit supervisors' time on campuses; professors use student teacher videos for professional development
  - Beth Feiten, Oakland: break large seminar group into smaller groups, about five students; university supervisors run their own seminars and determine the topic relevant to their context; once a month (a total of five) larger seminars are set up for bigger topics like certification, IEPs, etc.
- Any ways of helping student teachers or CTs approach changes or new problems?
  - Jane, Calvin: managing communication was challenging so she maintains a shared folder where she houses answers/emails with information as problems arise with new STs; FAQs with Calvin's protocols, suggestions for what to do if ST is in quarantine
  - Stacy Slomski, Aquinas: first seminar talking about how to organize information and procedures; students just want/need one on one care; directs STs to Google classroom where everything is posted
  - Ann Castle: use evaluation tool at the beginning of the semester to tell students what artifacts have to be collected and encourage them to talk in seminars about how they are meeting those standards; putting it on them to use to collect evidence
  - Beth Feiten: asks students to share what it is like to come into student teaching right now; most answers reveal it was a rough start but they feel more equipped--they saw how common their experiences have been
- Concerned with students getting hours in with universities changing start dates )Richard Rockwell)
  - GVSU: starting Jan 19 and encouraging students to not start earlier \*change from previous practice
  - Beth Feiten and Deb Warwick: students follow district calendar

- Jane, Calvin: students have a J-term and then are in classroom and still get all hours in
- Debbie Lively (SVSU): follow district's calendar; give ST an incomplete if they need more time
- Stacy Slomski (Aquinas): follow partner school calendar; important for students needing 20 week experience to start early
- A ST is going through a court case. Do you disclose to the district? STs are in placement for full year--final field--(Beth Feiten)
  - Questions about whether we are legally allowed to disclose that information
  - Calvin advises student with how to move forward; perhaps check with HR
  - Beth: EPP advises student to tell district
- Question about 15 days of independent instruction: is this a published MDE requirement?
  - NOT a requirement

11:20-11:35 a.m.      **Job-Alike Report-outs**

11:35 a.m.-12:00 p.m. **Break**

12:00-12:45p.m.      **Panel with Michigan State and Regional Teachers of the Year**

- What, in your preparation, do you feel really prepared you to teach?
  - A year long clinical experience
  - Clinical experiences and mentorship from master teachers - the network was invaluable
  - Methodology and providing experience in the classrooms prior to student teaching including a variety of grade levels
  - Being in the classroom from day 1 of my preparation, prepared to make assessment informed decisions, with classroom management, reflective practice
  - Confidence in making curriculum decisions and backwards plan a unit/lesson
  - Philosophy of education course - philosophy behind teaching and why we do what we do
- What are some things you did not learn that you wish you would have learned or been more prepared to do?
  - Lack of urban faculty preparing teachers to teach in an urban setting
  - More of the ground level content. How to run the day-to-day - classroom management - how you shift in the moment
  - How to meet the needs of students that are at-risk and/or experiencing trauma
  - Time management and self-care
  - How to balance the emotional needs of all students while still teaching the content

- Recommend Adverse Childhood Experiences (ACE) training
- Candidates are being prepared with a deficit model of reading literacy by taking a literacy diagnostics course
- More multicultural education, diversity that is not from a white perspective
- Make space for black, indiginous, people of color
- Are there ways that the high schools, especially in the minority districts, encourage students to go into the teaching field?
  - Windows and mirrors! Students need to see people like them!  
<https://anchor.fm/8-black-hands-podcast>
  - Independent study in high school exposed me to teaching
  - Teacher cadet programs at the HS level
  - Teaching assistant in HS

12:45-1:00p.m.      **MDE Debrief**

- 5-9 and 7-12: is there a phase-out date?
  - No just the final offering of the MTTC in 2029
- Stop date for elementary and early childhood banding has been removed
- Certification codes for elementary/secondary certs such as RX - the certificate will indicate grade level
- Candidate walk-through for certification available in Word document titled MOECS Enhancements sent out by Dan Membelia

***2020-2021 Meeting Dates:***

*Oct. 2, Virtual*

*December 4, Virtual*

*February 5, Virtual (GoREACT)*

*April 16, Virtual*