



February 4, 2022  
9:00 AM -12:00 PM  
Virtual Meeting

## Agenda

- **Zoom opened at 8:30 AM**
  - Social Time/Collaboration with Colleagues
- **9:00 - 9:30 AM**
- **Welcome** - Jennifer Klemm (Chair)
- **DARTEP Business**
  - Approval of December 2021 Minutes – Approved unanimously
  - April DARTEP - changed to virtual meeting
  - April – be prepared to nominate a new Chair-Elect (public institution)
  - DARTEP Treasurer’s Report - Beth Feiten
    - January Balance is \$13,973.78
    - Currently have 30 active DARTEP members.
    - Dues are either fully or partially paid by all institutions
    - At this time we are only able to process checks or Direct Deposit for additional members. In June when our contract expires with Merchant Services, we will determine if there are account services with lower fees to collect dues utilizing a virtual terminal to process credit cards (such as Square).
    - We have re-submitted our filing with the Michigan Licensing and Regulatory Affairs (LARA) for DARTEP; Bank account names will be updated once we receive our documentation from LARA
- **Organization Reports**
  - Michigan Association of College of Teacher Education (MACTE) – no report
  - Michigan Public Deans - – Michael McDonald. Encouraged EPIs to watch for [HB 5685](#) which allows uncertified student teachers to teach for a year (see [Bridge article](#))
  - Michigan Independent Educator Preparation Institutions (MIEPI) – Hope to hold a MIEPI meeting later this spring in April or May. Please send contact updates to Susan English at [englisus@aquinas.edu](mailto:englisus@aquinas.edu)
- **Hope accreditation Conference** - Doug Braschler
  - NO COST Virtual Conference!  
April 7, 2022 – morning and afternoon sessions

THANK YOU to the planning team: Jennifer Klemm Catherine Wigent Dale Linton Gina Garner Joe Lubig Beth Kubitsky Ray Francis

Morning Session: Data Collection presentation followed by time for EPI teams to meet

Afternoon Breakout Session ideas: Accreditation 101; clinical evaluation tools, verifying validity and reliability of tools, completer data from MDE

- **9:30 - 10:30 AM 2021-22 Michigan Teacher Leadership Advisory Council**

- **Jennifer Robel, MDE**

- 2021-22 Michigan Teacher of the Year: Leah Porter, Wilcox Elementary, Holt
- Regional Teachers of the Year for 2021-2022:
  - Region 1: Heather French, an English language arts and visual arts teacher at Lake Linden–Hubbell Middle/High School in Lake Linden Schools
  - Region 2: Kacie Hook, an English language arts and drama teacher at Roscommon Middle School in Roscommon Area Public Schools
  - Region 3: Theresa Ziegeler, a social studies teacher at Macatawa Bay Middle School in West Ottawa Public Schools
  - Region 4: Cheldora Haynes, a third-grade teacher at Martin G. Atkins Elementary School in Bridgeport-Spaulling Community Schools
  - Region 5: Janet Swarthout, a speech and drama teacher at Caro High School in Caro Community Schools
  - Region 6: Leah Porter, a kindergarten teacher at Wilcox Elementary in Holt Public Schools
  - Region 7: James Johnson, a social studies teacher at Loy Norrix High School in Kalamazoo Public Schools
  - Region 8: Bethany Vonck, an English language arts teacher at Washtenaw International Middle Academy in the Washtenaw Educational Options Consortium
  - Region 9: Brian Paul, a fourth-grade teacher at Highview Elementary School in Crestwood School District
  - Region 10: Janine Scott from Detroit Public School District
- Discussion & Comments
  - The importance of communicating and building relationship with families
  - Co-teaching tips (not just within special education)
  - Time and workload management
  - Navigating work environment and workplace culture
  - How to TRANSITION and adjust to job changes and changing work environments, how to transition to working with different age/grades, working with different colleagues and administrators,
  - Addressing controversial topics and external community biases
  - Teacher contracts and unions

- Teaching executive functioning to children; the impact of the pandemic on self-regulation, self-management. (Executive Functioning resource: <https://www.teachspeced.ca/executive-functioning> )
- The pressure on teachers to address academic learning gaps due to the pandemic; learning how to adapt and modify curriculum
- The collective trauma on teachers and students from the pandemic
- Some novice teachers' lack of knowledge of educational technology (e.g. Google Classrooms, wifi, Zoom, Teams, Cami, Paradox, etc.)
- Development of interpersonal skills, communication skills, conflict resolution, team building skills, etc.
- Scenario, role-play, simulations, analysis of video recordings
- Establishing PLC's in field work classes to develop collaboration skills
- Learning to analyze data and plan lessons as a team or create a small systems cycle (work we do as educators regularly)
- Sitting in on teacher meetings, staff meetings, conferences, PLC meetings – more than just classroom observations
- Applying cross-curricular prep (ELA, Math – Science and SocSt); steps of writing progression and being able to apply writing across the curriculum; how to fit time for all the subject areas into one day/week
- Support needed by mentor teachers
  - More TIME to observe and coach novice teachers but most are teaching full-time and can't go observe. They end up being more "cheerleader" than mentor. They need "live-action mentoring"
  - Professional development on mentoring and coaching; awareness of the coaching cycle; need to learn how to approach someone effectively; how to have hard conversations;
- Novice/Student teachers need more time to observe and meet with other experienced teachers; Observation needs to also continue during the novice teacher phase when they have more experience to connect to what they observe.
- Supporting teachers adding endorsements or degrees:
  - Need Time and Money!
  - Appreciate (free) Michigan Virtual University for SCECHs.
  - Virtual and out-of-state graduate programs are attractive because they are flexible)
  - Need release time to attend conferences (instead of having to use personal days); finding a sub teacher; the work needed to prepare for being gone during a conference
- Culturally Responsive Teaching:
  - Advocacy is critical
  - A new teacher needs to be careful and needs to develop an awareness of the broader community in order to be an effective change agent. District demographics and values will vary.
  - How do we bridge the gap between what we know about CRT and where a community stands.
  - Prepare candidates to be advocates of kids and know how to respond to questions and concerns. New teachers also need admin and board members who support them.

- Candidates need diverse placement experiences
  - Emphasize growth mindset that
  - Pushback from the community on CRT but District Admins are supportive. Board members need thick skin to push initiatives forward.
  - Book recommendation:  
<https://www.amazon.com/Crucial-Conversations-Talking-Stakes-Second/dp/1469266822>
    - Team-teaching, multi-disciplinary lessons (focus in the late 1990's)
    - Using data to drive lesson planning
    - Seek on-going feedback from the field and from recent graduates, Alumni panels, advisory boards
    - Leverage use of video recordings for reflective practice (e.g.; GoReact, Swivl)
- **10:30 - 10:45 AM Break (10 minutes)**
- **10:45 - 10:55 AM MDE Updates**
  - See Powerpoint and Handout
- **10:55 - 11:45 AM – MITEN – Michigan Teacher Education Network & Job-Alike Discussions**
  - MITEN is a collaboration group that works on developing resources to support implementing the Core Teach Practices (CTPs)
    - Sean Lancaster - Professor at GVSU
    - Corey Drake - Professor at MSU
    - Paula Lancaster - Dean of the College of Education & Human Services at CMU
    - Kevin Cunningham - Professor at CMU
- **11:50 AM - 12:00 PM Job-Alike Report Out**
  - [Job-Alike Notes \(Deans & Directors\)](#)
    - Challenges with fidelity of CTP implementation: training of adjuncts, training of full-time faculty, time/capacity for competing project work
    - Value of connecting CTPs to work
  - [Job-Alike Notes \(Accreditation & Assessment\)](#)
    - Candidate knowledge & Candidate skill role play, micro-teaching, video recordings scaffolded formative feedback
    - MTTC scenarios will assess CTP understanding
    - CAEP program review 6 months prior to Self Study
  - [Job-Alike Notes \(Clinical Placement Coordinators\)](#)
    - Cooperating teacher training; access to MITEN

- Institutional examples: Problems of practice (CTPs) workshops – candidates and in-service teachers, etc.
- SCECHs for CTs and mentors – disparity concerns
- Pandemic impact and pressure on student teaching placements

■ [Job-Alike Notes \(Certification Officers\)](#)

(Limited opportunity for this group to meet.)

- Program offering
- SCEH coordinator roles
- MOECS issue with Firefox browser
- Grade band with ZS endorsement (?)
- Evaluation systems; Results Analyzer
- MTTC results for Traditional vs Alt-Route candidates
- Vouchers and test costs
- Lack of notification when application is waiting in MOECS

- **12:15 Meeting Adjourned**