



December 2, 2022

9:30 AM -3:00 PM

Oakland University

Oakland Center, Founders Ballroom A (Second Floor)

Meeting Minutes

For more detailed information about the meeting, please refer to the slide presentations, or the meeting recording.

- **9:30 AM**
 - Coffee
 - Social Time/Collaboration with Colleagues
- **10:00 AM Welcome - Marcia Fetters & The Oakland University School of Education and Human Services**
- **DARTEP Business**
 - Approval of October 2022 Minutes - Marcia Fetters
 - Motion by Lisa Ling
 - Seconded by Beth Feiten
 - Motion properly moved and seconded to accept the October 2022 minutes
 - Election of Chair-Elect (Independent) - Marcia Fetters
 - One nomination for Diane Brown
 - Motion properly moved to accept Diane Brown as Chair-Elect
 - DARTEP Treasurer's Report - Beth Feiten
 - Some institutions still need to pay dues
 - Balance \$16,886.53
 - Introductions of DARTEP members on site
- **Organization Reports**
 - Michigan Association of College of Teacher Education (MACTE) - Doug Brasschler
 - Standard 4.1 case study - found a correlation with growth data score and end of year evaluation score for teachers. MACTE took the study to the State level. Collected data from regions around the study.
 - This is the last year that the CAEP conference and DARTEP meeting will be held at Hope for the spring - hotels are available at Haworth and downtown. Committee is meeting to plan the conference. Please send ideas to Doug.
 - Michigan Public Deans - Marcia Fetters
 - Spring Retreat that will include MIEPI
 - Following legislation and concerned with lame duck session
 - Michigan Independent Educator Preparation Institutions (MIEPI) - Laurie Burgess
 - No report

- **10:30 AM Break and Networking**
- **10:45 AM Dr. Michael Rice**
 - Michigan's Top 10 Strategic Education Plan
 - Goal 7 - Focus on Teacher Shortage
 - Historical perspective based on the stats - we are improving the number of teachers since 2011, including an increase in teachers of color, particularly Black/African American and Latino/Hispanic teachers
 - Variety of ways to develop the profession - leaning into innovation to determine best ways to increase the number of teachers
 - Q&A
- **11:30 AM Lunch and Networking**
- **12:45 - 1:45 PM MDE Updates - Sean Kotke**
 - Nadia Vann, Professional Practice Consultant introduced
 - Legislative update - lame duck, minimal number of scheduled sessions; ed bills not anticipated to see action
 - Waiver on 90-day limitation for daily substitute permit placements; not intended for long-term assignments; must request an extension that is approved by the superintendent. Waiver has been waived so schools can utilize subs longer than 90 days.
 - Grow Your Own Grants
 - Phase 1 - \$1 million; candidates afforded the funds completed 50% of their program and in high needs fields
 - Phase 2 - \$175+ million; alt routes and degree-granting programs; applications open next week (Dec. 5-9). Application technical assistance webinar, Dec. 16, and another EPP-K12 collaboration seminar coming up.
 - Troops to Teachers Grant - \$15 mil in grants to pay salaries for qualified veterans for up to two semesters of student teaching and up to two years of service required (unrelated to Troops to Teachers that had run in the past)
 - Rostering Change for Stipend - extra layer of verification of students required, rather than student numbers, called Unique Identification Codes (UICs) and helps facilitate the data sharing process between Treasury and Education to ensure grants are awarded smoothly and in accordance with the law.
 - Kate Gives a Data Bonus - UIC is a state identifier which would allow MDE to provide better data and link it together for EPPs
 - Survey for Innovative Practices - emphasis on utilizing our current EPPs' ideas for innovative practices; allows MDE to gather more information to help prospective teacher candidates

determine which EPPs programs would be a good fit (program examples: online/hybrid, competency-based, place-based, residencies, consortia, etc.). Concern about barriers to creating innovative programs/practices.

- Visual Art & Music Ed Standards - work begins early summer '23, need CTS and faculty/program coordinators to help with the work
- Reading/Math Specialist Standards Development - currently on pause pending other MDE-wide initiatives in literacy and numeracy
- Supports for Science Program Revisions - networking opportunities; MDE requests names/emails of Science Ed Instructors and Science Instructors (send to Darcy McMahon)
- Professional Practices - MDE developing EPP-specific technical assistance around criminal convictions, disclosure expectations, and best practices and needs input from EPPs
- Q&A
- **1:45 - 2:30 PM Job-Alike (Notes are in the following pages)**
 - Deans & Directors
 - Accreditation & Assessment
 - Clinical Placement Coordinators
 - Certification Officers
- **2:30 - 2:45 PM Whole Group Job-Alike Report Out**
 - Whole Group Job-Alike Report Out
- **2:45 - 3:00 PM Closing Remarks**

Future Meetings

- February 3, 2023 - Virtual
- April 14, 2023 - Hope College - *Under review*

December, 2022, Deans & Directors Job-Alike notes

Starter Questions, from registration:

- “Innovation strategies from MDE”
 - MDE slide lists programs that they have seen (consortium, online/hybrid, etc.)
 - have not seen competency program take off in Michigan,
 - fewer WL programs (through Teacher Ed prep programs) - suggestion that WL programs in EPPs be part of a consortium program
 - Demand for sustainable programs - AA that leads to a BA/EPP program
 - Suggestion: regular survey/living doc that can collect data on programs - updated, new, changes
 - MBA programs that lead to initial cert for Special Ed - Think outside of the normal schedule; although the challenge is some traditional programs only offered during the day rather than weekends/evenings (i.e. small EPPs)
 - Individuals that work full-time need alternative options for taking classes (i.e. parapro teaches all day cannot take a 3 hour class each week); idea: offer one class over a longer timeframe
 - Concern about programs that are funded by grant money - may not be sustainable; high effort, then funding runs out (i.e. Esther Funds)
 - Example of innovative idea: EPP offers EC center/ Oakland has an EC center that can provide a model to other EPPs
 - Concern about future of traditional EPP because of Alt programs
- Do you compensate mentor teachers for student teachers? If so, how much. If so, what funds do you use? [SURVEY](#) (<<correct link)
 - Course load (4)
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 - Union contracts might prevent a teacher from receiving payment for work conducted during the school day – therefore pay EPP pays district/schools who then pay the teacher
 - 25 SCECH for final fields / 50 for Interns
 - Question for MDE: Could there be funding for mentor teacher compensation?
 - Grow your Own programs - language: “including, not limited to” clause, means CT pay could be built into budget
 - Michael McDonald - Paying the mentor teacher had been reviewed with legislators but the language did not specifically make it into the grant specifically like it did for the teacher candidates
 - WMU - interns may do their internship as a long-term sub if they have a paid mentor (with stipulations - i.e. meet with mentee at least once per week, rate of compensation, etc.)
 - Question: prof development for CTs? Cornerstone has modules. Marcia suggested that CFAST can help with PD for CTs
- What is your background check process (frequency, company used, additional checks (misdemeanor disclosures, etc.)?
 - Oakland has P-12 schools run the background checks because of liability
 - OU runs background checks at the first field experience and again at the student teaching clinical. Districts run their own background checks at student teaching

- OU is moving towards annual disclosures of convictions, charges, and loss of license
- WMU legal counsel states that EPP cannot address charges
- Common theme among some EPPs - concern about liability and the challenge with innovation
- If students have a listed offense, they will not be hired in a school - therefore, tell students at the front end of their program. Do checks early and often.
- WMU gives a form to students that communicates they cannot get hired with an offense, even if they are in the process of being expunged - but still have student sign form to reflect their knowledge
- Wayne State - Requires a background check every six months
- How have you been? (seriously: How have you been?) - Sean says, "very well." "Nadia loves her new employment!"

Starter Questions, from registration:

- Alternative certification options circumventing university preparation programs
- Do you pay your mentor teachers a stipend, and if so, how much?
 - We circulated this at one point. We'll find the link for the Google Sheet where we collected this data.
 - A survey has been created by new director of teacher ed at OU
 - (Audra): This is the OU survey:
<https://docs.google.com/document/d/1BTDT29F-lycjcWOrQM2EMjvkYqBfYij5N3yPVDQ7ys/edit>
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 - Student Teaching
 - \$50 - \$100
 - Spring Arbor offers \$160
 - \$100 gift card by Amazon
 - \$350 out of state
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 - UM-AA - University Card -
 - PRE(50 - ?) and ST (200 - 300 per student)
 - Faculty want to piloting paired ST
 - Questions about grade bands
 - Trade STs
 - ST: 12-weeks of one grade band (initial - 300 hours) and the second is their additional which is 50 hours for a grade band.
 - We reviewed the Clinical Experiences Document (pg. 17): "A minimum of 50 SCH across the additional gradeband in the latter portion of the Apprenticeship or in the Internship. Flex hours can be used" (p. 20).
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- Felony Misdemeanor process
- How are other institutions managing stipends?
- How are you working with partners regarding subbing considering the stipend?
- How much do you pay supervisors and cooperating teachers?
- What strategies are being used for placement for grade bands with districts?
- What's on your mind regarding student mental health needs

December, 2022, Accreditation & Assessment Job-Alike notes

Starter Questions, from registration:

- Any advice on what to do to be ready to write an annual report?

From the online group

In preparation for an annual report, think about:

- Who, across the unit or institution involved in writing?
- Where is the data housed? How to collect data?
- Collecting and maintaining data for graduates, partners, employers
- Using Microsoft Teams to share data via spreadsheets
- Set up systems where data is collected on a regular basis and a system for storing those data

More generally beyond the CAEP annual report

- Start the thinking with Standard 5, organize around how, when, why...data will be collected, maintained across the program

December, 2022, Clinical Placement Coordinators Job-Alike notes

Starter Questions, from registration:

- Alternative certification options circumventing university preparation programs
- Do you pay your mentor teachers a stipend, and if so, how much?
 - We circulated this at one point. We'll find the link for the Google Sheet where we collected this data.
 - A survey has been created by new director of teacher ed at OU
 - (Audra): This is the OU survey:
<https://docs.google.com/document/d/1BTDT29F-lycjcWOrQM2EMjvkYqBfrYij5N3yPVDQ7ys/edit>
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- Student Teaching
 - \$50 - \$100
 - Cornerstone University offers \$50 per Student Teacher CT
 - Spring Arbor offers \$160
 - \$100 gift card by Amazon
 - \$350 out of state
 - UM-Dearborn offers \$100
 - UM-AA - University Card -
 - PRE(50 - ?) and ST (200 - 300 per student)
 - Faculty want to piloting paired ST
 - Questions about grade bands
 - Trade STs
 - ST: 12-weeks of one grade band (initial - 300 hours) and the second is their additional which is 50 hours for a grade band.
 - We reviewed the Clinical Experiences Document (pg. 17): "A minimum of 50 SCH across the additional gradeband in the latter portion of the Apprenticeship or in the Internship. Flex hours can be used" (p. 20).
 - Question about art, music, phys. Ed. - number of hours for the internship - hasn't been changed yet - Art and Music is in the process of being updated
- Felony Misdemeanor process
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- How are other institutions managing stipends?
 - Work through financial aid
 - Supporting students through email
 - Consortium agreement with other colleges in your area? Cornerstone University shared their experience - email MDE for supporting evidence
- How are you working with partners regarding subbing considering the stipend?
 - No change except for longterm subbing
 - Partners are figuring the cost - in some instances the stipend isn't as high as being paid.
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- How much do you pay supervisors and cooperating teachers?
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 - CTs are noted above
 - We collected this data previously. [Insert link here if you find it.]
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- What strategies are being used for placement for grade bands with districts?
 - Flipping placements between PRE and ST (e.g., UM-D two seven-week experiences for Apprenticeship I)
 - Remote lab school placements early on in literacy (small group tutoring) - ensuring “big group” placements - tied to an ELA course - apprenticeship placements (six times - this entails the first three experiences); another example of the course in the same building and clinical coaches.
 - In some instances, students can request where they’re placed (4 sessions); some choice in other programs, too.
 - Use the apprenticeships to consider mentors for internship experiences moving forward
 - Discussed diverse placement processes (repeating in the same district up to two times, or within the same site across two semesters, various processes that meet our partners’ choices, students may choose to reach out principals to work with HR for them)
 - CAEP process for telling the narrative in instances when the students are placed in the same context across the program, the academic year, etc.
 - Challenges with Social Studies teachers. Perhaps use ATLAS videos; students can pay for the subscription fee in place of the textbook; course fees?
- Affiliation agreements’
 - Perhaps use an MOU in place of an affiliation agreement
 - Partners may request to the AA/MOU process
 - Perhaps the forms do not have to be used for those one offs?
- What’s on your mind regarding student mental health needs?
 - More students are asking for accommodations
 - For many of the students, their entire college career has been unusual (leniency, due dates, etc.). Contemplated how to handle what they grew used to versus the expectations that they need to meet,

Have conversations about self-care

UM School of Education-psychological services embedded part time social worker

CAPS program unable to staff/private sector pays more so they lost staff

NOT a Newsletter goes out every other week- Be Well listing FREE resources to remind students

Building Mindfulness regarding time

December, 2022, Certification Officers Job-Alike notes

Starter Questions, from registration:

- Have any institutions begun to experience districts that won't issue SCECHs for Cooperating Teachers and are referring the CTs back to the higher ed institution as was done in the past?
 - SAU is not a SCECH provider, has not gotten feedback from districts or CTs coming back to us regarding this.
 - Aquinas - has applied as a SCECH provider
 - GVSU has always awarded SCECHs for our mentor teachers through our Continuing Education office. We did need to adjust this process because we discovered that some mentor teachers were trying to receive double credit (SCECHs from GV and their district). To address this, we created a verification form that needs to be signed by the principal/building administrator to verify that they are not already receiving credits for having an apprentice/intern.
 - Here is an example of the form:
https://drive.google.com/file/d/1bYCI2MDae0gc3SWJZq2RnRfRP58_yD3f/view?usp=sharing
 - How many SCECHs do EPPs award to CTs? GVSU Apprentice(clinical experience) mentors get 25, and Internship(student teaching) mentors get 50. Aquinas is talking about offering 75 SCECHs.
- Question raised about MTTC test prep: for new grade bands tests, the questions are directly aligned to the teacher prep standards for the grade band. Lower & Upper Elementary practice tests are more robust that describe why the correct question is correct, and why incorrect questions are incorrect. When candidates register for the test, the practice test is free for that registrant. It is available for 2 years in their NES account. The request was made to provide this practice test to the EPPs. EPPs could register for a test, download the practice test, and withdraw and receive a refund. Other outside resources such as Study.com, 240 Tutoring, Mometrix. Confirmed that Mometrix DOES have study materials available for the new Elementary Grade Bands.
- Western Governor's when a candidate couldn't pass the 103 MTTC, they directed the student to Oakland for test prep support. Question is: Is this common, so other EPPS receive these types of requests? Concerns about candidates that EPPs don't prepare coming and asking for test prep.
- Concerns about the "COVID" group of teacher candidates' lack of skills, trends in passing (or not) the MTTCs, lack of professional behaviors, academic abilities (writing, test-taking, etc.).
- How many require candidates to take (attempt) the MTTC prior to student teaching? Concerns about the growing number of candidates who are lingering after graduating that are not passing MTTC and taking it over & over. Ferris: those that pass MTTC are approved to be the teacher of record during their student teaching; those that do not pass are not allowed to be the teacher of record, must have a traditional placement within the mentor teachers' classrooms.
- Questions were raised about GPA requirements - this is at the discretion of the EPP; likely tied to accreditation. MDE does not have GPA requirements.
- Students in online/alternative route preparation programs are requesting help preparing to pass MTTC 103 - is this happening at other EPPs?
- What are some things we need to be aware of with the new Grade Band changes? Candidates are expressing concern, frustration, anger about the inequitable test costs to becoming an Elementary certified teacher vs. Secondary. However, they appreciate the ability to retake only

the segment that they do not pass initially. Proposal about building it into course fees or options for financial aid to cover an attempt?

Job-A-like: Certification Online Group Notes

- Certification Officers
 - Question asked: ISD SCECHs for cooperating teachers, the responsibility shifted to districts
 - Some districts opted not to do the SCECHs
 - Are you finding other school districts doing the same thing
 - SCECHs specific to cooperating teachers
 - Grand Valley does SCECHs through continuing Ed office
 - Notice teachers try to double dip usings district and Grand Valley SCECHs
 - Students in online Alternative Route Program
 - Students are asking for MTTC preparation materials
 - Does anyone have resources they find useful?
 - Look for neighbor state questions to expand the experience with types of questions
 - MTTC Test 112 and 113 why aren't they getting a discount for the second required test
 - Pearson should prompt (when registering for 112) the 113 requirements
 - Need help or services to pass the exam
 - Study Skills or prepping for it
 - Send Students to content area faculty, especially for foreign languages
 - Need to expand accommodations, ELL
 - Grand Bands
 - Is IEP offering all grade bands
 - Some have all three, some two
 - Yes, a student can do more than one grade band
 - Some EPis are encouraging two grade bands
 - What are the pass rates for the MTTC for the new grade bands?
 - Not enough of a sample size just yet
 - Have you advised student to take the lower-level tests then later take the other area test (after certified)
 - No do you require students to pass MTTC before intern
 - Some yes, some no

- UM Dearborn, pre-pandemic required MTTC before ST, but have since changed the policy
- Any exceptions made for student moving out of state
 - Must be certified in MI first
- Out of State Verification
 - Records kept for clinical placement
- In MOECS can delete a application after five years of candidate have not paid (after recommendation)
- When do EPIs meet with teachers about certification requirements
 - During ST Seminar (twice)
 - Feedback about size of information?
- For School Admin do you send out certification Info
 - No, mostly allow the department to take care of that
- Anyone helping their EPIs with Secondary Math or ELA

SVSU, math 45 to 50 credits of just math, trying to get to less credit hours