



February 3, 2023 - 9:15 AM -3:00 PM  
Virtual over Zoom

## Minutes

- **9:15 a.m. - Welcome - Marcia Fetters**
  - Update from Sally Rae
  - Welcome to new members - new members introductions
- **DARTEP Business**
  - Approval of December 2022 Minutes - Marcia Fetters
    - Motion by Beth Feiten
    - Seconded by Sally Rae
    - Motion properly moved and seconded to accept the December 2022 minutes
  - DARTEP Treasurer's Report - Beth Feiten
    - Some institutions still need to pay dues - 29 are paid
    - Balance \$17, 398.04
  - April 14th meeting information - Doug Braschler
    - This is the last year that the CAEP conference and DARTEP meeting will be held at Hope
    - Cost of the conference is \$125 for both day; \$80 for one day
    - Two emails coming regarding Conference
      - All things registration - includes links to hotel
        - Hotels are available at Haworth and CitiFlats - \$189 until mid-March; after mid-March, hotels are first come first serve.
        - Start time 10 am Wednesday - 4 pm
        - Thursday 9-4
          - Includes team time each day
        - Friday - DARTEP
      - Request email
        - Select topics for Wednesday and Thursday
        - Three sessions concurrently - range from Accreditation 101 to specific topics
        - Volunteer your expertise
  -
- **Organization Reports**
  - Michigan Association of College of Teacher Education (MACTE) - Beth Kubitskey
    - In the middle of planning A Day on the Hill
    - Initiatives - Talent Together, etc., we need a collective voice
    - More info after February 8 re: dates for summer retreat, etc.
  - Michigan Public Deans - Marcia Fetters
    - Spring Retreat that will include MIEPI

- Several ad hoc quick meetings - GYO and Talent Together
    - March 1 and April 19
    - Will get together with MIEP
    - Possible summer retreat.
  - Michigan Independent Educator Preparation Institutions (MIEPI) - Laurie Burgess
    - Lansing meeting February 15.
      - Let Laurie by February 7 know if you are attending
    - Conversations with MiCU and MANS discussing future educator stipend and how it doesn't apply to private schools.
- **9:45 a.m. - MDE Preview of Guests and Topics**
  - Michigan Teacher of the Year Advisory Committee Panel + Michigan Teacher of the Year
    - Nanette Hanson - Region 1 & Michigan T.O.Y.
    - Cathy Lamberies - Region 2
    - Bill Boerman - Region 3
    - Dawn Perez - Region 4
    - Karen Sleno - Region 5
    - Ashleigh Lore - Region 6
    - Dustin Sayers - Region 7
    - Stacey Trosin - Region 8
    - Jennifer Sepetys - Region 9
    - Carl Brownley - Region 10
  - Representatives from EPIC - Education Policy Innovation Collaborative - Tara Kilbride
    - x
    - x
- **10:00 a.m. - MTOY/RTOYS (Michigan Teacher Leadership Advisory Council)**
  - How did undergrad programs prepare you best - what tools?
    - Early experience in classrooms across all possible placements
    - Camping with students via YMCA camps to practice socio-emotional learning, team building, etc.
    - Content area preparation (high school science) - fluency in content is pivotal
    - Specific methods courses for specific content areas
    - Flexibility with placements so that students can find / stay with their own choice of placements for additional hours
    - A semester of teacher assisting - 3 days per week in the same classroom - immediately prior to student teaching.
  - As teachers of the year take on student teachers, what do you see that candidates need more of, or what did you need more of?

- Gen Ed. teachers need more exposure to all things special education (I.E.P, 504, etc.) during pre-service
    - Increased content background
    - Longer apprenticeship, not just one semester of student teaching
    - Secondary candidates need to learn how to differentiate and “rotate” students like elementary teachers do.
    - Improved awareness of routines, interactions with students, the importance of calling students by name, lesson construction from bell to bell, and multitasking
    - Awareness of time investment required to be a teacher
    - Being flexible and understanding of the new teachers - the job you get is not necessarily the job you prepared for. Learn how to learn about the community, building relationships with students and families and maintaining communication, in appropriate ways.
    - Scaffolding and anticipating students’ needs - This is the art of teaching
    - Classroom management, procedures for starting and ending classes as well as making expectations known
  
  - What recommendations do you have about preparing candidates to work with backgrounds different from their own?
    - Be relevant and know your students, their interests, past times and cultures.
      - Capturing Kids’ Hearts - “Good Things” to build connections and team building activities on a daily basis
      - Build relationships, not content knowledge, during the first two weeks
      - Continue this throughout the year, not just the first two weeks
    - ACE’s and Trauma informed teaching - increased number of student suicide and suicide attempts
    - It’s ok to ask for help - new teachers can be reluctant to reach out. It is your job to nurture and grow your students.
    - Be involved after school - athletics, clubs, tutoring, music/theater, etc
  
  - What is your most valued collaboration with an education preparation program?
    - Cross age tutoring - returning students interact with current students
    - Desire to be part of teacher preparation.
    - Teacher candidate conference
  
  - What happened on your best day and what happened on your worst day
    - Individual stories were told
  
  - x
- **11:00 a.m. - Lunch and Networking**

- **11:45 - 12:30 p.m. - Education Policy Innovation Collaborative (EPIC) - Tara Kilbride**
  - A copy of the presentation is located on the DARTEP site
  - Background Data and Methods
    - Law requires an annual report on MI teacher shortage
    - Initial report was published last year about “state of the data”
      - Limited by available data and multiple ways to analyzed
      - Initial recommendations to improve data included
      - Data collected - Vacancies, Retention, Teacher Preparation, High-need regions
  - Results - link to the report on EPIC's site:
    - <https://epicedpolicy.org/michigan-teacher-shortage-study-comprehensive-report/>
    - Vacancies
      - Changes shown primarily relate to teachers employed and reported by multiple districts (virtual and on ground positions)
      - Rates at which teaching positions are filled by temporary credentialed teachers - Science teachers across the state and Science and ELA teachers in certain areas
    - Retention, Mobility and Attrition
      - Many delayed changed until 21-22 school year
    - Teacher Preparation
      - Slight Increase in 2017 followed by decrease beginning with the pandemic
      - First year teachers largely work in the lower half of the lower peninsula - placement often related to their EPP location
    - Highest Need Regions
      - Patterns on map show equity distributions
      - Compare shortage map with where graduates go
    - Implications
      - Teacher shortages are local
      - One size fits all may not be appropriate
      - Increasing the number of new teachers without changing anything else probably won't help the shortage. Focus recruitment on areas where there are shortages, as well as placing more student teachers in these districts.
  - Questions
    - Q: Uncredentialed science and SPED teachers include exact match to position rather than general SPED or Science teachers. This problem may also show up in the new grade bands.

A: Many science teachers had a science teaching credential, but not the one that matched the position.

■ Other thoughts

- Teaching positions are changing. MDE may need to change their metrics and the data they are collecting.
- What are the long term implications for teacher preparation are there in light of the uptick in distance learning?

■ Additional Data and Questions

- <https://www.michigan.gov/mde/Services/ed-serv/educator-workforce-research>
- <https://www.michigan.gov/mde/Services/ed-serv/educator-workforce-research>
- [boswellgallagherk@michigan.gov](mailto:boswellgallagherk@michigan.gov)

● **12:25-1:30 - MDE Updates**

○ New Staff

- Marcie Melton - Administrative Assistant
- Jenni Dickens - GYO
- Dante Watson - Manager of Recruitment and Retention

○ Review updates issued by MDE

○ Legislative Updates

- HB 4038 - Substitution Teacher requirements
- HB 4044 - Eliminates pay cuts during negotiations
- Budget Proposals presented next week at Heritage Hall
- Committee meetings are broadcast live on the internet
- Dr. Rice sent letter to legislators calling for reinvestments in teacher preparation. - QR code in Bridge Magazine. Menu of policy options - addition by subtraction and addition by additions (GYO funds recurring plus additional funds)

○ GYO Grant window closed January 31.

- 222 applications - 90 alternate routes
- 235 million requested which exceeds the budgeted amount
- Preliminary administrative review is currently ongoing, then on to scoring teams, recommendations to Superintendent in March
- Project announcements on April 6.

○ Future Educator Fellowship and Student Teaching Stipends are run by Dept. of Treasury. Direct all questions there.

○ Innovative programs featured at State Board of Education - see slides for specific details

- New board members on the State Board of Education
- Program Applications submitted in November
  - Currently in team review - feedback in mid-April
  - Delay launch and/or submission of programs so all can go together? - in conversation
  - Timeline of current MTTC sunset dates
- Visual Arts and Music Education Standards update work starts this summer - volunteers are needed. Reach out to Gina Garner
- Reading/Math Specialist standards development is still on pause
- Supports for Science program Revisions - Darcy
  - Implementation team has hosted a networking session
  - Next session February 17
  - One day symposium at NSTA on March 3
  - Professional learning series May 10-12 and September 15 & 22
- Professional Practices - continue to send suggestions to MDE with training suggestions in the subject line - professionalpractice@michigan.gov
- Reminder to check out the social media posts
- Question and Answers
  - When will secondary social studies standards will go to the board?
    - Presented to the board 2/14; public comment through 3/16; approval in May
  - What about starting all secondary programs up and the same time and the sunsetting of tests
    - MDE can change projected onboarding and sunsetting dates. Science tests are in development; Social Studies are not yet in development.
    - Ideal is that the candidates complete a standards aligned program that matches the test and matches the endorsement code. The goal is a quality teacher.
  - In regards to modern language programs, when do EPPs need to stop admitting candidates to grade level based programs?
    - Decisions are available on a program by program basis.
  - Social Studies standards approved by the board in May, timeline for exam?
    - Not yet. However, with PK3 and 3-6 tests took 4 years from approval of standards to test is operational.
    - Complications with Social Studies and Science are the fact there are large content Social Studies and Science tests as well as content specific tests
  - Is there a way for EPPs to block candidates from taking the wrong test?

- If EPPs handled test registration, it could work; however, there are over 1,000 tests taken every year.
- Are there any communication plans or advising plans or ... at the EPP level?
  - Examples of where communication plans have worked or not
- EPPs can invest in additional vouchers to help students who took the wrong test.
- To use a voucher candidates have to get a code from the EPP
- Students could have a course fee attached and would then get a voucher from EPP which would somewhat control the testing.
- Can we clarify a person's ability to get the K-8 discipline endorsement without the Elementary? True/false?
  - True - risks to the teacher
  - Removed an incentive to go to another state
- Is the professional sequence required for K8 Elementary?
  - Up to the EPP
  - Prior to Grade Bands, there was no peer review of the professional sequence of the program
- Will the K8 Disciplines go away?
  - Yes. As the 5-9 and 7-12 programs are replaced, the K8 Disciplines will end.
  -
- Recruiting students into BK - what jobs will become limited to BK certified teachers in the future? GSRP, Headstart, etc?
  - BK was conceived as a "both and" to expand employment
  - No anticipation as to BK requirement
  - MDE has worked to publicize BK cert as good for GSRP, etc.
  - Some ECE graduates are returning to add the BK cert so they can work in public schools. Some want the BK because they don't want to get moved to a grade 1-3 classroom
  -
- Flexibility that EPPs have
  - Candidates who have not done well on the 103 Elementary test.
  - If the EPP has reasonable assurance that the candidate is competent in the narrower PK3 test or BK test, MDE is comfortable with the students testing in that area.
  - This has been done with out of state people.
  - Examples were shared
- What latitude do we have, if any, in counting life experience to waive courses.
  - Must be available to any candidate

- Must be competency based - competency must be demonstrated
- University must have a plan for competency based credits
- Document, document, document
- Examples were shared related to covid drop out/stop out

- **1:30 - 1:40 p.m. - Break and Networking**
- **1:40 - 2:30 p.m. - Job-Alike - *Notes appear on the following pages***
  - Deans & Directors
  - Accreditation & Assessment
  - Clinical Placement Coordinators
  - Certification Officers
- **2:30 - 2:45 p.m. - Whole Group Job-Alike Report Out**
  - Whole Group Job-Alike Report Out
- **2:45 - 3:00 p.m. - Closing Remarks**

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*Future Meetings*

- April 14, 2023 - Hope College



## Deans & Directors - Job-alike notes

Regarding GYO funding—the \$10,000 fellowships could be use as other funding sources to supplement GYO or as an alternative for applications that aren't funded, but the timing is really tight here because to be eligible for that, FAFSA applications have to be in by March 1.

- Asked about how everyone was addressing the mentoring requirement and MTTC support.
  - Asked about CAEP's change in definition of non-completer. One comment was a request from the state for help in figuring this out.
  - Registered Apprenticeship model is the new “shiny object” that needs to rest on a strong partnership (Noted that EMU with Washtenaw could become a registered apprenticeship.
    - Residency programs where there is already a strong partnership is a good place to begin.
    - Wayne State meets with community college students in their first year. Helps to connect with students prior to starting at university.
    - What they (community colleges) don't want to do is become a 4 year granting in institution in education (good)
    - The other piece is that they(community colleges) see Schoolcrafts Alt route and they like it. They want to partner with a fast track bachelors. Then pull them bacS into an alt route to certify. (MDE responded that we aren't opening up more Alt route ) So maybe open to bachelor partnerships. (If community colleges infringe on the bachelors arena – may lose funds. Especially, if serving outside their community)
1. GYO: \$10,000 Fellowship might be able to create their own GYO
    - a. Must apply for FAFSA by March 1st
  2. CAEP definition of completers **Completer**: A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure.
  3. Registered Apprenticeship (Strong partnership as base)
  4. How to work with CC
    - a. Partner and/or they are trying to be in the game more directly

## Accreditation & Assessment - Job-alike notes

CAEP - How do we deal with CAEP Annual Report's requirement that completers are only people who have graduated and are working in an area of certification. CAEP says that nothing has changed from last year, but this new definition feels like a change.

- What do we do with people with two certifications? They have completed both programs, but working in one.
- We need to check the guidelines in the CAEP manual for annual reports

CAEP - They have moved the application to be a CAEP reviewer to a google form. Please share with P12 partners as well.

<https://docs.google.com/forms/d/e/1FAIpQLSd52AvUNwUagFIQJy9TrTM2t4p49rkj26zufgL40L3n3hmEtg/viewform>

Fall 2023 is all virtual for CAEP, they are deciding semester by semester. DOE would like some type of in person element to the visit.

There will be a fall in person conference for CAEP.

CPAST pilot is on, MDE is working with a set of EPPs. Each EPP is at a different point and the group meets about once a month. There is a panel discussion from the pilot group at the Hope Conference. There is not an advisory board currently because we need to allow the pilot group to implement and have input for an advisory board.

The Hope Conference is back on - please watch for information and information on presenting at the conference. It can be helpful to have clinical, faculty, content faculty (a team) at the conference. There is "team time" designated each day. We want to hear from the group.

What are some of the differences between CAEP and AAQEP? Had a discussion that the standards are similar, reporting is similar. AAQEP has a broader perspective and allows the EPP to frame the reporting and data, CAEP is a bit more prescriptive but that framework may work well for some EPPs.

## Certification Officers - Job-alike notes

- AT MSU, have a five-year program but transitioning into a 4 year
  - When we do the exit survey at the end of the internship, how do you handle the survey when you have someone who needs a course after the internship?
    - We do not allow ST with more than one class needed to complete
    - Candidates must take the survey before certification
    - Asked Dana to extend the survey deadline
- PK-3 and 3-6, Can the school offer one, can allow students to teach in the area outside
- [https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/cert/staffingsystemappropriateplacement.pdf?rev=80ddee3f0dbb4be7abde4cdbc3bce790](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/cert/staffingsystemappropriateplacement.pdf?rev=80ddee3f0dbb4be7abde4cdbc3bce790)
- <https://www.michigan.gov/mde/services/ed-serv/ed-cert/permits-placement>
- How do we handle the grade span changes when the candidate goes out of state?
  - Krista Ried- other states are more desperate for teachers than MI
    - Illinois will take the license
    - Don't worry about educators going to another state
- MTTC is required prior to clinical, now we allow the student to take the MTTC after Internship
  - People are not good at test taking
  - Find that we have students failing the test multiple times even after they have completed the academic program
  - Some EPIs reach out to student who has not passed.
  - Mometrics study assistance
  - Pearson has practice tests
- SVSU has the first cohort in the new grade band
  - Early childhood mttc won't be offered til summer
- This conversation is reminding me of a couple of incidents that have popped up since we have some expedited programs in special education now that waive the general education requirement. We had a few students not able to pass "history" but pass their special education endorsement and can now be licensed without the general education endorsement in those areas:  
<https://www.michigan.gov/mde/services/ed-serv/ed-cert/cert-guidance/becoming-a-teacher/expedited-programs>
- Have EPIs thought about building Post Bach endorsement only programs for the new grade bands

## Clinical Placement Coordinators - Job-alike notes

We discussed the following topics:

- Stipend / Longterm subbing
- Asked when the FW2023 MDE Survey Rosters and Stipend Information will be requested
- Active shooter trainings: some universities provide a seminar session
  - [CSTAG](#)
- Number of student teachers per supervisor - We created such a Google Sheet to share our practices. Anyone who can find it, please share it with the ListServ.
- Background check requirements for districts and communicating those details to students
  - Castlebranch - does three background check levels - \$28 (iChat, MI Sex offender check, 7-year residency check) <https://discover.castlebranch.com/>
    - Fingerprinting would add to that charge
- Mileage limit for clinical placements and ensuring supervisors are provided for each student, while also using GoReact for observations as well
- Number of students assigned to supervisors varies
  - Collaboration opportunities between universities for supervisors who are out of state or across the state