



DIRECTORS AND REPRESENTATIVES OF  
TEACHER EDUCATION PROGRAMS

October 6, 2023



Welcome!

# Leadership Team

- Sr. Diane Brown (Siena Heights University), Chair
- Stein Brunvand (U of M - Dearborn), Secretary and Chair-elect
- Beth Feiten (Oakland University), Treasurer
- *Brian Filipiak (Eastern Michigan University), Technology Support*



Please Stand  
and Introduce  
Any New  
Members  
from Your  
Institution

Adrian

Albion

Alma

Andrews \*

Aquinas

Calvin

Central

Eastern

Ferris

Grand Valley

Hope

Madonna

Michigan State

MDE

Northern \*

Oakland

Rochester \*

Saginaw Valley

Siena Heights

Spring Arbor

U of M - Ann Arbor / Dearborn / Flint

Wayne

Western

\* = Zoom



# DARTEP Business



# DARTEP Business

- Approval of DARTEP minutes from April 2023:
- Annual Change in Leadership
- Budget Report

# 2023-2024 Meeting Dates

- October 6, 2023 - Spring Arbor University
- December 1, 2023 - Siena Heights University
- February 2, 2024 - Virtual
- Spring, 2024 - Awaiting accreditation conference info

# Best Practices Breakfast

Stronger  
Together:  
Sharing  
What  
Works

## December 1 - Siena Heights University

**Theme** - Assessments to Meet Grade Band Requirements

**What to Bring** - a tri-fold display which includes:

- the specific standard / issue / situation addressed
- the solution being piloted
- examples of student work / results
- take-aways, if able to share

Set up will be on tables provided in the atrium of the auditorium

Electrical outlets will not be available.



# Treasurer's Report

## Dues remain at \$50 per member for 2023-2024

- Pay using new link on [DARTEP website](#) (secure payment by Square)
- Pay by sending a check to Beth Feiten at OU

**Note: the listserv is separate from the membership list**

Beth Feiten: bafeiten@oakland.edu

# Treasurer's Report

## Institutions that registered Members

Adrian College  
Aquinas College  
Calvin University  
Central Michigan University  
College for Creative Studies  
Concordia University  
Ferris State University  
Madonna University  
Northern Michigan University  
Oakland University  
Rochester University  
Saginaw Valley State University  
UM - Dearborn  
Wayne State

Beth Feiten: [bafeiten@oakland.edu](mailto:bafeiten@oakland.edu)

\$20 for paid members

\$40 for non-members

## Newsflash!! DARTEP Wear now available



Port Authority Fairway  
Stretch 1/4-Zip



Port Authority Ladies  
Fairway Stretch 1/4-Zip



What will the shirt logo look like?

Order form will go out Nov 1 to allow EPPs time to pay dues.



# Treasurer's Report

**September Balance is \$17,429.39**

9 institutions have paid dues

Beth Feiten: [bafeiten@oakland.edu](mailto:bafeiten@oakland.edu)



# Organization Reports

# Organization Reports

- Michigan Association of College of Teacher Education (MACTE) -  
*Sally Rae*
- Michigan Public Deans - *Marcia Fetters*
- Michigan Independent Educator Preparation Institutions (MIEPI) -  
notes from *Laurie Burgess*

# MIEPI Report

## Michigan Independent Educator Preparation Institutions (MIEPI) - submitted by *Laurie Burgess*

MIEPI and MPEDS met virtually on July 24. Topics included

- An overview of MPED, MIEPI, MASU, MICU, and MCCA organizations and structures
- Partnerships with community colleges and transfer agreement collaboratives
- Partnerships between EPIs to support small programs including high needs areas with small enrollment programs
- Opportunities and challenges of the new grade band programs
- Accreditation requirements and opportunities for collaboration

Laurie is stepping down as the chair of MIEPI and is happy to meet with anyone that would like to discuss the MIEPI chair responsibilities. Contact her at [laurie.burgess@cornerstone.edu](mailto:laurie.burgess@cornerstone.edu)



# First Annual Michigan Field Experience Conference August 2023

## Michigan Field Experience Conference MiFEC

### Why

To provide a place for field placement specialists to connect and share ideas.

### When

August 1, 2023 at FSU

### What

Keynote speaker, 30 minute sessions, break out discussion groups

### Participatnt Feedback

- Impactful
- Relevant
- Necessary

### November Zoom

Friday, Nov. 17 10-11 am  
Intervening with struggling students

### Summer 2024

Save the date:  
August 2, 2024

### Find us on Facebook



## Agenda from the Michigan Field Experience Conference 2023

- RSVP's from 20 institutions
- after networking, heard Keynote on Teaching for Context (originally from NFE conference) by Jeff Bean
- We responded to requests for topics by those that RSVP'd
  - Working with Field Supervisors (Jillian Davidson) policies to hire, train evaluate and support them
  - Panel discussion with local principal and superintendent Working with Pre-Service Teachers in the Field; A K12 perspective
  - Everyone Wins Field Experiences co-presented by a reading specialist and Hollie on group literacy tutoring
  - Round table discussions around state data where we need some growth: diversity, special education, multi language learners
  - recent graduates presented Fresh from the Field on experiences, job searches, and getting started in the classroom
  - Creative Field Placements from NHA Schools
- Moving forward...Hollie!

# MDE Updates

Issued quarterly, archived on the DARTEP website, and always valuable!



**Office of Educator Excellence**

**DARTEP Update**

**October 6, 2023**

SECTION I: Legislative Updates ..... 1  
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# Legislative Updates - Bill Discussions

SB 354 - National teacher licensing exam

SB 395 & 396 - Educator evaluation

HB 5010 & 5011 - Classroom management course & professional learning

SB 518 - Extend the sunset on alternative route programs for special education

HB 4081 - Min. # of employed school counselors

Collective Bargaining, Retirement & Benefits

# Legislative Updates - Passed into Law

## ***Contracts***

PA 113 - Eliminate pay freezes during contract negotiations.

PA 115 - Remove subjects prohibited from collective bargaining.

PA 1116 - Factors for personnel decisions.

## ***School Safety***

PA 57 - encourage districts to provide professional development on recognizing sexual assault.

PA 23 - Establish volunteer employee criminal history system.

PA 46 - Require mandatory reporter training.

## ***Certification***

PA 110 & 111 - modify requirements for teaching and school counselor certificate reciprocity.

## ***Budget***

PA 119 - Fiscal Year 2024 MDE Budget.

PA 103 - Fiscal Year 2024 State School Aid Act Budget.

# Legislative Updates - Educator Workforce Budget

## Continuing Programs

- **MI Future Educator Fellowship and Student Teacher Stipend (27a & 27c)**
  - Administered by Treasury
- **Grow Your Own Programs (27b/504)**
  - Round 2 apps under review
- **Future PME Military Veterans (30c)**
  - Open, rolling application
- **Certificate Renewal Application Fee Reimbursements (502)**
  - Targeted program with specific eligibility

# Legislative Updates - Educator Workforce Budget

## New Programs

- **National Board for Teacher Certification (27m)** - 2 grants:
  - Those that have it
  - Those that want to earn it
- **Mentoring and Induction (27h)** - 3 grants:
  - Materials development
  - District mentor stipends and program costs
  - Program evaluation
- **Rural Educator Credentialing Hub (27i)**
- **Special Education Administrator Training (27j)\***
- **Student Loan Repayment (27k)**
- **Teacher Compensation Pilot (27l)\***
- **MTTC Reimbursements (1104)**



# PA 110 & 111

## Certificate Reciprocity & Progression

- Remove out-of-state 18 credit hours or a master's degree requirement
- Explicitly expand authority for reciprocity for teaching certificates to Tribes and other countries.
- Allow for three years of teaching or school counselor experience for out-of-state applicants in lieu of the MTTC.

# PA 110 & 111

## Certificate Reciprocity & Progression (Cont.)

- Expand the experience types permitted for progression to more advanced teacher certification.
- **Eliminate first aid/CPR requirement as a condition for initial certification. Provide for requirement of first aid/CPR as part of professional learning for newly employed teachers.**

# GYO Grant FY 23 Phase 2



**Fiscal Year 2023**  
**\$175M Budget (\$20M State, \$155M Federal)**  
**\$229M in requested funds**

Phase 1 (FY22)

Phase 2 (FY23)  
Round 1

 Phase 2 (FY23)  
Round 2

- GYO Grants available to LEAs, ISDs, and PSAs to address staffing shortages
- Driven by locally-defined need
- Requires partnership with EPPs to ensure access to no-cost pathway for candidates
- Traditional EPPs, alternative routes, and out-of-state programs all available to candidates
- Reimburses candidates for expenditures incurred between 3/03/2021 and 12/31/2026

# GYO Grant FY 23 Second Round



## Phase 1 (FY22)

## Phase 2 (FY23) Round 1



## Phase 2 (FY23) Round 2

- \$91.9M available after first round
  - 129 applications processed with 80 awardees
  - Fully funding applications to minimum requirements resulted in:
    - 99% of \$20M of state funds awarded
    - 40% of \$155M in federal funds awarded
- Second round application window: 7/12-9/6/23
- 104 applications submitted
- 11-member review completed; applications now in post-committee administrative review
- Anticipating **mid-November** award notifications
- THANK YOU!

# GYO Grant FY 23 Next Steps



- All updates will be posted to the [GYO Grant Website](#)
- Continue to keep your program contact active
  - Continued work with awardee districts
  - Address missing or unsigned partnership agreements
  - Round 1 and Round 2 awardees may add new EPP partnerships; watch for MOU requests.
  - Confirm terms and conditions in existing agreements
  - Some districts may have applied in Round 2 using Round 1 MOUs without having notified their EPP
- MDE *may* conditionally award Round 2 grants after missing, unsigned, or partially unsigned EPP agreements are corrected: **Watch for remediation requests**

# Title II

## **From ES regarding MTTC rostering:**

“Title II processing for the 2022-23 reporting year will open in early to mid-October 2023.”

**Reminder for spring 2024 reporting:**  
completers are a subset of enrollees, not a separate group

## Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(a)(1)(C)(ii))

Key Terms: enrolled student, program completer

Total

Total number of individuals enrolled	
Subset of program completers	

# SURVEY DATA

## 2022-23 Survey Data Distributed

### Administrator Survey observations:

- Most common critical comment of new teachers is about classroom management



# SURVEY DATA: SAMPLE COMMENTS

## Individual focus:

- Is seemingly unaware that teachers need to control the classroom environment. Very little control nor is there a willingness to control the classroom.
- Struggles with classroom management, as well as receiving and implementing given feedback.
- Classroom management is poor. We are shocked to see that he successfully completed student teaching.

## Spoke more generally:

- Classroom management strategies and expectations is an area first year teachers need.
- Classroom management training is a big need for new teachers.

# SURVEY DATA: SAMPLE COMMENTS

More inspiring comments:

- In my career as a school principal, it is a rare case that a first year teacher comes to a new position with the skill, the passion and the knowledge to impact students the way that she has. She is a gem, especially with the cultural change of work ethic in an upcoming generation!
- One of the most fearless first year teachers I've ever worked with. She craves feedback and puts it into practice! She is a future star.

# SURVEY DATA

Rostering for 2023-24 Candidate Suite Surveys begins October 16.

Please contact Dana Utterback ([UtterbackD@Michigan.gov](mailto:UtterbackD@Michigan.gov)) if you need to update your contacts for survey communications.

# CPAST



## Updates from the CPAST Pilot group

Follow OEE  
on Social  
Media!



@MIEducator

#proudMIEducator/  
#PME



    
@MIEducator

# Q&A





*Lunch  
Break*  
Until ...



# Job-Alike Sessions

- **Job - Alike**
  - Job-Alike Notes (Deans & Directors)
  - Job-Alike Notes (Accreditation & Assessment)
  - Job-Alike Notes (Clinical Placement Coordinators)
  - Job-Alike Notes (Certification Officers)
- Select your own breakout room, or even move between





For the folks on Zoom:

We are in a lunch break, and will report out on the Job-Alike sessions  
at 1:00.

# Job-Alike Session Report Out

- Accreditation & Assessment
- Certification Officers
- Deans & Directors
- Field Placement Directors

# Preparing Teachers to Teach with & about AI

Stein Brunvand

Associate Dean, College of Education, Health & Human  
Services, UM-Dearborn

ISTE AI Explorations Faculty Fellow

# ISTE AI Explorations for EPPs Faculty Fellows Program

## A brief plug

- Consists of 7 fellows from EPPs around the country
- Presented at ISTE 2023 conference this summer
- Planning a virtual workshop for November 1<sup>st</sup>, 2023 from 6-9 PM EST
- Registration link will be mailed out to DARTEP listserv

# What do we mean by AI?

- Artificial intelligence (AI) refers to the ability of machines to perform tasks that normally require human intelligence, such as learning, problem-solving, and decision making.
- Examples date back to the 1940's. (ChatGPT isn't the advent of AI)
- AI can perform common human tasks without assistance.
- AI in everyday life
  - Chatbots (think customer service in lieu of talking with a human)
  - Social media (curating your content based on activity)
  - Writing email other text (spellcheck, Grammarly, autocomplete)
  - Voice recognition (Siri, Alexa)

# AI in Teacher Education

Where does it fit?

- Preservice teachers: methods classes, ed tech classes, content area classes, across the curriculum
- Inservice teachers: PD, graduate coursework

# Generative AI

Generative AI enables users to quickly generate new content based on a variety of inputs. Generated content can include text, images, sounds, animation, 3D models, or other types of data.

Generative Text Example: [ChatGPT](#)

- Generates text with conversational approach
- Able to refine responses based on feedback

AI Art Example: [Midjourney/DallE-2](#)

- Generates images based on natural language prompts
- Responds to requests for specific artistic styles



# Concerns about Generative AI

- Defining authorship
- Data security
- Guarding against biases
- Verifying accuracy (hallucinations)
- Cost
- Environmental impact



# Harnessing Generative AI

- Prompt Engineering Tips (imagine you are talking to a teenager)
  - Be clear and specific
  - Provide a context
  - Anchor your prompt with examples
  - Provide constraints (i.e. number of characters, words, paragraphs)
  - Use iterative prompting, revise prompts based on output
  - Pick a role (teacher, author, inventor)
  - Create a task (write a poem, design a lesson, create a summary)
  - Define a format (lesson plan, song, essay, recipe)

# Using Generative AI in...

- Curricular Redesign
  - Brainstorming program learning objectives & course topics
  - Program descriptions
  - Course descriptions
  - Example: MA in Ed Tech revisions

# Using Generative AI in...

- Teaching
  - Design assignments where students are invited to use generative AI
  - Require students to share sequence of prompts and output
  - Have students analyze, evaluate, and revise generated content
  - Example: Creating a lesson plan

# Prompt: Design a lesson plan about the solar system for third graders.

## Lesson Plan:

### Session 1: Introduction to the Solar System

Objective: Identify the components of the solar system.

1. Begin the lesson by asking students what they know about space and the solar system. Write their responses on chart paper.
2. Introduce the concept of the solar system and explain that it consists of the sun, planets, moons, asteroids, and comets.
3. Show pictures or use a model to display the different components of the solar system.
4. Engage students in a discussion about the sun as the central star and its role in the solar system.
5. Distribute drawing paper and ask students to draw and label the sun and the planets in the correct order.
6. Allow students to share their drawings and discuss any misconceptions or questions they may have.

### Session 2: Exploring the Planets

Objective: Understand the characteristics and order of the planets in the solar system.

1. Begin by reviewing the order of the planets from the sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).
2. Show pictures of each planet and discuss their characteristics, such as size, color, and unique features.
3. Engage students in a planet matching activity. Provide them with pictures of the planets and have them match the correct name to each picture.

# Prompt: Provide ideas for differentiating instruction for students at different levels of ability.



To differentiate instruction for students at different levels of ability in a lesson on the solar system, here are some ideas:

1. **Tiered Assignments:** Provide different levels of assignments or activities based on students' abilities. For example:
  - For students who need more support: Provide simplified reading materials, visuals, or graphic organizers to help them understand the concepts.
  - For students who are ready for a challenge: Assign additional research projects, ask them to create a model of the solar system, or encourage them to write a short story set in space.
2. **Flexible Grouping:** Group students heterogeneously or homogeneously based on their abilities. Assign specific tasks to each group that align with their needs:
  - For struggling students: Offer additional guidance and support during group work or provide them with hands-on manipulatives to explore the solar system.
  - For advanced students: Encourage them to take a leadership role within their groups, solve more complex problems, or engage in deeper discussions.
3. **Varied Resources:** Provide a range of resources and materials to cater to different learning styles and abilities:
  - Visual learners: Offer charts, diagrams, and videos to enhance understanding.
  - Auditory learners: Provide opportunities for students to discuss the concepts in pairs or small groups.
  - Kinesthetic learners: Incorporate hands-on activities, such as creating a model of the solar system or participating in a simulated space mission.



# Prompt: Add more hands-on learning opportunities to this lesson.



Certainly! Here are some additional hands-on learning opportunities you can incorporate into the lesson on the solar system:

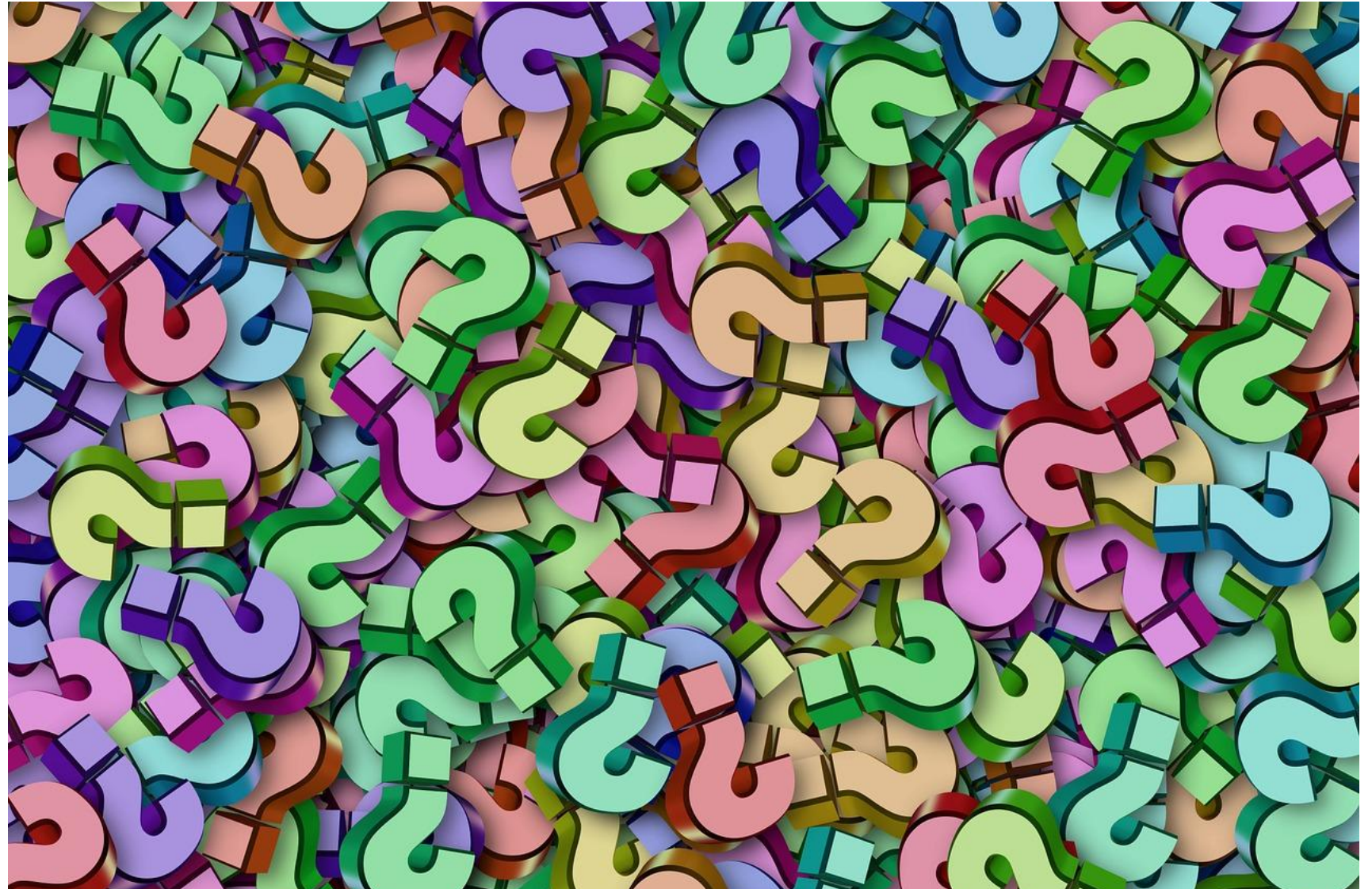


1. **Create a Scale Model:** Have students work in groups to create a scale model of the solar system. Provide them with different-sized balls or objects representing the sun and planets. They can research the relative sizes and distances between the planets and arrange them in the correct order. This activity allows students to visualize the vastness of space and the relative sizes of the planets.
2. **Moon Phases:** Set up a moon phase activity where students use Oreo cookies or foam balls to represent the moon. Have them observe and manipulate the cookies or balls to demonstrate the different phases of the moon. Students can then create a visual representation or a flipbook showing the sequence of moon phases.
3. **Planet Fact Cards:** Prepare small cards or fact sheets with interesting information about each planet in the solar system. Distribute the cards randomly among the students. Then, have them move around the classroom and share the information on their cards with each other. This activity allows students to learn from their peers and engage in interactive discussions about the planets.
4. **Planet Art Projects:** Provide art supplies and encourage students to create artwork representing their favorite planet or an imaginary planet. They can use paints, colored pencils, or construction paper to bring their ideas to life. This hands-on art activity allows students to express their creativity and deepen their understanding of the planets' characteristics.
5. **Solar System Mobile:** Instruct students to create a solar system mobile using craft materials such as foam balls, paint, yarn, and markers. They can paint the balls to resemble the different planets, label them, and attach them to the mobile in the correct order. Hang the mobiles around the classroom or in a designated space to showcase their work.

Plenty to  
ponder

Thoughts?  
Reflections?  
Ruminations?  
Reactions?  
Concerns?  
Questions?  
Revelations?  
Considerations?  
Inspirations?

# Wrap-Up & Questions







See you in December at  
Siena Heights University!

