December 1, 2023 - 9:30 AM
Rueckert Auditorium - Dominican Hall
Siena Heights University, Adrian, MI

Agenda

- **9:00 a.m. Breakfast**
    - Social Time/Collaboration with Colleagues
    - Best Practices Gallery Walk including a tour of the Inclusion Classroom Rm 116

- **9:30 a.m. - Welcomes -**
    - Sr. Diane Brown
    - Siena Heights Welcome

- **DARTEP Business**
    - Approval of October 2023 Minutes - Sr. Diane Brown
        - Motion to approve by Sally Rae, seconded by Barb Baird-Pauli, approved
    - Spring CAEP workshop/DARTEP meeting location vote
        - WMU, May 1-3, 2024
    - DARTEP Treasurer's Report - Beth Feiten
        - See slidedeck for report
    - DARTEP Wear - Beth Feiten

- **Organization Reports**
    - Michigan Association of Colleges of Teacher Education (MACTE) (Sally Rae reported for MACTE)
        - Anne Tapp has been elected as chair-elect for MACTE board of directors
        - MACTE needs new people to take on leadership roles, 1-hour information business meeting planned for December 18th at 10:00 to elect executive board
    - Michigan Public Deans (Stein Brunvand reported for MI Public Deans)
        - Next meeting will be in January, need to elect new board
    - Michigan Independent Educator Preparation Institutions (MIEPI)
        - See slidedeck for report

- **10:00 a.m. - MDE Updates**
    - Montessori conversation? Stacking credentials?
    - See slidedeck for updates
- **11:00 - 12:00 p.m. - Lunch and networking - At the U.C.**
    - Certification officers - 101 training during lunch - U.C. Community Room

- **12:15 - 1:15 p.m. - Job-Alike Sessions**
    - Deans & Directors
    - Accreditation & Assessment
    - Clinical Placement Coordinators
    - Certification Officers
- **1:25 - 1:45 p.m. - Whole Group Job-Alike Report Out**

- ○ Deans & Directors
  - ■ rural educators' initiative – the video is ready and going to be sent out soon. Application, deadlines (January 2024)
  - ■ BK Field Placement Struggles–WMU beginning certification – Kindergarten can only be used in general ed. Special Ed student teaching needs to be in preschool or younger. ECE teacher supervision – not enough certified teachers to supervise ECE placements. Best, better, ok scenario – find a cooperating teacher that is close enough – find approximate credential. Use the local ISD
  - ■ Transfer vs articulation-Seamless degree transfer- more like articulation, transfer associates degree and move forward without duplication
    - ● GRCC and Ferris State – students can take classes at both institutions and financial aid will cover both if the articulation is signed and courses count toward degree. Students are Ferris students while taking courses
  - ■ Enforcing Clinical Hours-Combine clinical class with a seminar – students have to go to their placements throughout the semester. Clinical experiences are worth 50% of the course. Can't pass one without the other.
  - ■ CPAST Pilot
    - ● Adrian is piloting the CPAST. Using the pre-cpast in upper-level methods classes so it feels more professional.
    - ● OU – alignment with core teaching practices with CPAST. How do we align both. There is not enough diversity and equity.
    - ● OU and Adrian College added sections for evidence on CPAST
    - ● SHU is also piloting the CPAST - has had positive feedback.
- ○ Accreditation & Assessment
  - ■ AQUIP pilot at Calvin
    - ● Appropriate amount of rigor. Well trained site visit team. Sentiment of collaboration with the EPP to work toward continuous improvement.
    - ● There is an optional proposal – not a rough draft – but it helps lay out the assessments and what they address.
      - ▪ No data required for this.
      - ▪ There is a conversation to provide feedback.
      - ▪ This is a place to discuss struggles including low N for data collection
    - ● Differences from CAEP
      - ▪ No advanced standards. Same standards for initial and advanced program.
      - ▪ EPPs can decide if they want to write one or two reports (one or two site visits).
      - ▪ Less emphasis on proving completer effectiveness
      - ▪ Perspectives reports – completer perspective, employer perspective
      - ▪ CAEP explicitly asks you to disaggregate your data, AQUIP asks you to write narratives to fairness and ability to teach to global and international perspectives.
    - ● Data
      - ▪ Disaggregated same as CAEP
      - ▪ Interrater reliability on instruments
    - ● Process:
      - ▪ QA report due 6 months prior to site visit.
      - ▪ Initial report and questions sent prior to site visit.
      - ▪ Site visit in-person

- - - Met on campus Wednesday afternoon, Thursday, and Friday.
      - Report comes 4 weeks after the visit.
    - Final decisions:
      - EPP is in the room while the case is being discussed, including the decision-making process. Positive Experience.
  - CAEP Visits
    - U of M Ann Arbor
    - There was some difficulty for the team prior to visit tracking the data in the report.
    - Fix – put a paragraph of info at the top of every piece of data contextualizing the data within the program and within the report.
    - First sheet of every Excel file is a paragraph explaining what is on each tab.
    - Be obvious. It is helpful to the reviewers.
    - Site visit was seamless.
    - Have one Zoom room for the whole day and one moderator who manages breakout rooms.
    - Take attendance and give to the site lead in a google doc. Manage this list on the fly.
    - Redundance is helpful.
    - All visits are still Zoom now.
  - What supports do you want from MDE?
    - MDE contacts
    - Email address for Gina is on the DARTEP site wygentc1@michigan.gov
    - Workshop for disaggregating data
    - Doug from Hope plans to have something to report on in February. Software is Sonia by Lumivero - ttps://lumivero.com/products/sonia/ Costs about 10K/year for 80-100 students.
    - Lots of data from dispositions and clinical field placement will be able to be sorted by student.
    - Most EPPs in the room use SL&L (formerly VIA by Watermark).
    - Another option is Tevera - https://tevera.com/
    - Another option is EXXAT - https://exxat.com/ very helpful for field placement tracking
    - AI Spreadsheets are getting smarter; however, student data shouldn't be out in the AI space for confidentiality reasons
  - Hiring a consultant to lead or help the accreditation process
    - This is helpful because it provides an outsider perspective.
    - This helps to get and stay organized and on track
    - Faculty might respect a consultant more than a staff person
    - Accreditation is as important as teaching, maybe more so because accreditation should drive the teaching
    - Accreditation coordinator can be involved in strategic planning and follow through as well as other reports
- Clinical Placement Coordinators
  - How do others keep track of experiences at each of the grade levels bands, and verify they were there?

- - - Madonna: Excel with multiple sheets. Also have full a data base with contact information of pre-service teachers and student teachers. Madonna will share the template. Beth will send it out to the clinical placement individuals.
      - Ferris: Spread sheet- color coded by grade bands. Then when they meet with student teachers, it is compared to what the teacher candidates have in their records.
      - Many in the breakout groups use Via- Watermark- now, Student Licensure & Learning. The system tracks through the Via logs & verification.
    - How do you assign the clinical placements? How are the decisions made with grade levels and diversity?
      - U of M Dearborn: Keep lists of schools and districts that meet the SES, diversity, etc. They use Smart Sheets. Only two individuals have access.
      - Aquinas: When they apply for student teaching, they look at the Excel sheets that has all the candidates' placements and what type of placements.
    - How much choice is allowed for teacher candidates in their placements? What about paid placements?
      - Don't let them say no.
      - Some placements do not have a lot of leeway.
      - Students cannot set it up.
      - University has final say.
      - 6th grade is an issue with "self-contained" for the 3-6 majors. Suggestion: Revisit the guidelines for student contact hours. There are options. It can be viewing and analyzing master teachers. Look at what other opportunities can be used with flex hours.
      - They can pick 3 districts, then the university will decide on one of them.
    - Responses to Paid Placements:
      - Some districts want to hire them before the term is up. If the student teacher is not done with student teaching, they can do it if they are not the teacher of record.
      - Must meet certain requirements: must have at least 12 weeks and completed unpaid placement.
      - Special education and math are in high demand for paid placements: look at level of support.
    - What are universities doing with Mentor teacher training:
      - Offering Zoom
      - Meeting in person
      - Send PPT
      - In-person training with video analysis and how do you coach the teacher candidate?
      - Suggestion: Add in training for CTP.
  - Certification Officers - remain in the U.C. in the Community Room Sally Rae
    - This group had a great working lunch
    - How far back can we accept coursework/endorsement, up to the EPP
    - MTTC reimbursement eligibility: has to be first time ever taking the test
    - The new grade bands are designed to prepare rather than just authorize candidates
- **1:45 - Closing Remarks**