



February 2, 2024 - 9:00 AM
Virtual meeting:

Agenda

- **9:00 a.m. - Welcome**
 - Sr. Diane Brown

- **DARTEP Business**
 - Approval of [December 2023 Minutes](#) - Sr. Diane Brown
 - Motion to approve by Diane Brown, seconded by Stein Brunvand, approved unanimously
 - DARTEP Treasurer's Report - Beth Feiten
 - See slides for report
 - Western Michigan University
 - Planning committee has met, more will be shared via email

- **Organization Reports**
 - Michigan Association of Colleges of Teacher Education (MACTE)
 - The MACTE Executive committee meets monthly
 - Upcoming Events
 - Continuous Improvement Conference – At WMU May 1-2
 - MACTE Summer Retreat, with invitations also sent to MPEDs and MIEPI – at NMU June 10-12
 - New committee structure and we will be looking for members to join and support:
 - Meeting and Conference planning
 - GYO initiatives committee
 - Legislative and department of education advocacy – state and national committee
 - Communications committee
 - Please look for an email inviting you to fill in a survey to determine topics for upcoming meetings and interest in serving on a MACTE committee.
 - Michigan Public Deans
 - MPED will hold a virtual spring meeting (date to be determined) to nominate executive committee members and will hold their summer retreat at NMU in collaboration with MACTE and MIEPi. We will schedule a separate MPED session during the retreat to elect the executive committee for the 24-25 year. There will be a virtual option for that sessions for MPED members who are not able to attend the retreat.
 - Michigan Independent Educator Preparation Institutions (MIEPI)

- **9:15 MDE Updates - includes a CFAST update**
 - See slides

- **10:15 Panel Discussion: Michigan Teacher Leadership Advisory Council 2023**
 - RTOY Contact information
 - Jennifer Senkmajer (jsenkmajer@ypsd.us)
 - Nicole Minor (nicole.minor@lansingschools.net)
 - Gina Pepin (gpepin@eskymos.com)
 - Stephanie Nielsen (nielsens@grps.org)
 - Vanessa Robert (39.vrobert@nhaschools.com)

- Candice Jackson (candice.jackson@detroitk12.org)
- **What do new teachers need to know going into the classroom?**
 - Need to have a growth mindset, learn to build relationships with students and colleagues
 - Need to focus on serving your students rather than trying to save them, also need to understand you are one piece in the educational puzzle for your students
 - Look to build positive relationships with your students, parents, and colleagues
 - Tap into your multidisciplinary team members (social workers, ESL experts, occupational therapists, physical therapists)
 - Felt least prepared to manage parent relationships and how to connect with families, also didn't feel prepared for IEP or child study meetings
 - As secondary teacher it isn't always possible to grade everything, give students the responsibility to review their work
- **How can we prepare teacher candidates better to work with all available staff and resources?**
 - Support team teaching, provide models of what that can look like in different settings
 - Have preservice teachers do a case study where they have to go through the process of assessing a student and determining necessary accommodations
 - Provide preservice teachers the chance to sit in on IEP and child study meetings so they learn what information is required and reviewed in those meetings
- **What else could EPPs do to better prepare their candidates?**
 - As much face-to-face field experiences as possible, have them interviewing, interacting and talking with all staff members in the building (not just teachers), give them the chance to see what they are learning put into practice
 - An overview of common assessments used by the schools/districts
 - Consider providing PD to cohorts of new teachers to support them in their first year of teaching
- **What are EPPs doing well?**
 - Preservice teachers seem to have good grasp of formative and summative assessment, can communicate well with their students
 - Bigger emphasis on DEI, teachers have more tools and strategies for working with students from more diverse backgrounds
 - Preservice teachers have been coming in with lots of initiative and are ready to take charge
- **What was the most valuable PD you engaged in during your in-service?**
 - [Capturing Kids Hearts](#) helped teach how to connect with students
 - [Kagan Cooperative Learning](#) provided great pedagogical strategies
 - The opportunities to collaborate informally with colleagues was powerful
 - Attended PD with co-teacher to learn how we could manage our co-taught class
- **How do you maintain a healthy work-life balance? What advice would you give a new teacher about this?**
 - Took a long time to get to a good balance, need to cultivate an interest in something completely unrelated to teaching, play music in the classroom before and after school and drink more water
 - Learn the art of saying no without having to justify it, create healthy boundaries
- **What supports would you like to see the EPPs give to candidates seeking their first position?**
 - Help them be aware of the mission, vision, and jargon of the districts they want to work in
 - Understand interviewing etiquette, what questions to ask and not ask
 - How to apply for certification, how MOECS works, how to add an endorsement
 - Being mindful of their digital footprint and internet presence, districts will likely look at this before the even schedule an interview
- **11: 00 Break Out Sessions on Topics of Interest: Michigan's Regional Teachers of the Year 2023**
 - Participants moved into break out rooms for individual discussions

- [Interpersonal Communication Proactive Supports to Challenge New Teachers group slide deck](#)
- **12:00 - 1:00 p.m. - Lunch Break**
- **1:00 - 2:00 p.m. - Job-Alike Sessions. Attendees select their own breakout room**
 - No report out. Note takers send notes directly to Stein: sbrunvan@umich.edu
 - Deans & Directors -
 - Working with preservice teachers to help them take constructive feedback, students need understand this is a learning experience, responding appropriately to feedback is part of professional dispositions, need to help students shift from thinking about grades and coursework and focus on developing as a teacher, COVID seems to have had an impact on our students ability to problem solve and work in a system
 - Institutions are exploring developing policies regarding long-term subbing in light of the student teaching stipend, some don't allow long term subbing at all, some allow them to move into a long-term sub position after the 12-week mark
 - Sienna Heights is currently a department and is looking to possibly reorganize to be either a school or college, they sought input on what other institutions have done in this case
 - The state of graduate level programs was discussed, many institutions are struggling with enrollment, CMU and Oakland are seeing growth in graduate level special education programs because of GYO funding
 - Accreditation & Assessment
 - Gina Garner: Encourage leaders of advanced programs come to the advanced programs workshops – not just the accreditation folks.
 - **CAEP: Go to annual report seminar because will be in AIMS 2.0.** Slowly rolling out with accreditation visits. Much more user friendly. When you populate table will go across the platform. Set some time to update the programs. Now is a good time to go in. Sense is it will carry over. More intuitive.
 - Update on timeline for annual report: Coming soon. AIMS 2.0 should be individual login likely.
 - **Question about updating programs in AIMS.** Do we delete programs? Many are showing up are things we did with SPAs and columns with documents that are attached. Didn't see how to upload documents. Didn't know if we can upload documents from state. Answer: Your list should be a direct list of proprep. <https://mdoe.state.mi.us/moecs/ProPrepHome.aspx>. Delete all others.
 - **Accreditation Conference in May:**
 - Virginia McMunn – All institutions have their own culture. How do we develop continuous improvement cycles that are organic in organizational culture. How to have best practices fit – share practices – mapping, calendaring, etc.
 - Michael Gayle: How to prioritize: People are in different roles doing the work– have learned a lot from Doug and Catherine, but their roles are different – full time faculty and responsible for accredited and non-accredited, how prioritized and how does this look, in different roles. Talk shop.
 - Sr. Diane Brown: Institutional Buy-in: Funds and energy not directed towards education. Struggle to get this prioritized. Helpful to sit down with players to get them to develop the system to get them to want to do the work.
 - Catherine Wigent: Continuous Improvement challenge because of the diversity of the state. Novice to work, initial, advance, etc. Across timeline. Etc. How do we meet all needs. Where are people in this process.
 - Beth Kubitskey: Elementary final approval reports coaching possibility.
 - Jefferey McNutt: Tools for organizing data- from excel, R, Jefferey McNutt can share. Also, data accessibility for continuous improvement. How do we get this information – how do we download and use. How do we get out of the central system. How do we get it out for people to use not just for reporting out, but for continuous improvement.

- Sr. Diane Brown, SHU – now that we are going to the second accreditation level up. What does that mean.
- Sade' Wilson: Sharing what worked and didn't work. Opening sharing what worked and didn't work. Beginning conversation at what is a key assessment. Create and re-invent.
- Beth Kubitskey inspiration from these folks: Some specific sharing that people could bring to start things off.
- Gina: Some people are asking for examples of quality assurance systems. People can share.
- Virginia McMunn: Desire – problem of practice protocols – what the problem of practice protocol how the exemplar worked and how it didn't anchored in example might work. Great way to see a protocol.
- Accreditation support:
 - <https://drive.google.com/drive/folders/1sC2CEcTNrn8yHWYMe289HVWWAF5UbioZ>
- Clinical Placement Coordinators
 - **What do seminars look like?**
 - FSU: 4 seminars. Evening orientation before the start of the semester. 2 four hour seminars during the school day. End with an evening networking event with partner schools.
 - University of Michigan Dearborn- We hold 4 seminars per semester from 5PM-7:45PM on Thursday evening. We provide food for the students Draws upon experience in elementary directed teaching. Considers pupils in the school, classroom environment, teaching competencies, professional responsibilities, school curriculum and policies, and administrative/ organizational problems. Supervisors also attend seminars and are provided time to meet with the students after specific topics have been presented such as High Leverage Practices
 - Oakland: Secondary at OU: 3-hour sessions once a month, Dec-April. 1:30-4:30 and the last hour is with their supervisors. All in person.
 - EMU does a minimum of 4 minimum, with University Supervisors (but also an orientation and workshop with people from the field). The 4 are after school. Orientation online. Workshop in person. Both of those are before the semester starts.
 - Calvin: meets weekly on Tuesdays from 2 - 5 PM. They also receive 4 credits for the seminar as it serves as a capstone course. Covers much of what has been shared
 - Cornerstone University has seminars in our capstone course which is for 3 credits. There are 12 seminars from 6-8:30pm nearly every week.
 - U of M Flint: We meet weekly in person for seminar during student teaching.
 - Albion College Wednesday 5:30-7:30 Weekly in person
 - At SVSU, we have 6 total seminars. 1-Orientation before. Our university supervisors meet with them 4 times after school for 2 hours. I also run a virtual seminar for all student teachers.
 - Hope college- 5-6:30 Wednesday evenings in person
 - Alma College 6-9pm on Tuesdays this semester (for both elementary and secondary majors)
 - At CMU, our seminar instructor has online classes 4 times a semester.
 - WMU- weekly seminar with their Clinical Instructor (either in person, online or hybrid depending on situation), as well as orientation, skill-building PD and career focused PD led by Office of Clinical Experience.
 - **Long term subbing requests from schools during student teaching:**
 - Less since the stipend.
 - More in the fall.
 - Less student interest since the stipend.

- We are EPIs not employment agencies.
- **How are EPIs monitoring GYO students?**
 - Easier to place because they stay in their own schools. Separate communication to GYO students regarding placement.
- **What is the minimum requirement to get the stipend?**
 - If the funding has hit the student's bank account, it does not have to be repaid. We think 300 hour minimum to get the stipend.
- **Are students being paid to sub? Is there a payment for subbing tied to receiving the stipend?**
 - Most are allowing a limited number of days of paid subbing. Ways to determine readiness vary. Some say 5 weeks. Others say mentor teacher discretion.
- **Are there different student teaching semesters for general and special education?**
 - From Gina at MDE: Special Education Internships: PLEASE NOTE! Candidates completing a traditional special education program paired with a general education program may complete their full student teaching experience within the special education placement and add the general education endorsement as an additional endorsement with 50 student contact hours in that content area. We will adjust the Clinical Experiences Requirements to clarify this option. This adjustment will allow programs to graduate candidates with both special education and general education endorsements while reducing the amount of time required in the internship. Gina Garner hopped on to discuss SPED requirements for internships and provided lots of useful information. See summary above.
- **Are BK mentors required to have master's degree?**
 - From Gina at MDE. Someone with ZS or ZA. May need SPED mentor as well. Master's degree is not required.
- **2nd annual Michigan Field Experience Conference. August 2, 2024, at Ferris. SAVE THE DATE! More details coming soon.**
- **Who is responsible for intervention when needed? University supervisors? Clinical Experience Office?**
 - Area of concern communication system at Oakland. Collaborative process between supervisors and clinical experiences staff. Bi-weekly meetings.
 - At CMU, we (our director and clinical coordinators) have a video meeting with all our university coordinators every Friday morning for general concerns and information sharing. We also send out a newsletter (Steering Wheel) monthly.
 - Cornerstone is a small institution, so I can connect with supervisors one on one. At the most, I have 12 supervisors a semester and most are veteran supervisors. There is training at the start for new supervisors and then we do a reliability session with our evaluation tool each summer. Same at Calvin.
 - Albion College - This semester the professors are the supervisors.
- Certification Officers
 - Discussed how to get students who complete program the semester after student teaching to complete the MDE survey
 - Tie survey completion to end of semester grade or exit interview, or repeatedly remind until survey is complete. Students may be responsible to remind their mentor teacher to complete the survey as well
 - Is it possible for Cert Officers to see the teacher side of MOECS so we can help students understand how to use MOECS?
 - Per Dana U, MOECS has changed since the last time they published guides, and they are planning more changes soon. She will check with Krista to see if they are planning tutorials or some other support
 - Students can share their screen or screenshots – this can help us troubleshoot
 - Sally Rae, they use teacher seminars for info that doesn't fit into program

- Seminars are split into thirds dispositions/portfolios/specific to each grade level, also have TOYS come and talk to them – all this is to prepare them for senior year
- MTTC supports – Bridgett may be able to share what MDE recommends we share with students re: MTTC prep. She is willing to review EPPs MTTC presentations but Pearson is also running webinars this month
 - Sean and Bridgett have presented to students in old 103 programs re: registering/unpacking test objectives/practice test questions – they are willing to do it again for new students
- Students being asked to cover classrooms outside their grade band (appropriate placement). Ex: someone retiring in nearby grade band and school wants coverage but it is outside their certification grade band – No answers
- 10 year alumni that completed bilingual and ELS 6-12 program. What is needed to expand to PK-12?
 - Need to complete courses that address current standards. EPP will need to review old coursework
- K8 Spanish teacher is struggling to pass OPI to add 6-12 Spanish endorsement- any resources?
 - Connect student with content faculty
 - Bridgett - That faculty member should be sent OPI information links passage levels, etc. for reference
 - Karla Cartrite will send some YouTube links that will be helpful re: what is included in OPI
- Dana Billings – they received many questions regarding Special Ed endorsements. Teachers want to just be able to take the test and get the endorsement or think it should just only require a few classes
- Discussion regarding remote work
- Discussion regarding student numbers declining and departments are shrinking – more work being done by fewer people. Advised to review CAEP accreditation faculty and staff ratio to students
- Undergrad students want to add BIO as a minor, when are MTTCs going away?
 - Bridgett – not soon. Once the new Science tests are out plus a few years (7-10 years +/-).
 - MTTC contract w Pearson expires in March 2025, MDE is starting RFP process so will be asking for feedback regarding what we want to see in MTTCs and support. The current contract indicates Pearson needs to offer full length practice tests for all new tests
- Is there any way to be able to see a transfer student’s prior MTTC scores in ResultsAnalyzer instead of waiting for Pearson to release their scores?
 - Pearson charges students \$15 to send scores to new EPP and there is a wait time.
 - Bridgett – perhaps Pearson could allow them to include more than 3 schools on their original scores
- Is there any way to be notified if a student took a test before their scores are posted? (MTTC Verification Roster only lists those that are registered)
- Has anyone tried to embed MTTC study guides in any courses?
 - Suggested to take Pearson standards and put it in Blackboard – “what you need to know for the MTTC”
 - Siena Heights created a required module that includes course standards, practice tests and study guide – must be completed before attempt MTTC
 - One EPP hoped to create series of courses to help pass MTTCs and market to other university students (esp. alternative route) but they found the development too cost prohibitive
- Bridgett - Teacher prep standards have already been mapped to standard when applied for MDE approval (program application matrix). Matrix should show alignment between courses and state standards

- MTTC 103 test is the most difficult test for students – EPPs don't have a similar matrix for standards alignment. Any new ideas to help students pass MTTC 103?
 - 103 students are having much better results on passing the Lower and Upper Elementary MTTCs
 - Discussed reminding 103 Elementary graduates without certification of the MTTC fee reimbursement program when they take new PK-3 and 3-6 MTTCs for the first time (once prepared). Hope to incentivize them to try new tests for certification

- **2:00 p.m. - Closing Remarks**