Minutes

- **8:15 a.m. - Breakfast**
- **9:00 a.m. - Welcome - Stein Brunvand/Beth Feiten**
  - **For those joining over Zoom:**
    https://emich.zoom.us/j/85007281270?pwd=K1IxRGh3ZGZkdHdGVjNMcnlScWF6dz09

  - **DARTEP Business**
    - Approval of February Minutes- Stein/Beth
      - Liza Ing motioned to approve, Beth Kubitskey seconded the motion, passed unanimously
    - DARTEP Treasurer's Report - Beth Feiten
      - See slides for report
      - Square account shut down for the time being
    - Election of AY 24-25 Recording Secretary/Chair Elect

  - **Organization Reports**
    - Michigan Association of Colleges of Teacher Education (MACTE)
      - Had a great 2-day accreditation conference, seeking feedback to plan for next year
      - Seeking MACTE board member from an independent institution
      - June 10-12 MACTE retreat at NMU
    - Michigan Public Deans
      - New slate of officers have been elected
        - President: Ryan Gildersleeve (EMU)
        - President Elect: Laura Dinehart (WMU)
        - Legislative Liaison (2)
          - James Tarr (SVSU)
          - Kristal Ehrhardt (WMU)
        - Secretary: Darlene Groomes (OU)
      - Working on statement as to why moratorium on teacher certification programs should not be lifted
      - Coordinating with MACTE for summer retreat
    - Michigan Independent Educator Preparation Institutions (MIEPI)
      - No report
- **9:15-11:15 MDE**
  - **9:15 - 10:15 Updates: See Slide deck for MDE updates**
    - Legislative Updates
    - Data Dashboard
    - Pearson: Right Start
  - **10:15 - 11:15 Dr. Rice: See slide deck for presentation**
- **Call for nominations for DARTEP President-Elect**
  - Shari Brouwer (Calvin University) self-nominated and was unanimously elected to serve as President-Elect for the 2024-25 academic year
- **11:15 - 11:30 - Lunch Break -** Pick up boxed lunch and move to job alike areas

- **11:30 - 1:00 p.m. - Job-Alike Sessions- each group selects a recorder to send notes to Stein at sbrunvan@umich.edu . See next page for suggested topics**
  - **Deans & Directors**
    - Question about background checks: Has anyone included universal background checks into their affiliation agreements, so that there is an agreement as to whether the school district or the EPP will be responsible for the checks? Or do both the EPP and the district conduct checks?
      - No one has added this to affiliation agreements
    - Discussion about clinical instructor/university supervisors pay rates and work expectations, some institutions pay similar to a 3-credit class, others pay a percentage per student, 3-4 observations required for semester seemed the norm, 3-4 seminar meetings expected each semester
    - Discussion about supporting students who are struggling and on improvement plans, have remediation meetings with all relevant individuals (mentor teacher, university supervisor, field placement director, etc.) institutions conduct extra observations, some will find a new placement for the student if that seems like it would be helpful, improvement plans are created and benchmarks are set for students to meet in order to continue, Madonna does pre-interview questions to see how the fit might be before placements are made
    - Student teacher removal from placements
      - Rationale for movement- does it matter?
      - Remediation plans
        - Includes clinical instructor
        - Goals
      - Failed Grade
        - A grade less than a B-
        - Incomplete
        - There must be something marked indicating the student teaching requirement was not met.
      - Some do not graduate
      - Alternate integrated studies degree
    - Moratorium
    - Dyslexics
      - Funding of concern
    - Overall funding a concern
      - i.e. Library Law
    - Concern about the upcoming election and its impact
      - What happens if there is a lack of support for DEI
      - We need to prepared with a response to potential anger
      - It is a concern for Lansing and north of that area
      - Help students realize the why behind the diversity legal language
      - Ugliness has not really started, due to the many legal processes
    - Promoting advocacy for elements that influence our profession
      - Stipend
      - Fellowship
    - Civil discourse
    - Focus on topics not emotion. Cultivate critical thinking and the development of advocacy among students (i.e. stipend, fellowship)
    - Concern about marginalized populations
    - It really is about safety
    - We must be mindful of developing an awareness

- There is an energy that may fuel other reactions with the new election
  - Are we prepared?
- We all must be thoughtful about what we expect from our students
- We must be cognizant of developing solutions (i.e. neutral site to offer solutions)
- It is important to discern if there is a concern to address, before believing that there is
- **Birth-K Program**
  - Challenge finding people with a ZS endorsement, who have taught under the ZS in pre-school or younger
  - Could the MDE publish a list of those with ZS endorsements?
    - The challenge will be figuring out where employed.
    - In center based GSRP programs are not necessarily available
  - You can use somebody within the GSRP with a ZS, or the old ZA degree
  - Developing a meaningful set of experiences where students are involved with eligibility assessment may work (i.e. developing an IEP), and working with special education professionals
  - Barriers shared
    - Hours in the field
    - Rural areas and program availability
- **Universal Background Checks**
  - Do both the EPP and the School Districts conduct background checks
    - Both the school district and EPP conduct
    - If students do not sign the consent to share, background information cannot be shared. If they do, the information can be shared with the districts.
    - If students do not agree, there will be no placement
    - Another uses livescan combined with the School District processing (i.e. iChat)
  - Currently some complete this every 6 months. Others once per year.
- **Monitoring Concerns along the progression of the Program**
  - Document that principals can enter information into, while they cannot see the results
  - Concern about privacy for the student shared
  - Formal action plan may be entered
  - Another shared a similar form is developed
    - When dispositions come in, action items are there
    - Assistant director addressors or mentor
  - Meetings are held to address dispositions
  - Any time a student is on a plan, the school is versed on this information
- **Student Grievance**
  - Follows university process
  - Student approaches the professor first
  - In one university, a student grievance will go to the Committee of Academic Standards, and not the Dean or Provost
  - Student then must go to the Director (or Dean)
  - Student may then go to the Provost
  - There has been an increase in students going directly to the top
- **Concern about information not being passed along**
  - There is a mentor who follows the student through the program, to follow the challenges along the way
- **Accreditation & Assessment**
  - How do you differentiate Grade Bands in Secondary Applications? MDE feedback wanted more clear differentiation between 5-9/7-12 programs.

- At Albion, two class specific to 5-9 that 7-12 don't have to take.
- At UofM A2, aspiration is to have 3 semesters that focus on different grand bands (foundational courses for overlap, second semester = two 7week experiences to compare 6 vs.10-12, student teaching chooses where to prioritize time)
- At Andrews, focusing on clinical experiences at different grade levels (5-9 Math for Teachers course, 7-12 Math for Teachers course), but methods courses are shared across 5-12
- At SVSU/OU, first semester field experience in secondary grade band; second semester and student teaching in primary grade band
- Other ideas – instructional rounds for students to rotate between different developmental settings
- Summary: Focus ensuring that students are getting different developmental perspectives across the arc of the program. Certification check should make sure that clinical experiences occur in grade bands being certified for. Are you sure that they have the skills and ability to teach effectively at that other grade band level if you certify them?
■ How are institutions tracking placements and clinical data?
- Watermark - SL&L (OU, Flint, Central)
- Tevera (Albion, Western) – recently sold to Lumavero, the level of support and training has changed ("stupid")
- Spreadsheets
■ What is the contingency plan for keeping our data for the retention cycle if one of these programs goes away?
- People going through SL&L and Watermark and pulling down Hours Logs and putting them into Image Now/Banner (Graduate Students)
- Downloading SL&L data as full spreadsheets – is it a better use of personnel hours to attach the individual data to the individual student record on the chance that it will be needed? Or for future folks to have to 'dig' to find the records for the isolated future needs?
- Attempt to try to attach the records to transcripts, this is a different system
- Attempt to try to attach the records to degree auditing checklists (ie Degreeworks)
■ Assessment of content state standards over the arch of the program – how are folks monitoring gateways and transition points? (Assessments of dispositions and Core teaching practices are common, but not disciplinary standards)
- How do you know they've mastered the state content standards before the go to student teaching?
- Require MTTC passage before student teaching?
- Align state content standards within observation rubric or portfolio rubric for regular checks
- MTTC doesn't provide cut score for individual sub-area tests, which makes it difficult to use MTTC to comment on content area mastery.
- **Clinical Placement Coordinators**
■ A [spreadsheet has been created to track questions](#) raised in DARTEP so we can try to capture important topics for later reference
■ What topics do you cover in your meetings with student teachers?
- Overview of school safety
  - Brings in a Police Liaison to give a rundown of basic procedures
- Do's and don't of social media
  - What are listed in your DOs?
  - Don't are the most BUT
  - Encourage students to have positive social media
    ■ Private is not secret - if it's on the internet, it can be found
  - Leverage social media to your advantage
    ■ Network / follow other educators
  - Free speech is not what they think it is - it's not FREE of CONSEQUENCES

- Seminar Sessions for interns
  - Bringing in knowledgeable community members to talk about their areas of expertise
  - Guest speakers come in and talk about processes that are typically implemented in a classroom setting with concrete exemplars
    - IEPs / 504s / Tech ED / Reading Instruction / Interview Panels
  - MOCK Interviews
  - AI Virtual IEPs
  - Covering Contracts / Bargaining Agreements
- How do you keep track of the hours interns accumulate? Data? Evaluations?
  - Watermark / SS&L
  - Tevera
  - TK20
  - Anthology
  - Exect
  - Livetext
  - MDE - in reviewing platforms, they would love to hear which ones work well!
- Ideas/programs for mentor teacher training
  - WMU starting MT training back up - what ideas do we have for this type of training
    - Ferris - invites MT to orientation to walk through the syllabus / have a coffee meet and greet with students
    - Oakland University - day training that gives an overview of the position (supplies lunch and dessert)
    - Video seminar session
- What are your expectations of the supervisors? Number of visits, paperwork, etc.
  - OU - they have a FI handbook to streamline expectations
  - Supervisor training to re-enforce grading standards
    - Growth is expected - which means you can
  - Ferris - they share with the community what they can offer for free
    - 2 in-person observation
    - Upload 3 videos (Go-React)
    - UM - uses Edthena for video upload assignments
  - Compensation
    - Ranges $400-$750 per student/ per term
    - Mileage compensation to no mileage reimbursement
- Is there a way to get an Email list that breaks down our positions and our job-alike so people could reach out?
- What kinds of things does each school ask of applicants as they enter the program?
  - The state doesn't require CBC / BBP anymore - they found this is being done regardless!
  - Districts require Criminal Background Checks
    - Some EPP programs put it on the district to order CBC
    - Some EPP programs use
    - IChats
    - HireRight
    - Registered with EduStaff to start the program

- **Certification Officers**
  - Universal Background checks? Affiliation agreements as to whether the school district or the EPP will be responsible for the checks? Or do both the EPP and the district conduct checks?

- - Western has background at admission to upper level and prior to student teaching/cert.. Looking at whether they will continue to do checks, if they will leave this to the K-12 districts.
    - Reminder: No requirements at MDE that we do background checks, only conviction disclosure
    - SAU requires CastleBranch in the introductory course and prior to going in to any K12 class observations or field experience. SAU also requires candidates to have a valid substitute permit prior to beginning their student teaching placement to cover the background check at the end of the program.
  - MTTC pass rate trends for the new grade bands
    - EMU finds that candidates are having much more success overall than the old 106 and 103.
    - Students like that they only need to take one professional subtest, but it was reported that some candidates were not stopped by the system from signing up for the additional professional subtest (taking both lower and upper elementary professional subtests).
    - Discussion about what is leading to this higher success.
      - Better test structure?
      - Better program alignment because EPPs redesigned their programs?
      - "Easier" test?
    - Alt. Routes not seeing as much increased success on the new grade band tests.
    - Ferris state saw100% completion rate with the new testing. Identified that they are struggling in literacy and science/social studies subtests.
    - Bridgett sees (at the state level) that subarea 2 (Literacy) is the biggest struggle. Recommends looking at courses meant to cover that content and see if they are aligned to objectives/standards.
  - When will new K12 Admin test be required for the credential?
    - Earliest will be January 2025 that MOECS will require the test.
    - Between Jan and Sept will be a phase-in of passing criteria
    - Sept. 1, 2025 traditional cut score of 220 will be required.
    - Discussion took place about how early candidates can apply in MOECS if they are not at the end of their program.
    - Can we tweak MOECS to allow them to apply without the test, but then need the passing score before cert officers can recommend? Likely not because the new system is being worked on and they are only making changes if they are absolutely necessary.
  - What tools might be helpful for assisting your new candidates with applying for their certificates.
    - Can cert. officers see the applicant view?
    - Krista Ried asks that we (cert. officers) start brainstorming our "wish list" for the new system
    - What about having a way for candidates directly upload their conviction docs. Instead of the EPPs be the pass-through?
    - What about a video tutorial of how to use MOECS.
    - What about documentation with screenshots of the MOECS system?
    - Stephanie (SAU) will send Krista Ried the documentation she already has (step-by-step instructions with screen shots).
    - MDE thinking about a guidance/handout for information on how to understand login/passwords/PIC number and what the elements of their certificate means?
  - Question about how to track if students complete their MDE survey
    - Use Qualtrics.
  - What guidance do you provide on the order candidates might take the MTTC?

- Numerically (no specific guidance provided)
- Ferris recommends that they take the professional first.
- GVSU is in discussions about linking it to the courses that prepare them for the specific subtests.
- When is it too early?? Do candidates have to wait until they are 80-90% done with their program? Pearson doesn't limit when people register/take a test.
- SAU has pre-student teaching meetings where certification guidance is explained to each individual and paperwork provided. They are also provided with a needs list document so that they know exactly what test they need to take.
- EMU has an online shell course that candidates are required to take before methods courses.
- What job search guidance are your institutions providing (cover letter descriptions, what they CAN teach…)
  - Oakland provides links to local consortiums, all the job fairs, their career center, have local administrators come in and talk to them
  - Western has a PD day with local principals, career center, resume guidance
  - EMU sends the link to the database what lists what courses they can teach with a certain certification.
  - SCED codes (national codes, CIP codes match SCED codes) all the course descriptions and titles with a code for that the registry of personnel for federal reporting. MDE will eventually link endorsement codes to SCED codes.
  - SAU has an online seminar course that candidates take in conjunction with their student teaching where one of the assignments is that they develop their cover letter and resume and guidance is given by the seminar instructor.
- There is a candidate born in another country, first language not English, but they have been in the US for a long time, so they checked the box saying that English is their primary language but is interested in the testing accommodation for extra time for the MTTC.
  - It was recommended that the candidate request alternative testing accommodations and submit birth certificate and passport for documentation.
- Question about moving to the professional certificate, do candidates still have to submit the form showing that they have the 3 successful years of teaching. Only the effectiveness ratings requirement is going away to move to the professional certificate.
- When are the year-out surveys going out, can EPPs get a list of candidates that this survey link is sent to so that we can follow up with candidates to complete this.
- Professional Licensure requirements
- What are we doing with the federal legislation about disclosure/transparency of where our licensure will allow certification. Each state has their own rules about reciprocity. What are institutions doing to comply with this federal law?
  - Many are unfamiliar with this legislation. NASDEC has put some communications on that. (get on the mailing list – but institution has to pay).
  - Google NASDEC podcast.
- Proposed changes to the certification code:
  - Most is clean-up.
  - Professional Practice has been reorganized.
  - Permits had a restructuring; more clarification on the use and how to apply for permits, especially how to demonstrate content knowledge in core areas. Now allowing a minor (not just a major) in content area.
  - 12-week rule not in rules and now it is in standards.
  - Added a definition of appropriate placement.

- - Induction law (the one that took away First Aid/CPR and added induction).
      - Used a term "master teacher" that is not well defined for who can provide the induction. Krista recommended emailing EducatorHelp for clarification.
    - Great Start Readiness says you need a valid teaching certificate and early childhood endorsement with ZA, ZS BK or PK-3. Great Start just hasn't updated their documentation, you can work with any of the 3 endorsements (including ZO).
    - Worried about upcoming Administrator test.
    - Students currently apply for wrong endorsements, when this goes live more student will be confused and apply for the wrong test.
    - Suggested to create an internal application for certification
      Has anyone else had issues with students pass the old #103 and have them take the new LE/UE
    - Question: Individuals request special accommodations: Wanted institution to provide letter stating the English is not their first language. App stated English was their primary language. Did not feel comfortable. Student can provide birth certificate, and or visa directly to Pearson.
    - Google Chat: Would this be a good means to communicate with fellow certification officers from other institution. A certification group can be created that individuals can join.
    - Donna to email group the Google Chat she created. Donna is adding members.
      May need to use personal Gmail accounts to create shared google chat group.
    - Send Donna an email to: dzkerry@umich.edu with your email address if you want to be part of the group certification group chat.
    - Clarification on new MTTC Administrator test, only for institution that offer that program.
    - Talked about presenting to students regarding MTTC tests and test prep and Certification info
    - How do you know what a student is waiving an endorsement?
    - MSU list it on their internal application
    - GVSU reviews MOECS and reach out to student
    - Reach out to students if you notice they passed multiple test and only applied for one, explain advantages.
    - What happens when they get an Elementary Cert and now what a Secondary endorsement what do you?
    - Does anyone else get this request? If so what do you do? Get more people can I just take a test?
    - How does adding a new grade band work? Example is the have Elementary and what to add a Secondary grade band? Will it work like an added endorsement?
- **1:00 p.m. Safe Travels**

Tentative 2024-2025 Dates: October 4 at Saginaw Valley State, **December 6** at UM Dearborn, **February 7** virtually**, April/May** date to be coordinated with Continuous Improvement Conference

Topics requested by DARTEP members:

Deans & Directors: 20 Attending
- Has anyone included universal background checks into their affiliation agreements, so that there is an agreement as to whether the school district or the EPP will be responsible for the checks? Or do both the EPP and the district conduct checks?

Accreditation and Assessment: 12 attending
- No suggestions submitted

Certification Officers: 17 attending

- Has anyone included universal background checks into their affiliation agreements, so that there is an agreement as to whether the school district or the EPP will be responsible for the checks? Or do both the EPP and the district conduct checks?
- For institutions that have students taking the new grade band MTTCs, what are the general pass rates in comparison to the level-based MTTCs?
- Has there been a date set for when the new K12 Administrator test will be required for that credential?
- What tools might be helpful for assisting your new candidates with applying for their certificates?
- What guidance do you provide on the order candidates might take the MTTCs?
- What Job search guidance are your institutions providing(cover letter descriptions, what they CAN teach…)

Field Placement Coordinators: 17 attending
- What topics do you cover in your meetings with student teachers?
- What are your supervisor expectations? Number of visits, paperwork, etc.
- Ideas/programs for mentor teacher training
- What kinds of things does each school ask of applicants as they enter the program?