



October 4, 2024 - 9:00 AM

[Gilbertson Hall, Saginaw Valley State University, 7400 Bay Road, University Center, MI 48710](#)

Minutes

- **8:15 - Breakfast**
- **9:00 - Welcome - Stein Brunvand**
- **9:05 - Welcome from SVSU**

- **DARTEP Business**
 - Welcomed new members to DARTEP
 - Approval of [May 2024 Minutes](#)- Stein
 - Liza Ing motioned to approve, Jillian Davidson seconded the motion, passed unanimously.
 - DARTEP Treasurer's Report - Beth Feiten
 - Refer to [meeting slides](#)

- **Organization Reports**
 - Michigan Association of Colleges of Teacher Education (MACTE)
 - Anne Tapp was awarded \$10,000 grant from AACTE for round tables with legislators.
 - Looking for volunteers to plan Continuous Improvement Conference, contact Marcia.fedders@wmich.edu
 - [AACTE website](#) lists federal legislation affecting EPPS.
 - Michigan Public Deans
 - No report.
 - Michigan Independent Educator Preparation Institutions (MIEPI)
 - No report.

- **9:15-10:15 - MDE Updates:** Details in [MDE Update](#) document.
 - EPPs should review the anticipated dyslexia legislation requirements. MDE will provide application materials for the specific endorsements affected, combined with a review of reading diagnostics coursework and disciplinary literacy preparation for 5-9 / 7-12. Applications due June 30, 2025.
 - Special education: Two semesters of student teaching no longer required; additional endorsement only requires 50 clinical hours. Contact Gina Garner with questions or to apply for an experimental program allowing special education only without an additional endorsement.
 - All candidates seeking initial certification in any program (new grade bands, PK-12, old programs) will need a Professional Knowledge & Skills MTTC beginning January 1, 2026. Birth-K MTTC #134 includes professional knowledge and skills for Birth-K. Test #134 does *not* count as a Professional test for other grade bands. Professional MTTC is not required when certified teacher adds an additional endorsement.
 - MTTC Test Fee Reimbursement grant funds could run out by late summer 2025. Remind candidates to apply for reimbursement ASAP after testing.

- **10:15-10:30 - Report from the Michigan Field Experience Conference - Hollie Stephenson**
 - [Meeting slide](#) provides details about this successful conference held in August.

- **10:30-11:00 - Talent Together Q&A**
 - Becca Tisdale from Talent Together responded to questions generated from the survey sent to all DARTEP members.
 - Meeting slides include the questions and responses.

- **11:00-11:45 - Panel discussion with DARTEP members currently working with Talent Together**
 - Joe Lubig (NMU), Kristal Ehrhardt (WMU), Jillian Davidson (CMU)
 - Most candidates are master's or Post-bacc level; many earning special education endorsements.
 - Talent Together covers certification in only one grade band.
 - Challenges:
 - Some communication and scheduling glitches.
 - Traditional mentor compensation much lower than the Talent Together mentor stipend.
 - Candidates may need tech support.
 - Benefits
 - Diversify the workforce by reaching non-traditional candidates, people of color, candidates in rural areas, varied socio-economic status, etc.
 - EPPs are challenged to use creative methods to prepare more teachers such as offering more online asynchronous coursework.
 - Suggestion: Idea sharing and best practices from Talent Together EPPs during the continuous improvement spring conference.

- **11:30 - Lunch**

- **12:15 MDE, Continued**
 - Student teachers create accounts in MOECS by Oct. 20. Rosters distributed on Oct. 23. Candidates can be manually added to rosters if needed. Rosters due Nov. 8. Surveys distributed Nov. 20 and close on Feb. 16. Surveys will be sent from educatorprograms@michigan.gov.
 - Any institution offering a job fair can invite MDE to partner – contact Jennifer Robel, robelj@michigan.gov
 - DHHS offers free [mandated reporter training](#) online.
 - Specific credit hour requirements for endorsements removed from teacher certification rules.
 - An application to expand K-12 programs to PK-12 should be available in December.

- **1:00-2:00 - Job-Alike Sessions**
 - **Deans & Directors**
 - How are people finding adjuncts to teach classes?**
 - Checking with K-12 partners to see who has recently retired
 - Reaching out through social media
 - Recent alumni who may have stepped away from the field for any number of reasons but still want to contribute
 - ISD and RISD admin and personnel could be good contacts
 - How are field placement coordinators compensated and what are they expected to do?**
 - Most institutions have a full-time person for this
 - Responsibilities include (depending on the size of the institution):
 - coordinate all placements

- o primary communicator with external partners
- o run student teaching seminars
- o teach classes as needed
- o supervise university coordinators
- o process background checks
- o assist with grow your own programs

How do you manage working with international students and finding districts to sponsor their visas once they graduate?

- Unfortunately, no one had any good suggestions

How do you work with students who may be exhibiting behaviors that raise concerns about professionalism but are doing okay academically and grade-wise?

- Finding ways to support them but at the same time making it clear they only have a certain number of chances to address the behavior
- Have a clearly defined procedure/policy with extensive documentation
- Create a written plan with dates and clear expectations
- Postpone student teaching and require an additional practicum and or a certain amount of substitute teaching
- Require mentor teachers/schools to document why they want a student teacher removed so you have the information you need to find them a different placement

o Accreditation & Assessment

- Feedback from CAEP conference
- Data vs evidence- curated tables are better for visitors.
- Tell your story... doesn't have to be met goals... but process
- Tag surveys to InTASC
- MDE has surveys and CCAST alignment charts for InTASC and CAEP/AAQEP standards
- Extensive discussion on differences between CAEP and AAQEP

o Clinical Placement Coordinators

How are Field Placement Coordinators compensated? What are their key responsibilities?

- Ferris: Identified as administrator, 12-month contract
- Aquinas: Faculty with course release to do placement.
- Spring Arbor: Allotted 10hr/wk for placement work
- Calvin: Director role (Administrator), 12-month contract + teach 1 capstone seminar course also have 1 administrative support person (part of her role)
- GVSU: "Specialists" – one for each program, full time position
- Central: one per program, 11-month contract
- U of M Dearborn: 8-month contract + teach course (contract for this)
- Cornerstone: 2 course releases as faculty; 9-month contract
- U- M Flint: Staff, 12 mo, All placements – 165 placements/yr
- Saginaw Valley: 12-month, admin does all placements
- Western: Director – admin position + 2 support for placements

How are you adjusting to multiple grade bands in your student teaching placements?

- Saginaw Valley: 12 weeks in major + 4 weeks in minor, all in same semester. Overall, it's going well; K-12 testing season impacted what candidates were seeing...made adjustments in response.
- Ferris: 5 placements throughout program certain placements target different grade levels
- BK/PK-3 – 12 week placement and other K12 programs 16 week

How are you handling double grade band placements?

- Addressing in different courses – intentional about grade level associated with particular courses
- Ferris: adds additional courses with clinicals so if they add 2 bands, they have 2 additional courses for that additional band that include clinicals. Methods are K-6, but clinicals are specific to bands. Literacy class + 1 clinical. If add second grade band then they just take the 2nd clinical; no additional methods course needed.
- Saginaw: working to diversify contexts (city, suburban, rural)
- U of M Dearborn - Apprenticeship 1 – focus on ELL: lower el & upper ; Apprenticeship 2: lower el & upper el, (not limited to ELL)
- Question: Does anyone use subbing as way to touch the grade band experience? Considering use for grade band evidence only, not for 30 or 50 hr endorsements.

How do you handle student teaching requests for virtual student teaching placements, and what strategies do you use to ensure effective teaching, student engagement, and communication in a remote learning environment?

- State acknowledges it as acceptable.
- Aquinas – has done this successfully with MI Virtual Academy; student was able to also do her general ed & LD placement there. Hired after student teaching.
- U of M - Flint: allowing this for a supplemental experience in Latin for a candidate
- Others have considered, but no one seems to be doing this consistently or offering as an option.

Student Tracking: How are you gathering info/guiding students through the new MOECS process?

- Cornerstone: Gave video (minute 11 – 16) and documents to students to complete independently
- Others have asked seminar instructor to guide students through the process.
- Check out Tango program that takes screenshots.... helpful for create “walkthroughs” to share out.

Are student teachers considered mandated reporters?

- We have a mixed understanding of this. May be worth clarifying with local DHS or with state.

Accelerated Cert Program – what test is being offered for entrance?

- Saginaw Valley only offering 3 – 6th grade band in accelerated version but unsure which test would be appropriate. Some ideas given.

How do we run background checks for international students without SSN?

- Varied experiences. Some use IChat which doesn't require a SSN.
- Castlebranch being used by some – just report local address.
- Calvin has had International Students complete Edustaff & stipend application which require SSN. Jane G will check with her International Advisor and report back on the process.

Any suggestions for how to support International Students during OPT or in finding schools willing to sponsor after a year of OPT?

- Calvin has some local private schools who are able to sponsor at a reduced or waived sponsorship fee. May be worth checking with other local privates, if candidates interested.

o Certification Officers

- The three years of teaching for professional certificate may be completed in any state or country (Michigan effectiveness ratings no longer required).

- Most institutions are offering the reading diagnostic class online.
- Candidates need to be careful to take the MTTC that matches their program, could advise candidates when to attempt each test (after specific courses that best prepare them).
- MTTC eligibility roster issue with candidate incorrectly selecting “alt route” – contact Bridgett if happens.
- Who at your institution verifies eligibility for Fellowship and Stipend? Typically Financial Aid office and/or Education Program staff.
- SCECH hours earned by student teachers cannot be used for certificate renewal (must be earned after the date of certification).
- Concern about needing Dana Utterback’s assistance to add additional endorsements, this could be cumbersome and time-consuming for her.
- Most institutions do not require that background check disclosures be notarized.
- New candidate tracking system could be required during an intro course, new student orientation, student teaching seminar, etc.
- Need for online coursework leading to additional endorsements (candidates are completing these out-of-state online programs).
- Challenging and expensive for schools to sponsor visas; most hiring schools do not have the capacity to take this on. There are companies who serve as J-1 visa sponsors.

- **1:30 Meeting Adjourned**

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