Minutes
December 6, 2024 - 9:00 AM

[UM-Dearborn, Quad E, Fairlane Center North](#)
[19000 Hubbard Drive, Dearborn, MI 48126](#)

- **8:15-9:00 – Breakfast**

- **9:00-9:15 - Welcome & Updates**
  - DARTEP President Stein Brunvand and College of Education, Health & Human Services Dean Ann Lampkin-Williams welcomed everyone to the meeting.
  - New DARTEP members introduced themselves.
  - **Updates**
    - **DARTEP Business**
      - Approval of [October 4th, 2024 Minutes](#)
        - Deborah Gibson motioned to approve, Liza Ing seconded the motion, passed unanimously.
      - DARTEP Treasurer's Report **-** Beth Feiten
        - Refer to [meeting slides](#) for Treasurer Report and DARTEP membership policies.
    - **Organization Reports**
      - Michigan Association of Colleges of Teacher Education (MACTE) – Jillian Davidson thanked everyone who joined the fall virtual retreat. Contact marcia.fetters@wmich.edu to host a round table. Contact jillian.davidson@wmich.edu to participate in MACTE committees.
      - Michigan Public Deans – Stein Brunvand reported discussion of legislative updates, MACTE updates, and conversation with Sean Kottke about alternative route programs.
      - Michigan Independent Educator Preparation Institutions (MIEPI) – No report.

- **9:15-10:15 - MDE Updates**
  - Refer to [meeting slides](#) and [MDE Update](#) document for details.
  - Notify Sean Kottke if any information is missing from the MDE website.
  - Bridgett McDowell: Ideas generated during MTTC test prep discussion:
    - For lower subarea scores, connect specific classes with MTTC test objectives and endorsement standards (refer to the matrix your institution submitted for MDE approval).
    - Pedagogy course instructors review MTTC objectives, use MTTC practice questions during class, and provide practice taking multiple choice assessments.
    - Purchase the $19 practice test.
  - Gina Garner: When preparing MTTC data for accreditation reports, provide annual reports for the most recent three years rather than one 3-year summary.
  - Jenni Dickens is the GYO consultant.

- **10:15-10:45 - Dyslexia/Literacy Discussion – Sean Kottke**
  - Refer to [meeting slides](#) for application process, expectations, and timeline.
  - Application includes narrative questions and a matrix.

- ○ Submit one application for all grade band programs, including K-12 and PK-12 programs.
- ○ Approved Disciplinary Literacy Preparation Standards (DLPS) course(s) must be offered no later than September 2027.
- ○ Current candidates may be certified without the new DLPS course.
- ○ No requirement to offer a separate course about dyslexia - existing literacy coursework may be updated to meet the DLPS standards.

- **10:45-11:30 - Core Teaching Practices Assessments**
  - ○ Sara Clemm Von Hohenberg from Concordia University shared sample assessments:
    - ■ [Concordia CTP Assessment Documents](#)
  - ○ Discussion at tables: Process of developing CTP assessments

- **11:30-12:30 – Lunch**

- **12:30-1:00 - Section 27h Mentoring and Induction Grant Updates**
  - ○ Kerry Hegele and Rena VanDerwall:
    Western Michigan's Project Impact: Induction and Mentoring Programs for Administrators, Counselors & Teachers
  - ○ Refer to [meeting slides](#) for details.
  - ○ Provide feedback on the [Foundations and Structures standards](#) by adding comments within this Google document.

- **1:00-2:00 - Job-Alike Sessions**
  Question for all job-alike meetings: Should DARTEP consider membership from community colleges and/or teacher preparation programs that are not four-year institutions?

  - ○ **Deans & Directors:**
    - ■ DARTEP membership
      - Focus should be on making it easier for transferring from a community college to a 4-yr EPP.
      - For non-EPP Alt Route programs, it depends on the purpose of DARTEP and if we will be more active with voting. We would be interested in learning more but do not view ourselves as being partners with those in Alt Route programs.
      - MACTE follows AACTE guidelines which state that alt-route programs and community colleges can participate but not be full members.
      - Sean mentioned that programs have asked about DARTEP membership.
      - DARTEP has regular membership and associate membership, but there is no process or procedure for applying to be an associate membership.
      - There are different requirements for alt route and traditional programs (clinical requirements for instance) and there could be confusion with information shared via DARTEP about which requirements apply to which type of program.
      - One benefit could be establishing a better overall understanding of how alt-route and traditional programs are different, could also identify common areas of interest to unite advocacy efforts.
      - Alt route programs meet with MDE and receive relevant updates, but they miss out on the panels, presentations, and other discussions that occur at DARTEP.
      - Would need to revisit the job-alike sessions to incorporate alt-route program personnel.
    - ■ Community College transfer collaboration
      - MDE working with institutions to create standards for an associate's degree in education.

- EPPs would not be forced to accept this automatically.
- Incorporate clinical experiences and established assessment protocols such as CPAST.
- Consider prereqs for different classes to make sure students come in ready to take the classes they need at the 4-year institution.
- Need way to ensure community colleges have qualified faculty teaching courses, should be adhering to same HLC expectations in this area.
- There should be a way to hold accountable community colleges for their role in preparing preservice teachers.
  - MOECS Tracking Requirement
    - We have concerns about the amount of time it is requiring of EPPs, especially time for certification officers (also noted was the wide variation of FTE for Certification Officers across institutions).
  - Ongoing changes and program updates
    - It is difficult to focus on continuous improvement due to the ongoing changes in program standards and requirements and subsequent required program revisions. When do we get to focus on continuous improvement?

- **Accreditation & Assessment:**
  - Question about Alternative Route Programs in DARTEP:
    - #TEACH received accreditation this past fall
    - Pros:
      - More colleagues to bounce ideas off of and be thought partners, more sharing information and best practices.
      - Increases dialogue and partnership with community colleges, which will be important as transfer paths become more popular for students.
    - Questions:
      - Would alt-route programs still fit into the model of job-a-like conversations? Our understanding is YES. The same jobs exist with the alt-route programs.
      - Would this move help to clarify the division between DARTEP and MACTE? Perhaps, but MACTE is also opening its doors to incorporate alt-route programs.
      - How will we ensure that meeting agenda items are applicable to everyone? Will there be difficulty finding time to talk about issues specific to IHEs if alt route programs are part of DARTEP?
      - How can we encourage alt route programs to continue to be innovative and fresh, rather than adopting processes from IHEs?
  - New accreditation leaders – How to onboard and get caught up?
    - Learn from each other – that's the best way! Schedule lunch, zoom, coffee.
    - MDE Support meetings every month with Gina & Catherine - December meeting focuses on Advisory groups
    - CAEP resources
    - Download the CAEP workbook
    - Do the reviewer training (in Summer)
    - Spring online workshops
    - Email Eric Dickens at Albion
    - Accreditation Insights podcast, EdUp
  - Self Study Reports
    - Write your SSR draft outside of AIMS in Google Docs or Teams.
    - For CAEP, don't include programs that do not lead to an MDE endorsement (MA in Curriculum, etc.).

- For CAEP, remember to provide evidence by MDE endorsement program (PK-3, 3-6, Learning Disabilities, etc.) rather than by EPP majors [Elementary Ed (combo of PK-3 & 3-6), Special Ed (combo of PK-3 & LD), etc.]
- Advanced Programs
  - Pay attention to RA3.3, especially gateways.
  - QAS for advanced programs will likely be different than for initial programs and the QAS for ES/CO may be different than BR.
- With lead time, Gina and/or Catherine will read and comment on self-study drafts
■ Dyslexia Waivers
- Not yet ready to be formalized and announced.
- It is likely that very few programs will qualify for waivers.
■ NAEYC instead of CAEP for ECE
- Cynthia Clark at Rochester Christian University is making the switch.
- Schoolcraft was looking to switch to NAEYC and encountered expense barriers.
- Michigan NAEYC offers grants for people to switch to NAEYC accreditation.
- MCC went with NAEYC; experienced some disorganization with NAEYC in the early years.
- Central is currently with NAEYC; completed the CAEP visit and then switched to NAEYC immediately after.
- MDE is better equipped to support AAQEP and CAEP.
- If you want to use a substitute accreditor, you must have the accreditation in hand and completed before CAEP comes.
- NAEYC looks at 4yo-8yo, so could accredit B-K, PK-3?
■ How do institutions track AFIs for annual reporting?
- Albion:
  - In site visit rejoinder, brainstorm how you will respond to each AFI.
  - Create a document that lists all the AFIs and needs.
  - Attach to all department meetings for continuous focus.
- Wayne State:
  - Create shared CAEP evidence folder for everyone to add their documents.
■ CTP Assessments and Best Practices
- Can CTPs be aligned to CPAST, Danielson, InTASC?
  - No, the CTPs are too granular. The CTPs hold up the CPAST, InTASC, Danielson, but those assessments don't trickle down to information about the CTPs.
- Concerns about how to respond to 5-year renewal report for MDE, which requires assessment data.
- Gina does not recommend that we use CTPs for CAEP – CTPs are the building blocks of what you measure for CAEP. MDE would rather see assessments for content standards and state standards, with CTPs as a building block
- Tension of institutions de-prioritizing standards, while focused on assessment of core teaching practices.
- If CTPs are something that we care about as a state, but are not something we want institutions to expend significant energy to assess, can MDE add 3-5 CTP questions on the state surveys?
- **Part of Survey Question 13 (As a beginning teacher entering the profession, to what extent can you…)**
  - Lead a group discussion (CTP 1)
  - Explain and model content, practices, and strategies (CTP 2)

- - - Elicit and interpret individual students' thinking (CTP 3)
      - Set up and manage small group work (CTP 9)
      - Check student understanding during and at the conclusion of lessons (CTP 15)
    - **Already part of Question 13:**
      - Connect learning to experiences of a variety of backgrounds (CTP 12)
      - Support all students' socioemotional development
      - Communicate with families/caregivers (CTP 11)
      - Build respectful relationships with students (CTP 10)
      - Recognize potential/set high expectations (CTP 13)
    - **Already part of Question 19:**
      - Support all students in making connections to prior knowledge and experiences? (CTP 12)
      - Implement multiple strategies to present key content area(s) concepts? (CTP 2)
      - Adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans? (CTP 13)
      - Organize the learning environment to guide student engagement during instructional time? (CTP 5 & 8)
      - Design or select assessment tools to provide evidence of student learning? (CTP 15, 16)
      - Analyze assessment data to identify patterns and gaps in student learning? (CTP 17)
      - Differentiate instruction based on student assessment data?
      - Implement research-based behavior management strategies to maximize student engagement? (CTP 7, 18)
      - Implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?

  - **Clinical Placement Coordinators:**
    - Membership in DARTEP for community colleges and alternative route programs
      - What can they contribute? What would be the danger of their involvement?
      - Not EPPs, but held to HLC standards
      - Benefit of CC working alongside 4 year programs: EPPs can influence CCs and raise standards
        - Both need to know what they don't know
        - Clear up communication pipeline between high schools, CC, and 4 year programs
        - Might open up more partnerships between CCs and specific EPPs
        - SVSU partnering with Henry Ford for ELL experiences
      - Alt route: CAEP accredited within five years
        - By law, not a preparation program but must provide pedagogy prep
        - Should be "monitored", "coached", "mentored"
        - Who would represent these programs?
    - How do you notify student teachers of their placements?
      - SVSU: some professors getting upset by notifications coming during class time
      - Spring Arbor: usually notifies everyone once all are placed
      - Use email schedule send
      - Calvin: notified placement update but must come in person to get specifics
      - Oakland, UM Flint, and Cornerstone: notify as placements are made
    - Sharing supervision around the state (UM Flint)

- UM Flint is interested in partnering in this
- Spring Arbor: discrepancy of supervisor payment
- Calvin: negotiate with Northern MI University; payment equivalent to what Calvin would pay
- Spring Arbor: guest supervisors must meet EPP's requirements
- Central requires a training orientation
  - Supervisor Details
    - SVSU, Oakland: $750 per teacher candidate
    - Mileage reimbursement: Oakland still paying from EPP to school site regardless of university supervisor's home address
    - SVSU charges STs $700 if placed out of coverage area
  - Passing MTTC before student teaching
    - Spring Arbor: must attempt before; no consequence for not passing, offers a test prep class
    - Accelerated programs: must pass before student teaching
    - Most EPPs removed requirement
    - Oakland: required but can submit a petition if you don't pass
    - Ahlam: Can there be other benchmark moments to check for content competency before the MTTC?
    - Cornerstone: take secondary subject area as soon as content courses are done
    - Candidates are not thinking like teachers as they prepare for tests

- **Certification Officers:**
  - Membership in DARTEP for community colleges and alternative route programs
    - No objections to them joining as non-voting members – beneficial for them to understand what traditional programs are doing.
  - What support has your institution offered for MTTC exams?
    - 1-credit required courses about MTTC prep
    - Bridgett available to speak to candidates about MTTC prep
    - Add MTTC resources into 20-minute online module during required course
    - Canvas shell site about MTTC prep
    - Individual meetings with students to discuss test prep
    - Review the glossary definitions in the standards
  - School Social Work Certificate
    - Approvals can be managed by social work programs or in collaboration with those programs.
  - Do other institutions have 5-9 science candidates graduating before the MTTC will be offered in December 2025?
    - The current MTTC integrated science tests #93 or #94 are the only option until the 5-9 test is ready.
  - Does Reading Specialist count as the approved specialist program for the Advanced Professional certificate?
    - Yes – Sean Kottke verified that the rules revision added "specialist programs" (including Reading Specialist) as a pathway to the Advanced Professional Certificate.
  - What is the plan for the psychology and speech endorsement and who will be qualified to teach those classes in grades 9-12?
    - Bridgett will check on this.

- - Bridgett mentioned possibility of EPIs providing a code for candidates for permission to test instead submitting the MTTC verification rosters. This could prevent students from testing too early or trying in incorrect test.
  - Candidate tracking in MOECS
    - Concerned about needing to add all current students
    - Add at point of entry to the program – could be during first Education class or part of application for first internship.
    - Districts can apply for a permit on behalf of the candidates which creates a PIC for that individual.

- **2:00 – Meeting Adjourned**

2025 Dates:
February 7 virtually
April/May date to be coordinated with Continuous Improvement Conference