

# Welcome P12 Advisory Council

June 21, 2022

# College of Education and Community Innovation

Units-

**Teaching and Learning**

**Literacy, Educational Foundations & Technology**

**Office of Certification and Accreditation**

**Center for Educational Partnerships**

**Educational Leadership and Counseling**

School of Criminology, Criminal Justice & Legal Studies

**School of Social Work**

School of Public, Nonprofit, Health, Hospitality & Tourism Management

CECI Undergraduate Advising Center

# Director of Teacher Education: Dr. Daisy Fredricks

## Education and Research

### Arizona State University, PhD

- Applied Linguistics

### Arizona State University, MEd

- Curriculum & Instruction: ESL & Bilingual Education

### Grand Valley State University, BA

- Major: Spanish Minor: Elementary Education

**Research Interests:** Pre-service Teacher Education, Core Teaching Practices for Multilingual Students, English Learner Education, Qualitative Research Methods

## Teaching

### University

- Grand Valley State University
- University of Maryland College Park
- Arizona State University
- Chandler Gilbert Community College
- South Texas College

### PK-12 Teaching

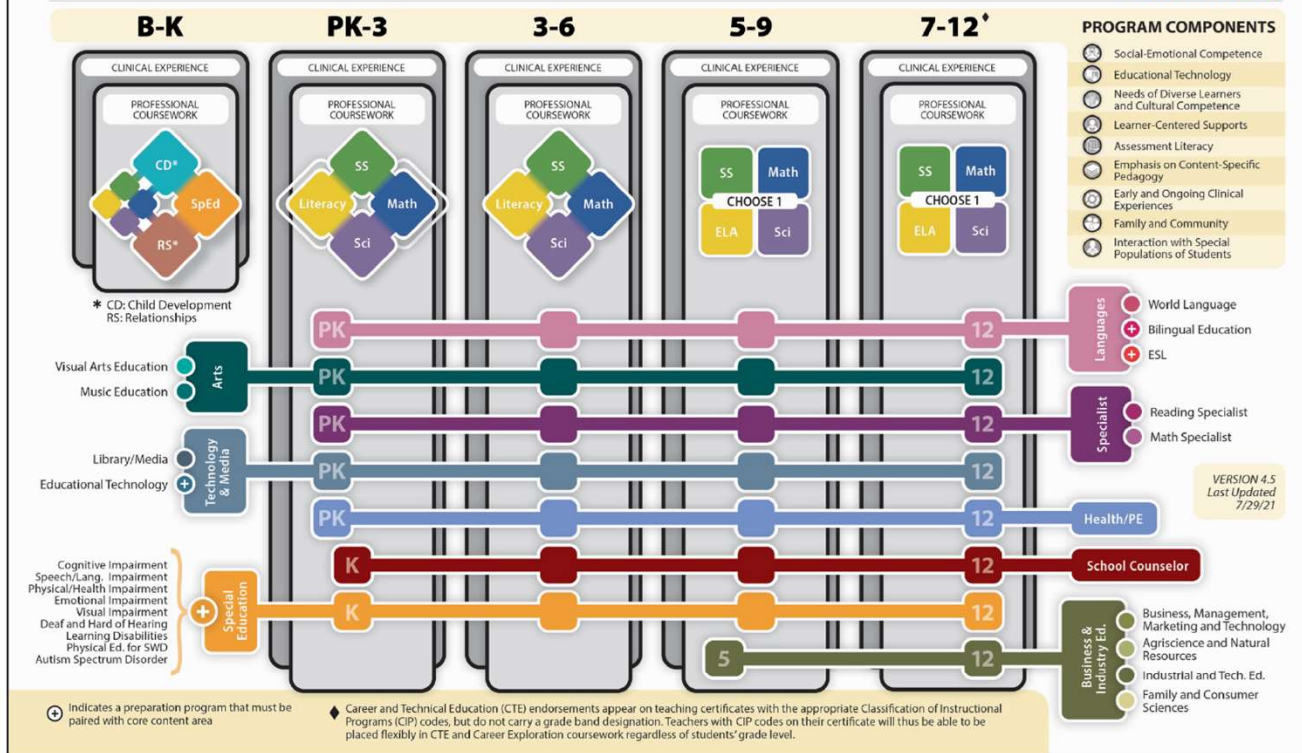
#### Elementary

- 1st Grade (bilingual)
- 3rd Grade (bilingual)

#### Middle School

- 8th Grade Language Arts
- 7th/8th Grade Spanish

# TEACHER CERTIFICATION STRUCTURE



# MDE Updates on Teacher Certification

Secondary 5-9 and 7-12 updates

Professional Knowledge & Skills

ELA, Mathematics, and Science standards are out

Social Studies to come later

GV Current Planning Step- submit to state Fall 2023- Implement Fall 2025

Current thoughts on models:

5-12 Education major; Subject/Content Areas 5-12 or 7-12 w/ 5-9 add on

Your thoughts?

# Birth to Kindergarten, PK-3, and 3-6 Programs Update

Birth to Kindergarten-

Standalone major - 4 year program - seamless transfer from CCs

PK-3 and 3-6-

4 year program - can obtain both for additional 9 credits - can pair w/ESL, Spanish, Special Education (5 year program); 3-6 pair with content area concentration

Braiding together of content, pedagogy-professional knowledge & skills, and clinical experiences; 13 courses prior to apprenticeship (formerly teacher assisting) and internship (formerly student teaching) include field hours

Core Teaching Practices-

Leading a group discussion; Explaining and modeling content, practices & strategies; Eliciting and interpreting individual students' thinking; Building respectful relationships; setting up and managing small group work; Learning about students' cultural, religious, family, intellectual, and personal experiences & resources for use in instruction

# Teacher Shortage Discussion

Calling it a “teacher shortage” suggests that there aren’t enough individuals who could do the job and promotes solutions that are dangerous to PK-12 students and impact the quality of teachers. Instead we should view the issue not as a problem of a teacher shortage but rather as a problem of college students who could choose teaching as a profession, but are not.

<https://www.forbes.com/sites/petergreene/2019/09/05/we-need-to-stop-talking-about-the-teacher-shortage/>

State Superintendent Dr. M. Rice [Teacher Recruitment and Retention Letter](#)

# How GVSU is Addressing the Shortage

Graduate high quality, well-prepared teacher candidates- remain in the field

Graduate Teacher Certification program- bachelor's degree

LEADS pathway for individuals with some college

Educators of Color Network

Partnering with Teacher Academies for direct college credit; dual enrollment

Seamless 60 credit path from GRCC and others into GV program

Additional ideas?

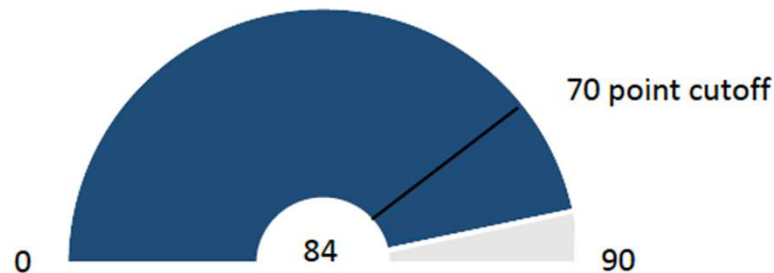


# GVSU MDE Educator Preparation Institution

## Grand Valley State University

3/7/2022

### EPI Performance Score Total Points



77% of total points (70/90) required to meet satisfactory requirements.

Status: Phase 0, Satisfactory

| Category                                    | Indicator   | Points Possible                      | State Average | EPI Score | Points Awarded |   |
|---|---|--------------------------------------|---------------|-----------|----------------|---|
| <b>Candidate Selection &amp; Completion</b> | (1.1) Teaching Promise <sup>1</sup>   | 5                                    | 98.4%         | 98.1%     | 5              |   |
| <b>Knowledge &amp; Skills for Teaching</b>  | (2.1) Mastery of Teaching Subjects <sup>4</sup>   | 20                                   | 89.0%         | 89.9%     | 17             |   |
|   | (2.2) Subject-Specific Pedagogical Knowledge <sup>4</sup>                                       | 5                                    | 75.0%         | 100.0%    | 5              |   |
|   | (2.3) Candidate Teaching Skill <sup>1</sup>   | 15                                   | 91.9%         | 91.3%     | 15             |   |
|   | (2.4) Candidate Rating of Program <sup>1</sup>  | 10                                   | 91.9%         | 91.2%     | 10             |   |
| <b>Performance as Classroom Teachers</b>    | (3.1) Impact on K-12 Student Learning <sup>3</sup>  | 15                                   | 98.3%         | 97.9%     | 15             |   |
|   | (3.2) Demonstrated Teaching Knowledge <sup>3</sup> (piloted data only; not included in 2022 PS) | 5                                    | 93.4%         | 89.5%     | 4              |   |
| <b>Robust Clinical Experiences</b>          | (4.1) Candidate Placement Diversity <sup>1,2</sup>  | 4                                    | 72.8%         | 67.7%     | 3              |   |
|   | (4.2) Candidate Rating of Opportunities <sup>1</sup>  | 4                                    | 88.4%         | 86.3%     | 3              |   |
|   | (4.3) Program Partnership Strengths, Response Rates   | a) Candidate Teacher <sup>1</sup>    | 2             | 85.2%     | 76.1%          | 1 |
|   |   | b) Candidate Supervisor <sup>1</sup> | 2             | 89.8%     | 91.5%          | 2 |
|   |   | c) Cooperating Teacher <sup>1</sup>  | 2             | 66.4%     | 73.0%          | 2 |
|   | (4.4) Program Partnerships, CS/CT Ratings <sup>1</sup>  | 6                                    | 91.0%         | 92.4%     | 6              |   |

Data Sources:

<sup>1</sup> 2020-21 Candidate Survey Suite    <sup>4</sup> 2018-2021 MTTC Cumulative Pass Rates

<sup>2</sup> 2020-21 School Demographics    <sup>3</sup> 2020-21 Administrator Survey

<sup>3</sup> 2020-21 Educator Effectiveness Ratings

|              |       |
|--------------|-------|
| Total Points | 84    |
| % of 90      | 93.3% |

# We Need Your Insights

- We highly value your insight regarding the quality of our preparation programs.
- Please take a few minutes to complete a short survey (5 to 10 min) about our preparation programs at:  
<https://www.gvsu.edu/education/principalsurvey>
- THANK YOU for your continued partnership.

# **Welcome**

# **PK-12 Advisory Council**

December 12, 2022

# Agenda

- Welcome & Introductions
- College of Education & Community Innovation
- GVSU Programs and Updates
- Teacher Education Clinical Field Experiences
- General Updates
- Gifts & Lunch

# College of Education & Community Innovation (CECI)

Teaching  
and  
Learning  
(T&L)

Literacy,  
Educational  
Foundation &  
Technology  
(LEFT)

Educational  
Leadership  
and  
Counseling  
(ELC)

Office of  
Certification  
and  
Accreditation  
(OCA)

Center for  
Educational  
Partnerships

School of  
Social Work

School of  
Criminology,  
Criminal  
Justice &  
Legal Studies

School of Public,  
Nonprofit, Health,  
Hospitality &  
Tourism  
Management

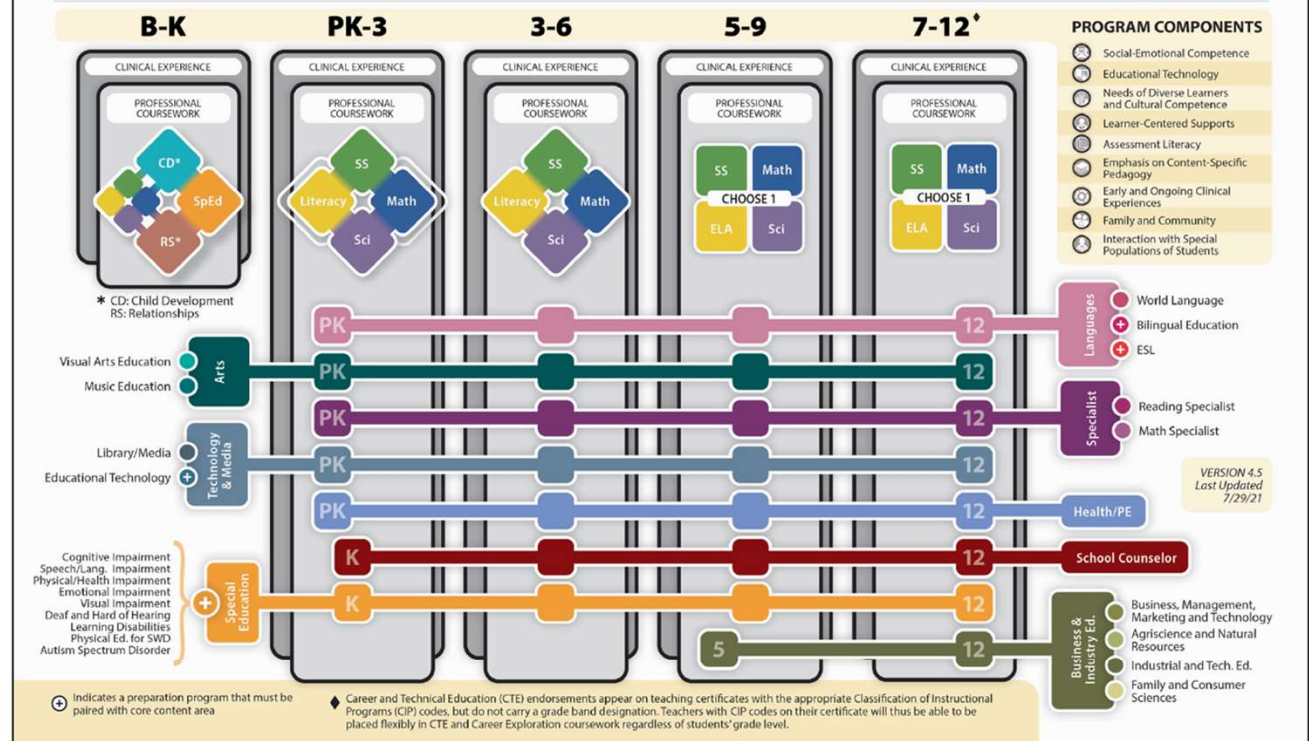
CECI  
Undergraduate  
Advising  
Center

# GVSU Programs and Updates

- MDE Updates
- GVSU Secondary Teacher Certification Updates
- Secondary Certificate Band Discussion
- Grow Your Own Grant Application

# MDE Updates

## TEACHER CERTIFICATION STRUCTURE





# GVSU Updates on Secondary Teacher Certification

## UNIVERSITY PROGRAM PARAMETERS

- Teacher Candidates will earn a CECI Education Major and a Content Major within 4 years.
- Major is aligned to [MDE Standards for the Preparation of Teachers](#), and include early robust [clinical field experiences](#), and implement [CTPs](#).

## SECONDARY MODEL

- Most votes received for a 5-12 model for education major, 5-12 for ELA & MTH; 5-9 and 7-12 for SCI & SS
- \*Important to note that secondary candidates will only be certified to teach in their major content area even those certified 5-9

# Addressing the Teacher Shortage

## Program Completers

Teacher Candidates who complete the requirements of the program and pass the appropriate MTTC tests.

| Program Completers |            |
|--------------------|------------|
| Program Year       | Completers |
| 2010-2011          | 434        |
| 2011-2012          | 515        |
| 2012-2013          | 455        |
| 2013-2014          | 381        |
| 2014-2015          | 353        |
| 2015-2016          | 315        |
| 2016-2017          | 302        |
| 2017-2018          | 338        |
| 2018-2019          | 290        |
| 2019-2020          | 215        |
| 2020-2021          | *260       |
| 2021-2022          | 304        |

# Addressing the Teacher Shortage

## Undergraduate Initial Teacher Certification Programs

- Birth-Kindergarten
- Early Childhood Minor
- Elementary Education
  - PK-3
  - 3-6
  - PK-6
- Secondary Education
  - English
  - Math
  - Social Studies
  - Science
- PK-12 Education
  - Health and PE
  - Music
  - Art
  - World Languages
- Special Education
- English as a Second Language (ESL)

## Graduate Programs and Endorsement Areas

### GTC Programs

- Accelerated Model
- Elementary PK-6 Two Year Model

### LEADs Education Pathway

### Community College Partnerships

- 60 credit pathway into GVSU program

### Teacher Academy Partnerships

- direct college credit
- dual enrollment

***We remain committed to preparing high-quality, well-prepared teacher candidates who remain in the profession!***



# Grow Your Own Grant Application (GYO)

[GYO Staff program grants](#) are intended to support partnerships between PK-12 schools and educator preparation providers for pathways to support school staff to earn *initial* teacher certification or for certified teachers to earn *additional* endorsements via advanced degrees.

- Applications must be submitted by Michigan Local Education Agencies, Public School Academies, or Intermediate School Districts
- All applications will require a partnership with one or more Educator Preparation Provider
- GYO grant applications are anticipated to open December 22, 2022: The window was originally planned for two weeks but given the timing, we haven't heard if this will be extended
- Grantees will receive their awards in both state and federal funds.
  - a. Federal obligation period is 3/3/21-12/31/24 with liquidation by 12/31/26
  - b. State obligation period is 7/14/22-9/30/24 with liquidation by 12/31/26

# Teacher Education Clinical Field Experiences

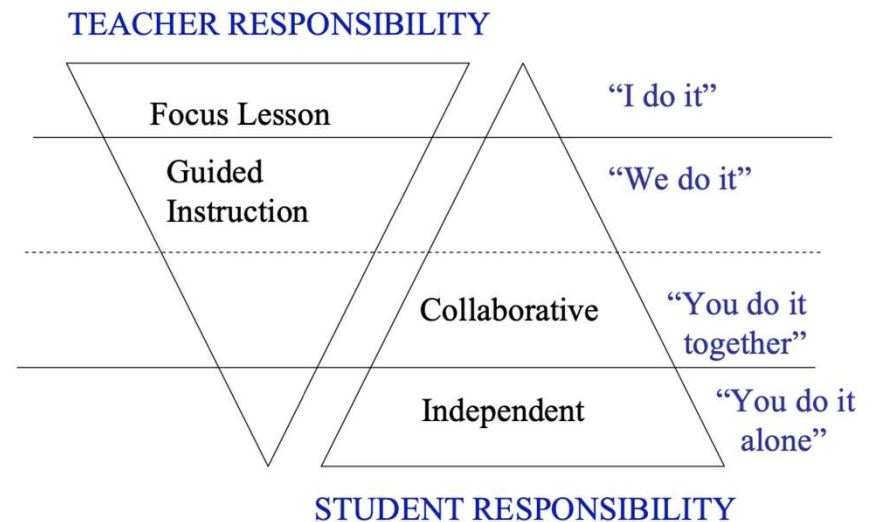
- Handbooks
- Field Experience: Gradual Release Model
- Attendance Policy
- Substitute Teaching Process/Protocols
- Challenges/Tensions

# Handbooks

- Program Handbooks are in the process of being revised.
- Handbook revisions will include:
  - Definition of Current Terms used within GVSU Teacher Preparation Program
  - Roles and Responsibilities for
    - Teacher Candidates (TC), Teacher Apprentices (TA), and Teacher Interns (TI)
    - Mentor Teachers (MT)
    - University-assigned Clinical Instructors (CI)
    - Additional processes/procedures
- Handbooks will be distributed (electronically) to the different stakeholders at the onset of placements

# Field Experience: Gradual Release Model

- Long-standing model to support TC growth across time
- Well-situated within the [scholarship](#) to support short-term and long-term development and growth
- Productive Struggle: TCs have opportunities to learn, grow, falter, and fail as they learn, **with support** from a Mentor Teacher



A Structure for Instruction that Works

(c) Frey & Fisher, 2008

# Attendance Policy

## GVSU

- Currently attendance policies and practices vary between programs.
- Need to establish policy and practices that respect and support the needs of our Teacher Candidates.

## PK-12 Partners

- What are the current policies and practices in place for teachers?
- What do you consider appropriate policies and practices for Teacher Apprentices? Teacher Interns?



# Substitute Teaching Policy & Protocols

## Teacher Apprenticeship

### Policy

*Teacher Apprentices are not permitted to substitute during scheduled classroom time. Teacher Apprentices may substitute days/afternoons that they are not in your school, but **not** in their own classroom.*

## Teacher Internship

### Policy

*Teacher Interns may substitute and accept pay in their own classroom **not more than five (5) times** during the semester. Exceptions to this policy are evaluated on a case-by-case basis. The Teacher Interns must be registered as a substitute teacher. If the Teacher Intern is not comfortable serving as a substitute teacher, they have the right of refusal.*

# Substitute Teaching Policy & Protocols

## Long-Term Substitute Teaching Requests

**Please contact us about asking Teacher Interns to serve as a long-term substitute before contacting the Teacher Intern.**

- We must ensure that our Teacher Interns have met the requirements of the program (i.e., via coursework, performance, clinical field placement requirements) and are ready to serve as a substitute teacher.
- If approved, we will confirm the request with the Teacher Intern and clarify expectations; then connect with the Mentor Teacher, Building Administrator, Clinical Instructor, and University Field Director.

**It is expected the Teacher Intern completes all requirements and meets all expectations of the program.**

# Challenges/Tensions

## GVSU

- Mentor Teacher Placements
- TC Mental Health Issues
- Additional Stressors

## PK-12 Partners

- What types of challenges/tensions are you experiencing this year?
- Are there challenges/tensions connected to our teacher preparation program or specific placement issues?

# General Updates

- Educator of Color Network (ECN)
- K-12 Connect
- GVSRL
- Education Alumni Affinity Group


## 3 We Need Your Insight!

- We highly value your insight regarding the quality of our preparation programs.
- At your tables, please discuss the questions provided on the handout and take note of the responses.

**THANK YOU for your continued partnership!**

## Slide 18

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- 1  How does this work? I will create a handout with the following questions:  
  
What can we do to better prepare our pre-service teachers for the demands of teaching?  
  
What can we do to be a stronger partner?  
  
What ideas do you have for creating a stronger partnership between GVSU and your school district?  
  
How might we use time together moving forward?  
  
Is there anything that you would like to ask or share with us that we did not address today? (Be sure to leave contact information for specific questions).  
Daisy Fredricks, 12/11/2022
- 2 Please do not hesitate to recommend revisions for any questions!  
Daisy Fredricks, 12/11/2022
- 1 We are going to need to take this out... Alex created it and I can't edit it. I will be sure to have him change things (Caryn King is listed) and we can share this with them in the spring, which will be a good time for them to complete it. Gives me time to rework it if needed too.  
Amy Schelling, 12/11/2022
- 3 [https://docs.google.com/document/d/1NHUiF125T3wjBEblscSZCiLQHf09\\_k36zy4q1zmWeHk/edit?usp=sharing](https://docs.google.com/document/d/1NHUiF125T3wjBEblscSZCiLQHf09_k36zy4q1zmWeHk/edit?usp=sharing)  
Daisy Fredricks, 12/11/2022