

The Future of Preparing Teachers

Michigan's Certification Structure, Core Practices, and the response needed by Teacher Preparation Programs and School Districts.

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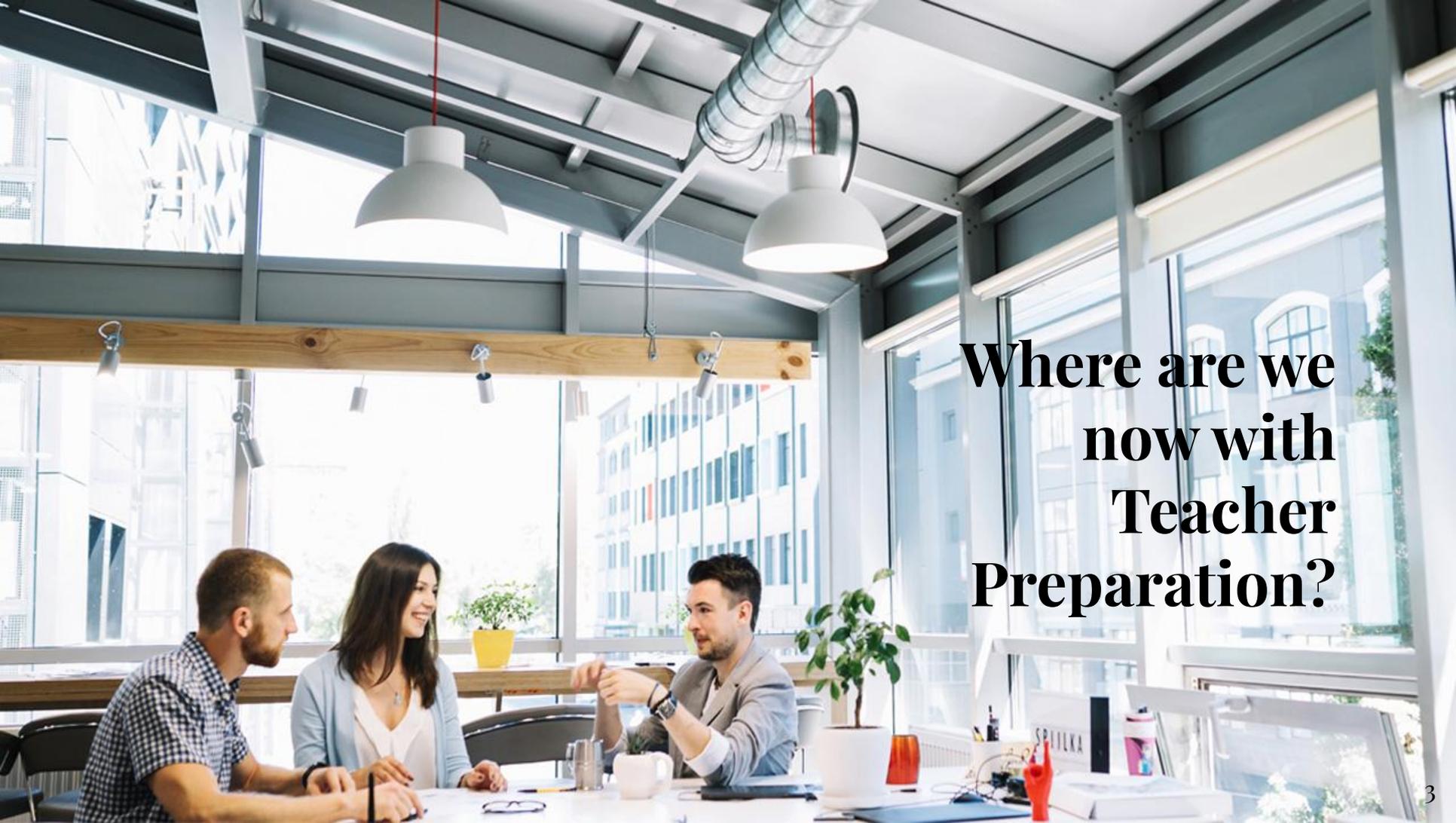


Brief Researcher Bios

Dr. Beth Feiten spent twenty-six years in public schools in southeast Michigan, serving thirteen years as a teacher and thirteen years as an administrator. Since moving into teacher preparation, she has directed the School and Field Services Office, taught at the graduate and undergraduate levels, and currently serves as the Director of Teacher Candidate Support.

Dr. Leigh Settlemoir Dzwik is in her twenty-first year in higher education administration. She currently serves as Assistant Dean for the School of Education and Human Services at Oakland University, and was also Assistant VP for Academic Human Resources. Prior to her work at Oakland, Dr. Dzwik worked in human resources for the automotive industry.



A modern office interior with three people in a meeting. The scene is brightly lit by large windows and two white pendant lights. A man in a checkered shirt, a woman in a light blue blazer, and a man in a grey blazer are seated around a table, engaged in conversation. The office has a contemporary feel with exposed ceiling pipes and wooden accents.

**Where are we
now with
Teacher
Preparation?**

MI Focus on Core Teaching Practices

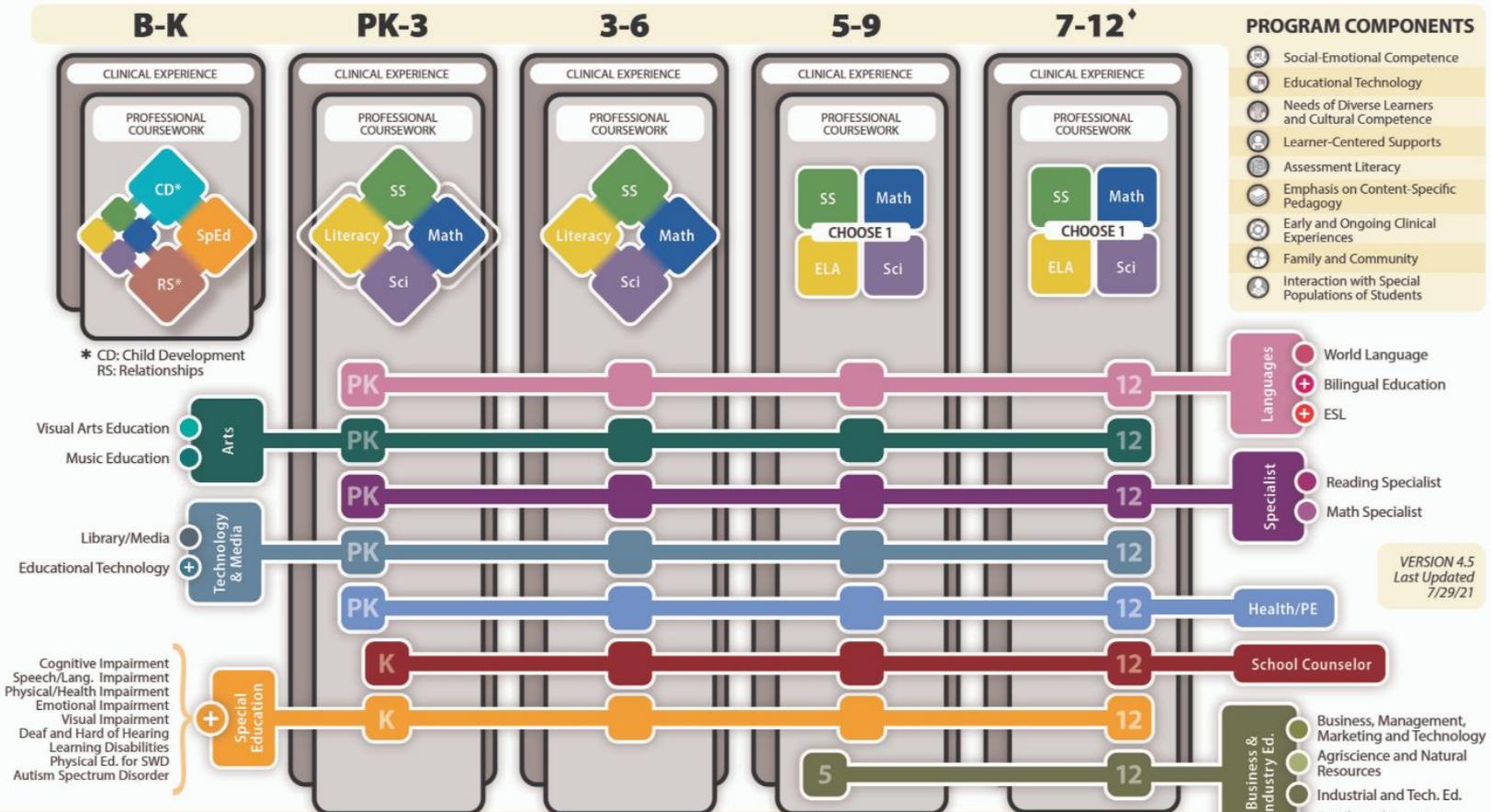
State-wide focus

1. Leading a group discussion
2. Explaining and modeling content, practices, and strategies
3. Eliciting and interpreting individual students' thinking
4. Building respectful relationships with students

EPP-specific focus (1 or 2)

1. Setting up and managing small group work
2. Learning about students' background, experiences, and resources for use in instruction
3. Checking student understanding during and at the end of lessons

TEACHER CERTIFICATION STRUCTURE

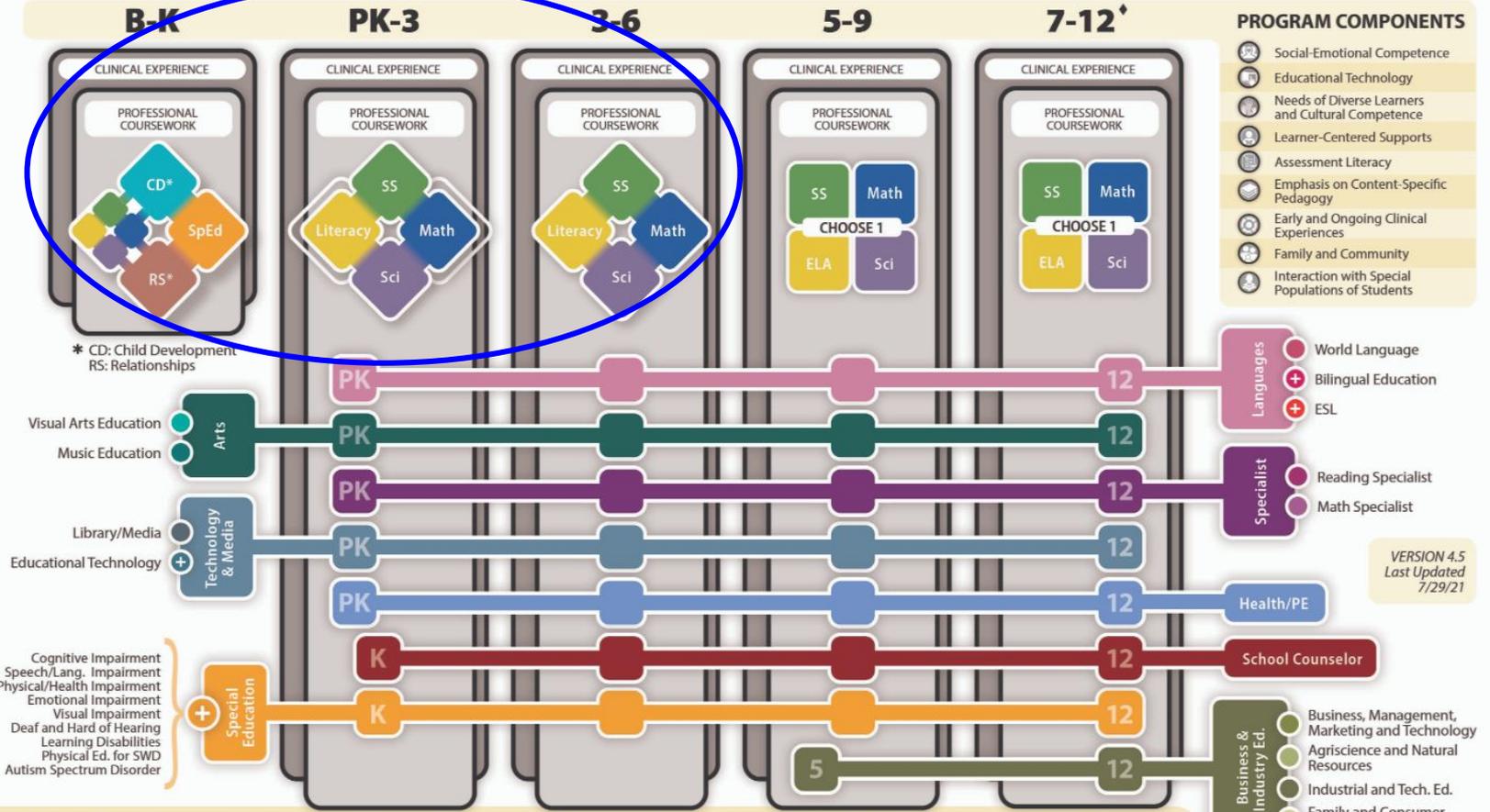


VERSION 4.5
Last Updated
7/29/21

⊕ Indicates a preparation program that must be paired with core content area

◆ Career and Technical Education (CTE) endorsements appear on teaching certificates with the appropriate Classification of Instructional Programs (CIP) codes, but do not carry a grade band designation. Teachers with CIP codes on their certificate will thus be able to be placed flexibly in CTE and Career Exploration coursework regardless of students' grade level.

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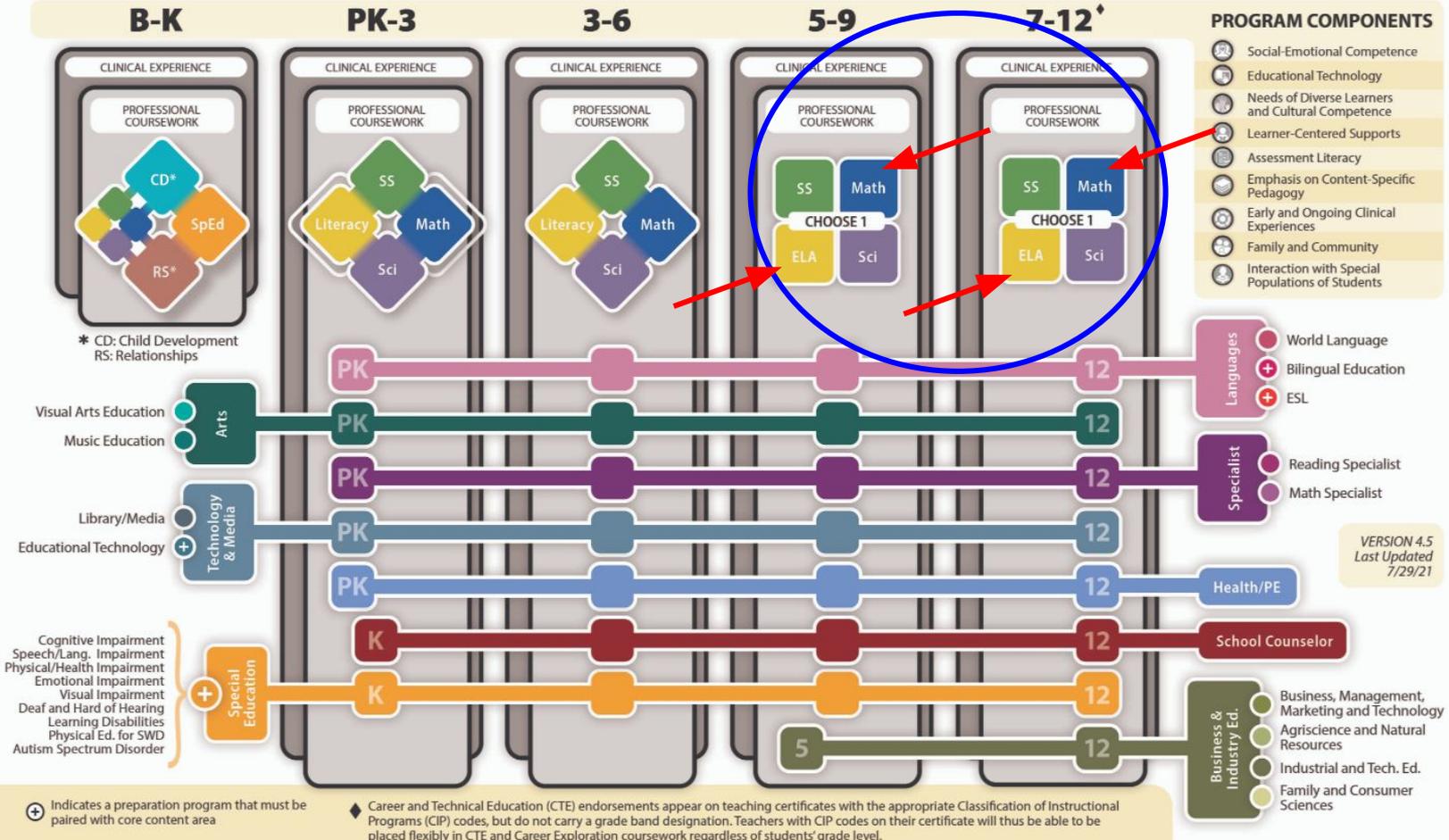


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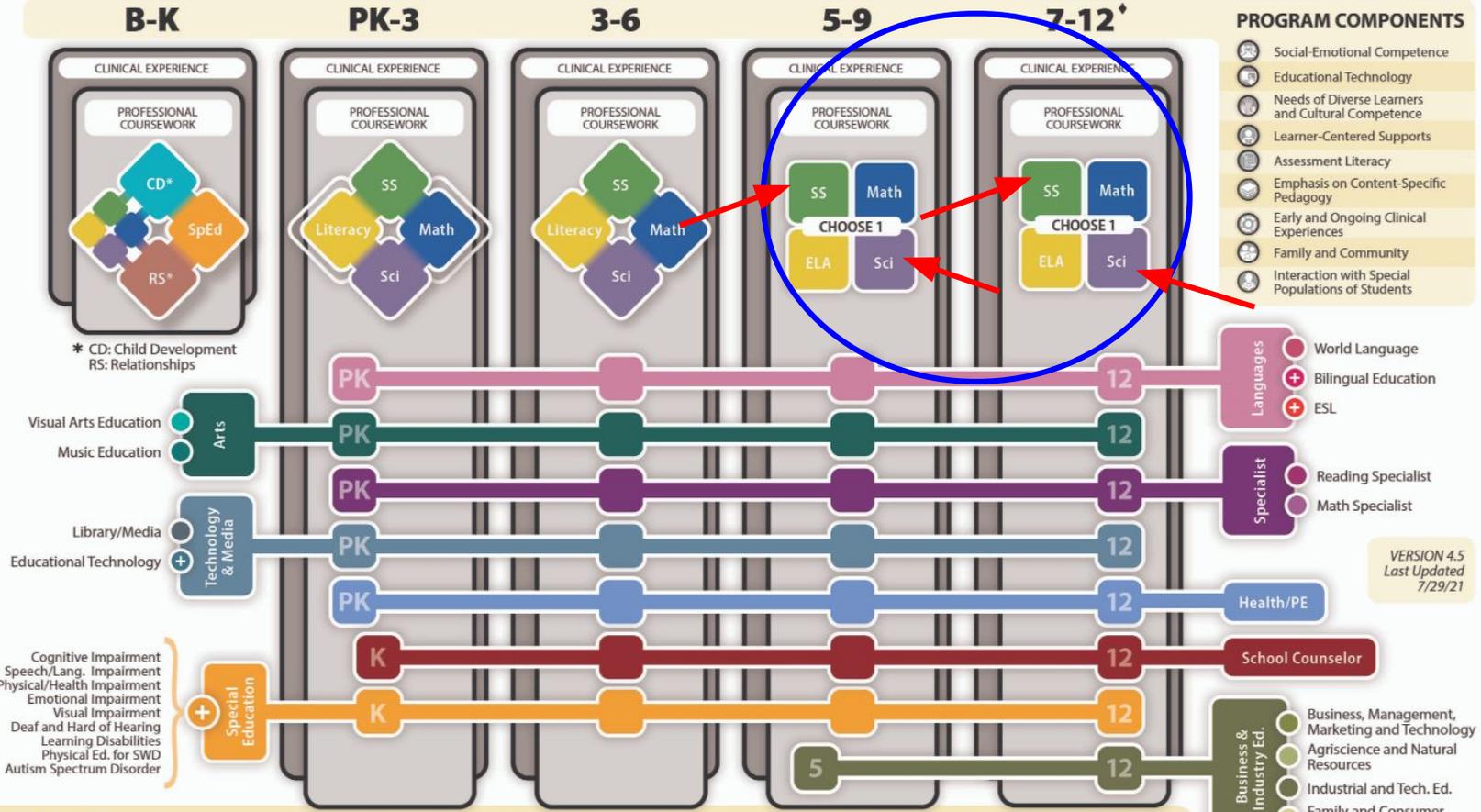
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PK-12 APPROPRIATE PLACEMENT GUIDELINES

A certified teacher may always teach in the grade range and content area listed on their valid Michigan certificate. Endorsements on existing teaching certificates will not change. Teachers will retain those endorsements and schools will still be able to place them appropriately in the same manner as they have. More information can be found at: [Placement Guidance](#) and [Courses That Can Be Taught](#).

B-K	PK-3	3-6	5-9	7-12	PK-12
Early childhood & Kindergarten	All subjects self-contained* and/or Departmentalized (ELA, math, science, & social studies)	All subjects self-contained* and/or Departmentalized (ELA, math, science, & social studies)	Endorsed content area(s) (ELA, math, etc.)	Endorsed content area(s) (ELA, math, etc.)	Endorsed content area(s) (music, arts, PE, etc.)

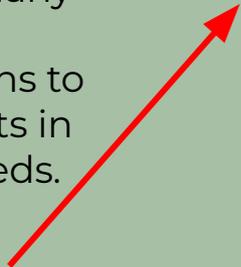
Currently, due to the staffing shortage, teachers with these new endorsements may also teach outside the grade range and content area listed on their certificate, without a permit, as depicted in the chart below. MDE will periodically review and modify this flexible placement policy to address state workforce and student needs.

B-K	PK-3	3-6	5-9	7-12	PK-12
N/A	May also teach grades 3-6	May also teach grades K-3 (not Early Childhood)	All subjects self-contained*	All subjects self-contained* and/or Grade 6 endorsed content area(s)	N/A

*One teacher provides the majority of instruction to the same group of students within the grade range specified on their certificate.

Every Michigan Educator must hold a valid MI certificate or permit BEFORE their first day of employment.

MDE offer many permits and authorizations to assist districts in covering needs.



Clinical Experience Requirements

Initial Preparation

Three Major Phases

600 Minimum
Hours

30 max

Exploratory hours

70 min

**Apprenticeship
hours**

300 min

Internship hours

200 min

Flex Hours

Clinical Experience Requirements

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**We need Mentor Teachers
and
You need Teachers**

OU Elementary Teacher Education Clinical Program

Junior 1	Junior 2	Senior 1	Senior 2
Placement 1 - Woven throughout = HLPs, lower grades, upper grades, varying contexts			
<u>SITE 1 - Anchored in Seminars 1 and 2</u> <ul style="list-style-type: none"> 80 hours (40 per semester) Whole group, small group, 1:1 science, social studies, and mathematics 		<u>SITE 4 - Anchored in Seminar 3</u> <ul style="list-style-type: none"> 40 hours Whole group, small group, 1:1 science, social studies, and mathematics 	<u>INTERNSHIP- Anchored in Seminar 4</u> <ul style="list-style-type: none"> 600 hours Site is the same as the first semester senior year. Whole group, small group, 1:1 All subjects
Placement 2 - Woven throughout = HLPs, lower grades, upper grades, varying contexts			
<u>SITE 2 (Embedded w/RDG: Emergent Literacies)</u> <ul style="list-style-type: none"> 10 hours Small group 1:1 	<u>SITE 3 (Embedded w/RDG: Beginning Literacies)</u> <ul style="list-style-type: none"> 10 hours Small group 1:1 	<u>SITE 5 (Embedded w/RDG: Fluent Literacies)</u> <ul style="list-style-type: none"> 10 hours Small group 1:1 	(see above)
Seminar 1 Teaching and Learning for Equity, Diversity, and Inclusion Emergent Literacies / ELA Math 1 Social Studies 1	Seminar 2 How People Learn Beginning Literacies / ELA Math 2 Science 1	Seminar 3 Fluent Literacies / ELA Social Studies 2 Math 3 Science 2	Seminar 4 Student Teaching/Internship

Full-Year Clinical Work Example

Lower Elementary (K-3)

Upper Elementary (3-6)

1st Grade Mentor

4th Grade Mentor

OU Pair A

Trade places at semester break

OU Pair B

2nd Grade Mentor

5th Grade Mentor

OU Pair C

Trade places at semester break

OU Pair D

~4 hrs per week for one semester (weeks TBD) = 40 hours minimum per semester

How we both Support Teacher Candidates

- Develop a research-practice partnership to assess and redesign coordination roles to support clinically rich experiences
- Developing shared process to identify, assign and engage mentors across grade bands
- Support the development of skills in Core Teaching Practices through coordination of course assignments in methods courses and seminar courses
- Engage mentor teachers and their colleagues across grade bands in full year commitment to OU candidates
- Engage candidates work across the school community (Flex Hours)
- Work with faculty to align coursework and clinical experiences

Mentor Teachers as School-based Teacher Educators

Reflective
Practitioners

Share
instructional
responsibilities

Model Core Practices
and DEI Pedagogies

Committed to professional learning and co-designing of clinical experiences

(Challenges include time and financial resources)

The Future of Preparing Teachers

**What about the induction of
your newest staff
members?**

Michigan Certification Structure, Core Practices, and the resources needed by Teacher Preparation Programs and School Districts.



Research Questions:

1. What professional development needs do novice teacher identify as being provided by their assigned mentor in order to be successful in their current classroom environments?
2. What, if any, role should a university play in providing support post graduation?

Which of the following procedural experiences have been covered by your mentor during your professional learning? Select all that apply.

grading/attendance systems	46/60	77%
setting up your classroom	27/60	45%
district assessments/schedules	45/60	75%
technology training	19/60	32%
how to do report cards	33/60	55%
preparing for parent teacher conferences	37/60	62%
time management	28/60	47%
how to create lessons	27/60	45%
union resources	20/60	33%
no planned topic, just answered questions I had	32/60	53%

Which of the following instructional experiences have been covered by your mentor during your professional learning? Select all that apply.

observing instruction in another classroom	16/60	27%
building student relationships	34/60	57%
how to improve student learning	33/60	55%
working with special needs students	23/60	38%
classroom management/discipline	43/60	72%
teacher evaluations	32/60	53%
diversity, equity and inclusion	26/60	43%
reflection on my teaching practice	33/60	55%
no planned topic, just answered general questions I had	27/60	45%
high leverage teaching practices	15/60	25%

Significance for Research and Practice

School Districts

- Teacher retention
- Strengthen Induction and Mentoring

Teacher Preparation Programs

- Curricular changes
- Supplementing PD with school districts

Novice Teachers

- Recognize the need for further growth
- Want EPPs engaged



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Questions

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