

PROFESSIONAL STANDARDS COMMISSIONS FOR TEACHERS (PSCT)

Ottawa Conference Center Room 2

Minutes for September 20, 2007

PSCT Members Present

John Austin
Mary C. Belknap
Robert Belous
John C. Burkhardt
Elaine C. Collins
Larry Corbett
Vivian Davis
Terri Faitel
Kathy Griffey
David Hamilton
Kevin Harris
Michael S. Hutto

Rosa Johnson
Greg Johnson
Carol L. Jones
Lisa Koski
Albert J. Lewandowski
Lois Lofton Doniver
Susan Pagen
Lawrence L. Ridley, Jr.
Gary Scholten
Penny Snyder
Amy Tebo
Eileen Lappin Weiser

PSCT Members Absent

Jeanine M. Clever

MDE Staff Present

Bonnie Rockafellow
Donna Hamilton
Steve Stegink
Catherine Smith

Flora Jenkins
Beatrice Harrison
Sue Wittick

MDE Staff Absent:

Frank Ciloski
Stephanie Whiteside

Guests

Carolyn Logan, Michigan Education Association
Barbara Stork, Michigan Association for Non-Public Schools

Welcome and Introductions

Welcome to new members and introduction of returning members.

Minutes of previous meeting

Minutes of previous meeting read & approved.
Copies of the minutes from May 17, 2007 were distributed to members.

Report of Standing Committees

A draft document which summarized the 2006-2007 PSCT Committee activities was distributed to the members for use as a historical guide with current committee work.

Approval & Review of TPI & Programs

Members Present: Larry Corbett (co-chair), Rosa Johnson (co-chair), Lisa Koski (recorder), Elaine Collins, David Hamilton, Gary Scholten, Albert Lewandowski, Lawrence Ridley, Jr., Susan Pagen, Sue Wittick, Beatrice Harrison, Guest: Catherine Smith (MDE)

Larry Corbett and Rosa Johnson will remain as co-chairs for the 2007-2008 year. Lisa Koski was appointed recorder.

Issues/Concerns:

1. Alignment of TEAC, NCATE, and state review
2. Results of Teacher Preparation Institution Performance scores

Discussion:

What are the results of the Teacher Preparation Policy Study Group (TPPSG)? How will the results affect or change the sub-committees current projects?

The sub-committee chose to break into two separate groups in order to create both an alignment document regarding Teacher Examination Advisory Committee (TEAC), National Council for Accreditation of Teacher (NCATE) and state review, and an action plan for low-performing or at-risk Teacher Preparation Institutions. These sub-groups are the Alignment Group (Lisa Koski, Gary Scholten, Albert Lewandowski, Elaine Collins, Larry Corbett, Sue Wittick and Beatrice Harrison) and the Technical Assistance/Protocols Group (David Hamilton, Rosa Johnson, Susan Pagen, Lawrence Ridley).

The Alignment group discussed how TEAC and NCATE both measure the teacher preparation "unit", but that NCATE also audits the specialty programs. The TEAC memorandum of understanding needs some revisions regarding the specialty programs to include data needed to translate the institutions' reports into continued state approval of specific specialty programs (e.g. biology, social studies). As it currently stands, the two national agencies review different types of data. There needs to be reasonable translation to state approval. Elaine Collins will seek input from various Deans regarding this concern.

The Technical Assistance/Protocols sub-group created a DRAFT timeline for institutions at risk or low performing. The action plan would be submitted to MDE and passed on to the PSCT. The action plan would be due by December 1. It would identify areas of weakness and give preliminary action. An expert response by members of the sub-committee would be returned by February 1. The institution would then be instructed to get technical assistance through a consultant. The action plan would be filed with MDE by March 15. Through this action plan, the said institution should be out of the at-risk or low performing category by 2009.

Research:

Report on Teacher Preparation Institution Performance Scores by sub-group members.

Task Assignments and Due Dates

Alignment group will be meeting via conference call during second week of October to discuss Elaine's findings.

The action plan from would be filed with MDE by March 15. Through this action plan, the said institution should be out of the at-risk or low performing category by 2009.

Barriers to the process: Teacher Preparation Institutions not responding to letters. NCATE and TEAC are agencies using two different measurement tools which collect different data.

Recommendations:

Implement action plan for low-performing and at-risk institutions.

Professional Preparation Practices & Development

Members Present: Kevin Harris (chair), Kathy Griffey (recorder), Mary Belknap, Teri Faitel, Robert Belous, Amy Tebo, Eileen Weiser, Greg Johnson, Donna Hamilton, Bonnie Rockafellow,.

Issues/Concerns:

No members are available to attend the October 2 work session. Other discussion focused on the need to review the path teachers take for achieving professional certification in regards to the content i.e. teachers take courses in educational administration/leadership instead of content areas, thus not improving knowledge and skills in the teaching content area while achieving professional certification status in the content area. A similar concern was discussed regarding the current downsizing of districts across the state resulting in the assignment of teachers to teach content for which the teacher has not received current experience and/or current knowledge within a ten year or more period of time.

A concern regarding the lack of teachers understanding their professional duty to deliberately participate, plan, and take part in their professional growth was discussed in relation to teacher disposition when entering the profession.

In reviewing the Elementary teacher standards, questions arose regarding the lack of clarity in the standards by using the terms, "know and understand" and the limited connection to Grade Level Content Expectations (GLCE). It is suggested that the alignment with the GLCEs be more explicit.

The standing committee members expressed the need to have someone from the Office of School Improvement and Curriculum present and discuss the use of the GLCEs in order to support understanding of teacher preparation standards.

Discussion resulted in consensus that Standard 3, 4, and 5.5 to 5.8 all need a parallel component that addresses professional development for all teachers to support full implementation.

Discussion of the assessment of teacher mastery of pedagogy centered on the lack of a method of assessing pedagogy and the contrasting need to address teacher mastery in this area. In addition it was reported that discussion is underway within some teacher preparation program providers to include teacher induction as part of the teacher preparation program.

B. Rockafellow reported that she would standardize the inclusion of GLCEs across all the standards.

Changes include:

- Standardize the focus to be K-8
- Need to review including preschool teacher preparation (P-8 self-contained)
- Beginning with 5.5 the standards are ones that need to start with teacher preparation and continue through the induction period.

Research:

Suggested research and resources include:

- Powerful Teacher Education: Lessons from Exemplary Programs by Linda Darling-Hammond
- The Skillful Leader and The Skillful Administrator (www.ready-about.com) by Platt, Tripp, Cags, and Fraser

Task Assignments and Due Dates:

- Review Entry Level Standards Continuum of 3, 4, 5, and 6
- Review entry-level professional standards for teachers
- Review social studies standards to give feedback about whether we are too global.
- Review draft document from upcoming October 2 ELSMT writing meeting
- Avoid end-point language rather promote the culture that professional learning is a life-long journey.

Recommendations:

No recommendations at this time

Professional Ethics

Members in Attendance: Carol Jones (Chairperson), Vivian Davis (recorder), Michael Hutto, Lois Lofton-Doniver, Penny Snyder, John Burkhardt, Flora Jenkins, Steven Stegink,

Guest: Carolyn Logan-MEA

Issues/Concerns:

- Research and develop a structure/process to address lesser ethical issues
- Expectations of how the sense of ethics is
- Addressing open expectations of teachers, appropriate teacher-student relationship, how do you know when you cross the line? One page documents, present at meetings, becoming important that teachers know there is a line. Having a Q and A document regarding ethics.
- Professional responsibility is a continuous process
- What is our task? Ethics is not just compliance to rules. Evidence could be articulated, how do we advise teacher preparation institutions? Not all advise but compliance statements.
- Do we have an operational definition for ethics? Ethics is like discipline. Is it important to go after everything, or is it important? How broken is the present code?
- How can we move the professionals forward from acceptable to exceptional? What is going to have the greatest impact on students?
- Being current on professional practice. Move teachers from proficient to being distinguished.
- Example: Contract cancellation. There are no guidelines. Maybe we should discuss and give answer to such issues as contract cancellation.

- These are important concerns that need to be addressed. Sets expectations.
- People should experience this component in teacher training programs. If you haven't done this you cannot go forward.
- Behavior that is short of felony charges

Research:

- On-line assessment for IRB to think through ethical questions
- Check with other states regarding the ethical piece. Where do you put in integrity and honesty?
- What are other districts doing?
- Look critically at what we will target. What will the board recommend what teachers do, or are we required to do? How do you target what needs to be targeted?
- Collected data from other states. What are the major differences?
- What difference does this make in the life of a teacher? Assess for yourself. Raise the standards and move us toward excellence. What do we expect in terms of higher achievement?
- Ask staff for a conception map to define and enforce the fine line. We want to focus attention on what's behind the line.
- See a guarantee that all teaches have been exposed to
- This could be something that higher education can look at and included in the curriculum. Even though the agenda is already full. It's not unusual to think of a course, but provide some assurance that students are getting this before they enter the profession.
- Place a statement on the back of teachers' certificate regarding ethics. All teachers have to sign their teacher's certificate to bring to their attention.
- Determine ways in which there is fairness in assessment
- Do teachers have to sign off on the ethical statements?
- Where do we want to position our work?
- Have an instructional component before the practicum for new teachers to be exposed to the code.
- Part of the orientation of student-teaching administrators should go over ethics, MASSP, MEA, etc.
- What are the issues as it relates to schools?
- How to appropriately address the violations of the code of ethic
- Survey school administrators to see what are the perceived problems
- Survey higher education institutions on how they are addressing issues of ethic and what issues are addressed
- Give teachers examples of situations and revisit each year
- Put renewal requirements on the website with the code of ethics to be signed by renewal recipient.
- Presentation: Inappropriate relationships, testing and assessment (don't take the test home)

Task Assignments and Due Dates:

Conference call scheduled for October 11—9:00 a.m.

Recommendation:

Pro-active Measures (Develop a survey. Define ethics. Develop an operational definition. Ask for an example.)

- Pilot: 4 domains: Three population groups
- Is there a process of ethical expectations being set to clarify ethical issues?

- How is it related to student expectations?
- What are the conceptual understandings for Administrators, and teacher preparation institutions?
- How do people understand ethics in leadership? What are the current concerns?
- What is the familiarity with the code of ethics among teachers and school personnel?
- Place Code of Ethics on the back of certificates. Refer to website for renewal.
- Survey administrators, teachers, unions, etc. regarding their perceived issues involving the code of ethics – Zoomerang Survey or MASSP Survey.
- Create something to verify a signed statement in adherence by a signature signed by the teacher.
- Create a PowerPoint to deliver a code of ethics message to be used by administrators, lead teachers, union personnel, etc.
- Gather data on violation issues to determine what the major “hot spots” are.
- Include ESP staff in the code of ethics language to make the code all inclusive.
- Revisit the signature process of oath.

UNFINISHED BUSINESS

None identified at this meeting

NEW BUSINESS

Mary Belknap provided updates regarding federal legislation and the inclusion of community colleges in the teacher preparation process.

ADJOURNMENT

Adjournment at 3:00 p.m.

DOCUMENTS DISTRIBUTED

May 17, 2007 minutes

Summary of 2006-2007 PSCT committee activities

Document pack from Mary Belknap