**MINUTES**

MCEE Meeting

October 21, 2011

Kellog Center, East Lansing

In attendance: Doug Baker, Ellen Brinkley, Penelope Campbell, Samantha Caughlin, Ellen Cushman, Mary Cox, Lindsay Ellis, Sue Kelly, David Kirkland, Nancy Joseph, Mary Jozwik, Mary Anna Kruch, Becky McOlvier, Danielle Marsh, Julie Mix-Thibault, Amanda Moeggenborg, Rosie Nedry, Dan Polleys, Kia Richmond, Laura Roop, Robert Rozema, Mark Smith, Kristin Sovis, Bill Tucker, Sue Steffel, Amanda Sterns-Pfeifer, Jill VanAntwerp, Allen Webb

• The meeting began with introductions. Then, job openings were presented by several CEE members. There are currently English education positions at Northern, Central, Oakland, and Michigan State. WMU has requested two lines, and GVSU may have a request in the near future.

• Lindsay framed our discussion by listing several of the significant challenges we face, including the new Common Core Standards (CCS), NWP loss of funding, and new challenges in regards to MTTC, certification, and accreditation.

• Jill raised the issue of new standards for Michigan English Language Arts teachers. She has recently step down from a MDE committee assignment that was working on developing a template for teacher preparation standards. Jill and committee developed the template (to be shared with other disciplines) and began work on the specific ELA teacher prep standards. This work was halted when the MDE did not provide adequate direction, resources, or support. Jill wondered if any CEE member might like to take up her position.

• There seems to be quite a disconnect the MDE and those it recruited to work on teacher prep standards. There is considerable confusion about how this new document will work.

• A few of us wondered how we could better prepare our students to take the MTTC, since the state raised the minimum passing score and NCATE seems to be giving the test more weight in the accreditation process.

• Lindsay wondered if the new set of standards would drive the MTTC assessment. Jill believe the MTTC would eventually be rewritten to align with the new teacher prep standards.

• Allen wondered why the state was not offering support, since the MTTC test is an enormously important issue for teachers and teacher educators.

• Rob asked why the NCTE national standards for teacher prep could not be adopted wholesale by the state.

• Kia noted that MTTC and similar state tests were created by a single corporate entity named NESINC. Jill said that this company uses the standards to create tests.

• Allen wondered whether education programs were accountable to NCATE or to the state. Sue said the state will accept NCATE accreditation.

• Sue from MDE admitted that the state is undergoing reorganization due to CCS and has not been completely clear on its expectations.

• Lindsay thought it was important for someone in CEE to take the MTTC.

• Allen noted that the testing company used to ask English Education professors what should be on the test.

• Samantha summarized our frustrations: if we canâ€™t see the test, if weâ€™re counting on the company to align the standards with the test, what are we supposed to do?

• Lindsay closed this topic by reminding us to share MTTC resources. Allenâ€™s MCEE site would be a good location for this.

• The conversation shifted to the Common Core Standards for students. Lindsay framed this portion of the discussion by asking how we are preparing our students to deal with them.

• Sue (MDE) said that the MME and the MEAP have never really been aligned with the existing Content Area Expectations, and the new Common Core Standards will eventually be aligned with a new form of assessment.

• Kia claimed that the CCS emphasize informational texts at the cost of literary texts.

• Sue (MDE) said the CCS do emphasize informational texts, but that these are meant to be used across the disciplines, and not just in ELA.

• Allen reinforced this idea, claiming that the CCS do not call for a radical change in curriculum.

• After some additional conversation, the consensus seemed to be that CEE would like additional resources and support from the MDE to help us prepare our students to use the CCS.

• Our spring retreat is tentatively scheduled for February. Possible topics include the challenges to our graduates, the diversity of our field, and the new tenure requirements.