

Midwest Alliance to Improve Teacher Preparation (MAITP)



The alliance examines the relationship between different existing teacher preparation models and teacher/student outcomes. The primary focus is on Michigan. A community of practice connects key stakeholders across the region.



Alliance goals

MAITP will leverage existing data from state education agencies and education preparation providers to:

- Increase the region's capacity to access, conduct, interpret, and make sense of teacher preparation research.
- Support the use this research in decisionmaking at the state and local levels.



Alliance members

Primary members

- Rajeshri Bhatia, Grand Valley State University
- Erika Bolig, Michigan Department of Education (MDE)
- Doug Braschler, Hope College
- Leah Breen, MDE
- Corey Drake, Michigan State University
- Paul Helder, Michigan Education Association
- Sarah-Kate LaVan, MDE
- Jason Mellema, Ionia County Intermediate School District
- Laura Moellering, Choice Schools Associates
- Dale-Elizabeth Pehrsson, Central Michigan University
- Emily Pohlonski, Novi Community School District
- Jared Robinson, MDE

Community of practice

- Tina Dimmitt-Salinas, Illinois State Board of Education (ISBE)
- Emily Fox, ISBE
- Shandowlyon Hendricks-Williams, Wisconsin Department of Public Instruction
- Cheryl Krohn, Ohio Department of Education (ODE)
- Matt Ludwig, Iowa Department of Education
- Michelle Sandler, Minnesota Professional Educator Licensing and Standards Board
- Julia Simmerer, ODE



Partnership facilitator

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<https://ies.ed.gov/ncee/edlabs/regions/midwest/default.aspx>

MAITP RESEARCH AGENDA



To work toward its goals, the Midwest Alliance to Improve Teacher Preparation developed a shared research agenda to guide current and future projects and the direction of the alliance. This research agenda serves as a **roadmap for alliance work** to help ensure that projects directly address alliance members' needs, supply research that informs policy and practice, and increase members' capacity to conduct and use research.

Alliance members have identified the following topics as areas of focus for their work.

 Topics	 Research questions	 Projects	 Timing
Teacher Shortages and Surpluses in Michigan	<ol style="list-style-type: none">1. What are the trends in teacher shortages and surpluses in Michigan over the last five years? Do these trends vary by license area, region of the state, school characteristics, or compensation?2. What trends in teacher shortages and surpluses are expected in Michigan for the next 5 and 10 years?	<ul style="list-style-type: none">▪ Applied research: <i>Examining Teacher Shortage and Surplus in Michigan</i> (description)	April 2017– December 2018



			
Topics	Research questions	Projects	Timing
<p>Teacher Preparation Programs</p>	<ol style="list-style-type: none"> 1. What are the outcomes of traditional teacher preparation programs in Michigan during their graduates' first 3 years postgraduation? Possible outcomes include: <ol style="list-style-type: none"> a. Placement in Michigan schools. b. Retention in the teaching profession. c. Mobility. 2. What expectations do Michigan school districts have of their teaching candidates coming out of teacher preparation programs? How are these expectations met or not met? 3. What are the characteristics of teachers who have completed teacher preparation programs and received a teaching license, but who are not teaching (e.g., major, gender, ever taught, license area)? What incentives would encourage these teachers to return to teaching? 	<ul style="list-style-type: none"> ■ Training, coaching, and technical support: <i>Development of a Reporting System for Outcomes of Educator Preparation Institutions in Michigan</i> ■ Applied research: <i>Nonteaching Certificate Holders in Michigan: Who Are They and What Incentives Can Bring Them Back to the Teaching Profession?</i> (proposed) 	<p>March 2018– July 2019</p> <p>April 2018– January 2020</p>
<p>-----</p> <p>Retention of Novice Teachers</p>	<p>-----</p> <ol style="list-style-type: none"> 1. What successes and challenges do novice teachers face during their first 3 years of independent teaching? 2. What expectations do school administrators have for novice teachers? Do novice teachers meet these expectations? 	<p>-----</p> <ul style="list-style-type: none"> ■ Engagement: <i>The Future of Michigan Education: Preparation and Support for Novice Teachers</i> (documentary) 	<p>-----</p> <p>April–December 2017</p>



Topics

Clinically Oriented Teacher Preparation Programs

Teacher Recruitment in Michigan



Research questions

1. What models of clinically oriented teacher preparation programs exist nationally? What are their characteristics in terms of:
 - a. Entry pathways?
 - b. Learning offerings?
 - c. Field experiences?
 - d. Completion?
 - e. Retention in the program?
 - f. Retention in the teaching profession?
2. What are the characteristics of effective, clinically oriented teacher preparation programs, including how long they have been operating and how they are structured and organized (e.g., coursework, cohort model, clinical experiences)?

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1. What factors are associated with the recruitment of new teachers in Michigan?
 2. What incentives would encourage new teachers in Michigan to teach in hard-to-staff geographic areas?



Projects

- Training, coaching, and technical support:
Exploring the Potential of Clinically Oriented Teacher Preparation Programs for Michigan
[\(description\)](#)

 We are determining projects that align with these research questions.



Timing

March–December 2017



Topics

**Teacher Retention
in Michigan**

**Teacher
Compensation**



Research questions

1. What is the relationship between teacher characteristics and teacher retention in Michigan?
 2. What is the relationship between school characteristics and teacher retention in Michigan?
 3. What is the relationship between teacher evaluation practices and retention?
 4. What is the relationship between the mentorship of novice teachers and their retention?
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1. What models of alternative teacher compensation exist nationally?
 - a. What is the relationship between these models and teacher recruitment?
 - b. What is the relationship between these models and teacher retention?
 - c. What is the relationship between these models and student achievement?



Projects

We are determining projects that align with these research questions.

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Timing