



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 9, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr.

SUBJECT: Approval of the Michigan Model for Identifying Highly Qualified Teachers

The No Child Left Behind (NCLB) Act of 2001 requires that all teachers of core academic subjects [English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography (NCLB Section 9101)] be highly qualified by the end of the 2005-06 school year. New teachers hired to teach in Title I targeted assistance or school-wide programs must meet the highly qualified definition as a condition of employment.

In essence, highly qualified means that the teacher has full state certification and has passed a rigorous state test in the subjects in which they are endorsed and will be assigned to teach. Teachers certified in Michigan since the full implementation of the Michigan Test for Teacher Certification (MTTC) will meet the definition of highly qualified. The MTTC was fully implemented in 1992. Experienced elementary and secondary teachers who were certified prior to implementation of the MTTC and teaching in their minor subject area endorsement(s) will not meet the highly qualified definition. In order to offer these individuals an opportunity to meet the highly qualified requirement by the end of the 2005-06 school year, the Michigan Department of Education has developed, "The Michigan Model for Identifying Highly Qualified Teachers." A draft of the referenced document was presented to the State Board of Education (SBE) on March 27, 2003. Revisions have been made to the document and are noted in small capital letters, along with the addition of Attachments 1 and 2. The document is now being presented to the SBE for approval and submission to the United States Department of Education by September 1, 2003.

It is recommended that the State Board of Education approve the "Michigan Model for Identifying Highly Qualified Teachers," as discussed in the Superintendent's memorandum dated April 9, 2003.

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

**THE MICHIGAN MODEL
FOR IDENTIFYING
HIGHLY QUALIFIED TEACHERS**

**IN ACCORDANCE WITH CRITERIA PROVIDED BY
*THE NO CHILD LEFT BEHIND (NCLB) ACT OF 2001***

MICHIGAN DEPARTMENT OF EDUCATION

**THOMAS D. WATKINS, JR.
SUPERINTENDENT OF PUBLIC INSTRUCTION**

April 17, 2003

MICHIGAN'S TEACHER CERTIFICATION SYSTEM

Introduction

Michigan law requires that a person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit, or vocational authorization valid for the position to which he/she is assigned. Within the Michigan Department of Education (MDE), the Office of Professional Preparation Services (OPPS) is the organizational unit to which compliance with this requirement is assigned.

This office fosters the educational achievement of all Michigan youth and adults by assuring that all professional school personnel complete quality preparation and professional development programs that meet standards established by the Michigan Legislature, the State Board of Education, and the Superintendent of Public Instruction.

The MDE and the OPPS are committed to assuring that all Michigan educators meet the requirements of being highly qualified under the No Child Left Behind (NCLB) Act of 2001

BACKGROUND INFORMATION

In Michigan, as in most states, the usual or traditional process by which one obtains a license to teach is through completion of a college or university teacher education program approved by the Michigan Department of Education (MDE). **MCL §380.1531 of Act 451 of PA 1976** authorized the State Board of Education (SBE) to determine the requirements for, and issue all, licenses and certificates for teachers in public schools. **MCL §388.553 – Section 3 of Act 302 of PA 1921** asserts that no one shall teach in any private, denominational or parochial school who does not hold a certificate which would qualify him or her to teach in like grades of the public schools of the state.

Currently, there are 32 colleges and universities approved by the State Board of Education to prepare teachers and recommend them to the Board for licensure to teach. Licensure means the official recognition by the SBE that an individual has met state mandated requirements and is approved to practice as a licensed educator in the state. The state mandates include addressing the alignment of teacher preparation and student standards.

Requirements pertinent to the preparation of teachers and issuance of a teaching license/certificate are compiled in the SBE Administrative Rules Governing the Certification of Michigan Teachers. Reflecting the policy decisions of the SBE, these rules cover the spectrum of teacher licensure/certification including information/activities from the definition of terms to the suspension and revocation of the credential.

In accordance with **Subsection (2) of Rule 390.1115**, credits toward certification must be completed or transferred to an approved teacher education institution and shall be acceptable toward requirements for a Provisional certificate and a bachelors or higher degree. This provision authorizes the “traditional route” Michigan and other states use to certify teachers, including a college/university-approved teacher preparation program. Specifications or

standards concerning the contents of these programs are outlined in the following administrative rules: *R 390.1122 General education and substantive fields; R 390.1123 Professional education; and R 390.1124 Scholastic averages and directed student teaching.*

INTENSIVE PROFESSIONAL DEVELOPMENT REQUIREMENTS

Section 1526 of the Revised School Code designates the first three years of classroom teaching experience as the induction period for novice teachers. It requires that novice teachers be assigned to one or more master teachers who shall act as a mentor. It also requires that the novice teacher receive 15 days of intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of Article II of Act No 4 of the Public Acts of the Extra Session of 1937 (The Teacher Tenure Act), being Section 38.83a of the Michigan Compiled Laws.

Section 1527 of the Revised School Code requires that all local school districts, public school academies and intermediate school districts provide at least five days of teacher professional development each year. The professional development days provided under this section **do not** count toward the professional development required under Section 1526 for novice teachers.

STRUCTURE OF MICHIGAN'S TEACHER CERTIFICATION SYSTEM

The process for certifying teachers has evolved over a long period of time during which changes in requirements and procedures have occurred. Considering this, many individuals now teaching were certified under regulations and procedures that may differ from those currently in effect. **In addition, because of new requirements mandated by NCLB, those who are currently certificated to teach in Michigan may not meet the definition of "highly qualified" and will need to meet the new requirements as outlined in the previous section of this document.**

CERTIFICATE TYPES – Michigan issues the following two types of certificates:

- **Provisional certificate** – this initial teaching credential, which is earned by successful completion of an approved teacher education program, authorizes an individual to teach in a designated level/area of specialization. This type of certificate is valid for a period of up to six years, during which the holder is expected to gain experience as a practicing professional, and to acquire additional professional development through advanced study as a prerequisite for the next level of certification.
- **Professional Education certificate** – the advanced teaching credential which is earned after the issuance of the Provisional certificate by acquiring at least three years of experience as a practicing teacher and by the successful completion of at least 18 semester hours of additional study including the reading requirement of 6 semester hours for elementary level certification or 3 semester hours for secondary level certification, or an advanced higher education degree. This type of certificate replaces the Continuing Education or Permanent certificate issued prior to a rule

change effective June 30, 1992. The Professional Education certificate differs from the Continuing Education certificate because it has a validity period of only five years, during which the holder must acquire at least 6 semester credit hours or 18 state board-approved continuing education units (appropriate to the subject(s) or students they teach), or a combination of the two, in additional professional development as a requirement for certificate renewal.

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

SECTION 1531 OF PUBLIC ACT 451 (1976), AS AMENDED BY PUBLIC ACT 267 (1986), PUBLIC ACT 282 (1992), AND PUBLIC ACT 289 (1995), MANDATES A TESTING PROGRAM AS PART OF MICHIGAN'S TEACHER CERTIFICATION REQUIREMENTS. THE PURPOSE OF THE TESTS IS TO ENSURE THAT EACH CERTIFIED TEACHER HAS THE NECESSARY BASIC SKILLS AND CONTENT KNOWLEDGE TO SERVE IN MICHIGAN PUBLIC SCHOOLS.

THE MTTC BASIC SKILLS TEST WAS IMPLEMENTED IN 1991 AND THE SUBJECT AREA EXAMINATIONS WERE IMPLEMENTED IN 1992.

BASIC SKILLS TEST. ALL CANDIDATES FOR A MICHIGAN PROVISIONAL TEACHING CERTIFICATE MUST PASS A TEST IN BASIC SKILLS (READING, MATHEMATICS, AND WRITING). CANDIDATES MUST PASS THE BASIC SKILLS TEST BEFORE ENROLLING IN STUDENT TEACHING.

ACADEMIC CONTENT-AREA TESTS. CANDIDATES FOR SECONDARY-LEVEL TEACHING CERTIFICATES MUST PASS THE CORRESPONDING SUBJECT-AREA TEST FOR EACH ACADEMIC CONTENT AREA IN WHICH THEY ARE TO BE CERTIFIED. THE MAJOR OR MINOR EXAMINATION IS THE SAME TEST WITH THE SAME MINIMUM PASSING SCORES.

ELEMENTARY EDUCATION TEST. CANDIDATES FOR AN ELEMENTARY-LEVEL TEACHING CERTIFICATE MUST PASS THE ELEMENTARY EDUCATION TEST. CANDIDATES FOR AN ELEMENTARY-LEVEL TEACHING CERTIFICATE WHO WISH TO TEACH IN CLASSROOMS IN GRADES 6-8 IN SPECIFIC SUBJECT AREAS MUST ALSO PASS THE APPROPRIATE SUBJECT-AREA TESTS IN ORDER TO QUALIFY FOR THE ENDORSEMENTS.

SECONDARY TEACHERS CERTIFIED SINCE THE FULL IMPLEMENTATION OF THE MTTC MEET THE NCLB DEFINITION OF HIGHLY QUALIFIED TO TEACH IN THEIR MAJORS AND MINORS AND/OR ADDITIONAL SUBJECT AREA ENDORSEMENTS. ELEMENTARY TEACHERS CERTIFIED SINCE THE FULL IMPLEMENTATION OF THE MTTC ALSO MEET THE NCLB DEFINITION OF HIGHLY QUALIFIED.

LEVELS AND AREAS OF CERTIFICATION – Michigan issues a license/certificate to teach in the following two levels:

- **Elementary** - An elementary certificate issued after September 1, 1988, authorizes an individual to teach all subjects in grades kindergarten to, and including, grade 5, for teaching subject area endorsements (major or minor) in grades 6 to, and including, grade 8 in which the applicant has completed a major or minor, and for teaching all subjects in

grades kindergarten to, and including, grade 8 when those subjects are taught in a self-contained classroom in which a majority of the instruction is provided by one teacher.

An elementary certificate issued prior to September 1, 1988, is valid for teaching all subjects in grades kindergarten to 8 and in subject area endorsements (major or minor) in grade 9.

- **Secondary** - A secondary certificate issued after September 1, 1988, authorizes an individual to teach in subject areas in grades 7 through 12 in which the applicant has completed a major or minor.

A secondary teaching certificate issued prior to September 1, 1988, is valid for teaching all subjects in grades 7 and 8 and in subject area endorsements (major or minor) in grades 9 to 12.

In addition to the requirement of at least a major and a minor, or three minors (of which two must be in a substantive field or content area), Michigan requires its teachers to complete not less than 40 semester hours of general or liberal education. Also required are 20 semester hours in theoretical and practical knowledge focusing on human growth and learning of children and youth, children with special needs and of diverse cultures, the structure, function and purpose of education in society, and methods and materials for appropriate instruction. It is noted that at least six of the 20-credit-hour required minimum must provide the opportunity for directed student teaching at the level for which a certificate is granted.

Completion of a substantive or content area major or minor will be shown on a teaching certificate as an endorsement if the individual takes and passes the appropriate subject area test mandated by *Subsection 380.1531 of Section 22 of the Revised School Code*.

ALTERNATIVE ROUTES TO TEACHER CERTIFICATION

Michigan's Alternative Routes to Teacher Certification (MARTC) process was approved by the State Board of Education on May 12, 1993. The purpose of MARTC is to address local/regional teacher shortages: (1) in specific grade levels, (2) in subject areas or geographic settings, and (3) in order to promote diversity of culture and gender by expanding the pool of minority and underrepresented teacher candidates. As a non-traditional route, MARTC does not lead to an "alternative license." It does not result in lower standards for entry into the profession, nor does it enable untrained or inadequately trained individuals to engage in classroom practice. It does, however, allow an individual to be employed as a teacher while completing certification requirements. It should be noted that MARTC has not been widely implemented by local school districts in Michigan.

EXPERIMENTAL PROGRAMS: Approved teacher preparation institutions may apply for approval of experimental or alternative certification programs under *R 390.115*. These experimental programs are usually directed to address the needs of individuals who hold a

bachelor's or higher degree and wish to complete certification requirements in an expedited program.

The MDE, in collaboration with Wayne State University and Detroit Public Schools, has been approved by the Superintendent of Public Instruction to offer an experimental Limited License to Instruct (LLI) program. The LLI program allows individuals to be employed by the Detroit Public Schools while completing certification requirements through Wayne State University. Each teacher hired under the LLI must be assigned a mentor while enrolled in the program.

Section 1233(b) of the Revised School Code allows local districts to employ non-certificated, non-endorsed teachers to teach courses in computer science, foreign languages, mathematics, biology, chemistry, engineering, physics, or robotics in grades 9-12 provided they hold at least a bachelor's degree from an accredited postsecondary institution; have a major or a graduate degree in the field of specialization in which he or she will teach; and have, in the 5-year period immediately preceding the date of hire, not less than 2 years of occupational experience in the field of specialization in which he or she will teach. The experience requirement does not apply to foreign languages. If an individual hired under this provision teaches for more than one year, he or she is required to pass the Michigan Test for Teacher Certification basic skills and the applicable subject area examination(s) and be annually and continually enrolled and completing credit in an approved teacher preparation program leading to a Provisional teaching certificate.

INDIVIDUALS ENROLLED IN THE ALTERNATIVE/EXPERIMENTAL CERTIFICATION PROGRAMS ARE CONSIDERED HIGHLY QUALIFIED UNDER NCLB AND WILL HAVE THREE YEARS TO COMPLETE CERTIFICATION REQUIREMENTS. INDIVIDUALS EMPLOYED BY A LOCAL DISTRICT UNDER AN ALTERNATIVE/EXPERIMENTAL CERTIFICATION PROGRAM MUST:

- (1) RECEIVE HIGH-QUALITY PROFESSIONAL DEVELOPMENT THAT IS SUSTAINED, INTENSIVE, AND CLASSROOM-FOCUSED IN ORDER TO HAVE A POSITIVE AND LASTING IMPACT ON CLASSROOM INSTRUCTION, BEFORE AND WHILE TEACHING;**
- (2) PARTICIPATE IN A PROGRAM OF INTENSIVE SUPERVISION THAT CONSISTS OF STRUCTURED GUIDANCE AND REGULAR ONGOING SUPPORT FOR TEACHERS OR A TEACHER MENTORING PROGRAM;**

ASSUME FUNCTIONS AS A TEACHER ONLY FOR A SPECIFIED PERIOD OF TIME NOT TO EXCEED THREE YEARS; AND

DEMONSTRATE SATISFACTORY PROGRESS TOWARD FULL CERTIFICATION AS PRESCRIBED BY THE STATE.

TEMPORARY TEACHER EMPLOYMENT AUTHORIZATION:

Section 1531(15) of the Revised School Code authorizes the MDE to issue a one-year non-renewable Temporary Teacher Employment Authorization to out-of-state teacher applicants who hold a valid license in another state. This allows the individual one year to take and pass the MTTC basic skills test and appropriate subject area examination(s).

No Child Left Behind (NCLB) Requirements for Highly Qualified Teachers

The No Child Left Behind Act of 2001 requires that all teachers of core academic subjects be highly qualified. Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography (NCLB Section 9101).

Timeline for Compliance

The timeline for meeting this requirement is contingent upon two elements: (1) the date of employment and (2) whether the teacher is working in a program supported by **Title I funds (targeted assistance or school-wide)**.

NEW HIRE: TITLE I PROGRAM

- If hired after the first day of school in the 2002-03 school year and working in a program supported with Title I funds (school-wide or targeted assistance), the teacher must meet the requirements as a condition of employment.

NEW HIRE: NON-TITLE I PROGRAM/BUILDING

- If hired after the first day of school in the 2002-03 school year and NOT working in a program supported with Title I funds (school-wide or targeted assistance), the teacher must meet the requirements by the end of the 2005-06 school year.

EXPERIENCED TEACHERS: TITLE I PROGRAMS AND ALL OTHERS

- If hired before the first day of school in the 2002-03 school year, the teacher must meet the requirements by the end of the 2005-06 school year, regardless of whether working in a program supported by Title I funds or not.

Note:

1. The first day of school is defined as the first day of school that students report per the district school calendar.
2. New teachers trained at an approved Michigan teacher preparation institution will meet the definition of highly qualified because they are required to take and pass the Michigan Test for Teacher Certification (MTTC) basic skills test and appropriate subject area examinations.

Highly Qualified Teachers—Elementary Level

A highly qualified teacher at the elementary level who is **new** to the profession must hold at least a bachelor's degree, and full state certification including passage of the Michigan Test for Teacher Certification (MTTC) basic skills test and the comprehensive elementary examination. New elementary teachers who are assigned to teach specific content area(s) in grades 6-8 must pass the appropriate MTTC subject area examination as required by *Section 1531 of the Michigan Revised School Code*.

A highly qualified teacher at the elementary level who is **not new** to the profession and was issued a Michigan teaching certificate prior to implementation of the MTTC (the MTTC was fully implemented in 1992), in addition to holding at least a bachelor's degree and full state certification, each teacher will need to provide evidence of meeting **one** of the following options:

- Passage of the MTTC general elementary examination and any subject area examinations for which the teacher is endorsed and is, or will be, teaching in grades 6-8. **Individuals who hold the old K-8 “all subjects” (no longer issued after September 1, 1988) designation on their elementary teaching certificates may elect to take and pass the MTTC subject area examination for each subject that he/she is assigned to teach in grades 6-8 if they do not hold a major in the subject, OR**
- A GRADUATE DEGREE IN ANY SUBJECT AREA DIRECTLY RELATED TO ELEMENTARY TEACHING, **OR**
- Achieve National Board Certification or credentialing in any subjects(s) at an appropriate developmental level(s), **OR**
- The following high objective uniform state standard of evaluation (HOUSE):
 1. Have at least 3 years of teaching experience at the elementary level and have completed, since the issuance of the Provisional teaching certificate, a minimum of 18 semester credit hours in a planned standards-based SBE-approved endorsement program or a master's or higher degree in an area appropriate for elementary education, **OR**
 2. HAVE ANY COMBINATION OF EXPERIENCE, COLLEGE CONTENT COURSEWORK, CONTENT-SPECIFIC PROFESSIONAL DEVELOPMENT, AND PROFESSIONAL SERVICE TO THE CONTENT AREA THAT WOULD EQUATE TO 100 POINTS OR MORE ON THE MICHIGAN CONTENT AREA RUBRIC (ATTACHMENT 1), **OR**
 3. Have at least 3 years of teaching experience and, before the end of the 2005-06 school year, have completed an individual professional development plan approved by the local school improvement team, including completion of professional development activities THAT ARE ALIGNED WITH THE STATE PROFESSIONAL DEVELOPMENT STANDARDS AND consisting of at least 90 contact hours or 6 semester hours of coursework in a standards-based (in accordance with the SBE-approved standards that are aligned with the applicable Michigan Curriculum Frameworks) subject/content subject area program related to the current teaching assignment, and documented with the local district on a form approved by the MDE (ATTACHMENT 2).

NOTE: EACH TEACHER WILL BE RESPONSIBLE FOR SELECTING ONE OF THE ABOVE OPTIONS AS A PROCEDURE TO MEET THE NCLB HIGHLY QUALIFIED REQUIREMENT BY THE END OF THE 2005-06 SCHOOL YEAR.

Highly Qualified Teachers—Middle and Secondary Level

A highly qualified teacher at the middle and secondary levels (grades 7-12) who is new to the profession must hold at least a bachelor's degree and full state certification, including passage of the MTTC basic skills test and subject area major and minor examinations, as required by *Section 1531 of the Michigan Revised School Code*.

A highly qualified teacher at the middle and secondary level who is not new to the profession and was issued a Michigan teaching certificate prior to implementation of the MTTC, in addition to holding at least a bachelor's degree and full state certification, each teacher will need to provide evidence of meeting **one of the following options:**

- **The MTTC subject area examinations (other than those in which the teacher holds a subject area major) for which the teacher is endorsed and is, or will be, teaching in grades 7-12. Individuals who hold the old 7-8 “all subjects” (no longer issued after September 1, 1988) designation on their secondary teaching certificates may elect to take and pass the MTTC subject area examination for each subject that he/she is assigned to teach in grades 7-8 if they do not hold a major in the subject(s), OR**
- **A graduate degree or coursework that is equivalent to an undergraduate major in the teaching field, OR**
- **Achieve National Board Certification or credentialing in the subject(s) at an appropriate developmental level(s) that he/she teaches, OR**
- **The following high objective uniform state standard of evaluation (HOUSE):**
 1. **Have at least 3 years of teaching experience at the secondary level and have completed, since the issuance of the Provisional teaching certificate, a minimum of 18 semester credit hours in a planned standards-based SBE-approved endorsement program or a master's or higher degree in an area appropriate for secondary education, OR**
 2. **HAVE ANY COMBINATION OF EXPERIENCE, COLLEGE CONTENT COURSEWORK, CONTENT-SPECIFIC PROFESSIONAL DEVELOPMENT, AND PROFESSIONAL SERVICE TO THE CONTENT AREA THAT WOULD EQUATE TO 100 POINTS OR MORE ON THE MICHIGAN CONTENT AREA RUBRIC (ATTACHMENT 1), OR**
 3. **Have at least 3 years of teaching experience and, before the end of the 2005-06 school year, have completed an individual professional development plan approved by the local school improvement team, including completion of professional development activities THAT ARE ALIGNED WITH THE STATE PROFESSIONAL DEVELOPMENT STANDARDS AND consisting of at least 90 contact hours or 6 semester hours of coursework in a standards-based (in accordance with the SBE-approved standards that are aligned with the applicable Michigan Curriculum Frameworks) subject/content subject area program related to the current teaching assignment, and documented with the local district on a form approved by the MDE (ATTACHMENT 2).**

NOTE: EACH TEACHER WILL BE RESPONSIBLE FOR SELECTING ONE OF THE ABOVE OPTIONS AS A PROCEDURE TO MEET THE NCLB HIGHLY QUALIFIED REQUIREMENT BY THE END OF THE 2005-06 SCHOOL YEAR.

Teachers Who Do Not Meet Requirements for Highly Qualified Teachers

- Teachers with full-year and emergency permits
- Teachers teaching in minor subject area endorsements in which they have not passed the MTTC subject area examination or have not met Michigan's NCLB-approved high objective uniform state-standard of evaluation requirements for being highly qualified
- Teachers hired under a 150-day substitute permit

MICHIGAN DEPARTMENT OF EDUCATION
Chart of Types of Teaching Certificates That
Meet NCLB “Highly Qualified” Definition

	Permanent Certificate* (No MTTC)	Continuing 18-Hour Certificate* (No MTTC)	Continuing 30-Hour Certificate* (No MTTC)	Provisional Certificate (No MTTC)	Professional Education Certificate (No MTTC)	Provisional Certificate (Passed MTTC)	Professional Education Certificate (Passed MTTC)
Elementary Cert. K-8 All Subjects**	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	N/A	N/A
Secondary Cert. 7-8 All Subjects**	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	N/A	N/A
Elementary Cert. K-5 All Subjects K-8 All Subjects (self contained) Major(s) (6-8)	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Elementary Cert. K-5 All Subjects K-8 All Subjects (self-contained) Minor(s) (6-8)	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets
Secondary Cert. Major(s)	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Secondary Cert. Minor(s)	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets

*This type of certificate is no longer issued in Michigan, but is still valid for teaching in K-12 schools.

**This designation is no longer available in Michigan (effective September 1, 1988).

INSTRUCTIONS FOR COMPLETING THE MICHIGAN HIGHLY QUALIFIED TEACHER CONTENT AREA RUBRIC

The Michigan Department of Education (MDE) has developed the "Michigan Content Area Rubric" in compliance with the *No Child Left Behind* (NCLB) Act of 2001 in order to assure that experienced teachers who were not required to take the Michigan Test for Teacher Certification (MTTC) meet the highly qualified definition. Elementary and secondary teachers who have taken and passed the MTTC meet the NCLB highly qualified definition.

Each local district, intermediate school district (ISD), and public school academy (PSA) must provide an assurance and documentation that all teachers are highly qualified by the end of the 2005-06 school year. To be considered highly qualified experienced teachers must:

- Hold at least a bachelor's degree from an approved teacher preparation institution
 - Hold a valid Michigan teaching certificate
 - Be assigned to teach in the subject area and grade level endorsement(s) listed on the teaching certificate
- AND ONE OF THE FOLLOWING**
- Complete an academic major or coursework equivalent to an academic major for each subject area in which the teacher teaches OR
 - Hold an advanced degree in the content area of the teaching assignment OR
 - Hold National Board Certification in the content area of the teaching assignment OR
 - Achieve 100 points or more on the "Michigan Content Area Rubric"

COURSEWORK EQUIVALENT TO AN ACADEMIC MAJOR

Elementary: 30 semester hours of academic content courses distributed among the four major disciplines: language arts, mathematics, science, and social studies.

Middle and Secondary: 30 semester hours of academic content courses.

MICHIGAN CONTENT AREA RUBRIC

The rubric is a high objective uniform state standard of evaluation (**HOUSE**) designed to award teachers for their years of teaching, professional development and service to the profession. If a teacher does not meet the highly qualified requirements for each subject area endorsement based on academic college course work or National Board Certification, the rubric acts as an alternative means to demonstrate the federally mandated content requirements.

Each teacher must sign an assurance statement to verify to the local district, ISD, PSA or MDE that the information being documented is accurate. Teachers should keep a copy of the rubric(s) and supporting documentation in their own files and submit the original forms to the local district, ISD, or PSA Superintendent or chief school administrator to place in their personnel file. This form must be readily available in case of an audit request. Misrepresentation or falsification of information could result in suspension or revocation of the teaching certificate.

MICHIGAN CONTENT AREA RUBRIC

(Pursuant to requirements mandated by Federal No Child Left Behind Legislation)

NAME: _____

EMPLOYING SCHOOL DISTRICT: _____

TO BE COMPLETED FOR EACH SUBJECT AREA ENDORSEMENT

Endorsement Area: _____

Years of Teaching Experience	College Level Course Work in the Content Area	Content Related Professional Development Activities*	Service to the Content Area*
Experience must be in the endorsement/ subject area assignment/content area	Must be Content related to the subject area endorsement: - A 3 hour content course equals 15 points (Some education coursework may be appropriate, if the course balances content and pedagogy.)	Must be Content Specific to the endorsement: <ul style="list-style-type: none"> • Served on a committee that developed, selected or evaluated content standards • Served on a committee that aligned local content standards with state standards • Served on a committee to develop, validate or evaluate content assessments • Participation at local, regional, state or national professional conferences/ seminars/workshops • Completed portfolio for National Board Certification • Participation in Action Research or study groups 	Must be Content Specific to the endorsement: <ul style="list-style-type: none"> • Department chair or team leader • Mentor teacher • Cooperating teacher for student teacher • Current membership in a regional, state, or national professional content organization • Officer in a regional, state, or national professional content organization • Content instructor at an IHE • Content presentations at the district level • NBPTS Assessor
5 points per year- maximum 50 points	5 points per credit hour	5 points per year per documented activity (5 year recency limit)	5 points per year per documented service (5 year recency limit)
# YEARS:	#Sem. Cr. Hours:	#Activities:	#Services:
TOTAL POINTS:	TOTAL POINTS:	TOTAL POINTS:	TOTAL POINTS:

GRAND TOTAL:

Mandated by Federal *No Child Left Behind* Legislation

*List of examples is not intended to be interpreted as all-inclusive.

ASSURANCES

Full Name as it appears on the Michigan Teaching Certificate

Social Security Number

Home Telephone #

Current Home Address

City

State

Zip

Place of Employment (District)

Building

I hereby assure the Michigan Department of Education that I hold a valid Michigan teaching certificate and I have accurately completed the attached Highly Qualified Content Area Rubric(s) as mandated by the Federal *No Child Left Behind* legislation.

Signature of Teacher

Notary or signature of building or district administrator

Misrepresentation or falsification of information may result in suspension or revocation of the teaching certificate.

PLEASE SUBMIT THIS FORM TO YOUR LOCAL DISTRICT, ISD, OR PSA SUPERINTENDENT OR CHIEF ADMINISTRATOR BY JUNE 30, 2006.

Mandated by Federal *No Child Left Behind* Legislation

MICHIGAN CONTENT AREA RUBRIC INSTRUCTIONS FOR COMPLETION

Copy the rubric and complete a new form for each subject area endorsement or subject assigned with less than 30 semester credit hours. The rubric is designed to award points for the number of years you have been teaching in the content area, college courses taken in the content area, content specific professional development activities, and service to the content area.

COLUMN 1: YEARS OF EXPERIENCE

Experience must be content specific to the endorsement. Multiply the number of years of experience times (5) five. Federal *No Child Left Behind* legislation places a limit on the amount of credit a teacher can receive based on experience.

COLUMN 2: COLLEGE LEVEL COURSE WORK

Refer to your college transcript. Count the number of semester content hours and multiply times (3) three.

Ordinarily, an education course will not be considered to have comprehensively addressed subject area content to be counted in this category. If you believe a specific education course was “content,” then include it in your total hours. Do not call the Michigan Department of Education (MDE) with specific course questions. Use your own best judgment.

COLUMN 3: ACTIVITIES RELATED TO CONTENT

Multiply the number of activities times (5) five. Allowed activities must have been completed within the last 5 years.

Almost any recent subject area content specific activity may be counted for points in this column. It is acceptable to count the same activity for multiple years.

Examples:

- Serving on a committee that developed, selected or evaluated content *standards* at the local, state or national level.
- Serving on a committee that developed, selected or evaluated content *curriculum* at the local, state or national level.
- Serving on a committee that *aligned* local content standards and curriculum with state standards.
- Serving on a committee that developed, validated or evaluated local, state or national assessments.
- Attending a local, national, regional or state professional conference, seminar or workshop.
- Completing all of the portfolio assessments for National Board Certification, even though the actual award was not achieved.

COLUMN 4: SERVICE RELATED TO CONTENT

Multiply the number of services related to the content endorsement times (5) five. Allowed services must have occurred within the past 5 years.

Almost any recent content related service may be counted for points in this column. It is acceptable to count the same service for multiple years.

Examples:

- Department Chair or Team Leader
- Mentor Teacher
- Cooperating teacher for a preservice (student) teacher
- Current membership in a state, regional or national content organization
- Officer in a state, regional or national content organization
- Content presentation at the district level
- Content instructor at an Institution of Higher Education

FINAL STEP – LAST PAGE

PRINT your name exactly as it appears on the teaching certificate. Complete the rest of the information as requested: Social Security Number, Home Telephone Number, Current Address and Place of Employment.

Signing this page ensures the MDE that you hold a valid teaching certificate and you have accurately completed the rubric as mandated by the Federal *No Child Left Behind* legislation.

It is not necessary to send copies of your college transcripts, teaching certificates or other content activity documentation to the MDE.

You must have your signature witnessed by either a notary or a building or district administrator. Misrepresentation or falsification of information could result in the suspension or revocation of your teaching credentials.

RETURN THE RUBRICS AND SIGNED ASSURANCE FORM TO YOUR DISTRICT ADMINISTRATOR FOR PLACEMENT IN YOUR PERSONNEL FILE.

Thank you

RECORD OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

GENERAL INSTRUCTIONS: This document is to be used to determine whether a teacher meets high objective uniform state standards of evaluation as part of the process for identifying a highly qualified teacher (defined in Section 9101 of the No Child Left Behind Act of 2001). Record all professional development activities that are content related and aligned to the district/building school improvement plan for improving student performance. Professional development activities must be within the designated three (3) year time period (September 1, 2003 – June 30, 2006) and recorded by date, title, purpose addressed and in hour increments. The form should be submitted to the superintendent/chief executive officer's office and kept on file in case of an audit.

● *This form is a Worksheet to be completed and retained by the school district. DO NOT return this form to the Michigan Department of Education.*

NAME OF TEACHER: _____ SOCIAL SECURITY NUMBER OF TEACHER _____

NAME OF SCHOOL DISTRICT WHERE EMPLOYED: _____

NAME OF SCHOOL WHERE ASSIGNED: _____

NUMBER OF YEARS AS A CONTRACTUAL TEACHER: _____ SCHOOL YEAR HIRED: _____

NUMBER OF YEARS WITH THE CURRENT SCHOOL DISTRICT _____

CURRENT SCHOOL YEAR: 20 ____ - 20 ____

CONTENT SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES

DATE	TITLE/ACTIVITY	PURPOSE ADDRESSED	NUMBER OF HOURS ENGAGED

SIGNATURE OF SCHOOL DISTRICT AUTHORITY _____

SIGNATURE OF TEACHER _____

TITLE _____ DATE _____

DATE _____