



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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TO: State Board of Education

FROM: Thomas D. Watkins, Jr.

DATE March 21, 2003

SUBJ: EDUCATOR QUALITY – NO CHILD LEFT BEHIND

The attached material is provided as a progress report on planning that has occurred to develop Michigan's response to the "highly qualified teacher" requirement of NCLB.

This material will serve as background to the discussion item on the agenda of the March 27, 2003 state board meeting.

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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

March 21, 2003

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.

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 upon 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, needs 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*, **OR**
- A graduate degree in the area of major or minor or any other area directly related to teaching, **OR**
- Achieve National Board Certification or credentialing in any subjects(s) at the appropriate developmental level(s), **OR**
- The following high objective uniform state standard of evaluation:
 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 program of study or a master's or higher degree in an area appropriate for elementary education, **OR**
 2. Have at least 6 years of teaching experience at the elementary level, during which at least 90 contact hours in professional development within the last five years were completed and documented with the local school district on a form approved by the Michigan Department of Education (MDE), **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 and professional development activities consisting of at least 90 contact hours or 3 semester hours of coursework in a standards-based (in accordance with the Michigan Curriculum Frameworks) subject/content specific program related to the current teaching assignment,

***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.**

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, must 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*, 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 subjects(s) and developmental levels that he/she teaches, OR**
- **The following high objective uniform state standard of evaluation:**
 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 program of study or a master's or higher degree in an area appropriate for secondary education, OR**
 2. **Have at least 6 years of teaching experience at the secondary level, during which at least 90 contact hours in professional development within the last five years were completed and documented with the local school district on a form approved by the Michigan Department of Education (MDE), 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 and professional development activities consisting of at least 90 contact hours or 3 semester hours of coursework in a standards-based (in accordance with the Michigan Curriculum Frameworks) subject/content specific program related to the current teaching assignment.**

***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).**

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'S TEACHER CERTIFICATION SYSTEM

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.

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.

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.

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).

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	

*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).