



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 10, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Report on the Response of the Michigan Department of Education to Support the Needs of Teachers to Meet No Child Left Behind Requirements

The State Board of Education had requested a report on the efforts of teacher preparation institutions to support the educational needs of teachers who must now meet No Child Left Behind highly qualified requirements. The report presents information related to policy issues, resources, and activities to support the needs of Michigan teachers.

It is recommended that the State Board of Education receive the Report on the Response of the Michigan Department of Education to Support the Needs of Teachers to Meet No Child Left Behind Requirements, as discussed in the Superintendent's memorandum of September 10, 2003.

STATE BOARD OF EDUCATION

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**REPORT TO THE STATE BOARD OF EDUCATION
ON THE RESPONSE OF THE MICHIGAN DEPARTMENT OF EDUCATION
TO SUPPORT THE NEEDS OF TEACHERS
TO MEET NO CHILD LEFT BEHIND REQUIREMENTS**

INTRODUCTION

In April 2003 the State Board of Education (SBE) approved “The Michigan Definition of Highly Qualified Teachers” (Attachment 1) in response to the No Child Left Behind (NCLB) Act of 2001. This definition recognizes that some of Michigan’s middle and high school veteran teachers may not meet the NCLB highly qualified requirements, particularly if they are assigned to teach in a core academic subject for which they hold a subject area endorsement based on having completed a minor in the subject. Many of these teachers were certified prior to the development and implementation of the Michigan Test for Teacher Certification, which occurred during the latter part of 1992.

The SBE has requested a report on what is being done to support the needs of Michigan teachers to become highly qualified by the end of the 2005-06 academic-year. NCLB provides several options for teachers to become highly qualified, including completion of additional coursework, passage of a rigorous content examination, National Board Certification, or meeting a high objective uniform state-standard of evaluation (HOUSE). All of these options are described in detail in the SBE-approved “Michigan Definition of Highly Qualified Teachers” (Attachment 1).

The MDE has been identifying necessary policy changes, fiscal resources, and activities to assist teachers in meeting NCLB requirements by 2006. Following are the policy issues, current, and proposed activities that the MDE staff have identified:

Policy Issues

State policy changes addressing the manner in which Michigan certifies its teachers under the Administrative Rules Governing the Certification of Michigan Teachers will be needed. For example, the administrative rules allow elementary and secondary teachers to obtain group majors consisting of 36 semester credit hours, and/or group minors consisting of 24 semester credit hours. Teachers who hold these endorsements, and who are assigned to teach one of the single subjects covered by said endorsement, will not meet NCLB requirements. The MDE has determined from current Register of Educational Personnel (REP) data, which are collected by the Center for Educational Performance and Information (CEPI), that there are 17,596 teachers assigned to teach with various group endorsements. This represents about 29% of the more than 60,000 teachers assigned to teach in core academic subjects. The administrative rules will need to be revised to eliminate the group minor and/or group major endorsement options at the secondary level. These endorsements appear to be appropriate for elementary and middle school grades. However, this action may have a negative impact on small rural school districts.

Another issue related to the administrative rules deals with the levels of certification available in Michigan. The secondary teaching certificate is valid for teaching subject area endorsements in grades 7-12. This has posed significant problems in local districts where middle or junior high schools contain grade 6. In order to address this need, it is proposed that the secondary teaching certificate be changed to include grades 6-12.

Additional policy considerations at the federal level relate to the qualifications of special education teachers. Under current NCLB provisions, middle school and secondary special education teachers who are assigned to teach in a self-contained resource room must be highly qualified to teach in each subject taught. This puts a tremendous burden on those who are prepared as special education teachers who must first hold appropriate elementary or secondary certification in addition to the categorical special education endorsement. The demands of NCLB may result in a shortage of special education teachers or the inability of the local districts to offer specialized programs because of the lack of available teachers. Federal policy-makers are still reviewing the impact that NCLB will have on special education programs.

Current Activities

- I National Board Certification Subsidy Grants: The MDE currently has \$100,000 appropriated to offer subsidy grants to pay up to one-half of the cost of National Board Certification.

- II The Limited License to Instruct (LLI) Program: The MDE, in collaboration with Wayne State University and Detroit Public Schools (DPS), approved the LLI program. The goal of the program is to assist DPS in transitioning its long-term emergency substitutes in regular positions (ESRPs) to full-state teacher certification. The program received \$750,000 in grant funds and has requested an additional \$100,000 for 2003-04. The program currently serves a maximum of 625 teacher candidates. Wayne State University is also working with some of the Teach for America Program participants in conjunction with the LLI program.

- III Teacher Preparation Institutions: Michigan has 32 approved teacher preparation institutions and five with conditional approval. Attachment 2 contains a listing of these institutions. These institutions recommend over 5,000 new teachers annually. The MDE has encouraged experimental teacher preparation programs under R390.1153, particularly in high-need areas of the sciences, math and foreign languages. Grand Valley State University, Siena Heights University, and Central Michigan University have developed experimental programs for post-baccalaureate candidates with content majors in these areas to expedite their classroom preparation. GVSU has cohorts of less than ten candidates per year and SHU also expects cohorts of less than ten per year. CMU is just introducing its program this year.

- IV. Professional Development Activities: The MDE receives funds under NCLB, Title I, Part A(3) to assist institutions of higher education (IHE) to provide programs to improve teacher quality. Ninety-five percent of those funds received by the state are awarded as competitive sub-grants to colleges and universities that prepare teachers. The sub-grants are awarded for research-based professional development to teachers in high-poverty schools who do not meet the NCLB highly qualified requirements. Michigan has awarded \$3.7 million to IHEs to help teachers become highly qualified in core academic content areas. This constitutes 22 awards to 12 colleges and universities to provide professional development in the core academic subjects of mathematics, science, social studies, and fine arts.
- V. The MDE has awarded \$24,500 in Teacher Quality state-level activities funds to the Michigan Association of Public School Academies (MAPSA) for teacher recruitment activities during the 2003-04 academic year to recruit highly qualified teachers for public school academies.
- VI MDE staff has proposed an award of \$80,000 in Teacher Quality state-level activities funds to the Michigan Teacher Network/MERIT for the development of a highly qualified Michigan Teacher Talent Bank to assist all local districts in recruiting highly qualified teachers.
- VII. MDE has tentatively approved an award of \$200,000 in Teacher Quality state-level funds to develop and implement the portfolio assessment component of the high objective state-standard of evaluation.

Department of Education Next Steps

There are four areas of concern with regard to the issues of “highly qualified teachers” and teacher supply and retention:

1. Uncertified teachers who are presently teaching in the classroom (for example, those employed under approvals or emergency permits).
2. Certified teachers, currently teaching, but who are not “highly qualified” for the subjects they are teaching (for example, a teacher endorsed in Social Studies who is teaching a course in Economics, one of the core academic subjects listed in NCLB).
- 3 The limited supply of teachers in hard-to-fill subject area assignments (for example, Physics, Industrial Arts, Foreign Language).
4. The supply and retention of teachers in urban school districts.

The importance of these issues, and the possible solutions to them, is going to require, as well as benefit from, the involvement of many persons and institutions, not the least of which are the following:

- Teacher preparation institutions
- Human Resource directors from local schools
- Teacher and administrator professional associations

The Department of Education is therefore making plans to convene a task force of individuals to develop specific recommendations on strategies to address the four categories of issues listed above.

Some of the strategies currently under consideration are the following, by way of example only:

- Subsidize the testing fee for certified teachers currently teaching in a subject area but not “highly qualified.” The testing fee would reimburse them for taking the specific subject area test to prove their qualifications in that subject.
- Offer scholarships to teachers in high-needs school districts to take the coursework necessary to become “highly qualified.”

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

THE MICHIGAN DEFINITION
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

Approved April 24, 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 8380.1531 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 8388.553 – 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 or a combination of the two, in additional professional development appropriate to the subject(s) or students they teach 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 a 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 through 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.

Individuals who complete certification requirements under approved experimental programs will qualify for the Michigan Provisional teaching certificate upon recommendation of the approved teacher preparation institution.

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;

Participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
- 3) Assume functions as a teacher only for a specified period of time not to exceed three years; and
- (4) 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, arts, 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:

The first day of school is defined as the first day of school that students report per the district school calendar.

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 or coursework that is equivalent to an undergraduate major 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

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 1), OR

3. Demonstrate competence of subject matter knowledge and teaching skills using a standards-based performance assessment reflecting the entry-level standards for Michigan teachers approved by the State Board of Education. The performance assessment must be conducted by a local professional development review team/school improvement team and may include classroom observation, and/or videotaped lessons, and/or an individual portfolio using the Michigan content area portfolio guidelines. The performance assessment plan, standards, and evaluation instrument must be submitted to the Michigan Department of Education for approval prior to implementation.

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 Teacher: 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 for each subject in which he/she teaches:

- 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

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 1), OR

- 3 Demonstrate competence of subject matter knowledge and teaching skills using a standards-based performance assessment reflecting the Entry-Level Standards for Michigan Teachers approved by the State Board of Education. The performance assessment must be conducted by a local professional development review team/school improvement team and may include classroom observation, and/or videotaped lessons, and/or an individual portfolio using the Michigan content area portfolio guidelines. The performance assessment plan, standards, and evaluation instrument must be submitted to the Michigan Department of Education for approval prior to implementation.

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).

Michigan Department of Education
OFFICE OF PROFESSIONAL PREPARATION SERVICES
P.O. Box 30008, Lansing, Michigan 48909

HIGH OBJECTIVE UNIFORM STATE-STANDARD OF EVALUATION

RECORD OF PROFESSIONAL DEVELOPMENT FOR TEACHERS WHO MUST MEET NCLB HIGHLY QUALIFIED REQUIREMENTS

GENERAL INSTRUCTIONS:

This document is to be used to determine whether a teacher meets the high objective uniform state-standard of evaluation (HOUSE) 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. The teacher must also have an individual professional development plan that is approved by the local school improvement team on file with the employing school district. 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 and kept on file in case of an audit.

THIS FORM SHOULD BE RETAINED BY THE SCHOOL DISTRICT/SCHOOL. DO NOT RETURN THIS FORM TO THE MICHIGAN DEPARTMENT OF EDUCATION

NAME OF TEACHER _____ SOCIAL SECURITY # _____

NAME OF SCHOOL DISTRICT WHERE EMPLOYED: _____

NAME OF BUILDING WHERE ASSIGNED _____

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

NUMBER OF YEARS WITH CURRENT SCHOOL DISTRICT: _____

CURRENT SCHOOL YEAR: 20____ - 20____

CONTENT SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES

DATE	TITLE/ACTIVITY	PURPOSE ADDRESSED	NUMBER OF HOURS ENGAGED

Signature of Teacher _____

Date _____

Signature of School District Authority _____

Date _____

THE MICHIGAN HIGHLY QUALIFIED TEACHER CONTENT AREA PORTFOLIO GUIDELINES

The Michigan Department of Education (MDE) has developed the "Michigan Content Area Portfolio Guidelines" 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 endorsement(s) listed on the teaching certificate

AND ONE OF THE FOLLOWING

- Hold 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
- Demonstrate competence in each minor subject area endorsement taught based on a portfolio assessment using the Michigan Content Area Portfolio Guidelines

COURSEWORK EQUIVALENT TO AN ACADEMIC MAJOR

Elementary: 30 semester hours of academic content (not education) courses distributed among the four major disciplines: language arts, mathematics, science, and social studies.

Middle and Secondary: 30 semester hours of academic content (not education) courses.

MICHIGAN CONTENT AREA PORTFOLIO GUIDELINES

The guidelines are developed as 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 endorsement based on academic college coursework or National Board Certification the portfolio assessment acts as an alternative means to demonstrate the federally mandated content requirements.

A teacher who selects the portfolio assessment option must have the portfolio reviewed by the local professional development review team/school improvement team. It is the local district's/school's responsibility to determine the appropriate composition of the local review team. The review team must determine the teacher's subject matter content competency based on the Michigan portfolio guidelines. The teacher must demonstrate competency in the following categories:

- Years of successful teaching experience based on local evaluation
- College level coursework in the content area
- Content specific professional development activities
- Service to the content area

The portfolio, and the review team report must be filed with the local district.

MICHIGAN CONTENT AREA PORTFOLIO GUIDELINES

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

Following are the four categories in which competency must be demonstrated by teachers who select the content portfolio assessment as a means of meeting the highly qualified definition for teaching in a minor subject area endorsement. Each content area portfolio must be reviewed by the local professional development review team/school improvement team, which is appointed by the local district/school.

Teaching Experience

The review must be based on a maximum of the most recent five years of successful teaching experience as evidenced by the local evaluation. Teaching experience must be in the endorsement/subject area.

College Level Coursework in the Content Area

Must be content specific to the endorsement General education courses should not be considered.

Content Specific Professional Development Activities

Must be content specific to the endorsement and may include the following activities:

- 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, or state professional development seminars or workshops
- Completion of the portfolio assessment for National Board Certification
- Participation in an action research study group

Service to the Content Area

Must be content specific to the endorsement and may include the following activities:

- Served as a Department chair or team leader
- Served as a Mentor teacher
- Served as a cooperating teacher for student teacher
- Served as an officer in a regional, state, or national professional content organization
- Served as a content instructor at an IHE
- Served as a recognized content specialist at the district level
- Served as a National Board assessor

PORTFOLIO ASSESSMENT REPORT

Full Name as it appears on the Michigan Teaching Certificate

Content Area

Social Security Number

Home Telephone #

Current Home Address

City

State

Zip

Place of Employment (District)

Building

I hereby certify that the above-mentioned teacher has successfully met a portfolio assessment of competence for the content area stated above and has been deemed to be a highly qualified teacher as defined in the federal legislation, *No Child Left Behind*.

Signature of Teacher

Signature of professional development
teacher/school improvement team

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 TEACHER PREPARATION INSTITUTIONS

Adrian College
110 S. Madison
Adrian, MI 49221

Albion College
KC 4740
Albion, MI 49224

Alma College
Alma, MI 48801

Andrews University
Berrien Springs, MI 49104

Aquinas College
Grand Rapids, MI 49506

Calvin College
3201 Burton, SE
Grand Rapids, 49546

Central Michigan University
307 Ronan Hall
Mt. Pleasant, MI 48859

Concordia University
4090 Geddes Road
Ann Arbor, MI 48105

Cornerstone University
1001 E. Beltline Ave., NE
Grand Rapids, MI 49505

Eastern Michigan University
310 Porter Building
Ypsilanti, MI 48197

Ferris State University
1349 Cramer Circle
Big Rapids, MI 49307

Grand Valley State University
1133 Mackinaw Hall
Allendale, MI 49401

Hillsdale College
33 E. College Street
Hillsdale, MI 49242

Hope College
P.O. Box 9000
Holland, MI 49423

Kalamazoo College
1220 Academy Street
Kalamazoo, MI 49007

Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI 49783

Madonna University
36600 Schoolcraft Road
Livonia, MI 48150

Marygrove College
8425 W. McNichols Road
Detroit, MI 48221

Michigan State University
501 Erickson Hall
East Lansing, MI 48824

Michigan Tech. University
1400 Townsend Drive
Houghton, MI 49931

Northern Michigan University
1401 Presque Isle
Marquette, MI 49855

Oakland University
Rochester, MI 48309

Olivet College
Olivet, MI 49076

Saginaw Valley State University
7400 Bay Road
University Center, MI 48710

Siena Heights University
Adrian, MI 49221

Spring Arbor University
Spring Arbor, MI 49283

University of Detroit Mercy
P.O. Box 19900
Detroit, MI 48221

University of Michigan
610 E. University, Rm.
Ann Arbor, MI 48109

U of M – Dearborn
4901 Evergreen Road
Dearborn, MI 48128

U of M – Flint
430 David M. French Hall
Flint, MI 48503

Wayne State University
441 Education Building
Detroit, MI 48202

Western Michigan University
2306 Sangren Hall
Kalamazoo, MI 49008

***Baker College
1050 W. Bristol Road
Flint, MI 48507

***College for Creative Studies
201 E. Kirby
Detroit, MI 48202

***Finlandia University
601 Quincy Street
Hancock, MI 49930

***Rochester College
800 W. Avon Road
Flint, MI 48507

***University of Phoenix
4615 E. Elwood Street
Mailstop 10-0061
Phoenix, AZ 85040

***Institutions with preliminary approval by the State Board of Education. Institution is not seeking approval to offer programs for initial certification.