



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

September 18, 2003

TO: State Board of Education  
FROM: Thomas D. Watkins, Jr., Chairman  
SUBJECT: Update on Educational Legislation

The Governor's Office recently requested each department to submit its top three legislative priorities. Teacher certification subject area examination, teacher incentives and professional development were identified as the Department's top priorities. The priorities were submitted to the Governor's Office on Thursday, September 11, 2003. The attached information provides an analysis of each priority.

It is recommended that the State Board of Education receive the Update on Educational Legislation as provided in the Superintendent's memorandum dated September 18, 2003.

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STATE OF MICHIGAN  
Legislative Affairs Division

JENNIFER M. GRANHOLM  
GOVERNOR

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**Department Legislative Priority Submission Form**

**ISSUE:** Teacher Certification Subject Area Examination  
**DEPARTMENT:** Education

**PROBLEM/BACKGROUND**

The federal *No Child Left Behind* (NCLB) Act of 2001 requires all teachers of core academic subjects (English, reading, language arts, mathematics, science, foreign language, civics and government, economics, art, history, and geography) be highly qualified by the end of the 2005-2006 school year. New teachers hired to teach in Title targeted assistance or school-wide programs must meet the highly qualified definition as a condition of employment.

A highly qualified teacher 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 MTTC and teaching in their minor area endorsement(s) will not meet the highly qualified definition. To become highly qualified in their minor, the individual must either pass the subject area examination, obtain a graduate degree or coursework that is equivalent to an undergraduate major, achieve National Board Certification or credentialing in the subject area, or meet the high objective uniform state-standard of evaluation.

**NEED FOR STATE LEGISLATION**

Beginning in 1992, Michigan law requires all teacher candidates to pass the Michigan Test for Teacher Certification (MTTC) basic skills and appropriate subject area examinations. In addition to passing the basic skills test elementary teachers must pass the general elementary education subject area exam and any additional subject area endorsement examinations. Secondary teachers are required to pass both their subject area major and minor examinations in addition to the basic skills examination prior to certification. A secondary teacher candidate that has passed the subject area examination in his or her major, but not their minor is not eligible to be recommended by their teacher preparation institution for the Provisional certificate. Eliminating the requirement that a secondary teacher candidate pass a subject area examination in their minor would allow the Department to issue a Provisional certificate with an endorsement in their major only. The teacher would meet the highly qualified requirement under NCLB in that subject area. An approved teacher preparation institution, by administrative rule would still require secondary teacher candidates to complete a major and minor, however, passage of the subject area examination in the minor would no longer be a requirement for recommendation for the Provisional

certificate. Please note that this change does not affect the elementary teacher preparation and testing requirements.

**STATUTORY LANGUAGE**

*Revised School Code: MCL 380.1531*

*Administrative Code Rules: R 390.1126 and R 390.1127*

**DESCRIPTION OF PROPOSED BILL(S)**

- Eliminate the requirement that a secondary teacher candidate pass the subject area examination and receive endorsement in their minor.
- A secondary teacher candidate that only passes the subject area examination in his or her major would be issued a Provisional certificate with an endorsement in their major and would be eligible to teach only in their major.

**SUMMARY OF ARGUMENTS**

**Pro**

- This would equalize the endorsement requirement for Michigan teachers and teachers from other states. Michigan secondary teachers are currently required to hold endorsements in both a major and minor. Many states currently certify teachers with only one endorsement. Teacher candidates from other states that issue teaching certificates with only one endorsement based on completion of a major are currently eligible for a Michigan teaching certificate based on reciprocity afforded them through the National Association of State Directors of Teacher Education and Certification (NASDTEC) interstate contract agreement. They are not required to complete a minor or test in a minor area unless they are seeking an endorsement in that subject.

**Con**

- Reduces the flexibility of administrators for placement of teachers in teaching assignments.
- Limits the marketability of the teacher candidate.
- If the candidate wishes to add the minor endorsement at a later date, he/she would be charged the additional endorsement fee, and would have to be recommended for the endorsement by the teacher preparation institution. If the endorsement is not added within five years of completion of the program, additional coursework may be needed.

**FISCAL/ECONOMIC IMPACT**

**What are the revenue or budgetary implications of the proposal to the –**

**(a) Department**

There may be a decrease in teacher testing fees if a smaller number of teacher candidates request a subject area examination in their minor.

**(b) State (include other state department fiscal implications)**

N/A

**(c) Local Government**

N/A

**OTHER STATE DEPARTMENTS**

N/A

**TIMEFRAME WHEN LEGISLATION IS NEEDED**

6 months or less     9 – 12 months     Other

**Explain timeframe request:**

All teachers must comply with the Highly Qualified Teachers requirements under NCLB by the end of the 2005-2006 school year.

**LEGISLATIVE HISTORY**

The Michigan Test for Teacher Certification requirement was established in 1992.

**INTEREST GROUPS**

**For:** To be determined.

**Against:** To be determined.

**DEPARTMENT CONTACT ON THIS ISSUE**

N/A

**ANY OTHER PERTINENT INFORMATION**

Recommendation by the State Board of Education's Task Force on Ensuring Excellent Educators.

Many states currently certify secondary teachers with only one endorsement based upon completion of a subject area major.

Thomas D. Watkins, Jr.  
Director

September 11, 2003  
Date



STATE OF MICHIGAN  
Legislative Affairs Division

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JOHN D. CHERRY  
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**Department Legislative Priority Submission Form**

**ISSUE:** Teacher Incentives

**DEPARTMENT:** Education

**PROBLEM/BACKGROUND**

Educational researchers have concluded that the teaching profession experiences a higher turnover rate than other professionals. According to the Education Week, 13.2% of teachers leave the profession every year; the average for other professions is 11%. Most of the attrition occurs early in the teacher's career. The problem is compounded in urban schools, where 50% of teachers leave the profession after five years. As a result, students in inner-city schools are more likely to be taught by new teachers or teachers on emergency permits than are students in suburban districts.

Specific teacher shortages exist in the following subject areas: math, science, bilingual education, English as a second language (ESL), special education, and industrial and vocational arts.

**NEED FOR STATE LEGISLATION**

There is evidence that new teachers who receive strong support and induction to round out their teacher preparation are more likely to succeed and remain in the teaching profession. Some districts and schools do a better job than others in providing trained mentors and ongoing reflective professional development aligned with student standards and assessment. This variance works to the disadvantage of both teachers and students. It could be lessened, if not eliminated, through state standardization with dedicated public or private funding for teacher induction and professional development.

There are geographic areas around the state with severe teacher shortages. Providing financial incentives to teach in critical shortage and specific geographic areas would encourage individuals to teach in those areas.

**STATUTORY LANGUAGE**

*State School Aid Act*

**DESCRIPTION OF PROPOSED BILL(S)**

- Provide funding to support pay and quality incentives for a veteran teacher who successfully completes a mentor teacher assignment, including a state mentor training program or an approved standards-based equivalent training program.

- Provide funding to provide financial and other incentives for teaching in critical shortage and specific geographic areas.

### **SUMMARY OF ARGUMENTS**

#### **Pro**

- A financial incentive would encourage teachers to teach in critical shortage and geographic areas.

#### **Con**

- Identifying funds may be difficult under the state's current budget situation.

### **FISCAL/ECONOMIC IMPACT**

**What are the revenue or budgetary implications of the proposal to the –**

**(a) Department**

Department staff would be required to implement funding incentives.

**(b) State (include other state department fiscal implications)**

The State School Aid budget would be affected.

**(c) Local Government**

N/A

### **OTHER STATE DEPARTMENTS**

N/A

### **TIMEFRAME WHEN LEGISLATION IS NEEDED**

6 months or less     9 – 12 months     Other \_\_\_\_\_

#### **Explain timeframe request:**

There are geographic areas around the state with severe teacher shortages.

### **LEGISLATIVE HISTORY**

The new teacher induction and mentoring requirement was established by 1993 PA 335.

### **INTEREST GROUPS**

**For:** Educational organizations are likely to support.

**Against:** To be determined.

### **DEPARTMENT CONTACT ON THIS ISSUE**

N/A

**ANY OTHER PERTINENT INFORMATION**

Recommendation by the State Board of Education's Task Force on Ensuring Excellent Educators.

Thomas D. Watkins, Jr.  
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September 11, 2003  
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**Department Legislative Priority Submission Form**

**ISSUE:** Professional Development

**DEPARTMENT:** Education

**PROBLEM/BACKGROUND**

The knowledge and skills of teachers are the single most significant variables in the achievement of students. Increasing the quality of Michigan educators depends on their access to life-long professional development that deepens content knowledge and enhances instructional skills relevant to cognitive development. Traditional professional development has failed to have a lasting impact on teaching quality.

**NEED FOR STATE LEGISLATION**

*Early Childhood Literacy*

Nearly 40 percent of Michigan 4<sup>th</sup> and 7<sup>th</sup> grade students scored below satisfactory on the 2001 MEAP reading test. This is due in large part to the limited amount of formal instruction teachers receive on reading development and disorders, which results in a lack of quality literacy instruction. Ensuring that all elementary and middle school teachers have the knowledge and instructional strategies needed to increase student literacy achievement is critical. Regional Literacy Training Centers (RLTC) have provided approximately 30 percent of preschool through third grade teachers with literacy instruction including the Michigan Literacy Progress Program. And, MEAP reading scores are beginning to rise. However, two thirds of the preschool-grade three teachers have not been able to benefit from this important training. In addition, a vast majority of upper-elementary and middle school teachers have not had access to this training. Providing evidence-based professional development for all providers of early child care and education could be implemented through the RLTCs and could include the Teacher Education and Compensation Helps (TEACH) program. Restoring funding for RLTCs would provide additional training opportunities.

*Information Technology*

A large percentage of our educators are not sufficiently prepared to use information technology effectively in the classroom, and addressing this situation is especially important for our chronically underperforming schools. There is evidence that when curriculum, pedagogy and technology are well aligned, learning improves. Teacher preparation and professional development in this arena are essential to ensure that student learning is current, dynamic, and engaging.

## **STATUTORY LANGUAGE**

*Administrative Code Rules Governing Teacher Certification: R 390.1135*

*Revised School Code: MCL 380.1277(3)(c) and 380.1531(14)*

*State School Aid Act: MCL 388.1632f(2)*

## **DESCRIPTION OF PROPOSED BILL(S)**

*Administrative Code Rules Governing Teacher Certification*

- Require a district to verify the successful completion of a professional development plan before the renewal of an advanced certificate is issued.

*Revised School Code*

- Require school improvement plans to address professional development for teachers and administrators in alignment with the International Society for Technology Education (ISTE) standard and Information Age Standards for School Administrators (IASSA), content standards, benchmarks, curricula, and individual learning plans.
- Provide the Department of Education with the flexibility (including boosting exam fees) needed to implement appropriate assessments for teacher preparation and educator professional development in relation to the International Society for Technology Education (ISTE) standard and Information Age Standards for School Administrators (IASSA).

*State School Aid Act*

- Restore funding for the Regional Literacy Training Centers (RLTCs).
- Provide funding for evidence-based professional development for all providers of early care and education. This could be implemented through the Regional Literacy Training Centers and could include the Teacher Education and Compensation Helps (TEACH) program.
- Establish a professional development challenge fund geared towards the International Society for Technology Education (ISTE) standard and the Information Age Standards for School Administrators (IASSA) for chronically underperforming schools.

## **SUMMARY OF ARGUMENTS**

### **Pro**

- Quality and relevant professional development enhances teaching and learning.
- Ability to generate program revenue.

### **Con**

- Identifying funds may be difficult under the state's current budget situation.

## **FISCAL/ECONOMIC IMPACT**

**What are the revenue or budgetary implications of the proposal to the –**

**(a) Department**

Department staff would be required to provide guidance to districts.

**(b) State (include other state department fiscal implications)**

The State School Aid budget would be affected.

**(c) Local Government**

N/A

**OTHER STATE DEPARTMENTS**

N/A

**TIMEFRAME WHEN LEGISLATION IS NEEDED**

6 months or less     9 – 12 months     Other \_\_\_\_\_

**Explain timeframe request:**

Improving professional development for Michigan teachers enhances the quality of instruction that is provided to students.

**LEGISLATIVE HISTORY**

Professional development requirements were established by 1995 PA 289, effective July 1, 1996 [MCL 380.1527].

**INTEREST GROUPS**

**For:** Michigan Association for Computer Users in Learning (MACUL)

**Against:** To be determined.

**DEPARTMENT CONTACT ON THIS ISSUE**

N/A

**ANY OTHER PERTINENT INFORMATION**

Recommendations by the State Board of Education Task Forces on Ensuring Excellent Educators, Ensuring Early Childhood Literacy, and Embracing the Information Age.

Thomas D. Watkins, Jr.  
Director

September 11, 2003  
Date