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DEPARTMENT OF EDUCATION  
LANSING

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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

May 5, 2011

**MEMORANDUM**

TO: Teacher Preparation Institutions and College Deans and Directors

FROM: Sally Vaughn, Ph.D.  
Deputy Superintendent/Chief Academic Officer

SUBJECT: Acceptance of Employment Experience Toward the Professional Education Teaching Certificate when Gained Through Non-classroom and/or Non-K-12 Programs

The initial license to teach in Michigan is the Provisional Teaching Certificate. Upon completion of three years of successful teaching experience and at least 18 semester credit hours in a planned program, or a master's or higher degree, teachers are recommended for the Professional Education Certificate. The Administrative Rules Governing the Certification of Michigan Teachers states:

R390.1103 Successful teaching.

Rule 3. (1) The determination of 3 years of successful teaching specified in these rules shall be according to the following:

- (a) Employment may be with 1 or more employers in a regular or substitute teaching capacity within the validity of the certificate.
- (b) Each period of employment shall be characterized as successful or unsuccessful by the employer.
- (c) A year of employment is a minimum of 150 teaching days and may be either an academic or a calendar year, but not more than 1 year of employment can be earned during a calendar year.
- (d) A day of employment is 1/2 or more of a teaching day, but not more than 1 day of employment can be earned during a calendar day.

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Rule 3. (2) A teacher may appeal any decision under these rules through the recommending institution's appeal procedure and, failing relief from that source, to the Superintendent of Public Instruction.

Several program initiatives have recently become available and are proposed that generate teaching employment opportunities beyond the traditional K-12 and intermediate school districts. In an effort to help clarify these options, the Office of Professional Preparation Services is providing the attached guidance for accepting employment experiences for teachers who are employed in certain programs to meet the required three years of successful teaching in order to advance to Michigan's Professional Education Teaching Certificate.

If you have questions regarding this guidance, please contact Dr. Steven Stegink at (517) 241-4945 or [steginks@michigan.gov](mailto:steginks@michigan.gov); or Ms. Krista Ried at (517) 373-6791 or [riedk@michigan.gov](mailto:riedk@michigan.gov).

#### Attachments

cc: Office of Early Childhood Education and Family Services  
Office of Professional Preparation Services-Certification Unit

## **Michigan Department of Education Guidance for Acceptance of Employment Experience Toward the Professional Education Teaching Certificate when Gained Through Non-classroom and/or Non-K-12 Programs**

Many non-classroom, non-K-12 positions now require Michigan teacher certification, with or without relevant specialty endorsements. This guidance will help Teacher Preparation Institutions in determining which experiences count toward the employment experience required for the Professional Education Teaching Certificate.

Administrative Rules Governing the Certification of Teachers:

*R390.1103*

- (c) A year of employment is a minimum of 150 teaching days and may be either an academic or a calendar year, but not more than 1 year of employment can be earned during a calendar year.*
- (d) A day of employment is 1/2 or more of a teaching day, but not more than 1 day of employment can be earned during a calendar day.*

Guidance:

1. A year of experience is a minimum of 150 days. If the school year is scheduled for less than the minimum number of days, it may take a teacher more than the minimum number of years to amass the experience needed.
2. Each day must equal at least 1/2 of the length of a regular school day.
3. Teachers must be observed and evaluated in accordance with the Professional Standards for Michigan Teachers.
4. Teachers must be provided with professional development in accordance with State Board of Education policy, including professional learning through direct instruction, coaching, mentoring, and other job-embedded strategies for professional learning.
5. Teachers must hold certification relevant to the position in which they are serving, with appropriate endorsements for their instructional area of responsibility in order to use the employment experience to advance from the Provisional Certificate to the Professional Education Certificate.
6. Teachers must be responsible for curriculum decisions as well as delivery of instruction.
7. New teachers must participate in the induction requirements of the law.

Examples of non-traditional instructional programs to which this guidance may apply:

**Michigan's Great Start Readiness Program** provides preschool programs for four-year-old children who may be "at risk" of school failure.

- A teacher with an elementary certificate with an early childhood endorsement (ZA or ZS) may be appropriately teaching in the early childhood classroom and therefore use the experience to advance from the Provisional Certificate to the Professional Education Certificate.

**Federally-funded Head Start and Early Head Start Programs** are comprehensive child development programs that serve pregnant women, infants and toddlers, preschoolers prior to kindergarten entry, and their families. They are child-focused programs with the overall goal of increasing the school readiness of young children in low-income families.

- A teacher with an elementary certificate with an early childhood endorsement (ZA or ZS) may be appropriately teaching in the early childhood classroom (either preschool or in an infant or toddler classroom) and therefore use the experience to advance from the Provisional Certificate to the Professional Education Certificate.

**William F. Goodling Even Start Family Literacy** funds programs designed to improve the literacy skills of parents, help them become full partners in educating their children, and assist children to reach their full potentials as learners. Program models must include adult education, early childhood education, parent education, and parent-child educational activities.

- A teacher with an elementary certificate with an early childhood endorsement (ZA or ZS) may be appropriately teaching in the early childhood classroom and therefore use the experience to advance from the Provisional Certificate to the Professional Education Certificate.
- A teacher with an elementary certificate with an early childhood endorsement (ZA or ZS) may be appropriately providing home-based services and therefore use the experience to advance from the Provisional Certificate to the Professional Education Certificate.
- A teacher with a secondary certificate may be appropriately providing adult education in his/her endorsement areas, and therefore use the experience to advance from the Provisional Certificate to the Professional Education Certificate.

The focus of the **21<sup>st</sup> Century Community Learning Centers** (21<sup>st</sup> CCLC) Grant Program is to provide expanded academic enrichment opportunities for children/students attending low-performing school in low-income areas. Tutorial services and academic enrichment activities are designed to help students meet state and national academic standards in subjects such as reading, math, writing, science, social studies, and technology. In addition, 21<sup>st</sup> CCLC programs provide youth development activities, drug and violence prevention programs, art, music, and recreation programs, and counseling and character education to enhance the academic component of the program.

- A teacher certified for the grade levels included in the program, teaching content in his or her specialty area, may use the experience to advance from the Provisional Certificate to the Professional Education Certificate.

Public Act 116 of 1973 and the subsequent Child Care Licensing Rules require classroom and supervisory personnel in Michigan's **licensed child care centers and group homes** to obtain professional development relevant to their employment assignments. A teacher, educational specialist or supervisor, or administrative director who holds a Provisional Certificate and is working within the age and specialty content areas of that Certificate may use the experience to advance to the Professional Education Certificate.

A teacher working in an **adult education or English as a Second Language** program within the specialty area of his or her Provisional Certificate may use the experience to advance from the Provisional Certificate to the Professional Education Certificate. Either an elementary or secondary certificate may be appropriate, depending on the content being taught, but the teacher should receive appropriate professional development for adapting content to adult learners.

Instruction in Michigan is increasingly available **on-line**. A teacher providing instruction on-line designed for the age and specialty content areas included in his or her Provisional Certificate may use the experience to advance to the Professional Education certificate.