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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 27, 2009

MEMORANDUM

TO: Sally Vaughn, Deputy Superintendent/Chief Academic Officer
Lisa Hansknecht, Legislative Director
Rick Floria, Director, Financial Management

FROM: Flora L. Jenkins, Director, Office of Professional Preparation Services

SUBJECT: Legislative Report on Alternative Routes to Certification

cc: Roberta E. Stanley

Pursuant to Section 503 of 2008 P.A. 212, the attached report provides the information requested by the Michigan Legislature on the activities of Central Michigan University and Wayne State University in providing alternative routes to certification. The attached report summarizes the activities by the universities, including the outcomes.

Any questions or concerns should be addressed to Ms. Roberta E. Stanley at 517-373-6791.

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REPORT ON ALTERNATIVE ROUTES TO CERTIFICATION

PURSUANT TO SECTION 503 OF 2008 P.A. 212

FEBRUARY 2009

PREPARED BY:
FLORA L. JENKINS, PH.D.

A REPORT ON ALTERNATIVE ROUTES TO CERTIFICATION

The State of Michigan has provided dedicated funds to both Central Michigan University (CMU) and Wayne State University (WSU) to extend to interested individuals access to alternative routes to teacher certification. These funds were used to help underwrite the cost of providing alternative route programs to assist school districts with staffing critical teacher shortages. Each university focused on serving a different region of the state and population of teacher candidates. CMU directed its efforts to supporting the needs of rural districts primarily to recruit, prepare, and retain science, mathematics, and industrial education teachers although other teaching positions were included in the program. WSU focused its most recent efforts on assisting Detroit Public Schools, the Highland Park School District, and the Pontiac School District in recruiting, preparing, and retaining special education teachers and bilingual teachers. Both of the programs have proven to be a success in meeting the individual university targets, and based on the retention of the teachers by the districts in which they were placed, the programs have been positively received by local school districts. The following information summarizes the efforts of the two universities to date to implement alternative routes to certification:

THE CENTRAL MICHIGAN UNIVERSITY ALTERNATIVE ROUTE TO CERTIFICATION PROGRAM

The College of Education and Human Services at CMU offers the Alternate Route to Certification (ARC), a graduate-level cohort-based program of professional education coursework and teaching internship leading to the Michigan Secondary Provisional Certificate. Each cohort runs from January through December and includes approximately 31 graduate credit hours: 21 credits of coursework followed by a 10-credit teaching internship in a secondary classroom.

An eligible candidate will have a completed bachelor's degree from a regionally accredited college; a completed teachable major and minor in disciplines which CMU is authorized to certify; a minimum 2.70 GPA at graduation or in the most recently completed 45 credits of college coursework; passing scores on all three sections of the Michigan Test for Teacher Certification (MTTC) basic skills test; and admission to CMU as a non-degree seeking graduate student.

The candidate with a completed major in a high-need discipline can complete the program with a "major only" for certification. Mathematics, laboratory sciences, world languages, and industrial education have been identified as "high need" disciplines for this program by the Michigan Department of Education (MDE). Priority

admission is given to ARC candidates with high-need majors who indicate a willingness to complete the internship in a rural school. Following satisfactory program completion, including passing scores on the MTTC subject test or tests, the candidate will be recommended for the Michigan Secondary Provisional Certificate.

After ARC, an optional Master of Arts in Secondary Education program is available for an additional 18 graduate credits. This graduate program requires formal admission through CMU's College of Graduate Studies.

Enrollment Summary:

As of January 6, 2009, 63 students have been recommended for certification through ARC since the program began in January 2004. Distribution of majors reflects the "high-need" emphasis of the program, with representation from other majors.

Certified with "high-need" majors (MDE authorizes "major only" for designated "high-need" majors in alternate certification programs.)
(Total: 50)

- 15 Biology majors
- 5 Chemistry majors
- 2 Earth Science majors
- 5 Industrial Education majors
- 2 Integrated Science majors
- 9 Mathematics majors
- 1 Physics major
- 11 World Language Majors: 5-French; 2-German; 4-Spanish

Certified with other authorized majors and required accompanying minors: (Total: 13)

- 1 Art (K-12) with required minor—History
- 1 Business Teacher Education with General Business minor
- 1 Geography major with Earth Science minor
- 1 English major with History minor
- 1 English major with Spanish minor
- 1 Music Education (K-12) with Music Education major and Choral Minor
- 1 Physical Education major with Business Teacher Education minor
- 2 Social Studies major with required History minor
- 1 Speech major with Broadcasting emphasis with Geography minor
- 3 Visual Arts Education (K-12)—no minor required

An additional seven students who completed all requirements in December 2008 have filed applications for certification that are being processed for recommendation in January 2009.

The newest cohort (Cohort VI) began in January 2009 with 12 students, 10 with "high-need" majors. Major distribution includes: 3 Biology; 1 Chemistry; 1 History major/Outdoor Education minor; 2 Industrial Education; 2 Integrated Science; 2 Mathematics majors; 1 Visual Arts Education majors. One ARC II Physics major/Mathematics major is enrolled for Spring 2009, to complete the program with this cohort. CMU used all of its funding to cover salaries, benefits and supplies for the ARC program. The average cost of the program per student is \$7,692.

A total of 107 students have been enrolled and completed at least one course in the ARC program. Gender distribution of the 107 is 56 females; 51 males. Of the 63 who have completed the program to date, gender distribution is 40 females and 23 males.

CMU's Career Services provides job search assistance to ARC students by hosting an annual teacher job fair, online resume and job bulletin services. Career Services also provides teacher education resumes to K-12 districts requesting teachers in various content and/or grade levels. From the data received from CMU of the 70 individuals certified through ARC, 25 are known to have taught or are teaching in Michigan and the employers have indicated their satisfaction with the work of the ARC teachers. Michigan Schools that have hired ARC teachers include Beaver Island Lighthouse Academy, Columbia Central, Harrison, Hemlock, Lapeer, Mona Shores, Montabella, Muskegon ISD Tech Center, Onkama, Owendale-Gagetown, and Owosso. Several are teaching in private/charter schools in Traverse City, Lenawee County, and Escanaba. One teacher recently married a Peruvian and moved to Peru to teach Spanish.

WAYNE STATE UNIVERSITY AND DETROIT PUBLIC SCHOOLS PATHWAYS ALTERNATIVE ROUTES TO CERTIFICATION PROGRAM

The College of Education at Wayne State University has a long established record of successfully offering alternative routes to certification to individuals particularly interested in teaching in an urban setting. The university began offering an alternative route to certification program in the mid-1990s to employees of the Detroit Public Schools (DPS) who had an interest in becoming certified teachers. Many of these individuals were from families recently having immigrated to the United States, and who had particular skills which suited them for teaching in an inner city setting. In 2001, the MDE requested that the university expand its efforts to assist the DPS in ensuring that all district teachers were certificated. This effort led to the Limited License to Instruct Program, which offered 525 district employees an opportunity to earn certification by completing an alternative route program. As a result of this program 284 candidates earned full teacher certification while 76 continued to actively seek certification.

Active recruitment for this program ceased on December 31, 2005, when the district could no longer provide financial support. However, WSU continues to provide an alternative route to certification program, Pathways, to teacher candidates interested in pursuing special education certification and/or endorsement or a bilingual education endorsement. This program has been in place for the last four years and has been supported by grants from the State of Michigan to WSU.

Building from the Limited License to Instruct Program, the Pathways Program is a cohort-based experience in which participants may either earn initial certification or an additional endorsement in one of the specialties offered. The program is designed as a 40-semester-credit master's degree program with 10 credits offered online, 16 credits earned in a school building, and 14 credits taken in a university building with other students. The Internet is also used by the district and university to effectively maintain timely communication and to interact with the participants. In addition to the online instruction, participants work in their assigned schools and meet regularly as a cohort for support and topical seminars.

The candidate's in-school experience is supported by a teacher-mentor from the school. The mentor assists the student in understanding the school culture, as well as classroom organization and management, curriculum development, and the many other dynamics that exist between teacher and students, teachers and administration, teachers and their communities. Individuals are enrolled in an expedited or alternative teacher preparation program. Successful completion results in the issuance of a Michigan Provisional teaching certificate. Individuals on this track with a teachable major and graduate degree may complete the requirements for certification within one year of enrollment.

Program participants tend to be experienced teachers wishing to add an endorsement in special education or bilingual education or individuals who have not been previously certificated working under an approval or permit who are now seeking a teaching certificate. The following numbers represent the current enrollment of candidates by district and status toward certification:

Detroit Public Schools- 70 candidates participating (11 Bilingual; 4 Initial certification; 55 Special Education Endorsement) with 27 candidates having completed requirements for certification or endorsement.

Pontiac Schools – 1 candidate participating—still in the program

Highland Park Schools – 1 candidate participating—still in the program

Program participants must be enrolled in the College of Graduate Studies, which requires a minimum grade-point average of 2.75 for admission. Candidates must also take and pass the MTTC basic skills test prior to any student teaching assignment and all subject area tests prior to recommendation for certification. All participants must maintain a minimum of grade-point average of 3.0 during participation in the program. The university provides academic support to assist candidates in maintaining required grade point averages. Candidates participating in the program have been recruited by the district and screened to meet university criteria before enrollment in classes.

Individuals completing the program have continued their employment with the Detroit Public Schools unless they were laid off. Program completers from the Pontiac or Highland Park School Districts tend to be less committed to continuing employment with the district. WSU has used the majority of grant funds received to directly subsidize the cost to the participants. For instance, of the last \$100,000 grant to the university \$85,543 was used to underwrite the tuition costs of the candidates. It should be noted that the university provides a reduced rate to these participants. The remaining \$14,457 was used to offset the administrative costs of operating the Pathways Program. The average cost per student is \$1,389.

Both the candidates and the employing district have reported satisfaction with the opportunity presented through participation in the program. Previous surveys of district administrators have identified a high degree of satisfaction with participants in the WSU alternative routes to certification programs when compared to candidates (teachers) completing a traditional route program to certification. There have been no significant differences found between the two groups. Teachers prepared in the WSU alternative routes program are working in Pontiac Schools, Detroit Public Schools, or Highland Park Schools. All of the WSU ARC participants are current employees of the school districts who are seeking additional endorsements or initial certification.

MDE does not have access to individual teacher evaluations of participants in these programs, nor would it under ongoing policy constraints.