



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

November 6, 2007

MEMORANDUM

TO: State Board of Education

FROM: Mike Flanagan

SUBJECT: Approval of Charges to Professional Standards Commission for Teachers (PSCT)

At the October 9, 2007 State Board of Education meeting you received a detailed presentation and an executive summary of my plan and recommendations for improving teacher preparation in Michigan.

Information about the next steps to implementing improvements, including proposed procedures and timelines is provided in Attachment A to this memorandum. A review of administrative rules and state statute pertaining to teacher preparation and certification has helped clarify the accountability and authority that the State Board and the Superintendent have in this area (Attachment B).

For the presentation on November 13, we will be joined by Dr. Susanne Chandler, Dean of the School of Education and Human Services at University of Michigan-Flint; Dr. Karen Adams, Dean of the College of Education and Human Services at Central Michigan University; and Dr. Sharon Elliott, Associate Professor, College of Education at Wayne State University. Dr. Chandler, Dr. Adams and Dr. Elliott all participated in the year-long study of teacher preparation and helped prepare recommendations to me for improvements to our system. They are also familiar with NCATE and TEAC accreditation and can provide additional insight about national accreditation.

The State Board is being asked to approve the launch of two major efforts within the teacher preparation improvement initiative:

- Creation of the Framework for Excellence in Teacher Preparation – the work on the Framework must begin with an alignment of the many standards that affect teacher preparation. This work is within the purview of the Board appointed Professional Standards Commission for Teachers (PSCT).
- Charge the PSCT to create a new set of standards for alternate routes to teacher certification that will fulfill the Board goal to “Develop multiple pathways for entry into teaching. Authorize structures for lateral entry into teaching to accommodate the transition of teacher cadets,

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paraprofessionals, and other school support personnel into teaching. Expand credential options to accommodate mid-career changers and experts/artists" as stated in Policies for Ensuring Excellent Educators (April 2002). The 1993 Michigan Alternative Routes to Teacher Certification (MARTC) is outdated and unused.

Clear, coherent and rigorous standards are the foundation of effective teacher preparation. Board approval of these measures will provide the action needed to move ahead. Remaining recommendations in the plan to improve teacher preparation in Michigan will be discussed at a future meeting.

NOTE: Because of the new demands to be placed on the Professional Standards Commission for Teachers (PSCT), it may be necessary to create a new charge to the PSCT different from those approved by the SBE in March 2006. At the very least, it will require modification to include two new charges.

It is recommended that the State Board of Education:

- (1) approve the creation of the Framework for Excellence in Teacher Preparation to replace multiple standards that inform teacher preparation, and charge the Professional Standards Commission for Teachers to develop and recommend to the Board a comprehensive conceptual alignment of current and proposed standards; and
- (2) abolish the 1993 Michigan Alternative Routes to Teacher Certification (MARTC) standards and charge the Professional Standards Commission for Teachers to develop and recommend to the Board standards for new alternative pathways to teacher certification, as described in the Superintendent's memorandum dated November 6, 2007.

Comprehensive Coherent Standards: The initial approval of an institution for teacher preparation is the responsibility of the State Board of Education (SBE) and is based on Standards for Initial Approval and Standards for Subject Area Endorsements that the Board approves. However, these standards and the many other standards that are related to teacher preparation have been developed at different times for different purposes and are not aligned.

Therefore, the Professional Standards Commission for Teachers (PSCT) needs to be engaged in the creation of a *Framework for Excellence in Teacher Preparation* to replace the multiple standards that inform teacher preparation with a comprehensive conceptual map. The work will involve the PSCT, its subcommittees, and OPPS staff, and is expected to take about one year to complete. Steps to implementation:

1. Present the Elementary Education Standards developed by field experts and reviewed by the Professional Standards Commission for Teachers (PSCT) to the State Board of Education in December 2007 with final approval in January 2008.
2. Present the Professional Standards for Michigan Teachers developed by field experts and reviewed by the PSCT to the State Board of Education in April 2008 with final approval in May or June 2008.
3. Conduct a review by the PSCT, with additional assistance from content experts, of proposed and current standards to identify gaps and overlaps. This may require a modification to the charges to the PSCT. Begin in January 2008. Items to be included in the review:
 - a. Standards, Requirements, and Procedures for the Initial Approval of Teacher Preparation Institutions
 - b. Specialized program standards for the preparation of teachers in subject areas (endorsements)
 - c. Standards for Michigan's Alternative Routes to Teacher Certification (MARTC)*
 - d. Administrative Rules Governing the Certification of Michigan Teachers (Teacher Certification Code)
 - e. K-8 and High School Content Expectations
 - f. Legislation and SBE policy, such as Principles of Universal Education, reading course requirements, first aid training requirements
 - g. Professional Standards for Michigan Teachers
 - h. Elementary Education Standards
 - i. Michigan Test for Teacher Certification Basic Skills and Subject Matter Test Objectives

* MARTC standards are recommended for elimination and replacement by new pathways to teacher certification.

Attachment A

4. Develop a *Framework for Excellence in Teacher Preparation* to align and streamline the standards. One outcome of the PSCT's work on the *Michigan Framework for Excellence in Teacher Preparation* would be a guide that explains and clarifies the use and assessment of Michigan's standards. This may include moving toward one integrated set of standards that every Michigan teacher candidate and teacher preparation program would be required to meet; or, producing a general framework and requiring teacher preparation institutions to elaborate and define how their program interprets and addresses the general themes of the framework more specifically.
5. Present *Framework* to SBE in January 2009.

Board Action: Approve the creation of the *Framework for Excellence in Teacher Preparation* to replace multiple standards that inform teacher preparation, and charge the Professional Standards Commission for Teachers to develop and recommend to the Board a comprehensive conceptual alignment of current and proposed standards.

New Pathways to Teaching: The State Board of Education approved standards for the Michigan Alternative Routes to Teacher Certification (MARTC) in 1993. In April 2002 the SBE published Policies on Ensuring Excellent Educators that included this policy: "High quality content and performance standards for alternative pathways and models for teacher preparation will be developed and implemented." Michigan has certified only 2% of its teachers through alternative routes. New pathways are needed to create and/or expand innovative, research-based programs that attract and retain promising candidates with strong academic backgrounds and a degree(s) in fields other than teaching to become teachers. Many other states have used innovative programs and incentives to address shortages in critical subject areas (i.e., special education, math, life sciences) and in difficult to staff school districts. The use of effective recruitment and stronger alternate certification programs can increase teacher diversity and promote innovation in teacher preparation and development.

Steps to implementation:

1. Abolish current MARTC standards which have not been used since 1994.
2. Charge the PSCT to begin in January 2008 with the creation of standards and criteria for new pathways to teacher certification using features from other successful alternative programs.
 - a. High entrance standards
 - b. Extensive mentoring and supervision
 - c. Extensive pedagogical training in instruction, management, curriculum, and working with diverse students
 - d. Frequent and substantial evaluation
 - e. Practice in lesson planning and teaching prior to taking on full responsibility as a teacher
 - f. High exit standards
3. Design a pilot of the new pathways in collaboration with a teacher preparation institution, and intermediate school district and one or more local school districts experiencing shortages in teacher availability.
4. Secure funding for pilot to include an evaluation of candidate success and suggestions for sustainable program funding.
5. Launch experimental pilot in August 2008.
6. Evaluate outcomes and lessons learned. Evaluate the need for any changes to the Administrative Rules and/or state statute.

Board Action: Abolish the 1993 Michigan Alternative Routes to Teacher Certification (MARTC) standards and charge the Professional Standards Commission for Teachers to develop and recommend to the Board standards for new alternative pathways to teacher certification.

Teacher Preparation Accreditation System: The continued approval of teacher preparation institutions (TPI) is the responsibility of the Superintendent of Public Instruction and may be accomplished through national accreditation.

The new teacher preparation accreditation system will have four parts to it:

- State Board of Education (SBE) sets standards for the initial approval of teacher preparation institutions (TPI), approves the institutions, and approves updates and revisions to the standards that pertain to teacher preparation;
- Requirement of national accreditation by either National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC);
- Satisfactory performance on the Higher Education Act Title II Performance Scores and other outcome measures; and
- Satisfactory progress or performance on the Michigan Specific Review Priority

Continued approval is based on MDE negotiated agreements with NCATE and TEAC as well as satisfactory performance on the Performance Report and Michigan Specific Priority. Each priority will be derived from the *Framework for Excellence in Teacher Preparation*, will be identified periodically and included as part of the annual Higher Education Act Performance Report. The Superintendent of Public Instruction (SPI) has identified the first Michigan Specific Priority for the upcoming review cycle to be the integration of technology into classroom instruction and culture.

National accreditation provides an external examination of a teacher preparation institution and its candidates. Review teams are trained and selected by the national accrediting associations (NCATE or TEAC), which have established clear guidelines related to conflict of interest and potential bias. The national agencies enter into agreements with each state to establish review protocols that address state and national standards and expectations. Currently, thirteen Michigan teacher preparation institutions have NCATE accreditation. Five Michigan teacher preparation institutions are TEAC members though not yet accredited by TEAC.

Five states (Arkansas, Arizona, Maryland, North Carolina, and New Jersey), mandate national accreditation for all teacher preparation institutions. In 16 other states, all the public teacher preparation institutions are NCATE accredited, although the state does not mandate it. New York offers a choice between national accreditation and state (Regents) review. Some states permit teacher preparation institutions to choose between the two accrediting bodies currently recognized for teacher education: NCATE and TEAC.

Deans and administrators of TPI have identified problems and weaknesses in the current periodic review system that included: a lack of trained reviewers, inconsistency and subjectivity of reviews, lack of timely feedback and response, and understaffing. This suggests that the state may benefit greatly by increasing the role and leveraging the intellectual and human resources of the national accrediting associations by requiring national accreditation.

Attachment A

Steps to implementation:

1. Review and revise NCATE and TEAC agreements to assure alignment with Michigan standards by January 2008.
2. Determine the process, with partners from the teacher preparation institutions, to be used for program review, i.e., NCATE Specialty Program Area (SPA) review, abridged state review, Performance Report Scores or other outcome data by mid-December 2007.
3. Communicate the requirement for national accreditation and the timeline to teacher preparation institutions in January 2008.
4. Develop process for inclusion of Michigan Specific Priority on technology integration in the HEA Title II Performance Report on teacher preparation institutions (TPI).
 - a. Office of Professional Preparation Services (OPPS) convenes work team
 - b. Work team includes REL Midwest, higher education representatives, OPPS staff, MEA/AFT Michigan, REMC representative, MACUL representative
5. Communicate the requirements for technology integration to TPI in April 2008.
6. Michigan specific priority on technology integration is used for the first time in 2008-09 with results reported in the Annual Performance Scores Report.

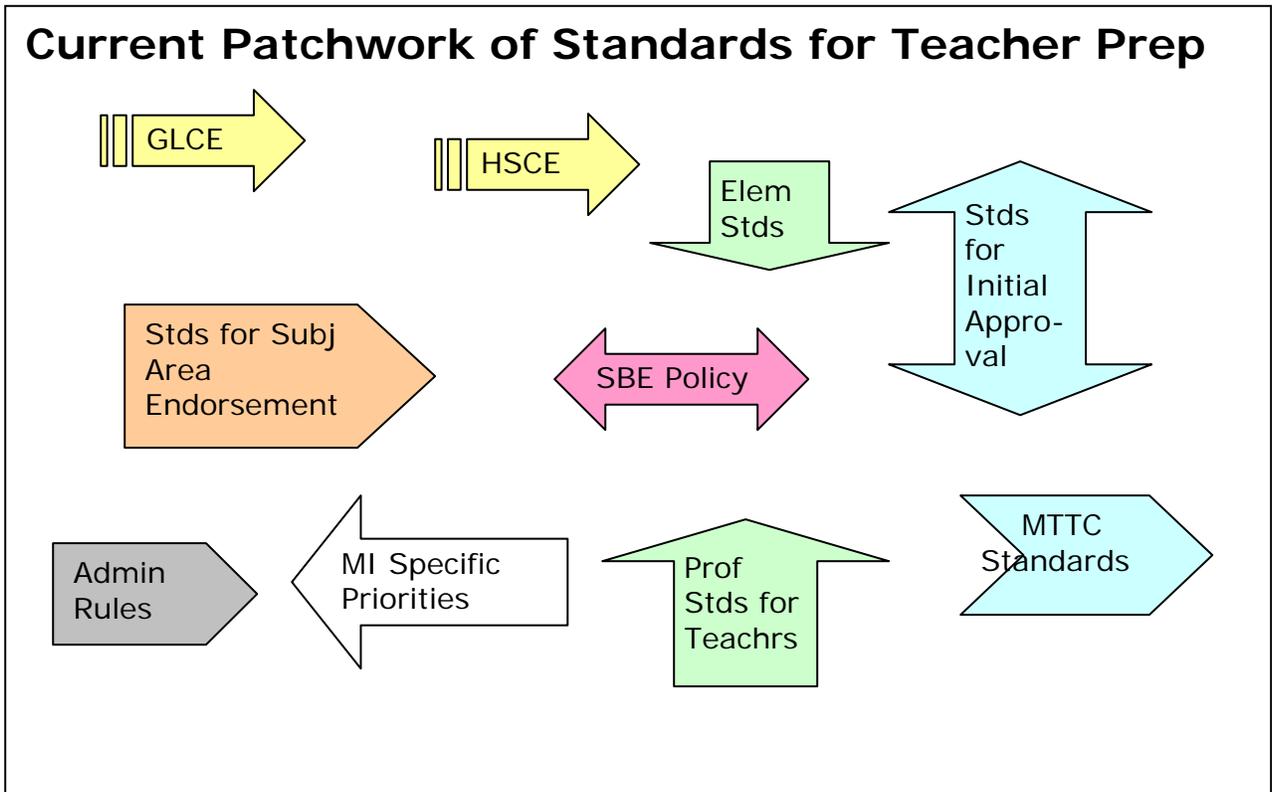
Research Collaborative: In 2002 the State Board of Education adopted a set of Policies on Ensuring Excellent Educators. The policies included the establishment of collaborative partnerships among many different stakeholders to ensure the continuation of comprehensive academic and practical programs for teacher development. To implement this policy, the Superintendent will create a research collaborative to advise and inform teacher preparation and teacher quality in Michigan and to inform ongoing policy development and analysis.

The collaborative will catalyze and produce a high quality, longitudinal study of the most pressing issues in teaching and teacher preparation utilizing the excellent research institutions in our state. As an example, research on teacher supply and demand in Michigan is needed to inform teacher preparation policy decisions and to ensure a steady supply of well-prepared teachers for all Michigan schools.

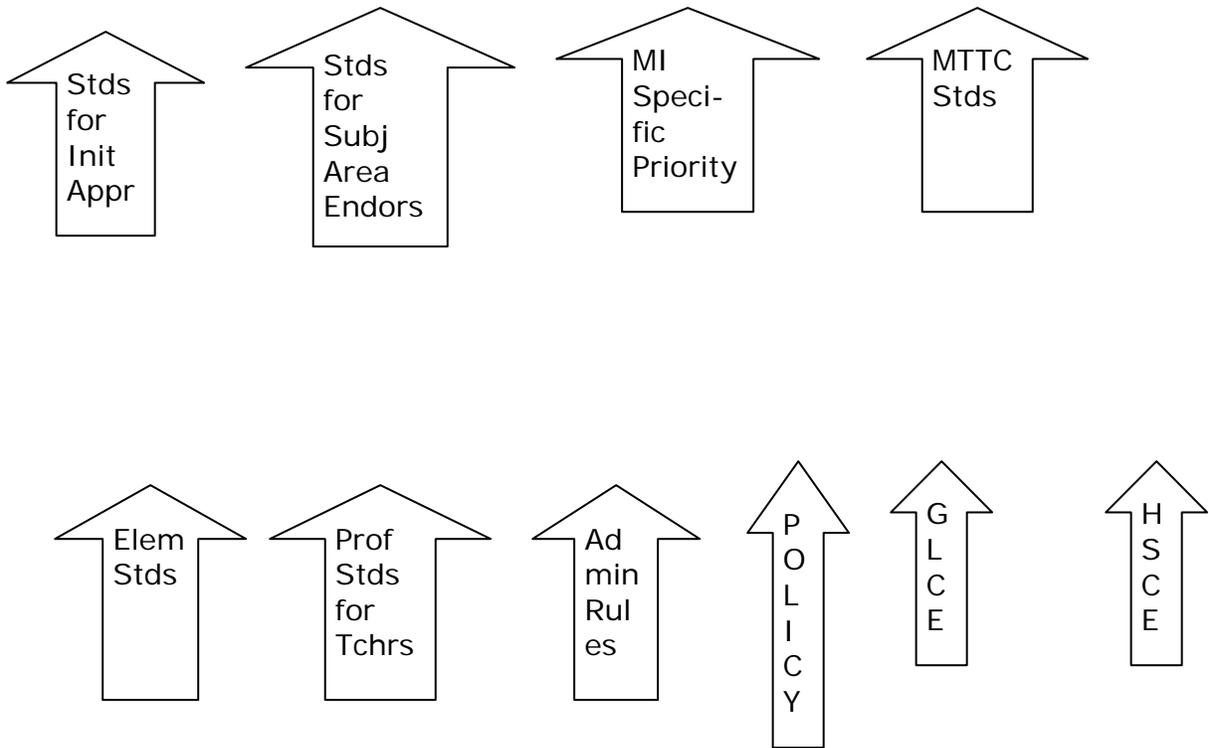
Steps to implementation:

1. Convene a planning group in January 2008. Many of the deans of teacher preparation institutions volunteered to discuss the creation of a research collaborative. Together with MDE staff and facilitators provided by the REL Midwest, they will discuss the practical aspects of forming and sustaining a research collaborative.
2. By March 2008, the planning group will complete a description of the collaborative including membership, "home base," sustainable funding sources, identification of current research going on in Michigan.
 - a. Funding sources could include registration fees from hosting a research forum
 - b. Public or private grant funds and foundation funds
3. Launch the research collaborative in May 2008.
4. Host first research forum in May 2009.

Current Patchwork of Standards for Teacher Prep



Framework for Excellence in Teacher Prep



Teacher Preparation Accountability and Authority Chart*

		State Board of Education	Superintendent/MDE
Ensuring Consistent High Quality Standards	Initial approval of teacher preparation institution	X	
	Framework for Excellence in Teacher Preparation	X	
	Continued approval/accreditation		X National accreditation Michigan specific priority (derived from Board approved standards)
Meeting the Needs of Michigan Schools and TPI	Research Collaborative		X "Build collaborative partnerships" Ensuring Excellent Educators 2002
Meeting the Needs of Michigan Teachers and Teacher Candidates	Teacher Certification Teacher testing Three-tiered licensure		X Initiate Administrative Rule changes and school code changes Direct the Standing Technical Advisory Council (STAC) to review technical aspects of test Review and decide upon STAC recommendations
	New Pathways to Teaching – alternate routes to certification	X Standards	X Implementation
	Streamlining endorsements		X

*Based on review of Administrative Rules and state statute concerning teacher preparation and certification.