JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 27, 2009

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on the Michigan Nontraditional Route to Teacher Certification

Michigan's "Nontraditional Route to Teacher Certification (MNRTC)" is an alternate route process proposed to expand the pool of high quality teachers in specific core content areas identified in section 1233b of the Revised Michigan School Code and teacher shortage areas that have been identified by the Michigan Department of Education (MDE). MNRTC will provide eligible individuals an opportunity to complete an expedited alternate route program for transitioning from a previous career or undergraduate program into teaching. The intention of the MNRTC program is to enable those who commit their knowledge, skills, preparation, and support to become successful, fully certificated, secondary level, classroom teachers.

Each alternate route program application will be reviewed and approved by the MDE. The implementation of MNRTC is authorized by Public Act 451 of 1976, Section 380.1531c of the Revised Michigan School Code and would begin after approval by the State Board of Education (SBE), which may occur in August 2009.

The proposed Overview (Exhibit A), Program Application (Exhibit B), and Candidate Application (Exhibit C) have been subject to a thorough consideration of input from a variety of sources including focused involvement of the Professional Standards Commission for Teachers. After presentation to the SBE the MNRTC document will be disseminated for public review and input.

STATE BOARD OF EDUCATION

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MODEL PROCESS FOR MICHIGAN NONTRADITIONAL ROUTES TO TEACHER CERTIFICATION (AN ALTERNATE ROUTE PROGRAM)

Overview

Michigan currently has 32 approved teacher preparation institutions. In 2007-2008 Michigan teacher preparation institutions recommended 7,084 new teachers (3,973 elementary, 3,109 secondary, and 2 dual) for certification. Following are the numbers of secondary endorsements recommended in key core content subjects:

Mathematics	477
Chemistry	151
Biology	265
Earth Science	95
Physics	79
General Science	98

The Michigan Merit Curriculum requires all secondary students to complete four years of mathematics and three years of science. Research conducted by Dr. Barbara Schneider of Michigan State University indicates that Michigan's current mathematics and science teachers are already fully assigned to teach their content and there will be a greater shortage of these teachers in the near future. Given the numbers above, if every district in Michigan needed to hire at least one math or science teacher there would not be enough new teachers to fill such vacancies. The implementation of nontraditional route teacher preparation programs can help to meet the need for teachers in critical shortage areas if offered in a manner that assures the rigor and quality of traditional route programs.

Michigan's "Nontraditional Route to Teacher Certification (MNRTC)" is an alternate route process proposed to expand the pool of high quality secondary teachers (grades 6-12) in specific content areas as identified in section 1233b of the Michigan School Code. These include: computer science, world languages, mathematics, biology, chemistry, engineering, physics, or robotics. In addition, the MNRTC can be used to address shortages identified by the Michigan Department of Education (MDE) for federal loan forgiveness. Currently, these shortage areas include career and technical education (CTE), English as a second language, and bilingual education. Other subjects may be added as needed. A complete listing of the endorsements and codes for the approved content areas is included in Attachment 2.

The MNRTC will provide eligible individuals an opportunity to complete an expedited alternate route program for transitioning from a previous career or undergraduate program into teaching.

The term "alternate route" as used in this document refers to a program that is designed especially for individuals who hold a bachelor's degree or higher, with a major of at least 30 semester credits or the equivalent in a content area listed above, and who may be allowed to teach full-time while completing teacher preparation requirements. These requirements may include designated academic coursework, web-based support modules, and practical experience/training under an experienced supervisor. The intention of the MNRTC program is to enable those who commit their knowledge, skills, and preparation to become successful, fully certificated, secondary level, classroom teachers through quality rigorous approved programs.

Each MNRTC program will be reviewed and approved by the MDE. Participants in this program will be authorized to teach under a Public Act (PA) 451 of 1976, Section 380.1233b permit issued by the MDE, full-year permit, Limited License to Instruct permit, or annual authorization. Following the successful completion of the MNRTC program, the participant may be recommended by the program provider for the standard Michigan Provisional Teaching Certificate or Interim Occupational Certificate with an endorsement in his/her area of content or occupational specialization. The implementation of MNRTC is authorized by PA 451 of 1976, Section 380.1531c of the Revised School Code.

The MNRTC is expected to begin in 2009. Continuation of a program will be determined based on the data within the annual report submitted by the program director to the MDE.

Program Administration

The Office of Professional Preparation Services (OPPS) of the MDE has oversight responsibility for the administration of MNRTC. This includes:

- Recommending related policies and procedures
- Dissemination of information on the MNRTC opportunity

  Technical support for program development/improvement
- Issuing invoices for program approval, processing invoice payments, reviewing program applications, and making program approval recommendations

  Monitoring program operation

  Receiving and reviewing annual report(s)

  Processing program graduates/completers certification recommendations

Program Delivery

Providers

During the first three years of implementation of MNRTC, program providers will be limited to approved Michigan teacher preparation institutions with performance scores at satisfactory or above. Other providers may include state recognized colleges and universities, intermediate school districts, local school districts or public school academies (making adequate yearly progress), professional educational organizations and associations, and private entities approved by the SBE. These other providers will be required to work collaboratively with an eligible approved teacher preparation institution to offer MNRTC during the first three years of implementation of the program. Prior to the end of the first three years of implementation of MNRTC, the MDE will evaluate the program to determine the feasibility of allowing other providers to apply to operate programs independent of eligible approved teacher preparation institutions. These providers would be encouraged to work collaboratively with local districts, intermediate school districts (ISDs), public school academies (PSAs), and eligible approved teacher preparation institutions to offer MNRTC programs. The provider must possess a formal letter of approval from the MDE prior to the distribution of any related informational/promotional materials or registration of participants.

Program Options

Providers can offer MNRTC under two options: Option I--collaborative with an employing school district, or Option II--program completion only with field experience. The collaborative option allows the MNRTC participant to be employed under a permit or annual authorization with a local school district, ISD, or PSA while completing the program. The provider must work collaboratively with the school district, ISD, or PSA to select participants and provide mentoring, supervision, coaching, and assessment of teaching skills and performance using the Professional Standards for Michigan Teachers (PMST) and the Profile of Teacher Knowledge and Skills (PTKS). The program completion only option with field experience requires the participant to complete all semester credit hours, related areas of knowledge, field experience, and directed student teaching requirements without classroom employment experience. This option also requires that the participant be assigned a supervisor and coach during field experiences and that their teaching performance be assessed using the PSMT and PTKS.

Program Application/Approval

MNRTC program provider applications must comply with all program requirements following the template and instructions provided by the OPPS. Each component of the application must be completed and the fee payment must be received prior to review and approval of the application (in accordance with Public Act 144 of 2007). Incomplete applications will be returned to the provider without comment. All complete applications with invoices paid will be reviewed within ninety (90) days of submission.

Providers that choose to discontinue an approved MNRTC program must submit written notification to the OPPS at least six months before the date of discontinuation. The notification must provide details regarding the reason for discontinuation and protocols for advising candidates of the discontinuation and options for completing certification requirements. Failure to provide notification to the MDE will disqualify the provider for future re-approval.

Program Design

Grade Level/Subject Areas

MNRTC is limited to secondary level certification (to teach in grades 6-12). Each program is designed to address teacher content areas identified in the MNRTC "Overview."

- **Duration**

An alternate route program must be designed to enable a participant to complete it within a period of 15 months or less. Following acceptance into an MNRTC program, participants must complete all program requirements of their approved program within the completion timeframe.

- **Required Components**

Coursework/content: An alternate route program must be designed not to exceed 15 semester credit hours not including the required six semester credit hours of directed student teaching. Depending on the background and experience of the program participant, individual plans for program completion may vary. However, the following coursework, modules, or equivalency measures are required for certification:

- Required reading course(s) (3-6 semester credit hours in accordance with PA 451 of 1976, Section 1531(4) of the Revised School Code and endorsement standards)

CPR and First Aid (in accordance with PA 451 of 1976
Section 380.1531d of the Revised School Code)
Educational/Instructional Technology
Methods of Instruction

Participants must demonstrate competency and proficiency in these and other areas of knowledge, including but not limited to:

- State and federal laws relevant to the rights and responsibilities of educators
- Human growth and development
- Behavior and classroom management
- Cultural competence
- Assessment and evaluation
- Universal Education Vision and Principles

These additional areas of knowledge and required components may be provided through the use of web-based modules, mentoring, or seminars as identified in the participant's program plan.

Assessment of Candidate Dispositions

The provider must also assess the participant's dispositions via an interview process. Some possible means of assessing these dispositions include:

- Interview questions
- Letters of recommendation
- Evidence provided by candidate (documentation of committee work, projects, etc.)
- Personality/dispositions tests
- Reflection statement or personal philosophy of education

• Supervisor and Mentor Support

All program participants must be supported by an assigned mentor and coach with expertise and teaching experience in the participant's proposed content endorsement area. The MNRTC provider must provide the teaching coach who should be knowledgeable about the PSMT.
A collaborative effort by both the employing school district or school and the program provider will be used to select the mentor and provide the mentor with specific training.
The mentor will support the participant(s) through intensive observation, mentoring, and sustained feedback.
Program coordinators will evaluate the mentor training and effectiveness of the participant support plan annually.

Pre-Requisite Field Experience

All program participants must have a minimum of 60 clock hours of observational experience in a secondary school classroom setting prior to placement for field experience and teaching assignment. Substitute teaching experience under a permit authorized by a state department of education may be used to waive this requirement.

Field Experience/Student Teaching

Participants employed by a local district under Public Act (PA) 451 of 1976, Section 380.1233b of the Revised School Code, full-year permit, or Limited License to Instruct permit to teach a content area listed in the MNRTC "Overview" may use the first four weeks of employment as field experience for additional learning. This phase of participation must be supported by intensive observation, mentoring, coaching, and feedback provided by an assigned mentor and coach with expertise and experience in the participant's proposed content endorsement area. The mentor and coach will be approved by both the employing school district or school and the program provider. Eight additional weeks of teaching will satisfy the state's student teaching requirement, but must include continued oversight through mentoring, supervision, coaching, and evaluation. The mentor and coach are not to be involved in the evaluation of the participant. The student teaching experience will be assessed using the PSMT which also includes the PTKS as approved by the SBE. Successful completion of this component, along with the completion of other requirements, establishes the participant as eligible for recommendation by the program provider for a Michigan Provisional Teaching Certificate.

Eligibility Requirements/Responsibilities

- **Program Provider**

As stated in the overview, program providers will be limited to eligible approved teacher preparation institutions during the first three years of implementation of MNRTC. Other state recognized colleges and universities, intermediate school districts, local school districts, public school academies, professional educational organizations and associations, and private entities must work collaboratively with eligible approved teacher preparation institutions during the first three years of MNRTC implementation to offer MNRTC programs as approved by the SBE.

A program provider must:

- Verify/document that it will prepare teachers in one or more of the content areas identified in the MNRTC "Overview."

Coordinate and submit a program application for approval to offer an MNRTC program. The program application must include the candidate application form and protocol for assessment of dispositions via an interview process.

Identify and confirm collaborators needed for successful program implementation, showing that the collaborating school district(s) welcome new teachers and want to develop a community of learners that will provide a new teacher the tools and contacts needed for success.

Recruit, screen program applicants for meeting requirements and assess their dispositions for teaching, develop and disseminate information, accept and review candidate applications, verify required credentials and experience, confirm compliance with required background and identity checks, implement related protocols and record findings, and develop program plans for participants.

Enroll/register program participants, monitor program participation, assist participants with securing field placement or possible employment, supervise and evaluate participant performance, and recommend participants for certification.

Identify, confirm, and train program mentors to advise and support program participants.

Develop and submit required annual reports of program operation to the MDE.

Program Participant

Applicants to the MNRTC program must:

- Complete the candidate application and participate in an interview with program providers to assess dispositions and commitment to teaching.

  Document possession of a bachelor's degree or higher from a state recognized degree granting college or university with an accumulated grade point average of 2.5 or better, and a grade point average of 3.0 or higher in the content area of their academic major or equivalent for which they seek certification.

  If appropriate, present evidence of academic preparation and professional expertise in a content area identified in the MNRTC "Overview" which will be submitted for use by the program provider in determining academic equivalency, to supplement acquired semester credit hours needed for program application.

Take and pass the Michigan Test for Teacher Certification (MTTC) Basic Skills Tests (reading, writing, and mathematics) and appropriate secondary subject area exam(s) prior to acceptance or admission into the program. Candidates seeking certification and endorsement in a world language must pass both the oral and written proficiency examinations that will assure the candidate meets all descriptors of the Foreign Service Index for the level identified in standard one (1) of the appropriate SBE World Language Standards.

Submit to and pass a criminal history check including Federal Bureau of Investigation fingerprinting in accordance with Michigan school safety legislation prior to employment by a local district or school.

Meet all cost obligations required of the participant.

Attend all program activities/experiences and successfully complete all program requirements.

Pay the certification fee prior to issuance of the teaching certificate upon recommendation to the MDE for certification.

Michigan Nontraditional Route to Teacher Certification Glossary

ASSIST	Advocating Strong Standards-based Induction for Teachers (ASSIST) web site where instructors can electronically access training modules and textual resources for developing quality educational experiences and mentor interactions during the induction period and throughout their educational careers. http://assist.educ.msu.edu/ASSIST/
Coaching	Coaching is the support for technical, skills-related learning and growth which is provided by another person who uses observation, data collection and descriptive, nonjudgmental reporting on specific requested behaviors and techniques. Coaches must use open-ended questions to help the other person more objectively see their own patterns of behavior and to prompt reflection, goal-setting, planning and action to increase the desired results. Although not always the case, often the coaching is focused on learning job-related skills and the coaching is provided by a professional colleague. (Defining the Distinctions Between Mentoring & Coaching © 2001, Barry Sweeny)
Collaboration Agreement	Agreement between collaborators that defines roles and responsibilities of various collaborators.
Collaborators	Cooperation with an agency or instrumentality with which one is not immediately connected.
Content Area	Specific subject areas, i.e., mathematics, science, biology
Dispositions	Effective teacher candidates manifest several identified sets of behaviors and/or qualities. Merriam Webster definition: the tendency of something (someone) to act in a certain manner under given circumstances.
Early Field Experiences	Structured, supervised activity in a school setting in which a teacher certification candidate may gain experience in the practice of teaching.
Eligible Participants	A minimum of a bachelor's degree from an accredited institution with a major in, or closely related to, the intended teaching field. Applicants must also meet any specific course requirements for certification in their subject area as established by the Michigan Department of Education.
K-12	Kindergarten through 12th grade

Local Education Agency (LEA)	Any K-12 local school district, public school academy, or intermediate school district.
Mentoring	Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, we need both mentoring and coaching to maximize learning and development. (Defining the Distinctions Between Mentoring & Coaching © 2001, Barry Sweeny)
MTTC Basic Skills Tests	Reading, writing, and mathematics.
MTTC Subject Area Test	Specific subject areas, i.e., mathematics, science, biology.
P-12	Pre-kindergarten through 12th grade.
Performance Score	Compilation of data which is used to assess teacher preparation institutions.
Program Participant	Individual selected to complete an MNRTC program.
Program Provider	Entity approved by the State Board of Education to offer MNRTC programs.
PSMT	Professional Standards for Michigan Teachers.
PTKS	Profile of Teacher Knowledge and Skills – companion document to PSMT.
Shortage Areas	Specific content areas in which teacher shortages exist.
Universal Education Vision and Principles	A framework and foundation for policy development approved by the State Board of Education in October 2005 and updated in December 2008. http://www.michigan.gov/documents/mde/Item_B_260561_7.pdf
Web-based support modules	Learning activities or experiences offered online.

Michigan Nontraditional Routes to Teacher Certification
APPLICATION COVER PAGE AND CHECKLIST

After completing the application and attachments place this cover page as the first page of the packet you are submitting. Please be sure all information is complete. The application will not be processed if any information is missing.

Submitted Begins on Pg. #	Information	Section/Attachment
	Provider Data with Appropriate Signatures	Section I, II, & III
	Program Representatives	Section IV
	Program Collaborators	Section V
	Applicant Interview Protocols	Section V, Attachment 6
	Program Summary	Section V
	Program Coursework	Section V
	Program Evaluation	Section V
	Content Guidelines/Standards Matrix	Section VI
	Supporting Documentation in order as listed in Section VII	Section VII, Attachment 3
	Syllabi	Section VII
	Faculty Table	Attachment 5
	Course Descriptions	Attachment 3
	Candidate Support	Attachment 7
	Mentoring	Section VII, Attachments 7 & 8
	Annual Report	Attachment 9
	Guidelines for Applying for Amendments	Section IX

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Application for State Approval of Michigan's Nontraditional Route To Teacher Certification Programs

Michigan Department of Education
Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 Fax: (517) 373-0542

Directions:

- For each new or amended nontraditional route to teacher certification, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the MNRTC director.
- All correspondence regarding this application should be addressed to the Director of the Office of Professional Preparation Services (OPPS).

I. Application Information

Date of this Application

MDE Endorsement Areas and Codes (from Attachment 2)

Program Provider

Name and Title of Program Director

Signature of Program Director

Collaborating Provider(s)

Name and Title of Collaborating Provider(s) Leader(s)

Signature(s) of Collaborating Provider Leader(s)

II. Contact Information for Questions Related to this Application

Contact Person's Name and Title	
Contact Person's Phone Number	
Contact Person's Fax Number	
Contact Person's E-Mail Address	

III. Type of Request for Approval (Indicate One)

New program

U.S. Department of Education Classification of Instructional Programs (CIP) Code, if career and technical occupational area

Compliance with State Board of Education (SBE) new or modified program criteria

Program amendment (See Section IX for guidelines)

IV. Program Representatives

Please list individuals available to serve on Michigan Department of Education (MDE) Ad-Hoc Committees related to this program (e.g., standards development, test development, forum planning). Although this is not required, it is strongly recommended that you provide at least one representative.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax

V. Program Information

Collaborators	• A CONTRACT OF COLLABORATION from an administrator of a Local School Agency or Public School Academy which could potentially hire an MNRTC program completer – AND/OR – support for the proposed MNRTC program by district Board of Education as evidenced by the minutes. Submit copies of proposed program marketing and recruitment documents. (These will be reviewed for accuracy and verification of program claims.)
Candidate Interview Protocols	• **Candidates must participate in an admissions interview** • **Protocols for interview are standardized** (Attachment 6)
Program Summary	Prepare a program narrative (*5-6 page maximum*) which: • Describes the philosophy, rationale, and objectives of the specialty content program and explains how these descriptors will be implemented into the MNRTC program. • Describes the sequence of courses and/or experiences, evaluation and waiver process, and mentor support to assure an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology. • For Career and Technical Education (CTE), refer to Teacher Certification Administrative /rule R390.1163 http://www.state.mi.us/orr/emi/admincode.as;?AdminCode=Single&Admin_Num=39001101&Dpt=ED&RngHigh=. • Describes how participants are prepared to utilize a variety of instructional approaches to address the various learning styles and needs of all students as indicated in the Universal Education Vision and Principles. • Describes any differences that may exist between middle level and secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable. • Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area. • Describes how the program prepares participants to use multiple methods of assessment appropriate to this specialty area.

V. Program Information (continued)	
Program Coursework	Complete Attachment 3 showing the required courses, evaluation, and waiver and mentor support process for this program. This explanation and list should include the following information: • Contact person for specialty program • Course title and number • Number of semester hours for required courses • Designation for secondary or K-12 certification or vocational/career technical endorsement • Evaluation and waiver process Please refer to the current MDE Teacher Shortage Memo for available program options and requirements at: http://www.michigan.gov/mde/0,1607,7-140-6530_5683_14795---,00.html
Program Evaluation	Annual report must be submitted by June 30 of each year. (See Attachment 9 of the MNRTC Application)

VI. Content Guidelines/Standards Matrix
Complete the Professional Standards for Michigan Teachers Standards (PSMT) Matrix (a sample is provided in Attachment 4 of the MNRTC application). • Professional Standards for Michigan Teachers can be found in matrix format at: http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368---,00.html

VII. Supporting Documentation	
Field Experiences	• Describe how participants for majors in specific specialty programs participate in, or document, early field experiences in schools with grades 6-12 students. • Describe aspects of the student teaching experience for certification participants that enhance the applicants' abilities to teach in this specific specialty area. Are participants prepared to teach K-12 content as student teachers (if applicable)?
Mentoring	• Describe how the program collaborators will ensure that the structure of the employing school district or school welcomes new teachers, provides a pedagogical experience as well as guidance and content (certification/endorsement-relevant) mentoring environment, and has an established community of learners that will provide a new teacher the tools and contacts needed for success. • Describe how the program will evaluate participants frequently using the PMST and Profile of Teacher Knowledge and Skills (PTKS) for the effects of the program on teachers and students and provide intervention if necessary in a timely manner. • Describe the mentor training and participant support (Attachments 7 and 8). • Describe how mentors/coaches will be evaluated for success as a mentor through clearly defined protocols. • Describe how the evaluation mentoring process will be kept separate from evaluation of the mentor teacher's classroom performance and not detract from the support structures available to all teachers. • Describe how the MNRTC mentor preparation and participant support will be provided in more depth by the provider and separate from the school district's mentoring required for PA 451, Section 380.1526.

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VII. Supporting Documentation (continued)

Instructional Methods	• Describe how participants are prepared and evaluated in the use of content specific pedagogy to support the learning of ALL students as referenced in the Universal Education Vision and Principles.
Course Descriptions	Provide descriptions of all courses contained on Attachments 3 and 4 Descriptions must provide enough information to show that standards could logically be met in the courses, waiver process, or experiential learning.
Syllabi	• Provide a representative syllabus for each required course or requirements for the experiential learning (those listed on Attachments 3 and 4 and referenced in the standards matrix).
Faculty	• Please complete the *Instructional Faculty* table (Attachment 5). • Include all faculty teaching the courses or supervising the experiential learning as shown on the *Summary of Course Requirements* (Attachment 3), including those who may be temporary or non-tenure stream. List additional faculty positions that will be added if this program is approved.
Technology	Describe how this program will utilize technological resources and ensure the candidates are able to demonstrate use of educational and assistive technology.
Career and Technical Education Work Experience	If applicable, describe the structure and content of the required CTE work experience program. How is this evaluated? Provide all information as required in Teacher Education Certification rules for CTE teachers – Interim Occupational Certificate (IOC).

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs

If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the OPPS. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the OPPS. Once approved, the description of the amendment will be attached to the program application currently on file.

If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application for State Approval of Michigan's Nontraditional Route to Teacher Certification Programs" should be submitted to the OPPS (institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment).

Michigan Nontraditional Routes to Teacher Certification
Contact Information for Program Review Consultants

***ALL** communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:*

Bonnie Rockafellow **517-373-7861** **rockafellowb@michigan.gov**	**Steven Stegink** **517-241-4945** **steginks@michigan.gov**	**Thomas Bell** **517-241-0172** **bellt1@michigan.gov**
All Bilingual Education	All Science Programs	All Business Education
All English Language Arts	Computer Science	All Social Studies & Social Science
All Humanities	Environmental Studies	All Career and Technical Education
All World Languages	Guidance & Counseling	Agricultural Education
Dance	Health	Educational Technology
Early Childhood Education	Middle Level	Family & Consumer Science
Elementary	Mathematics	Fine Arts
English as a Second Language	Physical Education	Library Media
Music	Recreation	Industrial Technology
	School Psychologist	Visual Arts Education
	Special Education	

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Michigan Nontraditional Routes to Teacher Certification
Proposed Endorsement Areas and Codes
February 2009

INTEGRATED SCIENCE

DA Biology
DC Chemistry
DE Physics
DH Earth/Space Science
DP Physical Science

MATHEMATICS

WORLD LANGUAGE & CULTURE

FA French
FB German
FC Greek
FD Latin
FE Russian
FF Spanish
FG Other
FH Italian
FI Polish
FJ Hebrew
FK Arabic (Modern Standard)
FL Japanese
FR Chinese (Mandarin)

English as a Second Language

BILINGUAL EDUCATION

YA Bilingual French
YB Bilingual German
YC Bilingual Greek
YE Bilingual Russian
YF Bilingual Spanish
YH Bilingual Italian
YI Bilingual Polish
YJ Bilingual Hebrew
YK Bilingual Arabic
YL Bilingual Other
YM Bilingual Vietnamese
YN Bilingual Korean
YO Bilingual Servo-Croatian/Bosnian
YP Bilingual Chaldean
YR Bilingual Chinese
YS Bilingual Filipino
YT Bilingual Japanese

CAREER AND TECHNICAL EDUCATION

VH Vocational Family and Consumer Sciences

Vocational Natural Resources and Agriscience Pathway

VA Vocational Agriscience and Natural Resources

Vocational Business, Management, Marketing, and Technology Pathway

VB Vocational Business Services
VM Vocational Marketing Education
VZ Vocational Hospitality

Vocational Health Sciences Pathway

VS Vocational Health Sciences

Vocational Engineering, Manufacturing, Industrial & Technology Pathway/Vocational Arts and Communication Pathway

VT Vocational Technical

Vocational Human Services Pathway

VC Vocational Child Care
VE Vocational Cosmetology
VF Vocational Law Enforcement/Fire Science
VG Vocational Teacher Cadet

MNRTC Form XX **Attachment 3**

Michigan Nontraditional Routes to Teacher Certification
Summary of Required Components

Institution: _____ **Date:**

Specialty Program: _____

Program Standards: _____ **Standards Date:**

Program Contact Person(s): _____

DIRECTIONS: On the matrix below, list the required courses for this MNRTC required components specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or the K-12 major. Eligible participants who have an undergraduate major in the content or the equivalent cannot be required to complete additional subject area content course work. Provide a comprehensive narrative explaining the Evaluation/Waiver process.

Course Title	Course Number	Sem. Hours	Secondary		K-12 Major	Evaluations / Waivers
			Major	Minor		
Mentor Support for classroom experiences: Provide a comprehensive narrative explaining this element.						
Total number of SEMESTER HOURS ***required*** for each option offered (cannot exceed 15 semester credit hours) (If the institution assigns a different type of credit, please convert to semester hours.)						

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Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met by these courses or experiences.

Michigan Nontraditional Routes to Teacher Certification

Professional Standards for Michigan Teachers
Content Guidelines/Standards Matrix

College/University/Other Provider _____

Source of Guidelines/Standards Professional Standards for Michigan Teachers

The Professional Standards for Michigan Teachers (PSMT) are presented below with the general standards in the non-shaded box followed by sub-elements that provide additional information about the contents within the general standards. For program review, the program provider is required to provide documentation on the preparation of the candidates' knowledge and performance for each general standard in the non-shaded cells. The additional sub-elements provide information for the analysis of specific skills and performance within institutions coursework and field experiences.

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. The size of the cells may be adjusted, as needed.

Standard #	Guideline/Standard
1	**SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION**
	An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, ...
	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
	Descriptive Narrative of Mentor Process

This is a sample of the PSMT Matrix – the complete matrix for the PSMT is at: http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33331--,00.html.

Attachment 5

Michigan's Nontraditional Route To Teacher Certification
Instructional Faculty

Institution: _____ **Date:** _____

Specialty Program: Michigan Nontraditional Route to Teacher Certification **Specialty Endorsement CODE:**

Please include all faculty teaching the courses shown on the *Summary of Course Requirements* (Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work

Attachment 6

Michigan's Nontraditional Route To Teacher Certification Admissions Interview

The provider should also assess candidate's dispositions during application and/or interview process. Some possible means of assessing these dispositions include:

- Interview questions
- Letters of recommendation
- Evidence provided by candidate (documentation of committee work, projects, etc.)
- Personality/dispositions test
- Reflection statement or personal philosophy of education

DISPOSITIONS:

- Displays confidence and enthusiasm
- Has awareness of child and adolescent development
- Maintains a professional appearance
- Arrives on time and well-prepared
- Understands the importance of maintaining confidentiality
- Consistently demonstrates sensitivity to diversity
- Exhibits a positive work ethic and professional attitude
- Demonstrates appropriate interpersonal, listening, and communication skills
- Demonstrates the ability to compromise and use appropriate conflict resolution strategies
- Understands the importance of establishing positive relationships with peers, supervisors, support professionals, students, and parent(s) and/or guardian(s)
- Has the ability to identify community and home resources to enhance school programs and instruction
- Is aware of his/her strengths and weaknesses
- Knows how to use technology as an instructional tool

Attachment 7

Professionals selected to serve as a mentor in the MNRTC program must demonstrate the following:

1. Professional certification and endorsement in teaching content appropriate for support of the participant.

2. Knowledge and/or experience in adult instruction including the following:

    a. Educative mentoring and coaching knowledge (as described in the Advocating Strong Standards-based Induction Support for Teachers (ASSIST) website)

        i. "Essentially then, coaching is technical development of the techniques effective to do, while mentoring is the developmentally appropriate process for and all of the other professional and understandings needed for success. Between Mentoring & Coaching

3. as successful teacher of diverse students. (May include supervisor and/or others who have observed of students.)

in the use of observation and conferring

, must submit a signed assurance from the school district time for the mentor to meet the requirements of

Attachment 8

Michigan's Nontraditional Route To Teacher Certification Requirements for Mentor Support of MNRTC Participants

1 Participants must have an approved mentor's practical support for at least 10 hours per week.

2 The interactions are to include:
   a. Observation of participant's classroom performance
   b. Debriefing of observation events
   c. Weekly instructional learning goals developed jointly by mentor and candidate

3. Reflection and evaluation of performance relative to learning goals.

4. Monthly summation of participant's performance and goal setting based on the Professional Standards for Michigan Teachers (PSMT) rubric.

5 Verification of mentor activity and participant support must include
   a. Mentor – Mentee log:
      i. PSMT goals and accomplishments
      ii. Dates and length of sessions

   b. Evidence of the use of Advocating Strong Standards-based Induction Support for Teachers (ASSIST) tools and process

Attachment 9

Michigan's Nontraditional Route to Teacher Certification Annual Report

The Annual Report should include the following information

1. List all Local Education Agencies (LEAs) with which a collaborative agreement is established.

2. Report participant descriptors

Table 1

	Total
Number applied	
Number rejected	
Number accepted	
Number of participants who completed the Student Teacher Exit Survey	
Number recommended for certification	
Number placed	
Number who remained in employment over a three (3) year period following program completion	

Table 2

List of Content majors:

Content Major	Number of Undergraduate Degrees	Number of Graduate Degrees	Number Passed MTTC Content Test	Total
			Total	

3 Prior to recommendation for certification, all participants must complete the Student Teacher Exit Survey and the program staff must provide an analysis of participant perceptions regarding the preparation program. This information will be reported by the MDE in the performance profile of teacher preparation institutions.

4 Documentation of required mentoring hours all participants received

5 Verification of participant's teaching permit or annual authorization if applicable. Provide roster of participants with permit or annual authorization and approval date with verification of participant completion of criminal history check.

6 Report the 1, 2, and 3 year employment status of all participants completing the program by teaching assignment and geographic location of employment (LEA, if employed in a teaching position).

7. Report the reason for the participant leaving the employment of the LEA in the first three years after program completion.

Michigan's Nontraditional Route to Teacher Certification
Participant Application Form

Participant Admission Process

Steps to Admission

Step 1: Eligibility Review – Review of all applications by the Michigan Nontraditional Route to Teacher Certification (MNRTC) provider staff to check for completeness and to assure eligibility both for program admission and state certification requirements.

Step 2: Evaluation of Application – Analysis and ranking of applications by two program specialists based on MNRTC admission criteria to identify those applicants who will be interviewed.

Step 3: Interview – Participate in an interview by provider specialists to determine those who will be recommended for admission to the MNRTC program. An application screening process will be used to determine which applicants meet interview criteria.

Step 4: Offer of Admission – Letter of admission will be sent by the MNRTC provider staff.

Criteria for Admission

1. **Eligibility Requirements -** To be eligible to apply, an applicant must have:
   - A minimum of a bachelor's degree from an accredited institution with a major in, or closely related to, the intended teaching field. Applicants must also meet any specific course requirements for certification in their subject area as established by the Michigan Department of Education.
   - A minimum overall grade point average of "2.5 and 3.0 in content area" (3.0 on a 4.0 scale). See page 5 of Overview.
   - Passage of the Michigan Test for Teacher Certification (MTTC) Basic Skills Test and Subject Area Test or if applicable, testing through the Michigan Occupational Competency Assessment Center (MOCAC).

Applicant Information	
Full Legal Name:	
Present Position:	
Address:	
Preferred Tel. #:	
E-Mail Address:	
Business Address:	
Telephone:	
Current Supervisor:	

A vitae or professional resume must be included with the application and it must include prior employment experience and educational and/or other organizational affiliations.

Education: Applicant must provide official transcripts from all institutions attended.

References: Please provide 3 references - 1 personal and 2 employers

Name:	
Address:	
Position/Title:	
Company/Organization:	
Telephone:	

Name:	
Position/Title	
Company/Organization	
Address	
Telephone:	

Name:	
Position/Title:	
Company/Organization:	
Address:	
Telephone:	

Criminal Records Check for Employment:

Sections 1230 and 1230a of the Revised School Code require school districts to conduct a State Police and Federal Bureau of Investigation criminal records check for all new teachers, school administrators, school counselors, school psychologists, school nurses, and school social workers employed. A person may be immediately employed if a criminal records check has been requested and the individual has signed an oath regarding their conviction status.

Background checks must be completed before an application can be processed. An applicant is responsible for payment of fees for a background check requested through the program director.

CONVICTION/REVOCATION INFORMATION (If you answer "yes" to any of the following questions, please provide a detailed description of the circumstances surrounding the conviction or action and attach copies of court documents.)

Have you ever been convicted of (or pleaded no contest to) a misdemeanor or felony?	☐Yes ☐No
Have you had a teaching/school counselor/school psychologist certificate suspended or revoked?	☐Yes ☐No
Is there currently action pending against your teaching/school counselor/school psychologist certificate?	☐Yes ☐No
Have you ever surrendered a teaching/school counselor/school psychologist certificate?	☐Yes ☐No

Include the Following Written Statements:

Describe your prior experience that has generated your interest in becoming a teacher.

Include a brief statement of *WHY* you believe you could become a quality teacher.

Please provide a one-page statement regarding your personal philosophy of what you as a teacher need to know and be able to do to affect appropriate student achievement outcomes. Include your reason for selecting to take a non-traditional route for teacher preparation and certification.