



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

November 29, 2006

MEMORANDUM

TO: State Board of Education
FROM: Michael P. Flanagan, Chairman 
SUBJECT: Report on Teacher Quality

The Office of Professional Preparation Services (OPPS) has been working to implement the No Child Left Behind Act highly qualified teacher requirements since January 2001. The attached "Report on Teacher Quality" provides data about the highly qualified status of Michigan teachers. The report also contains information on Michigan's "Corrective Action Plan" and strategies for implementation.

The Michigan Department of Education and the OPPS will continue to provide periodic updates on teacher quality to the State Board of Education and the Superintendent of Public Instruction.

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REPORT ON TEACHER QUALITY

December 12, 2006

IMPROVING TEACHER QUALITY

Michigan, like many other states, has been working with local districts, teacher unions, educational associations, teachers, colleges, and universities to disseminate information about and the implementation of the highly qualified teacher provisions of No Child Left Behind (NCLB). As a leader of teacher preparation, Michigan has 32 approved teacher preparation institutions and produces approximately 8,000 new teachers annually. Michigan has 552 local K-12 school districts, 57 Intermediate School Districts (ISDs), and 227 Public School Academies (PSAs) that employ approximately 98,000 teachers. All new teachers and those certificated since the implementation of the Michigan Test for Teacher Certification (MTTC 1992) will meet NCLB highly qualified requirements because they must pass the MTTC basic skills test (reading, writing, and mathematics) and content examination(s) prior to certification. The Michigan Department of Education (MDE) has been working with teachers and districts to address the needs of veteran and out-of-field teachers to meet the highly qualified requirements through a variety of mechanisms and activities.

The importance of teacher quality is one aspect of education reform where the research confirms the perception of the public. A Louis Harris poll of 2,500 Americans conducted in 1998 and 2000 asked the public to assess the importance of a wide variety of measures for lifting student achievement (The Essential Profession: American Education at the Crossroads, 2001). Respondents placed well-qualified teachers as second to making schools safe from violence, by only one percentage point. When asked what had the greatest influence on student learning, teachers or standards/tests, teacher quality came first in both polls, rising five percentage points in importance in two years. Poll results also consistently show that the public is willing to invest in teacher quality to improve education.

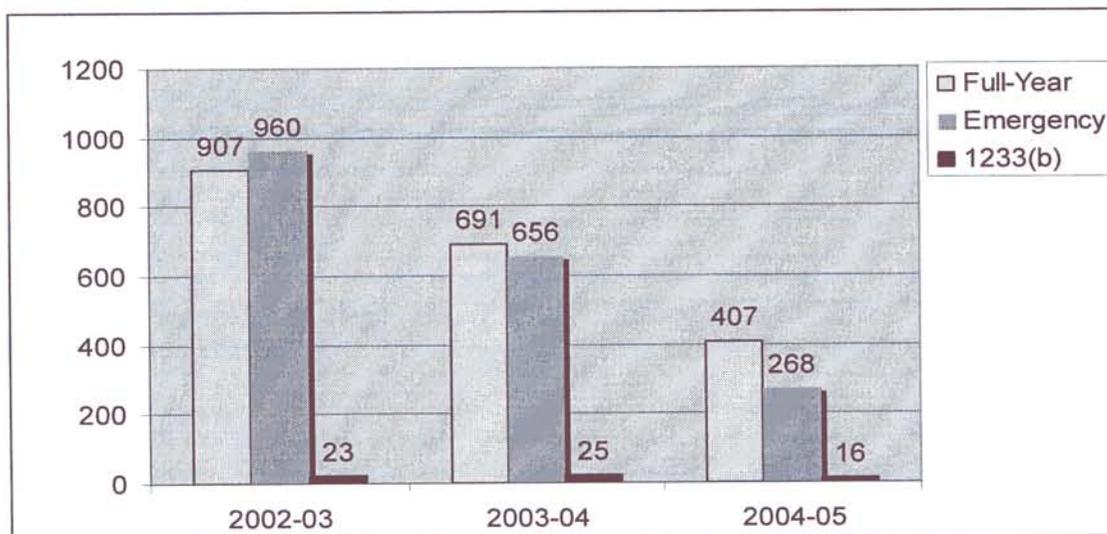
Congress has recognized the importance of the link between teacher quality and student achievement by passing the NCLB Act. Since the enactment of NCLB, Michigan has focused on strengthening its student achievement and Registry of Educational Personnel (REP) accountability system to meet the various mandates of NCLB, improve teaching and learning for all students, and ensure that 100% of all core academic classes are taught by highly qualified teachers. The MDE has worked collaboratively with the Center for Educational Performance and Information (CEPI) and the Department of Information Technology (DIT) to collect meaningful and relevant data about student achievement, teacher assignments, and overall school performance.

Michigan has also paid particular attention to improving teacher quality by reviewing state policies, laws, and administrative rules. New laws have been passed to strengthen reading requirements for both elementary and secondary teachers. "The Administrative Rules Governing Teacher Certification" have undergone extensive revision over the past three years to address teacher quality issues raised by the Education Week's Quality Counts Annual Survey. In addition, Mike Flanagan, Superintendent of Public Instruction, has formed a Teacher Preparation Policy Study Group, comprised of a diverse group of stakeholders, to

review the periodic review/program approval process for teacher preparation institutions. The study group will spend the next six months researching state policies, current literature, and best practices to form recommendations about how institutions are approved and reviewed for alignment with state standards and needs around teacher quality and teacher effectiveness including, but not limited to field placements, testing, and performance assessment.

Michigan law requires teachers to be appropriately certificated for the grade level and subject area to which they are assigned to teach. In some instances the qualifications of the teachers do not match their teaching assignments. The MDE is now monitoring teacher assignments through the REP and districts are being notified of inappropriate teacher assignments and their obligations under the law. Districts that fail to comply with this requirement can be assessed a state aid penalty and an administrator that knowingly employs or continues to employ an inappropriately certificated or non-certificated teacher can be held personally liable and fined up to \$1,500 for each instance. In order to discourage out-of-field teaching and teaching by non-certificated teachers the MDE has been reducing the number of emergency permits issued by 33% each year since 2001 as demonstrated by Table 1. Emergency permits will not be issued after 2006-07.

TABLE 1
Gradual Decrease in Emergency Permits Issued



ASSURING EQUITABLE DISTRIBUTION OF TEACHERS

It is a reality that there are serious achievement gaps between minority students and their white counterparts, as well as low-income and more affluent students. As stated earlier in this document, research confirms that the quality of the teacher is the single biggest influence on student achievement. In compliance with NCLB, the MDE has submitted its revised "NCLB State Plan" and "NCLB Teacher Equity Plan" for approval to the United States Department of Education (USDOE). The question

of how to assure the equitable distribution of high quality teachers is difficult at best. Many of the schools where the best and brightest teachers are needed tend to be in Michigan's largest urban districts with high minority populations such as Detroit, Flint, Pontiac, Lansing, Grand Rapids, Muskegon, Muskegon Heights, Battle Creek, Benton Harbor, and very small rural areas such as the northern lower peninsula of Michigan and the Upper Peninsula. Working conditions in these districts may mean that good new teachers are often given the most difficult teaching assignments, multiple assignments with unrealistic demands on their time, or are not adequately prepared to deal appropriately with classroom management issues. Further exacerbating the equitable distribution of teachers are long-standing bargaining contracts that allow veteran or more experienced teachers to use seniority to select the "best" classroom assignments, leaving more difficult assignments to be filled by new, less experienced teachers. If provided a quality induction and mentoring experience these new teachers can be highly effective classroom teachers and are more likely to be retained in the profession.

Because teaching is a profession that requires unending, multifaceted demands, teacher retention is an issue of concern—approximately one-quarter of all beginning teachers leave teaching within four years (Benner, 2000; Rowan et al, 2002). Add to this issue, that in the classrooms most beginning teachers will enter, at least 25% of students live in poverty and many of them lack basic food, shelter, and health care; 10% to 20% have identified learning differences; 15% speak a language other than English as their primary language (many more in urban settings), and about 40% are members of racial/ethnic minority groups; many of them recent immigrants from countries with different educational systems and cultural traditions (Darling-Hammond, 2006). These statistics speak to the need for a more culturally aware and broadly experienced classroom teacher.

While experienced, highly effective teachers may be the ideal for staffing high-poverty, high-minority schools the reality is that these teachers, because of their bargaining agreements and seniority rights, are not likely to choose these assignments. Novice teachers, if given the right kind of support through quality induction and mentoring programs, can be highly effective in the hard-to-staff classroom. Induction and mentoring for new teachers will be needed. New teacher education relationships with schools will also be needed (Darling-Hammond & J. Bransford, 2005). In order to provide teacher education programs that are responsive to all the high-needs of K-12 public schools, three elements are needed: a) stronger and more effective teacher education programs that provide a cohesive integration between and among course work and clinical experiences; b) extensive and intensely supervised clinical work using pedagogies that link theory and practice; and c) closer relationships with schools that serve diverse learners (Darling-Hammond, 2006). High quality induction programs have been found to significantly decrease the turnover rates of new, inexperienced teachers. Ingersoll found that while approximately 16% of teachers leave schools, the rate is nearly twice that in high need schools (Ingersoll, R., 2001). Similar results were found by the Alliance for Excellent Education (2004), identifying the rate of attrition to be 50% higher in high poverty versus low poverty districts. As teachers gain experience, their knowledge and skills as a teacher improve. Where turnover is

high students are continuously confronted with being taught by inexperienced teachers and therefore are less likely to succeed academically. The research demonstrates that high quality mentoring and induction can reduce teacher turnover by as much as one-half (Alliance for Excellent Education, 2004).

Michigan's teacher equity plan has been developed based on the teacher equity template provided to states by the Council of Chief State School Officers (CCSSO). The plan includes information, outcomes, and strategies around the following eight elements:

1. Data Reporting Systems
2. Teacher Preparation
3. Out-of-Field Teaching
4. Recruitment and Retention
5. Professional Development
6. Specialized Knowledge and Skills
7. Working Conditions
8. Policy Coherence

The success of the equity plan is supported by the SBE/MDE Strategic Plan for 2005-2010:

http://www.michigan.gov/documents/MDE_2005_Strategic_Plan_129469_7.pdf

and the Michigan Professional Learning Strategic Plan:

http://www.michigan.gov/documents/Item_X157096_7.pdf

The School Improvement Framework also provides a mechanism for implementing other strategies related to how Title I and Title II funds are allocated to support quality teaching. In addition, Michigan's 57 ISDs have worked with the MDE to develop the "Michigan Partnership for Delivery of Services" to identify their role in implementing and supporting MDE's initiatives in the following policy areas:

1. Teaching and Learning
2. Specialized Student Services
3. Early Childhood/Great Start
4. Administrative Services
5. Partnership Development
6. Technology Services
7. ISD/RESA Customized Services

http://www.michigan.gov/documents/Item_B_166183_7.pdf

The MDE/ISD partnership is a comprehensive approach to provide instruction and services to Michigan's children. The MDE recognizes its limitations with regard to human resources and the need to have solid collaboration with ISDs as equal partners to assure a quality education for all Michigan children. The ISDs will assist the MDE with monitoring the highly qualified status of teachers, identifying needs, and providing high quality professional development for teachers and administrators.

WHAT THE DATA SHOW

When Michigan initially began implementing the NCLB highly qualified teacher requirements, data on teachers were collected via the REP based on FTE counts as opposed to the number of classes taught by highly qualified teachers. In 2004-05 about 95% of Michigan teachers were reported as highly qualified. After Michigan's field review by the USDOE in 2005, it was clarified that the REP data needed to be revised to include classes taught by highly qualified teachers. As a result, a supplemental data collection was done in fall, 2005 and the process was continued during the June 2006 REP data collection. The June 2006 data indicate that 96% of core academic classes are being taught by highly qualified teachers. Even so, this falls short of the goal of 100% highly qualified teachers. The MDE has continued to stress the 100% goal to all local districts, ISDs, and PSAs. The MDE provides a number of opportunities for veteran teachers of core academic subjects to meet the NCLB highly qualified teacher requirements, including passage of the MTTC content examinations, completion of a portfolio, online professional development opportunities, and completion of additional college coursework.

The following REP data table shows the state summary of the number and percentage of classes taught by highly qualified teachers.

Table 2

Core Academic Subjects	Total Number of Classes Taught	Number of Classes Taught by Non-HQTs	Percent of Classes Taught by Non-HQTs
Elementary	32,428	243	0.75%
Language Arts	12,068	570	2.01%
Math	7,902	326	4.10%
Science	8,481	451	5.31%
Social Studies	3,347	255	7.62%
History	2,300	117	5.09%
Geography	429	65	15.15%
Economics	407	54	13.27%
Political Science	591	79	13.37%
Arts	5,846	166	2.83%
Foreign Languages	2,471	66	2.67%
Special Education	9,118	670	7.30%

While many of the current initiatives to improve instruction focus on mathematics and science, we now know that social studies and special education teachers are

not meeting the highly qualified requirements in greater percentages. New efforts will be made to assure that social studies and special education teachers are being appropriately assigned to teach in the subjects that they are highly qualified in or that they get the additional coursework or professional development needed to improve their effectiveness.

The distribution of highly qualified teachers among high poverty/low poverty school districts and districts with high minority/low minority student populations by AYP status is presented in Table 3. The current data indicate that on a statewide basis there is no significant statistical difference between the percentages of classes taught by highly qualified and non-highly qualified teachers across school districts. Statewide, more than 96% of all classes are taught by highly qualified teachers. The MDE does recognize that there are districts and specific schools in which these percentages may vary more widely. The MDE's efforts will be targeted on those districts/schools where the equitable distribution of highly qualified teachers is a more significant issue.

Table 3

POVERTY STATUS	AYP Met				AYP Not Met			
	HQ Classes	NonHQ Classes	Classes Taught	%HQ	HQ Classes	NonHQ Classes	Classes Taught	%HQ
High Poverty	15,049	420	15,469	97.28	13,858	545	14,403	96.22
Low Poverty	61,291	1,514	62,805	97.59	6,564	154	6,718	97.71
Not High/Low Poverty	68,384	2,131	70,515	96.98	12,231	416	12,647	97.71
Not Determined	5,274	271	5,545	95.11	7,092	125	7,217	98.27
ALL	149,998	4,336	154,334	97.19	39,745	1,240	40,985	96,097
MINORITY STATUS	HQ Classes	NonHQ Classes	Classes Taught	%HQ	HQ Classes	NonHQ Classes	Classes Taught	%HQ
High Minority	21,016	523	21,539	97.57	24,442	700	25,142	97.22
Low Minority	38,068	1,178	3,9246	97.00	5,071	162	5,233	96.90
Not High/Low Minority	90,914	2,635	93,549	97.18	10,232	378	10,610	96.44
ALL	149,998	4,336	154,334	97.19	39,745	1,240	40,985	96.97

Initially the MDE did not monitor local districts to ensure that they set annual measurable objectives. In December of 2005 however, districts were given targeted percentages so that by June 30, 2006 they would be at 100%. These targets were based upon calculations from 2003-2004 district data collections. Local districts that did not report 100% highly qualified status submitted a plan for reaching 100% by June 30, 2006. The following list gives the most common examples that were included in the plans submitted by the local districts:

- reassigning teachers to areas for which they are already highly qualified
- dedicating time and funding to high quality professional development
- developing individual teacher plans to meet requirements
- providing tuition reimbursement
- review of curriculum and classes being offered
- dedicating funding and providing support to those taking the MTTC
- conducting in-services about the highly qualified requirements
- close review of teaching certificates held by staff members

Table 4 displays in rank order, from highest percent to lowest percent, the number of districts and schools by the percent of teachers not yet highly qualified. This table displays, in five percent increments, the number of districts/schools in each of the cells. There are 22 districts/schools in the cell with less than 80% of the teachers reported as highly qualified for their assignments. These districts/schools are the highest priority for the MDE in assuring that the 100% goal is reached. While the MDE will work extensively with the 22 districts, it will continue to monitor the progress of the remaining districts/schools.

Table 4

Distribution of Highly Qualified Teachers by Number of Districts		
Percentage of HQ Teachers	Number of School Districts	Percentage of Schools
Below 80%	22	2.78%
80-84%	28	3.5%
85-89%	48	6.1%
90-94%	129	16.3%
95-99%	278	35.2%
100%	284	35.9%
Total	789	100%

The complete listing of districts is available at:

www.michigan.gov/documents/June_EOY_06_HQT_by_District_170067_7.xls

On September 8, 2006, each local district with less than 100% highly qualified teachers was mailed a list of those teachers that were identified as non-highly qualified. These local districts were required to submit a response in writing to the MDE within ten business days. The response must answer the following questions for each teacher listed as non-highly qualified for their 2005-06 placement:

- 1) Was the information entered correctly into the REP report?
- 2) If the same teaching assignment has been made for 2006-2007, is the teacher now highly qualified?
- 3) If he/she is not highly qualified, what steps will be taken to ensure the teacher will become highly qualified?

The MDE is still receiving responses back from these districts.

SPECIFIC STEPS TO REACH 100% HIGHLY QUALIFIED TEACHERS

The first steps to be taken by the local districts to assure all teachers are highly qualified are to review the list provided by the MDE of all teachers reported as not highly qualified and to then establish current status of these teachers. If all teachers have now demonstrated competence as highly qualified, no further action is required other than to notify the MDE. However, if some teachers have yet to demonstrate competence, the local districts must develop an approved corrective action plan. This plan must utilize the process developed by the MDE and described later in this document. The corrective action plan must include the steps taken by the local district to provide high quality professional development to assist teachers in reaching the highly qualified teacher status. The local districts must identify what part of the allocated Title II, Part A funds are dedicated to supporting these professional development activities. The corrective action plan must identify, in writing, the process each teacher will use to meet the requirements. As a part of this process, local districts will also be required to complete a Highly Qualified Teachers Report, using the forms provided. The forms are available for review at the following website:

www.michigan.gov/documents/mde/Michigan_LEA_HQ_Report_Form_173173_7.xls

The local districts will be required to work closely with MDE staff to insure that progress is being made toward meeting the requirement. The MDE will provide technical assistance by initially conducting regional meetings to explain the expectations of the local district and follow up with scheduled meetings with the local district. The local district must report the status of teachers in the December 2006 and the June 2007 REP report. The MDE will monitor the progress.

MICHIGAN'S HIGHLY QUALIFIED TEACHER CORRECTIVE ACTION PLAN

The MDE is proposing specific steps to be implemented to ensure all districts are in compliance with the NCLB highly qualified teacher requirement.

- Review of the June 2006 REP collection to identify all districts reporting less than 100% of the teachers as highly qualified for the assignment. The data can be viewed at:

www.michigan.gov/documents/June_EOY_06_HQT_by_District_170067_7.xls

- The data shows 586 school districts that reported having one or more teachers in an assignment for which the teacher was not highly qualified during the second semester of the 2005-2006 school year.

- The MDE has contacted each of the identified local districts and requested a status report on meeting this requirement. The local districts will be required to verify the accuracy of the information, state whether the teacher will be in the same assignment during the 2006-2007 school year, and state whether the teacher is now highly qualified or give the specific steps to be taken to ensure the teacher becomes highly qualified. The MDE will then review each of the responses and make any necessary corrections to the statewide data.

During the second phase of implementation of the state corrective action plan, the identified local districts must develop and submit to the MDE a local corrective action plan for state approval before implementation. In order to help local districts, the MDE will provide technical assistance to the identified local districts to develop a coherent plan of action. The MDE will take the following steps in providing technical assistance:

1. The MDE will conduct regional informational meetings with the identified local districts to inform the agencies of the process and purposes.
2. The MDE will place limitations on the local use of Title I and Title II funds to ensure all teachers become highly qualified for the assignment.
3. The MDE will provide a sample plan using the School Improvement Framework as a guide.
4. The MDE will establish a clear reporting timeline.
5. The MDE will identify a schedule for follow-up meetings with the local district.

The MDE will then monitor the progress of the local district in implementing the local corrective action plan through visits by the field services consultants to evaluate the efforts. Other MDE staff will work with CEPI to ensure accuracy of local district reporting to the REP in December 2006.

The MDE will continue to monitor the identified local district submissions to the REP throughout the year to determine if progress is being made toward meeting the goal of 100% of core academic teachers highly qualified for the assignment. The field services consultants will continue to evaluate the progress of identified local districts as is necessary to make sure local actions are consistent with the plan.

The third phase of the state corrective action plan will begin with the MDE review of the local districts' submissions to the June 2007 REP collection. The MDE will monitor submissions from the identified local districts for compliance with the highly qualified teacher requirement. Any identified local district found failing to be in compliance with the requirement will have the allocated Title I and Title II funds withheld until such time as the local district comes into compliance. Once the local district is found to be in compliance, the money will be reallocated to the local district.

MICHIGAN'S HQT CORRECTIVE ACTION PLAN TIME LINE

Action Steps

August–September 2006

1. The MDE will use the June 2006 REP to identify districts reporting less than 100% of teachers as highly qualified.
2. The MDE will contact each identified district and request current status:
 - is the information correct?
 - is this the same assignment for 06-07, and if so, is teacher now highly qualified?
 - if not, what steps will be taken to ensure highly qualified status?
3. The MDE will review the responses from the districts and make corrections to the statewide data.

October–December 2006

4. Districts identified as not yet achieving the goal of 100% of staff highly qualified for assignment must develop and implement a corrective action plan and submit it to the MDE.

The MDE will provide technical assistance to the identified districts

- conduct regional meetings
 - place limitation on the use of Title I and Title II funds
 - provide a sample plan using the School Improvement Framework
 - identify a schedule for follow-up meetings
5. The MDE will monitor progress on achieving the 100% highly qualified teacher goal by reviewing submissions to the December 2006 REP collection and during scheduled meetings.

January–February 2007

6. The MDE will use the REP collection to review the identified district's progress toward meeting the goal.

February–June 2007

7. The MDE will continue to monitor the district's progress toward achieving the goal.
8. Districts will submit end-of-year data to the REP (June 2007).

August 2007

9. The MDE will withhold the Title I and Title II funds from districts that fail to meet the required 100% highly qualified teachers until such time as the district comes into compliance.
10. The MDE will eliminate the use of HOUSSE options to demonstrate competence as a highly qualified teacher.

MEETING THE DEMANDS OF THE MICHIGAN MERIT CURRICULUM

CEPI has developed a report on the supply and demand of secondary teachers in response to the new Michigan Merit High School Curriculum. The Michigan Merit Curriculum is scheduled to be phased in beginning with the 2007 high school freshman class of students. It is important to identify possible teacher shortages in the core curriculum areas in order for Michigan and its local districts to target its recruitment efforts. The following data and supporting tables provide a snapshot of Michigan's current secondary teaching force.

PROFILE OF MICHIGAN SECONDARY TEACHERS

Statewide 7-12 secondary teacher highlights:

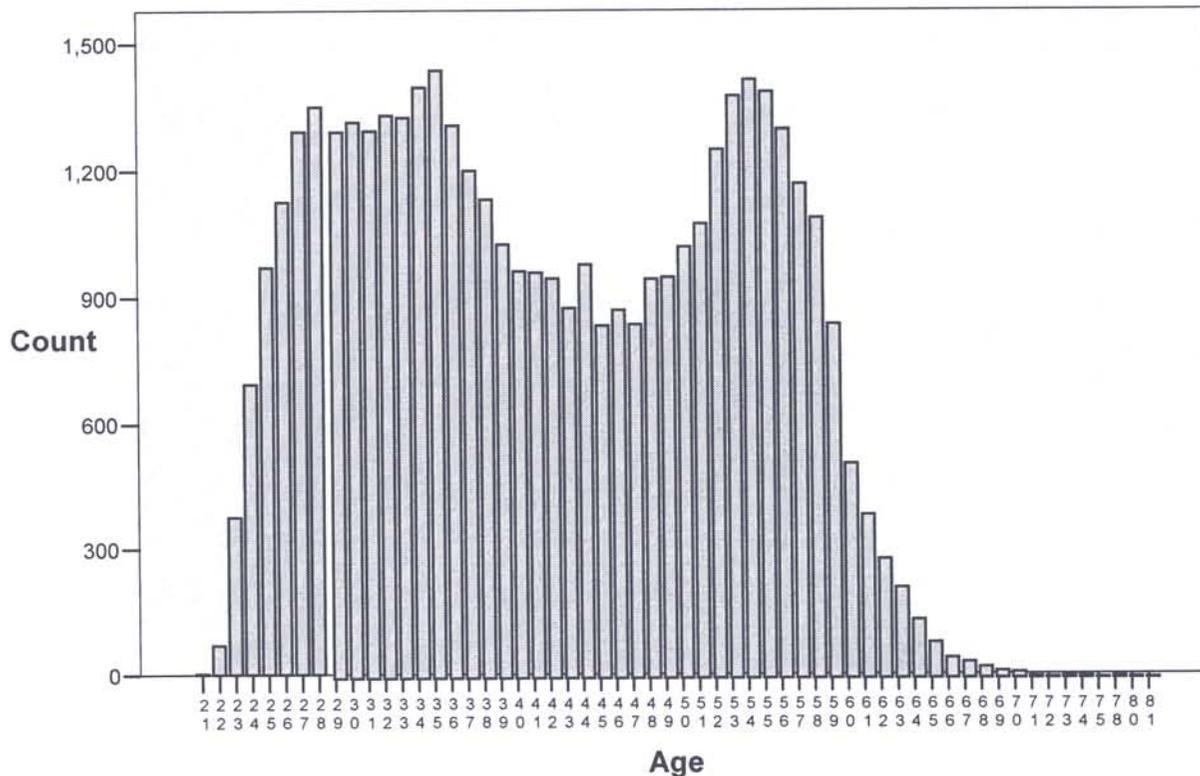
- There are 43,179 teachers assigned by districts to teach secondary courses
- Eighty-four of the 43,179 teachers were teaching in two or more districts
- Average age of teachers is 42
- 31% are over the age of fifty (Table 5)
- 60% are female (Table 6)
- 36% have been employed by the same district for five or fewer years (Table 7)
- 27% have been employed by the same district for more than fifteen years (Table 7)
- 51% have a master's degree
- 88% are White; 9% are African American; all others are less than 1% each (state population is 81% white, 14% African American)
- 89% were assigned to teach mainly general education
- 90% were full-time teachers

The average age of teachers is forty-two. The youngest teacher reported was twenty-one while the oldest was eighty-one years of age. A quarter of the teachers are thirty-one years of age or younger and a quarter of the teachers are fifty-one years of age or older. Displayed in Table 5 are the results of grouping the teachers' ages into five groups. Following Table 5 is a graphic illustration of the number of teachers by age. It is evident from the chart that there is a bimodal distribution of age of teachers. This suggests that some teachers may leave the field for an extended period of time and then return to complete their teaching careers. The challenge to local districts and Michigan is to develop strategies that

will assure that at the building level the age distribution is flatter. Such a distribution at the building level may, over time, show improved retention which could then be used to determine the effect on student achievement.

Age Group	Count	Percent
21 to 30	8,511	19.7
31 to 40	12,507	29.0
41 to 50	9,297	21.6
51 to 60	11,490	26.7
Older than 60	1,290	3.0
Total	43,095	100.0

**Graphic Depiction of
Distribution of Teacher Age**



The majority of teachers in Michigan's secondary schools are female. Displayed in Table 6 are the number of females and males and the percent they each comprise of the total.

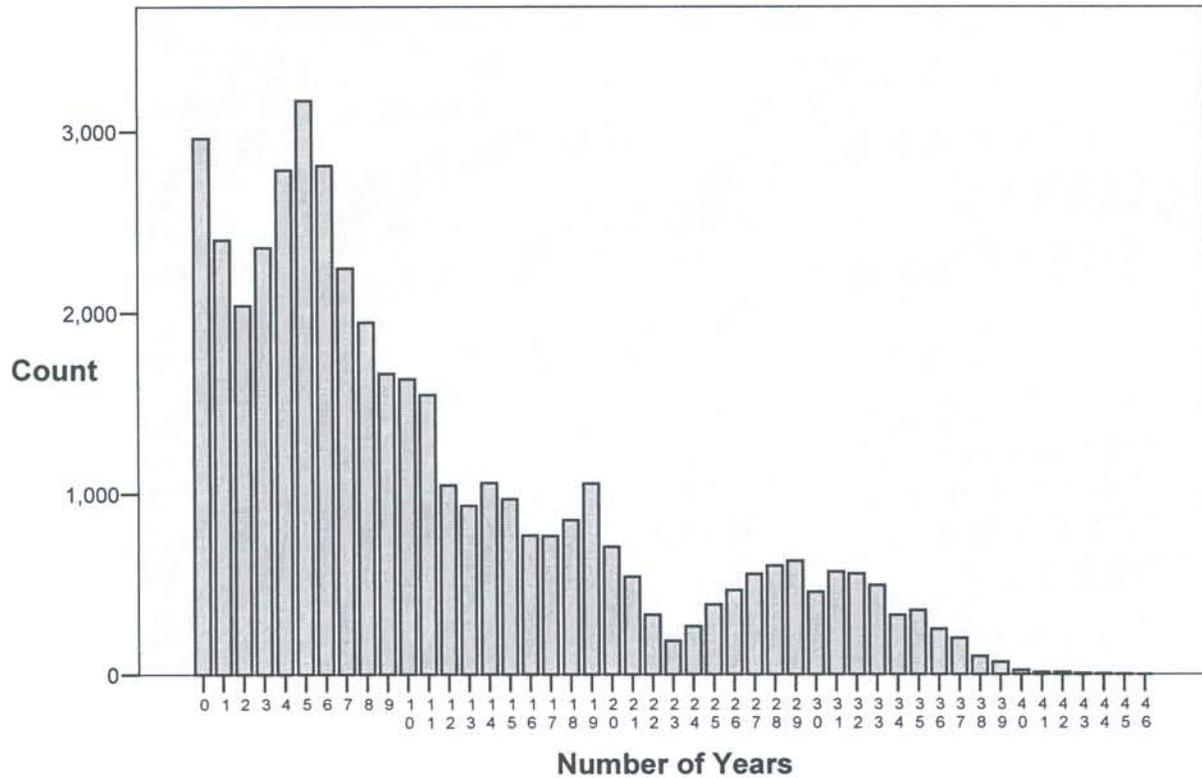
Gender	Count	Percent
F	25,995	60.3
M	17,100	39.7
Total	43,095	100.0

Teacher retention cannot be measured directly; however one can get a good idea of teacher retention by looking at the length of time a teacher has been in any given school district. The average time that a teacher stayed in a district was eleven years; the least amount of time was less than a year and the most was forty-six years. Thirty-six percent of the teachers were in the same district for five or fewer years while twenty-six percent of the teachers had been in the same district for sixteen or more years. Table 7 presents the distribution of teachers, grouped by the amount of time a teacher had been in the same district.

Time in district	Count	Percent
<= 3 yrs	9,771	22.7
>3 & <= 5 yrs	5,960	13.8
>5 & <=10 yrs	10,311	23.9
>10 & <=15 yrs	5,557	12.9
>15 & <=20 yrs	4,142	9.6
>20 & <=25 yrs	1,703	4.0
>25 & <=30 yrs	2,693	6.2
>30 & <=35 yrs	2,288	5.3
> 35 yrs	670	1.6
Total	43,095	100.0

When the length of service within a district of these secondary teachers is graphically presented it can be seen that a large percentage of teachers have been in the same district for six years or less. The next phase of data (2007) will include an analysis of the retention of teachers in high-poverty, high-minority districts. Districts will be given technical assistance on how to conduct this type of analysis to determine where there are correlations between teacher retention and student achievement.

**Graphic Depiction of
Number of Continuous Years in the Same District**



Presented in Table 8 is the number of teachers that were assigned to teach in one or more of the Michigan Merit Curriculum content areas.

Michigan Merit Courses	Count*	Percent
Mathematics	6,821	15.8
English/Language Arts	8,618	20.0
Social Studies	7,250	16.8
Science	7,373	17.1
The denominator for calculating the percent was 43,095		
*Counts include duplicates due to multiple assignments across content areas.		

In order to understand the impact that the Michigan Merit Curriculum may have on teacher supply, one can use mathematics as an example. Table 9 assumes five categories of estimated class size. If the maximum mathematics class size for any high school grade mathematics class is 20, then seventy-four local districts and seven PSAs will have a shortage of mathematics teachers in 2011 when all high school students will be required to complete the Michigan Merit Curriculum. Similar analysis has been completed for other core subjects.

Class Size in 2011	Number of Local districts	Percent	Number of PSAs	Percent
No Teachers/No Students	0	0	2	3.4
Teachers/No Students	0	0	9	15.3
No teachers/Students	2	.4	9	15.3
Less than 17	237	45.5	30	50.8
About 20	208	39.9	2	3.4
About 25	46	8.8	4	6.8
About 30	14	2.7	0	0
More than 32	14	2.7	3	5.1
Total	521	100	59	100

* Total estimated grades 9 through 12 enrollments

SUMMARY

Michigan has made substantial progress in meeting the NCLB 100% highly qualified teacher requirement, but must continue to implement strategies and corrective action to reach that goal. The SBE, MDE, and the Superintendent of Public Instruction have implemented initiatives to address the issue of teacher quality and teacher effectiveness. In addition, the implementation of the new Michigan Merit Curriculum will impact the supply and demand of teachers in certain core subjects. Teacher preparation institutions and local districts must respond to this need by recruiting and preparing high quality teacher candidates.

In order to continue to assure that 100% of Michigan's teachers are highly qualified the MDE will monitor REP data on a continuous basis and is using some of its state level Title II funds to employ contractors to implement the SBE/MDE Professional Learning Strategic Plan. Learning Point Associates/Great Lakes East Comprehensive Assistance Center have provided additional consultative resources, technical support and funding for the development and implementation of the Individualized Professional Development Plan. This development and implementation phase will occur during the 2007 fiscal year.

In addition, staff will take the following actions in the short-term to assure that the Teacher Equity Plan is successfully implemented:

- The Office of Professional Preparation Services staff will work closely with the Office of School Improvement to continue to identify high priority schools and schools not making AYP to determine whether they are meeting the 100% highly qualified teacher requirement and the equitable distribution of their teachers.
- Conduct on-site monitoring visits and/or conference calls to districts that do not meet the requirement and require them to use a greater percentage of their Title I or Title II funds to assist teachers in becoming highly qualified by the end of the 2006-07 school year and inform them that the district will be assessed state penalties for failure to comply with Michigan law that requires teachers to be appropriately certificated for their grade level and subject area assignment.
- Work with the Office of School Improvement and its Field Services staff to monitor and assure that districts/schools that are identified with high poverty and high minority populations provide a quality mentoring and induction program for novice teachers.
- Include highly qualified teacher status as part of the special education monitoring protocol.

References

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