



Standards and Requirements for Michigan Alternative Route to Teaching Certification Program Providers

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The Michigan Alternative Route to Teaching Certification (MARTC) program is a non-traditional teacher preparation program designed for individuals who seek to complete an expedited teacher preparation program to obtain the necessary training to become a Michigan certified teacher. MARTC programs are designed to serve any of the following purposes:

1. Meet the demand for qualified teachers in high need certification areas by allowing program recruits to serve as teacher of record
2. Recruit teachers to staff schools in high need Local Education Agencies (LEAs)
3. Increase the number of qualified candidates from groups that are underrepresented
4. Provide rigorous, high quality preparation through an expedited track to certification
5. Provide a pathway for professionals in other fields to transition into a career in teaching

Conceptual Framework for the Development of an Alternative Route to Teaching Certification Program

An alternative route to teaching certification program is comprised of multiple interdependent components that prepare candidates for certification to demonstrate proficiencies defined in several aligned sets of standards and requirements.

- The Michigan specific requirements from [MCL 380.1531i](#) of the Revised School Code must be met before the issuance of the Interim Teaching Certificate (ITC) and covered within the program.
- [Michigan Core Teaching Practices](#) define the fundamental instructional practices that every teacher should be able to demonstrate, regardless of discipline area or grade band.
- Michigan-specific discipline area standards define the central concepts, tools of inquiry, and structures of the specific discipline(s) in which teacher candidates seek endorsement, as well as pedagogical applications of that disciplinary knowledge. The pedagogical application is especially important and necessary for MARTC candidates.
- The Michigan Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction specify the expected knowledge and skills in the areas of reading that all teachers at the elementary and secondary level should possess upon entry to the profession, regardless of discipline area specialization.
- The [Michigan Administrative Rules for Special Education \(MARSE\)](#) contain the requirements which must be met before issuance of an ITC with a special education endorsement.

Recommendation for teacher certification is an assurance on the part of the MARTC provider that a candidate demonstrates the appropriate proficiencies specified in each of these sets of standards and requirements for advancing to the Standard Teaching Certificate.

Standards and Requirements for the Development of an Alternative Route to Teaching Certification Program

Purpose

Under the authority of the Superintendent of Public Instruction (SPI), the Michigan Department of Education (MDE) has developed standards and requirements for granting a person a Michigan ITC issued under [MCL 380.1531i](#) of the Revised School Code. The standards and requirements establish a shared vision for the core elements a MARTC program must have to ensure effective preparation and induction of teachers new to the profession or to a particular discipline.

The standards and requirements incorporate legal requirements for all MARTC providers and must be used to inform program development and continuous improvement efforts for MARTC providers. Initial approval of MARTC programs is granted upon the successful review of the application. Providers will collect data related to their claims using key assessments for five years to determine the efficacy of the program. After five years, MARTC providers will submit a request for full approval which includes a report on progress toward fulfillment of the program claims as well as any program changes made in response to analysis of key assessment data. Once full approval is granted, ongoing program approval is based on national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) and Office of Educator Excellence monitoring.

Program Requirements

All MARTC programs shall meet all legal and regulatory requirements for issuing an ITC established in [MCL 380.1531i](#) of the Revised School Code and the [Teacher Certification Code](#) (R 390). Requirements include the following. Please review the Michigan Compiled Law to ensure adherence to all aspects of statute.

1. Program has a proven record of producing successful teachers or is modeled after a program that has a proven record of producing successful teachers.
2. Program provides intensive training in teaching that is determined by the SPI to constitute the equivalent of at least 12 college semester credit hours and minimally includes training in all the following disciplines:
 - i. Child development or child psychology
 - ii. Family and community relationships
 - iii. Diverse learners

- iv. Instructional strategies
 - v. A form of field-based experience in a classroom setting
3. Participants have a cohort grade point average of at least 3.0 on a 4.0 scale or the equivalent on another scale, as determined by the SPI, upon earning the degree required under [MCL 380.1531i\(2\)\(b\)](#) (see point 4 below). If a cohort member has earned more than 1 degree, the highest grade point average earned by the cohort member must be used in calculating the cohort grade point average under this subparagraph. Providers ensure candidates complete requirements for the issuance of a Michigan Standard Teaching Certificate.
 - a. While the candidate is teaching under an ITC, the school district or public school academy in which the candidate is teaching provides intensive observation and coaching in a manner and to the extent prescribed by the SPI.
 - b. The candidate is making satisfactory progress toward meeting the requirements for being awarded a Michigan Standard Teaching Certificate under section [MCL 380.1531](#), as established by the SPI.
 4. Program accepts for participation only individuals who hold a bachelor's, master's, doctorate, or professional degree from a regionally accredited college or university; and pass the appropriate available subject area examinations for each subject area in which they apply to be certified.

Special Education Alternate Route Program Requirements

1. Completion of the general education ITC program as outlined above.
2. Program provides training in teaching students with disabilities that is determined by the SPI to constitute the equivalent of at least 32 college credit hours, or equivalent clock hours, equal to 7 hours of instruction per credit hour, and that includes training in at least both of the following:
 - a. The requisite knowledge, understanding, skills, and dispositions for effective practice concerning all requirements of [MARSE R 340.1781](#) teachers of students with disabilities; endorsement requirements.
 - b. An 8-week field experience for candidates who do not already hold a Michigan teaching certificate, as required under [MARSE R 340.1782](#) endorsed teachers of students with disabilities; additional requirements.

In addition to the legal requirements, this document outlines program standards and requirements to ensure program quality.

Provider Recommendations

Providers may only recommend teachers for a Standard Teaching Certificate or

additional endorsements in the discipline area(s) and grade level(s) in which candidates have tested, taught, and completed other program requirements of the approved MARTC program. Program completers may only be recommended for those endorsement areas in which 12 weeks of teaching have been completed for general education and an 8-week field experience for special education candidates not holding a Michigan teaching certificate. See "Standard 5" below.

The MARTC program is not authorized for Early Childhood – General and Special Education, Deaf or Hard of Hearing, Visual Impairments, Autism Spectrum Disorder School Counselor, Reading Specialist, School Psychologist, School Administration, Anishinaabemowin Language and Culture, or Career and Technical Education endorsements.

Placement Authorizations

For appropriate placement information on all teaching certificates and endorsements, please consult the "Appropriate Placement of Teachers" section of the [Educator Placement and Flexibilities](#) webpage.

Teachers possessing a special education endorsement on an ITC may only teach in a program which matches the endorsement and are not eligible for other teacher flexibilities or waiver options.

Alternative route candidates may be placed in adult education settings if the following three conditions are met:

1. The adult education setting is eligible for State Aid Funding
2. The curriculum to be taught aligns with Michigan K-12 Standards
3. The endorsement of the candidate matches the content / discipline(s) to be taught and bears similarity to the grade /age ranges.

Provider Standards

<p>Standard 1</p>	<p>Provider must have a proven record of producing successful teachers or is modeled after a program that has a proven record of producing successful teachers.</p>
	<p>Evidence must include:</p> <ul style="list-style-type: none"> • Indicators of teaching effectiveness, including impact of completers' teaching on P-12 learning and development; • Results of employer and completer satisfaction surveys; • Retention and employment milestones such as the ability of completers to be hired in education positions for which they were prepared (i.e., hiring rates), and to meet licensing (certification) and any additional state requirements (i.e., licensure rates); and • Completion or graduation rates.
<p>Standard 2</p>	<p>Provider must demonstrate coursework is appropriate to the grade range(s) and discipline area(s) of the program completer.</p>
	<p>Evidence must include:</p> <ul style="list-style-type: none"> • Measurements aligned with the Michigan Core Teaching Practices
<p>Standard 3</p>	<p>Provider must establish partnerships with LEAs focused on but not limited to placing candidates in high need areas as determined by MDE and/or the LEA partners upon entry into an alternative route program.</p>
	<p>Evidence must include:</p> <ul style="list-style-type: none"> • Documented formal process to assist candidates in finding teaching assignments; and • Agreement(s) with Local Educational Agency (LEA) to place candidates in high need discipline areas.
<p>Standard 4</p>	<p>Provider must ensure through co-constructed, mutually beneficial partnership agreements with LEAs that candidates receive intensive observation and coaching in candidates' grade range(s) and discipline area(s) and share responsibility for continuous improvement of candidate preparation with LEA partners.</p>

	<p>Evidence must include:</p> <ul style="list-style-type: none"> • Agreement from LEA demonstrating a commitment to hire and supervise program candidates; • Documented selection and training processes for MARTC program supervisors employed by the provider • Documented training process for K-12 school-based mentors/coaches employed by partner LEAs; • Documentation of active monitoring and continuous improvement of supports provided to candidates by program supervisors and K-12 mentors/coaches; and • Acknowledgement that mentors may come from the Intermediate School District or any level within the LEA, if an appropriate mentor cannot be found at the school level.
<p>Standard 5</p>	<p>Provider ensures candidates demonstrate satisfactory teaching performance in the appropriate grade range(s) and discipline area(s).</p>
	<p>Evidence must include:</p> <ul style="list-style-type: none"> • A minimum of three years of teaching in the discipline area(s) and grade range of the endorsements on their ITC, which may include intervention or pull-out teaching, summer school, afterschool, and field-based teaching in combination with a classroom teaching assignment; and • A minimum of 600 Student Contact Hours in the discipline area(s) and grade range of the endorsements on their ITC, including a minimum of 50 Student Contact Hours, as defined in Michigan’s Clinical Experiences Requirements, for each endorsement area. • Documentation of satisfactory teaching performance, including but not limited to performance rated as effective (or highly effective prior to July 1, 2024) in the LEA’s year-end evaluations and other measures documented through the provider’s quality assurance and monitoring system, in all of the endorsement area(s) on the Interim Teaching Certificate in order to progress to a Standard for those endorsements.
<p>Standard 6</p>	<p>Provider must possess and maintain a quality assurance and monitoring system that informs continuous improvement to demonstrate a quality program.</p>
	<p>Evidence must include:</p>

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| | <ul style="list-style-type: none">• Documented process for mentor selection, training, and support;• Documented process for candidate placement and support;• Systems in place to collect and analyze data on candidate performance;• Use of data and evidence to support program efficacy;• Initial placement rates of program candidates;• Retention rates of program candidates;• Candidate and principal survey data; and• Overall and cohort rates of advancement to Standard and renewal of Standard certificate by program completers |
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Note: Data should be presented at the five-year mark and accreditation cycles. For special education, data will be presented annually.