

MICHIGAN
STATE BOARD OF EDUCATION

**POLICIES ON
ENSURING EXCELLENT EDUCATORS**

The State Board of Education will provide leadership and work collaboratively with educational institutions, agencies, and other groups, organizations or partners to develop and sustain teacher excellence through policy action.

Accordingly, the policies of the State Board of Education are as follows:

A new state data-based institutional accountability system for teacher preparation institutions that publicly shares data and information on the performance of teacher candidates, and the satisfaction of graduates, employers, and other stakeholders will be developed.

A standards-based induction period for teacher licensure, including pay and quality incentives for induction and mentoring will be developed and implemented.

High quality content and performance standards for alternative pathways and models for teacher preparation will be developed and implemented.

Standards for effective professional development based on defined plans for instructional improvement will be developed and implemented. It will further require the completion of a practice-based professional development plan based on performance standards as a condition for certificate advance and renewal.

Collaborative partnerships between and among the State Board, the Legislature, Governor, other state agencies, institutions of higher education, community colleges, local education agencies, intermediate school districts, and relevant professional organizations to ensure the provision of comprehensive academic and practical programs/experiences for teacher development will be developed.

The development of a public effort to support teaching as a profession and to enhance the image of teachers will be collaboratively developed by the State Board, the Department, and other stakeholders.

Approved April 11, 2002

MICHIGAN
STATE BOARD OF EDUCATION

**Report Of The
Ensuring Excellent Educators
Task Force**

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STATE BOARD OF EDUCATION
ENSURING EXCELLENT EDUCATORS
TASK FORCE REPORT

April 11, 2002

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EXECUTIVE SUMMARY

Education in general, and the specific needs of Michigan's children and youth, both reflect the characteristics and pressures of today's society. The state's importance as a powerhouse of manufacturing with a strong manual labor force has changed over time to an increasing need for highly skilled and knowledgeable workers for this Information Age. Subsequently, schools are being challenged by parents, business, and industry to meet the demand of teaching all students, and teaching them well. At the same time, Michigan's schools are changing. Many classrooms have increasingly transient and diverse student populations with varying degrees of school readiness, including a wide variety of learning styles that require teachers with increased sophistication and flexible dispositions to respond to changing student enrollments.

All educators, including classroom teachers and those who prepare them for their careers, are rethinking their approach and practices to work more effectively in this new environment. Both teaching and learning are being redefined, regarding where and how to access information; how to manipulate it to construct new opportunities to learn and to solve problems; and where learning can take place. Many children are succeeding, but too many are not in this scramble for 21st century life preparation. These conditions, combined with increased accountability for student learning, impending teacher retirements, and the need to hire a supply of new teachers over the next decade, add urgency to any discussion on teacher quality or excellence. Additionally, the strong bipartisan support demonstrated earlier this year for reauthorization of the Elementary and Secondary Education Act (ESEA), the "No Child Left Behind Act," indicate a national commitment to improve our nation's schools. With the additional funding now available for programs that may impact these issues, it is time to move ahead on addressing them.

As part of a comprehensive State Board of Education assessment of the education environment, a Task Force on Ensuring Excellent Educators was organized and began meeting in the fall of 2001 to discuss the current state of teacher quality in Michigan. Research clearly points to the power of quality teaching in improving student academic achievement. While it is proud of its strength and reputation as the country's leading teacher producer, Michigan is painfully aware that too many new teachers are exiting the profession after a brief tenure, and that there are disparities in teacher quality across the state – particularly in schools with chronically underachieving students. Issues examined included attraction of quality teacher candidates, preparation, credentialing and certification, induction and retention, with consideration to morale, career paths, and job satisfaction.

A wide range of educational, civic, and business leaders were invited to be a part of the Task Force. The majority of participants included representatives of teacher preparation institutions, classroom teachers, representatives of teacher bargaining organizations, and other groups concerned with teacher quality. Because participants' views were specific to their area of expertise, the Task Force was expanded to solicit additional response from

representatives of business, the Michigan Department of Career Development, the Michigan Chamber of Commerce, community colleges, and members of the Board's Embracing the Information Age Task Force. To encourage attendance, the meetings were held around the state.

Many ideas were discussed with passion, enthusiasm, and disappointment during Task Force meetings. Subsequent sections of this report provide a listing of issues and a variety of recommended actions from different sectors to address them. The goals below reflect the Task Force's major areas of concern where aggressive state leadership and policy action is recommended:

- Goal 1 Improve teacher preparation, and the induction and mentoring of new teachers.

- Goal 2 Attract and retain high quality teachers, particularly where they are needed the most – in underperforming schools and districts.

- Goal 3 Reorient teacher professional development, supporting policies and practices that increase student achievement.

- Goal 4 Build collaborative partnerships and shared responsibilities among K-12 educators, higher education, business, community groups and others that support higher quality teachers and teaching.

- Goal 5 Elevate the profession of teaching and the image of teachers, including the recruitment of teachers and career enhancement.

It is expected that the State Board of Education will develop and approve new aligned grant criteria for targeted federal and state funded professional development programs, and other initiatives or projects in support of the recommendations of this Task Force. It is further expected that chronically underachieving schools will remain a primary target for improvement.

Accordingly, a new policy statement on Ensuring Excellent Educators is submitted to the Board for adoption. It states:

The State Board of Education will provide leadership and work collaboratively with educational institutions, agencies, and other groups, organizations or partners to develop and sustain teacher excellence through policy action.

It is further recommended that the following policy actions for the development of new or revised State Board of Education policy actions and/or actions be adopted to ensure educator excellence:

Goal 1 - Policy Action 1

The Board will approve a new state data-based institutional accountability system for teacher preparation institutions that publicly shares data and information on the performance of teacher candidates, and the satisfaction of graduates and employers.

Goal 1 - Policy Action 2

The Board will support the successful completion of a standards-based induction period for teacher licensure, including pay and quality incentives for induction and mentoring.

Goal 2 - Policy Action

The Board will approve high quality content and performance standards for alternative pathways and models for teacher preparation.

Goal 3 - Policy Action

The Board will adopt standards for effective professional development based on defined plans for instructional improvement. It will further require the completion of a practice-based professional development plan based on performance standards as a condition for certificate advance and renewal.

Goal 4 - Policy Action

The Board will support collaborative partnerships between institutions of higher education, community colleges, local education agencies, intermediate school districts, and relevant professional organizations to ensure the provision of comprehensive academic and practical programs/experiences for teacher development.

Goal 5 - Action

The Board and Department will work collaboratively with stakeholders for the development of a public relations and marketing campaign to support teaching as a profession and to enhance the image of teachers.

The Board's adoption of this report and its proposed policy changes will show we understand and agree with the voices of Michigan educators heard during this Task Force: Improving teacher preparation, professional development and support is critical to student success. The Task Force hopes that all educators, supporting organizations and stakeholders will join this leadership effort. These comprehensive, coordinated improvements will help ensure that future Michigan classrooms have the quality teachers their students need and deserve.

POLICY STATEMENT ON ENSURING EXCELLENT EDUCATORS

The State Board of Education will provide leadership, and work collaboratively with educational institutions, agencies and other groups, organizations or partners to develop and sustain teacher excellence through policy action.

There is much to digest in the attached report, which gives thoughtful, specific ideas for improving Michigan's teaching force. The State Board of Education's traditional role is to provide policy frameworks as an impetus for change. The following considerations challenge stakeholders to improve our teaching force, and give them the flexibility needed to address concerns documented in the Task Force's discussions.

- Define and support teaching as a developmental process involving subject matter knowledge, instructional skills, and personal dispositions which support student learning;
- Support the recruitment, preparation and induction of individuals with diverse personal, educational, or professional/occupational backgrounds who seek entrance into teaching;
- Support multiple/diverse paths for the quality preparation and licensure of teachers;
- Ensure that all programs approved to prepare teachers address assessment of student work and accountability for student learning;
- Ensure that all teacher candidates are prepared to support the inclusion of diverse and/or special needs students in meeting goals for learning and achievement;
- Ensure that teacher candidates are provided a standards-based field experience with direction and support provided by a highly qualified supervising teacher;
- Set standards for the performance of teacher preparation institutions based on outcomes or results-oriented factors;
- Support increased cooperation between teacher preparation institutions' Colleges of Arts and Sciences and their Colleges of Education;
- Develop and strengthen data collection and dissemination to support outcome-based or results-oriented accountability for teacher preparation institutions;
- Ensure that every novice teacher participates in a standards-based induction process, including access to a trained mentor and the support needed for improvement;

- Support the formal training of teacher mentors to effectively support the developmental needs of all novice teachers;
- Support the development and implementation of practice-based professional development for continuous learning and professional advance;
- Support the provision of professional development opportunities for districts/schools in rural areas and those hard to staff;
- Encourage and support the incorporation of professional development and other teacher support activities/opportunities within the routine of a work day;
- Explore and support differential staffing models to advance career opportunities in teaching.

WHAT THE NEW FEDERAL LAW (ESEA) REQUIRES

The new ESEA, No Child Left Behind Act, addresses educator quality in two ways: through new accountability provisions for qualified teachers and paraprofessionals as specified in the Title I accountability provisions, and through a revamped Title II grant program designed to improve teacher quality and increase the number of highly qualified teachers, principals, and vice principals. As the recipient of Title I funds, Michigan must ensure that all teachers teaching core academic subjects are “highly qualified” by the end of the 2005-2006 school year. Starting the first day of the 2002-2003 school year, teachers hired and teaching in a program supported with Title I, Part A funds must be “highly qualified.” Districts must use at least five percent of their Title I, Part A funds to help teachers meet these standard.

Districts must also ensure that beginning January 8, 2002, the day of enactment of ESEA, all paraprofessionals hired and working in a program supported with Title I, Part A funds have completed at least two years of college, or otherwise meet a rigorous state or local standard of quality. They must be able to demonstrate knowledge of and ability to assist in the instruction of reading, writing, and mathematics through a formal state or local academic assessment. Existing paraprofessionals must meet this standard within four years.

Title II of ESEA provides funds to states for grants to local districts and higher education institutions to support projects necessary to comply with Title I. States may use these funds to administer and implement one or more of the following permitted activities related to teacher and principal quality:

- Supporting teacher and principal professional development;
- Reforming teacher and principal certification requirements;
- Developing alternative routes to state certifications;
- Assisting local districts in recruiting and retaining highly qualified teachers and principals;
- Reforming tenure systems;
- Developing means to measure the effectiveness of professional development activities;
- Helping teachers meet certification and licensure requirements;
- Helping teachers use state standards and assessments to improve instruction and student achievement; and
- Training educators in integrating technology into instruction.

Access to these funds offers Michigan the opportunity and support needed to increase existing standards for paraprofessionals, and to reestablish quality standards for the development and support of building level administrators. Paraprofessionals and administrators play key roles in student success, and each group must be addressed in any serious plan concerning educator excellence.

WHY WE MUST FOCUS ON TEACHER QUALITY IN MICHIGAN

“Michigan is, I believe, at the top of the list of the states in terms of the numbers of teachers prepared. There are lots of very talented and dedicated people in all of the teacher preparation programs in Michigan. I hope it is not too audacious to believe that Michigan could also be at the top of the list in terms of the quality of teacher preparation and development.”

Jim Bosco, Western Michigan University

The idea of ensuring teacher quality is understood and supported by everyone: parents and public, business and labor, legislators and educators. It is remarkable when major forces in society converge on the importance of a single issue and agree on broad recommendations for change.

This Task Force was convened to examine ways in which Michigan can improve teacher quality, including attraction of candidates, their preparation, induction, continuing career paths, and job satisfaction issues. In the past, efforts to hold discussions on the topic were met with many rebuttals as to the need. Michigan’s strength and reputation as a trainer of teachers, its success at placing them in jobs here and around the country, and a lack of research identifying what qualities were needed for improving classroom instruction made the topic difficult to approach, let alone gather consensus for change. Other states lacking our resources have emerged as leaders, and made the issue a priority for action. Now, in the face of national improvement efforts, Michigan receives low marks in comparisons of its teacher quality “system.” For the second year running, the state was rated “C-” in improving teacher quality from *Education Week*, “Quality Counts 5 – State Comparison in 2002.”

Given Michigan’s depth and commitment in educating educators, it was no surprise that participants in the Task Force were clear in their consensus on the need for change. They agreed with recent research showing that teacher quality is the most critical ingredient in improving student achievement. They are painfully aware that too many of the best new teachers are exiting the profession, as it impacts them personally and professionally. They see first-hand the gaps in teacher quality across Michigan, particularly in schools with chronically underachieving students.

“Researchers agree that the quality of a child’s teachers is one of the most important controllable determinants of student achievement.”

Shouse and Weimer, Michigan State University
A Brief Review of the Literature on Teacher Quality, 2001

While many factors affect student achievement, research shows overwhelmingly that teacher quality matters and profoundly impacts student academic success. This is true across communities, for all grade levels despite socioeconomic backgrounds. Research also shows that teacher quality can powerfully improve achievement among children at risk of school failure.

William Sanders (who presented findings to the State Board in 2001) has examined the link between teacher quality and student achievement in Tennessee and has attempted to separate teacher effects from racial and socioeconomic effects. All children were found to make virtually identical gains or losses in a given year when assigned to teachers of equal quality. This analysis was true regardless of race, family economic level, or parental support for learning. Students assigned to high quality teachers consistently reached higher levels of achievement than students assigned to low quality teachers (Sanders & Horn, 1998). A rigorous study in Dallas corroborates Sanders' findings: students assigned to high quality teachers for three consecutive years were found to have reading scores that were 35 percentile points above those assigned to ineffective teachers for three consecutive years (Haycock, 1998). A similar study of math achievement found an even larger gap – 50% points at the end of three years (Haycock, 1998). The impact of teacher quality is also evident in national comparisons as well. Wenglinsky (2000) found a strong relationship between teacher quality and grade 8 mathematics and science scores on the NAEP.

To meet the Board's strategic goal of improving achievement among chronically underachieving schools and districts, we must accept that high teacher quality has the power to increase achievement dramatically among poor and minority students. According to the Board commissioned, MSU Education Policy Center study by Shouse and Weimar:

"Improvements in teacher quality are likely to impact poor and minority students most dramatically as children of color are disproportionately assigned to ineffective teachers. This is particularly true in certain subject areas, such as mathematics. The potential student achievement gains of improved teacher quality are great. Some studies indicate that the black/white test score gap would shrink dramatically if both groups were taught by teachers of comparable quality."

Michigan, historically a net exporter of teachers to the rest of the country, faces current and future challenges in preparing educators for a student body that is changing dramatically. In many communities, children face severe obstacles to learning and achievement, including dramatically changing schools and classrooms. Some urban districts find that as many as one-third of their students move in or out of their schools each academic year, causing constant instructional adjustments for students unprepared for current lesson plans.

As in the rest of our nation, Michigan's poor districts find it very difficult to attract and keep well-qualified teachers. Low-income students, particularly minorities, are more likely to be assigned to an ineffective teacher than poor white students. As in other states, children in high-poverty schools are more likely than other students to be taught by teachers without even a minor in the subjects they teach.

This poses a huge challenge as the state's population grows more diverse. Disproportionately few minorities enter teacher preparation; many teachers are not culturally connected to the populations they teach in Michigan schools. Many minority teachers leave the profession early in their careers. K-12 demographics here would lead us to hope that sufficient minority teachers can be recruited and trained from within Michigan. But our urban school districts cannot meet their needs here, and are recruiting minority teachers from other states.

The emerging consensus is that investment in teacher quality yields higher returns than any other education reform element – including class size. Sustained investment in teacher quality is more cost effective than class size reduction initiatives in raising student achievement (Harris & Plank, 2000). Investment in teacher education, retention of experienced teachers, and higher teacher salaries have each been shown to produce larger gains than the same investment devoted to reducing class size (Darling-Hammond, 2000).

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 only to making schools safe from violence, by one percentage point. When asked what had the greatest influence on 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.

Finally, Task Force members clearly noted that quality teaching can only occur when it is enabled and supported by effective principals, superintendents, and educational leadership. Another Board Task Force, Elevating Educational Leadership, is working to explore ideas such as the reinstatement of administrator certification, development and use of standards (including Information Age standards) for administrators, and other policies that nurture high quality instructional leaders that can motivate and work well with high quality teachers.

TASK FORCE GOALS AND RECOMMENDATIONS

TASK FORCE GOAL #1

*Improve teacher preparation, and the induction and mentoring
of new teachers.*

POLICY ACTION 1

The Board will approve a new state data-based institutional accountability system for teacher preparation institutions that publicly shares data and information on the performance of teacher candidates and the satisfaction of graduates and employers.

Student achievement standards, and the accountability systems that enforce them, are central to the desired reforms in K-12 education. Therefore, the preparation of teacher candidates must include a clear understanding of standards and what it takes to enable students to achieve them. Candidates should know their subject matter, demonstrate the ability to teach it to diverse groups or students, be able to assess student learning, and provide additional support as needed.

Developing this type of candidate requires the alignment of teacher preparation with K-12 standards. It also requires a high level of cooperation and integration between each teacher preparation institution's Colleges of Arts and Sciences and College of Education for subject matter competence, pedagogical skills, and field experience within that program.

To ensure accountability for teachers' knowledge and skills, Michigan currently employs a standards-based review process for the approval of new teacher preparation programs, and a five-year periodic review of existing programs. Reviews are conducted in collaboration with state agency curriculum specialists. They are currently based on evaluating what new teachers learn, rather than linking student achievement back to teacher preparation.

The inclusion of a supervised field experience is also a preparation requirement. At the national level, the Interstate New Teacher Assessment and Support Consortium (INTASC) developed standards from which Michigan has created and adopted its own Entry-Level Standards for Michigan Teachers and its Test for Teacher Certification. These seven standards are often used to assess candidate performance. Currently, these standards are recommended, but not required, to be used by teacher preparation institutions. Michigan needs standardization to better ensure a quality experience even if it impacts reciprocity of licensure between states in the future.

Recommendations for other actions and activities that support needed improvement in teacher preparation:

Standards and Accountability

- Support institution-wide leadership among higher education institutions that forges collaborative partnerships between many departments and education units. Teacher education cannot be left solely as the province of colleges or departments of education. The redesign and restructuring of programs to support teacher effectiveness and student achievement must be broadly shared with all responsible for a teacher's base of knowledge and skills.
- Review, evaluate, and revise state standards of accountability for teacher preparation institutions with the involvement of the institutions; integrate the periodic review process with national standards; streamline/eliminate redundant requirements, and link with National Council for Accreditation of Teacher Education, as well as similar accrediting organizations, based on state standards.
- Require teacher preparation programs to meet all State Board of Education standards for the preparation of preservice teachers, including both content and professional education standards. These include but are not limited to: recommendations from the Embracing the Information Age Task Force to adopt the proposed technology standard (7th standard) linked to current International Standards for Technology Education Standards; expanding teacher preparation to include appropriate exposure to and experience with special needs and English as a Second Language students; ensuring that elementary teachers have competency in early literacy instruction and with the use of arts within the curriculum. Revise the new Michigan Test for Teacher Certification to reflect these additions.

Field and Practical Experiences

- Support the provision of field experiences that include direct observation and interaction with K-12 students early in the preparation program.
- Ensure that the supervision of the pre-service teachers' clinical practice occurs under the direction of a highly qualified practicing K-12 teacher.
- Ensure teacher preparation courses are tied to the State's academic content and curriculum; articulate which high school course work can be used for credit at Michigan community colleges and institutions of higher education to be used toward a teaching certificate.

TASK FORCE GOAL #1

Improve teacher preparation, and the induction and mentoring of new teachers.

POLICY ACTION 2

The Board will support the successful completion of a standards-based induction period for teacher preparation and licensure, including pay and quality incentives for induction and mentoring.

There is evidence that new teachers who receive strong support and induction to round out their teacher preparation are more likely to succeed and remain in the teaching profession. Since 1994, Michigan districts have worked to meet the statutory obligation of Section 1526 of the Revised School Code to provide each new teacher a mentor and 15 days of professional development during the first three years of classroom teaching.

Some districts and schools do a better job than others in providing trained mentors and ongoing reflective professional development aligned with student standards and assessment. This variance works to the disadvantage of both teachers and students. It could be lessened, if not eliminated, through state standardization with dedicated public or private funding for teacher induction and professional development.

Recommendations for other actions and activities that support needed improvement in teacher induction and mentoring:

Improve New Teacher Induction and Support

- Revise State standards for new teacher induction and support programs that align the induction period with the requirements for advanced certification.
- Support pay and quality incentives for induction and mentoring. This can include enhanced promotion and/or funding for proven induction models such as the PATHWISE Model and others.
- Adopt policy supporting the development of performance-based standards for the evaluation of professional practice during the new teacher induction period and subsequent stages of teacher development and licensure.
- Improve the teacher certification process to incorporate performance-based standards and peer assistance processes such as portfolios, local team evaluation, classroom observation, and videotaped lessons.

TASK FORCE GOAL #2

Attract and retain high quality teachers, particularly where they are needed the most – in underperforming schools and districts.

POLICY ACTION

The Board will approve high quality content and performance standards for alternative pathways and models for teacher preparation and certification.

A review of school data makes teacher supply a matter of great urgency in Michigan. Our schools are experiencing growing school enrollment, reduced class size, and rising standards during a time of increasing teacher retirements and waning interest in teaching. This has resulted in critical teacher shortages in specific subject areas in both urban and rural districts. The exodus of high quality teachers for better paying districts as they enter their most productive years is also a major challenge for urban and other hard-to-serve districts.

Like many other states, Michigan has found it necessary to look beyond traditional undergraduate preparation programs to meet its staffing needs. Providentially, current economic conditions in the state have triggered a surge of interest among mid-career adults in teaching. They hold strong promise as teachers in areas such as math and science, and becoming a viable means of increasing minority representation in teaching. These candidates require a new or different kind of preparation and support as alternative pathways into teaching. It is important to give aspiring teachers as much relevant training as possible before they enter the classroom. However, some highly successful alternative programs have placed candidates in teaching positions while they concurrently take collateral, job-related course work to meet requirements for standard or alternative certification. In response, a collaborative experimental program with pilot credentials is being developed to provide experienced professionals the opportunity to teach in approved areas of need, including Detroit Public Schools.

Other alternative routes to teaching in Michigan have also been successfully implemented in response to the increasing need for teachers. Continuing and increased support for these approaches are needed, and state-level policy is essential to the development and institutionalization of strategies to recruit new partners and to develop new solutions for preparing and credentialing teachers.

Teachers who grow professionally as they continue to learn throughout their career will be more effective at meeting the needs of students. Teachers should not have to leave the classroom for career growth. To best retain excellent teachers, differential staffing proposals should be explored in Michigan. These include the Milken Family Foundation's program, which would require the negotiation of new collective bargaining agreements, as well as changes in state license/certification policies. This would require the development of more comprehensive career paths reflecting multiple levels of

professional status through which teachers can move based on their demonstrated knowledge and ability. Consideration should be given to the continued development of incentive salary structures within districts.

Opportunities should be increased for teachers to show their mastery skills, such as National Board of Professional Teaching Standards certification. Award winning teachers should be recruited and compensated to mentor and support teacher development, and to assist in improving low-performing schools, such as those working with the Michigan Partnership for Success Program.

Recommendations for other actions and activities needed to attract and retain high quality teachers where they are needed most:

Teacher Recruitment and Retention

- Support special assignments to increase the quality of instruction in communities/schools where the achievement gap is greatest.
- Support measures to attract new teachers and to support existing quality teachers in chronically underperforming schools.
- Support new and expanded relationships and articulation agreements between community colleges, the workforce development system, and the state's teacher preparation institutions to add numbers and quality to the pool of entering teachers.
- Expand the "Grow Our Own Teachers" pilot efforts in target communities (such as the Limited License to Instruct effort in Detroit, and paraprofessional development programs in other Michigan school districts) through partnerships of institutions of higher education, districts, union, church, and civic organizations. Develop an all-out community push to engage and enlist potential teachers, and new teachers in target communities.
- Create or expand teacher education programs that provide focused clinical preparation in urban and other challenging districts.
- Develop multiple pathways for entry into teaching. Authorize structures for lateral entry into teaching to accommodate the transition of teacher cadets, paraprofessionals, and other school support personnel into teaching.
- Expand credential options to accommodate mid-career changers and experts/artists.
- Provide user-friendly district-based information to teacher candidates. When marketing job opportunities, list where teachers are needed; district and state incentives; and hiring policies.

- Actively recruit teacher candidates with strong academic content and vocational content knowledge from business and industry, military, and government sectors.
- Enhance and expand future teacher career path and recruitment programs such as: Future Teachers program, Teacher Cadet programs, Teacher Corps, Troops to Teachers, Teach for America, and Young Educators Society of Michigan. Actively promote and add to the existing number of K-12 teacher cadet programs fostered through Michigan's career preparation system. Support the recruitment and preparation of career changers and others into the teaching of academic and career-technical education to enhance the scale and quality of teacher career path programs. Using new ESEA resources, expand in-state and national teacher recruitment efforts to attract qualified and diverse teaching corps to underachieving districts.
- Encourage or provide financial and other incentives for critical shortage and geographic areas; incentives for work in underachieving urban and rural districts. Establish and support student loan forgiveness programs and other tools (tuition support, scholarships, tax credits, and signing bonuses) for targeted geographic areas and/or disciplines with shortages among chronically underperforming districts.
- As required by new federal legislation, report district teacher quality including percentages of classes not taught by highly qualified teachers, disaggregated by high and low poverty schools.
- Encourage and assist districts to improve teacher evaluation process to be more comprehensive and part of a personal planning process to improve teacher performance.
- Encourage a variety of career paths, and provide support for districts to afford career paths in which teaching/leadership/scholarship/administration are interwoven.
- Identify high teacher turnover districts and provide intervention tools and strategies.

High Quality Alternative Pathways to Teaching

- Review and revise relevant policies that support alternative routes to teacher certification while providing greater access to the teaching profession for non-traditional teacher candidates. Establish alternatives to traditional teacher preparation with strong partnerships that better support both academic and career/technical educators. In particular, promote additional (2+2) programs for teaching between community colleges and institutions of higher education that include acceptance of associates degree work towards teacher certification and pay for student teaching. (These are vital for career changers to succeed as

education students). Develop additional focused partnerships between institutions of higher education and local districts to recruit potential new teachers from ranks of staff, paraprofessionals, aides, etc. Ensure all alternative pathways include high standards for academic and clinical preparation.

- Encourage or create a monetary, performance-based quality teacher achievement award that provides recognition and encouragement for proven high quality teachers to stay in our neediest school districts.

TASK FORCE GOAL #3

Reorient professional development, supporting policies and practices that increase student achievement.

POLICY ACTION

The Board will adopt standards for effective professional development based on defined plans for instructional improvement. It will further require the completion of a practice-based professional development plan based on performance standards as a condition for certificate advance and renewal.

Like other professionals, teachers must keep up with innovations in their field, besides responding to the changing demand of their work. Michigan educators are required to earn at least six semester hours or 18 continuing education units every five years for their teaching certificate renewal, or for employment as a school administrator. State statute also mandates the provision of a specific amount of time for professional development activities. Decisions about professional development are most effective when they are made at the district level and based on district, building, and/or individual improvement plans. Professional development is not an add-on to the system. It is part and parcel of the work of all educators.

Recommendations for other actions and activities that will improve professional development and teacher support to increase student achievement:

- Encourage professional development linked to school/district needs and student achievement goals.
- Support collaboration between district administration/union and institutions of higher education to deliver professional development linked to student learning goals.
- Develop a teacher-friendly school culture that allows time to experiment, explore, and supports practice-based planning and use of professional development resources.
- Encourage school district/union negotiated financial rewards for school/district performance success.
- Foster the development of high quality statewide and regional professional development academies/institutes, including the proposed professional development center to be funded by the National Foundation for the Improvement of Education

- Encourage enhanced incentives for teacher mastery and national board certification so all teachers have the opportunity to achieve recognized master competency.
- Adopt policy requiring that the renewal of the professional education certificate be aligned with the teacher’s continuing professional development plan addressing teaching practices and student achievement.
- Ensure that professional development requirements are part of an approved professional development plan based on defined plans for instructional improvement. Professional development must be linked to the academic content standards and curriculum, special education needs, as well as the proposed “seventh standard” in information technology and new skills offerings.
- Support the creation of new statewide incentives or recognition – “People Power” Award for schools or districts making a professional development investment at 10% or above of school budgets.
- Support compliance with the revised entry-level standard on technology; promote and expand use of information technology-based development.

Recommendations for other actions and activities that will support career enhancement and retention of quality teachers:

- Encourage and support funding for district experimentation and pilot programs such as the Teacher Advancement Program (TAP) models (Milken Family Foundation).
- Encourage negotiated agreements that provide enhanced teacher compensation linked to demonstrable increases in teacher knowledge, skill, and ability.
- Approve the development of modules to continue and extend the professional growth of the new teacher. Develop and expand use of online workshops and courses offered through Michigan Virtual University and other similar distance learning systems.

TASK FORCE GOAL #4

Build collaborative partnerships and shared responsibilities among K-12 educators, higher education, business, community groups, and others that support higher quality teachers and teaching.

POLICY ACTION

The Board will support collaborative partnerships between institutions of higher education, community colleges, local education agencies, intermediate school districts, and relevant professional organizations to ensure the provision of comprehensive academic and practical programs/experiences for teacher development.

Collaboration between K-12 education systems and postsecondary institutions, including community colleges, is critical to the alignment of teacher preparation programs with K-12 standards. It is also vital to the provision of effective field experiences and new teacher induction and mentoring programs. In addition to collaboration between these sectors, teacher preparation institutions themselves must ensure their policies promote the intensive internal collaboration needed between arts and sciences faculty and their schools of education. Many of the recommended actions in previous sections involve aspects of these partnerships. In short, the State Board and all Michigan stakeholders should encourage actions that nurture partnerships that will create and sustain high-quality teaching in every Michigan classroom.

Recommendations for actions and activities that will support enhanced collaboration among stakeholders:

- Encourage universities and community colleges to work with each other and with schools and local districts to link professional development to district/school needs and achievement gains. Connect continuing teacher education to district/school needs and achievement gains.
- Encourage universities and community colleges to work with schools and local districts on teacher exchange programs, action research, tuition grants, and other initiatives.
- Support the provision of funds and recognition for outstanding school/university partnerships: Feature a partnership each week on Michigan Department of Education Web site. Provide a chance for faculty/teacher – Michigan Department of Education work exchange.
- Promote and/or create incentives for new collaborations between school districts and institutions of higher education, including graduate programs linked to student achievement goals and teaching mastery.

- Coordinate recruitment and development of career paths to teaching with K-12, community colleges, and MDCD/Michigan Works!, through the Michigan Department of Education/Michigan Department of Career Development working group.
- Encourage and solicit the support of Michigan corporations, businesses, and unions (teacher and other) to promote teaching as a career. Join MDE/MDCD teacher promotion and attraction efforts with work of Michigan State Chamber of Commerce/Michigan Business Leaders for Educational Excellence, Michigan Manufacturers Association and others to promote teaching as a profession. Encourage corporate partners to work with schools and afford teachers/trainers the opportunities for: paid internships, job shadowing, tutorial programs, teacher exchanges, sign-on programs and other incentives.

TASK FORCE GOAL #5

Elevate the profession of teaching and the image of teachers, including the recruitment of teachers and career enhancement.

ACTION

The Board and Department will work collaboratively with stakeholders for the development of a public relations and marketing campaign to support teaching as a profession and to enhance the image of teachers.

Teaching is seldom given the credit it deserves for the contribution it makes to society. Many other professions enjoy public recognition for the services provided by their members, but little attention is paid to those who nurtured the knowledge and skills basic to their success. The image of teaching and teachers is often ignored as a factor of significance to the nation's teacher supply crisis.

While the public values teaching, it is not a status profession. When Americans are asked to rank which profession provides the most benefit to society, 62% say teachers, well ahead of doctors (22%), nurses (3%), business persons (3%), public officials (2%), and lawyers (2%). Yet surgeons, airline pilots, corporate CEOs and astronauts have the jobs Americans want. It is not as interesting to be the third grade teacher who prepares children for those more glamorous positions – making sure they can read comprehensively, multiply, work with others, and exit the building safely in emergencies.

In addition, the image of teaching and teachers is almost ignored as a factor of significance to the teacher supply crisis Michigan and other states are experiencing. Currently, with the exception of a few teacher recognition programs such as the Milken, Teacher of the Year, and the Presidential Scholar in Mathematics and Science awards, there are no other state level initiatives of recognition to support the teaching profession.

Task Force participants, including some of Michigan's most recognized teachers and professors, had a consistent theme: the need to elevate and honor the profession. Members of the Task Force see a need for more visible, aggressive, and effective state leadership in encouraging and coordinating the marketing of the profession, teacher recruitment, and teacher career path development programs in collaboration with school districts and institutions of higher education. To be successful, such an effort would require the time and resources of many stakeholders interested in the profession. The Department of Education could be instrumental in efforts to convene and coordinate the initiative.

Recommendations for other actions and activities that will elevate and market the profession:

Elevating the Profession

- Request the Department of Education staff currently working on scattered teacher promotion, recognition, and career path development efforts to pull together under a common umbrella or work group to provide Department support for public relations promoting the teaching profession.
- Redefine and advance the role of teachers to expand the conception of teaching to its respectful place and role: Teacher as scholar, educator, researcher, leader, advocate, “Teacher as Hero.” Articulate the complexity of teaching for learning. Take actions that value and honor teaching as a profession. Recognize and reward accomplishments of teachers.
- Support collaboration with the Michigan Department of Career Development to establish an office/work group for Teacher Promotion and Recruitment to sell the profession, and accelerate and coordinate Michigan teacher recruitment and career path development efforts.
- Support collaboration among State Board, Michigan Department of Education, Superintendent of Public Instruction, Michigan Department of Career Development and other state leaders to bring together intermediate school districts, institutions of higher education, educational organizations, community colleges, teachers, and local educational agencies in a summit(s) and continuing work group to discuss and overcome obstacles to building a unified system of teacher attraction and career path building, teacher preparation, induction, and ongoing professional development, based on the Task Force recommendations. At least one such meeting is currently planned by MDCD to convene the community colleges and institutions of higher education with other stakeholders to encourage a stronger link in teacher preparation and career path building between schools, community colleges and institutions of higher education.

Marketing the Profession

- Encourage stakeholders to develop a public relations/marketing campaign, under multi-sector statewide leadership (including MDCD and MDE) to strengthen the image of teaching, elevate the profession, encourage teacher career path development, and promote teaching as a career to K-12 students, to career changers (through MDCD, Michigan Works! and community colleges) and through other professional organizations.
- Coordinate and enhance excellent teacher recognition efforts including: Milken, National Board Certificate winners, etc. Designate a “Teacher as Hero” day annually – each district to send their “best” to Lansing for a one-day conference.

- Implement a State Board of Education – State Superintendent Educator Excellence Award providing funds to use in the classroom to augment learning – geographically awarded. Create a “Para-Pro (teacher assistant) of the Year” award – from the State Board and Superintendent working with the MEA and MFTSRP.
- Provide user-friendly, web-based guidance on Michigan’s teacher education process with guidelines; revise and improve the Michigan Department of Education web page on how to become a teacher in Michigan, improve information on teacher career opportunities provided through the Michigan Works!/MDCD system.

WHAT MICHIGAN LAW REQUIRES

MCL 380.1531 of the School Code authorizes the State Board of Education to determine requirements for, and issues all, licenses and certificates for teachers in public schools.

MCL 1233(1) states: "Except as provided in this section and Section 1233b, the Board of a school district or ISD shall not permit a teacher who does not hold a valid teaching certificate to teach in a grade or department of the school." Also, R380.1105(1) mandates the credentialing of others who may serve in an instructional capacity in that it states: "A person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit or vocational authorization valid for the position to which he is assigned."

MCL 388.553(3) asserts that no one shall teach in any private, denominational or parochial school who does not hold a certificate with which would qualify him or her to teach in like grades of the public schools of the state. Districts that fail to meet these requirements are subject to the provisions of the State Aid Act that authorizes the levy of financial penalty for non-compliance.

Regarding these legal requirements, it is noted that the ultimate objective of teacher licensure/ certification is quality assurance. The issuance of the credentials referenced merely document compliance with standards/expectations considered important to the development and support of effective teachers. In the Education Policy Analysis Archives Study on ways in which teacher qualifications and other school input and policy impacts are related to student achievement, Linda Darling-Hammond reports that:

"The finding of this study, in conjunction with a number of other studies in recent years, suggests that states interested in improving student achievement may be well-advised to attend, at least in part to, the preparation and qualifications of the teachers they hire and retain in the profession. It stands to reason that student learning should be enhanced by the efforts of teachers who are more knowledgeable in their field, and are skillful at teaching it to others."

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MICHIGAN
STATE BOARD OF EDUCATION

**Report Of The
Ensuring Excellent Educators
Task Force**

John Austin and Eileen Weiser, Co-Chairs

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