



# Teacher Preparation Policy Study Group

## MDE Background Information

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**EXCERPTS FROM:**



[www.cherrycommission.org](http://www.cherrycommission.org)

**CLEAR THE PATH**

No effort to create a high-expectations learning environment in Michigan's schools can fail to recognize the critical role that teachers and administrators play in achieving these goals. Policymakers can create new standards on paper, but it is only educators who make them real in the lives of Michigan children. We must give educators the tools and support they will need to achieve the commission's ambitious goals.

**RECOMMENDATION**

*Equip Educators and Administrators to Support the High-Expectations High School Path*

Michigan's school districts must make the creation of the high-expectations learning environment the central focus of professional development activities at the secondary school level. Intermediate school districts (ISDs) and two- and four-year higher education institutions—in partnership with education stakeholders from the business and foundation community—must develop new strategies and new resources for professional development that will allow teachers to help all students meet the new rigorous standards.

(Preparation Work Group rec .2)

<http://www.cherrycommission.org/implementation/EquipEducators.htm>

**WIN THE RACE**

As Michigan embarks on this journey to postsecondary educational attainment and greater economic growth, its taxpayers and residents need to know what is working and what is not, how far the state has come, and how far the state has to go in its quest to become the nation's best-educated population. As Michigan residents move through an education process that begins long before kindergarten and continues through graduate degrees and employment, the state must be able to chart individuals' progress while respecting their right to privacy.

Currently, Michigan has disconnected data systems tracking K–12 students, higher education students, and adult job training and re-employment programs. The state cannot answer simple yet critical questions such as: What specific degrees and credentials do Michigan residents have? Where do high school students go and what do they do after graduation? What do graduates of the state's various colleges and universities do next? Where are they working? Answers to these and

more detailed questions about the outcomes for particular schools and programs are essential to guide smart policy and investments in an education system that strives for lifelong learning.

## **RECOMMENDATION**

### *Develop a Lifelong Education Tracking System*

The Michigan Department of Information Technology must develop by 2007 an interagency data-sharing arrangement, in coordination with Michigan's K-12 and higher education institutions, that creates a functioning lifelong education tracking system with information from multiple data sources, including CEPI, MDLEG, and higher education.

(Completion Work Group rec. 5)

<http://www.cherrycommission.org/implementation/LifelongSystem.htm>

## MICHIGAN'S TEACHER CERTIFICATION SYSTEM

### BACKGROUND INFORMATION

In Michigan, as in most states, the usual or traditional process by which one obtains a license to teach is through completion of a college or university teacher education program approved by the Michigan Department of Education (MDE). Section 1531 of the Michigan School Code authorizes the Superintendent of Public Instruction to determine the requirements for, and issue all licenses and certificates for teachers in public schools. **MCL §388.553 – Section 3 of Act 302 of PA 1921** asserts that no one shall teach in any private, denominational or parochial school who does not hold a certificate which would qualify him or her to teach in like grades of the public schools of the state.

Currently, there are 32 colleges and universities approved by the State Board of Education to prepare teachers and recommend them to the Superintendent for licensure to teach. Licensure means the official recognition by the Superintendent that an individual has met state mandated requirements and is approved to practice as a licensed educator in the state.

Requirements pertinent to the preparation of teachers and issuance of a teaching license/certificate are compiled in the Administrative Rules Governing the Certification of Michigan Teachers. These rules cover the spectrum of teacher licensure/certification including information/ activities from the definition of terms to the suspension and revocation of the credential.

In accordance with ***Subsection (2) of Rule 390.1115***, credits toward certification must be completed or transferred to an approved teacher education institution and shall be acceptable toward requirements for a Provisional certificate and a bachelors or higher degree. This provision authorizes the “traditional route” Michigan and other states use to certify teachers, including a college/university-approved teacher preparation program. Specifications or standards concerning the contents of these programs are outlined in the following administrative rules: ***R 390.1122 General education and substantive fields; R 390.1123 Professional education; and R 390.1124 Scholastic averages and directed student teaching.***

### INTENSIVE PROFESSIONAL DEVELOPMENT REQUIREMENTS

***Section 1526 of the Revised School Code*** designates the first three years of classroom teaching experience as the induction period for novice teachers. It requires that novice teachers be assigned to 1 or more master teachers who shall act as a mentor. It also requires that the novice teacher receive 15 days of intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of Article II of Act No 4 of the Public Acts of the Extra Session of 1937 (The Teacher Tenure Act), being Section 38.83a of the Michigan Compiled Laws.

***Section 1527 of the Revised School Code*** requires that all local school districts, public school academies and intermediate school districts provide at least 5 days of teacher professional development each year. The professional development days provided under this section do not count toward the professional development required under Section 1526 for novice teachers.

### STRUCTURE OF MICHIGAN'S TEACHER CERTIFICATION SYSTEM

The process for certifying teachers has evolved over a long period of time during which changes in requirements and procedures have occurred. Considering this, many individuals now teaching were certified under regulations and procedures that may differ from those currently in effect. **In addition, because of new requirements mandated by NCLB, those who are currently certificated to teach in Michigan may not meet the definition of “highly qualified” and will need to meet the new requirements as outlined in the previous section of this document.**

**CERTIFICATE TYPES** – Michigan issues the following two types of certificates:

- **Provisional certificate** – this initial teaching credential, which is earned by successful completion of an approved teacher education program, authorizes an individual to teach in a designated level/area of specialization. This type of certificate is valid for a period of up to six years, during which the holder is expected to gain experience as a practicing professional, and to acquire additional professional development through advanced study as a prerequisite for the next level of certification.
- **Professional Education certificate** – the advanced teaching credential which is earned after the issuance of the Provisional certificate by acquiring at least three years of experience as a practicing teacher and by the successful completion of at least 18 semester hours of additional study including the reading requirement of 6 semester hours for elementary level certification or 3 semester hours for secondary level certification, or an advanced higher education degree. This type of certificate replaces the Continuing Education or Permanent certificate issued prior to a rule change effective June 30, 1992. The Professional Education certificate differs from the Continuing Education certificate because it has a validity period of only five years, during which the holder must acquire at least 6 semester credit hours or 18 state board-approved continuing education units (appropriate to the subject(s) or students they teach), or a combination of the two, in additional professional development as a requirement for certificate renewal.

**LEVELS AND AREAS OF CERTIFICATION** – Michigan issues a license/certificate to teach in the following two levels:

- The elementary certificate authorizes an individual to teach all subjects in grades kindergarten to, and including, 5 for teaching subject areas in grades 6 to, and including, 8 in which the applicant has completed a major or minor, and for teaching all subjects in grades kindergarten to, and including, 8 when those subjects are taught in a self-contained classroom in which a majority of the instruction is provided by one teacher.
- The secondary certificate authorizes an individual to teach in subject areas in grades 7 through 12 in which the applicant has completed a major or minor.

In addition to the requirement of at least a major and a minor, or 3 minors (of which two must be in a substantive field or content area), Michigan requires its teachers to complete not less than 40

semester hours of general or liberal education. Also required are 20 semester hours in theoretical and practical knowledge focusing on human growth and learning of children and youth, children with special needs and of diverse cultures, the structure, function and purpose of education in society, and methods and materials for appropriate instruction. It is noted that at least six of the 20-credit-hour required minimum must provide the opportunity for directed student teaching at the level for which a certificate is granted.

Completion of a substantive or content area major or minor will be shown on a teaching certificate as an endorsement if the individual takes and passes the appropriate subject area test mandated by *Subsection 380.1531 of Section 22 of the Revised School Code*.

## **ALTERNATIVE ROUTES TO TEACHER CERTIFICATION**

**Michigan's Alternative Routes to Teacher Certification (MARTC)** process was approved by the SBE on May 12, 1993. The purpose of MARTC is to address local/regional teacher shortages: (1) in specific grade levels, (2) in subject areas or geographic settings, and (3) in order to promote diversity of culture and gender by expanding the pool of minority and underrepresented teacher candidates. As a non-traditional route, MARTC does not lead to an "alternative license." It does not result in lower standards for entry into the profession, nor does it enable untrained or inadequately trained individuals to engage in classroom practice. It does, however, allow an individual to be employed as a teacher while completing certification requirements. It should be noted that MARTC has not been widely implemented by local school districts in Michigan.

**EXPERIMENTAL PROGRAMS:** Approved teacher preparation institutions may apply for approval of "experimental" or alternative certification programs under *R 390.115*. These experimental programs are usually directed to address the needs of individuals who hold a bachelor's or higher degree and wish to complete certification requirements in an expedited program.

For more information see:

Facts About Teacher Certification in Michigan

[http://www.michigan.gov/documents/Facts\\_About\\_Teacher\\_Certification\\_In\\_Michigan\\_130314\\_7.doc](http://www.michigan.gov/documents/Facts_About_Teacher_Certification_In_Michigan_130314_7.doc)

Frequently Asked Questions About Michigan Teacher Certification

[http://www.michigan.gov/documents/faq\\_21180\\_7.pdf](http://www.michigan.gov/documents/faq_21180_7.pdf)

# MICHIGAN TEACHER PREPARATION AND CERTIFICATION

## Major Laws and Policies

### NO CHILD LEFT BEHIND (NCLB) ACT OF 2001

- Requires teachers to be highly qualified (HQ) for any core academic subject to which they are assigned to teach.
- Core academic subjects: English, Reading, Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography
- HQ means:
  - Hold at least a BA degree with a major in the content
  - Holds full state certification/licensure or
  - Has demonstrated competency in the content by passage of a rigorous state test, or holds National Board Certification in the content, or has completed a high objective uniform state standard of evaluation (HOUSSE) option

### MICHIGAN SCHOOL CODE

- Requires all teachers to be appropriately certificated for the grade level and subject area assigned to teach
- Relevant sections:
  - Section 1230: Criminal History Checks
  - Section 1230a: FBI Fingerprinting (School Safety)
  - Section 1233: Certification Requirements
  - Section 1233b: Non-certificated Teachers
  - Section 1246: Administrator Continuing Education
  - Section 1526: New Teacher Induction and Mentoring
  - Section 1527: Five Days of PD for All Teachers
  - Section 1531: Teacher Testing (MTTC)
  - Section 1535a: Revocation/Suspension Hearings and Due Process

### ADMINISTRATIVE RULES GOVERNING THE CERTIFICATION OF MICHIGAN TEACHERS

General and specific requirements for the Provisional (initial) and Professional (advanced) certificates:

- General Education requirements:
  - 40 semester hours of general or liberal education
  - 20 hours of theoretical and practical knowledge in the following:
    - How human beings grow and how they learn
    - The structure, function, and purposes of educational institutions in our society
    - The methods and materials of instruction
    - 6 semester hours in directed teaching
- Secondary Provisional: completion of an academic major and minor, 3 hours of reading in the content, CPR course
  - Valid for teaching subject area endorsements (major, minor) in grades 6-12

- Elementary Provisional: completion of a major, and a 20 hour planned program; or three 20 hour minors, 6 hours of teaching of reading, CPR course
  - Valid for teaching all subjects in grades K-5, subject area endorsements in grades 6-8, and all subjects in grades K-8 in a self-contained classroom (majority of the instruction is provided by 1 teacher)
  
- Professional Education Certificate (Advanced Certification):
  - Completion of an 18 semester hour planned program that includes an additional 3 semester credit hours of diagnostic reading instruction
  - 3 years of successful teaching experience



# MICHIGAN TEACHER CERTIFICATION POLICY MAP

Unites State Congress  
NCLB (2001)  
Highly Qualified Teachers

## State Law

- Michigan School Code
- Tenure Act
  - Certificate as property right assures due process
- State Aid Act
  - Prescribe penalties for non-compliance

## State Board of Education Broad policy approval of:

- Institutions
- Programs
- Standards

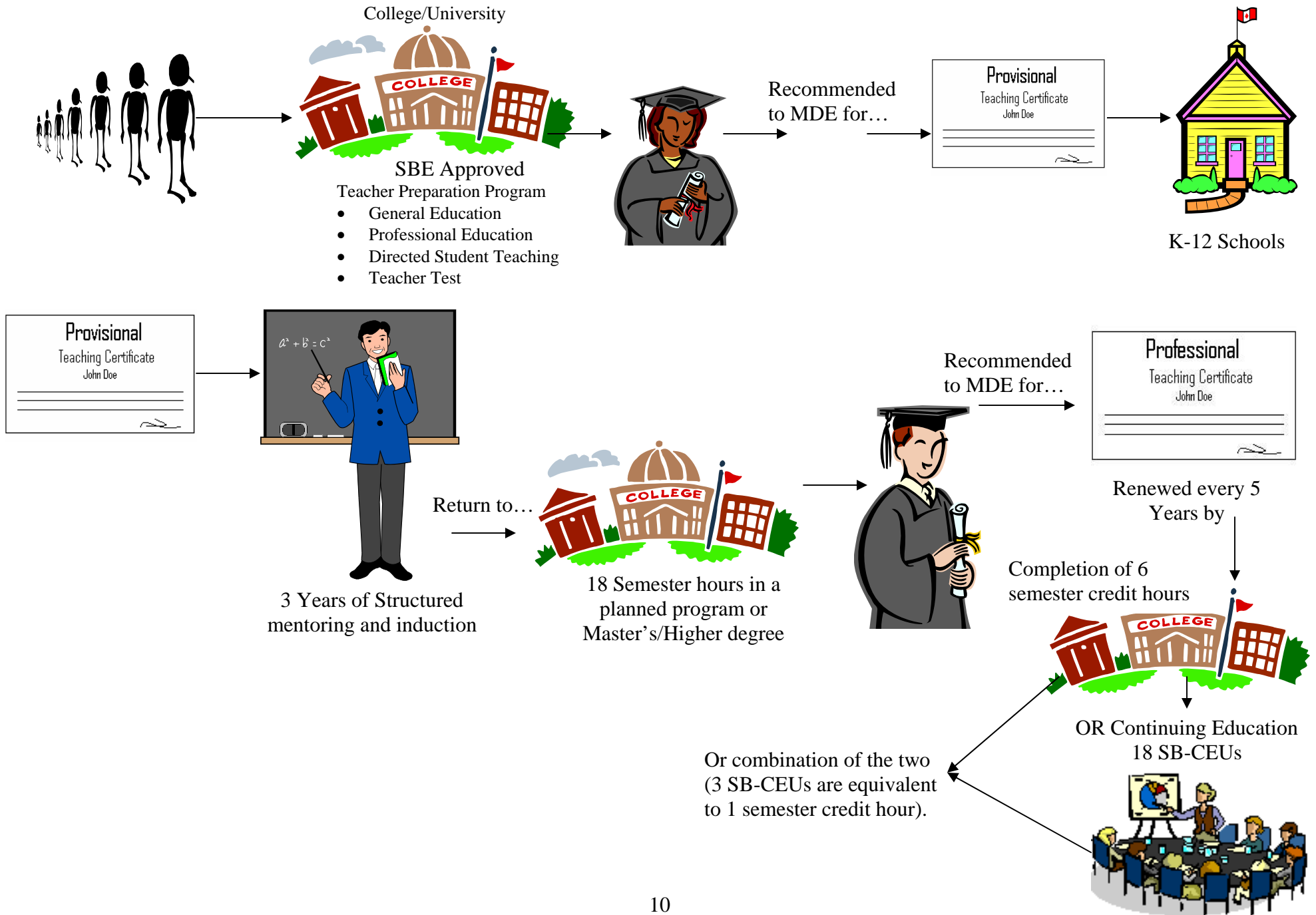
## Superintendent of Public Instruction

- Administrative Rules
- Overall administration of day-to-day operations

## Office of Professional Preparation Services

- Develop rules, and standards for approval by Superintendent or SBE
- Implementation
- Dissemination
- Monitoring & Compliance

# Michigan Teacher Preparation and Certification Flow Chart



## Overview of Michigan Test for Teacher Certification (MTTC)

September 2006

Section 1531 of Public Act 451 (1976), as amended by Public Act 267 (1986), Public Act 282 (1992), and Public Act 289 (1995), mandates a testing program as part of Michigan's teacher certification requirements. The purpose of the tests is to ensure that each certified teacher has the necessary basic skills (reading, mathematics, and writing) and content (subject area) knowledge to serve in Michigan public schools. There is no required test for pedagogy. The examinations of the Michigan Test for Teacher Certification (MTTC) program are the only tests that currently satisfy the legal testing requirement for teacher certification in Michigan.

The tests are criterion referenced and objective based (i.e., designed to measure a candidate's knowledge of Michigan State Board of Education standards (a criterion) rather than in relation to the performance of other candidates). The tests are designed to help identify those candidates who have the level of knowledge required to perform satisfactorily as entry-level teachers in their fields of specialization. There is no legislative or program limit on the number of attempts a candidate may make to pass a test. The test objectives were prepared jointly by National Evaluation Systems, Inc. (NES), Michigan teacher educators, and K-12 classroom teachers. A content validation survey of test field objectives was conducted in each field of teaching based on Michigan approved standards, using a random sample of practicing Michigan K-12 classroom teachers and teacher educators. Each survey participant reviewed the objectives of the field to ensure that those selected for testing were important to the job and used in Michigan classrooms. All MTTC tests include multiple-choice questions. The Basic Skills test includes a written assignment and the Spanish test includes written and oral performance components.

Teacher candidates may take the Basic Skills test and the subject-area tests as early in their college program as they wish. By Michigan law, the Basic Skills test (including all three subtests) must be passed before a teacher candidate may enroll for student teaching. By Michigan law, subject area tests must be passed before a teaching certificate may be issued. In practice, increasingly more Teacher Preparation Institutions (TPIs) require that the Basic Skills test must be passed before formal admission into the teacher preparation program. Some TPIs require that subject area tests must be passed before enrolling in student teaching. Since October 2001, TPIs have been given the opportunity to validate, or identify as "eligible", test takers who will be counted in the MTTC test result record for that institution. Typically, an eligible test taker is one who is enrolled in a teacher preparation program and has completed at least 90% of the course work in a subject area in which the candidate seeks endorsement. Annual test administration occurs four times during each academic year, beginning in October, through January and April, concluding in July. For test taker convenience, there are 3 periods and 3 methods of registration. Over 80% of test takers use online registration; over 50,000 test registrations are completed annually. Nine weeks after a test is completed results are mailed to candidates, candidates may also seek unofficial score reports through a secure online site.

(NOTE: Alternative testing arrangements are available to candidates with physical or non-physical disabilities, and for religious reasons.)

The Basis Skills test is \$49 (legislative cap of \$50). The subject area tests, including the elementary education test (#83), are \$74 (legislative cap of \$75). Additional subject area tests may be taken on the same administration date for an additional \$59 per test. A late registration fee (\$30) and an emergency registration fee (\$70) also apply. All costs of test development and administration come from these fees and the MDE is remitted a small portion to cover the MDE test consultant and related expenses. The state does not pay for the tests directly but does issue a Request For Proposal (RFP) every 5-7 years to determine the contractor and scope of work.

**Administration:**

There are two test sessions on each test date; each test session includes four and one-half hours of actual testing time.

Examinees taking the Basic Skills test may take up to two additional subject-area tests during the afternoon session. The Basic Skills test is a full-session test and is scheduled only during the morning test session.

Subject-area tests are scheduled during the morning or afternoon session on a space-available basis. With the exception of Spanish, which is a full-session test offered only in the afternoon, examinees taking only subject-area tests may take up to four tests: two during the morning session and two during the afternoon session.

Twelve test sites are located across Michigan. The exact location of test sites is determined approximately four to six weeks before the test date.

Detroit (downtown)	Mt. Pleasant
Flint	Pontiac/Auburn Hills
Grand Rapids	Saginaw
Kalamazoo	Sault Ste. Marie (October, January, and April only)
Lansing	Traverse City
Marquette	Ypsilanti

Four test sites are located out-of-state for an April administration.

Bloomington, Indiana	Columbus, Ohio
Chicago, Illinois	New York, New York

Ten test registrations must be receive to confirm that a test site will actually occur.

An MTTC website, maintained by NES, is located at:

<http://www.mttc.nesinc.com/>

The site contains rules of test participation and official NES/MDE study guides for each test field. The study guides may be purchased from NES for \$6 or downloaded for free.

Over the past 2 years, the MDE has produced and maintained a teacher testing website at:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_5857---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5857---,00.html).

The website contains a Frequently Asked Questions document and other details of interest to test takers, including hyperlinks to the official MTTC website maintained by NES. The teacher testing website also posts annual and 3-year summaries of MTTC performance. Passing percentages are reported for:

- Statewide subject area results;
- Statewide institutional results, in the aggregate; and
- Institutional subject area results for test fields with 10 or greater test takers.

By law, technical requirements and issues of the MTTC are referred by staff to a Standing Technical Advisory Council which can make recommendations to the superintendent. Similarly, administrative changes to the program, use of tests, and scope of work issues are occasions for meeting of the Teacher Examination Advisory Council.

For more information: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_5857---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5857---,00.html)

# Michigan Department of Education Endorsement Areas and Codes\*<sup>1</sup>

## September 2006

<b>AX COMMUNICATION ARTS</b>	<b>BILINGUAL EDUCATION (Con't.)</b>	<b>SPECIAL EDUCATION</b>
<b>BX LANGUAGE ARTS</b>	YM Bilingual Vietnamese	SA Cognitive Impairment
BA English	YN Bilingual Korean	SB Speech and Language Impairment
BC Journalism	YO Bilingual Servo-Croatian/Bosnian	SC Physical or Other Health Impairment
BD Speech	YP Bilingual Chaldean	SE Emotional Impairment
BT Reading	YR Bilingual Chinese	SK Visual Impairment
BR Reading Specialist	YS Bilingual Filipino	SL Hearing Impairment
<b>RX SOCIAL STUDIES</b>	YT Bilingual Japanese	SM Learning Disabilities
CA Economics	<b>BUSINESS EDUCATION*<sup>2</sup></b>	SP Physical Education for Students with Disabilities
CB Geography	GQ Business, Management, Marketing, and Technology	SV Autism
CC History	GM Marketing Education	<b>TX TECHNOLOGY AND DESIGN</b>
CD Political Science	<b>HX AGRISCIENCE AND NATURAL RESOURCES</b>	<b>ZA EARLY CHILDHOOD EDUCATION*<sup>5</sup></b>
<b>SOCIAL SCIENCE*<sup>2</sup></b>	<b>IX INDUSTRIAL TECHNOLOGY</b>	<b>ZD MIDDLE SCHOOL*<sup>5,7</sup></b>
CE Psychology	<b>JX MUSIC EDUCATION*<sup>6</sup></b>	<b>ZL MIDDLE LEVEL*<sup>5</sup></b>
CF Sociology	<b>JQ MUSIC EDUCATION</b>	<b>ZG GENERAL EL K-5*<sup>5</sup></b>
CH Anthropology* <sup>7</sup>	<b>KH FAMILY AND CONSUMER SCIENCES</b>	<b>CAREER AND TECHNICAL EDUCATION</b>
CL Cultural Studies* <sup>7</sup>	<b>LX ART EDUCATION*<sup>4</sup></b>	VH Vocational Family and Consumer Sciences
CM Behavioral Studies* <sup>7</sup>	<b>LQ VISUAL ARTS EDUCATION</b>	<i>Vocational Natural Resources and Agriscience Pathway</i>
<b>DX SCIENCE*<sup>3</sup></b>	<b>LZ VISUAL ARTS EDUCATION SPECIALIST</b>	VA Vocational Agriscience and Natural Resources
<b>DI INTEGRATED SCIENCE</b>	<b>HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE*<sup>2</sup></b>	<i>Vocational Business, Management, Marketing, and Technology Pathway</i>
DA Biology	MA Health	VB Vocational Business Services
DC Chemistry	MB Physical Education	VM Vocational Marketing Education
DE Physics	MD Recreation	VZ Vocational Hospitality
DH Earth/Space Science	MH Dance	<i>Vocational Health Sciences Pathway</i>
DP Physical Science	<b>MISCELLANEOUS</b>	VS Vocational Health Sciences
<b>EX MATHEMATICS</b>	NB National Board Certification	<i>Vocational Engineering, Manufacturing, Industrial &amp; Technology Pathway/Vocational Arts and Communication Pathway</i>
<b>WORLD LANGUAGE</b>	ND Library Media	VT Vocational Technical
FA French	NJ Environmental Studies	<i>Vocational Human Services Pathway</i>
FB German	NP Educational Technology	VC Vocational Child Care
FC Greek	NR Computer Science	VE Vocational Cosmetology
FD Latin	NS English as a Second Language	VF Vocational Law Enforcement/ Fire Science
FE Russian	NT Guidance and Counseling	VG Vocational Teacher Cadet
FF Spanish	<b>OX FINE ARTS</b>	
FG Other	<b>PX HUMANITIES*<sup>7</sup></b>	
FH Italian	PR Academic Study of Religions* <sup>7</sup>	
FI Polish	PS Philosophy* <sup>7</sup>	
FJ Hebrew		
FL Japanese Language and Culture		
FR Chinese Language and Culture		
<b>BILINGUAL EDUCATION</b>		
YA Bilingual French		
YB Bilingual German		
YC Bilingual Greek		
YE Bilingual Russian		
YF Bilingual Spanish		
YH Bilingual Italian		
YI Bilingual Polish		
YJ Bilingual Hebrew		
YK Bilingual Arabic		
YL Bilingual Other		

\*<sup>1</sup> Endorsements codes (e.g., BA, ZA) do not appear on Michigan teaching certificates.

\*<sup>2</sup> Endorsements for the Social Science group (formerly CX), for the Business Education group (formerly GX), or for the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.

\*<sup>3</sup> The DX endorsement may not be offered to new candidates after the fall semester of the 2003-2004 academic year.

\*<sup>4</sup> The LX endorsement may not be offered to new candidates after the fall semester of the 2002-2003 academic year.

\*<sup>5</sup> The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education. They do not appear on a teaching certificate.

\*<sup>6</sup> The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.

\*<sup>7</sup> MDE staff recommends the discontinuation of these codes due to not being taught in schools and having no state standards for teachers.

## Proposed Administrative Rules for the Certification of Michigan Teachers 2006

### Who may prepare teachers for certification in Michigan?

"Teacher preparation institution" means a baccalaureate or higher degree granting institution which is approved for teacher education by the state board to recommend applicants for the several certificates provided for in these rules.

R 390.1115 Applications and semester credit hours.

Rule 15.

**(2) Semester credit hours toward certification shall be completed through an approved teacher education institution, or accepted in transfer by such an institution, and shall be acceptable toward requirements for an initial teaching certificate and a bachelor's or higher degree.** The superintendent of public instruction reserves the right to determine the acceptability of credit hours presented for certification from approved teacher education institutions located in other states.

R390.1125 Degree and recommendations

**Rule 25(1) An applicant for provisional certificate shall have been granted a bachelor's degree and shall be recommended by a Michigan college or university approved for teacher preparation by the state board. A Michigan college or university approved for teacher preparation may accept a degree from a regionally accredited institution if it is determined that the degree is equivalent to that awarded by the teacher preparation institution.** The state board reserves the right to determine the acceptability of degree equivalent recommendations.

**(2) The teacher preparation institution shall make recommendations concerning all certificates.**

R390.1130 Reciprocity

**Rule 30. (1)** The superintendent of public instruction may enter into written agreements with the states for the mutual acceptance of 1 or more types of teaching certificates issued by each state. The department of education shall publish and distribute annually a list of states with which reciprocity agreements are signed, or whose certificates are accepted in such a manner.

**(2)** Under the reciprocity agreement in subrule (1) of this rule, the superintendent of public instruction may issue a provisional certificate to a person who meets the following requirements:

- (a)** He or she has, or is eligible for, a teaching certificate issued by the certifying authority of any other state in which requirements for certification are deemed equivalent to those in effect in this state.
- (b)** He or she has successfully completed a course of first aid, which includes cardio pulmonary resuscitation (adult and child).
- (c)** He or she has passed the Michigan teacher preparation basic skills and content area tests.

State Professional Education Certificates

R390.1132

3 years of teaching

18 semester credit hours approved by a teacher preparation institution

May include 6 credit hours within a structured induction program

Out of state courses toward a master's degree or an additional subject area endorsement program of at least 20 semester credit hours

Out of State receiving professional teaching certificate are not required to take or pass the state teacher preparation content area test(s) under Section 1531(5) OF 1976 PA 451

Will not accept a degree in religion, law or medicine

National Board for Professional Teaching Standards Certification 10 year validity.

R390.1135 Professional education certificate or occupational education certificate; **renewal**

Rule 35 (1) An initial professional education certificate or occupational education certificate is valid from the date of issuance in a given year to June 30 of the expiration year and shall be renewed, on proper application, upon the applicant's completion of at least 1 of the following:

- (a) Six semester credit hours of academic credit at any recognized university or college or Michigan community college.
- (b) Eighteen state board continuing education units completed through professional development programs that support the teaching of an academic subject or other needs related to the teachers' practice or professional activities defined and approved by the state board or that are consistent with the certificate holder's professional development plan.
- (c) Or combination of .....3 SBCEU = 1 semester credit hour.

Rule 390.1166 Credit from institutions not designated for preparation of occupational teachers.

## **Standards/Process for Teacher Preparation Endorsement Programs**

### **September 19, 2006**

Michigan began to develop standards in teacher preparation specialty areas in order:

- to recognize and provide needed support for the professionalization of teaching,
- to support the state's K-12 standards-instruction-assessment agenda with teachers who have commensurate depth in the content, and
- to assure that accountability measures for candidates (e.g. MTTC) and for programs (eg. approval processes) could be based upon clear, objective, consensual, State Board of Education-approved expectations for teacher knowledge base.

The process for standards development in Michigan has used three kinds of information to assure a strong, defensible, state-of-the art set of standards in each field.

- First, the referent committee for each area must include both higher education content experts (e.g. professors of the content discipline and professors of education with that content expertise), school teachers of the same content at the appropriate level (e.g. high school for English but elementary teachers for Reading), and the appropriate state consultant for the content (from the Curriculum or Special Education areas at MDE or from DLEG).
- Second, the state's expectations, core curriculum or other State Board of Education approved K-12 content objectives are used in the committee work to assure that the standards require the teacher to have depth and breadth needed to be effective in that content.
- Third, any national standards for teacher preparation in that content are used as guidelines for further content or depth beyond state perspectives. In some cases, the referent committee basically adopts a new national set of standards as its own. More often, both national teacher standards and state K-12 standards can be clearly cross-walked to the committee's recommended standards.

The draft prepared by the committee is presented to the education public for review and comment—originally through mailings and presentations at meetings, but since 2002 through web, meetings of relevant educators, and mailings. Feedback is reviewed by MDE staff and a core of the referent group and suggested modifications to the standards are considered by the committee. The revised standards are presented to the Professional Standards Commission for Teachers (PSCT), including discussion of any concerns from the field review and how those were addressed. The PSCT takes a position and the standards are brought to the State Board for consideration. It is possible for the PSCT to recommend against adoption and for that recommendation to be included in the SBE packet, but in fact that has not happened.

Once the State Board of Education approves a set of standards, teacher preparation institutions are notified of this fact and given one to two years to submit their amended programs in response to the standards for MDE review and approval. As well, disciplines with new standards join the queue for possible redevelopment of the MTTC in that area, which takes at least two years after standards approval. The time lags are intentional as well as operational realities, since program changes (new courses, faculty with different expertise) often require such time



**Standards/Guidelines for Teacher Preparation Programs Required by Legislation or  
by Michigan State Board of Education Policy  
September 19, 2006**

**Standards/Requirements for Periodic Re-Approval of Teacher Preparation Units**

Note: “Units” refers to colleges, schools, or departments of education – the institutional entity given responsibility for the preparation of teachers.

*Standards for the Review of Teacher Preparation Units (December 1992)*

*Guidelines for Periodic Review/Program Evaluation Preparation Fall 2000 – Spring 2005 (1999)*

**Standards/Requirements for Approval of Institutions New to Teacher Preparation**

*Procedures for Approval of Teacher Education Institutions and Programs (1970)*

*Procedures for Approval of Teacher Education Institutions and Programs (March 1997)*

*Standards, Requirements, and Procedures for Initial Approval of Teacher Preparation Institutions  
(September 25,  
2003)*

**General Teacher Preparation Program Standards/Requirements**

**Administrative Rules Governing the Certification of Michigan Teachers, (1990)**

**Administrative Rules Governing the Certification of Michigan Teachers, (2006 anticipated)**

**Entry-Level Standards for Michigan Teachers**

Initial adoption in August 1993

Revised July 1998

Revised October 24, 2002

Proposed revision and name change to *Professional Standards for Michigan Teachers*

**Criteria for an Assessment of Pedagogy (October 24, 2002)**

Defines indicators of achievement for the Entry-Level Standards for Michigan Teachers.

After proposed Professional Standards for Michigan Teachers have been approved by the State Board of Education a

*Related Proficiencies* rubric will be crafted and submitted for approval.

**Elementary Reading Courses for all teacher candidates (6 semester hours)**

Required by Administrative Rule 390.1126 (1) (a), July 1, 1983

*Certification Standards for the Preparation of All Elementary Teachers - Reading Instruction (June 13, 2002)*

**Secondary Reading Courses for all teacher candidates (3 semester hours)**

Required by Administrative Rule 390.1127 (1) (c), July 1, 1983

*Certification Standards for the Preparation of All Secondary Teachers - Reading Instruction (June 13, 2002)*

**Reading Instruction Requirements for Renewal of Provisional Certificates or for New Professional Certificates (3 semester hours)**

Required by April 14, 2006 legislation that amends Sec. 1531 of the Michigan School Code 1976 PA 451 (MCL 38 0.1531).

**Educators Code of Ethics, (December 3, 2003)**

**Specialty Program Standards**

*Note: The following standards/guidelines were adopted or approved by the State Board of Education or defined by Administrative Rule. The standards for each of these areas are available on the web:*

[http://www.michigan.gov/mde/0,1607,7-140-5234\\_5683\\_6368-24835--,00.html](http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html)

*These standards/guidelines must be used by teacher preparation institutions approved to offer programs in the following areas:*

**Agriscience and Natural Resources (HX)**

*Standards for the Preparation of Teachers – Agriscience and Natural Resources (September 14, 2004)*

**Bilingual Education (YA...YT)**

Administrative Rule 390.1157 (Proposed elimination of Administrative Rule 390.1157 in fall 2006 Administrative

Rule updating project)

*Standards for the Preparation of Teachers – Bilingual Education (July 7, 2004)*

**Biology (DA)**

*Standards for the Preparation of Teachers – Biology (August 8, 2002)*

**Business, Management, Marketing, and Technology GQ)**

*Standards for the Preparation of Teachers – Business, Management, Marketing, and Technology (April 13, 2004)*

**Chemistry (DC)**

*Standards for the Preparation of Teachers – Chemistry (August 8, 2002)*

**Communication Arts (AX)**

*Standards for the Preparation of Teachers - Communication Arts (July 20, 2000)*

**Computer Science (NR)**

*Standards for the Preparation of Teachers – Computer Science (November 16, 2000)*

**Dance (MH)**

*Standards for the Preparation of Teachers – Dance (April 24, 2003)*

**Guidance and Counseling (NT)**

*Endorsement of Teachers as Counselors (June 8, 1971), Administrative Rule 390.1301-390.1305.*

**Early Childhood Education (ZA)**

The State Board of Education (SBE) adopted the National Association for the Education of Young Children (NAEYC) Guidelines for early childhood preparation programs. The endorsement is offered only to candidates who are certified to teach at the elementary level. The Early Childhood preparation program must consist of a minimum of 20 semester hours, including 14 semester hours focused exclusively on the study of children from birth through eight years of age. (September 8, 1995)

**Earth/Space Science (DH)**

*Standards for the Preparation of Teachers – Earth/Space Science* (August 8, 2002)

**Economics (CA)**

*Standards for the Preparation of Teachers - Economics* (January 10, 2002)

**Educational Technology (NP)**

*Standards for the Preparation of Teachers – Educational Technology* (June 13, 2002)

**English (BA)**

*Standards for the Preparation of Teachers - English* (February 17, 2000)

**English as a Second Language (NS)**

*Requirements and Standards for Professional Preparation for the English as a Second Language Endorsement on*

*a Michigan Teaching Certificate* (July 17, 1997)

*Standards for the Preparation of Teachers – English as a Second Language* (July 7, 2004)

**Family and Consumer Sciences (KH)**

*Standards for the Preparation of Teachers - Family and Consumer Sciences* (May 18, 2000)

**Geography (CB)**

*Standards for the Preparation of Teachers – Geography* (December 13, 2001)

**Health (MA)**

*Standards for the Preparation of Teachers - Health* (June 22, 2000)

**History (CC)**

*Standards for the Preparation of Teachers – History* (December 13, 2001)

**Industrial Technology (IX)**

*Guidelines for Industrial Technology* (June 19, 1997)

**Integrated Science (DI)**

*Standards for the Preparation of Teachers – Integrated Science: elementary* (August 8, 2002)

*Standards for the Preparation of Teachers – Integrated Science: secondary* (August 8, 2002)

**Japanese Language and Culture (FL)**

*Japanese Language and Culture Content Guidelines* (June 1986)

*Standards for the Preparation of Teachers – World Languages* (July 7, 2004)

**Journalism (BC)**

*Standards for the Preparation of Teachers - Journalism* (April 13, 2000)

**Language Arts (BX)**

*Standards for the Preparation of Teachers - Language Arts* (July 20, 2000)

**Library Media (ND)**

*Initial Programs for the School Library Media Specialist* (NCATE-approved), prepared jointly by the American Library Association and the American Association of School Librarians (November 14, 1996, K-12 only).

**Marketing (GM)**

*Standards for the Preparation of Teachers – Marketing* ( April 13, 2004)

**Mathematics (EX)**

*Standards for the Preparation of Teachers K-8 Mathematics* (February 17, 2000)

*Standards for the Preparation of Teachers 7-12 Mathematics* (February 17, 2000)

**Middle Level (ZL)**

The Middle Level Endorsement conforms to the SBE guidelines described in Rule 390.1101 (g) as the Middle School Endorsement and provides authorization to teach in grades 5 to and including 9 in the major and minor areas of preparation. Preparation standards, *Standards for the Basic Preparation of Middle Level Teachers*, were adopted by the SBE February 20, 1997, at the same time that the endorsement was renamed.

**Music Education (JQ)**

*Standards for the Preparation of Teachers – Music Education* (May 11, 2004)

**Physical Education (MB)**

*Standards for the Preparation of Teachers - Physical Education* (April 13, 2000)

**Physical Education for Students with Disabilities (SP)**

*Standards for the Preparation of Teachers – Physical Education for Students with Disabilities* (August 8, 2002)

**Physical Science (DP)**

*Standards for the Preparation of Teachers – Physical Science* (August 8, 2002)

**Physics (DE)**

*Standards for the Preparation of Teachers – Physics* (August 8, 2002)

**Political Science (CD)**

*Standards for the Preparation of Teachers – Political Science* (January 10, 2002)

**Reading Specialist (BR)**

*Standards for the Preparation of Teachers - Reading Specialist* (July 20, 2000)

A K -12 graduate degree program is required.

**Reading (BT)**

*Standards for Preparation of Teachers - Reading* (July 20, 2000)

**Social Studies (RX)**

*Teacher Education Standards for Social Studies* (April 15, 1999)

**Speech (BD)**

*Standards for the Preparation of Teachers - Speech* (May 18, 2000)

**Special Education (SA...SV)**

Revised (April 9, 1997) *Administrative Rules for Special Education*

**Technology and Design (TX)**

*Guidelines for Technology and Design* (June 19, 1997)

**Visual Arts Education (LQ)**

*Standards for the Preparation of Teachers – Visual Arts Education* (June 12, 2001)

**Visual Arts Education Specialist (LZ)**

*Standards for the Preparation of Teachers – Visual Arts Education Specialist* (June 12, 2001)

**Vocational Agriscience and Natural Resources Education (VA)**

October 26, 1993, SBE Memorandum *Approval of the Redefinition and Renaming of the Vocational Agriculture (VA) Endorsement for Teacher Certification to Agriscience and Natural Resources Education*

**Vocational Business Services (VB)**

July 27, 1993, SBE Memorandum, *Approval of Business Services as a New Endorsement for Teacher Certification*

**Vocational Family and Consumer Sciences (VH)**

*Standards for the Preparation of Teachers - Family and Consumer Sciences* (May 18, 2000)

**World Languages (FA-FR)**

*Standards for the Preparation of Teachers – World Languages* (July 7, 2004)

French, German, Greek, Latin, Russian, Spanish, Italian, Polish, Hebrew, Japanese, Chinese

**Specialty Program Standards Currently in Development**

Early Childhood (ZA)

Elementary Teacher Preparation Program Standards

Environmental Science

Environmental Studies (NJ)

Mathematics Specialist (EZ)

World Language Standards for Arabic (FK)

### **Specialty Programs Proposed for Development**

Fine Arts (OX), Integration of Visual Arts into the Elementary Curriculum, and/or Integration of Music into the

Elementary Curriculum (proposed additional endorsement for previously-certified teachers)

Teaching in an online environment (proposed additional endorsement for previously-certified teachers)

### **Specialty Programs Recommended for Discontinuation**

Anthropology

Cultural Studies

Behavioral Studies

Humanities

Academic Study of Religions

Philosophy

Middle School (replaced by Middle Level February 20, 1997)

## Summary of the Approval of Teacher Preparation Standards/Guidelines

September 2006

Broad-Based Standards	Date SBE Approved Standards
Adoption of NCATE standards for the Michigan review of teacher preparation units	March 1987
Adoption of State standards for the review of teacher preparation units	2000
Adoption of Entry-Level Standards for Michigan Teachers (ELSMT)	1993, revised 1998, revised 2002
Development of Professional Standards for Michigan Teachers (will replace the ELSMT); currently out for second public review.	
Adoption of the Professional Code of Ethics for Michigan Teachers	December 2003
Elementary Reading Courses for all Teacher Candidates (6 semester hours)	6-13-2002
Secondary Reading Courses for all Teacher Candidates (3 semester hours)	6-13-2002
Reading Instruction Requirements for Renewal of Provisional Certificates or for New Professional Certificates (standards are in development to meet legislative guidelines, summer 2006)	

Specialty Program Standards	Date SBE Approved Standards
English language arts, Elementary language arts, English, Journalism, Speech, Reading Specialist, Classroom Reading Teacher	2000
Economics, Geography, History, Political Science	2001-2002
Biology, Chemistry, Physics, Earth/Space Science, Physical Science, Integrated Science	8-8-2002
Mathematics	4-13-2000
World Languages, bilingual, English as a Second Language	7-7-2004
Business, Management, Marketing, and Technology; Marketing	4-13-2004
Industrial Technology, Technology and Design	6-19-1997
Music Education	5-11-2004
Family & Consumer Sciences	5-18-2000
Agriscience and Natural Resources	9-14-2004
Visual Arts Education, Visual Arts Education Specialist	6-12-2001
Health, Physical Education	2000
Dance	4-24-2003
Educational Technology	6-13-2002
Computer Science	11-16-2000
Social Studies	4-20-1999
Physical Education for Students with Disabilities	8-8-2002
Middle Level	2-20-1997

Specialty Program Standards in Development	Notes
Elementary	Currently out for 2 <sup>nd</sup> public review.
Early Childhood	Contingent on approval of elementary program standards.

## History of the Periodic Review/Program Evaluation Process

**Definition:** Periodic Review/Program Evaluation (PR/PE) is a process designed to ensure that Michigan teacher preparation institutions are offering appropriate and dynamic programs to potential teachers and other education personnel.

This process is mandated by Administrative Rule 390.1151 (1): "The state board approves certain institutions and their programs for the purposes of preparing applicants for certification. Upon request of the state board, a teacher education institution shall present a report of its teacher education curricula and definitions of majors and minors. The programs of an approved teacher education institution are subject to periodic review by the state board."

Date	Activity	Comments
12-3-85	First meeting of PR/PE Council	Charged by SBE "to propose standards of quality for teacher education programs in Michigan subject to SBE approval"
3-26-87	PR/PE Council recommended to the SBE that Michigan partner with NCATE and that NCATE unit standards be adopted as state standards for PR/PE	
4-13-88	PR/PE Council recommended that the state accept NCATE accreditation for state unit approval	Approximately half of Michigan's teacher preparation institutions were accredited by NCATE
	Council recommended that unit and specialty program review be accomplished in one on-site visit for all institutions (regardless of accreditation)	Review teams would be selected from a pool of trained reviewers
4-26-89	Council recommended NCATE Option Two partnership	Michigan institutions to have the option of not seeking NCATE approval
1-10-91	Council recommended that all institutions may submit programs for state review instead of review by national specialty associations	
12-92	PR/PE implementation plan approved by SBE	PR/PE Council to review all team reports and institutional rejoinders before formulating approval recommendations for SBE consideration
7-93, 1-94, and 6-95	PR/PE reviewer training	By NCATE and state consultants
4-94 to 4-95	PR/PE process piloted at Siena Heights, NMU, and UM-Dearborn	
1995-1999	Remainder of all teacher preparation institutions participate in initial PR/PE	
1998-2000	PR/PE Council developed plans for second cycle of PR/PE	<ul style="list-style-type: none"> <li>• State unit standards were developed (for all institutions)</li> <li>• MDE to require all institutions to address designated standards for each specialty area</li> <li>• Specialty programs to be reviewed separately from unit review – core areas in review conferences</li> <li>• No on-site visits (except for NCATE visits)</li> <li>• All materials to be submitted electronically</li> <li>• Reviewer training conducted annually</li> <li>• Annual PR/PE informational workshops to prepare institutions for unit and specialty program review</li> <li>• Technical assistance workshops to assist in the preparation of specialty programs for review</li> </ul>
Winter 1999	Ad hoc committee developed new plans for the review of specialty programs	Specialty programs to be reviewed by teams of content experts
May 1999	Pilot math conference	Hillsdale, Olivet, UM-AA, Alma, UD Mercy, Concordia
1999 and 2000	Several presentations to SBE on revised PR/PE process	
January 2000	Pilot conferences for math, social studies, science, and English language arts	GVSU, Siena Heights, WMU
2000	Ad hoc committee developed guidelines and procedures for unit review	



January 2001	Conferences for math, social studies, science, and English language arts	Concordia, OU, NMU, Siena Heights, WMU
January 2002	Revised Charge and Composition of PR/PE Council prepared for SBE	No action taken
October 2002	Pilot unit review conference	Siena Heights, WMU, NMU, OU, Concordia
January and February 2002	Conferences for social studies, science, and English language arts, foreign languages, health, physical education, dance, computer science, and music	Adrian, Albion, Madonna, Marygrove, MSU, OU, SVSU, UM-Dearborn
11-01 to 1-02	Superintendent asks OPPS to streamline PR/PE process	
1-31-02	PR/PE Council considers revisions to current process and a timeline for implementation	
4-02	Plans for changes in the review of education units and specialty programs presented to MACTE at spring conference	
Fall 02 to spring 05	Review conferences for most core specialty programs held twice a year	Programs reviewed were submitted for initial approval, PR/PE, PR/PE follow-up, or compliance with new state standards
8-29-02	Meet with Superintendent, UM-AA, MSU, and WSU to discuss direction of PR/PE	WSU agreed to convene a forum to discuss possible changes in the PR/PE process
3-26-03	Meeting with selected institutions called by Superintendent to discuss possible changes in the PR/PE process	WSU directed to craft a proposal
May 2003	Group of institutional representatives begin work with MDE regarding state assistance with the collection of outcome data	
Summer 2003	Decision by Superintendent to discontinue requests for vitae as a part of the periodic review of specialty programs; current unit review also put "on hold"	
11-14-03	Plans for the review of education units and specialty programs presented to MACTE at fall conference	Conference was to focus on the needs of teacher preparation institutions with relatively new deans or directors
3-30-04	Each institution invited to send a representative to discuss plans for PR/PE, data collection, and accreditation by national professional accrediting bodies	
Summer 2004	Some outcome data made available to teacher preparation institutions from the Register of Educational Personnel database	Institutions were enabled to do follow-up on graduates
2005-2006	Plans made with representative bodies for review conferences in the areas of special education and mathematics and for 7 <sup>th</sup> standard of unit, to pilot the new, outcomes-based periodic review process for 2005-2012	
11-21-05	Meeting with Michigan's NCATE accredited institutions to discuss new partnership agreement, problems, and solutions	
4-18-06	Superintendent suspended plans to implement the proposed outcome-based periodic review process for 2005-2012	
6-1-06	Meeting with Michigan's NCATE accredited institutions, NCATE, and NCSS to discuss new partnership agreement, problems, and solutions	

For more information: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_6368---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368---,00.html)

## **State Review and National Accreditation of Teacher Preparation: Choices in a Framework of Outcomes**

Two accrediting bodies in teacher education have received national approval from the US Department of Education and offer formal review to teacher preparation institutions, possibly leading to accreditation. The National Council on Accreditation of Teacher Education (NCATE), the older national accrediting body, has accredited 623 colleges of education with nearly 100 more seeking accreditation. The Teacher Education Accreditation Council (TEAC) is the new accrediting body, with 116 teacher preparation institution members and 26 institutions at some stage of accreditation.

Both organizations have Michigan institutional members. Both use multi-step processes of review that incorporate evidence of achievement of desired outcomes. Both have partnership agreements with the State of Michigan. As the Michigan Department of Education (MDE) redrew its Periodic Review guidelines to focus on multiple evidences of outcomes for established programs, common approaches and overlaps became clear across the national processes and Michigan's intentions. Awareness of such overlaps by deans and directors of Michigan institutions led the MDE to a new policy applicable to institutions that already had met State Board of Education (SBE) standards and were seeking national accreditation for teacher education.

Previous cycles of Periodic Review in Michigan had permitted institutions to claim national accreditation but did not use such accreditation decisions in lieu of state processes of review or decisions of approval. For the third cycle (roughly 2005-12) and only for institutions and programs that had already been approved to SBE standards, MDE has agreed, in public documents and in presentations to MACTE and the Deans Council, to waive those elements of periodic review that were covered through a satisfactory national teacher education accreditation process and decision. (Note: NCA has only sketchy attention to teacher education).

Deans and directors were asked in fall 2004 to commit to a choice for this entire review cycle, for their preferred mode of review—state, NCATE or TEAC; Deans and directors were asked in fall 2005 to confirm that choice. State review would only be used to supplement national accreditation for any programs or core state requirements that were NOT part of the state partnership with the accrediting body. Subsequently, state staff worked with the national bodies to increase the coverage of Michigan standards and program types so that most institutions would have only one review entity. Specialty programs reviewed as part of the national accreditation process will be accepted in place of state review of those programs. Note, however, that NCATE specialty associations do not review all of the specialty programs available in Michigan. State agreement with TEAC (January 2005) requires the institution to disaggregate any programs where the state needs to see distinct outcome data. No matter whether an institution was reviewed by the state, NCATE or TEAC, similar kinds of evidence would be available to the state to use in a transparent state website so that the public has full information about each institution and its evidence, not just its status.

No Michigan institutions have yet experienced the full process of national accreditation review for this period, although Grand Valley State University was a pilot for the new NCATE process.

## Brief Comparison of NCATE and TEAC

### Accreditation of Teacher Education Programs

	<b>NCATE</b>	<b>TEAC</b>
<b>Mission</b>	<p>The National Council for Accreditation Of Teacher Education (NCATE) is a non-profit, non-governmental organization that accredits colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. The NCATE accreditation process determines whether schools, colleges, and departments of education meet Standards for the preparation of teachers and other professional school personnel. Through standards that focus on systematic assessment and performance-based learning, NCATE encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.</p>	<p>The Teacher Education Accreditation Council (TEAC) is a non-profit organization of institutions of higher education and other groups and individuals devoted to the improvement of academic degree programs for professional educators. The Council's primary work is to assure the public about the quality of the professional programs it accredits. It provides this assurance through a system of accreditation that verifies and evaluates the evidence institutions of higher education rely on for their claim that they prepare competent, carrying, and qualified professional educators.</p>
<b>Governance</b>	<p>NCATE is a coalition of more than 30 national associations representing the education profession at large. The associations that comprise NCATE appoint representatives to NCATE's boards, which develop NCATE Standards, policies, and procedures. Membership on policy boards includes representatives from organizations of teacher educators, teachers, state and local policymakers, and professional specialists.</p>	<p>TEAC is comprised of member institutions. Members with candidate, initial, provisional, pre-accreditation, or continuing accreditation status have a single vote. TEAC is governed by a self-perpetuating Board of Directors that includes teacher educators, administrators, teachers, public members, and others broadly representative of the field of education. Affiliate members of TEAC have no voting rights. (Affiliates are institutions that do not wish to undertake candidate membership status. Individuals, professional associations, and agencies may also be affiliate members.)</p>

<p><b>Entity Accredited</b></p>	<p>Accredits professional education units, with programs reviewed by professional specialty associations and/or approved by states. Definition of unit is the institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel.</p>	<p>Accredits programs. Definition of program is a planned sequence of academic courses and experiences leading to a degree, and/or a state license (or a certificate), or some other credential, that entitles the holder to perform professional education services in schools. Examples are programs that prepare secondary and elementary teachers, special educators, school counselors, and administrators.</p>
<p><b>Guiding Philosophy</b></p>	<p>The conceptual framework Establishes the shared vision for the unit and the bases of the unit’s intellectual philosophy. The conceptual Framework provides the following structural elements:</p> <ol style="list-style-type: none"> <li>1. The mission of the institution and unit</li> <li>2. The unit’s philosophy, purposes, professional commitments and dispositions</li> <li>3. Knowledge bases</li> <li>4. Performance expectations for Candidates</li> <li>5. The system by which candidate performance is assessed</li> </ol> <p>Evidence of the Conceptual Framework throughout the standards includes:</p> <ol style="list-style-type: none"> <li>1. Shared vision and purpose of the unit</li> <li>2. Coherence of program elements</li> <li>3. Professional commitments and dispositions</li> <li>4. Commitment to diversity</li> <li>5. Commitment to technology</li> <li>6. Candidate proficiencies aligned with professional and state standards</li> </ol>	<p>TEAC requires that a program seeking accreditation provide a rationale for the assessments it employs to support its claims that the program’s graduates are competent, caring, and qualified and that the program meets TEAC’s three quality principles and capacity standards.</p> <p>The rationale for the assessments links the assessments to the program’s goal, the claims the program makes about candidate learning and accomplishment, and the program’s requirements. The rationale is evaluated for completeness, coherence, and its roots in scholarship.</p> <p>The program must also describe the train of reasoning behind the program—the theories, scholars, arguments, experiences, traditions, etc., that the faculty members rely on to support their beliefs about the program.</p>

**Adapted from AACTE document**

[http://www.aacte.org/Programs/Accreditation\\_Issues/ncateteacchart.pdf#search=%22COMPARISON%20OF%20NCATE%20AND%20TEAC%20PROCESSES%20FOR%22](http://www.aacte.org/Programs/Accreditation_Issues/ncateteacchart.pdf#search=%22COMPARISON%20OF%20NCATE%20AND%20TEAC%20PROCESSES%20FOR%22)

## Teacher Preparation Institutions - Choices for Review

NCATE Accreditation	TEAC Accreditation	State Review
Andrews University	Albion College	Adrian College
Calvin College	Aquinas College	Alma College
Central Michigan University	Ferris State University	Cornerstone University
Concordia College	Michigan State University	Hillsdale College
Eastern Michigan University	Oakland University	Lake Superior State University
Grand Valley State University	U of M – Ann Arbor	Marygrove College
Hope College		Michigan Technological University
Madonna University		Olivet College
Northern Michigan University		Siena Heights University
Saginaw Valley State University		University of Detroit Mercy
Spring Arbor University		U of M – Dearborn
Western Michigan University		U of M - Flint
		Wayne State University

# Overview of Proposed Periodic Review Protocol for Special Education Programs

Summarized: September 2006

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## **New Periodic Review Program Principles**

(Established by Michigan Department of Education staff and Michigan Association of Colleges of Teacher Education (MACTE) in 2004.)

- Collaborative: TPI/IHE and MDE through OPPS and OSE/EIS
- Outcome based: program performance record and analysis
- Continuous self-improvement: TPI/IHE-selected performance quality indicators
- Aligned standards: Michigan State Board of Education, Council for Exceptional Children
- Dynamic: incorporate identified local, regional education needs
- Public: requires local, regional committee participation
- Transparent: annual, web-based TPI/IHE program report
- Formal: scheduled 7-year review in peer-review context

## **OVERVIEW**

The MDE/Office of Professional Preparation Services (OPPS) began to move the Periodic Review process from simply compliance/alignment to approved-standards toward an outcomes-based process around approved standards, for re-approval of programs that had met input standards in initial review. Since 2004, the Office of Special Education and Early Intervention Services (OSE/EIS) participated with the OPPS and an advisory committee of Special Education Institutions of Higher Education (SEIHE) to produce a new periodic review process. This process was ready for implementation during the spring of 2006.

SEIHEs would not be required to have periodic program review conducted exclusively by the MDE. If the IHE opted for review by a national accreditation agency, e.g., the National Council for Accreditation of Teacher Education (NCATE), or the Teacher Education Accreditation Council (TEAC), those institutions would not be required to participate in the MDE program performance review process. However, all members on the SEIHE advisory committee contributed to the development of the new MDE process and would be invited to attend scheduled information meetings and program review conferences related to the new MDE process.

The purpose of the MDE's new process for periodic review is to provide for continuous self-improvement of endorsement programs to prepare teachers who effectuate the learning of students with impairment, in grades K through 12.

TPIs would be reviewed on the basis five specialty-program quality indicators:

- Indicator #1: program consistency with the Michigan administrative rules for special education and the standards of national Specialized Professional Associations (SPAs).
- Indicator #2: record of annual institutional self-evaluation based on TPI/SEIHE-selected performance outcomes, constructed from administrative rules and SPA standards for special education teacher preparation.
- Indicator #3: evidence of including local educators (e.g., special education field experience supervisors, building administrators, special education directors, classroom teachers, and/or faculty/researchers) in formulating performance outcomes and developing assessment/evaluation plans for program self-improvement.
- Indicator #4: evidence of using self-assessment processes for program improvement.
- Indicator #5: annual web-based report of selected program elements and outcomes, such as: candidate enrollment and production statistics, Michigan Test for Teacher Certification passing rates, placement and professional performance of graduates, program coursework and field experiences, and performance priorities and assessments identified and outcome data collected annually in response to Indicators #1, #2, and #4.

A timeline for Implementation of this new protocol was scheduled to include:

- Nov – Dec 2005: Conference calls explaining process and reviewing guidelines
- Mar – Apr 2006: Collaborative forum in Lansing for the purpose of peer review of TPIs' plans for collecting, using, and reporting performance outcome data related to specialty-program quality indicators #1 through #5.
- Mar – Apr 2007: Conference call for updating program progress.  
Specialty-program Quality Indicator #5 due – Year 1
- Mar – Apr 2008: Conference call for updating program progress.  
Specialty-program Quality Indicator #5 due – Year 2
- Mar – Apr 2009: Formal collaborative program peer review forum.  
Specialty-program Quality Indicator #5 due – Year 3
- 2010 – 2012: Continue collecting and using outcome data for program improvement.  
Specialty-program Quality Indicator #5 due annually:  
- Year 4, Year 5, Year 6.

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The new process is further detailed in:

**MICHIGAN COLLEGE/UNIVERSITY SPECIAL EDUCATION ENDORSEMENT PROGRAM  
PERIODIC REVIEW: A New Protocol for 2005-2012 Review Cycle**

# **Standards, Requirements, and Procedures For the Initial Approval of Teacher Preparation Institutions (Units and Specialty Programs)**

State Board of Education, September 25, 2003

## **Purpose of the Approval Process**

To protect the integrity of the teaching profession, ensure well-qualified teachers in every classroom, and meet program standards required of all Michigan teacher preparation institutions.

## **Authority**

A teacher certification system is an instrument of the state designed to ensure professional preparation and competence of its teachers. Acting through the Legislature, the people of Michigan have made the State Board of Education (SBE) the agency that authorizes programs in teacher education. The SBE has the authority to approve or disapprove teacher education institutions and programs designed for the preparation of teachers (Administrative Rules Governing the Certification of Michigan Teachers, Rule 390.1151). Institutions approved by the SBE are authorized to recommend graduates in specifically designated areas of teacher preparation as candidates for elementary and secondary teaching certificates.

## **The Approved Program System**

The Approved Program System accommodates the authority structure of the SBE and complements the administrative responsibilities of the Michigan Department of Education (MDE). It shares the responsibility for the individual professional judgments required for the issuance of certificates with the institution sponsoring each candidate. Recommendations from approved institutions are accepted by the SBE and the MDE as tacit evidence that each candidate recommended has satisfactorily completed all requirements of the certification code and the approved programs at the sponsoring institution.

## **Submission of Applications**

Institutions are required to submit all application-related documents electronically via CD-Rom, e-mail attachment, or by web postings. With the submission of an application for review and approval as a teacher preparation institution, an institution agrees to comply with the requirements of the process and to cover costs of convening a Committee Of Scholars (COS), including site visit(s) to the institution.

### **1. Application for Preliminary Approval**

Applications are reviewed by MDE staff. When documentation is satisfactory, a recommendation is made to the SBE for preliminary approval.

*Preliminary approval authorizes the institution to proceed with the development of the teacher education program identified in the request, but does not authorize the recommendation of graduates for certification.*

As soon as the Application for Preliminary Approval is received, work begins to select a COS to review the next application for approval.

The institution has the opportunity to question the selection of any of the committee members before the composition of the COS is finalized.



## **2. Application for Probationary Approval**

*Probationary approval authorizes the institution to recommend candidates for certification under limits stipulated in the probation. Before the termination of the probationary approval, the institution shall present evidence that it has qualified for final approval or shall request a three-year extension of the probationary period. Only one such extension will be granted by the SBE. It may be granted for a period of three to five years when problems are identified that require resolution prior to final approval. Probationary approval may be granted prior to regional accreditation of the institution.*

## **3. Application for Final Approval**

*This final step in the unit approval process indicates that the following conditions are met:*

- The institution fully meets all state code and SBE policy requirements.
- The institution fully meets all state requirements for the unit. The institution has provided acceptable outcome data, including an 80% minimum collective pass rate on specialty area Michigan Test for Teacher Certification (MTTC) tests.
- The unit utilizes a variety of assessment instruments (Michigan assessment of pedagogy, MTTC pass rates, feedback from specialty area faculty, candidates, graduates, supervising teachers, cooperating teachers, etc.) to evaluate academic and professional competence of professional education candidates prior to graduation and/or recommendation for licensure.
- The unit utilizes assessment data for continuous program improvement.

*Following final approval, teacher preparation institutions are subject to review through the PR/PE process.*

### **Standards for the Initial Approval of the Professional Education Unit**

The applying institution must document and demonstrate to the satisfaction of the COS that the State Board approved unit standards are met. Those standards were approved by the SBE in 1988 for the Periodic Review of all teacher preparation units (the institution's school, college, or department of education). During the period from 1994 to 1999 all institutions were reviewed against those input standards. Since new institutions do not have significant outcomes to report, those standards are used with new institutions.

### **Role of the Committee of Scholars**

The five-member Committee of Scholars (COS) reviews the institution's applications for probationary and final approval against the legislated and SBE-approved standards/requirements and writes a detailed report of findings. The COS may request additional documentation at any phase of the approval process. The COS will also visit the institution to inspect documentation and conduct interviews with administrators, faculty, community representatives, and candidates. A COS may be active for up to seven years.

### **Role of a Mentoring Institution**

Many new institutions will contract for mentoring purposes with a teacher preparation institution that is fully approved by the state. In addition to ensuring that the new programs meet all the requirements of the mentor institution's programs, the mentor actually recommends the new institution's candidates for certification until probationary approval has been awarded by the SBE.

## Performance Scores for Teacher Preparation Institutions

The Higher Education Act (HEA), Title II, Section 208(a) requires all state education agencies to establish criteria to identify teacher preparation institutions that are not performing at a satisfactory level. Some states use only one factor—the passing rate on the state’s test for teacher certification. Some use only the national accreditation status of the teacher education program.

The Office of Professional Preparation Services (OPPS) has led a workgroup in the re-development of a set of criteria to reflect the overall effectiveness of the teacher preparation institutions. The six criteria are listed below:

- Passing rate on the Michigan Test for Teacher Certification (MTTC)
- Results of the program review process
- Percent of teacher candidates completing the program within 6 years
- Results of teacher candidate surveys of perceived readiness (begins in 2006-2007)
- Institution response to high need areas of teacher preparation (i.e., mathematics, science, and special education; and recruitment of culturally and ethnically diverse candidates)
- Teaching success rate (not in effect until 2008)

Criteria and the scoring rubric approved by the State Board of Education in June 2006 for identifying performance categories of teacher preparation institutions follow.

### 1. Test pass rate (30 points):

- a. 90% or higher = 30 points
- b. 85-89.9% = 25 points
- c. 80-84.9% = 20 points

No points will be awarded to institutions that fail to meet the 80% test pass rate.

### 2. Program Review (10 points):

- 95% or more programs approved = 10 points
- 90-94.9% programs approved = 8
- 85-89.9% programs approved = 6
- 80-84.9% programs approved = 4
- 75-79.9% programs approved = 3

\*Note: a program withdrawn by the institution is not included in the calculation of the percent approved.

### 3. Program Completion (10 points):

This information would be calculated by the institution and subject to state audit. The points are awarded as follows:

- 90% = 10 points\*
- 80-89.9% = 8 points
- 70-79.9% = 6 points
- 60-69.9% = 4 points
- 50-59.9% = 2 points

**\*Note:** the maximum point category is set only at 90% to acknowledge that institutions have a responsibility to identify candidates whose commitment or classroom performance are not suitable for the profession, even if academic qualifications that led to program admission are strong. However, over time, it is expected that institutional admission criteria would increasingly reflect institutional experiences of the qualifications needed for success in the specific program.

**4. Survey of candidates (10 points):**

- a. 80% or more candidate response rate with 80% or more efficacy = 10 points;
- b. 80% response rate with 70-79% efficacy = 8 points;
- c. less than 80% response rate with a minimum 60% efficacy = 5 points
- d. Less than 60% efficacy is 0.

Note: for 2006-07, it is anticipated that a factor will be added for use in this category, representing the overall evaluation of student teachers by their supervisors against Entry Level Standards, using a state rubric and reporting instrument.

**5. Institutional responsiveness to state need (10 points):**

**A. Diversity score (5 points):** The 2004-2005 Register of Education Personnel (REP) indicates that less than 10% of Michigan's teaching force is represented by ethnic minorities. Ethnic minority categories are consistent with the U.S. Census definition.

**B. Preparation of teachers in high need subject areas (5 points):**

**6. Teaching success rate (points to be determined):**

This longer term factor is expected to be added by 2008. Teaching success rate is the number of new teachers from the institution evaluated as satisfactory or better divided by the total number of all who were placed in Michigan in that focus year and for whom a rating was received, with a minimum of 85% for "Satisfactory" programs. This indicator will be implemented over time; as more systematic information becomes available on new teachers from the Center for Educational Performance and Information (CEPI) and from institutional follow up, the formula will change to reflect this new information.

**Overall score:** A range of 0 to 70 is available in 2006. The total points will increase as other factors are implemented.

- 63 (90%) or higher = exemplary
- 56 to 62 (80% to 89.9%) = satisfactory
- 52.5 to 55 (75% to 79%) = at-risk status
- 52.49 or below = low performing.

Institutions identified as low performing will have two years with an opportunity for technical assistance from the state to improve. Institutions that remain in the at-risk category for two consecutive years will be moved into the low performing category. Appeals regarding an institution's performance status will be handled through the OPPS until such time as the Periodic Review Council is reconstituted.

For detailed information: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_6368-146335--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-146335--,00.html)

## Michigan Teacher Induction and Mentoring Standards

In 1993, the Michigan Legislature, in Section 1526 of PA 335, mandated the New Teacher Induction/Teacher Mentoring Program.

*Section 1526 states: “For the first 3 years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the 3-year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors.”*

In 1994, the Michigan Department of Education (MDE) began publishing supporting information to meet the needs of local school districts as they implemented this mandate. In 2000, a working conference was convened and continued through the spring of 2001 to develop draft standards and benchmarks for the Teacher Induction and Mentoring Programs. Based on the feedback from members of these associations, a revised draft was created during 2003, educators at eight regional sites across the state received updates on the State Board of Education (SBE) Professional Development Vision and Standards as well as the revised Teacher Induction and Mentoring Program Standards. Based on the responses from over two hundred reviewers attending the regional meetings and the formal review responses, the standards received overwhelming positive support. The proposal was reviewed on November 6, 2003, by the Board-appointed Professional Standards Commission for Teachers (PSCT) and was recommended for adoption by the SBE. The Teacher Induction and Mentoring Program Standards were approved by the SBE on January 13, 2004.

### Teacher Induction and Mentor Program Resource and Assessment Development

The MDE and partners made significant progress in identifying new teachers in Michigan schools to provide support to induction, and professional development. The MDE staff is now able to determine the number of teachers employed each year of the induction period and the levels of mentoring support the school districts provide to these new teachers. An electronic survey has been posted to gather specific data showing the ongoing adjustments to induction and mentor programs. Based on this survey data, site visits will be conducted at randomly selected school districts statewide to provide technical assistance and address quality issues.

The MDE has used USDE Teacher Quality Enhancement Grant (2003-06) funds to develop significant resources to support teachers across their careers. The Advocating Strong Standards-Based Induction Support for Teachers (ASSIST) website has had over **232,551 hits since August 2005**. More than a dozen awareness and in-depth educator preparation conferences have been held over a two year span with over 600 teachers, mentors and administrators prepared to use the following resources:

Induction/Mentoring Elements completed include:

- A. Over 1,000 Professional Development Tools in areas developed for:
  1. Principals
    - a. Working Together
  2. Beginning Teachers  
Managing a class, Engaging Communities, Planning Activities,  
Leading Discussions, Assessing Learning

3. Experienced Teachers
    - a. Educative Mentoring
    - b. Observation Techniques
- B. Seven Instructional Modules developed as on-line resources for sustained learning:
1. Building Student Comprehension
  2. Developing Curriculum
  3. Developing Home, School, and Community Partnerships
  4. Developing Literacy in Early Childhood
  5. [Differentiating Instruction through Technology](#)
  6. Inclusive Instruction
  7. Promoting Student Achievement in Culturally and Linguistically Diverse Classrooms
- C. Additional induction-related activities:
1. Content level mentor curricula tools were developed for Mathematics, Science, Reading, and Social Studies, and on-going updates are planned.
  2. International, national, and statewide dissemination of ASSIST web resources.
  3. LearnPort is a web-based professional development portal that allows approximately 150,000 educators and support personnel free access to professional support. A current catalog of nearly 200 professional development offerings is available at this site. As of August 2006 we have 10,000 active user accounts.
  4. Continue the development of protocols for work-embedded portfolio assessment of new teachers during the induction period.
  5. Coordinate on going collaboration between Michigan's 32 teacher preparation institutions to identify artifacts of learning from the ASSIST site and work-embedded assessment portfolios based on the proposed Professional Standards for Michigan Teachers (formerly named Entry Level Standards) toward the possible six credits of the advanced learning for the professional certificate.

The Office of Professional Preparation Services (OPPS) continues to work on the following Teacher Quality Enhancement Grant Objectives:

**Objective #2:** Michigan will develop a standards-based process for assessing the performance of new teachers during the induction period, including accountability for student achievement.

**Objective #3:** Michigan will develop, for statewide implementation, standards, and supplemental resources for the induction and mentoring of new teachers.

**Objective #4:** Michigan will restructure the teacher credentialing system to require evidence of performance based professional development for the renewal of advance teaching certificates.

**Objective #5:** Michigan will develop a standards-based new teacher induction period, including a standards-based teacher mentor training program, with completion as a requirement of the teacher certification system.

For more information:

[http://www.michigan.gov/documents/TeacherInduction&MentoringProgramStds\\_SBE\\_1\\_84349\\_7.13.04.pdf](http://www.michigan.gov/documents/TeacherInduction&MentoringProgramStds_SBE_1_84349_7.13.04.pdf)

## **Entry-Level Standards for Michigan Teachers (ELSMT)**

Entry-Level Standards for Michigan Teachers (ELSMT) are intended to define what a certified teacher within the state of Michigan must initially possess and be able to demonstrate through continued growth throughout their career. The standards provide a framework of rigorous subject matter knowledge in the liberal arts/sciences, and relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

Entry-Level Standards for Michigan Teachers (ELSMT) were first adopted by the State Board of Education (SBE) in August 1993. These standards were aligned with entry-level teaching standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). In 1998, the ELSMT were amended to include a seventh standard in technology. In 2002, the ELSMT were adjusted again to support recommendations from the SBE special task force, “Embracing the Information Age”, the Professional Standards Commission for Teachers (PSCT), and to align with National Educational Technology Standards for Teachers (NETS-T) developed by the International Society for Technology in Education (ISTE). This action was taken to assure that candidates prepared by Michigan teacher preparation institutions will have the essential skills to use technology to support instruction and other professional responsibilities.

Currently, another draft of the ELSMT is under consideration. The proposed title of the revised standards is “Professional Standards for Michigan Teachers.” This is to emphasize that professional development related to the standards is a career long effort.

This most recent draft contains revisions that increase the emphasis on a teacher’s ability to work with all students in response to the current practice of including disabled students in most classrooms. No Child Left Behind legislation also expects that educators have obtained the knowledge and skills for instruction of all children. For these reasons, the inclusion expectation is more visible in this current draft.

You can view the ELSMT that were approved in 2002 at:

[http://www.michigan.gov/documents/ELSMT & PED as SBE approved Oct 24 02 57198 7.pdf](http://www.michigan.gov/documents/ELSMT_&_PED_as_SBE_approved_Oct_24_02_57198_7.pdf)

A draft that was presented to the SBE, although not approved, in August 2005:

[http://www.michigan.gov/documents/ITEM D 131892 7.pdf](http://www.michigan.gov/documents/ITEM_D_131892_7.pdf).

An introductory letter, the most recent draft, and a comment form are located at:

[http://www.michigan.gov/mde/0,1607,7-140-5234\\_5683\\_6368-33926--,00.html](http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-33926--,00.html)

## **Michigan Education Assessment Program (MEAP)**

The Michigan Education Assessment Program (MEAP) test measures year-to-year student achievement. Currently, students take the MEAP tests each year in grades 3-8 and 11. Students in these grades take tests in English and language arts and math and some also take social studies and science.

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor and funded by the Michigan legislature through Public Act 307 of 1969 (Section 14). From 1969 until 1973, MEAP used norm-referenced assessments from a commercial assessment publisher. Students' scores were ranked in comparison to each other, but gave no information in terms of meeting a specified standard. In 1973-74, Michigan educators began working with Michigan Department of Education (MDE) staff to develop specific performance objectives to serve as the basis for the first assessments built to Michigan specifications. Hundreds of educators throughout Michigan continue to revise and update Michigan curriculum documents that were as the basis for MEAP. Their involvement is critical to the development and ongoing improvement of these assessments.

The Michigan Revised School Code and the State School Aid Act require the establishment of educational standards and the assessment of students' academic achievement but there is no state-mandated curriculum. Accordingly, the State Board of Education with the input of educators throughout Michigan approved a system of academic standards and a framework within which local school districts could develop, implement, and align curricula as they see fit.

The MEAP assessments have been recognized nationally as sound, reliable and valid measurements of academic achievement. Students who score high on these assessments have demonstrated significant achievement in valued knowledge and skills. Further, the assessments provide the only common denominator in the state to measure in the same way, at the same time, how all Michigan students are doing on the same skills and knowledge.

Properly used, the MEAP assessments can:

- Measure academic achievement as compared to expectations, and whether it is improving over time;
- Determine whether improvement programs and policies are having the desired effect; and,
- Target academic help where it's needed.

Admittedly, there is some pressure associated with taking the MEAP assessments. Competitive scholastic experience provides Michigan students with excellent preparation for the real world which awaits them after high school graduation, and helps assure that they possess the knowledge and skills necessary for a successful future.

### **What is AYP?**

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

**Michigan Merit Examination (MME)** - Legislation enacted in 2005 mandates that by the 2006-2007 school year, the MEAP high school tests be replaced with a new system of high school assessments called the Michigan Merit Examination. Federal approval of the new assessment program is necessary before it can be implemented. MDE has prepared the materials to obtain Federal approval, and submitted this in mid-July. MDE hopes to hear from the U.S. Department of Education (USED) by early Fall, although the deadline for approval (given by the MME contractors) is November 1. MDE is proceeding to plan for the MME, hoping that the word from USED is positive.

For more information:

MEAP - [http://www.michigan.gov/mde/0,1607,7-140-22709\\_31168---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_31168---,00.html)

Design and Validity of MEAP - [http://www.michigan.gov/mde/0,1607,7-140-22709\\_31168-94522--,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_31168-94522--,00.html)

MME - [http://www.michigan.gov/mde/0,1607,7-140-22709\\_35150---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_35150---,00.html)



## State of Michigan Improved High School Graduation Requirements

To prepare Michigan's students with the skills and knowledge needed for the jobs of the 21<sup>st</sup> Century global economy, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation.

With these new graduation requirements, students will be well-prepared for further success in college and on the job. Michigan is developing a highly-skilled 21<sup>st</sup> Century workforce that will drive the state's economy today and into the future.

The new graduation standards will be required starting with the Class of 2011, next year's eighth graders. Yet, many school districts already are implementing the Michigan Merit Curriculum as their graduation requirement.

<b>Michigan Merit Curriculum</b>		
Number of Credits	Curriculum Area	Required Content
4 Credits	Mathematics	Algebra I; Geometry, Algebra II; including one credit in Senior Year
4 Credits	English Language Arts	Aligned with subject area content expectations developed by state Dept. of Education
3 Credits	Science	Biology; Physics or Chemistry; one additional Science credit
3 Credits	Social Studies	.5 credit in Civics; .5 credit in Economics; U.S. History and Geography; World History and Geography
1 Credit	Physical Education/Health	Credit guidelines to be developed by state Dept. of Education
1 Credit	Visual, Performing, Applied Arts	Credit guidelines to be developed by state Dept. of Education
16 Credits – which could be acquired through Career and Technical Education programs		

### Additional Graduation Requirements:

**On-line Learning Experience** – Students must take an on-line course or learning experience; OR have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

**World Languages** – Beginning with the Class of 2016 (Third graders in Fall 2006), students will need to complete 2 Credits of a World Language in grades 9-12; OR have an equivalent learning experience in grades K-12.

## **OFFICE OF PROFESSIONAL PREPARATION SERVICES (OPPS)**

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### **PROFESSIONAL PREPARATION AND DEVELOPMENT UNIT**

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The Professional Preparation and Development Unit provides the following services:

#### **Initial Approval of Institutions for Teacher Preparation**

**Contact:** Sue Wittick

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**E-mail:** [witticks@michigan.gov](mailto:witticks@michigan.gov)

Coordinates the review of applications from institutions that wish to offer teacher preparation programs in Michigan.

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#### **Initial and Periodic Specialty Program Approval**

Reviews applications submitted by the teacher preparation institutions for approval of specialty programs for teacher preparation and organizes or supports plans for the review of those programs:

**For These Specialty Programs:** academic study of religions; all bilingual programs; communication arts; dance; early childhood education; elementary education; English; English as a second language; humanities; journalism; language arts; music education; philosophy; reading; reading specialist; speech; and world languages.

**Contact:** Dr. Bonnie Rockafellow

**Phone:** (517) 373-7861

**E-mail:** [rockafellowb@michigan.gov](mailto:rockafellowb@michigan.gov)

**For These Specialty Programs:** biology; computer science; chemistry; earth/space science; environmental science; guidance and counseling; health; integrated science; mathematics; middle level; physical education; physical science; physics; recreation; and special education.

**Contact:** Dr. Steven Stegink  
**Phone:** (517) 241-4945  
**E-mail:** [SteginkS@michigan.gov](mailto:SteginkS@michigan.gov)

**For These Specialty Programs:** agricultural education; anthropology; behavioral studies; business education; cultural studies; economics; educational technology; environmental studies; family and consumer sciences; fine arts; geography; history; industrial technology; library media; marketing education; political science; psychology; sociology; social studies; technology and design; visual arts education; and all vocational education.

**Contact:** Sue Wittick  
**Phone:** (517) 241-0172  
**E-mail:** [witticks@michigan.gov](mailto:witticks@michigan.gov)

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### **Periodic Unit and Specialty Program Approval**

**Contact:** Sue Wittick  
**Phone:** (517) 241-0172  
**E-mail:** [WittickS@michigan.gov](mailto:WittickS@michigan.gov)

Reviews both the professional education units and academic programs (majors and minors for teacher certification) of each of Michigan's 32 teacher preparation institutions.

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### **Michigan Test for Teacher Certification**

**Contact:** Dr. Steven Stegink  
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A mandated testing program that requires each candidate for teacher certification to pass examinations in the basic skills (reading, writing, and mathematics) and in each subject-area for which they seek an endorsement to teach.

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### **Specialty Program Standards for Teacher Preparation**

**Contact:** Sue Wittick  
**Phone:** (517) 241-0172  
**E-mail:** [WittickS@michigan.gov](mailto:WittickS@michigan.gov)

Coordinates the development of state standards to guide teacher preparation programs.

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### **New Teacher Mentoring and Induction Standards**

**Contact:** Dr. Bonnie Rockafellow  
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Oversees the development of state standards and guidelines for the induction and mentoring of new teachers in response to Section 1526 of the Revised School Code. This work is done in collaboration with Cheryl Poole.

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**Professional Development**

**Contact:** Dr. Bonnie Rockafellow

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**E-mail:** [Rockafellowb@michigan.gov](mailto:Rockafellowb@michigan.gov)

Oversees the development of state standards and guidelines for the professional development of all teachers in response to Section 1527 of the Revised School Code and Part 388.1701, Section 101 (11) of the State School Act (2000). This work is done in collaboration with Bonnie Rockafellow.

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**Improving Teacher Quality Competitive Grants Program**

**Contact:** Claudia Nicol

**Phone:** (517) 335-1151

**E-mail:** [Nicolc@michigan.gov](mailto:Nicolc@michigan.gov)

Oversees the application process, disbursement of funds, and program development for the Teacher Quality Competitive Grants Program.

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**OFFICE OF CLIENT SERVICES (Teacher Certification)**

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