



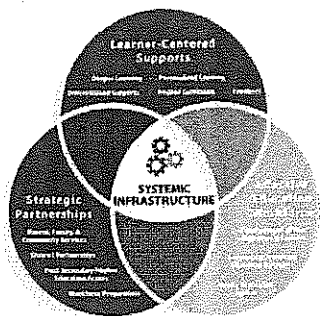
# Presentation of the Revised Teacher Certification Structure

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EDUCATOR, STUDENT, AND SCHOOL SUPPORTS

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## Project Goals




Over the past three years, Michigan stakeholders have developed a **students-first** certification **system** that prepares effective educators to use **differentiated supports** and meet the needs of the **whole child**.

## Goal 3


Develop, support, and sustain a high quality, prepared, and collaborative education workforce







putting Michigan on the map as a premier education state

## Feedback







Focus Groups

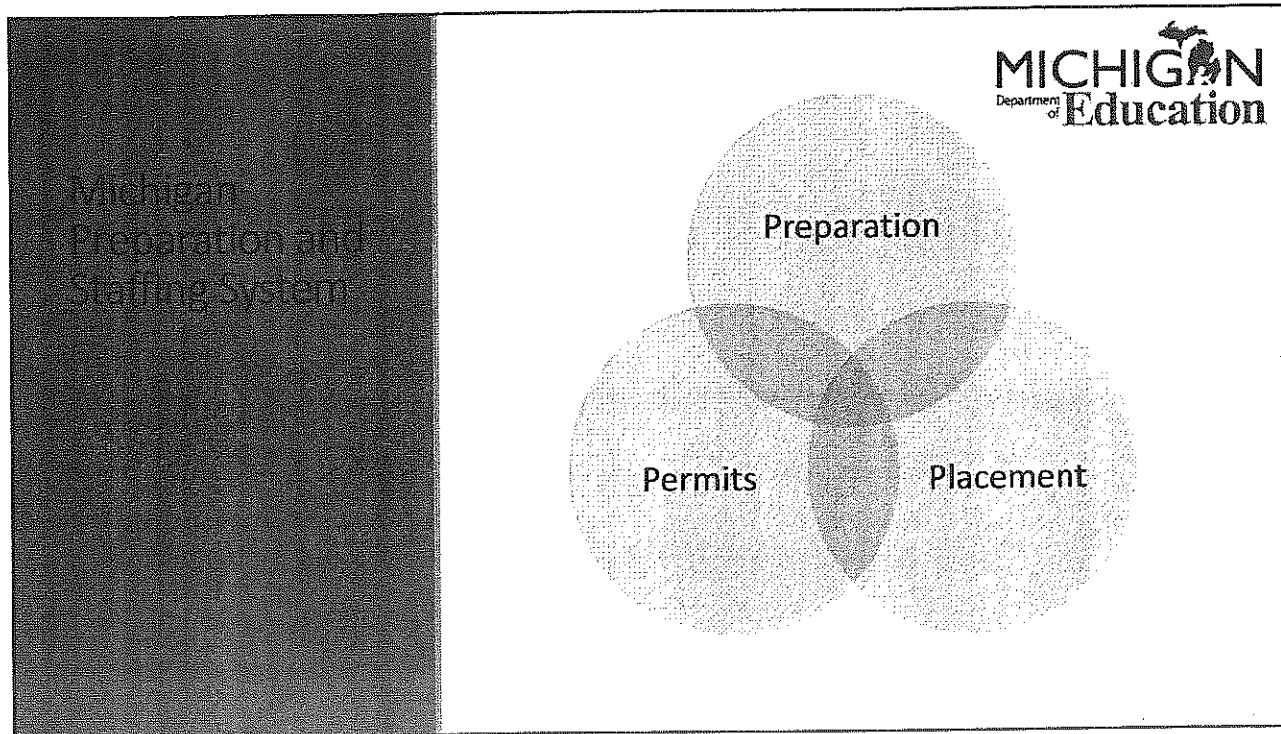


Surveys









Presentations





## Summary of Findings: Non-Negotiables



-  Students must come first
-  Design for most possibilities
-  Preserve special education rules
-  Redesign MS teacher preparation
-  Consider HS content depth for MS
-  Elementary teacher prep in all subjects is too broad

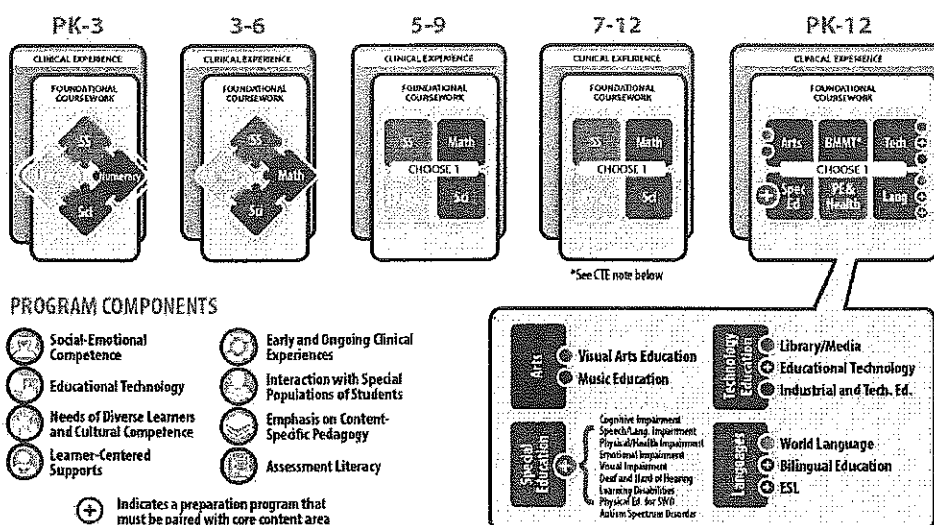
## Summary of Findings: Tensions



- Middle school job market demand
- Endorsement breadth vs. depth
- Integration within and across content areas
- Preparation program requirements
- Ease and flexibility of placement

### TEACHER CERTIFICATION RESTRUCTURE DIAGRAM

June Update 2/2/18



\*9-12 NOTE: Career and Technical Education (CTE) endorsements will remain valid for grades 9-12 and Classification of Instructional Programs (CIP) codes will not change.

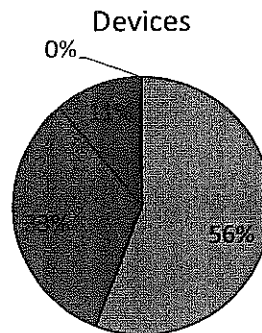
\*BMMT: Business, Management, Marketing, and Technology

# Video and Survey Participants

## YouTube Video

Video Views: 6,671

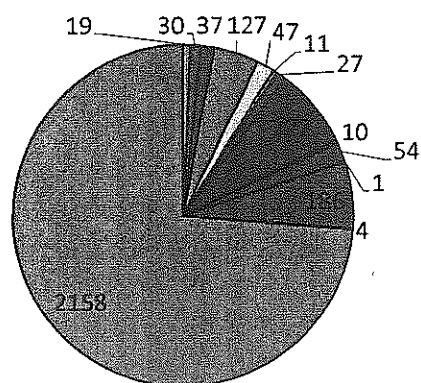
Average View Duration: 8:25



■ Mobile Phone ■ Computer ■ Tablet ■ TV

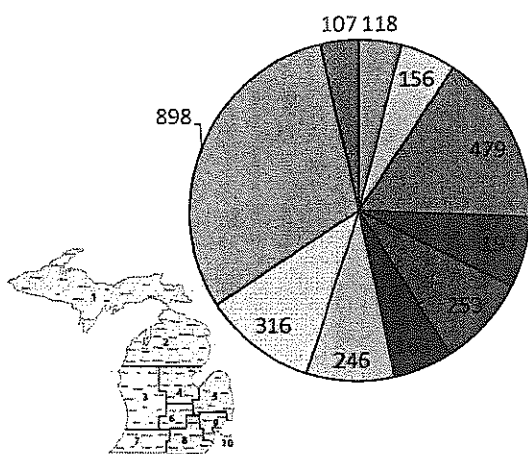


## Role



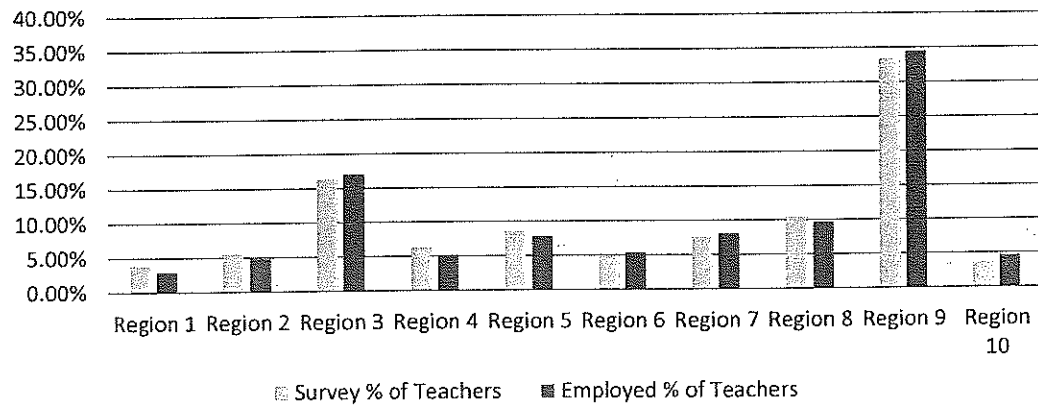
Role	Count	Percent
Community Member	19	0.65%
Institute of Higher Education Dean, Director, or Chair	37	1.26%
Institute of Higher Education Faculty or Staff Member	127	4.33%
Media Specialist or School Librarian	47	1.60%
Paraprofessional or Instructional Support Staff	11	0.38%
Parent	27	0.92%
Principal or Building Administrator	222	7.57%
School Board Member	10	0.34%
School Counselor, Psychologist, or Social Worker	54	1.84%
State Legislator	1	0.03%
Support Staff, Custodial, Food Service, or Other Building Operations Staff	4	0.14%
Teacher or Teacher Candidate	2158	73.58%
<b>Grand Total</b>	<b>2933</b>	<b>100.00%</b>

## Region

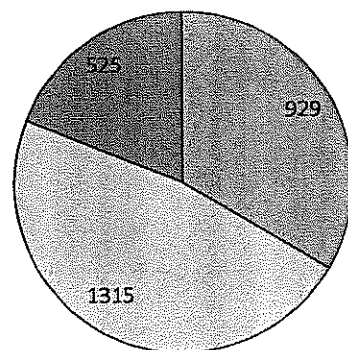


Region	Count	Percent
Region 1	118	4.02%
Region 2	156	5.32%
Region 3	479	16.33%
Region 4	197	6.72%
Region 5	253	8.63%
Region 6	163	5.56%
Region 7	246	8.39%
Region 8	316	10.77%
Region 9	898	30.62%
Region 10	107	3.65%
<b>Grand Total</b>	<b>2933</b>	<b>100.00%</b>

## Teacher Distribution

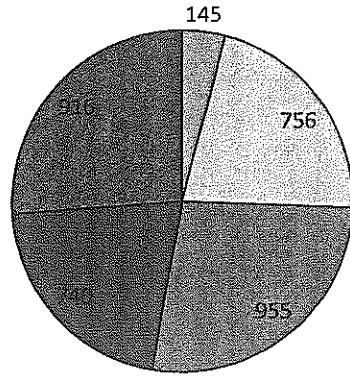


## Setting



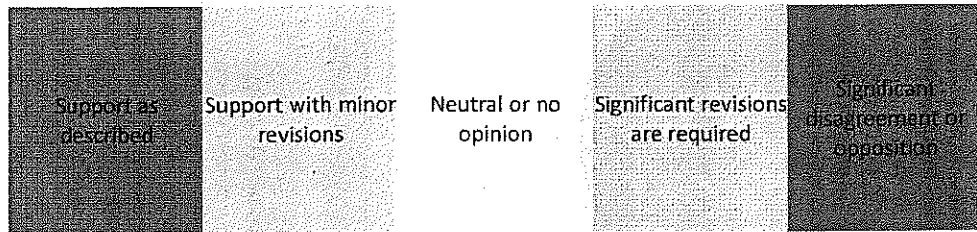
Setting	Count	Percent
Rural	929	33.55%
Suburban	1315	47.49%
Urban	525	18.96%
Grand Total	2769	100.00%

## Size



Size	Count	Percent
Fewer than 200	145	4.13%
201 to 1000	756	21.53%
1001 to 2500	955	27.19%
2501 to 5000	740	21.07%
5001 or more	916	26.08%
Grand Total	3512	100.00%

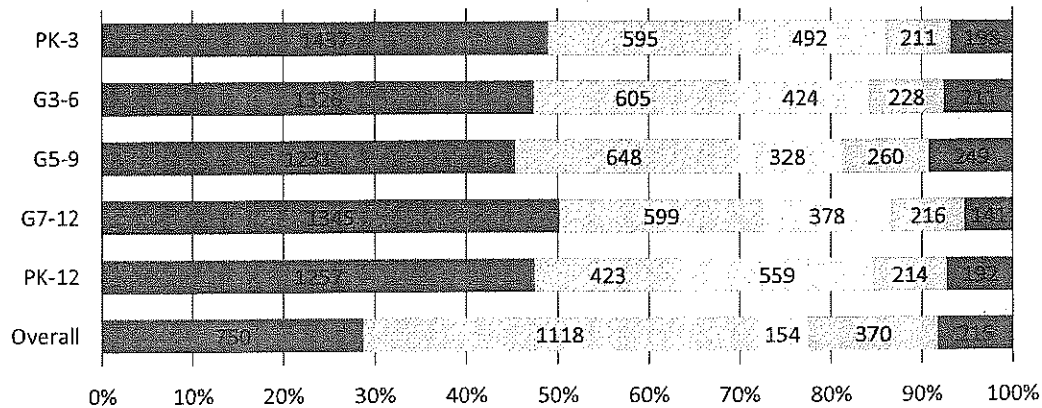
## Key



0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%



## General Opinions



## Comment Themes



Theme	Recommended Response
Positive response to early elementary emphasis on literacy and mathematics	No modification
Question or clarification about proposed structure and requirements	Use questions to create implementation guidance
Both positive and negative responses concerning staffing and placement in all schools	Address within appropriate placement and permit work
Concerns about staffing in small schools	Address within appropriate placement and permit work
Recommendations for coursework details	Share results with standards development teams
Misconception about current or proposed structure	Clarify graphic and use misconceptions to create guidance
Positive response to inclusion of PK	No modification



## Organization Areas to Consider

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- Appropriate placement (fit, shortage, small schools)
- Endorsement add-ons
- Program implementation timeline
- Small preparation programs
- Teacher mobility and marketability
- Current teachers



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Addressing considerations

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Designing teacher preparation standards

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Elementary teacher preparation standards to SBE in August

Next Steps



## Will Need Stakeholder Feedback

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- What will happen to the certificate of current teachers?
- What will the appropriate placement policies be?
- Do our current flexibilities/permit system need to be adjusted?
- What guidance and support will MDE need to provide K-12 schools and educator preparation institutions?

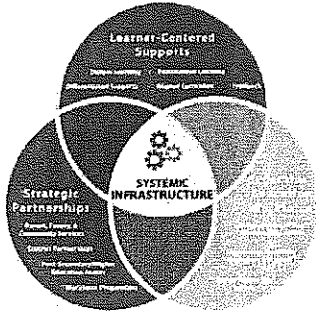


## Will Need Stakeholder Feedback

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- What will the new teacher preparation standards and program requirements include?
- How do the PK-3 standards align to the ZS? What are the needs for GSRP? Special Education?
- What about middle level self-contained classrooms?

## Project Goals



Over the past three years, Michigan stakeholders have developed a **students-first** certification **system** that prepares effective educators to use **differentiated supports** and meet the needs of the **whole child**.

## Focus Group Feedback

### Individuals External to MDE

Name	Role	Organization
Dan Applegate	Superintendent	Niles Community Schools
Thomn Bell	Director of the Center for Educator Preparation	University of Michigan – Flint
Doug Braschler	Director of National Accreditation & State Programs	Hope College
Erin Brown	ELA Consultant	Muskegon ISD
Susan Dalebout	Assistant Dean of Student Affairs	Michigan State University
Corey Drake	Director of Teacher Preparation	Michigan State University
Jerry Evanski	Principal	Erie Elementary School
Monica Harrold	Retired Teacher	
Paul Helder	State Staff Liaison for Retired	Michigan Education Association (MEA)
Tammy Jackson	Associate Director	Michigan Association of Secondary School Principals (MASSP)
Tina Kerr	Deputy Director	Michigan Association of School Administrators (MASA)
Betty Kirby	Associate Dean	Central Michigan University
Joe Lubig	Associate Dean for Teacher Education	Northern Michigan University
Cynthia Marchese	Director of Human Resources	Midland Public Schools
Cory Micheel-Mays	Executive Director	Michigan Music Education Association
Jerry Mueller	Assistant Superintendent	Pennfield Schools
Ben Pineda	Teacher	Haslett Middle School
Corrie Piotrowski	Manager of Human Resources	Midland Public Schools
Sally Rae	Associate Professor and Program Coordinator of Elementary and Secondary Education	Siena Heights University
Eric Richardson	Teacher	Dearborn Charter
David Rilley	Assistant Superintendent of Human Resources and Operations	Macomb ISD, Metro Bureau
James Rooks	Dean, Teacher Education	Calvin College
Doni St. Amour	Associate Director	Michigan Elementary and Middle School Principals Association (MEMSPA)

### MDE Stakeholders (External to the Office of Educator Excellence)

Name	Office
Michelle Williams	OFS
Tom Knight	CTE
Linda Forward	OEII
Joanne Winkelman	OSE
Shereen Tabrizi	OFS

Name	Office
Megan Schrauben	OEII
Ruth Anne Hodges	OEII
Abbie Groff-Blaszak	OET
Richard Lower	OGS
Abbie Groff-Blaszak	OET



# Statewide Feedback – Proposed Certification Structure Survey

Role	Count	Percent
Higher Education	164	5.59%
PK-12 Administration	448	15.27%
PK-12 Teacher	2158	73.58%
Other	163	5.56%
<b>Grand Total</b>	<b>2933</b>	<b>100.00%</b>

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Community Member	19	0.65%
Human Resources Staff	30	1.02%
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Media Specialist or School Librarian	47	1.60%
Paraprofessional or Instructional Support Staff	11	0.38%
Parent	27	0.92%
Principal or Building Administrator	222	7.57%
School Board Member	10	0.34%
School Counselor, Psychologist, or Social Worker	54	1.84%
State Legislator	1	0.03%
Superintendent or District Office Staff	186	6.34%
Support Staff, Custodial, Food Service, or Other Building Operations Staff	4	0.14%
Teacher or Teacher Candidate	2158	73.58%
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## Letters from Organizations

We received responses from 11 out of 20 organizations, as highlighted below.

Michigan Association of Intermediate School Administrators (MAISA)	Michigan Association of School Boards (MASB)
Michigan Association of School Administrators (MASA)	Michigan Community College Association
Michigan Association of Secondary School Principals (MASSP)	Michigan Elementary and Middle School Principals Association (MEMSPA)
Michigan Association of State Universities	Middle Cities
Michigan Association of Public School Academies (MAPSA)	Private Colleges and Universities Association
Michigan Education Association (MEA)	Michigan Association of Nonpublic Schools (MANS)
American Federation of Teachers (AFT)	Michigan Music Education Association
Michigan School Business Officials (MSBO)	Michigan Association of Colleges of Teacher Education (MACTE)
Michigan Association of Mathematics Teacher Educators (M-AMTE)	Michigan Independent Educator Preparation Institutions (MIEPI)
Michigan Association of School Personnel Administrators (MASPA)	Michigan Reading Association (MRA)

### Areas to consider

- Appropriate placement (fit, shortage, small schools)
- Endorsement add-ons
- Program implementation timeline
- Small preparation programs
- Teacher mobility and marketability
- Current teachers

