Michigan

Are New Teachers Being Prepared for College- and Career-Readiness Standards?

2014 State Teacher Policy Yearbook

National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Although this year's edition did not require the extensive review that comprehensive editions require, we still wanted to make sure that we captured all relevant policy changes and that states' perspectives were represented. Every state formally received a draft of the policy updates we identified in June 2014 as well as a draft of analyses and recommendations for the new indicators related to college- and career-readiness standards for comment and correction. States also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue, explain their differing points of view and often acknowledge the imperfections of their teacher policies are important steps in moving forward.

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National Council on Teacher Quality

Teacher Preparation Policy Priorities for **Michigan**

Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction. *Priority for elementary, middle, secondary and special education teacher preparation.*
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts. *Priority for elementary, middle, secondary and special education teacher preparation.*
- Ensure teachers are prepared to intervene and support students who are struggling with reading. *Priority for elementary, middle, secondary and special education teacher preparation.*

Additional priorities for elementary teacher preparation:

- Require all elementary teacher candidates pass a rigorous content test that assesses knowledge of all core subjects, including mathematics, and requires a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

Additional priorities for middle school teacher preparation:

- Require teacher candidates to pass a content test in every core area they are licensed to teach.
- Eliminate the generalist K-8 license.

Additional priorities for secondary teacher preparation:

- Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

Additional priorities for special education teacher preparation:

- Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.

Teacher Preparation in **Michigan**

The 2014 *State Teacher Policy Yearbook* keeps the spotlight on the critical issue of teacher preparation. In addition to updating the full set of teacher preparation policies reviewed in last year's comprehensive edition, the 2014 *Yearbook* casts a critical eye on whether states have established requirements for teacher preparation and licensure that help to ensure that teachers are ready for the increased demands of states' college- and career-readiness standards for K-12 students.

Current Status of **Michigan** Teacher Prep Policy

D+ 2014 Teacher Prep Grade

Prior Grades: D 2013 | D+ 2012 | D+ 2011

Yearbook Goal	Topic	2014 Score	2013 Score
1-A	*Admission into Preparation Programs*	●	◔
1-B	*Elementary Teacher Preparation*	○	○
1-C	*Elementary Teacher Preparation in Reading Instruction*	◑	◑
1-D	*Elementary Teacher Preparation in Mathematics*	◔	◔
1-E	*Middle School Teacher Preparation*	◔	◔
1-F	*Secondary Teacher Preparation*	◕	◕
1-G	*Secondary Teacher Preparation in Science*	○	○
1-H	*Special Education Teacher Preparation*	○	○
1-I	*Assessing Professional Knowledge*	○	○
1-J	*Student Teaching*	◔	◔
1-K	*Teacher Preparation Program Accountability*	◕	◑

○ Does Not Meet ◔ Meets Only a Small Part ◑ Partially Meets ◕ Nearly Meets ● Fully Meets

2014 Teacher Prep Policy Update for **Michigan**

Based on a review of state legislation, rules and regulations, NCTQ has identified the following recent teacher prep policy changes in Michigan:

Admission into Teacher Preparation

Michigan's new Professional Readiness Exam replaces the previous Basic Skills Test. It is now required before student teaching.
http://www.michigan.gov/documents/mde/Policy_Brief_Regarding_the_Professional_Readiness_Examination_453315_7.pdf

Teacher Preparation Program Accountability

Michigan has recently updated its Educator Preparation Institution Performance Score framework. It now includes a category for measuring graduates' effectiveness.
http://www.michigan.gov/mde/0,4615,7-140-5683_6368---,00.html

Michigan Response to Policy Update

States were asked to review NCTQ's identified updates and also to comment on policy changes related to teacher preparation that have occurred in the last year, pending changes, or teacher preparation in the state more generally.

Michigan was helpful in providing NCTQ with additional information about policy changes related to teacher preparation. Michigan indicated that the state has revised the application for elementary and secondary preparation programs, as well as the program review and approval process. Teacher preparation programs must meet state requirements as well as demonstrate program efficacy and a commitment to continuous improvement.

Figure A

Delivering well-prepared teachers

	2014 GRADE	2013 GRADE	2012 GRADE	2011 GRADE
Alabama	B-	B	B-	C
Alaska	F	F	F	F
Arizona	D	D-	D-	D-
Arkansas	C+	C+	C	C
California	D+	D+	D	D
Colorado	D-	D-	D	D-
Connecticut	B-	B-	C+	C-
Delaware	B-	C+	D-	D-
District of Columbia	C-	D+	D	D
Florida	B+	B+	B-	B-
Georgia	C+	C+	C	C
Hawaii	D-	F	D	D
Idaho	D+	D+	D	D
Illinois	D+	D+	D	D
Indiana	B+	B+	B-	C+
Iowa	D+	D+	D	D
Kansas	D+	D+	D+	D+
Kentucky	B-	B-	C+	C-
Louisiana	C	C-	C	C
Maine	D+	D+	D+	D
Maryland	D+	D+	D+	D+
Massachusetts	B-	B-	C+	C+
MICHIGAN	D+	D	D+	D+
Minnesota	C+	C+	C+	C
Mississippi	C	C-	C	C
Missouri	B-	C-	D+	D+
Montana	F	F	F	F
Nebraska	D-	F	D-	D-
Nevada	D-	D-	D-	D-
New Hampshire	C-	C-	C-	D
New Jersey	B-	B-	C-	D+
New Mexico	D+	D	D+	D+
New York	B	B-	C-	D+
North Carolina	C+	C+	D-	D-
North Dakota	D	D	D	D
Ohio	C	C	C-	D+
Oklahoma	C	C	C	C
Oregon	D+	D	D-	D-
Pennsylvania	C	C	C	C
Rhode Island	B+	B+	C	D+
South Carolina	C+	C	C-	C-
South Dakota	D	D-	D	D
Tennessee	B-	B-	B-	B-
Texas	B	B	C+	C+
Utah	C-	D+	D	D
Vermont	C	C	C-	D+
Virginia	B-	C+	C-	C-
Washington	D+	D+	D+	D+
West Virginia	C+	C+	C-	C-
Wisconsin	C	C-	D+	D
Wyoming	D-	F	F	F
Average State Grade	C	C-	D+	D

Figure B

Delivering well-prepared teachers

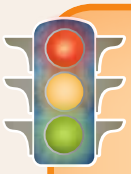
	2014 GRADE
Florida	B+
Indiana	B+
Rhode Island	B+
New York	B
Texas	B
Alabama	B-
Connecticut	B-
Delaware	B-
Kentucky	B-
Massachusetts	B-
Missouri	B-
New Jersey	B-
Tennessee	B-
Virginia	B-
Arkansas	C+
Georgia	C+
Minnesota	C+
North Carolina	C+
South Carolina	C+
West Virginia	C+
Louisiana	C
Mississippi	C
Ohio	C
Oklahoma	C
Pennsylvania	C
Vermont	C
Wisconsin	C
District of Columbia	C-
New Hampshire	C-
Utah	C-
California	D+
Idaho	D+
Illinois	D+
Iowa	D+
Kansas	D+
Maine	D+
Maryland	D+
MICHIGAN	D+
New Mexico	D+
Oregon	D+
Washington	D+
Arizona	D
North Dakota	D
South Dakota	D
Colorado	D-
Hawaii	D-
Nebraska	D-
Nevada	D-
Wyoming	D-
Alaska	F
Montana	F
Average State Grade	C

Elementary Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
   - A. The state should require that all new elementary teachers are prepared to incorporate complex texts and academic language into instruction.
   - B. The state should ensure that all new elementary teachers are prepared to incorporate literacy skills as an integral part of every subject.
   - C. The state should ensure that all new elementary teachers of English language arts are prepared to support struggling readers.
2. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, pass a rigorous test of reading instruction in order to attain licensure.
3. The state should ensure that all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, possess sufficient content knowledge in all core subjects, including mathematics.
4. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 45 credit hours to ensure appropriate depth in the core subject areas of English, mathematics, science, social studies and fine arts.
5. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement ensures that prospective teachers have taken higher-level academic coursework.



How well are states ensuring that elementary teachers are prepared for college- and career-readiness standards?

11 Alaska, Arizona, Hawaii, Iowa, Kansas, Montana, Nebraska, Nevada, North Dakota, Ohio, South Dakota

9 Colorado, Georgia, Illinois, Louisiana, Maine, Maryland, MICHIGAN, Oklahoma, Oregon

19 Alabama, Delaware, District of Columbia, Idaho, Kentucky, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Washington, Wisconsin, Wyoming

12 Arkansas, California, Connecticut, Florida, Indiana, Massachusetts, New Hampshire, New York, North Carolina, Texas, Virginia, West Virginia

0

PREPARING ELEMENTARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The new demands of college- and career-readiness standards for students heighten the need for elementary teachers to have a strong content background in all of the subject matter taught in the elementary grades. Michigan like most states, has adopted such standards and must ensure that its preparation and licensure requirements for new teachers address this need.

Currently, Michigan offers an elementary license to teach grades K-5. Key licensing requirements for elementary school teachers in Michigan include:

MICHIGAN ELEMENTARY TEACHER PREP SNAPSHOT

- ✗ **State requires passing a content test in each of the four core subjects.**
- ✗ **State requires adequate test on the science of reading.**
- ✗ **State requires academic content specialization.**
- N/A **State has adequate/appropriate requirements for teachers who teach elementary grades on an early childhood license.**

✔ *Yes* ✗ *No*

In addition to the strong content background called for by college- and career-readiness standards, teacher candidates must also be prepared for the key instructional shifts that differentiate these standards from their predecessors. Elementary teachers in Michigan are required to pass the Michigan Test for Teacher Certification (MTTC) general elementary content test, which addresses expository texts but does not include the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

Michigan's reading standards for elementary teachers articulate that all candidates must "promote the integration of language arts in all content areas."

Regarding struggling readers, the state's standards require elementary teacher candidates to "recognize how differences among learners influence their literacy development and implement programs to address the strengths and needs of individual learners...."

RECOMMENDATIONS

- **Ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

  Incorporate informational text of increasing complexity into classroom instruction.

  Although Michigan's testing framework and standards address expository texts, they fail to capture the major instructional shifts of college- and career-readiness standards. The state is therefore encouraged to strengthen its teacher preparation requirements and ensure that all elementary candidates have the ability to adequately incorporate complex informational text into classroom instruction.

  Incorporate literacy skills as an integral part of every subject.

  To ensure that elementary students are capable of accessing varied information about the world around them, Michigan should expand on its existing standard that generically requires teachers to "promote the integration of language arts in all content areas" and require teachers to include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

  Support struggling readers.

  Michigan should articulate specific requirements that ensuring that elementary teachers are prepared to intervene and support students who are struggling. The early elementary grades are an especially important time to address reading deficiencies before students fall behind.

- **Require all elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects, including mathematics.**

  Michigan should ensure that its elementary content test is appropriately aligned with its college- and career-readiness standards. The state should require separate, mean-

Supporting Research

Michigan Test for Teacher Certification
www.mttc.nesinc.com
Michigan Teacher Certification Code R 390.1122, -.1126
Certification Standards for Elementary Teachers
http://www.mi.gov/documents/mde/Elementary_Standards_JAN2008_231066_7.pdf

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that satisfactory completion of a three-credit course of study, with appropriate field experiences, in the diagnosis and remediation of reading disabilities and differentiated instruction is required before teachers can be recommended for a professional teaching certificate. The reading diagnostic requirement supplements the initial reading requirements for elementary and secondary initial licensure.

Supporting Research

http://www.michigan.gov/mde/0,4615,7-140-5683_6368-146967--,00.html

RECOMMENDATIONS CONTINUED

ingful passing scores for each core subject covered on the test, including reading/language arts, math, science and social studies. A candidate may achieve a passing score and still be seriously deficient in a particular subject area. Mathematics content in particular should be assessed with a rigorous assessment tool, such as the test required in Massachusetts, that evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts.

- **Require all teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.**

  Michigan should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

- **Provide broad liberal arts coursework relevant to the elementary classroom.**

  Although Michigan outlines a more specific set of content standards than most states, the state should either articulate an even more detailed set of standards or establish more comprehensive coursework requirements that are specifically geared to the areas of knowledge needed by PK-6 teachers. Further, the state should align its requirements for elementary teacher candidates with college- and career-readiness standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 45 credit hours in the core subject areas of English, mathematics, science, social studies and fine arts.

Figure 1

Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	◪	☐	◪
Alaska	☐	☐	☐
Arizona	◪	☐	◪
Arkansas	■	■	■
California	■	■	■
Colorado	◪	◪	■
Connecticut	◪	☐	■
Delaware	◪	☐	☐
District of Columbia	◪	☐	☐
Florida	◪	◪	■
Georgia	☐	☐	■
Hawaii	☐	☐	☐
Idaho	◪	☐	☐
Illinois	◪	☐	■
Indiana	■	☐	◪
Iowa	☐	☐	☐
Kansas	◪	☐	☐
Kentucky	☐	☐	☐
Louisiana	☐	☐	■
Maine	◪	☐	☐
Maryland	◪	☐	◪
Massachusetts	◪	☐	■
MICHIGAN	☐	◪	◪
Minnesota	◪	◪	◪
Mississippi	◪	☐	☐
Missouri	◪	◪	☐
Montana	☐	☐	☐
Nebraska	◪	☐	☐
Nevada	◪	☐	☐
New Hampshire	◪	☐	■
New Jersey	◪	☐	☐
New Mexico	◪	☐	■
New York	■	☐	■
North Carolina	◪	■	■
North Dakota	◪	☐	☐
Ohio	☐	☐	☐
Oklahoma	◪	☐	☐
Oregon	◪	☐	◪
Pennsylvania	◪	☐	■
Rhode Island	☐	☐	◪
South Carolina	◪	☐	☐
South Dakota	◪	☐	☐
Tennessee	◪	☐	■
Texas	◪	◪	■
Utah	◪	☐	☐
Vermont	■	◪	☐
Virginia	◪	☐	■
Washington	◪	☐	■
West Virginia	◪	☐	■
Wisconsin	◪	☐	■
Wyoming	◪	☐	☐

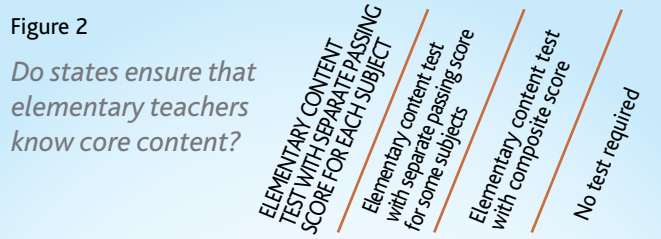
■ Fully addresses instructional component ◪ Partially addresses instructional component

SUMMARY OF ELEMENTARY TEACHER PREP FIGURES

- **Figure 1**
  Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 2**
  Content test requirements
- **Figure 3**
  Specific subject-matter requirements
- **Figure 4**
  Science of reading requirements
- **Figure 5**
  Math requirements
- **Figure 6**
  Requirements for academic concentrations
- **Figure 7**
  Requirements for early childhood teachers
- **Figure 8**
  Teacher Prep Review findings about elementary teacher prep

Figure 2

Do states ensure that elementary teachers know core content?



Alabama	■			
Alaska				■[1]
Arizona		■		
Arkansas	■			
California		■		
Colorado			■	
Connecticut	■			
Delaware	■			
District of Columbia	■			
Florida	■			
Georgia		■		
Hawaii				■
Idaho	■			
Illinois			■	
Indiana	■			
Iowa			■	
Kansas			■	
Kentucky	■			
Louisiana			■	
Maine	■			
Maryland			■	
Massachusetts			■[2]	
MICHIGAN			■	
Minnesota		■		
Mississippi			■	
Missouri	■			
Montana				■
Nebraska			■	
Nevada			■	
New Hampshire	■			
New Jersey	■			
New Mexico			■	
New York		■		
North Carolina			■[2]	
North Dakota			■	
Ohio				■[3]
Oklahoma		■		
Oregon		■		
Pennsylvania		■		
Rhode Island	■			
South Carolina	■			
South Dakota			■	
Tennessee			■	
Texas	■			
Utah	■			
Vermont	■			
Virginia	■			
Washington		■		
West Virginia	■			
Wisconsin			■	
Wyoming	■			
	21	**9**	**17**	**4**

EXAMPLES OF BEST PRACTICE

Both **Arkansas** and **California** ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. These states specify that elementary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts, but also to challenge students with texts of increasing complexity.

Candidates are also required to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

In addition, **Indiana** ensures that all candidates licensed to teach the elementary grades, including early childhood education candidates, possess the requisite knowledge of core content and of the key elements of scientifically based reading instruction before entering the classroom. Elementary and early childhood teacher candidates are required to pass a content test comprised of four independently scored subtests, including mathematics. In addition, these candidates are required to pass a comprehensive assessment that tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

Massachusetts's MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

1. Alaska does not require testing for initial licensure.
2. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

Figure 3

Do states expect elementary teachers to have in-depth knowledge of core content?

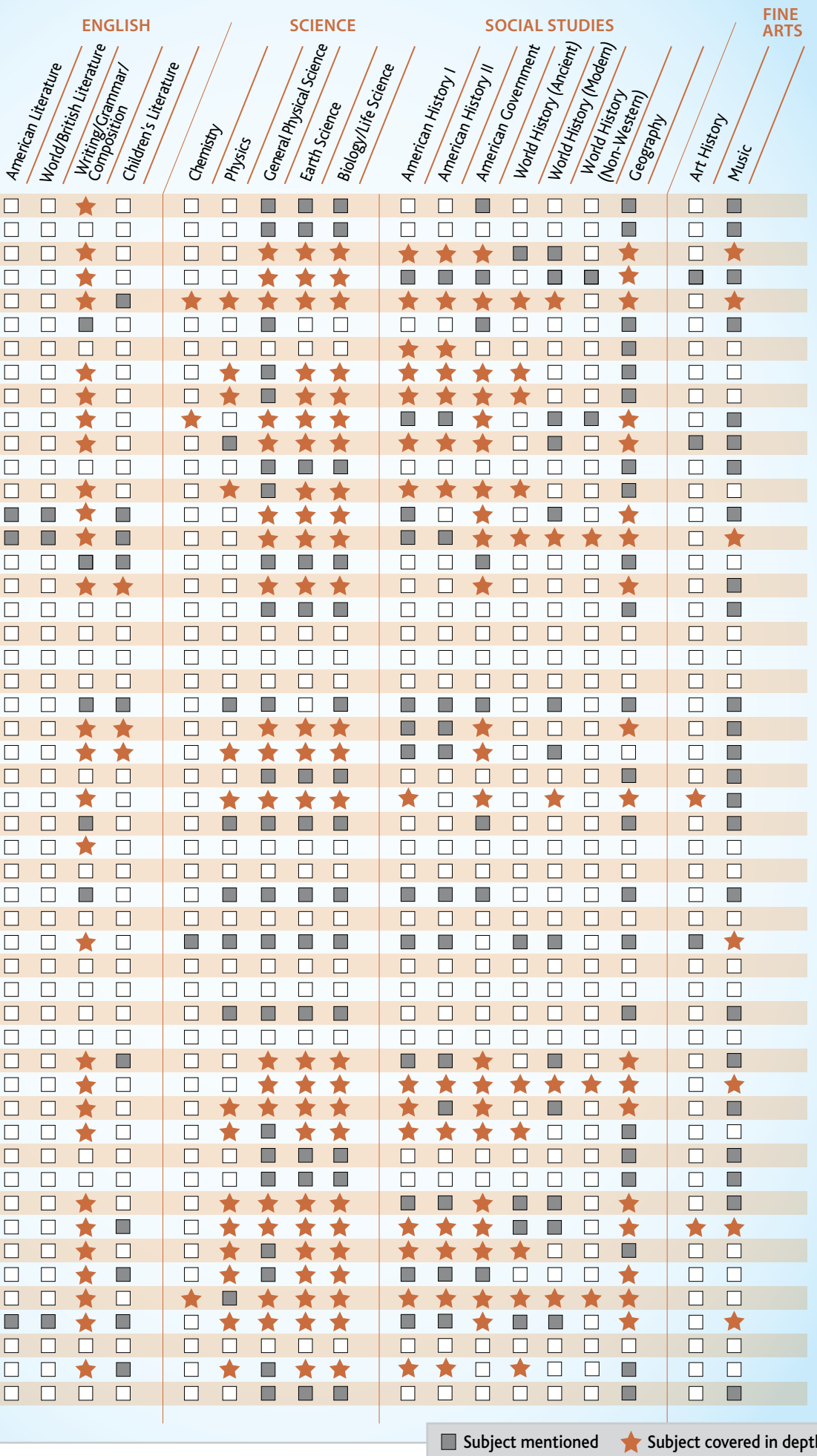


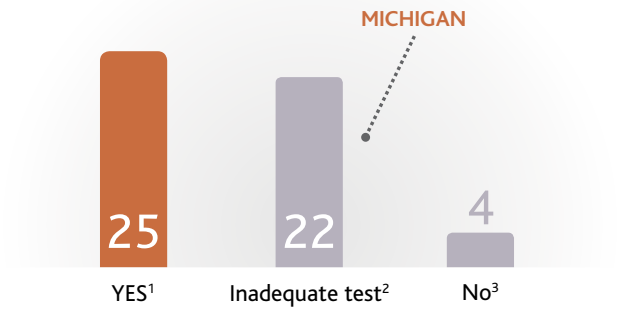
Figure 4

Do states measure new elementary teachers' knowledge of the science of reading?

1. Strong Practice: Alabama, California[4], Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina[5], Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
4. California allows an exemption from the state's reading test for teachers who already have a single subject credential.
5. Teachers have until their second year to pass the reading test.

Figure 5

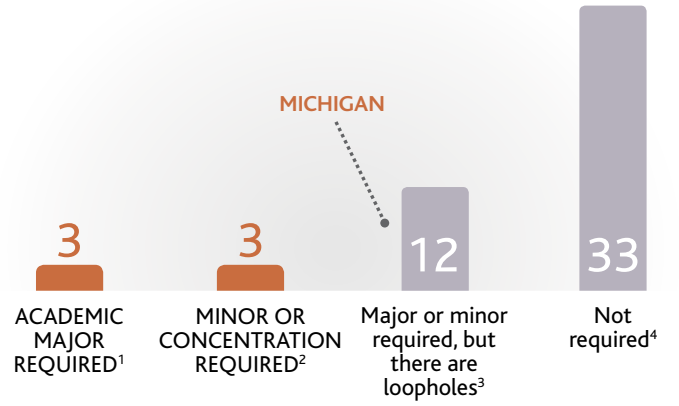
Do states measure new elementary teachers' knowledge of math?



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
2. Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin
3. Alaska[4], Hawaii, Montana, Ohio[5]
4. Testing is not required for initial licensure.
5. Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 6

Do states expect elementary teachers to complete an academic concentration?



1. Strong Practice: Colorado, Massachusetts, New Mexico
2. Strong Practice: Indiana, Mississippi, Oklahoma
3. California, Connecticut, Iowa, Maryland, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia

   These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Montana, Nebraska, Nevada, New Hampshire[5], North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming
5. Only K-8 teachers must complete an area of concentration in a field such as humanities, fine arts, social sciences and sciences.

Figure 7

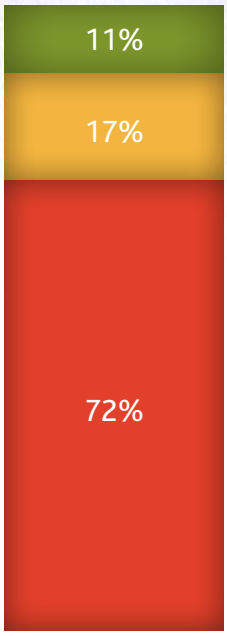
What do states require of early childhood teachers who teach elementary grades?

	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	ADEQUATE SCIENCE OF READING TEST
Alabama	☐	■
Alaska[1]	☐	☐
Arizona	☐	☐
Arkansas[1]	☐	☐
California[1]	☐	☐
Colorado	☐	☐
Connecticut	☐	■
Delaware	☐	☐
District of Columbia	☐	☐
Florida	■	■
Georgia[1]	☐	☐
Hawaii	☐	☐
Idaho	☐	☐
Illinois	☐	☐
Indiana	■	■
Iowa	☐	☐
Kansas	☐	☐
Kentucky[1]	☐	☐
Louisiana	☐	☐
Maine	☐	☐
Maryland	☐	☐
Massachusetts	☐	■
MICHIGAN[1]	☐	☐
Minnesota	☐	■
Mississippi[1]	☐	☐
Missouri	☐	☐
Montana[1]	☐	☐
Nebraska	☐	☐
Nevada	☐	☐
New Hampshire	☐	■
New Jersey	☐	☐
New Mexico	☐	☐
New York	■	■
North Carolina[1]	☐	☐
North Dakota	☐	☐
Ohio[1]	☐	☐
Oklahoma	☐	■
Oregon[1]	☐	☐
Pennsylvania[1]	☐	☐
Rhode Island	■[2]	☐
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☐	■
Texas[1]	☐	☐
Utah	■[2]	☐
Vermont	☐	☐
Virginia	■	■
Washington	☐	☐
West Virginia	☐	■
Wisconsin	☐	■
Wyoming	☐	☐
	6	**13**

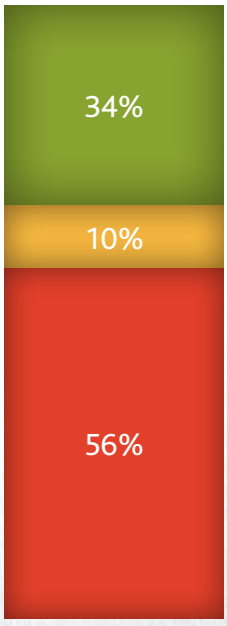
Figure 8

TEACHER PREP REVIEW FINDINGS

Only 11 percent of preparation programs ensure that elementary teachers are well prepared in the subjects they will teach.



Just 34 percent of preparation programs provide adequate training to elementary teachers in the science of reading instruction.



From NCTQ's 2014 *Teacher Prep Review* Standard 6: Elementary Content (n=1,166 elementary programs) and Standard 2: Early Reading (n=959 elementary and special education programs)

Figure 7

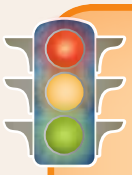
1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
2. Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.

Middle School Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all middle school teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
   - A. The state should require that all new middle school teachers are prepared to incorporate complex texts and academic language into instruction.
   - B. The state should ensure that all new middle school teachers are prepared to incorporate literacy skills as an integral part of every subject.
   - C. The state should ensure that all new middle school teachers of English language arts are prepared to support struggling readers.
2. The state should require that new middle school teachers pass a licensing test in every core academic area they are licensed to teach.
3. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.



How well are states ensuring that middle school teachers are prepared for college- and career-readiness standards?

16

Alaska, Arizona, California, Hawaii, Idaho, Maine, MICHIGAN, Montana, Nebraska, New Mexico, Oklahoma, Oregon, South Dakota, Utah, Washington, Wyoming

5

Colorado, Massachusetts, Nevada, North Dakota, Wisconsin

22

Alabama, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Rhode Island, South Carolina, Vermont, Virginia, West Virginia

6

Florida, Georgia, Illinois, Pennsylvania, Tennessee, Texas

2

Arkansas, Indiana

Middle School Teacher Prep Analysis: **Michigan**

PREPARING MIDDLE SCHOOL TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The middle school years are critical to students' education, but, too often, states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by an elementary teacher. Middle school teachers should not only be prepared to teach grade-level content, but should also be prepared to meet the increased instructional requirements of college- and career-readiness standards for students.

Currently, Michigan allows middle school teachers to teach on a generalist K-8 license if they are assigned to self-contained classrooms. The state also allows teachers with secondary certificates to teach single subjects in middle school. Key licensing requirements for middle school teachers in Michigan include:

MICHIGAN
MIDDLE SCHOOL TEACHER PREP SNAPSHOT

✗ **State requires teachers to pass a content test for each subject they teach.**

✗ **State requires middle school teachers to hold a middle grade or secondary license.**

✓ *Yes* ✗ *No*

Preparation and licensure requirements for middle school teachers must address more than just content knowledge; the key instructional shifts articulated in college- and career-readiness standards must also be incorporated. Michigan allows middle school teachers to teach on a generalist K-8 license if they are assigned to self-contained classrooms. These teachers are only required to pass the Michigan Test for Teacher Certification (MTTC) general elementary content test, which does not include the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students (see discussion of elementary requirements).

Otherwise, secondary teachers may teach single subjects at the middle school level. Regrettably, these teachers are also not prepared to teach to these standards (see discussion of secondary requirements).

Supporting Research

Test Requirement

www.mttc.nesinc.com

SOAHR Administrative Code Teacher Certification Code R 390.1122, -26, -27

RECOMMENDATIONS

- **Ensure that all middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

  Incorporate informational text of increasing complexity into classroom instruction.

  Either through testing frameworks or teacher standards, Michigan should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

  Incorporate literacy skills as an integral part of every subject.

  To ensure that middle school students are capable of accessing varied information about the world around them, Michigan should also include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

  Support struggling readers.

  Michigan should articulate requirements ensuring that middle school teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all middle school teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that satisfactory completion of a three-credit course of study, with appropriate field experiences, in the diagnosis and remediation of reading disabilities and differentiated instruction is required before teachers can be recommended for a professional teaching certificate. The reading diagnostic requirement supplements the initial reading requirements for elementary and secondary initial licensure.

Supporting Research

http://www.michigan.gov/mde/0,4615,7-140-5683_6368-146967--,00.html

RECOMMENDATIONS CONTINUED

- **Require content testing in all core areas.**

  Michigan should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach as a condition of initial licensure. To ensure meaningful middle school content tests, the state should set its passing scores to reflect high levels of performance.

- **Eliminate the generalist license.**

  Michigan should not allow middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers. These teachers are less likely to be adequately prepared to teach core academic areas at the middle school level because their preparation requirements are not specific to the middle or secondary levels. Adopting middle school teacher preparation policies for all such teachers will help ensure that students in grades 7 and 8 have teachers who are appropriately prepared to teach grade-level content, which is different and more advanced than what elementary teachers teach.

Figure 9

Are states ensuring that new middle school teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	◪	☐	◪
Alaska	☐	☐	☐
Arizona	◪	☐	☐
Arkansas	■	■	◪
California	☐	☐	☐
Colorado	◪	◪	■
Connecticut	◪	☐	☐
Delaware	◪	☐	☐
District of Columbia	◪	☐	☐
Florida	◪	◪	■
Georgia	◪	◪	■
Hawaii	☐	☐	☐
Idaho	◪	☐	☐
Illinois	■	■	■
Indiana	◪	■	■
Iowa	◪	☐	☐
Kansas	◪	☐	☐
Kentucky	◪	☐	☐
Louisiana	◪	☐	■
Maine	◪	☐	☐
Maryland	◪	☐	☐
Massachusetts	☐	☐	☐
MICHIGAN	☐	☐	☐
Minnesota	◪	■	■
Mississippi	◪	☐	☐
Missouri	◪	◪	☐
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	◪	☐	☐
New Hampshire	◪	■	■
New Jersey	◪	☐	☐
New Mexico	☐	☐	☐
New York	◪	☐	■
North Carolina	◪	■	☐
North Dakota	◪	☐	☐
Ohio	◪	☐	☐
Oklahoma	☐	☐	☐
Oregon	◪	☐	☐
Pennsylvania	◪	■	■
Rhode Island	◪	☐	◪
South Carolina	◪	☐	☐
South Dakota	◪	☐	☐
Tennessee	◪	☐	■
Texas	◪	■	■
Utah	☐	☐	☐
Vermont	◪	☐	◪
Virginia	◪	☐	☐
Washington	☐	◪	☐
West Virginia	◪	☐	☐
Wisconsin	☐	☐	☐
Wyoming	☐	☐	☐

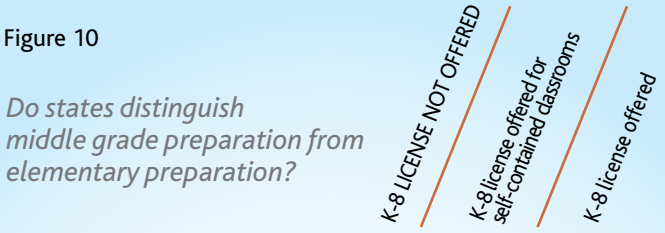
■ Fully addresses instructional component ◪ Partially addresses instructional component

SUMMARY OF MIDDLE SCHOOL TEACHER PREP FIGURES

- **Figure 9**
  Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 10**
  Distinctions in licenses betweeen middle and elementary teachers
- **Figure 11**
  Content test requirements
- **Figure 12**
  Teacher Prep Review findings about middle school teacher prep

Figure 10

Do states distinguish middle grade preparation from elementary preparation?



	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■[1]
Arkansas	■	□	□
California	□	■[2]	□
Colorado	■	□	□
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	■	□	□
Indiana	■	□	□
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	□	■
Maryland	■	□	□
Massachusetts	■	□	□
MICHIGAN	□	■	□
Minnesota	□	■	□
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	■	□	□
North Dakota	□	□	■[1]
Ohio	■	□	□
Oklahoma	□	□	■[3]
Oregon	□	□	■[4]
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■[1]
Wyoming	■	□	□
	32	**5**	**14**

EXAMPLES OF BEST PRACTICE

Illinois ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's new standards for the middle grades include the instructional shifts toward building content knowledge and vocabulary through increasingly complex texts and careful reading of informational and literary texts associated with these standards. The standards also address the needs of struggling readers.

Illinois's requirements connecting literacy to all subject areas are particularly noteworthy. All middle school teachers must understand "the role, perspective and purpose of text in specific disciplines" and be able to perform tasks such as scaffolding reading to allow students to understand and learn from challenging text; guiding reading discussions that require students to identify key ideas and details of a text; analyze craft and structure and critically evaluate the text; and model reading strategies to improve comprehension.

In addition, **Georgia**, **Mississippi**, **New Jersey** and **South Carolina** ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

1. Offers 1-8 license.
2. California offers a K-12 generalist license for all self-contained classrooms.
3. With the exception of mathematics.
4. Oregon offers 3-8 license.

Figure 11

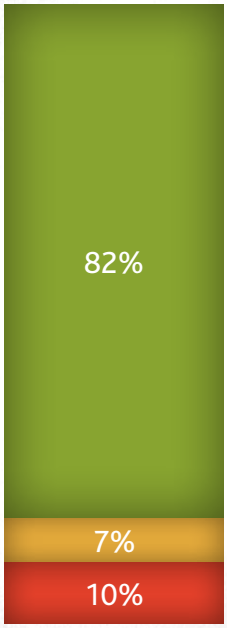
Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?

	YES	No, test does not report subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	■			
Alaska				■ [1]
Arizona			■	
Arkansas	■			
California				■ [2]
Colorado				■
Connecticut	■			
Delaware	■			
District of Columbia	■			
Florida	■			
Georgia	■			
Hawaii				■
Idaho			■ [3]	
Illinois				■ [4]
Indiana	■			
Iowa	■			
Kansas	■			
Kentucky	■			
Louisiana	■			
Maine			■	
Maryland	■ [5]			
Massachusetts		■		
MICHIGAN			■	
Minnesota			■	
Mississippi	■			
Missouri	■			
Montana				■
Nebraska			■	
Nevada			■	
New Hampshire			■ [6]	
New Jersey	■			
New Mexico			■	
New York	■ [7]			
North Carolina	■ [8]			
North Dakota			■	
Ohio	■			
Oklahoma			■	
Oregon			■	
Pennsylvania	■			
Rhode Island	■			
South Carolina	■			
South Dakota			■	
Tennessee	■			
Texas	■			
Utah			■	
Vermont	■			
Virginia	■			
Washington			■	
West Virginia	■			
Wisconsin		■		
Wyoming				■
	27	**2**	**15**	**7**

Figure 12

TEACHER PREP REVIEW FINDINGS

82 percent of programs ensure that middle school teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 7: Middle School Content (n=375 middle school programs). State licensing test requirements are also included in evaluating this standard.

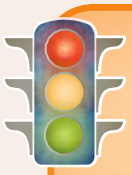
1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require content test.
3. For K-8 license, Idaho also requires one single-subject test.
4. Illinois requires candidates to take a middle level core content test if a test is available. It is not clear that this will result in teachers passing a test in each subject and draft test frameworks are not yet available for review.
5. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.
6. New Hampshire requires K-8 candidates to pass a middle school content test in one core area.
7. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.
8. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

Secondary Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all secondary teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
   - A. The state should require that all new secondary teachers are prepared to incorporate complex texts and academic language into instruction.
   - B. The state should ensure that all new secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.
   - C. The state should ensure that all new secondary teachers of English language arts are prepared to support struggling readers.
2. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
3. The state should require secondary general science and general social studies teachers to pass a subject-matter test of each discipline they are licensed to teach.
4. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.



How well are states ensuring that secondary teachers are prepared for college- and career-readiness standards?

6 Alaska, California, Hawaii, Montana, New Mexico, Wyoming

24 Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Iowa, Louisiana, Massachusetts, MICHIGAN, Mississippi, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Washington, Wisconsin

16 Florida, Georgia, Kansas, Kentucky, Maine, Maryland, Missouri, New Hampshire, New Jersey, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia

5 Arkansas, Indiana, Minnesota, New York, Tennessee

0

Secondary Teacher Prep Analysis: **Michigan**

PREPARING SECONDARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

To be prepared to meet the instructional requirements of college- and career-readiness standards for their students, secondary teachers must be experts in the subject matter they teach. States should ensure that secondary teachers have sufficient content knowledge in all the subjects they are licensed to teach.

Currently, Michigan offers single-subject secondary licenses to teach grades 6-12. Key licensing requirements for secondary school teachers in Michigan include:

MICHIGAN SECONDARY TEACHER PREP SNAPSHOT

- ✔ **State requires a content test to teach any single core subject.**
- ✗ **State offers only single-subject science certifications or has appropriate requirements for teachers with general science license.**
- ✗ **State offers only single-subject social studies certifications or has appropriate requirements for teachers with general social studies license.**
- ✔ **State requires a content test in order to add an endorsement to a license.**

✔ *Yes* ✗ *No*

Not only must secondary teachers possess strong backgrounds in content knowledge as required by college- and career-readiness standards, they must also be able to address the key instructional shifts associated with the standards. Michigan requires that secondary English teachers pass the MTTC English assessment, which does not include the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students. The testing framework only requires teachers to "understand the distinctive features of various genres and recognize recurrent themes in all genres," which includes "analyzing the characteristics of nonfiction genres (e.g., informational texts)."

Secondary tests in other content areas do not address incorporating literacy skills.

Michigan's reading standards for secondary teachers do require that teachers "demonstrate understanding of the integrated nature of the English language arts across all content areas." The standards also articulate that teachers must "understand the char-

RECOMMENDATIONS

- **Ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

  Incorporate informational text of increasing complexity into classroom instruction.

  Either through testing frameworks or teacher standards, Michigan should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

  Incorporate literacy skills as an integral part of every subject.

  To ensure that secondary students are capable of accessing varied information about the world around them, Michigan should also include more specific requirements regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

  Support struggling readers.

  Michigan should articulate more specific requirements ensuring that secondary teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all secondary teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

acteristics of texts and how textual aids enhance comprehension," with further clarification that teachers must "recognize elements of fiction and non-fiction, including imaginative, narrative, and expository texts."

Regarding struggling readers, the state's standards require secondary teacher candidates to:

- Know and implement practices that address the strengths and needs of all learners
- Recognize and provide differentiated instruction for students with reading disorders
- Provide instruction and support for students with reading disorders.

Supporting Research

MTTC Tests

www.mttc.nesinc.com

Standards in Reading for All Secondary Preparation Programs

http://www.michigan.gov/mde/0,4615,7-140-6530_5683_6368---,00.html

Michigan Test for Teacher Certification

www.mttc.nesinc.com

Teacher Certification Reference Manual

http://www.michigan.gov/documents/mde/2012_cert_update_manual_-_final_copy_395669_7.pdf

Specialty Program Standards

http://www.michigan.gov/documents/mde/SBE_Proposed_Social_Studies_Standards_wedits_4.16.2009_275629_7.pdf

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that satisfactory completion of a three-credit course of study, with appropriate field experiences, in the diagnosis and remediation of reading disabilities and differentiated instruction is required before teachers can be recommended for a professional teaching certificate. The reading diagnostic requirement supplements the initial reading requirements for elementary and secondary initial licensure.

Supporting Research

http://www.michigan.gov/mde/0,4615,7-140-5683_6368-146967--,00.html

RECOMMENDATIONS CONTINUED

- **Require secondary teachers with umbrella certifications to pass a content test for each discipline they are licensed to teach.**

  By allowing general social studies and general science certifications—and only requiring general knowledge exams for each—Michigan is not ensuring that these secondary teachers possess adequate subject-specific content knowledge. The state's required general social studies assessment combines all topical areas (e.g., history, geography, economics), and its required general science assessment combines subject areas that include biology, chemistry and physics. Neither assessment reports separate scores for each area. Therefore, candidates could answer many—perhaps all—chemistry questions, for example, incorrectly, yet still be licensed to teach chemistry to high school students.

Figure 13

Are states ensuring that new secondary teachers are prepared for the instructional shifts associated with college-and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	◪	☐	☐
Alaska	☐	☐	☐
Arizona	◪	☐	☐
Arkansas	■	■	◪
California	☐	☐	☐
Colorado	◪	◪	■
Connecticut	◪	☐	☐
Delaware	◪	☐	☐
District of Columbia	◪	☐	☐
Florida	☐	◪	◪
Georgia	◪	☐	☐
Hawaii	☐	☐	☐
Idaho	◪	☐	☐
Illinois	☐	☐	☐
Indiana	◪	◪	◪
Iowa	◪	☐	☐
Kansas	◪	☐	☐
Kentucky	◪	☐	☐
Louisiana	◪	☐	■
Maine	◪	☐	☐
Maryland	◪	☐	■
Massachusetts	☐	☐	☐
MICHIGAN	☐	☐	◪
Minnesota	◪	■	■
Mississippi	◪	☐	☐
Missouri	◪	◪	☐
Montana	☐	☐	☐
Nebraska	◪	☐	☐
Nevada	◪	☐	☐
New Hampshire	◪	◪	■
New Jersey	◪	☐	☐
New Mexico	☐	☐	☐
New York	◪	☐	■
North Carolina	◪	■	☐
North Dakota	◪	☐	☐
Ohio	◪	☐	☐
Oklahoma	☐	☐	☐
Oregon	◪	☐	☐
Pennsylvania	◪	☐	◪
Rhode Island	◪	☐	◪
South Carolina	◪	☐	☐
South Dakota	◪	☐	☐
Tennessee	◪	☐	◪
Texas	◪	■	■
Utah	◪	☐	☐
Vermont	◪	☐	■
Virginia	◪	☐	☐
Washington	◪	☐	■
West Virginia	◪	☐	☐
Wisconsin	◪	☐	☐
Wyoming	☐	☐	☐

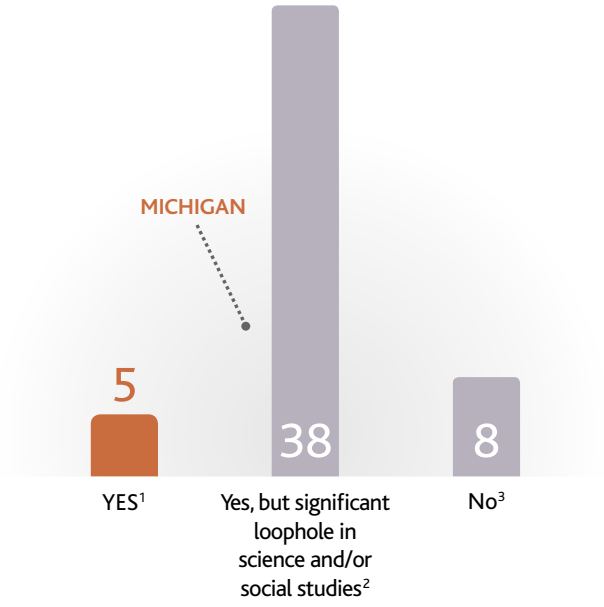
■ Fully addresses instructional component ◪ Partially addresses instructional component

SUMMARY OF SECONDARY TEACHER PREP FIGURES

- **Figure 13**
  Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 14**
  Content test requirements
- **Figure 15**
  Requirements for general science teachers
- **Figure 16**
  Requirements for general social studies teachers
- **Figure 17**
  Teacher Prep Review findings about secondary teacher prep

Figure 14

Do secondary teachers have to pass a content test in every subject area for licensure?



1. Strong Practice: Indiana, Minnesota, Missouri, South Dakota, Tennessee
2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina[4], North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Figure 15 (science) and Figure 16 (social studies).]
3. Alaska[5], Arizona[6], California, Colorado, Hawaii, Montana, Washington, Wyoming
4. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
5. Alaska does not require content tests for initial licensure.
6. Candidates with a master's degree in the subject area do not have to pass a content test.

EXAMPLES OF BEST PRACTICE

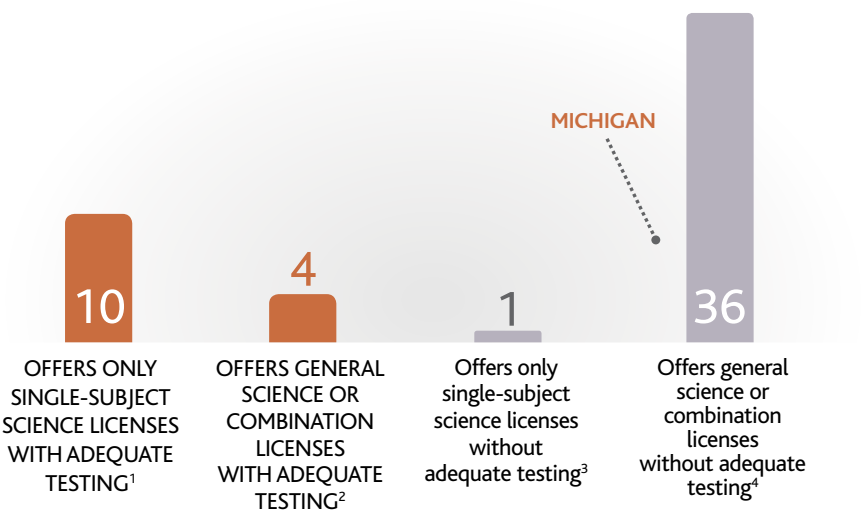
Arkansas has done more than other states to ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. Not only does the state address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these new standards in its educator competencies for secondary English language arts teachers, it also requires teachers to incorporate literacy skills into all content areas. For example, the secondary social studies competency to "incorporate disciplinary literacy" states that "reading competencies for literacy in history/social studies for grades 7-12 include the ability to read informational texts in history and social studies closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts." A similar competency exists for both the life science and physical science secondary certifications.

Indiana, **Minnesota** and **Tennessee** require that all secondary teacher candidates pass a content test to teach any core subject—both as a condition of licensure and to add an additional field to a secondary license. Further, neither of these states offers secondary certification in general social studies or science; all teachers must be certified in a specific discipline.

Also worthy of mention is **Missouri**, which requires general social studies teachers to pass a multi-content test with six independently scored subtests. Missouri also offers a general science license that can only be used to teach general science courses. All other science teachers must be certified in a specific discipline.

Figure 15

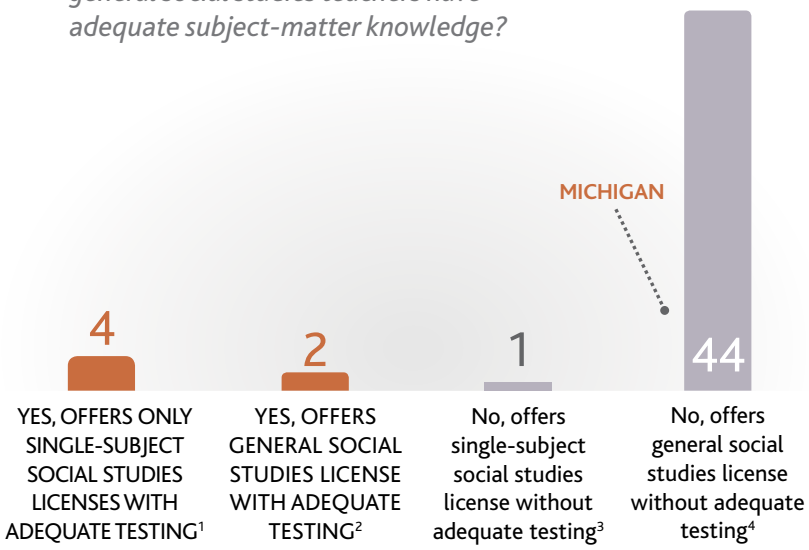
Do states ensure that secondary general science teachers have adequate subject-matter knowledge?



1. Strong Practice: Florida, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New York, South Dakota, Tennessee, Virginia
2. Strong Practice: Missouri, New Jersey, Rhode Island[5], West Virginia[5]
3. California
4. Alabama, Alaska, Arizona[6], Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Georgia[7], Hawaii, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Vermont, Washington, Wisconsin, Wyoming
5. Teachers with the general science license may only teach general science courses.
6. Arizona limits teachers with the general science license to teaching only general science courses. However, candidates with a master's degree in the subject area do not have to pass a content test.
7. Georgia's science test consists of two subtests.

Figure 16

Do states ensure that secondary general social studies teachers have adequate subject-matter knowledge?

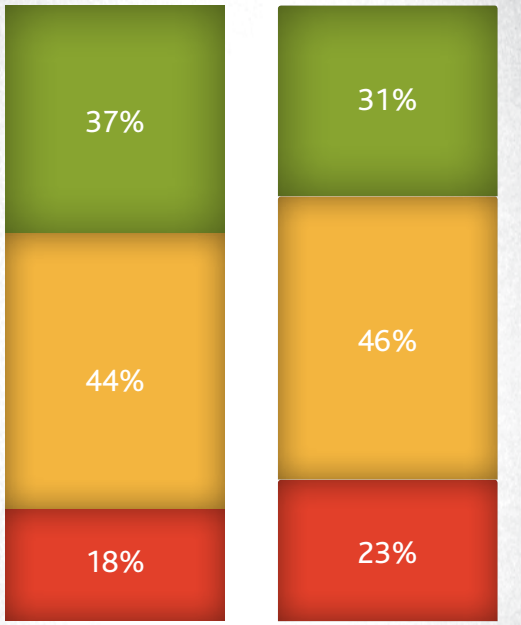


1. Strong Practice: Georgia, Indiana, South Dakota, Tennessee
2. Strong Practice: Minnesota[5], Missouri
3. Arizona[6]
4. Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma[7], Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
5. Minnesota's test for general social studies is divided into two individually scored subtests.
6. Candidates with a master's degree in the subject area do not have to pass a content test.
7. Oklahoma offers combination licenses without adequate testing.

Figure 17

TEACHER PREP REVIEW FINDINGS

Less than 40 percent of preparation programs ensure that secondary teachers are well prepared in the subjects they will teach.



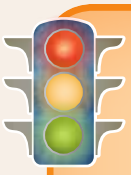
From NCTQ's 2014 *Teacher Prep Review* Standard 8: High School Content (n=1,110 high school programs). State licensing test requirements are also considered in evaluating this standard.

Special Education Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all special education teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
   - A. The state should ensure that all new secondary special education teachers are prepared to support struggling readers.
   - B. The state should require that all new secondary special education teachers are prepared to incorporate complex texts and academic language into instruction.
   - C. The state should ensure that all new secondary special education teachers are prepared to incorporate literacy skills as an integral part of every subject.
2. The state should require that new elementary special education teachers pass a rigorous test of reading instruction in order to attain licensure.
3. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
4. All elementary special education candidates should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
5. The state should ensure that secondary special education teachers possess adequate content knowledge.



How well are states ensuring that special education teachers are prepared for college- and career-readiness standards?

30	Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Kansas, Kentucky, Maine, MICHIGAN, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming
9	California, Colorado, Connecticut, Idaho, Iowa, Maryland, New Jersey, Tennessee, Virginia
11	Alabama, Indiana, Louisiana, Massachusetts, Missouri, North Carolina, Pennsylvania, Rhode Island, Texas, West Virginia, Wisconsin
1	New York
0	

Special Education Teacher Prep Analysis: **Michigan**

PREPARING SPECIAL EDUCATION TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

Although most special education students are expected to meet the same high college- and career-readiness standards as typical students, too many states set an even lower bar for the preparation and licensure requirements of special education teachers. States must ensure that special education teachers are well grounded in all of the subject matter they will be licensed to teach.

Currently, Michigan offers a K-12 special education license. Key licensing requirements for special education teachers in Michigan include:

MICHIGAN SPECIAL ED TEACHER PREP SNAPSHOT

- ✗ **State only offers discrete elementary and secondary special education licenses.**
- ✗ **Elementary subject-matter test required for special education license.**
- ✗ **Secondary test in at least one subject area required for secondary special education license.**

✔ *Yes* ✗ *No*

Special education teachers must also be prepared for the key instructional shifts that differentiate college- and career-readiness standards from previous student standards.

Regrettably, Michigan does not require its special education teachers who teach the elementary grades to pass a rigorous test of reading instruction. Candidates with an elementary certificate will have passed the Michigan Test for Teacher Certification (MTTC) general elementary content test, but although it addresses expository texts, the assessment does not include the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

Michigan's reading standards for elementary teachers articulate that all candidates must "promote the integration of language arts in all content areas."

Candidates with secondary certification will have passed a single-subject exam. Michigan requires that secondary English teachers pass the MTTC English assessment. The testing framework requires teachers to "understand the distinctive features of various genres and recognize recurrent themes in all genres," which includes "analyzing the characteristics of nonfiction genres (e.g., informational texts)."

RECOMMENDATIONS

- **Ensure that special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

  Require all special education teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.

  Michigan should require a rigorous reading assessment tool to ensure that its elementary special education teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary special education teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

  Incorporate informational text of increasing complexity into classroom instruction.

  Either through testing frameworks or teacher standards, Michigan should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

  Incorporate literacy skills as an integral part of every subject.

  To ensure that special education students are capable of accessing varied information about the world around them, Michigan should expand on its existing standards and require that all special education teachers include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

Although testing frameworks do not address incorporating literacy skills into other content areas, Michigan's reading standards for secondary teachers require that teachers can "demonstrate understanding of the integrated nature of the English language arts across all content areas." The standards also articulate that teachers must "understand the characteristics of texts and how textual aids enhance comprehension," with further clarification that teachers must "recognize elements of fiction and non-fiction, including imaginative, narrative, and expository texts."

Regarding struggling readers, the state's elementary standards require elementary teacher candidates to "recognize how differences among learners influence their literacy development and implement programs to address the strengths and needs of individual learners...." Secondary reading standards require a teacher to:

- Know and implement practices that address the strengths and needs of all learners
- Recognize and provide differentiated instruction for students with reading disorders
- Provide instruction and support for students with reading disorders.

Supporting Research

MTTC Tests

www.mttc.nesinc.com

Michigan Administrative Code R340.1782, R390.1122

Standards in Reading for All Elementary Preparation Programs

http://www.michigan.gov/mde/0,4615,7-140-6530_5683_6368---,00.html

Standards in Reading for All Secondary Preparation Programs

http://www.michigan.gov/mde/0,4615,7-140-6530_5683_6368---,00.html

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that satisfactory completion of a three-credit course of study, with appropriate field experiences, in the diagnosis and remediation of reading disabilities and differentiated instruction is required before teachers can be recommended for a professional teaching certificate. The reading diagnostic requirement supplements the initial reading requirements for elementary and secondary initial licensure.

Supporting Research

http://www.michigan.gov/mde/0,4615,7-140-5683_6368-146967--,00.html

RECOMMENDATIONS CONTINUED

Support struggling readers.

Michigan should articulate more specific requirements ensuring that all special education teachers are prepared to intervene and support students who are struggling with reading. With reading difficulties generally representing the primary reason for special education placements, it is essential that all special education teachers have the knowledge and skills to diagnose and support students with literacy needs.

- **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

  It is virtually impossible and certainly impractical for Michigan to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

- **Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.**

  To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, Michigan should require a rigorous content test that reports separate passing scores for each content area. Michigan should also set these passing scores to reflect high levels of performance. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

RECOMMENDATIONS CONTINUED

- **Ensure that secondary special education teachers possess adequate content knowledge.**

  Secondary special education teachers are frequently generalists who teach many core subject areas. While it may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject, Michigan's current policy of allowing an elementary content test is problematic and will not help special education students to meet rigorous learning standards. To provide a middle ground, Michigan should consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

Figure 18

Are states ensuring that new special education teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	◪	☐	◪
Alaska	☐	☐	☐
Arizona	☐	☐	☐
Arkansas	☐	☐	■
California	◪	☐	◪
Colorado	◪	◪	■
Connecticut	◪	☐	■
Delaware	☐	☐	☐
District of Columbia	☐	☐	☐
Florida	◪	☐	■
Georgia	☐	☐	☐
Hawaii	☐	☐	☐
Idaho	◪	☐	☐
Illinois	☐	☐	■
Indiana	■	☐	■
Iowa	☐	☐	☐
Kansas	☐	☐	☐
Kentucky	☐	☐	☐
Louisiana	◪	☐	■
Maine	☐	☐	☐
Maryland	☐	☐	■
Massachusetts	◪	☐	■
MICHIGAN	☐	☐	◪
Minnesota	☐	☐	☐
Mississippi	☐	☐	☐
Missouri	◪	◪	☐
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	☐	☐	☐
New Hampshire	☐	☐	◪
New Jersey	◪	☐	☐
New Mexico	☐	☐	☐
New York	■	☐	■
North Carolina	◪	■	■
North Dakota	☐	☐	☐
Ohio	☐	☐	☐
Oklahoma	☐	☐	☐
Oregon	☐	☐	◪
Pennsylvania	◪	◪	☐
Rhode Island	◪	☐	◪
South Carolina	☐	☐	☐
South Dakota	☐	☐	☐
Tennessee	☐	☐	■
Texas	☐	☐	■
Utah	☐	☐	☐
Vermont	☐	☐	☐
Virginia	☐	☐	■
Washington	☐	☐	☐
West Virginia	◪	☐	■
Wisconsin	◪	☐	■
Wyoming	☐	☐	☐

■ Fully addresses instructional component ◪ Partially addresses instructional component

SUMMARY OF SPECIAL EDUCATION TEACHER PREP FIGURES

- **Figure 18**
  Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 19**
  Distinctions in licenses between elementary and secondary teachers
- **Figure 20**
  Content test requirements
- **Figure 21**
  Science of reading requirements
- **Figure 22**
  Teacher Prep Review findings about special education teacher prep

EXAMPLES OF BEST PRACTICE

Although all states have weaknesses when it comes to special education teachers' preparedness to meet the instructional requirements of college- and career-readiness standards for students, both **Indiana** and **New York** are notable for addressing the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these standards.

Unfortunately, states are also weak in other areas of special education teacher preparation. However, three states—**Missouri**, **New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. These three states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers.

Secondary special education teachers in New York must pass a multi-subject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area. Secondary special education teachers in Missouri can either take a multi-subject test comprised of four separately scored sections or a single-subject secondary assessment.

Figure 19

Do states distinguish between elementary and secondary special education teachers?

	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	■		
Alaska			■
Arizona			■
Arkansas			■
California			■
Colorado		■	
Connecticut			■
Delaware		■	
District of Columbia		■	
Florida			■
Georgia		■	
Hawaii		■	
Idaho		■	
Illinois			■
Indiana		■	
Iowa	■		
Kansas		■	
Kentucky			■
Louisiana	■		
Maine	■		
Maryland	■		
Massachusetts	■		
MICHIGAN			■
Minnesota			■
Mississippi			■
Missouri	■[1]		
Montana			■
Nebraska		■	
Nevada			■
New Hampshire		■	
New Jersey	■[1]		
New Mexico			■
New York	■		
North Carolina			■
North Dakota			■
Ohio			■
Oklahoma			■
Oregon	■[1]		
Pennsylvania	■		
Rhode Island	■		
South Carolina			■
South Dakota		■	
Tennessee	■		
Texas			■
Utah			■
Vermont	■[1]		
Virginia			■
Washington			■
West Virginia	■		
Wisconsin	■		
Wyoming		■	
	16	**12**	**23**

Figure 20

Which states require subject-matter testing for special education teachers?

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Iowa, Louisiana, Massachusetts, Missouri[1], New Jersey, New York, Pennsylvania[2], Rhode Island, West Virginia[3], Wisconsin
Required for a K-12 special education license	Colorado, Idaho, North Carolina
Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	Missouri[1], New York[4], Wisconsin[5]
Test in at least one subject required for secondary special education license	Louisiana, New Jersey, Pennsylvania[2], Rhode Island, West Virginia[3]
Required for a K-12 special education license	None

1. Missouri offers a K-12 certification but candidates must pass either the elementary multi-content assessment or the middle/secondary multi-content assessment.
2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.
3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
4. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
5. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 19

1. Missouri, New Jersey, Oregon and Vermont issue a K-12 certificate, but candidates must meet discrete elementary and/or secondary requirements.

Figure 21

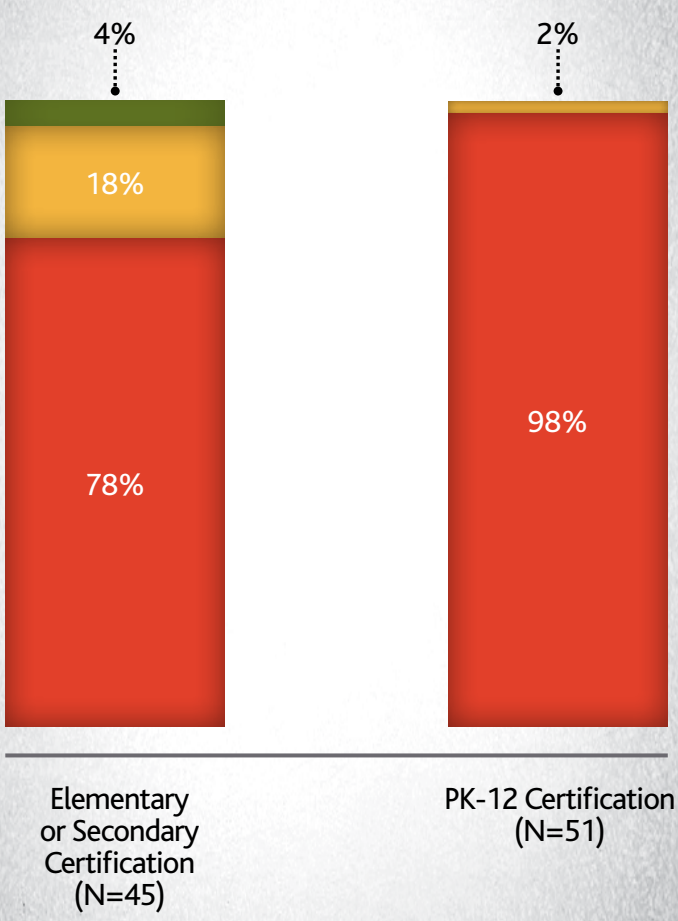
Do states require all teachers of early reading to pass an adequate science of reading test?

	Elementary teachers	Early childhood teachers	Elementary special education teachers
Alabama	■	■	□
Alaska	□	□[1]	□
Arizona	□	□	□
Arkansas	□	□[1]	□
California	■	□[1]	■
Colorado	□	□	□
Connecticut	■	■	■
Delaware	□	□	□
District of Columbia	□	□	□
Florida	■	■	□
Georgia	□	□[1]	□
Hawaii	□	□	□
Idaho	□	□	□
Illinois	□	□	□
Indiana	■	■	■
Iowa	□	□	□
Kansas	□	□	□
Kentucky	□	□[1]	□
Louisiana	□	□	□
Maine	□	□	□
Maryland	□	□	□
Massachusetts	■	■	■
MICHIGAN	□	□[1]	□
Minnesota	■	■	□
Mississippi	■	□[1]	□
Missouri	□	□	□
Montana	□	□[1]	□
Nebraska	□	□	□
Nevada	□	□	□
New Hampshire	■	■	□
New Jersey	□	□	□
New Mexico	■	□	□
New York	■	■	■
North Carolina	■	□[1]	■
North Dakota	□	□	□
Ohio	■	□[1]	□
Oklahoma	■	■	■
Oregon	□	□[1]	□
Pennsylvania	□	□[1]	□
Rhode Island	□	□	□
South Carolina	□	□	□
South Dakota	□	□	□
Tennessee	■	■	■
Texas	□	□[1]	□
Utah	□	□	□
Vermont	□	□	□
Virginia	■	■	■
Washington	□	□	□
West Virginia	■	■	■
Wisconsin	■	■	■
Wyoming	□	□	□
	18	**13**	**11**

Figure 22

TEACHER PREP REVIEW FINDINGS

Less than 5 percent of preparation programs ensure that special education teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 9: Content for Special Education (n=96 special education programs)

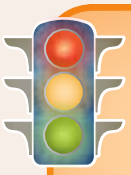
1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

Admission into Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should limit admission to teacher preparation programs to candidates in the top half of the college-going population.
2. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs. Alternatively, academic proficiency could be demonstrated by grade point average.



How well are states ensuring that teacher prep programs have rigorous admission standards?

18 Alaska, Arizona, California, Colorado, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Mexico, North Dakota, Ohio, South Dakota, Vermont, Wyoming

8 Alabama, Arkansas, Florida, Illinois, Iowa, Missouri, Nebraska, Oregon

10 Connecticut, Indiana, Kentucky, New Hampshire, Oklahoma, Pennsylvania, Tennessee, Washington, West Virginia, Wisconsin

2 Georgia, Mississippi

13 Delaware, District of Columbia, Hawaii, Louisiana, MICHIGAN, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Virginia

Admission into Teacher Prep Analysis: **Michigan**

RAISING THE BAR FOR TEACHER PREP THROUGH HIGHER ADMISSION STANDARDS

NCTQ has repeatedly found that too many teacher preparation programs are in need of major improvement, graduating first-year teachers lacking skills and content knowledge adequate to thrive in the classroom. One important way states can raise the bar for teacher preparation programs is to set more ambitious admission requirements for new elementary, secondary and special education teachers. This is even more relevant and important as the increasing expectations of college- and career-readiness standards demand more from teachers academically. A key criterion for admissions is evidence of a strong academic background, and states should require programs to select candidates from the top half of the college-going population. Countries like Singapore and Finland are even more restrictive in admissions; the top half goal is realistic and achievable while representing a significantly higher standard for programs throughout the United States. Until recently, few states had rigorous academic standards for admission, but with states like Rhode Island and Delaware significantly raising the bar by taking the lead in establishing higher standards and new accreditation requirements from CAEP, this is beginning to change.

MICHIGAN
ADMISSION INTO TEACHER PREP SNAPSHOT

✔ **State requires a minimum GPA of 3.0 for admission into teacher prep.**

✔ **State requires a test normed to college-bound population prior to admission to prep program.**

✔ *Yes* ✗ *No*

Michigan does not require prospective teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs. Rather, the state's new Professional Readiness Exam requirement is delayed until teacher candidates are to begin student teaching.

However, to earn CAEP accreditation, as mandated by Michigan, all programs need to ensure that the average grade point average of its accepted cohort of candidates meets or exceeds 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT or GRE is:

- In the top 50 percent from 2016-2017
- In the top 40 percent of the distribution from 2018-2019
- In the top 33 percent of the distribution by 2020.

RECOMMENDATIONS

- **Establish rigorous admission criteria independent of accreditation process.**

  While the CAEP standards set an admirably high bar for admission to teacher preparation programs, Michigan should enact its own policy articulating rigorous criteria for admission. Whether CAEP will uniformly uphold its standards and deny accreditation to programs that fall short in key areas such as admissions is still unknown. Clear state policy would eliminate this uncertainty and send an unequivocal message to programs about the state's expectations.

- **Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.**

  In addition to ensuring that programs require a measure of academic performance for admission, Michigan might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related test content in the prerequisite classes required for program admission. Thus, it would be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

Supporting Research

State Board of Education Teacher Certification Code R 390.1122; 1151

Standards, Requirements, and Procedures for Initial Approval of Teacher Preparation Institutions http://www.michigan.gov/documents/TPI_Standards,_Requirements,_&_Procedures_for_Initial_Approval_74807_7.PDF

MICHIGAN RESPONSE TO ANALYSIS

While not asked to respond to the full analysis for this section, Michigan was helpful in providing NCTQ with additional information related to admission to teacher preparation.

Figure 23

Do states measure the academic proficiency of teacher candidates?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed to teacher candidates only before admission to prep program	Test normed to teacher candidates only during or after completion of prep program	No test required
Alabama	☐	■	☐	☐
Alaska	☐	☐	■	☐
Arizona	☐	☐	☐	■
Arkansas	☐	■	☐	☐
California	☐	☐	■	☐
Colorado	☐	☐	☐	■
Connecticut	☐	■	☐	☐
Delaware	■	☐	☐	☐
District of Columbia	■ [1]	☐	☐	☐
Florida	☐	■	☐	☐
Georgia	☐	■	☐	☐
Hawaii	■ [1]	☐	☐	☐
Idaho	☐	☐	☐	■
Illinois	☐	☐	■	☐
Indiana	☐	■	☐	☐
Iowa	☐	■	☐	☐
Kansas	☐	☐	■	☐
Kentucky	☐	■	☐	☐
Louisiana	■ [1]	☐	☐	☐
Maine	☐	☐	■	☐
Maryland	☐	☐	■	☐
Massachusetts	☐	☐	■	☐
MICHIGAN	■ [1]	☐	☐	☐
Minnesota	☐	☐	■	☐
Mississippi	☐	■	☐	☐
Missouri	☐	■	☐	☐
Montana	☐	☐	☐	■
Nebraska	☐	■	☐	☐
Nevada	☐	☐	■	☐
New Hampshire	☐	■	☐	☐
New Jersey	■ [1]	☐	☐	☐
New Mexico	☐	☐	■	☐
New York	■ [1]	☐	☐	☐
North Carolina	■ [1]	☐	☐	☐
North Dakota	☐	☐	■	☐
Ohio	☐	☐	☐	■
Oklahoma	☐	■ [2]	☐	☐
Oregon	☐	■	☐	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	■	☐	☐	☐
South Carolina	■ [1]	☐	☐	☐
South Dakota	☐	☐	☐	■
Tennessee	☐	■	☐	☐
Texas	■	☐	☐	☐
Utah	■ [1]	☐	☐	☐
Vermont	☐	☐	■	☐
Virginia	■ [1]	☐	☐	☐
Washington	☐	■	☐	☐
West Virginia	☐	■	☐	☐
Wisconsin	☐	■	☐	☐
Wyoming	☐	☐	☐	■
	13	**18**	**13**	**7**

SUMMARY OF ADMISSION INTO TEACHER PREP FIGURES

- **Figure 23**
  Test of academic proficiency requirements
- **Figure 24**
  GPA requirements
- **Figure 25**
  Teacher Prep Review findings about admissions

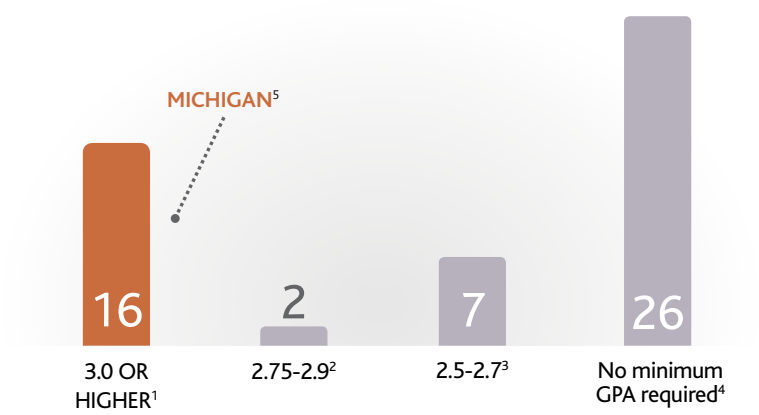
EXAMPLES OF BEST PRACTICE

While many states now require CAEP accreditation which includes a standard requiring strong admission practices, **Rhode Island** and **Delaware** have set requirements independent of the accreditation process, ensuring that the states' expectations are clear. Both states require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and, beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

1. Requirements for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admission policy.
2. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 24

Do states require a minimum GPA for admission to teacher prep?

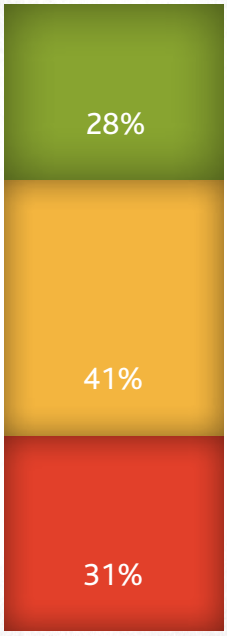


1. Strong Practice: Delaware, District of Columbia[5], Georgia[6], Hawaii[5], Louisiana[5], Michigan[5], Mississippi[6], New Jersey[6], New York[5], North Carolina[5], Oklahoma[7], Pennsylvania[8], Rhode Island, South Carolina[5], Utah, Virginia[5]
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut[9], Florida, Nebraska, South Dakota, Wisconsin[10]
4. Alaska, Arizona, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Tennessee, Vermont, Washington, West Virginia, Wyoming
5. Required minimum GPA of 3.0 is based on CAEP accreditation standards, not state's own admission policy.
6. The 3.0 GPA requirement is a cohort average; individual candidates in Mississippi and New Jersey must have a 2.75 GPA. Individual candidates in Georgia must have a 2.5 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

Figure 25

TEACHER PREP REVIEW FINDINGS

Only 28 percent of teacher preparation programs have a high bar for admissions.



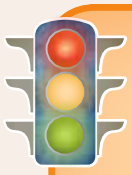
From NCTQ's 2014 *Teacher Prep Review* Standard 1: Selection Criteria (n=2,396 elementary, secondary and special education programs)

Teacher Preparation Program Accountability

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should incorporate preparation to teach to college- and career-readiness standards into its accountability requirements for teacher preparation programs.
2. The state should collect data that connects student achievement gains to teacher preparation programs. Such data can include value-added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.
5. The state should retain full authority over its process for approving teacher preparation programs.



How well are states ensuring that teacher preparation programs are accountable for their performance?

12	Alaska, Connecticut, District of Columbia, Hawaii, Idaho, Minnesota, Nebraska, New York, North Dakota, South Dakota, Utah, Wyoming
18	Arizona, Arkansas, California, Illinois, Iowa, Kansas, Maine, Maryland, Mississippi, Missouri, Montana, New Hampshire, Oklahoma, Oregon, Pennsylvania, Vermont, Virginia, West Virginia
10	Alabama, Indiana, Kentucky, Massachusetts, Nevada, New Jersey, New Mexico, South Carolina, Washington, Wisconsin
10	Colorado, Delaware, Florida, Georgia, MICHIGAN, North Carolina, Ohio, Rhode Island, Tennessee, Texas
1	Louisiana

Teacher Prep Program Accountability Analysis: **Michigan**

HOLDING PREPARATION PROGRAMS ACCOUNTABLE FOR RESULTS

The ultimate goal of teacher preparation programs should be to produce teachers who are effective in educating their students and ensure that they are ready for college and career. As programs operate by virtue of state approval, it is the state's responsibility to connect approval to accountability measures that ensure high performance. While this goal may have been hard to assess a few years ago, that is no longer the case. Redesigned evaluations of teacher effectiveness in the majority of states offer an opportunity for states to collect meaningful objective data on the performance of program graduates. To date, few states connect their process of approving teacher preparation programs to measurable outcome data about programs' graduates.

MICHIGAN
TEACHER PREP ACCOUNTABILITY SNAPSHOT

- ✗ **State collects data that connects student achievement gains to teacher preparation programs.**
- ✓ **State collects other meaningful data that reflect program performance.**
- ✓ **State has set minimum standards for program performance.**
- ✓ **State publishes an annual report card on its own website.**
- ✗ **State retains full authority over its approval process.**

✓ *Yes* ✗ *No*

Michigan's approval process for its traditional and alternate route teacher preparation programs is on the right track but could do more to hold programs accountable for the quality of the teachers they produce. Michigan uses Educator Preparation Institution Performance Scores for its traditional programs, which includes a category for measuring graduates' effectiveness, but the specifics of what is included in this score are unclear. Components of Michigan's Educator Preparation Institution Performance Score are test pass rates, program review, program completion, survey of candidates and supervisors, placement rates and institutional responsiveness to state need.

The state also appears to apply transparent, measurable criteria for conferring program approval. A program that scores 52-55 points is deemed "at-risk"; one that scores below 52 points is "low performing." Low-performing programs have two years to improve

RECOMMENDATIONS

- **Collect data that connect student achievement gains to teacher preparation programs.**

  As one way to measure whether programs are producing effective classroom teachers, Michigan should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching. Data that are aggregated to the institution (e.g., combining elementary and secondary programs) rather than disaggregated to the specific preparation program are not useful for accountability purposes. Such aggregation can mask significant differences in performance among programs.

- **Gather other meaningful data that reflect program performance.**

  Although Michigan relies on some objective, meaningful data to measure the performance of teacher preparation programs, the state should expand its current requirements for traditional teacher preparation programs to apply to alternate route programs and include additional metrics, such as five-year retention rates of graduates in the teaching profession.

- **Maintain full authority over the process for approving teacher preparation programs.**

  Michigan should not cede its authority and must ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

before penalties are imposed.Michigan makes its findings available by posting the data and program grades on its website.

For alternate route programs, Michigan requires reporting of how many teachers were certified under each program and how long participating teachers served in the classroom and comparison of evaluations of participating teachers and teachers with traditional certification. A report is published on the state's website, but the published data relate primarily to enrollment and do not seem to have been updated since 2009.

In Michigan, national accreditation is required for program approval.

Supporting Research

Approved Performance Criteria
http://www.michigan.gov/mde/0,4615,7-140-6530_5683_5703-220335--,00.html

Performance Score Reports
http://www.michigan.gov/mde/0,4615,7-140-6530_5683_5703-220335--,00.html

Public Act 212 of 2008 Section 503

Teacher Certification Code R390.1151

MICHIGAN RESPONSE TO ANALYSIS

While not asked to respond to the full analysis for this section, Michigan was helpful in providing NCTQ with additional information related to teacher prep program accountability.

Figure 26

Do states hold teacher preparation programs accountable?

	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■[1]	□
Alaska	□	□	□
Arizona	■	□	□
Arkansas	□	□	■
California	□	□	□
Colorado	■	□	■
Connecticut	□	□	□
Delaware	■	□	■
District of Columbia	□	□	□
Florida	■	□	■[2]
Georgia	■	□	□
Hawaii	□	□	□
Idaho	□	□	□
Illinois	■	□	□
Indiana	■	□	■
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	■[2]
Louisiana	■	■	■[2]
Maine	■[1]	□	□
Maryland	■[3]	□	□
Massachusetts	■	□	■
MICHIGAN	■	■[1]	■
Minnesota	□	□	□
Mississippi	■[1]	□	□
Missouri	■	□	□
Montana	■[1]	□	□
Nebraska	□	□	□
Nevada[1]	■	■	□
New Hampshire	■	□	□
New Jersey	■	□	□
New Mexico	□	□	□
New York	□	□	□
North Carolina	■	□	■[2]
North Dakota	□	□	□
Ohio[1]	■	□	■
Oklahoma	□	□	■
Oregon	■	□	□
Pennsylvania	■[1]	□	□
Rhode Island	■	□	■
South Carolina[1]	■	□	■
South Dakota	□	□	□
Tennessee	■	□	■
Texas	■	□	■
Utah	□	□	□
Vermont	■	□	□
Virginia	■[1]	□	□
Washington	■	□	■
West Virginia	■[1]	□	□
Wisconsin	■	□	■
Wyoming	□	□	□
	35	**4**	**18**

SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

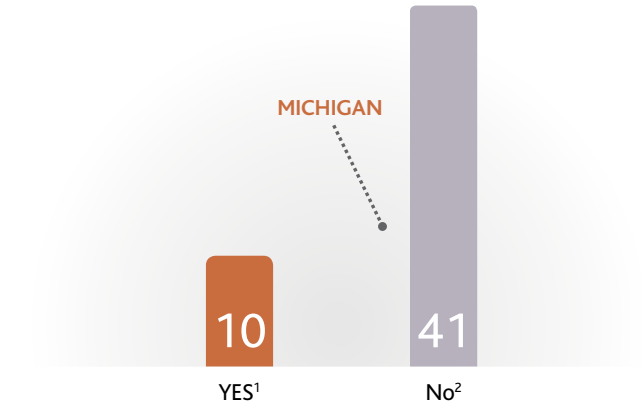
- **Figure 26**
  Accountability requirements
- **Figure 27**
  Use of student achievement data

EXAMPLES OF BEST PRACTICE

No state has yet implemented a full accountability system for teacher preparation that features data, including student achievement gains, connected to teacher preparation programs (not just the institution level); has clear minimum standards of performance for those data; and publishes the results for use by prospective teachers, hiring school districts and the general public. Some states are well on their way. **Georgia** and **Louisiana** collect student achievement gains and set minimum standards of performance, while **Ohio** and **Tennessee** have published report cards that include connections to student achievement gains.

Figure 27

Do states connect student achievement data to teacher preparation programs?



1. Strong Practice: Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia[3], Hawaii[3], Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland[3], Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York[3], North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
3. Included in state's Race to the Top plan, but not in policy or yet implemented.

Figure 26

1. For traditional preparation programs only.
2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.
3. For alternate routes only.

Teacher Preparation Policy Priorities for **Michigan**

Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction. *Priority for elementary, middle, secondary and special education teacher preparation.*
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts. *Priority for elementary, middle, secondary and special education teacher preparation.*
- Ensure teachers are prepared to intervene and support students who are struggling with reading. *Priority for elementary, middle, secondary and special education teacher preparation.*

Additional priorities for elementary teacher preparation:

- Require all elementary teacher candidates pass a rigorous content test that assesses knowledge of all core subjects, including mathematics, and requires a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

Additional priorities for middle school teacher preparation:

- Require teacher candidates to pass a content test in every core area they are licensed to teach.
- Eliminate the generalist K-8 license.

Additional priorities for secondary teacher preparation:

- Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

Additional priorities for special education teacher preparation:

- Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.

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NCTQ is available to work with individual states to improve teacher policies. For more information, please contact:

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