

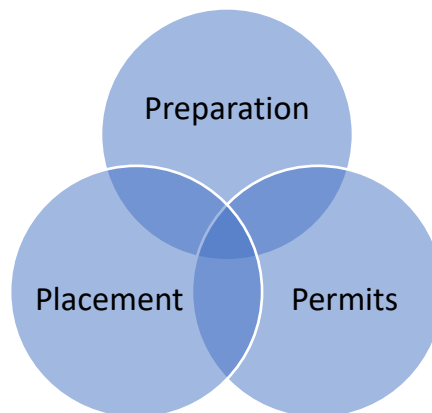
# Revised Certification Structure

The Michigan Department of Education (MDE), in collaboration with stakeholders, has been working to revise Michigan's teacher certification structure and improve the preparation of the educator workforce. This is in direct alignment with the MDE's Strategic Plan for becoming a Top Ten education state within ten years.

This collaboration has led to the design of a structure that places students at the heart of the system. A key goal of this structure is deeper preparation of teachers to meet the unique learning needs of children at each grade level, particularly in early literacy. Attached is a simplified graphic that depicts the revised certification structure. The structure includes: focused grade bands to provide new teachers with specialized knowledge about the students and content they will teach; defined clinical experiences and foundational coursework for each grade band; unique preparation for instructing children at each developmental level, including middle level learners; and enhanced content knowledge preparation for middle school teachers to award high school credit.

## Certification System

The certification structure is one part of a larger system. This document describes the preparation of teachers under the updated certification structure. Stakeholder committees to address appropriate placement and district flexibilities are currently underway.



## Overview

As displayed in the graphic on page 4 of this document, there are 6 grade bands:

- Birth through Kindergarten (B-K)
- Prekindergarten (PreK) through Grade 3 (PreK-3)
- Grades 3 through 6
- Grades 5 through 9
- Grades 7 through 12
- PreK through Grade 12

The preparation for each of these grade bands includes content area coursework, foundational and professional coursework, and clinical experiences appropriate to the grade range. Although the coursework, foundational coursework, and clinical experiences will vary with each grade band and subject area, each will include learner-centered supports, including strategies for deeper learning, and differentiated supports for intervention and tiered instruction. Educator preparation program standards will guide the construction of coursework and clinical experiences.

## **Ages/Grades B-K**

The educator preparing to teach Birth-Kindergarten will engage in an integrated course of study that is focused on whole child development, special education, relationships, and content area knowledge and pedagogy. Note that on the graphic, the diamonds symbolizing the different areas overlap each other. Also note the connection between the content of the Birth-Kindergarten and the PreK-3, as indicated by the color-matching of the diamonds. The standards for the Birth-Kindergarten program include integration and instruction to meet the care and learning needs of the whole child leading to a well-rounded education. Foundational and content area coursework are driven by program standards that include developmentally appropriate instructional practices for children in Birth-Kindergarten settings with an emphasis on social emotional learning.

This educator will be prepared to teach children across the birth-kindergarten continuum including, but not limited to, home visiting, Great Start Readiness Programs (GSRP), Early Childhood Special Education (ECSE), Head Start, and public or private school Kindergarten classrooms. Educators can also earn additional endorsements (e.g., PreK-12 special education, PreK-12 English as a second language, lower elementary PreK-3, PreK-12 music) to their certificates along with the Birth-Kindergarten grade band.

## **Grades PreK-3**

The educator preparing to teach grades PreK-3 will engage in an integrated course of study that is heavily focused on literacy and mathematics instruction and that also includes coursework in teaching science and social studies. Note that on the graphic, the diamonds symbolizing the different content areas overlap each other, but English language arts and mathematics are larger in size. The standards for the PreK-3 program include integration and instruction to meet the needs of the whole child leading to a well-rounded education. Foundational and content area coursework are driven by program standards that include developmentally appropriate instructional practices for students in grades PreK-3 with an emphasis on learner-centered supports.

This educator will be prepared to teach literacy, mathematics, science, and social studies to students in grades PreK-3 in a self-contained classroom or departmentalized setting. Educators can also earn additional endorsements (e.g., PreK-12 special education, PreK-12 English as a second language, upper elementary, PreK-12 music) to their certificates along with the PreK-3 grade band.

## **Grades 3-6**

The educator preparing to teach grades 3-6 will engage in an integrated course of study that is focused equally on literacy, mathematics, science, and social studies. Thus, while they still overlap, the diamonds symbolizing each content area are roughly the same size. Foundational and content area coursework are driven by standards that include developmentally appropriate instructional practices for students in grades 3-6 with an emphasis on learner-centered supports.

Just like for the PreK-3 band, educators can also earn additional endorsements (e.g., PreK-12 special education, PreK-12 English as a Second Language, lower elementary, 5-9 mathematics, PreK-12 visual arts). This educator will be prepared to teach literacy, mathematics, science, and social studies to students in grades 3-6 in a self-contained classroom or departmentalized setting.

## **Grades 5-9**

The educator preparing to teach grades 5-9 will engage in a course of study that focuses on at least one of the following content areas: English language arts, mathematics, science, or social studies. To represent this, we turned the diamonds onto their sides as squares representing the four base content areas of preparation. In addition, the stakeholder committee recommended

candidates choose an additional area of preparation for endorsement: add a grade band (5-9 math + 7-12 math), add a content area (5-9 math + 5-9 science), or add a PreK-12 endorsement (English as a second language, visual arts, educational technology). As in other grade bands, foundational and content area coursework will be driven by standards that include developmentally appropriate instructional practices to meet the unique social-emotional needs for students in grades 5-9 with an emphasis on learner-centered supports.

This educator will be prepared to teach students of these grades in their chosen areas of study in a departmentalized setting.

### **Grades 7-12**

Similar to the grades 5-9 band, the educator preparing to teach grades 7-12 will engage in a course of study that focuses on one of the following content areas: English language arts, mathematics, science, or social studies. In addition, the stakeholder committee recommended candidates choose an additional area of preparation for endorsement: add a grade band (7-12 math + 5-9 math), add a content area (7-12 math + 7-12 science), or add a PreK-12 endorsement (e.g., English as a second language, visual arts, biology, or economics). In some cases, the additional content area endorsement may be related to their first content area choice, for example, science, and then biology. As before, foundational and content area coursework will be driven by standards that include developmentally appropriate instructional practices for students in grades 7-12 with an emphasis on learner-centered supports, which includes deeper learning and differentiated instruction.

This educator will be prepared to teach students of these grades in the area of study in a departmentalized setting.

### **Grades PreK-12**

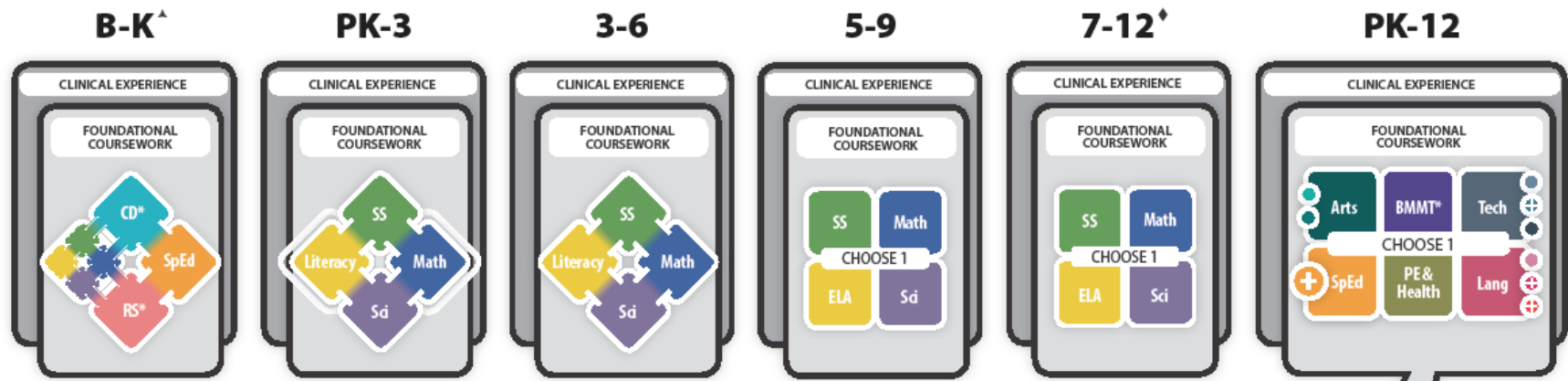
The educator preparing for grades PreK-12 will engage in a course of study that focuses on a content area or student population. The educator may choose from visual arts, music, world language, library media, bilingual education, English as a second language, special education, or health/physical education. Candidates selecting special education, English as a second language, or bilingual education must also choose a content area of specialization (e.g., lower elementary, English language arts, science, biology, or economics). Foundational and content area coursework will be driven by standards that include appropriate instructional practices for students in grades PreK-12 with an emphasis on learner-centered supports, including deeper learning and differentiated instruction.

This educator will be prepared to teach grades PreK-12 in their chosen content area or to their specialized student population in a departmentalized setting.

## Timeline of Implementation Milestones by Grade Band

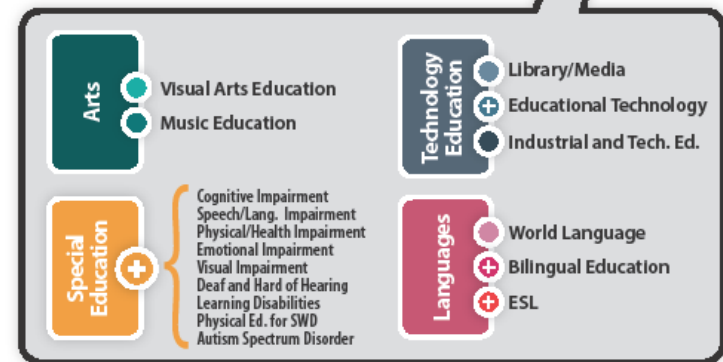
Grade Band	Preparation Program Applications Due	Program Review Complete	Expected First Enrollment in Programs	New MTTCs Offered	Expected First Candidates Graduate	Final Offering of Old MTTC
<b>Early Childhood General and Special Education (B-K)</b>	Nov 30, 2020, Apr 30, 2021, or Nov 30, 2021	Mar 2021, Sep 2021, or Mar 2022	Fall 2021	2022	Spring 2023	Late 2026 (MTTC #106)
<b>Lower Elementary (PreK-3)</b>	Nov 30, 2020, Apr 30, 2021, or Nov 30, 2021	Mar 2021, Sep 2021, or Mar 2022	Fall 2021	Nov 2021	Spring 2023	July 2026 (MTTC #103)
<b>Upper Elementary (3-6)</b>	Nov 30, 2020, Apr 30, 2021, or Nov 30, 2021	Mar 2021, Sep 2021, or Mar 2022	Fall 2021	Nov 2021	Spring 2023	July 2026 (MTTC #103)
<b>Middle Level (5-9) ELA, Math, Professional</b>	Nov 30, 2021, Apr 30, 2022, or Nov 30, 2022	Mar 2022, Sep 2022, or Mar 2023	Fall 2023	2023	Spring 2025	2029 (MTTC #085, #090 #002, #089, #022)
<b>High School (7-12) ELA, Math, Professional</b>	Nov 30, 2021, Apr 30, 2022, or Nov 30, 2022	Mar 2022, Sep 2022, or Mar 2023	Fall 2023	2023	Spring 2025	2029 (MTTC, #085, #090 #002, #089, #022)

# TEACHER CERTIFICATION STRUCTURE



## PROGRAM COMPONENTS

- Social-Emotional Competence
- Learner-Centered Supports
- Early and Ongoing Clinical Experiences
- Educational Technology
- Assessment Literacy
- Family and Community
- Needs of Diverse Learners and Cultural Competence
- Emphasis on Content-Specific Pedagogy
- Interaction with Special Populations of Students



▲ Foundation coursework requirements apply to both General and Special Education  
 \* CD: Child Development | RS: Relationships | BMMT: Business, Management, Marketing, and Technology  
 ♦ Career and Technical Education (CTE) endorsements will remain valid for grades 9-12 and Classification of Instructional Programs (CIP) codes will not change.  
 ⊕ Indicates a preparation program that must be paired with core content area

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