

Legislative Analysis



NEW REQUIREMENTS FOR TEACHER PREPARATION INSTITUTIONS

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**House Bills 5598 and 5599 (proposed H-1
substitutes)**
Sponsor: Rep. Daniela Garcia

**House Bills 5602 and 5603 (proposed H-1
substitutes)**
Sponsor: Rep. Tim Kelly

House Bill 5600 (proposed H-1 substitute)
Sponsor: Rep. Julie Alexander

House Bill 5604 (proposed H-1 substitute)
Sponsor: Rep. Pamela Hornberger

House Bill 5601 (proposed H-1 substitute)
Sponsor: Rep. Kathy Crawford

House Bill 5605 (proposed H-1 substitute)
Sponsor: Rep. Jim Lilly

Committee: Education Reform
Complete to 3-1-18

SUMMARY:

Taken together, the bill package would add six sections related to teacher preparation to the Revised School Code. The package would also amend two sections, adding an appointed paid corps of master teachers and increasing the number credits required of elementary-level teachers in the teaching of reading from 6 to 12.

HBs 5598 to 5601 and 5604 and 5605 would provide that, if an approved teacher preparation institution did not meet the new requirements, beginning July 1, 2019 the superintendent of public instruction (SPI) must revoke that approval. The institution could then reapply for approval.

HBs 5598 to 5602, 5604, and 5605 would each take effect 90 days after enactment. HB 5603 would take effect July 1, 2018.

House Bill 5598: 30 hours of continuing education per year

The bill would prohibit the SPI from approving a teacher preparation institution unless it requires all full-time faculty members teaching in a teacher preparation program to complete at least 30 hours of continuing education per school year. The continuing education must be specific to the subject area or areas in which the faculty member teaches and meet the requirement for approved professional development activities for teachers in grades K-12, as determined by the Michigan Department of Education (MDE). Additionally, it must include at least all of the following:

- Observation of academic instruction in a school operated by a school district, intermediate school district (ISD), public school academy (PSA, or charter school), or nonpublic school that operates any of grades K-12.
- A requirement that faculty members participate in observation of academic instruction in both urban and rural settings during their first two years of continuing education.
- Experiences with social and emotional learning practices.
- Observation of academic instruction with students who are English language learners.
- Observation of academic instruction in a school operated by a district, ISD, PSA, or nonpublic school with a high population of students living in poverty.
- Observation of academic instruction with students with a disability.
- Experiences with the teacher evaluation tools used by school districts, ISDs, and PSAs.
- The use of data and statistics to inform instruction and to aggregate local and state assessment data.
- Experiences with the development of classroom management skills.

Under the bill, these faculty members must demonstrate completion of these requirements to the satisfaction of MDE and submit to a criminal background check, with the results provided to MDE.

Proposed MCL 380.1538f

House Bill 5599: Cost-free warranty program for graduates lacking teaching skills

The bill would require teacher preparation programs to offer warranty education programs in order to receive approval from the SPI. The program would be offered to an individual:

- Who completed a teacher preparation program at a Michigan teacher preparation institution;
- Who is employed to teach grades K-12 in a school operated by a school district, ISD, PSA, or nonpublic school; and
- Whose skills to teach students effectively were found to be lacking by the district's, ISD's, PSA's, or nonpublic school's governing body within two years of graduation from a teacher preparation program, based on at least both of the following:
 - A local evaluation tool.
 - A development plan that identifies specific areas of instructional development that are most effectively addressed by further teacher preparation instruction, as determined by the governing body of the district, ISD, PSA, or nonpublic school.

A teacher who met those requirements could enroll in a warranty education program at any approved teacher preparation program, with the teacher's initial teacher preparation program bearing the cost of the program. (A teacher who did not meet the requirements would be ineligible for the program.) Credits from the warranty program could not be used toward the completion of a master's degree; however, hours completed could be counted toward the teacher's professional development requirement under Section 1527 of the Code.

The bill states that the intent of the legislature is that the program could not increase tuition or fees to offset the cost of offering the program.

The bill would require MDE to promulgate rules to implement these requirements.

Proposed MCL 380.1538c

House Bill 5600: Stipend for supervisory teachers

The bill would require teacher preparation institutions to provide a \$1,000 stipend to teachers who supervise new teachers at the end of their student teaching practicums, in order for the SPI to approve the institution.

Proposed MCL 380.1538h

House Bill 5601: 90 hours of classroom experience or practicum experience

Under the bill, the SPI could not approve a teacher preparation institution unless the institution required at least 90 hours of cumulative K-12 classroom experience or practicum experience, or both, of students in its program.

Proposed MCL 380.1538g

House Bill 5602: Master teacher corps program

The bill would require MDE to develop and implement a master teacher corps program that does all of the following:

- Allows a master teacher to provide professional development to other teachers.
- Requires MDE to collaborate with master teachers regarding new pilot programs.
- Creates a master teacher roundtable to discuss education issues that includes master teachers, policy makers, legislators, and business leaders.
- Provides business cards or other identification, identifying the master teacher as a member of an elite corps of instructors in Michigan.
- Provides master teachers a yearly stipend of between \$5,000 and \$10,000.
- Examines the use of master teachers to support low-performing schools, including schools subject to a partnership agreement.

The MDE would conduct an annual process for selecting master teachers, in which the governing bodies of districts and PSAs could nominate one teacher for every 2,000 students and refer that nominee to their respective ISD. These nominees would have to meet specific requirements, including a rating of “effective,” demonstration of efficacy, and successful implementation of an innovative instructional model.

The ISD would then nominate one teacher for every 5,000 public school students enrolled in the ISD. (An ISD with fewer than 10,000 students may nominate two teachers). The

nominations would have to be based on a series of factors, including positive impact on the community and other teachers. The ISD could also nominate a teacher or teachers employed by the ISD.

Then, MDE—in consultation with a workgroup including the governor or his or her nominee, current master teachers, and other interested parties—would review the nominations and select up to 100 teachers for an initial appointment of three years. (The teachers could be reappointed if renominated.) Appointments would be based on factors such as the level of student achievement and diversity of geography, grade level, and subject area.

MDE would ensure, as practicable, that at least one teacher with experience and success in each of the following would be selected for the master teacher corps:

- Competency-based education.
- Project-based learning.
- Balanced calendar systems.
- Turnaround of low-performing schools.

Additionally, to the extent practicable, MDE would ensure that each student teacher be assigned to work with a member of the master teacher corps.

Finally, MDE would promulgate rules to allow professional development provided under a master teacher to count toward the master teacher's professional development requirement, establish a timeline for the implementation of the master teacher program, and establish a process to grant money directly to master teachers.

MCL 380.1526 and proposed MCL 380.1526d

House Bill 5603: 12 credits of reading instruction for elementary-level teachers

The bill would amend the reading coursework requirements for teacher certification. Currently, elementary-level teacher candidates must complete six hours.¹ The bill would provide that the SPI could only grant a provisional teaching certificate to an individual who has earned at least 12 credits in the teaching of reading, including instruction on specified topics. The bill would retain the three-credit requirement for the secondary-level certificate.

Additionally, the bill would require that the elementary certification examination approved by the SPI include an assessment of pedagogical skills, including an assessment of the applicant's ability to effectively deliver instruction. It would also require that the reading subject area examination (already included in the SPI-approved examination) assess whether the applicant has sufficient knowledge of the topics covered in the proposed 12 credits of reading instruction under the bill.

MCL 380.1531

¹ https://www.michigan.gov/documents/mde/Reading_Course_Requirements_526655_7.pdf

House Bill 5604: Student teaching requirements

Under the bill, the SPI could not approve a teacher preparation institution unless it offered a student teaching program to its students that included at least all of the following:

- Student teaching experiences in at least two of the following:
 - In a rural setting.
 - In an urban setting.
 - Including instruction on social and emotional learning practices.
 - With students who are English language learners.
 - In schools with a high population of students living in poverty.
 - With students with a disability.
- Prohibition on a student teacher engaging in student teaching in the school he or she attended.
- An introduction to the evaluation tool used by the student teacher's school district, ISD, or PSA.
- The use of data and statistics to inform instruction and to aggregate local and state assessment data.
- Development of classroom management skills.

Proposed MCL 380.1538d

House Bill 5605: Coursework for teacher preparation program

The bill would provide that the SPI could not approve a teacher preparation institution unless its teacher preparation program embedded at least all of the following in coursework:

- The use of data and statistics to inform instruction and to aggregate local and state assessment data.
- Development of classroom management skills.
- Teaching students from rural and urban areas; English language learners; students with a disability; and students from a high poverty area.
- Instruction on social and emotional learning practices.

Proposed MCL 380.1538e

FISCAL IMPACT:

The bills would increase costs for the state and local units of government.

State Costs

The bills could increase MDE administrative costs related to revising the approval process for teacher preparation institutions, creating a new process for institutions that have had their approval revoked to reapply, and promulgating rules for proposed teacher preparation institution warranty programs.

House Bill 5602 would create an indeterminate cost for MDE to develop and implement a master teaching corps program. MDE would have to select up to 100 teachers for the program, which would include a stipend ranging from \$5,000 to \$10,000 for each teacher selected. The maximum total cost would be \$1.0 million, but could be lower depending on the number of teachers selected and stipends awarded. The Governor has proposed funding for this proposal as part of his “Marshall Plan for Talent.”

K-12 Education

House Bill 5602 could create an indeterminate administrative cost for local school districts, PSAs, and ISDs to select and nominate teachers to be master teachers.

Higher Education

The bills would lead to an indeterminate increase in costs for colleges and universities that want to participate in the teacher certification process.

The bills could increase costs for teacher preparation institutions to comply with new program approval requirements, including curriculum changes and additional training for faculty members as well as a new reapplication process for those that have their status revoked.

House Bill 5599 would place an indeterminate increased cost on the public universities involved for the proposed warranty education program. The costs would vary based on the number of students that needed to take additional courses and the institutions from which they originally graduated.

House Bill 5600 would require that teacher preparation institutions pay a teacher who supervises a student teacher \$1,000 per student teacher practicum. Based on the most recent statewide data from the Higher Education Institutional Data Inventory (HEIDI) for FY 2016-17, 1,870 bachelor’s degrees were awarded in education from public colleges and universities. Assuming that all students with an education degree were involved in a student teaching practicum once, this would have led to \$1.9 million in costs for the 15 public institutions collectively. This cost may be higher for institutions that require students to participate in two or more practicums.

Legislative Analyst: Jenny McInerney
Fiscal Analysts: Bethany Wicksall
Samuel Christensen
Perry Zielak

■ This analysis was prepared by nonpartisan House Fiscal Agency staff for use by House members in their deliberations, and does not constitute an official statement of legislative intent.