



State Superintendent Mike Flanagan's Plan to Advance Teacher Preparation

ENSURING CONSISTENT HIGH QUALITY STANDARDS

- Mandatory national accreditation for all 32 teacher preparation institutions beginning this year
 - Selection from two highly-regarded accreditation organizations, National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC)
 - Thorough, rigorous review of every content area for teacher certificate endorsement (range from 6 to 60+ areas per institution)
 - Consistency among all teacher preparation programs
 - 1-5 years for all 32 institutions to complete the national accreditation
 - State approval based on national accreditation and an annual Michigan-specific priority

- Comprehensive Coherent Standards
 - Creation of *Framework for Excellence in Teacher Preparation* to replace multiple standards with a coherent system
 - Revision, consolidation, and alignment of various standards, such as teacher education, licensing, professional development

MEETING THE NEEDS OF MICHIGAN SCHOOLS and TEACHER PREPARATION PROGRAMS

- Research Collaborative to focus on pressing issues in teacher preparation and teacher quality
 - First focus on teacher supply and demand to identify needs and gaps
 - Other pressing issues: tying student achievement data to teachers, then to teacher preparation institutions; specific teaching practices that increase student achievement and close the achievement gaps; data on teacher retention rates and why teachers leave the profession; performance-based assessment of teaching skills

- Critical needs identified by research to inform the review, approval, renewal, and performance of teacher preparation programs
- Coordination of academic research on teacher education, with national AND Michigan focus
- Dissemination of successful strategies with all teacher preparation programs and policy-makers

MEETING THE NEEDS OF MICHIGAN STUDENTS

- Integration of technology into instructional practices as first annual Michigan-specific priority
 - Acknowledgement of students as digital learners demanding different instructional practices.
 - Technology integrated into teacher preparation for own learning and for teaching preK-12 students
 - Measurement of all teacher preparation programs against this priority
 - Transition from compliance to outcomes-based teacher preparation program
- The entire plan drives higher levels of achievement for all students

MEETING THE NEEDS OF TEACHER CANDIDATES

- Teacher testing reformed to ensure teacher candidates well prepared
 - Passing score on basic skills test required *before* entry into teacher preparation program, and passing score on subject area test(s) *before* student teaching
 - Enhanced writing section of the basic skills test
 - Updated system to give teacher candidates more resources and supports; testing dates; and on-demand testing

MEETING THE NEEDS OF MICHIGAN TEACHERS

- Three-tiered teacher licensure system (initial, professional, and advanced professional)
 - License advancement based on effective teaching performance as well as effective teacher preparation
 - Career ladder that encourages excellent teachers to remain in the classroom
 - Career advancement that relies less on number of courses taken, years of experience, and number of degrees; and more on teacher performance
 - Increased supports and investments in new teacher mentoring