

INTERIM TEACHING CERTIFICATE

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Senate Bill 657 (S-1) as passed by the Senate
Sponsor: Sen. Lana Theis
House Committee: Education
Senate Committee: Education and Career Readiness
Complete to 6-9-20

Analysis available at
<http://www.legislature.mi.gov>

SUMMARY:

Senate Bill 657 would amend the Revised School Code to provide for an interim teaching certificate (ITC) via an alternate route for those seeking to teach special education. An ITC entitles the holder to teach full-time in a Michigan school as the teacher of record. It is a nonrenewable five-year certificate.¹

Generally, a person earns a standard teaching certificate upon completion of an approved teacher preparation program, composed of course work and student teaching, and governed by section 1531 of the code. The bill would amend the alternative teaching certificate process for earning an ITC under section 1531i of the code. The bill would require that the process meet all requirements of the federal Every Student Succeeds Act (ESSA), in addition to its current required compliance with the No Child Left Behind Act.

Interim teaching certificate

Currently, the code does not allow an ITC for special education.

Under the bill, for an interim teaching certificate for teaching special education for someone who does not hold a Michigan teaching certificate, the person would have to complete a special education training program determined by the Superintendent of Public Instruction to be equivalent to at least 32 college credit hours, or equivalent clock hours equal to seven hours of instruction per credit hour.

The program would have to include training in the requisite knowledge, understanding, skills, and dispositions for effective practice in all of the following:

- Teaching students with an array of disabilities.
- Assessing students with disabilities.
- Accommodating those students.
- Using assistive technology devices to improve students' capabilities.
- Communicating with parents and other concerned parties.
- Developing individualized education programs (IEPs).
- Preparing students for transitions.
- Maintaining and transferring records as required.
- Articulating the rationale for special education.
- Any other criteria determined appropriate by the Michigan Department of Education (MDE).

¹https://www.michigan.gov/documents/mde/Alternative_Routes_to_Certification_and_Endorsement_597547_7.PDF

For an interim teaching certificate for teaching special education for a person who holds a Michigan teaching certificate, these requirements would not apply (nor would other requirements in the section under an alternate teaching certification process). The person would have to complete an accelerated training program for teaching special education students that met criteria established by MDE and was approved by the Superintendent of Public Instruction.

Study on educator shortages

The bill would require the Center for Educational Performance and Information (CEPI) to partner with one or more Michigan research universities to conduct a research study and analysis on educator shortages in Michigan. MDE would have to make any necessary data available to CEPI and the universities. Using the study and analysis, CEPI would have to submit an annual comprehensive report, beginning September 15, 2020, to the governor and the education committees in the House of Representatives and Senate.

The report would have to include all of the following:

- The number of educator vacancies in Michigan, sorted by geographic region and any endorsement required for those vacancies.
- The educator retention rates in Michigan, sorted by geographic region, endorsement requirements, number of years in the profession, and educator demographics.
- The number of graduates from approved, in-state teacher preparation programs, sorted by endorsements obtained by the graduates.
- An analysis of the Michigan regions that have the highest need for educators, sorted by the endorsements needed for the shortage areas.

[Note: MDE currently compiles an annual list of critical shortage disciplines.² However, that list is used only for identifying shortage areas where retired teachers can return to teaching without losing retirement benefits.³]

Interim teaching certificate report

By September 15, 2020, and annually thereafter, MDE would have to submit a report on the number of interim teaching certificates for teaching special education, and the retention rate of those teachers, to the governor and the education committees in the House of Representatives and Senate.

MCL 380.1531i

FISCAL IMPACT:

The bill would increase costs for the state and for local school districts, intermediate school districts (ISDs), and public school academies (PSAs).

MDE would incur costs to establish criteria for an accelerated training program for teaching special education students that, upon completion, would allow an individual with a Michigan teaching certificate to receive an ITC for teaching special education. MDE would also incur costs to submit an annual report regarding the number of ITCs issued for teaching special

² https://www.michigan.gov/documents/mde/2020-21_Critical_Shortage_Retirees_List_683021_7.pdf

³ https://www.michigan.gov/documents/mde/Critical_Shortage_Information_522944_7.pdf

education and the retention rate for teachers who began serving as teachers in Michigan through usage of an ITC. MDE may also incur costs related to State Superintendent approval of training programs for teaching special education students, both for individuals with and for individuals without a Michigan teaching certificate.

CEPI would incur costs to partner with, in consultation with MDE, one or more research universities to conduct a research study and analysis on educator shortages in Michigan. Some of the data required to be collected under the bill are not currently collected by CEPI and would require CEPI to expand their administrative systems. For example, CEPI does not collect data from nonpublic colleges and universities and therefore cannot track all in-state teacher preparation graduates. CEPI estimates the cost of partnering with a university to be \$50,000 to \$100,000.

Districts, ISDs, and PSAs would incur costs to submit to CEPI new data outside of the current collection system.

The bill would have a minimal fiscal impact on the selected public research university. Cost increases for the university to partner with CEPI on the research should be minimal or covered under current funding levels.

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■ 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.