



Questions and Answers
about
Professional Learning,
New Teacher Induction and Mentoring,
and
Continuing Education Requirements for
School Administrators

MICHIGAN DEPARTMENT OF EDUCATION
FEBRUARY 10, 2006



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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MEMORANDUM

TO: Michigan Educators

FROM: Flora L. Jenkins, Ph.D.
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DATE: February 10, 2006

SUBJECT: Questions and Answers about Professional Learning, New Teacher Induction and Mentoring and Continuing Education Requirements for School Administrators

Following is a list of questions and answers relevant to professional learning for Michigan's new and veteran teachers and school administrators. This document is designed to clarify some of the common questions about professional learning and the requirements as defined by state and federal law.

The explanations herein do not address all situations; rather, they are intended to project a new vision of professional learning and provide essential information about how much professional learning is required by Michigan law, recommended format, and responsibilities.

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Professional Learning for Michigan Teachers

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Professional Learning for Michigan Teachers

Questions and Answers

Revised February 2006

This document responds to each question from two perspectives. The first perspective addresses new learning for the professional as essential to growth and development throughout the various milestones of his/her career path. The second perspective addresses the minimum requirements for complying with state and federal law as it pertains to professional learning.

As the state education agency, the Michigan Department of Education (MDE) has an obligation to project a vision of the very best of teaching and learning for educators and students. One of its responsibilities is to set policy to ensure that every teacher is an effective educator and that every child learns at the highest possible level. The driving belief undergirding the responses in this document is that all educators have the capacity for and the professional and ethical obligation to continue to learn and improve their knowledge and skills. A companion belief is that every educator yearns to optimize the potential of their profession and to realize their own potential as a professional.

The Michigan Department of Education (MDE) is charged with providing guidance to Michigan school districts for the implementation of state and federal law so that each child in Michigan receives at least 13 years of quality learning to prepare them for a meaningful life. The compliance portion of each response is MDE's attempt to fulfill that charge.

Critical to the fulfillment of education's potential is an understanding of what qualifies as both quality professional learning experiences and what is merely acceptable. It is the position of the MDE that quality professional learning is *sustained, work-embedded learning experiences focused on teacher growth directly related to student achievement*. Ideally, it occurs in the context of a collegial learning community in which everyone pursues continual improvement consistent with the school improvement plan. Minimally, it is time provided to enhance the practitioner's capacity to meet and support the learning and developmental needs of all students.

Requirements for Professional Learning in Michigan: There are four sections in the Michigan School Code that address professional learning. Sections 1526 and 1527 specify requirements for the professional learning of teachers. Section 1246 specifies continuing education requirements for school administrators. Section 101(11) enables schools to schedule up to 38 hours of professional learning and count it as part of the required 1,098 hours of instructional time.

Sections 1526 and 1527 require school districts to provide a minimum of professional learning time for their teachers. The sections are as follows:

Section 1526 states: *"For the first three years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the three-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the three year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional*

development schools, and regional seminars conducted by master teachers and other mentors."

Section 1527 states: *"The board of each school district, intermediate school district, or public school academy shall provide:*

- *at least five days of teacher professional development each school year after the 2001-2002 school year,*
- *professional development days provided under this Section shall not be counted toward the professional development required under Section 1526."*

Sections 1526 and 1527 enable school districts to ensure time is available for every educator to stay current in knowledge and skills. The knowledge acquired by humanity is evolving so quickly that information learned even a few years ago is often quickly obsolete and replaced with new information. Evidence of this is the unveiling of research about how the brain works, how it acquires and processes new information and what is required to help the learner apply it to life and living.¹ These sections of the school code ensure that districts provide professional learning annually for educators to learn the emerging research associated with their content and the practice of teaching and learning.

Professional Learning Requirements for the New Teacher

1. What is the purpose of Section 1526?

Section 1526 provides support of new teachers during the first three years of employment in the profession; to help them transition from the academic study of teaching to the classroom application of what was learned in the teacher preparation program. This period of adjustment is commonly referred to as "induction" into teaching.

Research shows that supporting new teachers at least through the induction period is one way to retain new teachers in the profession and to reduce the tremendous numbers of new teachers who leave the profession in the first five years. This induction process also increases the potential that students within the new teacher's classroom will receive appropriate instructional experiences.²

2. Who is the new/novice teacher?

For purposes of this law, a new/novice teacher is defined as a teacher in the first three years of classroom experience. During those three years, the new/novice teacher may have had employment as a teacher in or outside Michigan, by one or more public or nonpublic schools. While a new/novice teacher will undoubtedly be a non-tenured one, not all non-tenured teachers are novice teachers as defined by Section 1526.

3. What are the requirements for the induction of new teachers?

Section 1526 includes two major requirements that are to be met during the first three years in the profession: 1) the assignment of a mentor and 2) a structured new teacher induction program that

¹ Givens, Barbara. "Teaching to the Brain's Natural Learning Systems," Association of Supervision and Curriculum Development (ASCD), 2002.

² Wise, Arthur E.; Darling-Hammond, Linda; Berry, Barnett. "Effective Teacher Selection: From Recruitment to Retention," RAND R-3462-NIE/CSTP, January 1997.

provides 15 days of professional learning during the first three years of employment in classroom teaching.

The law states:

“During the three year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors.”

4. Who is responsible for meeting these requirements?

The district is responsible for designing and maintaining a structured induction program which provides 15 days of professional learning during the new teacher’s first three years of employment in the profession and as a part of the structured teacher induction program identifying a mentor for the new teacher (also referred to here as a *novice* teacher).

The new teacher should expect the support of a qualified mentor. A mentor may be assigned on a one-on-one arrangement or in a small group arrangement. If a mentor is not provided, the teacher should first contact his/her local district administrator, union representative, or if no resolution is available, the Department of Education’s Office of Professional Preparation Services consultants listed in this document.

In establishing or refining a structured teacher induction and/or mentor training program, local district leadership is encouraged to refer to the *Standards for New Teacher Induction and Mentoring* approved by the State Board of Education in January 2004. These standards are located on the Internet at:

http://www.michigan.gov/documents/TeacherInduction&MentoringProgramStds_SBE_1_84349_7.13.04.pdf

or by contacting the consultants listed in this document.

5. Who may be assigned to mentor a new teacher?

Section 1526 specifies that a district may assign as a mentor, "one or more master teachers, or college professors, or retired master teachers."

The Michigan Department of Education encourages decision-makers at the district level to select and assign mentors based on the Teacher Induction and Mentor Program Standards and the Program Guidelines and to provide ongoing support and professional learning to the mentor. Additional resources are available online through the **Michigan Learnport** at <http://www.learnport.org> or by contacting one of the Mentor Trainers listed on this web site.

6. Is a mentor teacher compensated for mentoring a new/novice teacher?

Any arrangement for compensating a mentor teacher is a local issue in which the Michigan Department of Education has no role.

7. What should be the nature of the mentor/novice teacher relationship?

The mentor/novice teacher relationship should be collegial in nature and all experiences should be directed toward the development and enhancement of the knowledge, skills, and dispositions

necessary for teaching and learning. This relationship should be a cooperative arrangement between peers in which new members of the teaching profession are provided ongoing assistance and support.

Evaluation for the purpose of supervision or deciding tenure is not appropriate to the mentor/novice teacher relationship. All mentor assignments should be made in such a way that evaluation for either of these purposes is completely avoided.

8. What is the role of the mentor?

The mentor should serve as a critical coach to the new teacher including the observation of his/her teaching practice and the provision of information and access to methods, techniques, and tools for improvement.

The mentor teacher is encouraged to recognize the influence and potential of the role of mentor and seek to fulfill the role in such a way as to provide the very best opportunity for professional exchanges with the new teacher, to ensure that both the mentor and the new teacher extend their knowledge of teaching and learning. Mentoring is a two-way interaction and should have a positive impact on the mentor as well as the novice teacher.

9. Should the principal of the new teacher's school or one from a different school be assigned as a mentor?

Because of the inherent difference in the authority roles of the teacher and administrator, a principal may have conflicting responsibilities if serving as both principal and mentor. For this reason it is not recommended for a principal to serve as a mentor to the novice teacher. The mentoring process must **not** be used to evaluate a new teacher.

The Teacher Tenure Act requires new teachers to be evaluated by a school administrator, which means that with the principal in the role of mentor, the lines between being supportive and being evaluative might become blurred and that information and insight gained as a mentor could negatively impact the new teacher's evaluation.

10. What types of professional learning are appropriate for the induction period?

Professional learning appropriate for the induction period should focus on the novice teachers Individual Professional Development Plan (IPDP). An IPDP is a plan of relevant professional learning experiences unique for the needs and assignment of the specific teacher. The law directs this professional learning to address issues of instructional delivery and classroom management.

Section 1526 is intended to enhance the new teacher's induction into a school community and to make the transition from the role of student in a teacher preparation program to the instructor in the school classroom, in other words, to move the beginning teacher from the student role to the professional colleague role. Experiences that contribute to this purpose are appropriate professional learning under Section 1526.

11. What is ASSIST?

The ASSIST (*Advocating Strong Standards-based Induction Support for Teachers*) project, is a unique resource designed through collaborative work with faculty at Michigan State University and the University of Michigan which is intended to provide meaningful professional development for new teachers during their induction years, and tools and resources for both new and experienced

teachers to use as they work together in mentoring-learning relationships and for administrators responsible for implementing induction programs. ASSIST is also useful to experienced teachers assigned to new/novice teacher responsibilities. ASSIST is a free web-based resource available to all educators in Michigan. ASSIST is available through www.Learnport.org or <http://assist.educ.msu.edu/ASSIST/>.

12. How must the 15 days required for professional learning be distributed over the three-year induction period?

No policy has been established on the distribution of the 15 days of professional learning. It is recommended that the needs of each new teacher be given primary consideration and that a plan to meet those needs be developed to comply with locally established guidelines and the Individualized Professional Development Plan (IPDP) that is used for tenure purposes. Local school districts are encouraged to distribute the days in a structured manner that will provide the most support to a new teacher during the first and second years of the induction period.

13. What happens if a new teacher changes districts before the end of the three-year induction period?

Section 1526 outlines mentor support and the amount of professional development training each new teacher is to receive. It does not specify the particular provider of these. It is expected that new teachers will receive support and training designated and that these may be provided on a progressive basis by the district or districts of employment. This, of course, supports the need for new teachers and districts to keep accurate records of all professional learning and participation in a structured induction program, which can be transferred to other districts. It is recommended that the new teacher use the *Annual Record of Professional Development for Beginning Teachers* located at:

http://www.michigan.gov/mde/0,1607,7-140-5234_5683_5703---,00.html

A copy of the annual record should be kept by both the new/novice teacher and the employing district(s) for documentation purposes if the teacher changes districts during the induction period.

14. What can all teachers do to better support new teachers?

All teachers should become knowledgeable about what constitutes a quality professional network of support within a learning community and be familiar with the local school district's mentoring process and support its use.

Professional Learning Requirements for the Experienced Educator

Both Sections 1526 and 1527 contain the provision of professional learning. However, the *requirements of Section 1526 are unique to the new teacher during the first three years of classroom teaching*. Section 1527 includes both new and experienced teachers. This means that new teachers are to receive the 15 days of professional learning required in Section 1526 plus the five days of professional learning provided the experienced teacher annually as required in Section 1527.

14. How does one recognize quality professional learning?

Sustained, work-embedded learning experiences, focused on teacher growth, and directly related to student achievement are most likely to have impact in the classroom. Professional learning is characterized by collegial discourse at the building, district, or regional level that supports the school improvement goals. Good professional learning design is consistent with what research tells us about the adult learner and with what data tells us about what educators need to increase student learning. Refer to

http://www.michigan.gov/documents/ProfDevStdsVISWStrategies_4_9_03_C61067__A62638_12_09_02_62686_7.pdf

or

<http://www.learnport.org>

for Michigan's new *Professional Development Vision and Standards*. It may vary in form -- from being coached by a qualified colleague to a regular examination of one's instructional practice through ongoing observation or study groups for curriculum planning and instructional delivery.

At a minimum, professional learning is growth and development experiences for the professional. Conferences and workshops provide basic information relevant to an area of need. However, in order to effect change, professional learning must be intensive, sustained, and applied over time.

Recently, Governor Granholm asked that schools dedicate professional learning to achieve or maintain Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB) of 2001. The areas of curriculum specified in NCLB are the core curriculum areas of English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Although Michigan defines its core curricular areas are English Language Arts, Fine Arts (Dance, Music, Theater, and Visual Arts), World Languages, Mathematics, Science, and Social Studies, it is still bound by requirements of NCLB.

15. What staff members are included in the required professional learning days?

While the language in Section 1527 specifies the required "teacher professional development" days, it is recognized that all staff that comprise the education community responsible for the education of students (e.g., principals, instructional paraprofessionals, guidance counselors, etc.) should be included in the professional learning to facilitate the development of a learning community in which all members hold the vision of high levels of learning for all students. However, the language of the law being "teacher" defines the minimum requirement.

16. The language in the school code is "the district shall provide." What does "provide" mean?

There are multiple ways that districts might "provide" the required professional learning. Many districts provide professional learning for their staff on weekends or during the summer by paying

stipends to the staff to compensate their time. Other districts provide substitute teachers and release time so that staff might acquire professional learning that meets their professional needs as it relates to student learning. Examples might be time for mentor-new teacher teams to work together or time to gather for professional learning sessions in the school, at the ISD, or at colleges/universities. Increasingly, districts are providing professional learning in an array of ways to meet the varied professional needs of their staff. This often requires some creative thinking since no single approach will provide the flexibility necessary to address the professional learning needs of a diverse staff.

17. Is it acceptable for a district to establish a professional learning schedule of activities/events from which teachers have the opportunity to choose what is needed to enhance their teaching practice?

Decisions regarding what learning opportunities are provided fall within the prerogative of the district; however, districts are encouraged to work collaboratively with their teachers to analyze student data prior to identifying what professional learning experiences are needed to help support/increase student learning. Those selected should be consistent with their school improvement plans and listed in the specific teacher's Individual Professional Development Plan.

18. What is the responsibility of teachers regarding professional learning provided by the district?

It is expected that teachers will utilize the knowledge/skills to enhance their capacity to perform their duties in the classroom as they work with students.

Consistent with Michigan's *Vision and Standards for Professional Development*, see:

http://www.michigan.gov/documents/ProfDevStdsVISWStrategies_4_9_03_C61067__A62638_12_09_02_62686_7.pdf

or

<http://www.learnport.org>

Many Michigan districts are collaborating with staff to design and chose professional learning experiences that will make it relevant. When staff are included in the design and given a choice about the content, context, and process of the professional learning, the provided experiences take on a different level of importance. In this situation, staff are more likely to embrace the opportunity to learn.

Educators should maintain records of all professional learning as part of their professional records. Maintaining records makes it convenient to provide copies of the records for the professional learning provided by the district to district personnel for submission to the Center for Educational Performance and Information (CEPI) or to provide evidence of professional learning to future employing districts.

19. How much time constitutes a day of professional learning?

For the purpose of implementing Section 1526 and Section 1527, a "day" of professional learning is determined by the district definition of a "contract day." For example, if a "day" is defined as 6.5 hours, then three days would be 19.5 hours. Also, a "day" of professional learning might be acquired in hourly increments that equal a "day."

20. How will districts allocate the time to meet this requirement?

Models of high-quality professional learning that engage teachers in learning can take many forms. For example: a special session, conference, or workshop on a specific topic, method, or approach might be held for the whole school, grade level or class to provide basic or other information; a meeting with colleagues might be held to provide information on analyzing student performance data and working with colleagues to decide what instructional changes are needed. Either of these approaches could be arranged for one to several hours, a day long or planned weekly sessions.

How the time is allocated/accumulated is a decision that should be made collaboratively by the participants and providers, within the context of ongoing school improvement, as it pertains to student learning.

Section 101(11) of the Michigan School Code permits a district to choose to count up to 38 hours of professional learning toward the 1,098 hours of instructional time they are required to provide. Professional learning that is counted as instructional time may not occur during time when students are concurrently receiving instruction.

21. Is there a specific annual cycle to accumulate professional learning experiences for Sections 1526 and 1527?

All districts are required to submit professional learning data to the Center for Educational Performance and Information (CEPI) annually no later than June 30th. The data they submit therefore usually includes all professional learning experiences from July 1 of the preceding summer through June 30 of the current year. Districts may however choose an earlier cut-off date in order to prepare the data for submission to CEPI, which could alter the definition of "professional learning year" for that district.

22. What are districts required to provide for those who do not have full-time assignments?

Most quality professional learning is provided in such a way that attending less than 100% of it would diminish its purpose or effectiveness. However, it's recognized that part-time staff may not be available to attend all the professional learning opportunities provided by their district. In these cases it may be necessary to pro-rate the number of professional learning hours to align with the assignment of the staff person. A district with an approach that provides professional learning by allowing staff to make choices about type, topic, and timing of their professional learning makes it easier for part-time staff to acquire all the required hours and become active members of the learning community.

23. Is there funding for the required professional learning for teachers?

In 1996, the categorical funding for professional learning was rolled into the foundation grant that each district receives for student enrollment. Although the categorical for professional learning no longer exists, the funding received in the foundation grant by each district may be used for this purpose.

Districts are encouraged to utilize funding from available sources, such as Title I and Title II to name only two, to provide the professional learning that their teachers need to support the learning for all children. Funding from Title I and Title II is intended to provide learning opportunities that enhance teacher knowledge/skills to meet the learning needs of their students. Most funding sources have guidelines that direct the use of professional learning funds and these must be considered. Taking advantage of Section 101(11) allows a district to provide up to 38 hours of professional learning during the instructional year and count it as part of the 1,098 required instructional hours. This allows time for work-embedded professional learning without adding days or requiring time during the summer or on weekends.

24. Can college/university coursework be counted to meet the district's responsibility for providing professional learning?

Based on the inclusion of the phrase in Section 1526 *"the teacher shall also receive intensive professional development induction into teaching"* and the phrase *"the board of each district, ISD, or PSA shall provide..."*, it is the position of the Michigan Department of Education that the responsibility for providing the required amount of days of professional learning rests with the district. It is, therefore, expected that districts'/public school academies' compliance with this obligation would be demonstrated by the provision of accommodations and/or other means of support for professional learning. Both Sections 1526 and 1527 may be accurately described as an obligation for which the district/school is responsible to provide to teachers.

Each teacher, however, is responsible for managing the status of his/her teaching certificate/credential by complying with all conditions, including the acquisition of 18 or more semester hours for the Professional Education certificate or six semester hour credits or equivalent State Board Continuing Education Units (SB-CEUs) for the renewal of this certificate. It is noted that neither 1526 nor 1527 includes any reference to certification.

The requirements of Sections 1526 and 1527 and the semester hour credit requirements for certification are considered unrelated because Sections 1526 and 1527 are the obligation of the district and acquiring semester hours for certification requirements is the obligation of the individual professional.

However, this does not preclude special arrangements whereby a relationship between the two is established through collaborative arrangement that would enable the obligation of both parties to be met. **Example 1:** A district paid for all new teachers to attend a specific college course designed to meet district objectives and the new teachers received credit as an incentive to participate. In this scenario, the district was responsible for all associated costs and, at the discretion of the college or university, the new teacher might be able to include the hours earned as a portion of an 18 hour planned course of study for advanced certification or may choose to use them to meet the credit requirement for the renewal of his/her Professional Education certificate. Once the credits (for which the district paid) are earned and recorded on an official transcript, the teacher may be able to use the credits for certification purposes as noted above. The district would have no role in the decision to use the credits. **Example 2:** A district contracted with an institution for the provision of a specific

program/course to meet its professional learning obligation and the new teachers are given the option of registering for semester credit hours. Should this option be taken, the credits earned may be used for credential advancement, if the university accepts it as a part of the individual teacher's planned course of study, or renewal.

It should be noted that providing all required professional learning for the new teacher in the form of university coursework alone does not serve the intent of Section 1526. (See Questions #10 regarding information on new teacher professional learning.)

25. If districts provide college/university coursework in such a way that it qualifies to be counted as professional learning under Section 1526 and 1527, how many professional learning hours would that constitute?

The translation of college/university coursework into number of hours of professional learning is determined by a general rule of thumb used by the universities which is that 1 semester hour represents 15 clock hours.

26. What is the relationship between professional learning and the *Highly Qualified* teacher?

Accumulating professional learning hours in the content in which the professional is assigned to teach is one of the ways to demonstrate one's *Highly Qualified* status. See:

http://www.michigan.gov/documents/Portfolio_Assessment_82163_7.doc

or

<http://www.learnport.org>

Professional Learning Requirements for the School or District Administrator

27. Are school or district administrators required to be certified?

No. Legislative action in 1996 eliminated the requirement of certification for school or district administrators.

28. What are the continuing education requirements for school administrators?

Within a five-calendar-year period, school administrators must complete either six-semester credit hours or 18 State Board Continuing Education Units, or a combination of the two (with three SB-CEUs being equivalent to one semester hour).

29. Who has to meet this requirement?

Superintendents, assistant superintendents, principals, assistant principals, chief business officials, and any other administrator whose primary responsibility is administering instructional programs.

30. What kind of college credit meets the requirement?

The credit does not have to be in education, but should be significant to the person as quality and relevant professional learning. It can be graduate or undergraduate credit taken at a Michigan community college or at a four-year institution, (on-line courses offered through these institutions are acceptable). Any out-of-state credits must be issued by a regionally accredited institution.

31. Can I be fired if I don't fulfill the requirement?

Section 163(1) of the School Code of 1976 states, "*the board of a district or intermediate district shall not permit any of the following:*

(c) *A noncertificated (**unqualified**) administrator to be employed as a superintendent, principal, or assistant principal, or in any other position in which the primary responsibility of the administrator is supervising instructional programs.*

(d) *A noncertificated (**unqualified**) chief business official to be employed as a chief business official.*

(2) *Except as provided in the School Code of 1976, a district or intermediate district employing teachers, counselors, or administrators not legally certificated (**qualified**) shall have deducted the sum equal to the amount paid the teachers, counselors, or administrators for the period of noncertificated or illegal employment. Each intermediate superintendent shall notify the department of the name of the noncertificated (**unqualified**) teacher, counselor, or administrator and the district employing that individual and the amount of salary the noncertificated (**unqualified**) teacher, counselor, or administrator was paid within a constituent district.*

(3) *If a school official is notified by the department that he or she is employing a nonapproved noncertificated (**unqualified**) teacher, counselor, or administrator in violation of this section and knowingly continues to employ that teacher, counselor, or administrator, the school official is guilty of a misdemeanor, punishable by a fine of \$1,500.00 for each incidence."*

(M.C.L. § 388.1763 – Sec. 163 of Act 207 of P.A. 1990)

32. What effect does PA 148 (2004) have on potential administrators?

Effective June 15, 2004, Section 1246 of PA 289 (1995), as amended by PA 148 of 2004, eliminates the continuing education requirement as an employability requirement for new administrators and they now have five years from June 30th of the year in which they are hired to complete the continuing education requirement.

33. If I became an administrator in Michigan for the first time in 2000, when must I fulfill the requirement?

You have until June 30, 2005, to meet the requirement.

34. If I had held an administrator certificate that expired June 30, 1999, and I have not been able to fulfill the requirement by June 30, 2004; can I get an extension or an exception?

The continuing education requirement cannot be waived or extended. It is the Michigan Department of Education's statutory obligation to assure compliance with Section 1246.

35. Why are Chief Business Officials required to be in compliance and Athletic Directors and Human Resources Directors are not?

Chief Business Officials are specifically mentioned in Section 1246. Athletic Directors and Human Resource Directors are not responsible for administering instructional programs.

36. Should the continuing education information be sent to the Michigan Department of Education?

No. It should be maintained on the form *Record of Continuing Education Credit for School Administrators* along with supporting evidence i.e., transcripts for semester hours and copies of certificates of participation for SB-CEUs in the Human Resources Office. That is where the MDE monitor would review it. The MDE encourages administrators to keep updated photocopies of their *Record of Continuing Education Credit for School Administrators* for themselves. This record form can be downloaded from the MDE website.

37. Can I use the same credit to fulfill the administrator continuing education requirement that I use to fulfill the renewal of my Professional Educator certificate?

Yes, just be careful that the credit falls after July 1st of the first year of your current five-year cycle and is completed before June 30th of the last year in that cycle.

38. Are there other provisions involving professional learning about which Michigan educators should be aware?

Yes, No Child Left Behind of 2001 embeds professional learning requirements in several sections. See below.

Michigan's Provisions for Professional Learning					Federal Provisions for Professional Learning
<i>Section 1526</i>	<i>Section 1527</i>	<i>Section 101(11)</i>	<i>Administrative Rules for Teacher Certification</i>	<i>Section 1246 (Administrator Continuing Education)</i>	<i>No Child Left Behind</i>
Funds available in foundation grant and Title I, II	Funds available in foundation grant and Title I, II	Funds available in foundation grant, Title I, II	Continuing education requirements to maintain/renew certificate (see reverse of teaching certificate)	Continuing education requirements for school administrators	Formula funds for professional learning provided under Title I and Title II
Districts provide for staff	Districts provide for staff	District option to use Section 101(11)	Individual educator is responsible	Individual administrator is responsible	Schools not making AYP must use funds to provide professional learning experiences to pursue AYP
Mentoring, induction, and 15 days of PD over first three years in profession	Five days of professional learning annually	Up to 38 hours of PD can be counted as instructional time only when students are not simultaneously receiving instruction			Professional learning is an option for teachers to demonstrate Highly Qualified Status