Michigan Test for Teacher Certification Preparation

Using official MTTC study guides at [www.mttc.nesinc.com](http://www.mttc.nesinc.com)

1) MTTC objectives are aligned to the Michigan State Board of Education (SBE) Standards of the Preparation of Teachers of a particular subject area or content.

2) Also subject area/content preparation programs have been aligned to the SBE standards during a process of initial program approval by the MDE.

Using the subject of Physical Education #44 for example:

- Physical Education – [http://www.mttc.nesinc.com/PDFs/MI_field044_SG.pdf](http://www.mttc.nesinc.com/PDFs/MI_field044_SG.pdf)
- Official MTTC study guides include MTTC assessment objectives
- MTTC objectives are aligned to the Michigan State Board of Education (SBE) Standards of the Preparation of Teachers of a particular subject area or content, e.g., Physical Education
- Michigan’s subject area/content preparation programs have been aligned to the SBE standards during a process of initial program approval by the MDE.

Official study guides provide a sample set of items aligned to objectives in the study guide.

**The significance of understanding the subareas and number of questions (weighting) in each subarea contained on an MTTC test:**

These MTTC characteristics are identified in the official MTTC study guides.

For example, the MTTC #044 (Physical Education) study guide, on page 2-2, identifies six subareas for assessment:

- Physical Activity, Fitness, and Health
- Movement and Lifelong Physical Activities
- Growth, Development, and Learning
- Planning, Instruction, and Assessment
- Management, Motivation, and Communication

The movement and lifelong physical activities subarea has the greatest number of questions, 27 (or, 27% of 100). [Most MTTC tests, including physical education, contain 100 items.] The physical activity, fitness, and health subarea has the next highest number of questions, 17 (or, 17% of 100). The remaining four subareas have 14 questions each (or, 14% of 100).
MTTC tests are compensatory in function, meaning not every subarea has a specified numerical passing score. A test has a single, specified total numerical passing score. A test-taker may do very-well-to-excellent in some subareas not-so-very-well in other subareas and still pass a test.

A relative subarea performance indicator is provided with a score report one receives from MTTC following a test administration. Using a relative scale of 4- to 1-plus designation, the score report informs the test-taker of strong to limited subarea performance. The designations are:

- 4+s – most of the questions in a subarea answered correctly
- 3+s – many of the questions in a subarea answered correctly
- 2+s – some of the questions in a subarea answered correctly
- 1+ – few or none of the questions in a subarea answered correctly.

Passing an MTTC test is achieved with 3+s or 4+s in the subareas with the most questions. Such performance compensates for other subareas with limited performance.

Considering the MTTC #044 Physical Education, at the very least one must prepare to perform at the highest levels in the two subareas with the greatest amount of questions. One must also prepare to perform good in at least two of the remaining four subareas.

**Problems passing a test:**

Students who fail the MTTC more than 3 times should meet with their academic advisor to complete a coursework, field experience, and MTTC objective alignment grid.

The grid was produced from the “Worksheet” selection in the Resources for Helping Candidates Prepare to Test section on the MTTC Faculty Resources page:

http://www.mttc.nesinc.com/MI_facultyguide.asp

An example of how the grid may be completed. The example was generated from MTTC web faculty resources:

http://www.mttc.nesinc.com/PDFs/MTTC_MappingObjectivesToCoursesTakenInstructions.pdf

Completing alignment grids for one’s coursework and field experiences reminds the test-taker of where during teacher preparation one was taught the concepts and content related to SBE standards for each program.

While completing the grid with one’s advisors, areas where preparation was somehow limited may be identified and the advisors may provide supplemental resources.
Focus on one MTTC field per test date, especially elementary (if appropriate) or one’s major.

According to the Michigan Department of Education, one does need to pass the major area before applying for a teaching certificate and does not need to take/pass the minor test. However, having only one endorsed area on a teaching certificate does reduce employment flexibility. Once one has a teaching certificate and a teaching position one may add minor area as additional endorsement, following passing of minor area MTTC. The endorsement must be added within five years from program completion, AND within five years of passing the test.

Unofficial “MTTC” preparation materials:

Study materials (even if carrying MTTC title) are not official study material prepared by the MDE and the MTTC testing contractor, Evaluation Systems (ES) group of Pearson. Materials prepared by commercial vendors promoting their product are not recommended.

Furthermore, the unofficial preparation material is simply sets of questions, either in the form of multiple choice questions in a booklet or as questions on flash cards. These materials are not aligned to the content subareas and objectives. Such an explicit alignment is not evident in the commercially available study materials and may not provide a context for connection to the actual objectives on the tests.

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