

**Educator  
WORKFORCE  
Data Report**

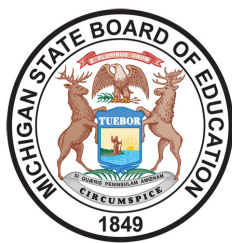
**2021**

**We encourage the distribution and use of metrics presented within this report. If you choose to utilize any metric from this document we ask that you include the following note:**

**“Source: 2021 Office of Educator Excellence (OEE) Educator Workforce Data Report  
<http://bit.ly/2020-21Report>”**

**Educator Workforce Data Report | July 1, 2019 - June 30, 2020\***

\*Data reporting window, unless otherwise indicated.



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State Superintendent

**Mrs. Marilyn Schneider**  
State Board Executive

Key to this work is leveraging the rich data sources available through the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) – including the Michigan Online Educator Certification System (MOECS) and Registry of Educational Personnel (REP).



Additional educator workforce resources are available:

Title II Teacher Preparation Data | MDE Educator Workforce Research and White Papers | MI School Data/CEPI  
(<https://bit.ly/3ekjGtK>) (<http://bit.ly/33delJ3>) (<http://mischooldata.org>)

**NOTE: In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.**

**Throughout the report, for certificates without an expiration date, those issued prior to January 1, 1980 were excluded.**

# FROM THE DIRECTOR'S DESK

Dear Michigan Education Stakeholder,

On behalf of the Michigan Department of Education (MDE) Office of Educator Excellence (OEE), it is my pleasure to present to you this year's Educator Workforce Data Report.

This report is intended to provide a snapshot of some of the most requested data about the educator workforce in Michigan. From recruitment into teacher preparation programs, to professional learning and retention, through accountability and recognition, the metrics included in this report contribute to a portrait of all phases of the career paths of Michigan educators.

This report represents the collective contributions of partners from across Michigan's education ecosystem, and I invite all stakeholders to provide feedback on the usefulness of these data to the daily work of developing, supporting, and sustaining a high-quality education workforce in our state.

Sincerely,

A handwritten signature in black ink, reading "Leah Breen". The signature is written in a cursive style with a large initial "L" and "B".

Leah Breen  
Director  
Office of Educator Excellence  
Michigan Department of Education

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# MEET THE OEE TEAM

## ADMINISTRATIVE

**Leah Breen**

Director

**Sarah-Kate LaVan**

Assistant Director

**Sara Blacklock**

Administrative Assistant

**Kelli Cassaday**

Strategic Implementation

## STUDENT ASSISTANTS

**Kollin Carl**

**Carrie Davis**

**Kaitlin Kato**

**Selena Ledesma**

**Allison Sandbrook**

**Iqra Sumbal**

## PREPARATION

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Manager

**Gina Garner**

Educator Preparation & Accreditation

**Sungti Hsu**

Educator Preparation

**Bridgett McDowell**

Educator Certification Testing

**Darcy McMahon**

Educator Preparation

**Dan Membiela**

Administrative Assistant

**Dana Utterback**

Educator Preparation Reporting & Certification Testing

## CERTIFICATION

**Krista Ried**

Manager

**Terri Assaf**

Permits

**Linda Campbell**

Career & Technical Education

**Alex Clark**

Special Education

**Beatrice Harrison**

School Counselors & Social Workers

**Melaney Love**

Advanced Certification

**Claudia Nicol**

Professional Learning

**Faye Shepler**

Customer Service Supports

**Braydin Walters**

Appropriate Placement

## PROFESSIONAL GROWTH AND RETENTION

**Rebekah Brewer**

Manager

**Joe Priest**

Educator Evaluation

**Robert Simmons III**

Workforce Diversity & Equity

**Marty Snitgen**

Professional Learning

## RECRUITMENT AND RECOGNITION

**Jennifer Robel**

Manager

**Holly Carruthers**

Educator Recruitment

**Shelby Lee**

Administrative Assistant

**Josh Roesner**

Educator Talent & Recognition

## DATA AND ACCOUNTABILITY

**Kate Boswell Gallagher**

Manager

**Donna Fiebelkorn**

Communications

**Ann Green**

Data Requests

**Courtney Humpert**

Data Quality

**Debbie Ryan**

Certification System

**Katie Schmiedeknecht**

State Aid

**Chris Schram**

Accountability Psychometrician

**Stephanie Whiteside**

Professional Practices

# OUR MISSION

The Office of Educator Excellence serves the community by providing whole-child centered resources to ensure that every student in the P-20 system has equitable access to a high-quality, barrier-free system of education professionals. This is accomplished by the recruitment, preparation, certification, development, support, retention, and recognition of educators through collaboration with internal and external partners.



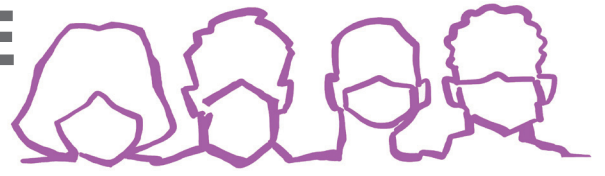
# OUR CORE VALUES

EXCELLENT CUSTOMER SERVICE | PROFESSIONALISM  
KINDNESS & RESPECT | PROBLEM SOLVING & SUPPORT  
PROACTIVE TECHNICAL ASSISTANCE | STUDENT FOCUS  
QUALITY | COLLABORATION & TEAM BUILDING  
ACCOUNTABILITY & CONTINUOUS IMPROVEMENT

# CONTACT US

MDE-EducatorHelp@Michigan.gov | Educator Help Desk: 517-241-5000  
@Meducator   

# DEPARTMENT RESPONSE TO COVID-19



By the authority granted to the Superintendent of Public Instruction through Executive Orders issued by the governor, Michigan Department of Education (MDE) took several actions in response to the coronavirus pandemic related to the educator workforce to support students and the educational community:

- Expanded student teaching experiences and waived the number of weeks required for student teaching.
- Partially waived the continuing education requirement to reduce the number of hours required for all educator credentials that expired on June 30, 2020.
- Waived the 90-day validity of daily substitute permits and expanded the validity of daily permit extensions to August 31, 2020.
- Allowed issuance of a temporary one-year certificate for candidates who completed a preparation program but were unable to take the Michigan Test(s) for Teacher Certification.
- Allowed time teaching under a daily substitute permit to be applied towards requirements for completion of an alternative route program.
- Waived the requirement for annual year-end performance evaluations for certain educators.
- Waived the requirement for observation and/or evaluation as a condition of renewal for certain permits.
- Announced the reopening of Michigan Tests for Teacher Certification test centers.
- Waived the requirement for educator evaluation in 2019-20 as a condition of progression or renewal of certain educator certificates.

MDE guidance issued in response to the COVID-19 pandemic can be found at this website: <https://bit.ly/3kJs1Kv>.



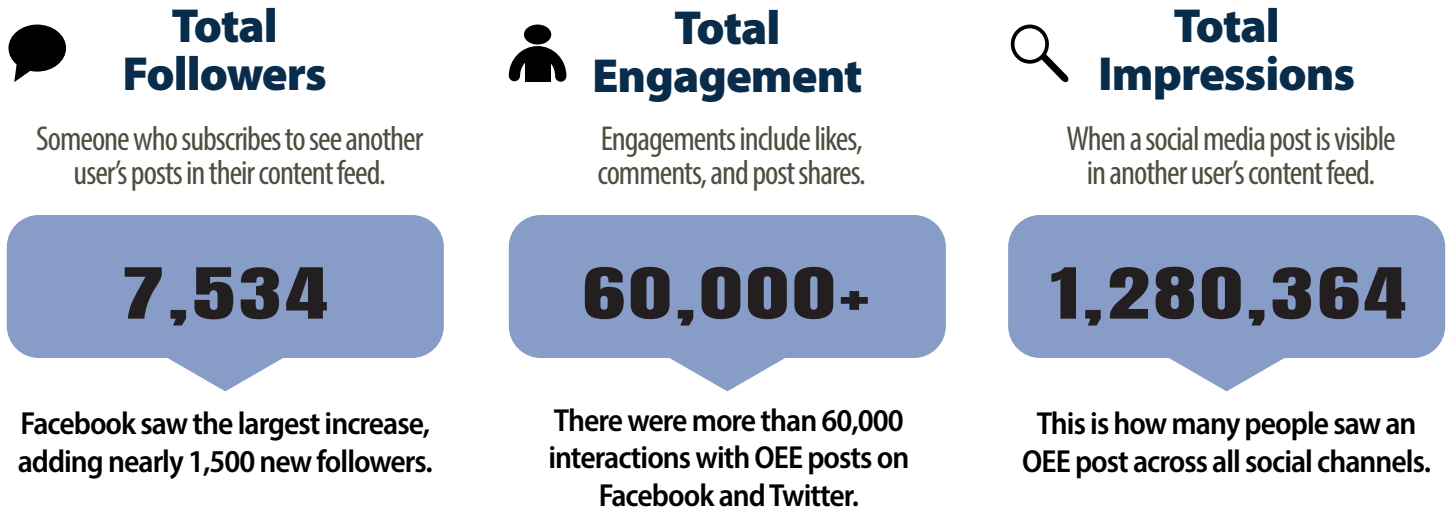
# SOCIAL MEDIA ANALYTICS



As the amount of time spent on social media continues to grow, an increasing number of people use social media platforms to connect with each other and to gather information about topics of interest.

## #Meducator



During the 2019-20 academic year, OEE (@Meducator) saw continued growth in the number of followers, engagements, and impressions across Facebook and Twitter. Though data is not reported here, OEE also operates an Instagram account with the same handle.



	Total Followers	Increase in Followers	Engagements (per Users)	Impressions
 <b>Facebook</b>	<b>6,200</b>	<b>+1,448</b>	<b>56,338</b>	<b>725,264</b>
 <b>Twitter</b>	<b>1,334</b>	<b>+540</b>	<b>5,220</b>	<b>555,100</b>

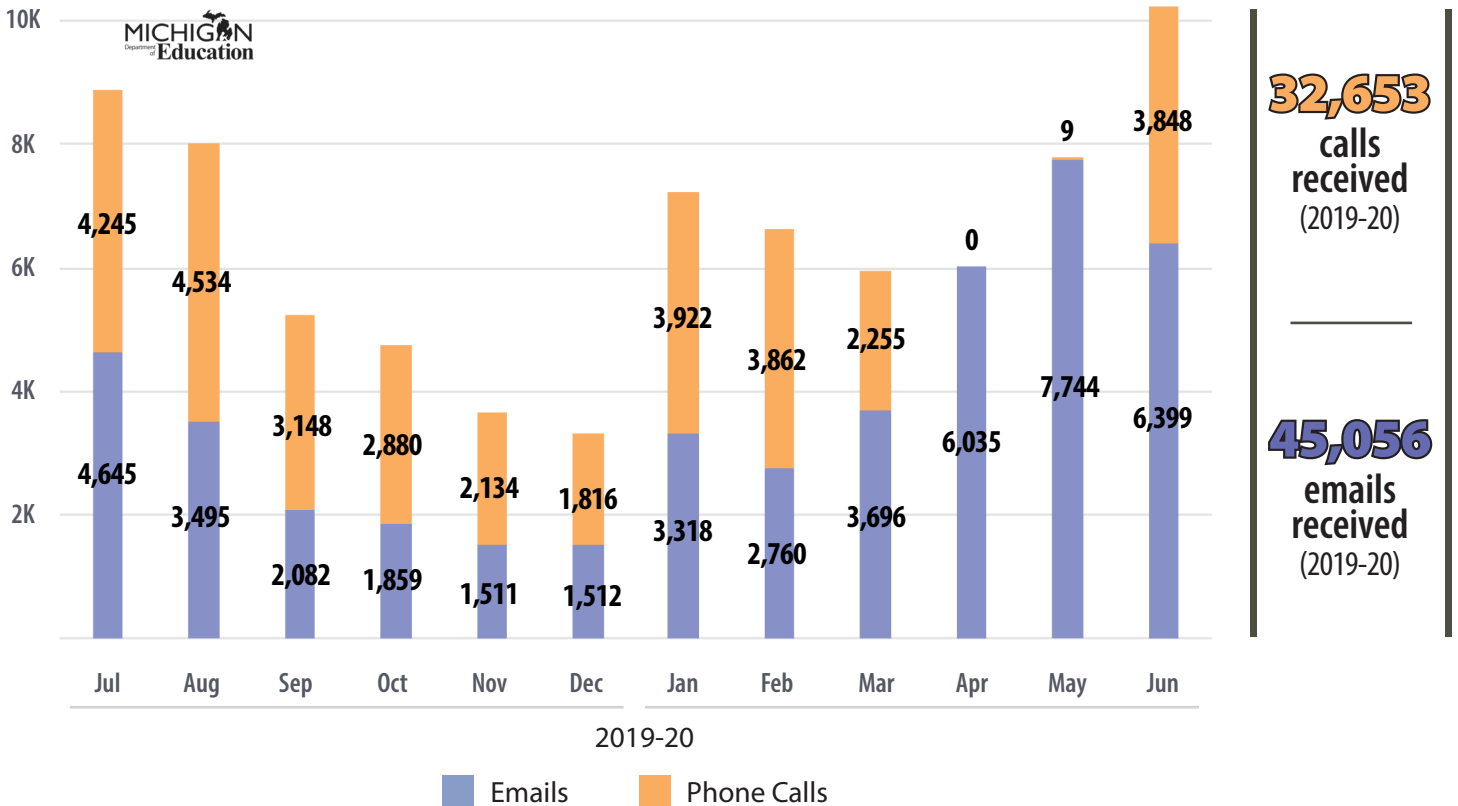
NOTE: Facebook tracks engagements with posts on a per user basis, Twitter tracks total engagements. This makes it difficult to compare traction between accounts. For example, a user liking, commenting, and then sharing an OEE Facebook post would count as 1 engagement, whereas on Twitter, liking, replying, and retweeting an OEE tweet would count as 3 engagements.

# EDUCATOR HELP DESK



**1:32**  
average phone  
queue wait time  
(2019-20)

OEE strives for quality customer service. In addition to phone calls, OEE's Educator Help Desk also monitors a dedicated email address ([MDE-EducatorHelp@Michigan.gov](mailto:MDE-EducatorHelp@Michigan.gov)) to support customers. This email address was especially important during the early days of the COVID-19 pandemic when the office shifted to telework without immediate access to the phone system. The graphic below represents the phone calls and emails received through the OEE Educator Help Desk.



# CUSTOMER SERVICE SURVEY RESULTS

A customer service survey is distributed following every call and email to monitor service quality. The information below includes the results of the survey over the course of a three-year period.



# MICHIGAN'S TOP 10 STRATEGIC EDUCATION PLAN



Over the past year, MDE worked to critically evaluate the Top 10 in 10 guiding principles and goals approved by the Michigan State Board of Education in 2016 to ensure the state has appropriately aligned priorities with measurable outcomes. The resulting revised plan includes 8 goals, one of which is centered around the educator workforce: increase the numbers of certified teachers in areas of shortage. To examine progress on this goal, the following metrics were devised. For further information on the plan, please visit <https://bit.ly/Top10SEP>.

## Critical Shortage: Federal Loan Forgiveness

The United States Department of Education (USED) Office of Postsecondary Education requires MDE to provide a list of critical shortage areas for which educators with student loans can obtain loan forgiveness or deferment.



To determine critical shortage areas in Michigan, MDE examines the subject areas most frequently reported on permits and special education approvals for the 2019-20 academic year. For more information, visit: <https://bit.ly/2yqVfur>.

The information below highlights the top five areas of shortage reported to USED based on the number of permits, approvals, and authorizations issued across all subject areas in 2019-20. (For additional details, see appendix pages 60-61.)

**994**  
Career and Technical  
Education (CTE)

**792**  
Special  
Education

**724**  
Elementary  
Education

**429**  
School  
Social Workers

**211**  
Science

## Status of Critical Shortage Positions

The table below displays the number of critical shortage area positions reported in the Registry of Educational Personnel (REP) over the past five academic years. The first row shows the number of positions filled by individuals who were permanently assigned and [certified to teach the position](#). The second row is a count of positions filled by temporarily assigned or not appropriately credentialed individuals (i.e., placing an individual in the position who is certified to teach a different subject area or who holds a temporary credential). The third row shows the number of vacant positions reported.

Position Status	2015-16	2016-17	2017-18	2018-19	2019-20
Permanently Assigned & Certified to Teach the Position	83,211 (94.6%)	82,358 (94.4%)	82,835 (91.5%)	84,615 (91.8%)	86,705 (92.0%)
Temporarily Assigned or Not Appropriately Credentialed	4,591 (5.2%)	4,801 (5.5%)	7,653 (8.5%)	7,404 (8.0%)	7,412 (7.9%)
Vacant Positions	115 (0.1%)	105 (0.1%)	80 (0.1%)	124 (0.1%)	134 (0.1%)
<b>Total Positions</b>	<b>87,917</b>	<b>87,264</b>	<b>90,568</b>	<b>92,143</b>	<b>94,251</b>

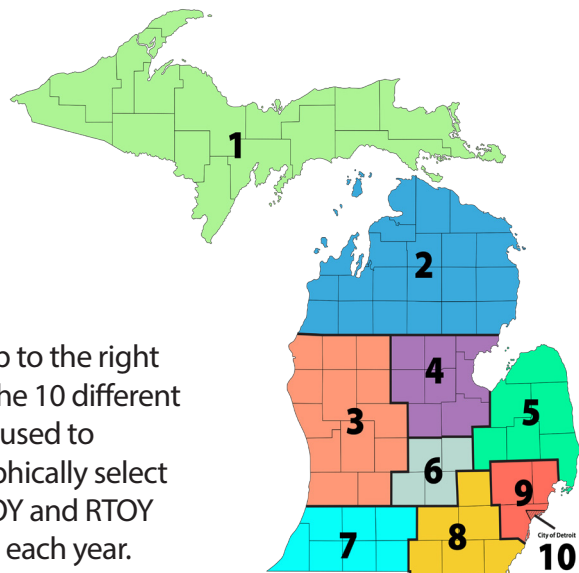
## Racial/Ethnic Breakdown: Student to Teacher Ratio

For the purposes of the strategic plan, areas of shortage are considered both content areas and the diversity of our workforce. The chart below displays the comparison of the full time equivalency (FTE) for students to teachers by race/ethnicity. For example, for every 1 FTE of teachers reported as Asian, there are 70.9 FTEs of students reported as Asian.

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
Asian	70.9	1	81.0	1	80.5	1	74.8	1	76.0	1
Black or African American	52.1	1	52.5	1	48.7	1	44.5	1	43.4	1
Hispanic or Latino	109.3	1	111.6	1	112.2	1	114.7	1	114.4	1
Native American or Alaska Native	55.7	1	48.2	1	40.6	1	40.7	1	40.4	1
Native Hawaiian or Other Pacific Islander	13.8	1	15.9	1	11.8	1	11.8	1	12.2	1
Multiracial	219.9	1	241.4	1	236.8	1	234.4	1	238.0	1
White	13.0	1	12.9	1	12.6	1	12.3	1	12.3	1
All	17.7	1	17.6	1	17.3	1	16.9	1	17.0	1

# TEACHER OF THE YEAR PROGRAM

MDE is proud to partner with Meemic on the competitive process that during the fall of each year with a statewide call for nominations. One nominee from MDE's 10 designated regions is selected and honored as a Regional Teacher of the Year (RTOY). One RTOY is also named Michigan's Teacher of the Year (MTOY). The MTOY serves as an advocate for Michigan educators at both the state and national levels. The MTOY is also Michigan's nominee for the National Teacher of the Year award. Learn more at <http://Michigan.gov/MTOY>.



The map to the right shows the 10 different regions used to geographically select the MTOY and RTOY winners each year.

## 2019-20 Honorees



- Region 1:** Rachal Gustafson – Rapid River Public Schools
- Region 2:** Amanda Clemons – Manistee Area Public Schools
- Region 3:** Katie Farrell – Hudsonville Public Schools
- Region 4:** Jeremy Winsor – Fulton Schools
- Region 5:** Jessyca Mathews – Carman-Ainsworth Community Schools
- Region 6:** Tricia Zeman – Holt Public Schools
- Region 7:** Doug Duncan – Kalamazoo Public Schools
- Region 8:** Kristalyn Musselman – Tecumseh Public Schools
- Region 9 & Michigan Teacher of the Year:** Cara Lougheed – Rochester Community School District
- Region 10:** Michele Pizzo – Detroit Public Schools Community District

## 2020-21 Honorees



- Region 1:** Tan-A Hoffman – JKL Bahweting Anishnabe School
- Region 2:** David Bunn – Houghton Lake Community Schools
- Region 3:** Shantel VanderGalien – Wyoming Public Schools
- Region 4:** Barbara Huston – Saginaw Township Community Schools
- Region 5:** Erin Carlson – Sandusky Community Schools
- Region 6:** Chelsee Schram – Laingsburg Community Schools
- Region 7:** Elizabeth Honeysett – Portage Public Schools
- Region 8:** Sarah Soper – Northwest Community Schools
- Region 9 & Michigan Teacher of the Year:** Owen Bondono – Oak Park Schools
- Region 10:** Janine Scott – Detroit Public Schools Community District

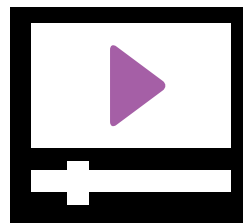
# MICHIGAN TEACHER LEADERSHIP ADVISORY COUNCIL

The Regional Teachers of the Year form the Michigan Teacher Leadership Advisory Council (MTLAC). During their year of service, the group meets with MDE to discuss issues of importance to teachers and students and to provide input on proposed state and department initiatives. Learn more at <http://bit.ly/-MTLAC>.



## #PROUDMIEDUCATOR

#proudMeducator is a multi-media campaign designed to promote Michigan's educator workforce. The campaign focuses on creating videos that highlight educators and programs across the state. Learn more at <http://Michigan.gov/proudMeducator>.



**8** videos | **8,393** views on YouTube (2019-20)

**#proudMeducator**



## PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

The annual Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the nation's highest honors for teachers of science, technology, engineering, and mathematics. The awards alternate annually between elementary and secondary grade levels, with the 2019-20 awards focused on K-6 educators. Finalists from each state may then be recommended for the national honors. Learn more at <http://PAEMST.org>.



### 2019-20 Honorees

**Science State Finalist(s):**

**Amanda Barbour**  
Discovery Elementary  
Kentwood Public Schools

**Bridget Zahradnik**  
Parkview Elementary  
Novi Community School District

**Mathematics State Finalist:**

**Stephanie Phillips**  
Emma Murphy Elementary  
Lapeer Community Schools

# TALENT POOL

The Talent Pool is a group of individuals who are invited to participate in recognition and engagement opportunities with MDE. The Talent Pool identifies certified Michigan educators in the first 5-15 years of their educational career. Educators who are recommended for this opportunity must exhibit a strong potential for leadership and professional achievement, which motivates their educational colleagues. Learn more at <https://bit.ly/-MITalentPool>.

**57**  
Recommendations  
(2019-20)



# EDUCATION SUPPORT STAFF PROFESSIONAL OF THE YEAR AWARD

MDE is proud to partner with the Michigan Education Association; the American Federation of Teachers-Michigan; and the American Federation of State, County, and Municipal Employees in recognizing educational support staff who go above and beyond in their everyday duties of supporting educators and students in their respective school districts.

Russ Clark, a bus driver from Rockford Public Schools, was selected from a field of 255 individuals nominated and was named the 2019 Education Support Staff Professional of the Year.

For more information, visit <https://bit.ly/2WkvJjY>.



# TROOPS TO TEACHERS

MDE is proud to recognize and assist those who served our country and now wish to serve our students. Since 1993, the Troops to Teachers program has helped more than 22,000 veterans across the country successfully transition to a career in education. Funded by the Department of Defense, the program aims to address teacher shortages in the state. The program provides support services to assist eligible participants in meeting the state's education and licensing requirements.



For more information about Troops to Teachers and other MDE initiatives to assist veterans and their families, visit: <http://bit.ly/2FkDoWq>.

# EDUCATORS WITH MILITARY BACKGROUND

In 2019-20, 1,685 individuals reported in the state's certification system that they had a military background and were employed within a Michigan K-12 school.

NOTE: This data may not be fully inclusive of all credentialed educators within the state. Military background data has been collected for individuals seeking a credential in Michigan since 2011.





# PERMITS, AUTHORIZATIONS, AND SPECIAL EDUCATION APPROVALS

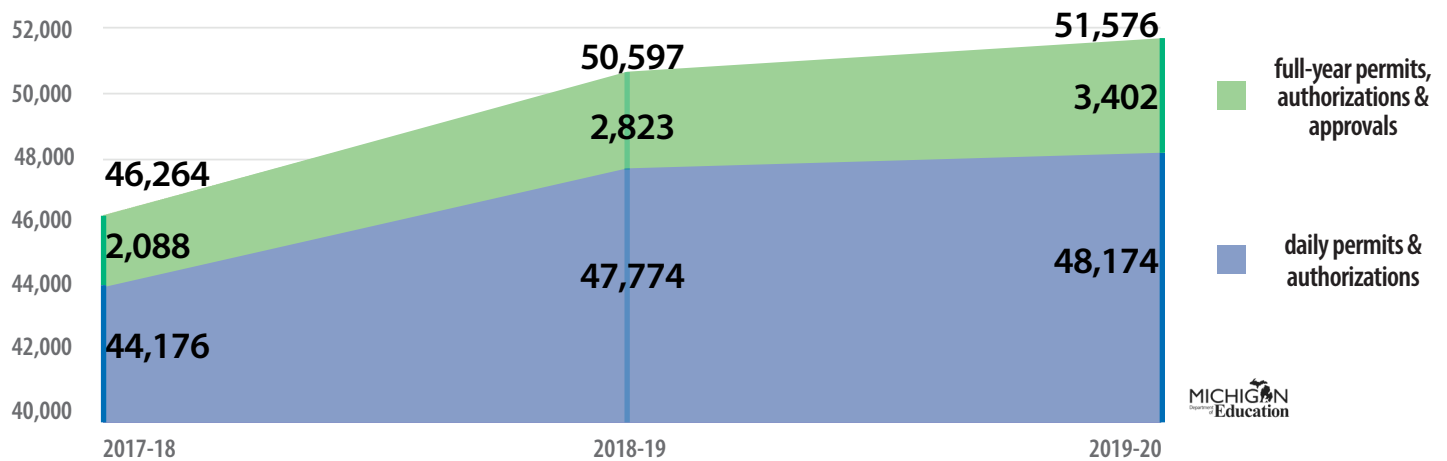
MDE has partnered with districts to create a variety of solutions to support Grow-Your-Own programs, career changers moving into the profession, and business and industry professionals serving in schools. Permits, career authorizations, and special education approvals are examples of these solutions, which allow districts to fill both immediate and full year vacancies.

A school or district must obtain a permit, career authorization, or special education approval to place a non-certified individual or teacher without the appropriate endorsement in a teaching assignment. Understanding solutions authorizing a non-certified or non-endorsed individual to teach in a single assignment for covering a vacancy and potentially filling the assignment is vital. Effective with the 2018-19 academic year, administrators employed with the responsibility to administer instructional programs are required to hold a valid School Administrator Certificate or be placed under an administrator permit. Information on Michigan's staffing options can be found on MDE's Permits and Placement webpage (<http://bit.ly/2JwDeht>) and by using the links below:

- Career and Technical Education (CTE): <https://bit.ly/3eYmqx8>
- Grow-Your-Own: <https://bit.ly/3cFxayQ>
- Daily Substitute Permit as a Transition Plan: <https://bit.ly/2yS4io4>
- Special Education Approvals: <https://bit.ly/2VdP6tM>
- School Administrator Permits: <https://bit.ly/354HfV5>

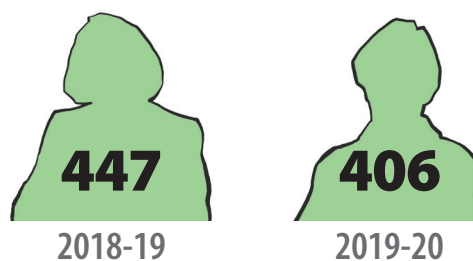
The graphics below depict the number of daily and full-year permits, career authorizations, and special education approvals issued in the 2017-18, 2018-19, and 2019-20 academic years. (For additional details, see appendix pages 59-60.)

## Teachers

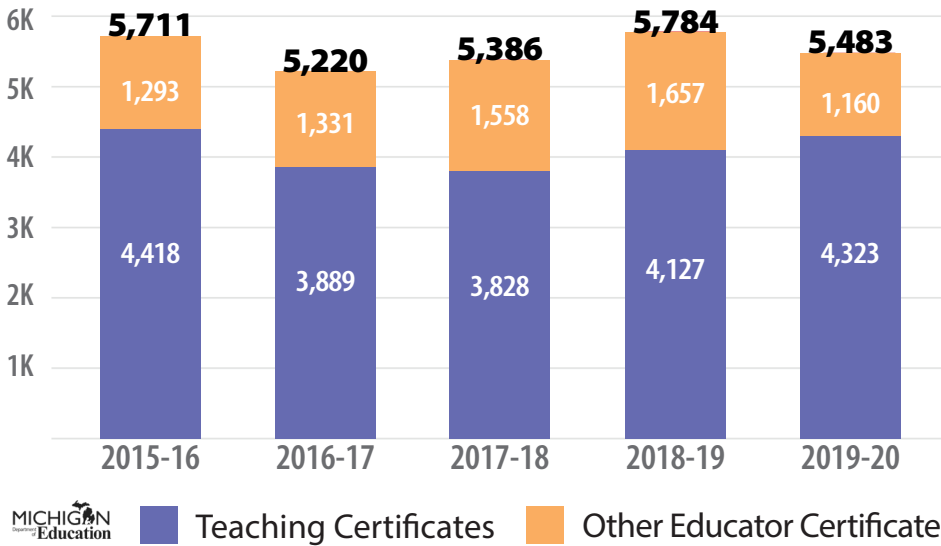


NOTE: Full year permits include full-year basic, full-year shortage, and expert.

## Administrators



# INITIAL CERTIFICATES



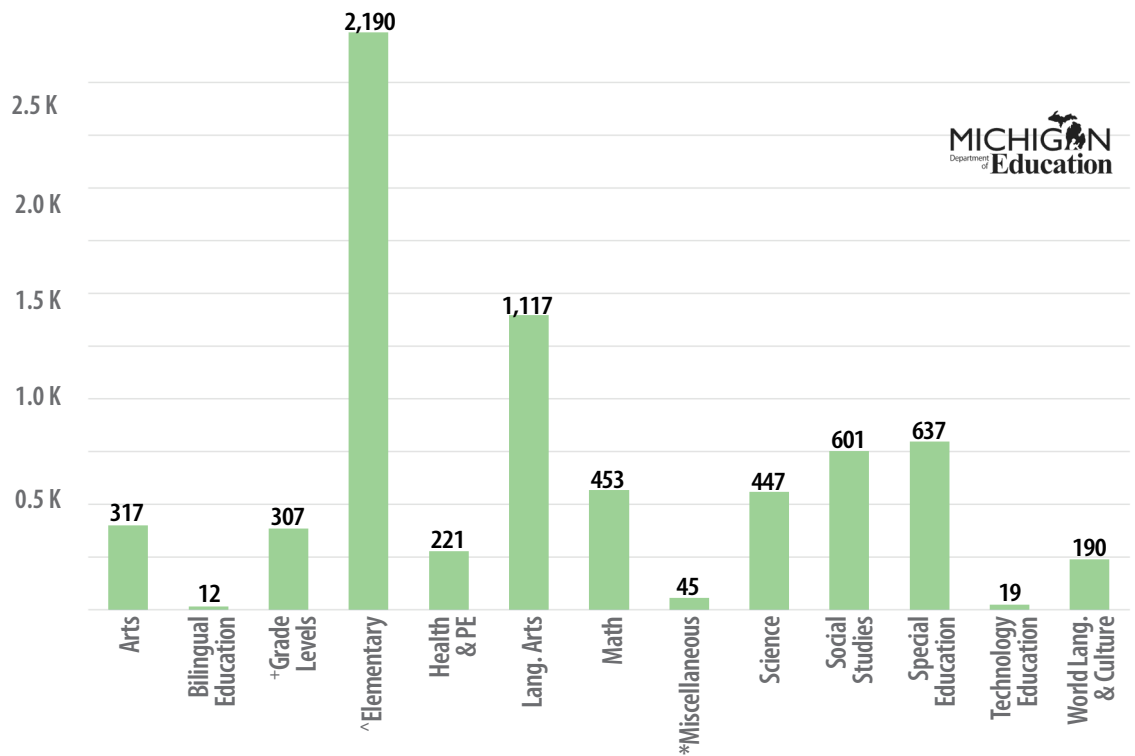
The chart to the left shows the total number of initial certificates issued between July 2015 and June 2020, broken down by teaching certificates and other educator certificates (school administrator, school psychologists, school counselors, and school nurses). (For additional details, see appendix pages 62-68.)

NOTE: Information on progressions, renewals and additional endorsements are not considered initial certification and are detailed in other sections of this report.

# INITIAL TEACHING ENDORSEMENTS

## By Subject Areas

The graph to the right shows the number of initial teaching endorsements granted during the 2019-20 academic year grouped by subject area. (For additional details, see appendix pages 82-84.)



+“Grade levels” includes individuals who expanded their certificate by a grade range, such as middle level or PK.

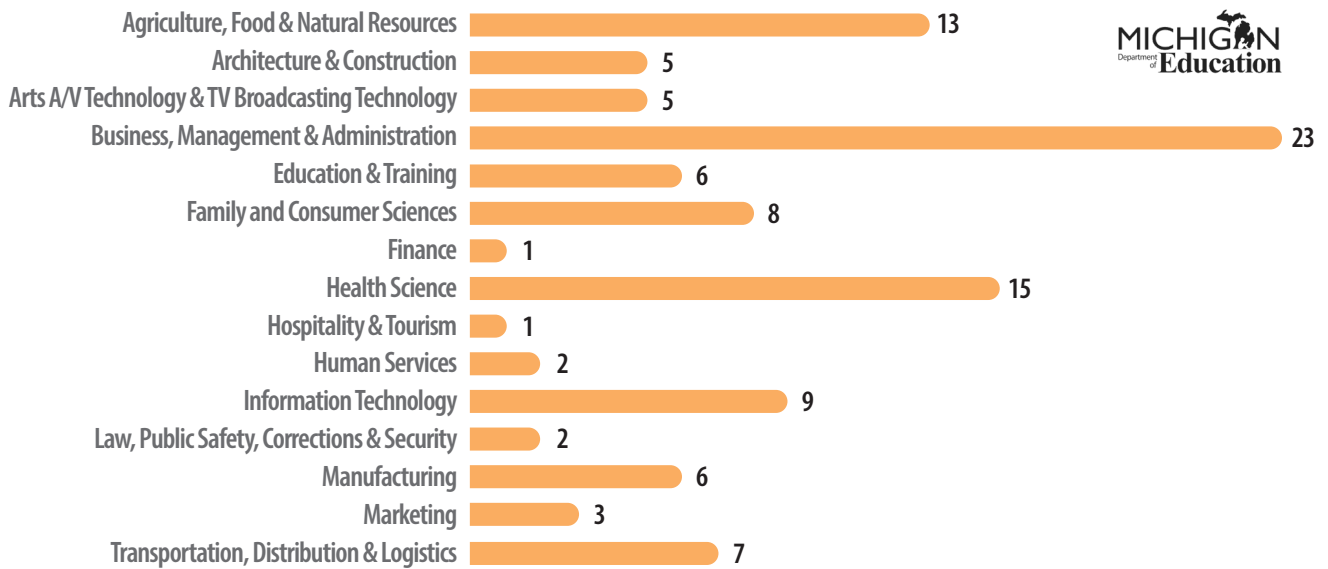
^Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. This figure represents those educators.

\*See the glossary for a full list of miscellaneous endorsements.

# INITIAL CTE TEACHING ENDORSEMENTS

## By Career Clusters

The graph below shows the number of initial Career and Technical Education (CTE) teaching endorsements granted during the 2019-20 academic year grouped by career cluster. (For additional details, see appendix pages 85-86.)



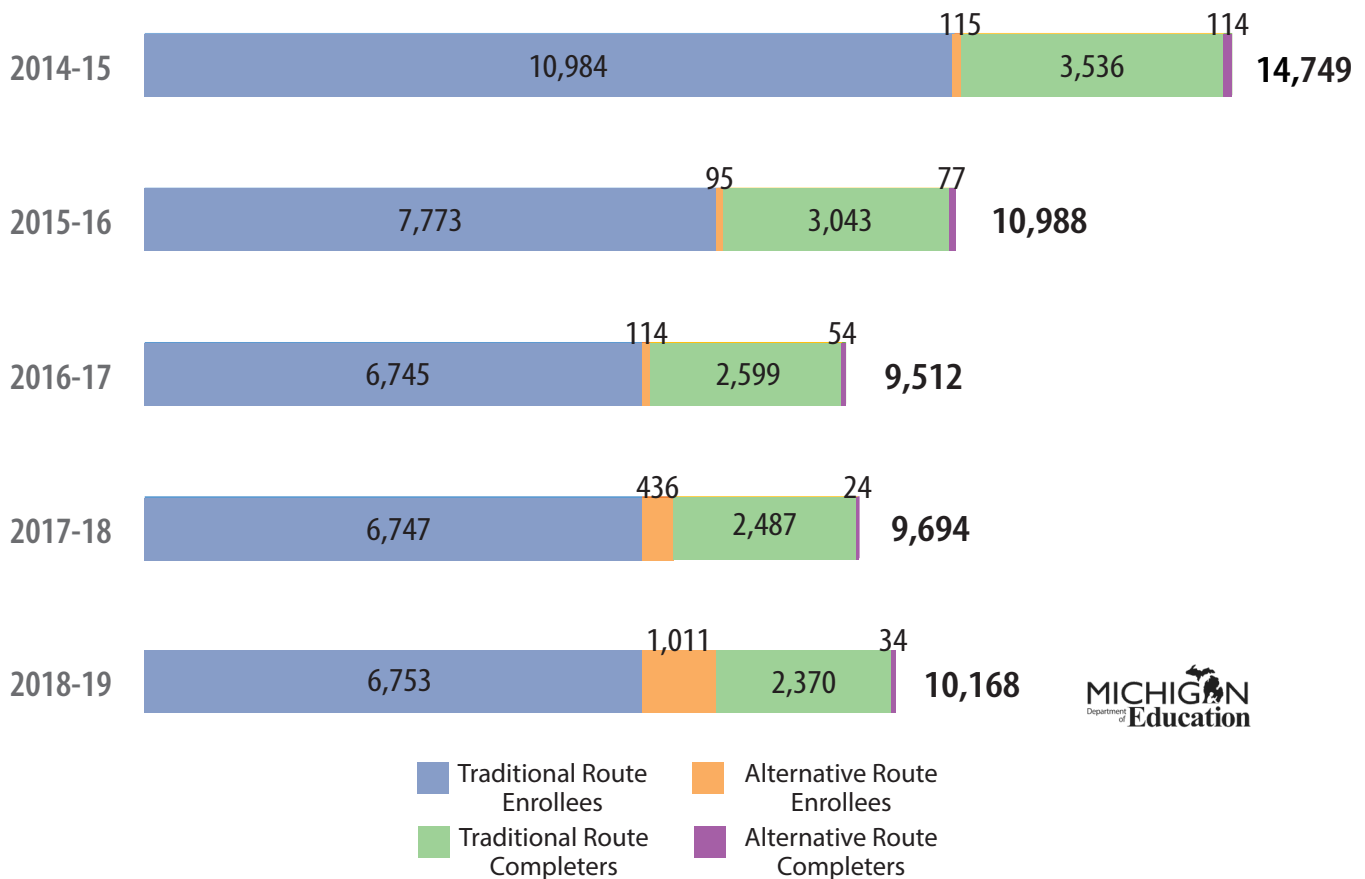
# TEACHER PREPARATION ENROLLMENT

Michigan law and administrative rules for teacher certification require all individuals to complete an approved program (e.g., math, elementary) from a preparation provider in order to become a teacher in Michigan. Currently, there are two different types of teacher preparation pathways to completing a program: traditional (including accelerated, accelerated residency, and career and technical education) or alternative route. The data below display the overall enrollment of Michigan preparation providers by pathway followed by the demographic breakdown of each pathway.

It should be noted that the manner in which enrollment data were reported by the U.S. Department of Education has changed to include an overall total of individuals who were in the program in that year as well as a subset of individuals who were considered completers. In prior years, enrollment data were reported as two mutually exclusive groups of individuals: enrollees and completers. The data for all years were adjusted to allow comparison over time.

For more information on Michigan preparation program pathways, visit <http://bit.ly/2XmPkkF>.

## Enrollment Status by Pathway




SOURCE: At the time of publishing this report, 2018-19 is the most recently reported Title II data - <http://bit.ly/2RqSeOg>.

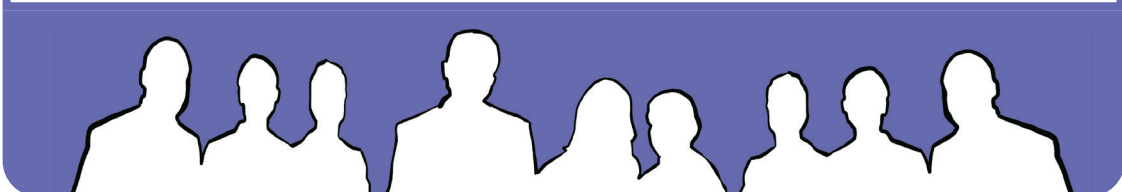
# Demographics by Enrollment Status & Pathway

The tables below summarize the gender and racial/ethnic information of individuals who were actively enrolled in or completed a Michigan preparation program in 2018-19, the most recently reported academic year.

	Traditional		Alternative	
	Enrollees	Completers	Enrollees	Completers
Male	1,523	479	351	13
Female	5,229	1,891	654	20
Not Reported	1	0	6	1



	Traditional		Alternative	
	Enrollees	Completers	Enrollees	Completers
American Indian or Alaskan Native	22	9	1	0
Asian	102	65	13	1
Black or African American	272	64	105	6
Hispanic or Latino	266	59	29	1
Native Hawaiian or Pacific Islander	2	2	0	0
White	5,747	2,074	575	23
Multiracial	156	30	16	0
Not Reported	186	67	272	3




# ACTIVE PREPARATION PROVIDERS

**Teacher Leader**

**8**

**Alternative Route**

Teacher **8**

School Administrator **3**

**Traditional Route**

Teacher **29**

School Administrator **18**

School Counselor **9**

School Psychologist **6**

School Social Worker **9**

The graphics in this section display the number of active providers as of June 30, 2020. For additional information about active providers, visit: <https://bit.ly/2W72nnX>.



# NEW PREPARATION PROVIDERS

During the 2019-20 academic year, one new teacher leader preparation provider, the National Institute for Excellence in Teaching, and one new alternative route provider, Wayne State University's Warrior Pathway, were approved to prepare teachers in Michigan. There were no new providers of educator preparation programming for school administrators, school counselors, school psychologists or school social workers approved during this period.

## Moratorium (Through April 30, 2022)

No new traditional route teacher preparation providers were approved due to the State Board of Education's extension of the moratorium on approval of new teacher preparation providers from May 14, 2019 through April 30, 2022. This extension of the moratorium gave the State Superintendent the authority to review and approve high need programs. In January 2020, the State Superintendent exercised this authority to request proposals for new providers.

**Alternative Route Teacher**

**1**

**Teacher Leader**

**1**



# CLOSED PREPARATION PROVIDERS

10

- 2015-16 = 2 (Traditional Route)
- 2016-17 = 1 (Alternative Route)
- 2017-18 = 2 (Alternative Route)
- 2018-19 = 3 (2-Traditional Route & 1-School Administrator)
- 2019-20 = 2 (1-Traditional Route & 1-Teacher Leader)

## NATIONAL ACCREDITATION OF PREPARATION PROVIDERS

All providers, including alternative route providers, are required to achieve and maintain national educator preparation accreditation for ongoing approval and continuous improvement in Michigan. All but one of Michigan’s traditional route providers currently hold national accreditation and the remaining provider is engaged in the accreditation process. Michigan alternative route providers are beginning to undergo the national accreditation process.



## EXPEDITED EDUCATOR PREP PROGRAMS

Several Michigan educator preparation providers (EPP) have taken advantage of rule [390.1153](#) to develop expedited educator preparation programs. Contact information for each of these EPPs may be obtained via the Office of Educator Excellence’s online EPP directory. For additional information about specific expedited educator preparation programs, visit: <https://bit.ly/3dCdrku>.



### World Languages:

- Eastern Michigan University
- Michigan State University
- Western Michigan University

### Residency Programs:

- Wayne State University
- Northern Michigan University
- Saginaw Valley State University
- Concordia University – Ann Arbor
- Aquinas College
- Grand Valley State University

### Secondary Subject Areas:

- Concordia University – Ann Arbor

### Special Education:

- Eastern Michigan University

### Library/Media:

- Wayne State University

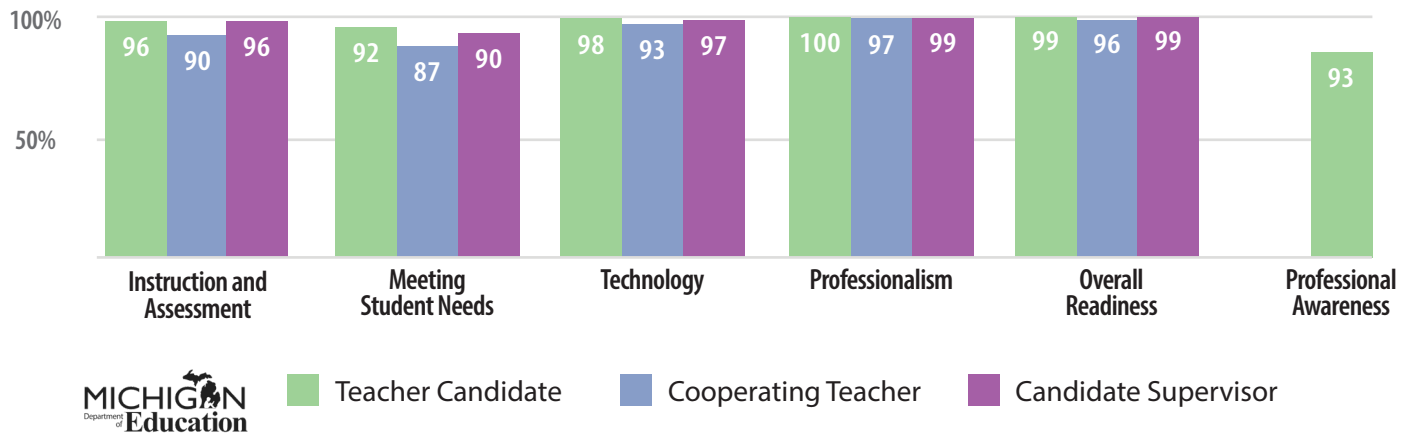
EPPs operating on a residency model integrate teacher preparation with the PK-12 system through yearlong clinical practice that marries rigorous academic training and clinical training to better prepare teachers to impact student learning from day one.

Teacher candidates work with mentor teachers and benefit from consistent coaching, mentoring, and feedback about their practice. With a valid substitute permit, residents either serve as the teacher of record for a classroom or co-teach with a mentor teacher while taking coursework to qualify for a Michigan Standard Teaching Certificate.

# STATEWIDE PREPARATION SATISFACTION

Each year, MDE gathers perception data on educator preparation through surveys of teacher candidates as they near program completion, candidate supervisors within the preparation program, and the PK-12 cooperating teachers with whom the candidates were placed for their student teaching internship. In the 2019-20 academic year, the surveys were revised to align with current MDE priorities and provide preparation providers with actionable feedback for continuous improvement efforts. The surveys examine how well providers prepare their students across several key categories (e.g., meeting students' needs) as well as whether key program elements, such as coursework and clinical experiences, contributed positively to candidate preparation. This information assists both MDE and educator preparation providers with areas of focus for continuous improvement. Below are the statewide results of the surveys for 2019-20.

Certain items were specific to the respondent group and were not asked of every group. For example, questions pertaining to professional awareness were limited to teacher candidates while those pertaining to partnership strength and student impact were asked only of the cooperating teachers and supervisors. (For item level performance across the surveys, see appendix pages 55-58.)



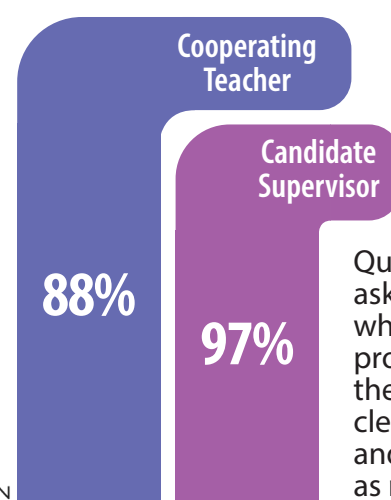
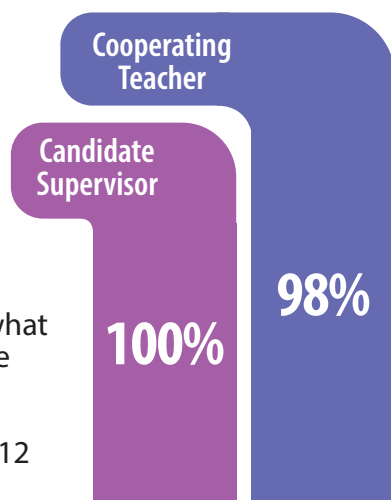
**91%** of teacher candidates felt they had:

- diverse clinical experience opportunities throughout their program
- program elements that positively contributed to their preparation

## Student Impact

## Partnership Strength

Question asked to what extent the candidate positively impacted the learning and development of PK-12 students.

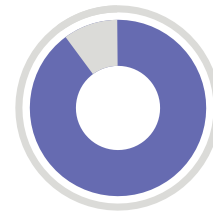


Questions in this section asked the extent to which preparation providers worked with the respondents to clearly set expectations and provide resources, as needed.

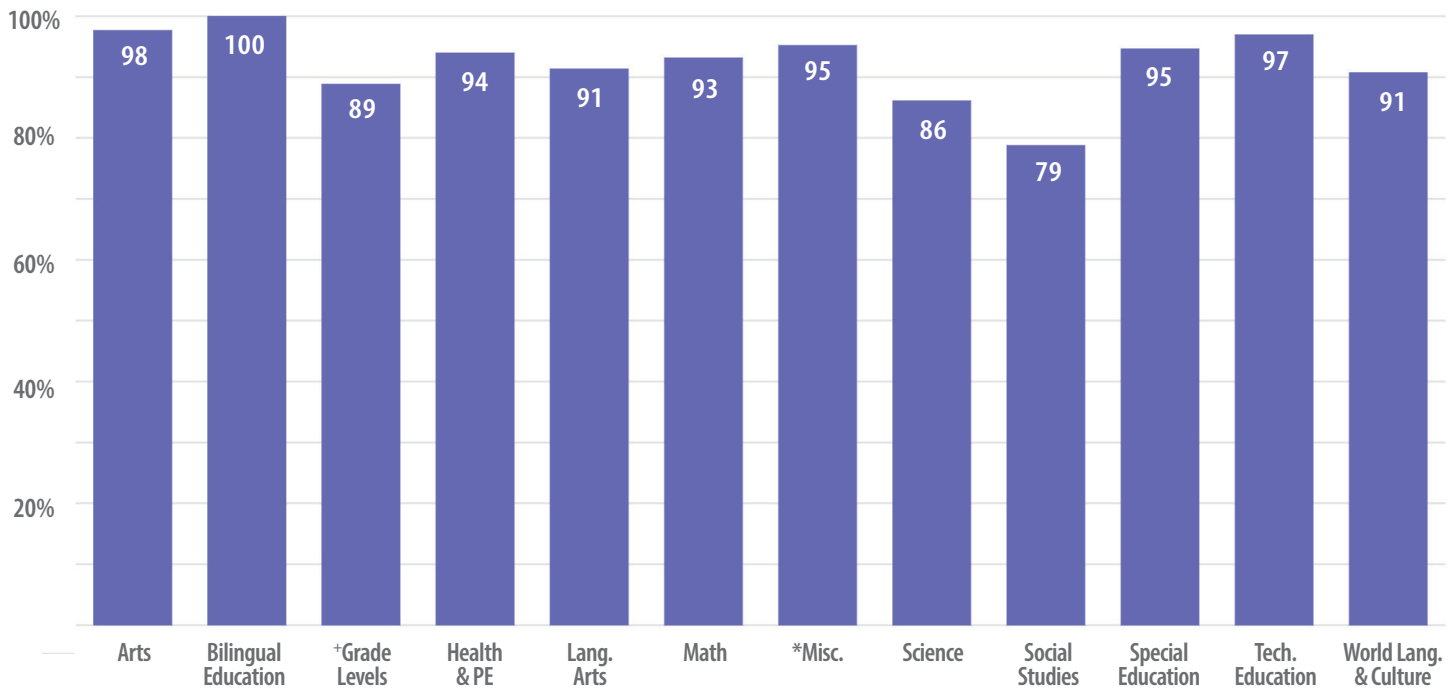


# MICHIGAN TESTS FOR TEACHER CERTIFICATION (MTTC)

In order to be granted a Michigan teaching certificate, candidates must pass the appropriate Michigan Test(s) for Teacher Certification (MTTC) for their endorsement area(s). The table below shows a three-year summary of state results by subject area. (For additional details, see appendix pages 53-54.)



**90%**  
**Overall MTTC passing rate**  
 (2017-18, 2018-19, & 2019-20)



NOTE: The reporting timeframe for MTTC testing results is August 1, 2017 – July 31, 2020.

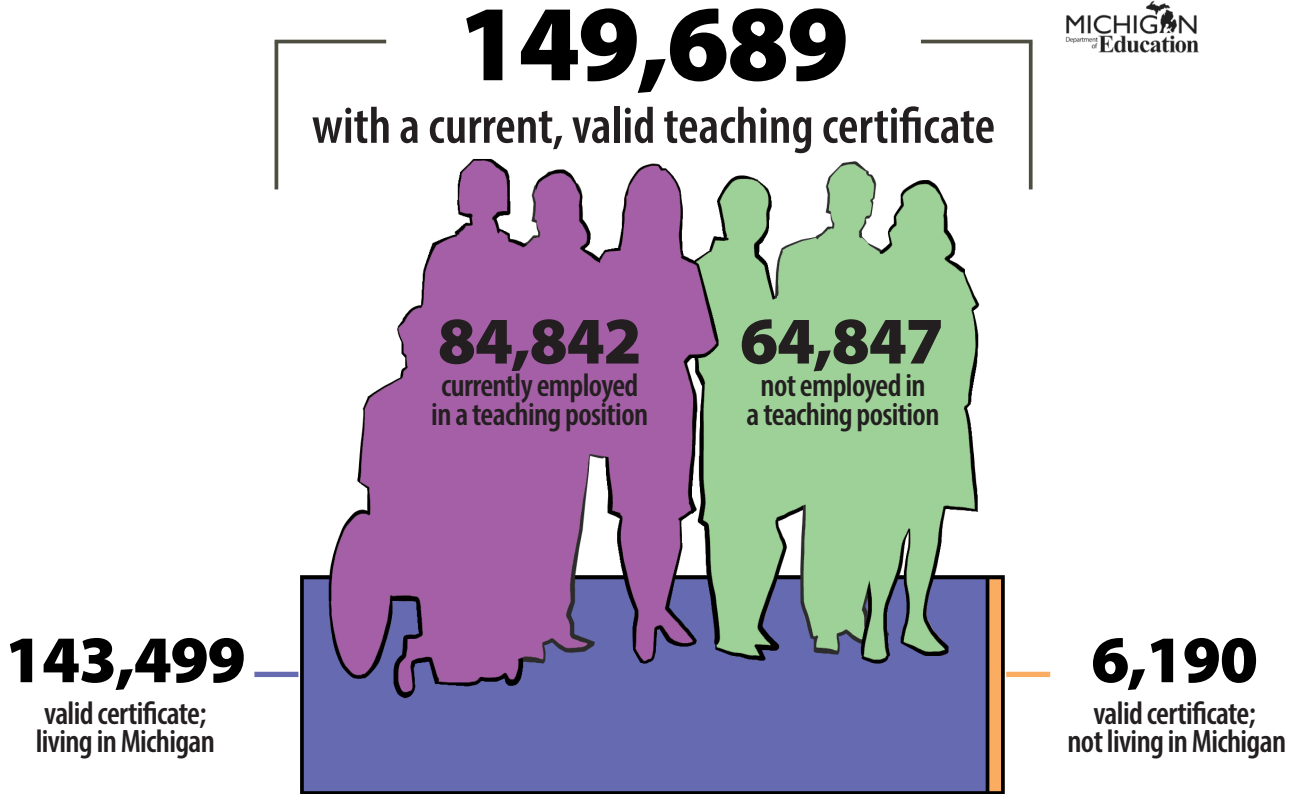


\*Elementary K-5 All Subjects (K-8 All Subjects in a Self-Contained Classroom), Middle Level, and Early Childhood PK – General and Special Education.

\*See the glossary for a full list of miscellaneous endorsements.

# TEACHING CERTIFICATES

The graphic below outlines the number of individuals who hold a valid teaching certificate as of October 2020. To understand Michigan’s available pool of educators, this group of individuals was examined to determine whether they reside within Michigan and whether they were employed as teachers in the most recent REP collection. (For additional details, see appendix pages 68-72.)



NOTE: includes individuals holding a valid teaching certificate with an issue date on or after January 1, 1980 and are less than the age of 70.

SOURCE: MOECS certification records and CEPI employment records (as part of previously unpublished dataset).

# NEWLY ISSUED SCHOOL ADMINISTRATOR CERTIFICATES

School administrators whose primary responsibility is to administer instructional programs must hold a valid Michigan School Administrator Certificate or work under a valid School Administrator Permit. The certificate is earned by completing a state-approved administrator certification program through a recognized educator preparation provider. Beginning September 1, 2018, individuals employed as Michigan school administrators on, or before, January 4, 2010, can be granted a certificate based on their experience. The School Administrator Certificate can be renewed every five years by completing the Education-Related Professional Learning set forth in the School Administrator Certification Code.



The graphic to the right shows the number of newly issued School Administrator Certificates and the number of renewals approved during the 2019-20 academic year. (For additional details, see appendix page 81.)



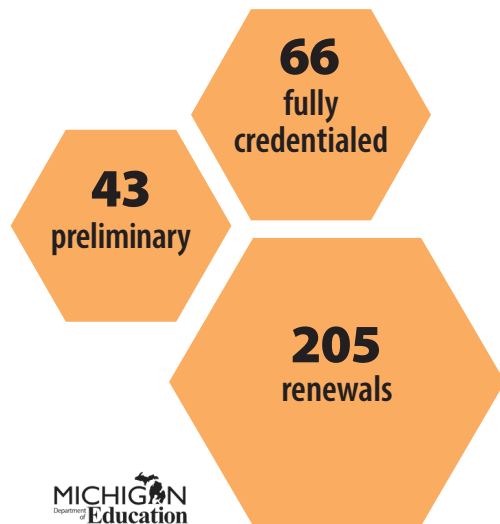
# NEWLY ISSUED SCHOOL SOCIAL WORKER APPROVALS

Once those who hold an appropriate social work license meet MDE school social worker credential requirements, they are eligible for a temporary approval. In order to move to a full approval, a school social worker must have at least one year of experience working with direction from a fully approved school social worker while holding a valid temporary or continuing temporary approval. Continuing temporary approval is available when a school social worker is unable to work with a fully approved school social worker and move to the full approval. More information and MDE guidance can be found at <http://bit.ly/2KyHJqS>.

The graphic to the right shows the number of individuals who were issued a school social worker credential in the 2019-20 academic year. (For additional details, see appendix page 81.)



# NEWLY ISSUED SCHOOL PSYCHOLOGIST CERTIFICATES



A person employed as a school psychologist in a Michigan school is required to hold either a valid Preliminary School Psychologist Certificate or a School Psychologist Certificate. The Preliminary School Psychologist Certificate is Michigan's initial certificate; however, out-of-state applicants may initially qualify for a School Psychologist Certificate if they have satisfied all requirements set forth in rule. The Preliminary School Psychologist Certificate can be renewed once while completing all program requirements, or the certificate holder can progress directly to the School Psychologist Certificate after all program requirements are satisfied. School Psychologist Certificates can be renewed every five years by meeting professional learning requirements. More information and MDE guidance can be found at <http://bit.ly/2x6RJ4e>.

The graphic to the left shows the number of individuals with a School Psychologist Certificate during the 2019-20 academic year. (For additional details, see appendix page 81.)

# NEWLY ISSUED SCHOOL COUNSELOR CREDENTIALS

The graphic to the right shows the number of school counselor credentials issued during the 2019-20 academic year – a total of 183. The most advanced school counselor credential is the School Counselor License.

In some cases, applicants enrolled in an approved school counselor program may be eligible to begin work using the Preliminary School Counselor Credential after completing the in-state institutional requirements and

being recommended for the credential by a school counselor preparation provider. Additionally, out-of-state applicants may be eligible to begin work as a school counselor using the Temporary School Counselor License after being evaluated by MDE. Educators with the School Counselor (NT) endorsement on a Michigan teaching certificate are also fully credentialed and eligible to be assigned to serve in the dual capacity as a teacher of record and as a school counselor. More information and MDE guidance can be found at

<https://bit.ly/2zkr1ta>. (For additional details, see appendix page 81.)



## ENDORSEMENT NULLIFICATIONS

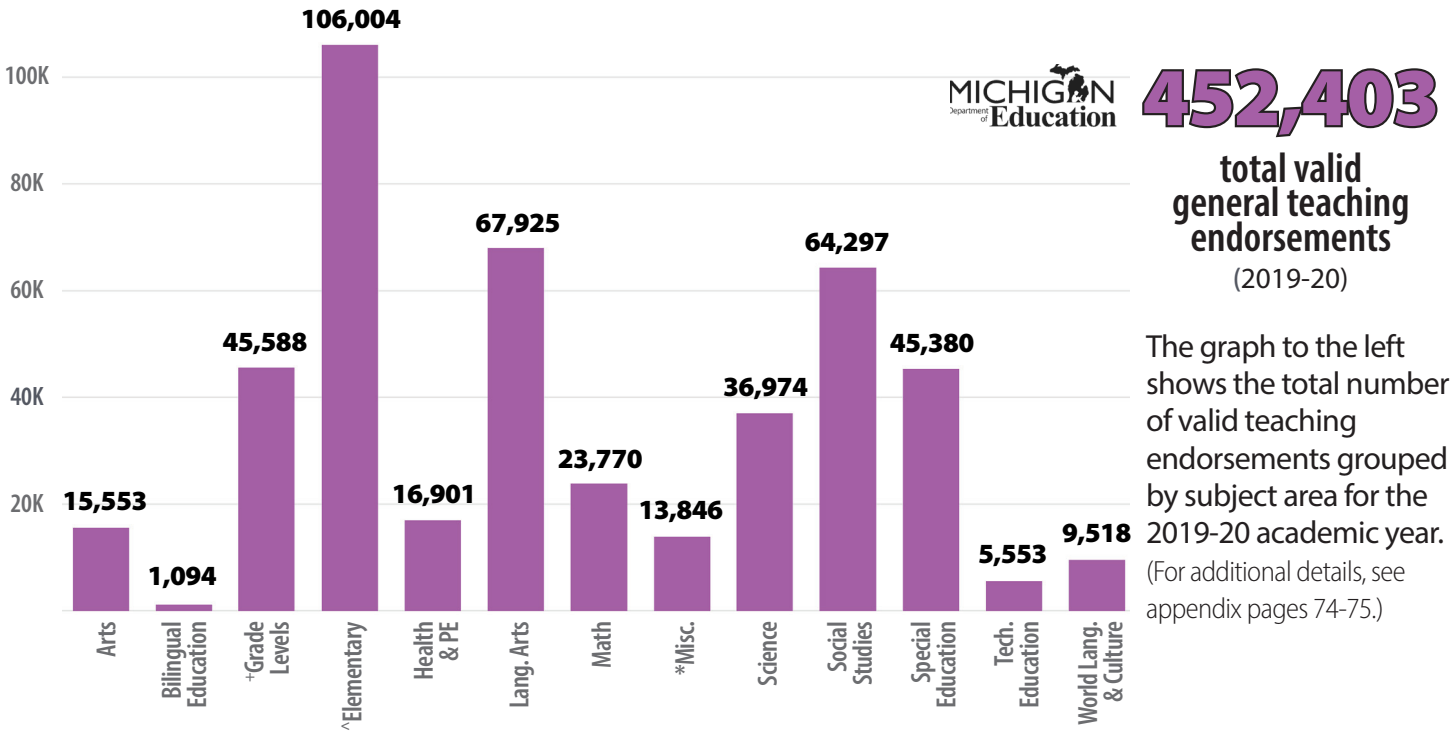
Educators may elect to nullify (remove) their endorsements(s) from their certificate based on a process established in Michigan law. A nullification may be granted if the endorsement or grade level certification has not been used for 12 or more years. The state board shall not reinstate, reissue, or renew an endorsement on a teaching certificate or a grade level certification that has been nullified pursuant to subsection (5) of [MCL 380.1532](#). More information and MDE guidance can be found at <https://bit.ly/2Wo9rN9>.

BA – English	3
BX – Language Arts	1
CC – History	1
CX – Social Science	1
DX – Science	2
NT – School Counselor	3
SA – Cognitive Impairment	1
SE – Emotional Impairment	1
SM – Learning Disabilities	1

MICHIGAN  
Department of  
Education

(2019-20)

# GENERAL TEACHING ENDORSEMENTS



^"Grade levels" includes individuals who expanded their certificate by a grade range, such as middle level or PK.

^Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. This figure represents those educators.

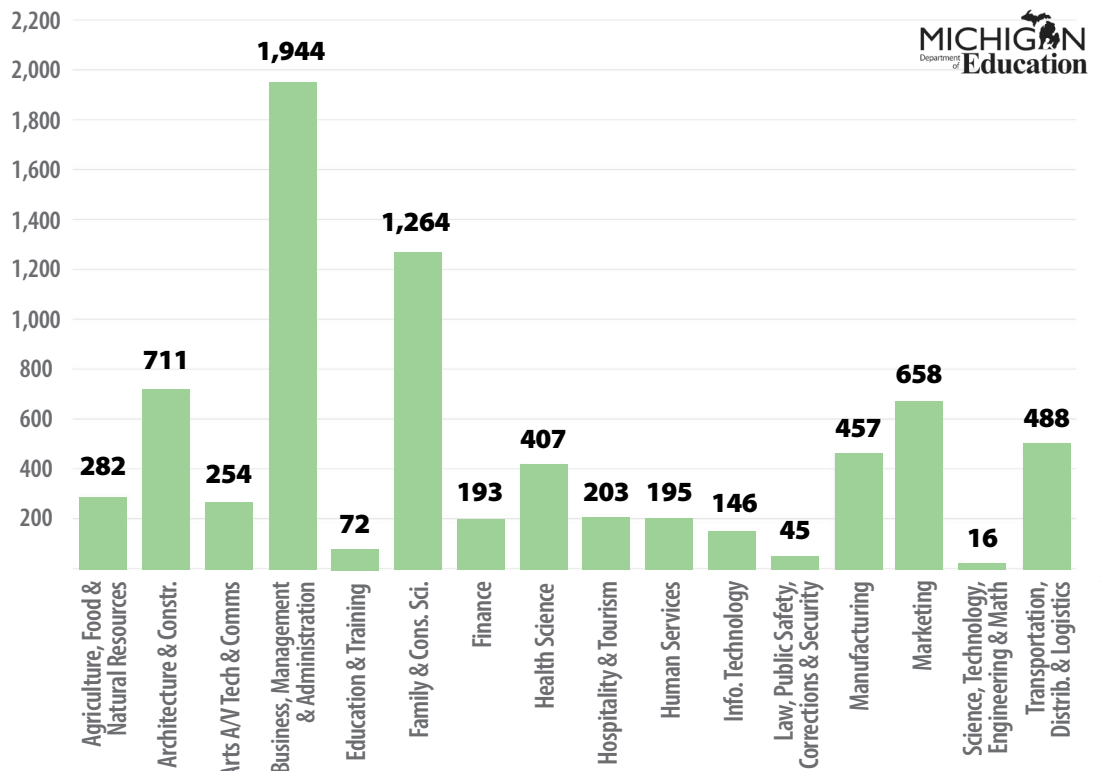
\*See the glossary for a full list of miscellaneous endorsements.

# CTE TEACHING ENDORSEMENTS

**7,335**

total valid CTE endorsements by career cluster (2019-20)

The graph to the right shows the total number of valid endorsements for CTE instruction grouped by career cluster for the 2019-20 academic year. (For additional details, see appendix pages 76-80.)

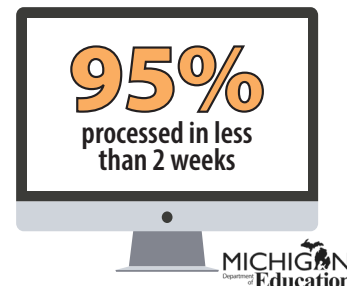


# APPLICATION PROCESSING

OEE's certification unit utilizes the Michigan Online Educator Certification System (MOECS) to support both Michigan and prospective Michigan educators around the world. Over the past three years, more than 75,000 certificate, permit, or authorization applications were processed\* annually.

# 78,487

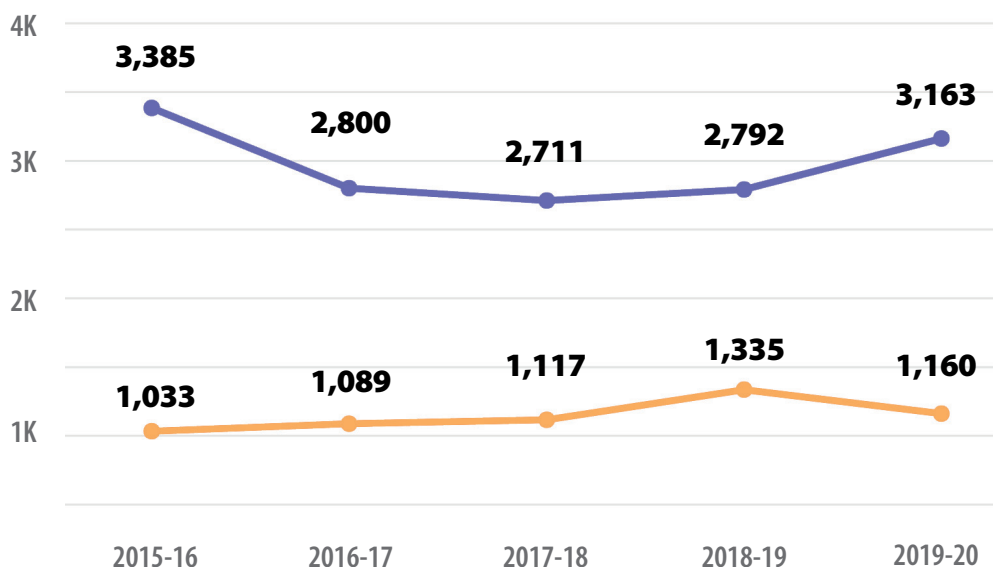
Average number of applications processed annually over the last 3 years



\*Submitted applications are reviewed and then moved to a final status of approved, temporarily approved, canceled, denied, or withdrawn.

# IN- VS. OUT-OF-STATE CERTIFICATION

The visuals below represent the total number of initial teaching certificates issued for educators who completed an in-state program and for those who completed an out-of-state program between the 2015-16 and 2019-20 academic years. Michigan law and rules require individuals to complete a state approved educator preparation program in order to qualify for a Michigan teaching certificate. Michigan educator preparation providers guide prospective educators through the requirements to obtain teacher certification in Michigan. Michigan has signed an Interstate Compact Agreement with a multitude of states and Canadian provinces (<https://nasdtec.net/page/Interstate>) agreeing to accept state-approved educator preparation programs (including out-of-state online programs available to Michigan residents) and teaching certificates on a reciprocal basis for initial certification contingent on the candidate's ability to meet Michigan's legislative requirements. An applicant who has completed a state-approved educator preparation program, including student teaching, outside of Michigan can apply to be evaluated for certification.



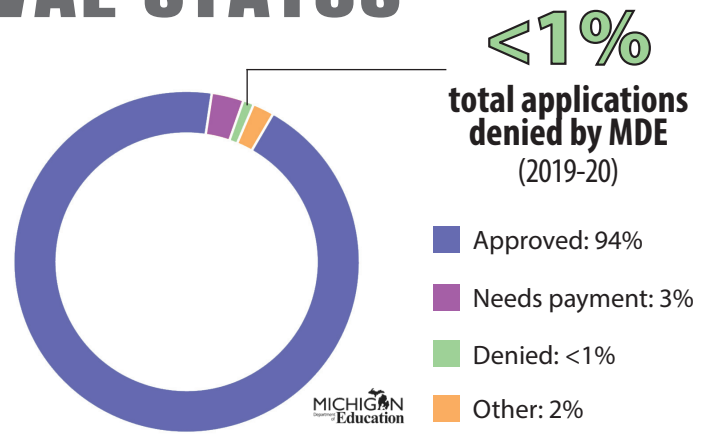
**27%**  
of applicants have completed out-of-state prep (incl. online programs)

■ In-State  
■ Out-of-State (incl. online programs)



# APPLICATION APPROVAL STATUS

Applications for certification are either approved, denied\*, or placed in a variety of other categories indicating they are on hold or in document review. Applicants must pay the applicable fees to complete the process. The graphic to the right depicts the overall status of applications for the 2019-20 academic year. (For additional details, see appendix page 59.)



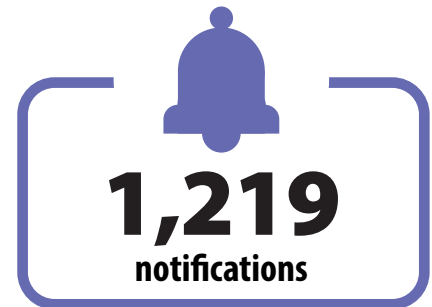
\*Applications may be denied by the Office of Educator Excellence or by the recommending Michigan preparation provider. Reasons for denial include error in application, lack of documentation and failure to comply with educator professional practice and school safety laws.

NOTE: In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# CRIMINAL MISCONDUCT

## RAP Back Notifications

OEE receives notifications pertaining to Record of Arrest and Prosecution Background (RAP Back) from the Michigan State Police (MSP) data system. OEE then notifies school districts of incidents resulting in a RAP Back involving their employed personnel. Beginning in 2018, OEE underwent an extensive clean-up of the previous system and implemented a new, more streamlined process. The graphic to the right shows the number of letters created by OEE and sent to districts in the 2019-20 academic year.



## Investigations of Certified Educators

Actions such as certificate suspension or revocation occur when an individual is convicted of offenses detailed in MCL [380.1535a](#). When MDE is notified of a criminal conviction of a Michigan educator, an investigation is initiated to determine whether an action should be taken against the individual's certificate. The information to the right represents the total number of investigations and resulting actions taken (including certificate suspensions or revocations) by MDE between October 1, 2019, to September 30, 2020.



# Review of Applications for Criminal Misconduct

With a focus on school safety, any application submitted to MOECS is subject to review when the applicant indicates a history of professional practice violations, including criminal convictions or certificate suspension in another state. Following a careful review of documentation, the permit and certificate applications are either cleared for further processing or denied. The graphic below depicts the average number of permit and certificate applications approved and denied over the past three academic years.

## Reviewed Permit Applications



## Reviewed Certificate Applications





# EDUCATOR CREDENTIAL INVESTIGATIONS

Educator Credential Compliance Investigations are performed when MDE receives notification that an educator may be working without a valid certificate, approval, permit or authorization, or working outside of their grade range/subject areas. If a school district is found to have been employing an educator who is out of compliance with MCL 388.1763 (<http://bit.ly/31LZbA4>), MDE is required to deduct State Aid funding in the amount the educator was paid during their out of compliance period.

It should be noted that Executive Order 2020-65 and Executive Order 2020-142 suspended State Aid deductions from April 2, 2020 to September 30, 2020. MDE investigated, but did not issue State Aid deductions for instances that began after April 2, 2020, even if an educator was out of compliance during that time period. For the purposes of this report, these investigations were considered cleared. Districts with educators employed out of compliance prior to April 2 received a deduction for the period prior to the suspension of the Executive Order. The information to the right shows the total number of out of compliance instances found, as well as the number of investigations that were cleared.

**123**

**total investigations**

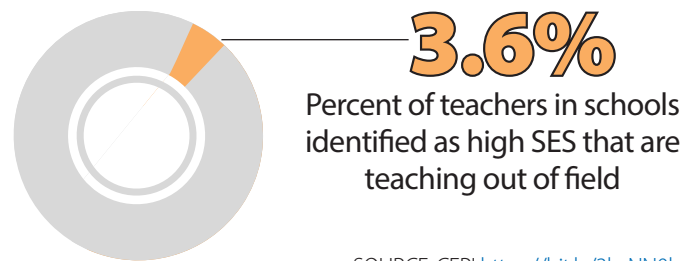
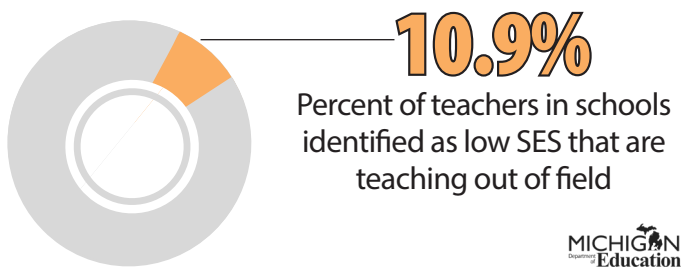
**77**  
deductions

**46**  
cleared



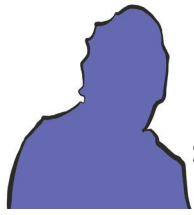
## IN-FIELD VS. OUT-OF-FIELD TEACHERS

Teachers who are in the grade range and subject area listed on their certificate are considered in-field. Teachers who are teaching in a subject area not on their certificate are considered out-of-field. Teachers who are placed on a permit to teach in a subject area not on their certificate are considered out-of-field, but not out of compliance. The visual to the right details the overall portion of the teaching population that is working out-of-field. Additionally, the visual below examines the portion of teachers working out-of-field in schools that are characterized as high or low socioeconomic status (SES).



SOURCE: CEPI <https://bit.ly/3bsNN0k>

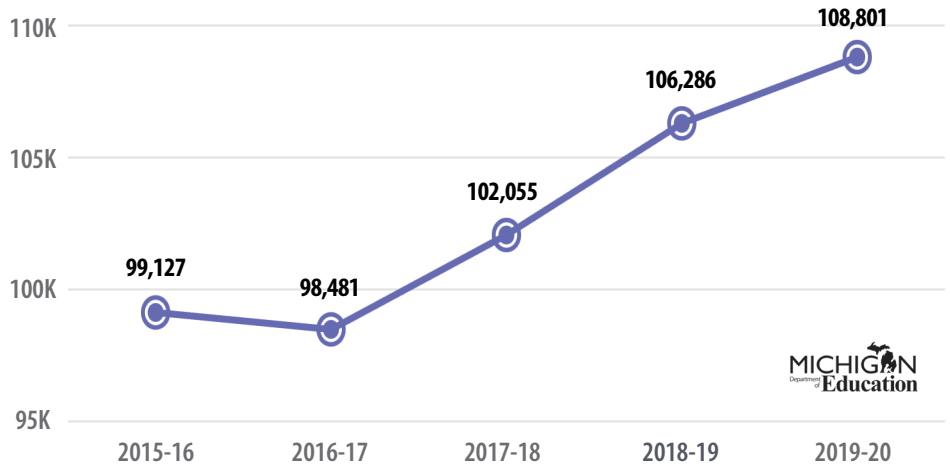
# NUMBER OF EMPLOYED TEACHERS



**108,801**

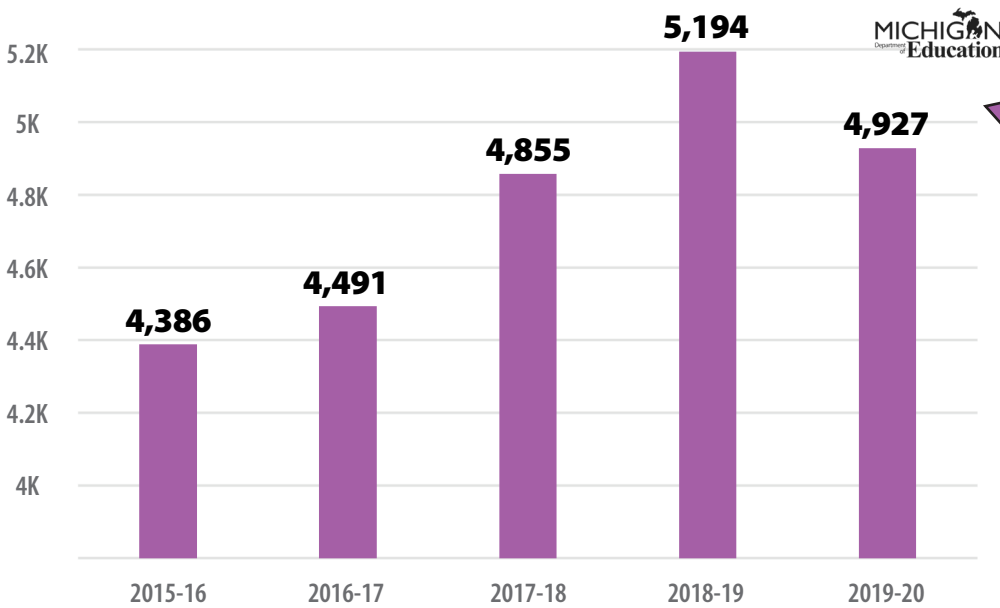
statewide teacher count  
(2019-20)

According to MI School Data, the state has demonstrated an increase in the number of teachers employed, as reported by the employing district, for the third year in a row, reaching a new five-year high. Additional staffing data is available on the MI School Data website (<https://bit.ly/3nSGMvx>).



NOTE: The statewide metric is calculated as the sum of district reported counts. This means that individuals will be counted more than once if they work in more than one district.

# FIRST YEAR TEACHERS



**4,927**  
teachers newly reported in REP  
(2019-20)

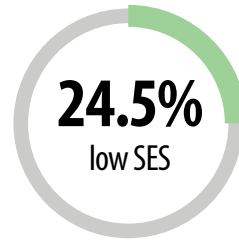
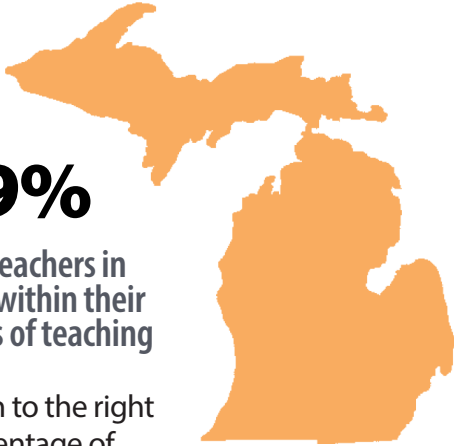
The number of first year teachers was determined by counting the individuals in the Registry of Educational Personnel (REP) assigned to a public school in a teaching assignment for the first time since the 2003-04 academic year. (For information on time between certification and first year of teaching, see appendix page 95.)

# EARLY CAREER TEACHERS

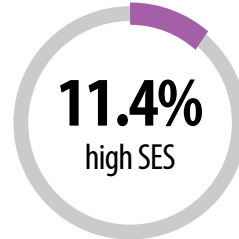
**15.9%**

of Michigan teachers in 2019-20 were within their first three years of teaching

The information to the right shows the percentage of early career teachers (those within their first three years of teaching) during the 2019-20 academic year, cross-referenced with socioeconomic status (SES) of the student population at the school where they were employed.



Percent of teachers who work in schools identified as low SES that are considered early career



Percent of teachers who work in schools identified as high SES that are considered early career



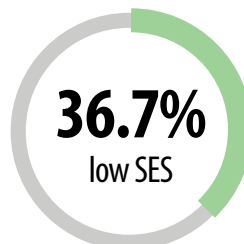
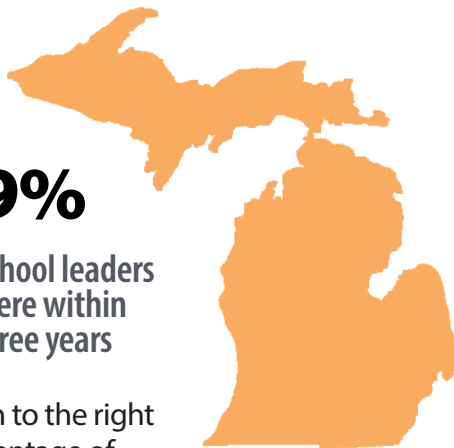
SOURCE: CEPI <https://bit.ly/3bsNN0k>

# EARLY CAREER SCHOOL LEADERS

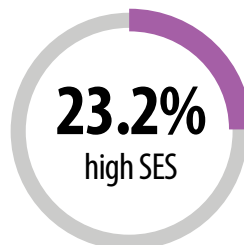
**28.9%**

of Michigan's school leaders in 2019-20 were within their first three years

The information to the right shows the percentage of early career school leaders (those within their first three years) during the 2019-20 academic year, cross-referenced with socioeconomic status (SES) of the student population at the school where they were employed.



Percent of school leaders who work in schools identified as low SES that are considered early career



Percent of school leaders who work in schools identified as high SES that are considered early career



SOURCE: CEPI <https://bit.ly/3bsNN0k>

# TEACHER RETENTION BY INITIAL CERTIFICATION YEAR

The table below represents the length of experience for teachers employed throughout the state as of the 2019-20 academic year broken down by the year in which the teacher was initially certified.

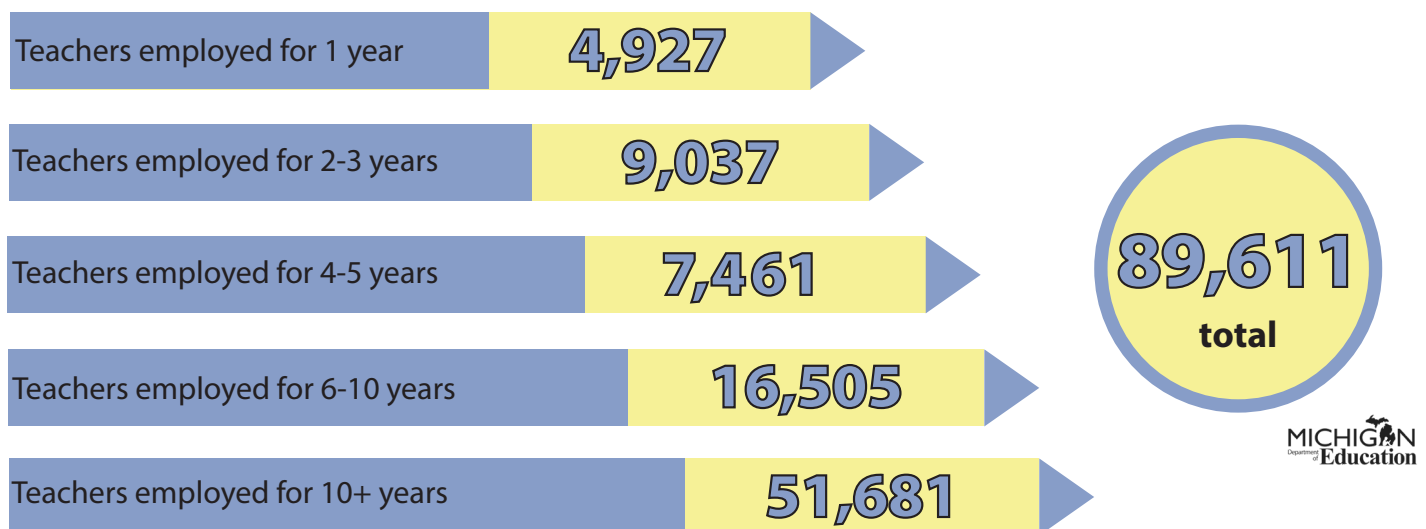
Length of Employment	Certification Year				
	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
Total Not Employed	1,446 (32.8%)	1,299 (33.2%)	1,178 (30.7%)	1,520 (37.1%)	3,467 (79.8%)
Total Employed	2,963 (67.2%)	2,616 (66.8%)	2,654 (69.3%)	2,580 (62.9%)	877 (20.2%)
Employed for 1 year	286 (6.5%)	272 (6.9%)	429 (11.2%)	1,720 (42.0%)	877 (20.2%)
Employed for 2-3 years	943 (21.4%)	1,921 (49.1%)	2,225 (58.1%)	860 (21.0%)	.
Employed for 4-5 years	1,734 (39.3%)	423 (10.8%)	.	.	.
<b>Total</b>	<b>4,409</b>	<b>3,915</b>	<b>3,832</b>	<b>4,100</b>	<b>4,344</b>

. denotes no data available.

NOTE: Length of employment as of April 2020. In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# TEACHER EXPERIENCE

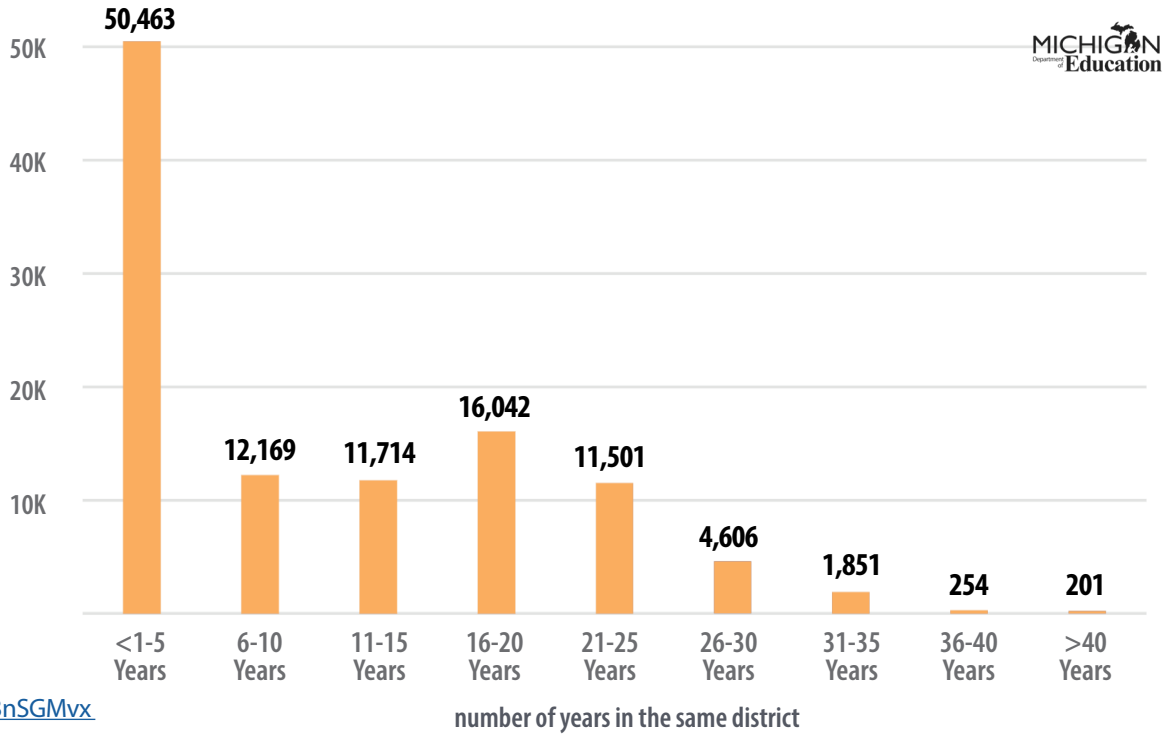
The visual below represents the amount of experience for all teachers employed throughout the state during the 2019-20 academic year.



SOURCE: CEPI (as part of a previously unpublished dataset)

# TEACHER LONGEVITY IN DISTRICT

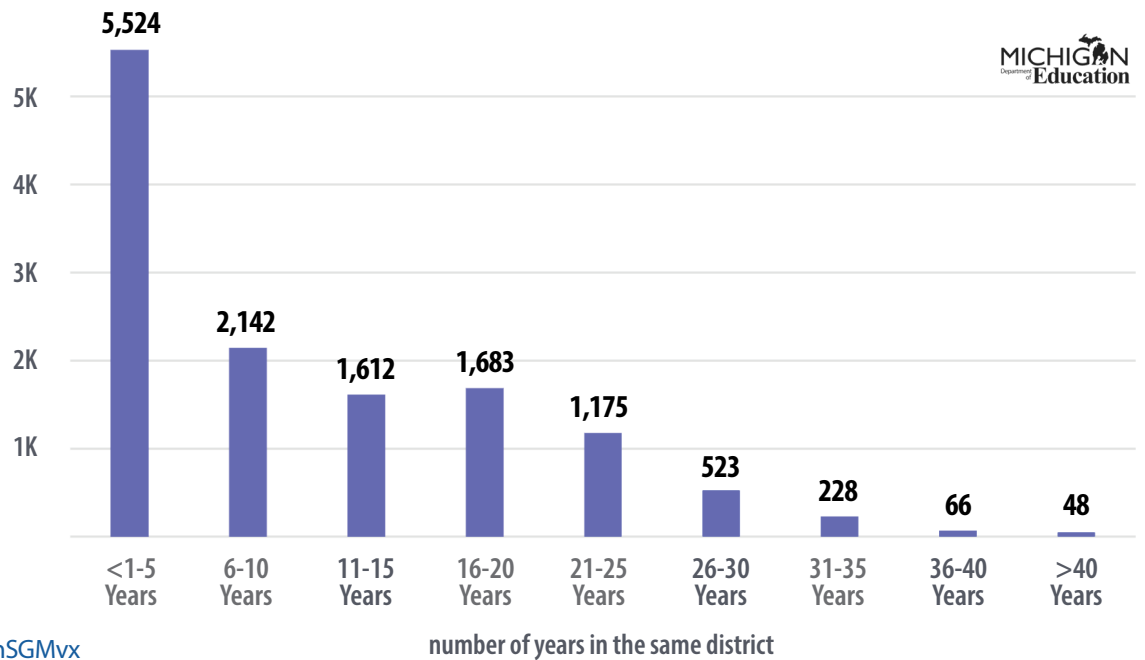
The data to the right shows the number of teachers who have been employed by the **same district** for a specific amount of time, as reported in Registry of Educational Personnel (REP) as of Fall 2019.



SOURCE: CEPI <https://bit.ly/3nSGMvx>

# ADMINISTRATOR LONGEVITY IN DISTRICT

The data to the right shows the number of administrators who have been employed by the **same district** for a specific amount of time, as reported in REP as of Fall 2019.

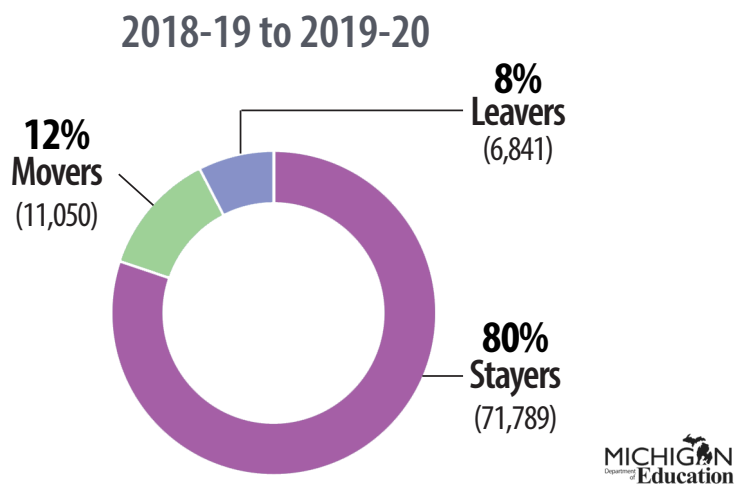


SOURCE: CEPI <https://bit.ly/3nSGMvx>

# STATEWIDE MOBILITY, RETENTION, AND ATTRITION OF TEACHERS

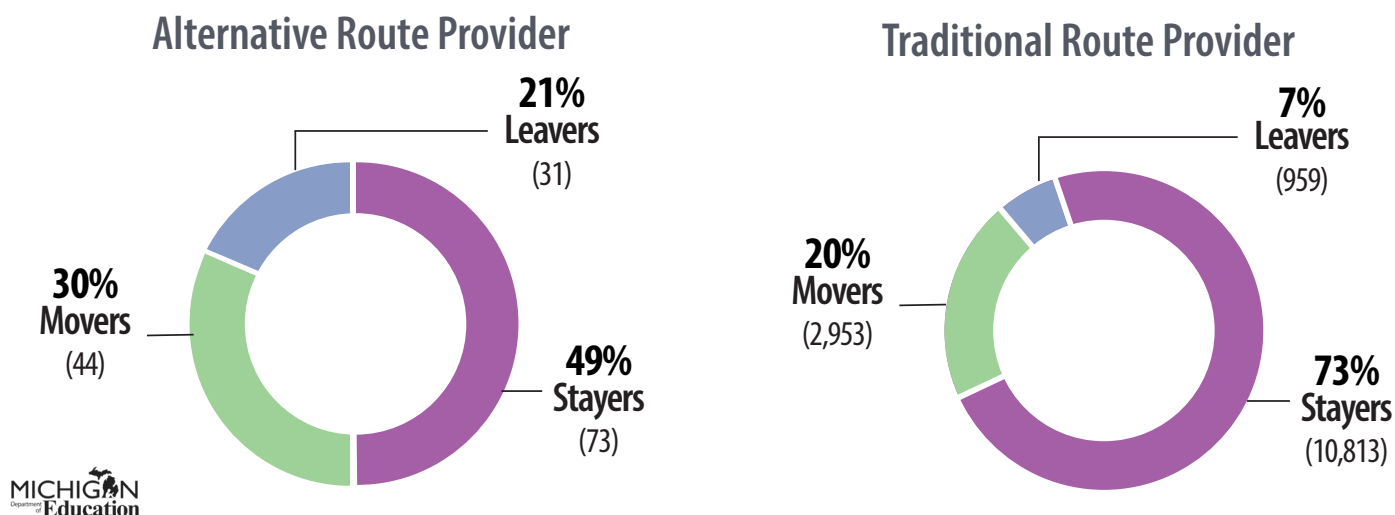
## Overall

The teacher mobility data below describes comparisons of teacher building level assignments from a beginning academic year to the next academic year. If the teacher's building assignment changed between the two years, then a "Mover" label is created to signify mobility. If no change in building assignment occurred between the two years, then that teacher's record would be labeled as "Stayer" to signify retention. If a teacher had been assigned a building code for a year and then does not have a building code assigned to them in the second year, then that teacher's record would be labeled "Leaver" to signify attrition. (For additional details, see appendix pages 95-96.)



## By Preparation Pathway

The stability, mobility and attrition data below examined those who were employed during the 2018-19 academic year and followed them into the 2019-20 academic year. The data are filtered by teachers who had their initial standard teaching certificate issued in July of 2011 or later, and then totaled based on the pathway (traditional versus alternative) of their educator preparation provider (EPP).



SOURCE: CEPI (as part of previously unpublished dataset)

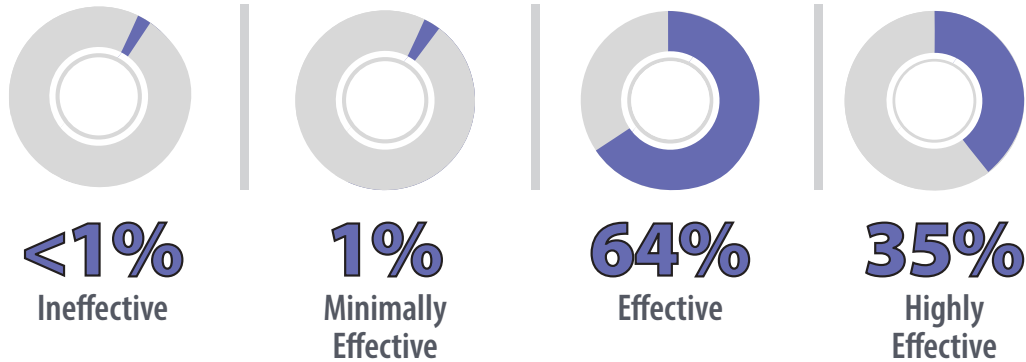
# EDUCATOR EFFECTIVENESS

During the 2019-20 academic year, formal effectiveness rating reporting was not required for many educators due to the COVID-19 pandemic and its effect on the continuity of the regular academic year. The visuals below reflect the most currently reported data representative of the 2019-20 academic year, including the number of individuals for whom formal effectiveness ratings were not reported.

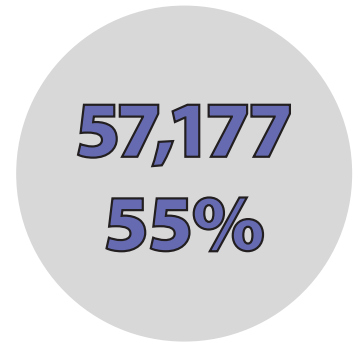
## Teacher Effectiveness

**47,481**

Educators Evaluated



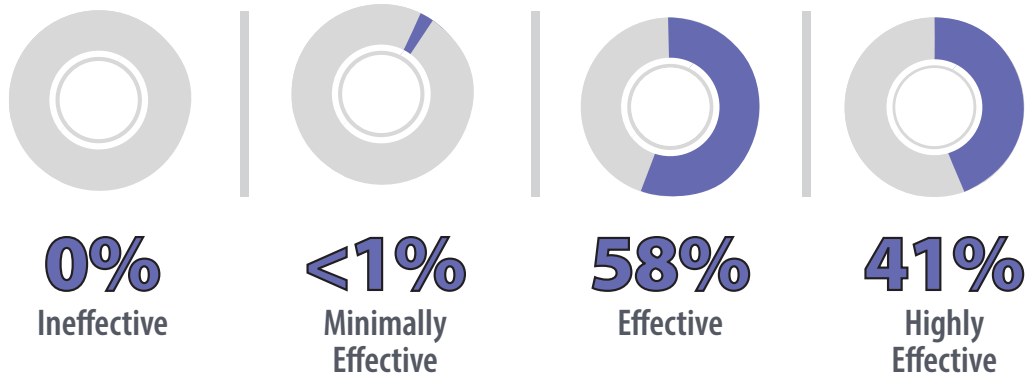
Educators Not Evaluated



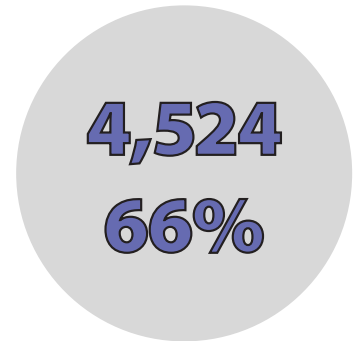
## Administrator Effectiveness

**2,385**

Educators Evaluated



Educators Not Evaluated

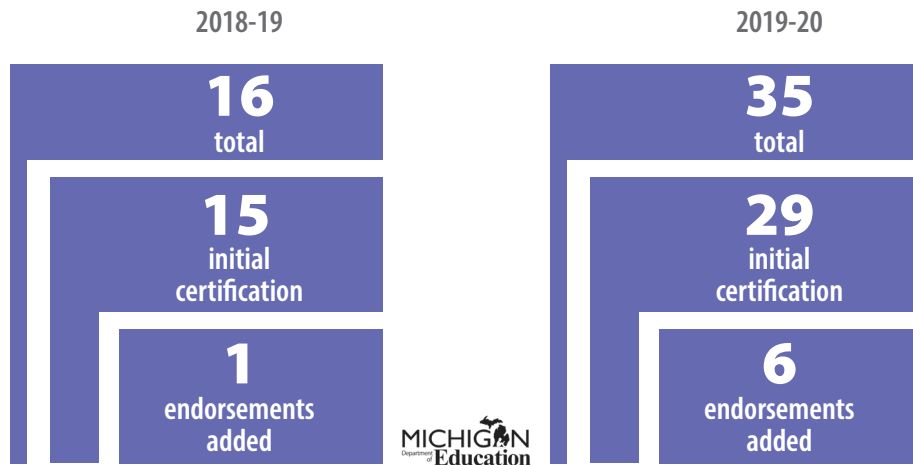


SOURCE: CEPI <https://bit.ly/2VjPrLj>

# FUTURE PROUD MICHIGAN EDUCATORS

## Using Permits to Transition into Teaching

As part of the Future Proud Michigan Educators (Future PME) initiative, the current permit system provides an avenue for districts to locally address shortages by supporting individuals in the transition from teaching under a substitute permit into becoming a fully certified teacher. The number of individuals who previously taught under a full-year permit in the 2017-18 academic year and were subsequently issued a certificate or an additional endorsement is displayed. For more information on how to use permits within the Future PME initiative, visit <https://bit.ly/FuturePME>.



## Teachers Who Earned Administrator Certification

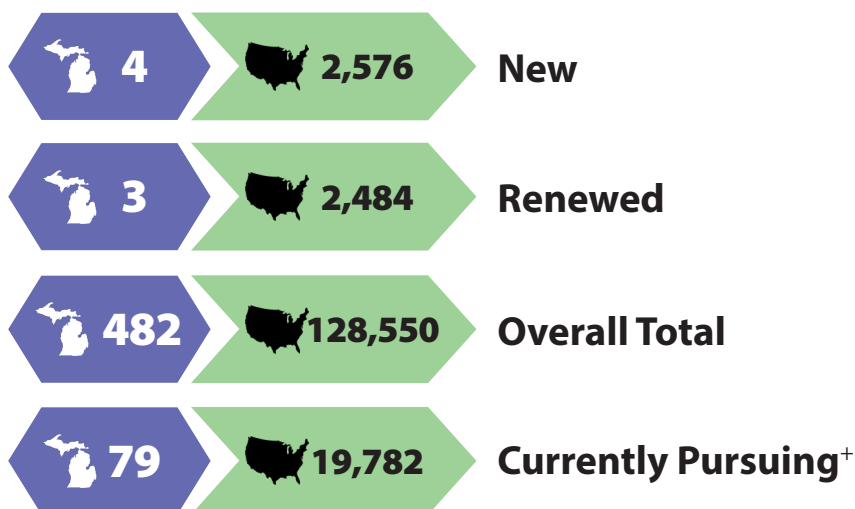
The graphic below displays the number of school administrator certificates that were issued in each academic year to individuals who currently hold, or previously held, a Michigan teaching certificate.





# NATIONAL BOARD CERTIFIED TEACHERS

With collaboration and commitment from school districts, states, unions and higher education institutions, a growing number of teachers – many of whom are organized in collaborative cohorts – are using the National Board Certification process to examine and strengthen their teaching practice. This work is critical to the long-term success of our schools and to elevating the teaching profession. The information to the right reflects the number of teachers achieving, maintaining and pursuing National Board Certification in 2019-20 both in Michigan and across the country.\*



## Top 5 Districts – By Total

- Detroit Public Schools Community District – 131
- Rochester Community School District – 24
- Kalamazoo Public Schools – 14
- Novi Community School District – 13
- Bureau of Indian Education – 9

## Top 5 Districts – By Total Candidates+

- Detroit Public Schools Community District – 11
- Bureau of Indian Education – 10
- Lansing School District – 7
- Haslett Public Schools – 6
- Rochester Community School District – 5



SOURCE: National Board for Professional Teaching Standards <http://bit.ly/2YwE3zK>.

\*Data reflects teachers' place of employment as self-reported in the National Board database as of February 27, 2021.

+All National Board candidates in progress and all first-time applicants who have paid the registration fee in the current assessment cycle as of February 27, 2021.

# READING DIAGNOSTIC COURSEWORK

After July 1, 2009, all educators must successfully complete a reading diagnostic course and enter it into the Michigan Online Educator Certification System (MOECS) in order to progress to a Professional Teaching Certificate. Educators who completed an approved Reading (BT) or Reading Specialist (BR) program (<http://bit.ly/2HsORV2>) since 2002 at a Michigan educator preparation institution have fulfilled this requirement. The table below displays the number of individuals who have recorded the completion of this course in MOECS as of October 2021.

2015-16	2016-17	2017-18	2018-19	2019-20
1,444	1,314	1,143	661	376

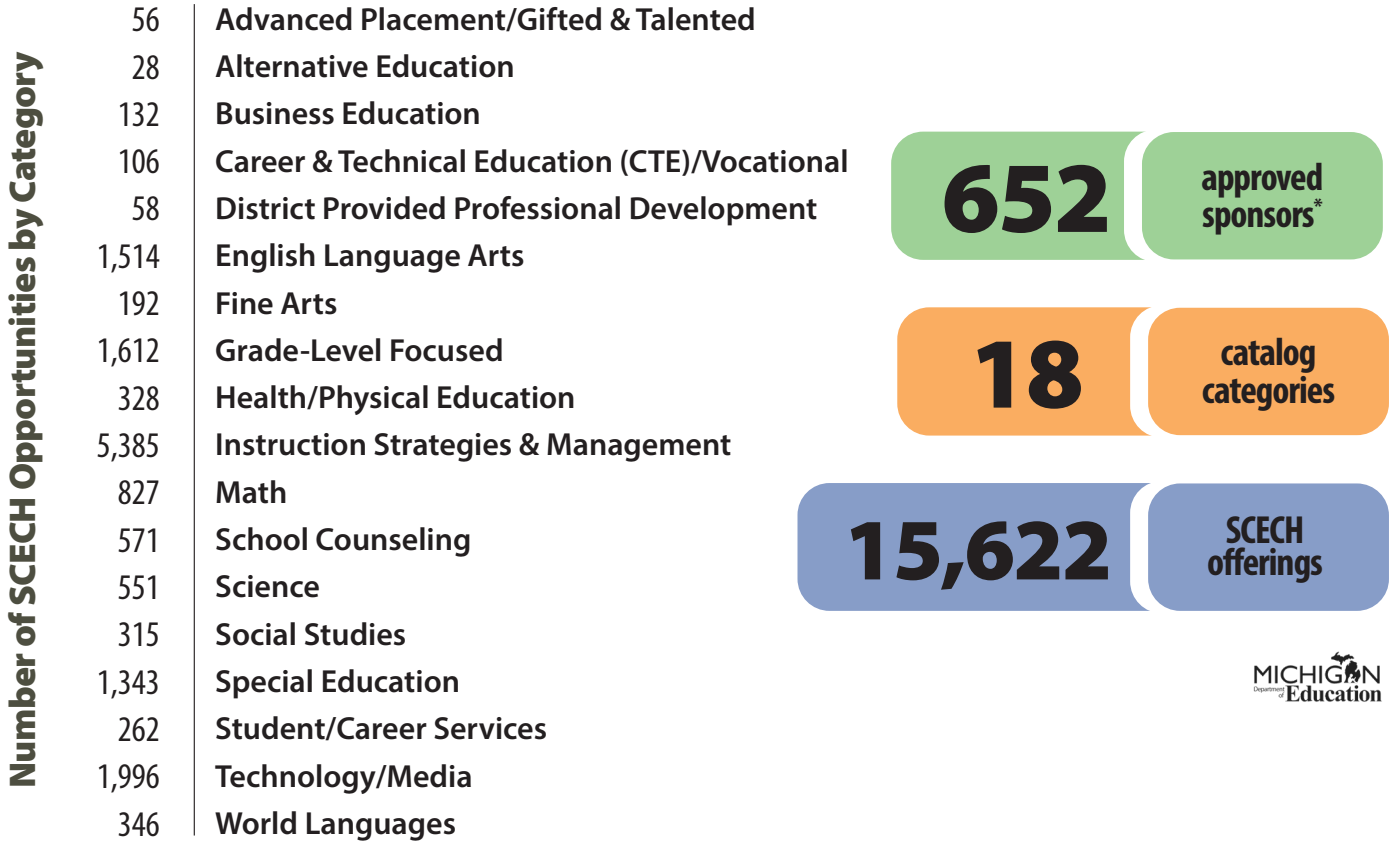
NOTE:  
In 2017, Administrative Rule was revised making the progression from the Standard Teaching Certificate to the Professional Teaching Certificate optional.

If comparing to previous reports, counts from a given year may increase as:

- Candidates often wait until they are in the process of renewing their certificate to update their coursework information within MOECS
- Additional course options are retroactively approved on occasion upon review of coursework completed by teachers for alignment to legislative requirements

# SCECH SPONSORS AND OPPORTUNITIES

In order to meet the requirement defined by the Teacher Certification Code and Administrative Rule [390.1101](#), necessary for all certificate renewals and progressions, an educator must earn a total of 150 hours of Education-Related Professional Learning (<https://bit.ly/2WpbAsN>). One of the options for required professional learning is State Continuing Education Clock Hours (SCECH). For more information, visit <https://bit.ly/2WNrsEK>. Below is information available to educators for earning SCECH credit during the academic year.



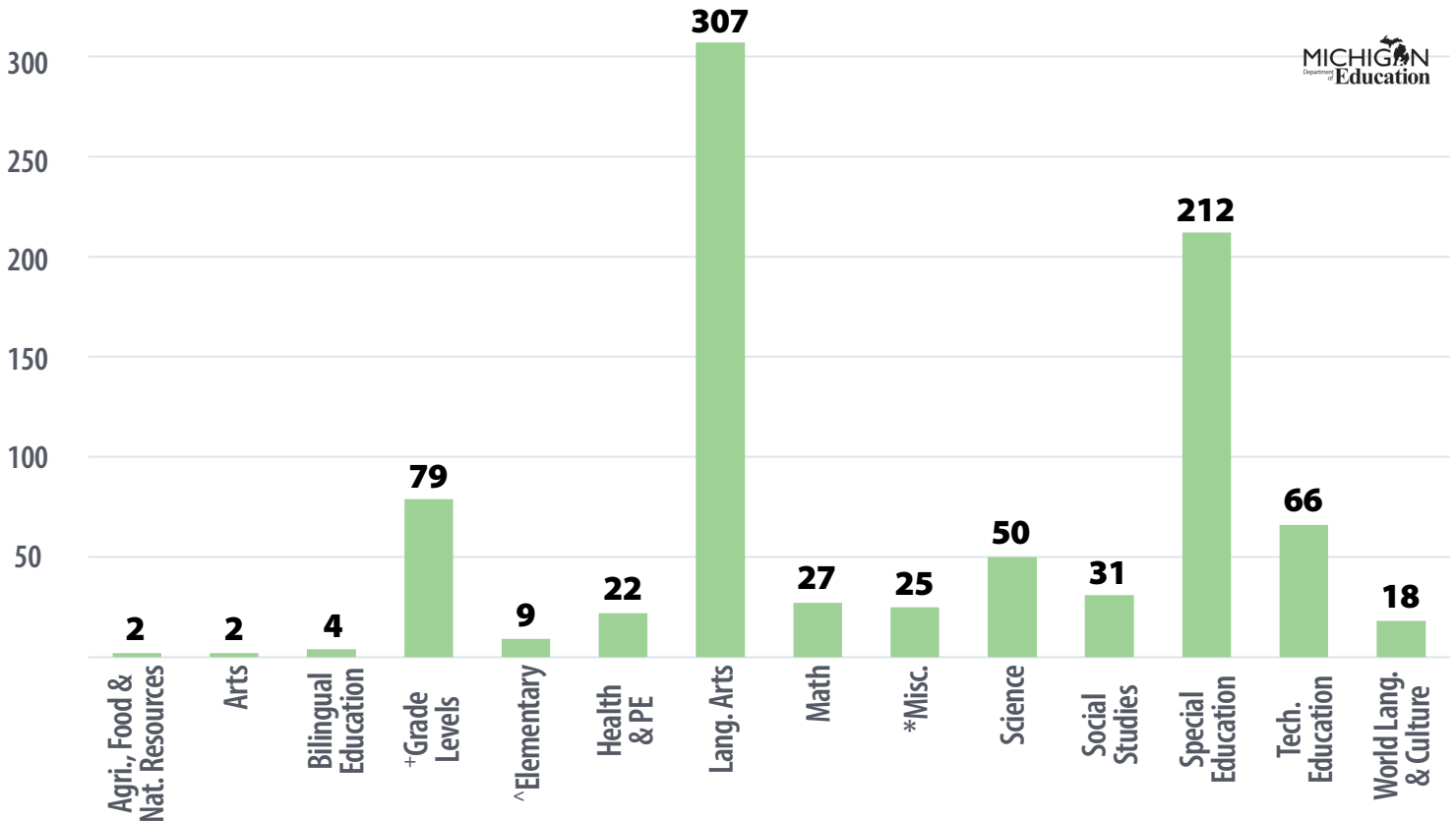
NOTE: SCECH applications can indicate multiple categories or descriptions, so some offerings may fall into more than one category, for the purposes of this report, only the first category is indicated.

\*As of September 16, 2020

# ADDITIONAL ENDORSEMENTS ON TEACHING CERTIFICATES

The information below breaks down the total number of teaching endorsements and CTE career clusters granted to individuals already holding a Michigan certificate during the 2019-20 academic year by subject area. (For additional details, see appendix page 87-94.)

**852**  
additional teaching  
endorsements  
(2019-20)



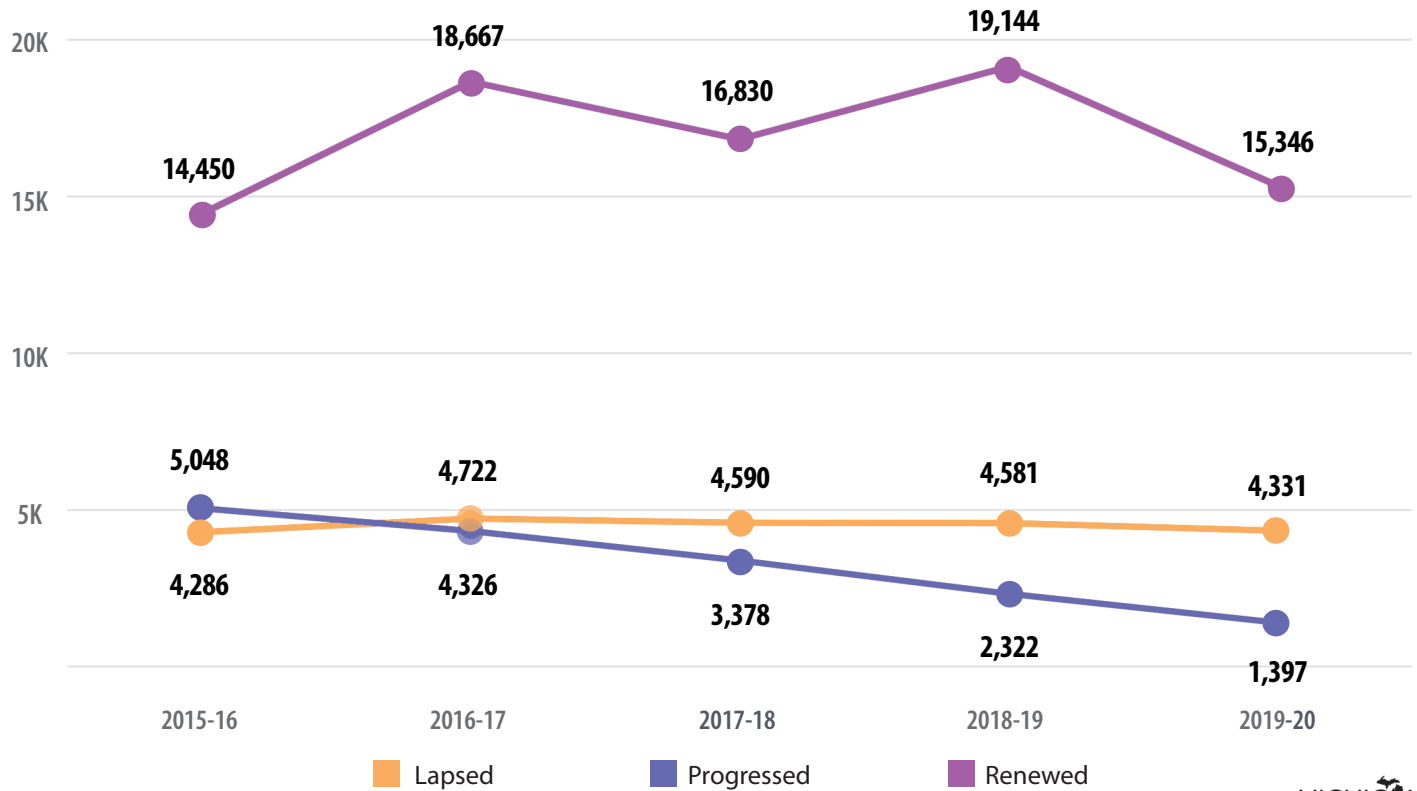
+“Grade levels” includes individuals who expanded their certificate by a grade range, such as middle level or PK.

^Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. This figure represents those educators.

\*See the glossary for a full list of miscellaneous endorsements.

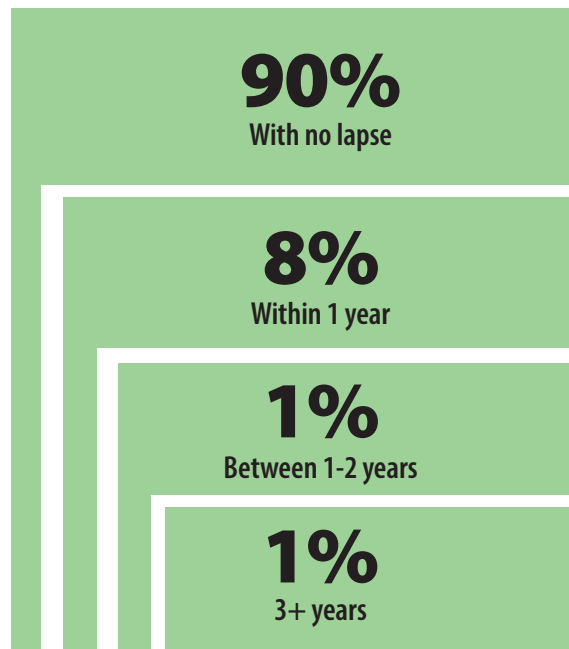
# CERTIFICATE PROGRESSION AND RENEWAL

In Michigan, educator certificates are generally valid for 5 years. Educators may elect to renew their certificate, progress to a more advanced certificate if they have met all requirements, or allow their certificate to lapse. The graph below shows a snapshot of how many renewals, progressions, and lapses occurred for certificates set to expire in a given academic year. (For additional details, see appendix page 97.)



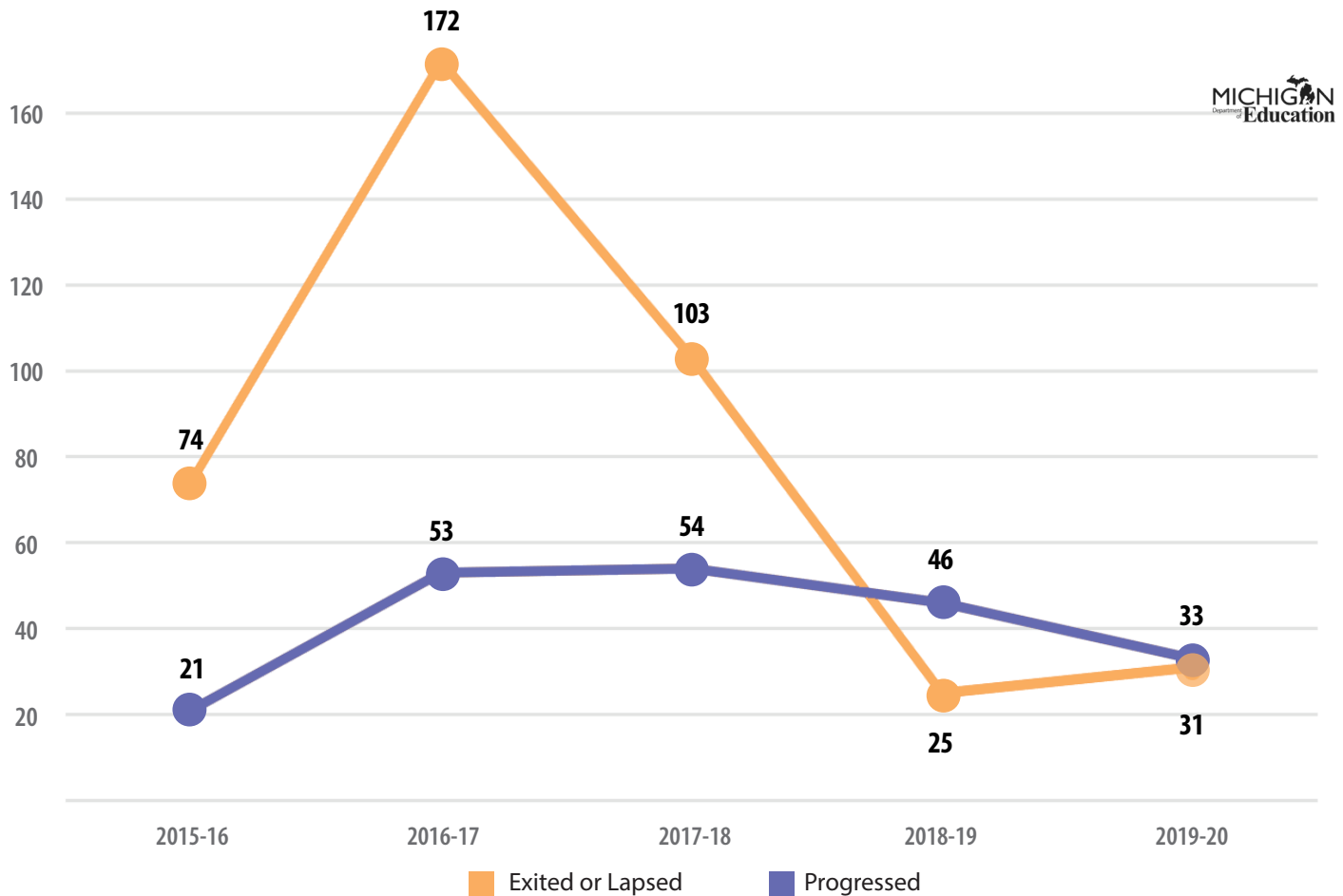
## Time to Return

The data to the right examine several cohorts of educators, whose certificates were set to expire, to determine the time it takes to renew or progress.



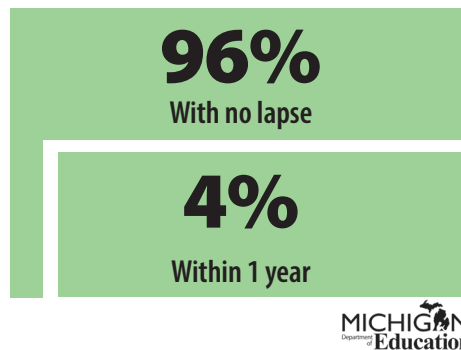
## Interim to Standard

Interim Teaching Certificates (ITCs) are issued to candidates who are enrolled in an alternative route program, which requires three years of teaching before progression to the Standard Teaching Certificate. The graph below examines the last five years of ITC data to determine progression patterns. ITCs that expired in a given academic year were examined to determine whether they progressed to Standard Teaching Certificates or they did not progress, either due to exiting their preparation program or allowing the ITC to lapse. (For additional details, see appendix page 97.)



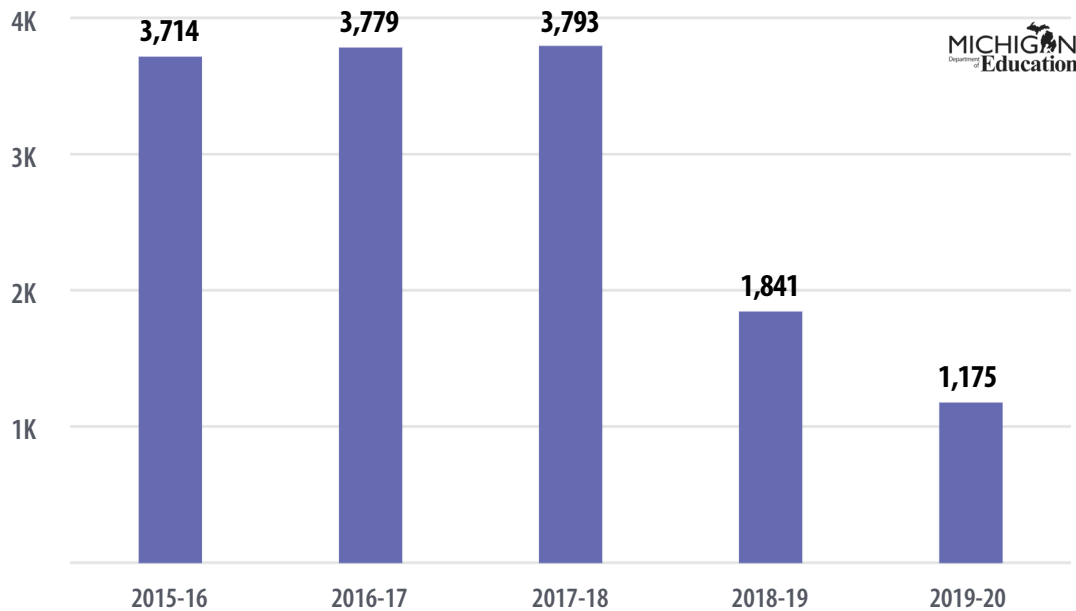
## Time to Return

The visual to the right examines several cohorts of educators, whose Interim Teaching Certificates were set to expire, to determine the time it takes each individual to progress to the Standard Teaching Certificate.



## Standard to Professional

Progression from the Standard Teaching Certificate to the Professional Teaching Certificate indicates growth through the completion of 150 Education-Related Professional Learning hours and an approved reading diagnostics course, in conjunction with being rated as Effective or Highly Effective on the annual year-end performance evaluation for the three most recent consecutive academic years (nonconsecutive ratings are allowed with a signed recommendation from the teacher's current superintendent).

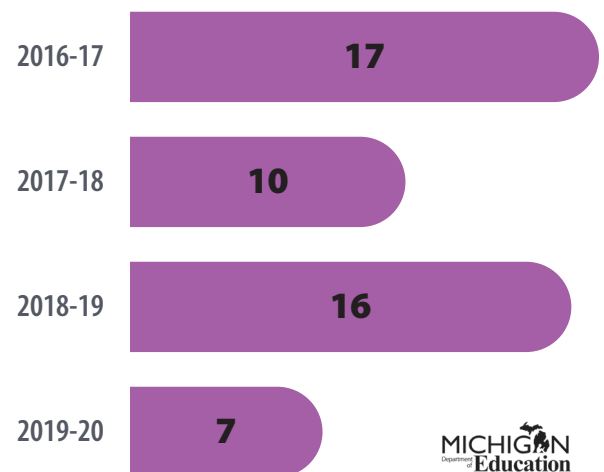


In the graph to the left, the number of Standard Teaching Certificates that expired in a given year were examined to determine how many progressed to the Professional Teaching Certificate.

## Professional to Advanced Professional

To progress from the Professional to the Advanced Professional Certificate, growth is indicated by the completion of 150 Education-Related Professional Learning hours, as well as an approved teacher leader program or certification through the National Board for Professional Teaching Standards. Those advancing to the Advanced Professional Teaching Certificate must also be rated as Highly Effective in three out of the five most recent academic years. In the graph to the right, the number of Professional Teaching Certificates that expired in a given year were examined to determine how many progressed to the Advanced Professional Teaching Certificate.

NOTE: Only four years of data are available because the Advanced Professional Teaching Certificate became available starting January 1, 2017.



# GLOSSARY OF TERMS

## Accreditation

The process for evaluating the quality of educator preparation programs and ensuring that they meet state and national standards. Unlike other states, continuous approval of programs through national accreditation is a requirement for Michigan programs to continue to recommend candidates for certification.

## Additional Endorsement

The endorsement(s) added to an educator's certificate after the certificate was/is awarded; acquired through additional training, such as program or coursework developed for the endorsement area and passage of the appropriate Michigan Test for Teacher Certification (MTTC) content examination(s) is required before recommendation for certification. (More information can be found at <http://bit.ly/2MPa6Us>.)

## Administrative Rules

An agency's written regulation, statement, standard, policy, ruling or instruction that has the effect of law. A state agency writes rules under authority of state statute, the Michigan Administrative Procedures Act, the Michigan Constitution and applicable federal law. (More information can be found at <http://bit.ly/2JJMnd2>.)

## Administrator

An individual whose primary responsibility is to administer instructional programs within a school and/or district, including, but not limited to, the Superintendent, Principal and Assistant Principal. (More information can be found at <http://bit.ly/2JJMOEc>.)

## Alternative Route Pathway

A specific non-traditional path to teacher certification, as described in MCL [380.1531j](#), allowing an individual to be employed as a full-time teacher (under the Interim Teaching Certificate) while working toward certification. Individuals interested in this pathway must meet the minimum state requirements set forth in Michigan law, as well as additional program requirements (i.e., bachelor's degree, GPA of 3.0 or higher, passage of the appropriate Michigan Test for Teacher Certification [MTTC] content examination[s] and any provider-specific requirements). NOTE: The Career and Technical Education classification of instructional programs (CIPs), special education, early childhood PK general and special education endorsements are not available through this pathway. (More information can be found at <http://bit.ly/2kCiPO1>.)

## Alternative Route Provider

An institution or organization approved to provide an intensive teacher training program for individuals with a Bachelor's degree.

## Application Status – Approved

All phases of review were completed on an application for certification, including confirmation by an educator preparation provider if the certificate is an initial certification or adding an endorsement, the applicant's submission of payment was received, and the application was accepted by the Office of Educator Excellence (OEE).

# GLOSSARY OF TERMS

## **Application Status – Denied**

Application for certification was rejected by the Office of Educator Excellence (OEE) or the preparation institution listed within the application. May be a result of not passing/completing the preparation program, not providing required documentation, a criminal history, etc.

## **Application Status – Needs Payment**

Application for certification has been approved by the Office of Educator Excellence (OEE) or the Michigan preparation institution and is awaiting the applicant's submission of payment for final processing.

## **Application Status – Other**

Application for certification is in a phase of review or is waiting for documents to be submitted before it may be reviewed (e.g., document review, educator preparation review, conviction review, etc.)

## **Career Authorization**

A temporary content-specific credential that allows a non-certified or non-endorsed individual to be employed in daily or intermittent substitute assignments when a teacher is temporarily unavailable for an industrial technology education course or state-approved Career and Technical Education (CTE) course.

## **Career and Technical Education (CTE) Pathway**

This pathway prepares individuals to teach within CTE programs. All entry credentials for teaching secondary CTE programs require the individual seeking the credential have two years (4,000 hours) of recent and relevant work experience in the occupational area. Employers have immediate placement options for employing career changers utilizing authorizations while a program is being completed. (More information can be found at <http://bit.ly/2kCiPO1>.)

## **Career and Technical Education (CTE) Teaching Certificate**

A teaching certificate that includes a CTE Classification of Instructional Program (CIP) code. Holders of this certificate are eligible to teach the occupation identified by the CIP code on the certificate in state-approved CTE programs for grades 9-12 and career pathway courses in grades 6-12.

(More information can be found at <http://bit.ly/2m8zrxz>.)

## **Certificate Progression**

The process of obtaining the next level of certification (e.g., from the Standard Teaching Certificate to the Professional Teaching Certificate). This process often has additional requirements beyond those required for certificate renewal.

## **Certificate Renewal**

The process of extending the validity of a current certificate.

## **Classification of Instructional Program (CIP)**

A classification system developed by the U.S. Department of Education to categorize, or cluster, fields of study for improved tracking and reporting.



# GLOSSARY OF TERMS

## **Clinical Experience**

Field experience for teacher candidates built into traditional route programs, including student teaching/internship.

## **Compliance Investigations**

Investigations performed by MDE regarding educators who are possibly working without a valid certification, permit or authorization, or working outside of approved grade range/subject areas.

## **Criminal Misconduct Investigation - Certificate Revocations**

The permanent invalidation of a Michigan educator certificate when there has been a conviction of an enumerated offense.

## **Criminal Misconduct Investigation - Certificate Suspensions**

The invalidation of a Michigan educator certificate when there has been a conviction of an enumerated offense. In this instance, an individual may petition to have the suspension lifted after a specified time and/or action(s).

## **Early Career Administrator**

An individual who is within their first three years of employment as an administrator.

## **Early Career Teacher**

An individual who is within their first three years of employment as a teacher.

## **Educator Preparation Provider (EPP)**

An institution of higher learning offering a structured program that prepares individuals in the field of teaching.

## **Endorsement**

With respect to certification, this refers to the subject area(s) and grade level(s) for which an educator is approved to teach.

## **Expedited Pathway**

This pathway falls under the traditional route umbrella and is designed for individuals who have completed a bachelor's degree and leverages demonstrated skills to complete the program in an accelerated manner. Expedited programs are offered through several Michigan colleges or universities. The required reading coursework is typically embedded throughout the program. Passage of the appropriate Michigan Test for Teacher Certification (MTTC) content examination(s) is required before recommendation for certification. (More information can be found at <http://bit.ly/2kCiPO1>.)

## **General Education Teaching Certificate**

A teaching certificate allowing the holder to teach within a given subject area and/or setting based on the area for which they are endorsed. For example, an educator holding a teaching certificate with an elementary endorsement is able to teach all subjects for grades K-5 and all subjects for grades K-8 if the classroom they work in is self-contained (a classroom in which one teacher provides instruction to the same pupils for the majority of the instructional day).

# GLOSSARY OF TERMS

## Grade Level Endorsements

This category includes Elementary K-5 All Subjects (K-8 All Subjects in a Self-Contained Classroom), Middle Level, and Early Childhood PK – General and Special Education.

## In-Field

With respect to teaching placements, this refers to teachers who are assigned to teach the content areas for which they are certified.

## Initial Certificates

Certificates issued to educators who complete all preparation requirements, any additional certification requirements, and have not previously held a certificate.

## Initial Endorsement

The endorsement(s) approved on an educator's initial certificate at the time the certificate was/is awarded.

## Michigan Online Educator Certification System (MOECS)

A secure, web-based system allowing educators access to their certification data, apply for certificates and endorsements and renew their certificates.

## Michigan Tests for Teacher Certification (MTTC)

Examinations designed to ensure that teacher candidates have the knowledge and skills relevant to a specific subject area (e.g., mathematics, elementary education, special education).

## Miscellaneous Endorsements

This category includes Business, Management, Marketing, and Technology; Agriscience and Natural Resources; Family and Consumer Sciences, as well as School Counselor.

## Mobility

The movement of educators based on building code assignments from one year to the next.

- **Attrition:** Educators who are no longer reported in a teaching assignment.
- **Leavers:** With respect to mobility, retention and attrition, this refers to a person who has a building assignment in one year and does not have any building assignment in the following year. Also known as attrition.
- **Movers:** With respect to mobility, retention and attrition, this refers to a person whose building assignment has changed from one academic year to the next.
- **Retention:** Educators who remain in the same building from one year to the next.
- **Stayers:** With respect to mobility, retention and attrition, this refers to a person whose building assignment has remained the same from one academic year to the next. Also known as retention.

## Moratorium

A temporary suspension of an activity. As used in this report, the suspension of approving new educator preparation providers.

# GLOSSARY OF TERMS

## **Nullification of Endorsement(s)**

An action requested by an individual to nullify, or permanently remove, a Michigan teaching endorsement(s).

## **Out-of-Field**

With respect to teaching placements, this refers to teachers who are assigned to teach a content area(s) for which they are not certified.

## **Permanent Certificate**

No longer issued; a teaching certificate that has no expiration date and requires no additional professional learning requirements.

## **Permits**

A temporary credential obtained by a school district or intermediate school district to place a non-certified or non-endorsed individual within a classroom. Permits range from daily substitute permits to long-term substitute permits, with varying requirements for who may be placed in each type of permit. (More information can be found at <http://bit.ly/2kaJstp>.)

## **Reciprocity**

For certification, a recognition of the validity of preparation or licenses received outside of Michigan, such as other states.

## **Record of Arrest and Prosecution Background (RAP Back) Notifications**

Informative notices sent to employing districts when an educator is flagged by the Michigan State Police system as having a criminal offense on their record.

## **Registry of Educational Personnel (REP)**

State-level data system that collects employment-related data from school districts to comply with the reporting needs of the state and U.S. Department of Education.

## **Socioeconomic Status (SES)**

Calculated as the percentage of students deemed economically disadvantaged. Students fall into this category if they have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch Program; are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance; are homeless, migrant or in foster care; or, beginning in 2017-18, certain Medicaid eligible children.

## **Teacher Leader**

A preparation program wherein current educators holding a Professional Teaching Certificate complete additional coursework and training to demonstrate the skills of a highly effective teacher and influence their students, school and community.

# GLOSSARY OF TERMS

## **Title II - Completer**

An individual who has met all the requirements of a state-approved teacher preparation program. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. Being recommended to the state for an initial teaching credential is not used as a criterion for determining program completion.

## **Title II - Enrollee**

An individual who has been admitted, enrolled, and registered in a teacher preparation program and participated in the program during the academic year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled students as well as in the subset of program completers (see "Title II - Completer").

## **Traditional Route Pathway**

Within teacher preparation, refers to the program pathway which is housed within an institution of higher education wherein teacher candidates complete coursework and at least one placement within a classroom. This route is offered at either an undergraduate or post-baccalaureate level through an approved Michigan educator preparation provider. Potential candidates must meet the minimum requirements of the institution to be admitted into the teacher preparation program. The required reading coursework is offered within the program. Passage of the appropriate MTTC content examination(s) is required before recommendation for certification. (More information can be found at <http://bit.ly/2kCiPO1>.)

# APPENDIX

## MTTC Statewide Results: Aug. 2017 – July 2020

In order to be granted a Michigan teaching certificate or endorsement, candidates must pass the appropriate MTTC for their grade level and/or subject area(s). The table below shows the three-year cumulative pass rate for individual tests offered.

Content Area (Test)	# Test Takers	Initial # Pass (%)	Cumulative # Pass (%)
002 English	738	623 (84.4)	683 (92.5)
003 Journalism*	4	**	**
004 Speech	47	46 (97.9)	46 (97.9)
005 Reading	80	73 (91.3)	76 (95)
007 Economics	14	7 (50)	9 (64.3)
008 Geography	15	9 (60)	11 (73.3)
009 History	317	152 (47.9)	208 (65.6)
010 Political Science	31	13 (41.9)	17 (54.8)
011 Psychology	103	87 (84.5)	93 (90.3)
012 Sociology*	3	**	**
017 Biology	181	135 (74.6)	156 (86.2)
018 Chemistry	108	71 (65.7)	86 (79.6)
019 Physics	39	32 (82.1)	34 (87.2)
020 Earth/Space Science	36	30 (83.3)	34 (94.4)
022 Mathematics (Sec)	384	336 (87.5)	364 (94.8)
023 French	38	25 (65.8)	29 (76.3)
024 German	15	12 (80)	14 (93.3)
026 Latin	6	**	**
028 Spanish	197	176 (89.3)	182 (92.4)
037 Agricultural Ed.	17	17 (100)	17 (100)
040 Family/Consumer Science	14	11 (78.6)	13 (92.9)
043 Health*	170	157 (92.4)	164 (96.5)
044 Physical Education*	208	163 (78.4)	191 (91.8)
046 Dance*	9	**	**
048 Library Media	16	15 (93.8)	15 (93.8)
050 Computer Science*	7	**	**
051 School Counselor	218	194 (89)	210 (96.3)
053 Fine Arts*	1	**	**
056 Cognitive Impairment	425	343 (80.7)	396 (93.2)
057 Speech/Lang. Impaired	5	**	**

CONTINUED ON NEXT PAGE...

<b>Content Area (Test)</b>	<b>Eligible # Test Takers</b>	<b>Initial # Pass (%)</b>	<b>Cumulative # Pass (%)</b>
058 Phys/Other Impairment	8	**	**
059 Emotional Impairment	189	169 (89.4)	180 (95.2)
061 Visually Impaired	7	**	**
063 Learning Disabilities	313	284 (90.7)	297 (94.9)
064 Autism Spectrum Dis.	232	214 (92.2)	225 (97)
075 Bilingual Education	8	**	**
084 Social Studies (Sec)	510	365 (71.6)	449 (88)
085 Middle Level	2	**	**
086 ESL	686	628 (91.5)	649 (94.6)
087 Industrial Tech.	10	10 (100)	10 (100)
089 Mathematics (Elem)	439	378 (86.1)	403 (91.8)
090 Language Arts (Elem)	842	670 (79.6)	731 (86.8)
091 Communication (Sec)*	2	**	**
092 Reading Specialist	240	211 (87.9)	220 (91.7)
093 Integrated Sci (Elem)	328	247 (75.3)	281 (85.7)
094 Integrated Sci (Sec)	178	141 (79.2)	158 (88.8)
095 Visual Arts Ed.	157	135 (86)	151 (96.2)
097 Physical Science	10	7 (70)	9 (90)
098 Business Mgt Mrkt Tech	24	16 (66.7)	20 (83.3)
099 Music Education	397	370 (93.2)	390 (98.2)
100 Japanese	2	**	**
101 Chinese (Mandarin)	63	56 (88.9)	58 (92.1)
102 Arabic (Modern Std)	3	**	**
103 Elementary Education	3,559	2,795 (78.5)	3,207 (90.1)
105 Social Studies (Elem)	138	91 (65.9)	101 (73.2)
106 Early Child Ed (Gen & SPED)	726	512 (70.5)	602 (82.9)
112 Health Ed	3	**	**
113 Phys Ed	3	**	**
114 Learning Disabilities	76	71 (93.4)	71 (93.4)
<b>All Tests</b>	<b>12,601</b>	<b>10,160 (80.6)</b>	<b>11,331 (89.9)</b>

NOTE: Data reflect the best attempt of each test taker, including initial attempt and retakes between 2016 and 2019. Each test taker is counted once. Test takers whose results are represented in this summary may not reflect the same proportion of all the types and capabilities in the population of future test takers. Results representing a small number of test takers (<10) may not be indicative of how large numbers of test takers typically perform. In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

\* Endorsement is in the process of being phased out but is considered valid for purposes of employment and placement. The following tests are no longer included in our reporting due to being phased out: Journalism (003), Sociology (012), Dance (046), Computer Science (050), Fine Arts (053), and Communication (Sec) (091).

\*\* Data is not reported when the total number of test takers is fewer than 10. However, the performance of all test takers is included in the statewide total.

# APPENDIX

## Statewide Preparation Satisfaction Survey Item Performance

The tables below detail the item level performance across the three surveyed populations (teacher candidates as they near program completion, candidate supervisors within the preparation program, and the cooperating teachers with whom the candidates were placed for their student teaching internship). Efficacy was determined by dividing the number of positive responses into all possible responses for each item.

<b>Supervisory Survey Item Performance</b>		
<b>Survey Question</b>	<b>Cooperating Teacher % Efficacy N = 1,741</b>	<b>Candidate Supervisor % Efficacy N = 2,351</b>
<b>As a beginning teacher entering the profession, to what extent can this teacher candidate...</b>		
support all students in making connections to prior knowledge and experiences?	97.3%	99.2%
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, and ethnic)?	93.7%	96.3%
support all students' socioemotional (e.g., social, emotional, psychological) development?	95.2%	97.5%
communicate effectively with families/caregivers to promote individual student growth?	85.7%	87.7%
implement multiple strategies to present key content area(s) concepts?	94.1%	98.6%
<b>As a beginning teacher entering the profession, to what extent can this teacher candidate apply instructional strategies and resources to support...</b>		
gifted and talented students?	78.3%	81.0%
students from culturally diverse backgrounds?	88.5%	92.6%
English learners?	66.7%	74.4%
students with special needs or disabilities?	89.3%	91.7%
each individual student's learning abilities and needs?	95.1%	98.1%
<b>As a beginning teacher entering the profession, to what extent can this teacher candidate...</b>		
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	82.3%	88.1%
organize the learning environment to guide student engagement during instructional time?	93.2%	98.5%
utilize available technology to enhance instruction?	94.3%	98.3%
practice the ethical use of technology?	93.2%	96.9%
design or select assessment tools to provide evidence of student learning?	90.5%	96.8%
analyze assessment data to identify patterns and gaps in student learning?	87.0%	93.9%
differentiate instruction based on student assessment data?	88.1%	93.4%

CONTINUED ON NEXT PAGE...

<b>Survey Question</b>	<b>Cooperating Teacher % Efficacy N = 1,741</b>	<b>Candidate Supervisor % Efficacy N = 2,351</b>
implement research-based behavior management strategies to maximize student engagement?	87.1%	95.9%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	85.7%	95.1%
<b>As a beginning teacher entering the profession, to what extent can this teacher candidate...</b>		
be receptive to feedback?	97.4%	99.1%
be a reflective educator striving to improve their professional practice?	97.0%	99.0%
maintain positive, collaborative relationships with colleagues?	97.9%	99.0%
positively impact the learning and development of PK-12 students?	97.6%	99.6%
<b>Overall, to what extent do you believe this teacher candidate...</b>		
is ready to enter the teaching profession?	96.4%	99.1%
<b>During this teacher candidate's student teaching experience, to what extent did the educator preparation program...</b>		
make clear the expectations for this teacher candidate's performance?	94.5%	99.1%
make clear the expectations for your role within this clinical experience?	94.5%	98.2%
provide training and feedback on how you could best mentor this teacher candidate?*	80.7%	.
provide training and feedback on how you could best supervise this teacher candidate?+	.	96.1%
make appropriate resources available to you?	85.0%	94.9%
regularly request feedback from you regarding this teacher candidate's performance?	88.3%	97.6%
support you as a cooperating teacher?*	88.3%	.
support you as a candidate supervisor?+	.	96.9%
engage your PK-12 school as a partner in teacher preparation?*	85.5%	
engage the PK-12 school as a partner in teacher preparation?+	.	94.5%

\* items only within the Cooperating Teacher survey

+ items only within the Candidate Supervisor survey

. denotes no data available.



# APPENDIX

Teacher Candidate Survey Item Performance		
Survey Question	Responses	% Efficacy
<b>As a beginning teacher entering the profession, to what extent can you...</b>		
support all students in making connections to prior knowledge and experiences?	2,265	99.1%
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, and ethnic)?	2,265	96.2%
support all students socioemotional (social, emotional, psychological) development?	2,265	96.4%
communicate effectively with families/caregivers to promote individual student growth?	2,265	93.0%
implement multiple strategies to present key content area(s) concepts?	2,265	98.5%
<b>As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...</b>		
gifted and talented students?	2,265	88.9%
students from culturally diverse backgrounds?	2,265	95.1%
English learners?	2,265	78.0%
students with special needs or disabilities?	2,265	87.0%
each individual student's learning abilities and needs?	2,265	97.8%
<b>As a beginning teacher entering the profession, to what extent can you...</b>		
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	2,265	90.6%
organize the learning environment to guide student engagement during instructional time?	2,265	98.8%
utilize available technology to enhance instruction?	2,265	97.5%
support student use of available technology?	2,265	97.4%
practice the ethical use of technology?	2,265	98.3%
design or select assessment tools to provide evidence of student learning?	2,265	97.3%
analyze assessment data to identify patterns and gaps in student learning?	2,265	95.6%
differentiate instruction based on student assessment data?	2,265	95.6%
implement research-based behavior management strategies to maximize student engagement?	2,265	92.8%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	2,265	95.0%
be receptive to feedback to improve instruction?	2,265	99.7%
be a reflective educator who utilizes feedback to implement instructional improvements?	2,265	99.7%
maintain positive, collaborative relationships with colleagues?	2,265	99.6%

CONTINUED ON NEXT PAGE...

Survey Question	Responses	% Efficacy
<b>As a beginning teacher entering the profession, to what extent are you AWARE of...</b>		
Michigan Code of Educational Ethics?	2,265	76.9%
professional teaching standards for your content area(s) and grade level(s)?	2,265	96.8%
PK-12 academic content standards?	2,265	92.7%
statewide and national teaching organizations and associations?	2,265	76.6%
laws and policies relevant to the teaching profession?	2,265	84.4%
current tools utilized for assessing student learning?	2,265	93.1%
tools used by districts to evaluate educator performance?	2,265	73.8%
professional learning requirements for certificate renewal and advancement?	2,265	69.7%
<b>Overall, to what extent do you believe...</b>		
you are ready to enter the teaching profession?	2,265	99.3%
<b>To what extent did your preparation program provide you with opportunities to work...</b>		
with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?	2,265	93.0%
in a variety of school settings?	2,265	89.6%
<b>To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?*</b>		
Coursework in your content area(s)	2,257	89.9%
Teaching methods coursework	2,263	90.4%
Early clinical observational experiences (aka early exploratory clinical experiences)	2,189	81.7%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours)	2,214	90.0%
Student teaching (aka internship)	2,258	98.9%
Support and feedback from the cooperating teacher(s) during student teaching	2,262	95.7%
Support and feedback from the preparation program supervisor during student teaching	2,262	91.7%

\* NOTE: Answer options included a "not applicable" option, which were not included in the calculations.

# APPENDIX

## Certificate Application Status by Category – Out-of-State

Application Status	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
Needs Payment <sup>+</sup>	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	389 (18.9%)
Approved	1,167 (98.6%)	1,229 (98.8%)	1,354 (98.5%)	1,475 (85.9%)	1,307 (63.5%)
Denied	2 (0.2%)	2 (0.2%)	2 (0.1%)	49 (2.9%)	43 (2.1%)
Other*	14 (1.2%)	13 (1.0%)	18 (1.3%)	194 (11.3%)	318 (15.5%)

<sup>+</sup>Applications that are inactive are deleted after one year if unpaid and after two years if paid but not progressed.

\* Includes any applications with the status of canceled, conviction review, hold, submitted, temporarily approved or waiting for documents.

NOTE: In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

## Permits Issued by Type

Permit Type	2017-18	2018-19	2019-20
<b>Teaching Permits</b>			
Daily Substitute Permit	43,554	47,042	47,561
Extended Daily Substitute Permit	354	582	604
Emergency Extended Daily Substitute Permit	0	0	9
Full-Year Basic Substitute Permit	1,201	1,747	2,171
Full-Year Shortage Permit	58	52	57
Expert Substitute Permit	40	48	68
<b>Teaching Authorizations</b>			
Day-to-Day Substitute Annual CTE Authorization*	268	150	0
Substitute Career Authorization	0	3	170
Long-Term Substitute Annual CTE Authorization*	8	1	0
Annual CTE Authorization*	418	765	0
Annual Career Authorization	0	11	746
Less Than Class Size Annual CTE Authorization	29	4	0
Adult Education Annual CTE Authorization*	8	4	0
Credit Track Annual CTE Authorization*	173	0	0
<b>Administrative Permits</b>			
Administrative Permit	0	447	406
<b>Special Education Approval Types</b>			
Temporary Approval Teacher <sup>+</sup>	105	125	119
Temporary Approval for Resource Program Teacher <sup>+</sup>	48	63	71

NOTE: The counts of permit types are by district rather than by person, so one person may hold multiple permits or approvals. Additionally, the permit system was overhauled in 2016, changing both the types of permits available and the requirements for the use of each. Permit data from years prior to 2017-18 are not comparable to years included in this report.

<sup>+</sup>The Special Education Temporary Approval Teacher and Temporary Approval for Resource Program Teacher approvals are similar to Full-Year Basic Substitute Permit renewals as they require six semester credit hours towards completion of a program aligned to the assignment.

Administrator permits were first available during the 2018-19 academic year.

\* Authorizations that are no longer active.

Reporting window: July 1, 2019 - June 30, 2020

# APPENDIX

## Critical Shortage: Federal Loan Forgiveness

The Critical Shortage list is determined by examining endorsements on temporary credentials requested by districts for a given academic year. Temporary credentials include permits, Special Education approvals, and CTE authorizations. The table below displays the number of temporary credentials requested in the 2019-20 academic year by discipline area.

Discipline Area	Number of Endorsements
Art and Music Education: Visual, Music, & Dance	208
Career and Technical Education	994
Career and Technical Education: Computer Science	3
Career and Technical Education: Family & Consumer Sciences	21
Career and Technical Education: Industrial & Technology Education	82
Core Subjects: Elementary Education	724
English as a Second Language (ESL)	145
English as a Second Language: Bilingual Education	2
Health and Physical Fitness: Health	47
Health and Physical Fitness: Physical Education	205
Language Arts: All Reading and Literacy	198
Language Arts: Communications	3
Mathematics	146
Psychology	11
Sciences	211
Social Studies	111
Social Studies: Sociology	2
Special Education: Administrator	78
Special Education: All Exceptionalities, Roles, & Supports	792
Support Staff: Guidance and Counseling	56
Support Staff: Instructional Library Media	40
Support Staff: School Social Workers	429
World Languages: Any World Language	201

# APPENDIX

## Number of Endorsements by Critical Shortage Area

The table below displays the number of valid certificates with a given critical shortage endorsement over the last five academic years. The endorsements were grouped into the discipline areas defined by the Critical Shortage: Federal Loan Forgiveness report. Note, a certificate may be counted more than once if it contains endorsements in multiple discipline areas.

Discipline Areas	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Historical Areas of Shortage</b>					
CTE: Computer Science	1,023	995	964	939	905
CTE: Family & Consumer Sciences	4,907	4,850	4,806	4,788	4,752
CTE: Industrial & Technology Education	3,340	3,336	3,321	3,334	3,303
CTE: Other*	2,521	2,502	2,503	2,611	2,667
English as a Second Language (ESL)	2,582	2,792	2,986	3,151	3,269
ESL: Bilingual Education	1,066	1,049	1,035	1,026	1,024
Mathematics	24,676	24,594	24,456	24,296	24,208
Sciences	39,441	39,058	38,735	38,476	38,106
Special Education	44,037	44,098	44,101	44,057	44,002
World Languages	9,967	9,911	9,843	9,829	9,813
<b>Recent Areas of Shortage</b>					
Art and Music Education: Visual, Music, & Dance	5,823	5,990	6,090	6,229	6,326
Elementary Education	159,108	158,293	157,634	157,150	156,934
Guidance & Counseling	5,205	5,171	5,136	5,094	5,048
Health & Physical Fitness: Health	4,545	4,526	4,511	4,491	4,469
Health & Physical Fitness: Physical Education	10,565	10,487	10,426	10,336	10,297
Instructional Library Media	2,066	2,042	2,021	1,989	1,964
Language Arts: All Reading & Literacy	63,297	62,863	62,358	61,921	61,657
Language Arts: Communications	5,577	5,509	5,433	5,335	5,279
Psychology	6,354	6,259	6,194	6,104	6,035
Social Studies	32,782	32,329	31,752	31,296	30,867
Social Studies: Sociology	3,004	2,965	2,921	2,878	2,837

NOTE: The discipline areas are determined by federal reporting requirements.

\*CTE: Other includes those courses that do not fall into the three main CTE areas of Computer Science, Family & Consumer Sciences, and Industrial & Technology (e.g., Agriscience, Business Management).

# APPENDIX

## Initial Certificate Holders by Characteristics – All Types

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	4,166 (73.3%)	3,847 (74.1%)	3,928 (73.2%)	4,204 (73.1%)	4,112 (75.4%)
Male	1,516 (26.7%)	1,348 (26.0%)	1,435 (26.8%)	1,546 (26.9%)	1,340 (24.6%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	18 (0.3%)	15 (0.3%)	29 (0.5%)	22 (0.4%)	21 (0.4%)
Asian	118 (2.1%)	107 (2.1%)	141 (2.6%)	148 (2.6%)	164 (3.0%)
Black or African American	376 (6.6%)	340 (6.5%)	354 (6.6%)	394 (6.9%)	381 (7.0%)
Hispanic or Latino	108 (1.9%)	121 (2.3%)	121 (2.3%)	141 (2.5%)	152 (2.8%)
Native Hawaiian or Pacific Islander	4 (0.1%)	3 (0.1%)	7 (0.1%)	9 (0.2%)	7 (0.1%)
Multiracial	94 (1.7%)	80 (1.5%)	55 (1.0%)	58 (1.0%)	106 (1.9%)
White	4,964 (87.4%)	4,529 (87.2%)	4,656 (86.8%)	4,978 (86.6%)	4,621 (84.8%)
<b>Age Group</b>					
19-24	2,510 (44.2%)	2,124 (40.9%)	2,016 (37.6%)	2,005 (34.9%)	2,139 (39.2%)
25-34	1,689 (29.7%)	1,605 (30.9%)	1,508 (28.1%)	1,537 (26.7%)	1,509 (27.7%)
35-44	939 (16.5%)	883 (17.0%)	987 (18.4%)	1,144 (19.9%)	1,039 (19.1%)
45-54	417 (7.3%)	465 (9.0%)	644 (12.0%)	777 (13.5%)	583 (10.7%)
55-64	117 (2.1%)	105 (2.0%)	181 (3.4%)	257 (4.5%)	165 (3.0%)
65 and Over	10 (0.2%)	13 (0.3%)	27 (0.5%)	30 (0.5%)	17 (0.3%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# APPENDIX

## Initial Certificate Holders by Characteristics – Teacher

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	3,533 (76.8%)	3,174 (77.0%)	3,215 (78.2%)	3,474 (77.4%)	3,550 (76.9%)
Male	1,067 (23.2%)	946 (23.0%)	897 (21.8%)	1,014 (22.6%)	1,064 (23.1%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	14 (0.3%)	15 (0.4%)	23 (0.6%)	16 (0.4%)	20 (0.4%)
Asian	112 (2.4%)	96 (2.3%)	130 (3.2%)	140 (3.1%)	153 (3.3%)
Black or African American	187 (4.1%)	157 (3.8%)	146 (3.6%)	193 (4.3%)	231 (5.0%)
Hispanic or Latino	90 (2.0%)	108 (2.6%)	103 (2.5%)	126 (2.8%)	145 (3.1%)
Native Hawaiian or Pacific Islander	3 (0.1%)	2 (0.1%)	4 (0.1%)	7 (0.2%)	6 (0.1%)
Multiracial	88 (1.9%)	72 (1.8%)	55 (1.3%)	46 (1.0%)	88 (1.9%)
White	4,106 (89.3%)	3,670 (89.1%)	3,651 (88.8%)	3,960 (88.2%)	3,971 (86.1%)
<b>Age Group</b>					
19-24	2,527 (54.9%)	2,155 (52.3%)	2,060 (50.1%)	2,043 (45.5%)	2,149 (46.6%)
25-34	1,361 (29.6%)	1,283 (31.1%)	1,303 (31.7%)	1,356 (30.2%)	1,324 (28.7%)
35-44	461 (10.0%)	421 (10.2%)	481 (11.7%)	665 (14.8%)	662 (14.4%)
45-54	180 (3.9%)	197 (4.8%)	206 (5.0%)	317 (7.1%)	359 (7.8%)
55-64	62 (1.4%)	56 (1.4%)	49 (1.2%)	100 (2.2%)	110 (2.4%)
65 and Over	9 (0.2%)	8 (0.2%)	13 (0.3%)	7 (0.2%)	10 (0.2%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# APPENDIX

## Initial Certificate Holders by Characteristics – CTE

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	22 (43.1%)	26 (52.0%)	31 (56.4%)	80 (58.8%)	59 (62.8%)
Male	29 (56.9%)	24 (48.0%)	24 (43.6%)	56 (41.2%)	35 (37.2%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	1 (2.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.1%)
Asian	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.1%)
Black or African American	4 (7.8%)	0 (0.0%)	2 (3.6%)	4 (2.9%)	4 (4.3%)
Hispanic or Latino	0 (0.0%)	1 (2.0%)	2 (3.6%)	2 (1.5%)	1 (1.1%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Multiracial	1 (2.0%)	0 (0.0%)	1 (1.8%)	0 (0.0%)	0 (0.0%)
White	45 (88.2%)	49 (98.0%)	50 (90.9%)	130 (95.6%)	87 (92.6%)
<b>Age Group</b>					
19-24	7 (13.7%)	3 (6.0%)	9 (16.4%)	10 (7.4%)	16 (17.0%)
25-34	15 (29.4%)	18 (36.0%)	18 (32.7%)	26 (19.1%)	19 (20.2%)
35-44	17 (33.3%)	19 (38.0%)	13 (23.6%)	48 (35.3%)	32 (34.0%)
45-54	6 (11.8%)	7 (14.0%)	14 (25.5%)	39 (28.7%)	13 (13.8%)
55-64	6 (11.8%)	3 (6.0%)	1 (1.8%)	11 (8.1%)	13 (13.8%)
65 and Over	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.5%)	1 (1.1%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.



# APPENDIX

## Initial Certificate Holders by Characteristics – Administrator

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	619 (57.9%)	678 (61.4%)	768 (57.4%)	847 (59.7%)	631 (66.1%)
Male	450 (42.1%)	426 (38.6%)	569 (42.6%)	571 (40.3%)	324 (33.9%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	4 (0.4%)	3 (0.3%)	6 (0.5%)	8 (0.6%)	1 (0.1%)
Asian	7 (0.7%)	6 (0.5%)	8 (0.6%)	10 (0.7%)	14 (1.5%)
Black or African American	168 (15.7%)	169 (15.3%)	199 (14.9%)	206 (14.5%)	145 (15.2%)
Hispanic or Latino	16 (1.5%)	16 (1.5%)	17 (1.3%)	27 (1.9%)	18 (1.9%)
Native Hawaiian or Pacific Islander	0 (0.0%)	1 (0.1%)	3 (0.2%)	2 (0.1%)	1 (0.1%)
Multiracial	8 (0.8%)	10 (0.9%)	10 (0.8%)	14 (1.0%)	17 (1.8%)
White	866 (81.0%)	899 (81.4%)	1,094 (81.8%)	1,151 (81.2%)	759 (79.5%)
<b>Age Group</b>					
19-24	0 (0.0%)	2 (0.2%)	0 (0.0%)	1 (0.1%)	6 (0.6%)
25-34	324 (30.3%)	340 (30.8%)	265 (19.8%)	282 (19.9%)	263 (27.5%)
35-44	471 (44.1%)	457 (41.4%)	499 (37.3%)	505 (35.6%)	401 (42.0%)
45-54	226 (21.1%)	253 (22.9%)	430 (32.2%)	450 (31.7%)	230 (24.1%)
55-64	48 (4.5%)	46 (4.2%)	131 (9.8%)	158 (11.1%)	48 (5.0%)
65 and Over	0 (0.0%)	6 (0.5%)	12 (0.9%)	22 (1.6%)	7 (0.7%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# APPENDIX

## Initial Certificates by Educator Prep Institution

Name of Institution	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Traditional Routes</b>					
Adrian College	24 (0.5%)	20 (0.5%)	19 (0.5%)	19 (0.5%)	27 (0.6%)
Albion College	8 (0.2%)	7 (0.2%)	10 (0.3%)	10 (0.2%)	19 (0.4%)
Alma College	33 (0.8%)	19 (0.5%)	20 (0.5%)	14 (0.3%)	24 (0.6%)
Andrews University	20 (0.5%)	12 (0.3%)	5 (0.1%)	11 (0.3%)	16 (0.4%)
Aquinas College	46 (1.0%)	37 (1.0%)	39 (1.0%)	24 (0.6%)	38 (0.9%)
Baker College	64 (1.5%)	33 (0.9%)	45 (1.2%)	21 (0.5%)	26 (0.6%)
Calvin University	77 (1.7%)	94 (2.4%)	77 (2.0%)	87 (2.1%)	67 (1.6%)
Central Michigan University	342 (7.7%)	277 (7.1%)	238 (6.2%)	258 (6.3%)	261 (6.0%)
College for Creative Studies	5 (0.1%)	9 (0.2%)	3 (0.1%)	8 (0.2%)	5 (0.1%)
Concordia University	20 (0.5%)	10 (0.3%)	13 (0.3%)	9 (0.2%)	12 (0.3%)
Cornerstone University	41 (0.9%)	29 (0.8%)	34 (0.9%)	35 (0.9%)	26 (0.6%)
Eastern Michigan University	379 (8.6%)	274 (7.1%)	299 (7.8%)	225 (5.5%)	260 (6.0%)
Ferris State University	84 (1.9%)	85 (2.2%)	77 (2.0%)	106 (2.6%)	77 (1.8%)
Finlandia University (Closed 05/21/2012)	0 (0.0%)	0 (0.0%)	1 (0.0%)	.	.
Grand Valley State University	332 (7.5%)	266 (6.8%)	304 (7.9%)	312 (7.6%)	311 (7.2%)
Hope College	68 (1.5%)	79 (2.0%)	68 (1.8%)	58 (1.4%)	72 (1.7%)
Lake Superior State University	12 (0.3%)	4 (0.1%)	6 (0.2%)	6 (0.2%)	8 (0.2%)
Madonna University	24 (0.5%)	15 (0.4%)	24 (0.6%)	20 (0.5%)	11 (0.3%)
Marygrove College (Closed 12/31/2019)	9 (0.2%)	6 (0.2%)	0 (0.0%)	4 (0.1%)	1 (0.0%)
Michigan State University	429 (9.7%)	333 (8.6%)	324 (8.5%)	265 (6.4%)	299 (6.9%)
Michigan Technological University (Closed 12/12/2018)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Northern Michigan University	100 (2.3%)	74 (1.9%)	55 (1.4%)	62 (1.5%)	72 (1.7%)
Oakland University	223 (5.1%)	229 (5.9%)	190 (5.0%)	178 (4.3%)	221 (5.1%)
Olivet College (Closed 06/26/2015)	6 (0.1%)	4 (0.1%)	4 (0.1%)	.	.
Robert B. Miller College (Closed 03/03/2016)	8 (0.2%)	.	.	.	.
Rochester University	3 (0.1%)	3 (0.1%)	4 (0.1%)	6 (0.2%)	7 (0.2%)
Saginaw Valley State University	112 (2.5%)	104 (2.7%)	129 (3.4%)	126 (3.1%)	175 (4.1%)
Siena Heights University	14 (0.3%)	8 (0.2%)	13 (0.3%)	12 (0.3%)	14 (0.3%)

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<b>Name of Institution</b>	<b>2015-16 Count (%)</b>	<b>2016-17 Count (%)</b>	<b>2017-18 Count (%)</b>	<b>2018-19 Count (%)</b>	<b>2019-20 Count (%)</b>
Spring Arbor University	47 (1.1%)	45 (1.2%)	34 (0.9%)	38 (0.9%)	49 (1.1%)
University of Detroit Mercy (Closed 03/12/2019)	2 (0.1%)	5 (0.1%)	2 (0.1%)	6 (0.2%)	7 (0.2%)
University of Michigan	161 (3.6%)	137 (3.5%)	135 (3.5%)	111 (2.7%)	121 (2.8%)
University of Michigan-Dearborn	91 (2.1%)	77 (2.0%)	67 (1.8%)	59 (1.4%)	92 (2.1%)
University of Michigan-Flint	52 (1.2%)	41 (1.1%)	37 (1.0%)	43 (1.0%)	24 (0.6%)
Wayne State University	183 (4.1%)	146 (3.8%)	126 (3.3%)	134 (3.3%)	142 (3.3%)
Western Michigan University	241 (5.5%)	204 (5.3%)	190 (5.0%)	154 (3.7%)	180 (4.2%)
<b>Alternative Route</b>					
#T.E.A.C.H.	.	.	.	27 (0.7%)	62 (1.4%)
Davenport University	1 (0.0%)	0 (0.0%)	8 (0.2%)	12 (0.3%)	6 (0.1%)
Michigan Teachers of Tomorrow	.	.	4 (0.1%)	190 (4.6%)	257 (5.9%)
Oakland University - Alternative Route (Closed 6/12/2015)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Professional Innovators in Teaching	.	.	.	10 (0.2%)	14 (0.3%)
Schoolcraft College	5 (0.1%)	23 (0.6%)	45 (1.2%)	70 (1.7%)	77 (1.8%)
The New Teacher Project (Closed 06/12/2018)	14 (0.3%)	15 (0.4%)	0 (0.0%)	.	.
University of Michigan M-ARC	77 (1.7%)	47 (1.2%)	27 (0.7%)	33 (0.8%)	30 (0.7%)
University of Michigan-Flint Alternative Route	9 (0.2%)	4 (0.1%)	12 (0.3%)	11 (0.3%)	13 (0.3%)
<b>Other Education Prep Options</b>					
Out-of-State College	980 (22.2%)	1,033 (26.6%)	1,040 (27.2%)	1,222 (29.6%)	1,072 (24.8%)
Missing	62 (1.4%)	66 (1.7%)	86 (2.3%)	121 (2.9%)	122 (2.8%)

NOTE: EPI may be missing on a record if the person came from out-of-country, if their application was migrated from the previous certification system, or if there was a manual certificate correction.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.  
 . denotes no data available.

# APPENDIX

## Initial Teaching Certificates by Pathway

Pathway	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
Alternative Route Provider	113 (2.6%)	103 (2.7%)	99 (2.6%)	354 (8.6%)	459 (10.6%)
Traditional	3,263 (73.9%)	2,687 (69.1%)	2,603 (68.0%)	2,430 (58.9%)	2,670 (61.8%)
Out-of-State	980 (22.2%)	1,033 (26.6%)	1,040 (27.2%)	1,222 (29.6%)	1,072 (24.8%)
Missing	62 (1.4%)	66 (1.7%)	86 (2.3%)	121 (2.9%)	122 (2.8%)
<b>Total</b>	<b>4,418</b>	<b>3,889</b>	<b>3,828</b>	<b>4,127</b>	<b>4,323</b>

NOTE: Interim Teaching Certificates are issued to candidates enrolled in alternative route programs. Some applications may be missing information due to the transition of the data collection system. Certificates were from both current and non-current approved providers.

## All Valid Certificates by Type

Certificate Type	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Teaching</b>					
Standard Teaching Certificate	32,132 (3.0%)	29,634 (2.8%)	27,328 (2.6%)	25,257 (2.4%)	23,138 (2.2%)
Standard Temporary Teacher Employment Authorization	518 (0.1%)	588 (0.1%)	590 (0.1%)	638 (0.1%)	1,375 (0.1%)
Professional Teaching Certificate (Has Standard)	18,790 (1.8%)	19,974 (1.9%)	21,107 (2.0%)	19,136 (1.8%)	16,683 (1.6%)
Professional Temporary Teacher Employment Authorization	32 (0.0%)	10 (0.0%)	11 (0.0%)	34 (0.0%)	37 (0.0%)
Standard Teaching Certificate Renewal	10,776 (1.0%)	9,894 (0.9%)	10,050 (1.0%)	11,224 (1.1%)	12,765 (1.2%)
Two-Year Extended Standard Teaching Certificate	413 (0.0%)	342 (0.0%)	185 (0.0%)	24 (0.0%)	0 (0.0%)
Professional Renewal	62,832 (5.9%)	63,833 (6.0%)	65,508 (6.2%)	67,303 (6.3%)	68,806 (6.5%)
18-Hour Continuing Certificate	35,953 (3.4%)	35,953 (3.4%)	35,953 (3.4%)	35,953 (3.4%)	35,953 (3.4%)
30-Hour Continuing Certificate	23,197 (2.2%)	23,197 (2.2%)	23,197 (2.2%)	23,197 (2.2%)	23,197 (2.2%)
Permanent Teaching Certificate	4,392 (0.4%)	4,392 (0.4%)	4,392 (0.4%)	4,392 (0.4%)	4,392 (0.4%)
Professional Teaching Certificate	1,571 (0.2%)	1,770 (0.2%)	1,889 (0.2%)	1,926 (0.2%)	1,964 (0.2%)
Interim Teaching Certificate	548 (0.1%)	526 (0.1%)	402 (0.0%)	594 (0.1%)	1,001 (0.1%)
Advanced Professional Certificate	0 (0.0%)	16 (0.0%)	26 (0.0%)	42 (0.0%)	49 (0.0%)

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<b>Certificate Type</b>	<b>2015-16 Count (%)</b>	<b>2016-17 Count (%)</b>	<b>2017-18 Count (%)</b>	<b>2018-19 Count (%)</b>	<b>2019-20 Count (%)</b>
<b>CTE</b>					
Standard CTE Certificate	584 (0.1%)	517 (0.1%)	443 (0.0%)	470 (0.0%)	461 (0.0%)
Professional CTE Certificate (Has Standard CTE)	616 (0.1%)	567 (0.1%)	521 (0.1%)	411 (0.0%)	335 (0.0%)
Full-Occupational Authorization	3,595 (0.3%)	3,595 (0.3%)	3,595 (0.3%)	3,595 (0.3%)	3,595 (0.3%)
Standard CTE Certificate Renewal	209 (0.0%)	215 (0.0%)	234 (0.0%)	254 (0.0%)	285 (0.0%)
Two-Year Extended Standard CTE Certificate	9 (0.0%)	4 (0.0%)	3 (0.0%)	0 (0.0%)	0 (0.0%)
Professional CTE Certificate Renewal	1,592 (0.2%)	1,643 (0.2%)	1,695 (0.2%)	1,708 (0.2%)	1,718 (0.2%)
Professional CTE Certificate	19 (0.0%)	22 (0.0%)	21 (0.0%)	26 (0.0%)	26 (0.0%)
<b>School Administrator</b>					
School Administrator Certificate	6,024 (0.6%)	6,100 (0.6%)	6,366 (0.6%)	6,532 (0.6%)	6,448 (0.6%)
School Administrator Renewal	4,201 (0.4%)	5,031 (0.5%)	6,009 (0.6%)	6,670 (0.6%)	7,287 (0.7%)
<b>School Counselor</b>					
Preliminary Authorization to Work as a School Counselor	86 (0.0%)	91 (0.0%)	101 (0.0%)	100 (0.0%)	93 (0.0%)
School Counselor License	682 (0.1%)	657 (0.1%)	637 (0.1%)	645 (0.1%)	627 (0.1%)
Temporary School Counselor Authorization	31 (0.0%)	26 (0.0%)	27 (0.0%)	37 (0.0%)	52 (0.0%)
School Counselor License Renewal	755 (0.1%)	814 (0.1%)	883 (0.1%)	954 (0.1%)	1,023 (0.1%)
<b>School Psychologist</b>					
Preliminary School Psychologist Certificate	171 (0.0%)	185 (0.0%)	179 (0.0%)	177 (0.0%)	149 (0.0%)
School Psychologist Certificate (Has Preliminary)	246 (0.0%)	239 (0.0%)	268 (0.0%)	274 (0.0%)	258 (0.0%)
Preliminary School Psychologist Renewal	11 (0.0%)	8 (0.0%)	7 (0.0%)	9 (0.0%)	10 (0.0%)
School Psychologist Renewal	1,082 (0.1%)	1,101 (0.1%)	1,029 (0.1%)	1,047 (0.1%)	1,086 (0.1%)
School Psychologist Certificate	45 (0.0%)	41 (0.0%)	56 (0.0%)	80 (0.0%)	109 (0.0%)
<b>School Nurse</b>					
Interim School Nurse Certificate	44 (0.0%)	42 (0.0%)	44 (0.0%)	43 (0.0%)	50 (0.0%)
Standard School Nurse Certificate	24 (0.0%)	19 (0.0%)	21 (0.0%)	21 (0.0%)	24 (0.0%)
Professional School Nurse Certificate	427 (0.0%)	433 (0.0%)	438 (0.0%)	443 (0.0%)	452 (0.0%)
Interim School Nurse Renewal	12 (0.0%)	11 (0.0%)	11 (0.0%)	8 (0.0%)	13 (0.0%)
Standard School Nurse 1st Renewal	0 (0.0%)	0 (0.0%)	2 (0.0%)	3 (0.0%)	3 (0.0%)
Standard School Nurse 2nd Renewal	1 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

# APPENDIX

## Valid Certificate Holder Characteristics– All

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	143,013 (75.9%)	142,667 (75.9%)	142,355 (76.1%)	142,522 (76.1%)	143,068 (76.3%)
Male	45,518 (24.1%)	45,214 (24.1%)	44,837 (24.0%)	44,669 (23.9%)	44,514 (23.7%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	407 (0.2%)	405 (0.2%)	419 (0.2%)	410 (0.2%)	409 (0.2%)
Asian	1,241 (0.7%)	1,298 (0.7%)	1,340 (0.7%)	1,388 (0.7%)	1,458 (0.8%)
Black or African American	8,121 (4.3%)	8,056 (4.3%)	7,933 (4.2%)	7,877 (4.2%)	7,903 (4.2%)
Hispanic or Latino	1,743 (0.9%)	1,794 (1.0%)	1,796 (1.0%)	1,841 (1.0%)	1,922 (1.0%)
Native Hawaiian or Pacific Islander	352 (0.2%)	339 (0.2%)	339 (0.2%)	335 (0.2%)	324 (0.2%)
Multiracial	1,201 (0.6%)	1,242 (0.7%)	1,211 (0.7%)	1,187 (0.6%)	1,231 (0.7%)
White	166,250 (88.2%)	166,378 (88.6%)	165,801 (88.6%)	165,805 (88.6%)	165,988 (88.5%)
Missing	9,227 (4.9%)	8,374 (4.5%)	8,358 (4.5%)	8,353 (4.5%)	8,352 (4.5%)
<b>Age Group</b>					
19-24	6,221 (3.3%)	5,490 (2.9%)	5,005 (2.7%)	4,770 (2.6%)	4,957 (2.6%)
25-34	37,475 (19.9%)	35,511 (18.9%)	33,115 (17.7%)	31,156 (16.6%)	29,349 (15.7%)
35-44	40,820 (21.7%)	40,285 (21.4%)	40,139 (21.4%)	39,832 (21.3%)	39,288 (20.9%)
45-54	34,978 (18.6%)	35,629 (19.0%)	36,271 (19.4%)	37,010 (19.8%)	37,856 (20.2%)
55-64	38,183 (20.3%)	36,540 (19.5%)	34,267 (18.3%)	32,202 (17.2%)	30,516 (16.3%)
65 and Over	30,842 (16.4%)	34,414 (18.3%)	38,384 (20.5%)	42,212 (22.6%)	45,608 (24.3%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# APPENDIX

## Valid Certificate Holder Characteristics– Teacher

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	139,160 (76.2%)	138,675 (76.3%)	138,222 (76.4%)	138,209 (76.5%)	138,603 (76.7%)
Male	43,409 (23.8%)	43,033 (23.7%)	42,605 (23.6%)	42,350 (23.5%)	42,136 (23.3%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	391 (0.2%)	389 (0.2%)	401 (0.2%)	391 (0.2%)	393 (0.2%)
Asian	1,202 (0.7%)	1,251 (0.7%)	1,292 (0.7%)	1,333 (0.7%)	1,401 (0.8%)
Black or African American	7,381 (4.0%)	7,269 (4.0%)	7,112 (3.9%)	7,036 (3.9%)	7,034 (3.9%)
Hispanic or Latino	1,658 (0.9%)	1,695 (0.9%)	1,680 (0.9%)	1,720 (1.0%)	1,796 (1.0%)
Native Hawaiian or Pacific Islander	344 (0.2%)	330 (0.2%)	329 (0.2%)	326 (0.2%)	316 (0.2%)
Multiracial	1,154 (0.6%)	1,187 (0.7%)	1,158 (0.6%)	1,132 (0.6%)	1,168 (0.7%)
White	161,514 (88.5%)	161,490 (88.9%)	160,773 (88.9%)	160,544 (88.9%)	160,555 (88.8%)
Missing	8,932 (4.9%)	8,098 (4.5%)	8,083 (4.5%)	8,078 (4.5%)	8,077 (4.5%)
<b>Age Group</b>					
19-24	6,192 (3.4%)	5,459 (3.0%)	4,974 (2.8%)	4,738 (2.6%)	4,920 (2.7%)
25-34	36,478 (20.0%)	34,505 (19.0%)	32,118 (17.8%)	30,156 (16.7%)	28,373 (15.7%)
35-44	39,293 (21.5%)	38,718 (21.3%)	38,487 (21.3%)	38,120 (21.1%)	37,513 (20.8%)
45-54	33,655 (18.4%)	34,210 (18.8%)	34,734 (19.2%)	35,331 (19.6%)	36,074 (20.0%)
55-64	37,095 (20.3%)	35,489 (19.5%)	33,238 (18.4%)	31,139 (17.3%)	29,423 (16.3%)
65 and Over	29,841 (16.3%)	33,312 (18.3%)	37,262 (20.6%)	41,063 (22.7%)	44,425 (24.6%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# APPENDIX

## Valid Certificate Holder Characteristics – CTE

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	3,745 (58.3%)	3,704 (58.3%)	3,665 (58.3%)	3,680 (58.4%)	3,667 (58.4%)
Male	2,681 (41.7%)	2,654 (41.7%)	2,624 (41.7%)	2,626 (41.6%)	2,617 (41.7%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	14 (0.2%)	13 (0.2%)	12 (0.2%)	12 (0.2%)	12 (0.2%)
Asian	8 (0.1%)	8 (0.1%)	8 (0.1%)	8 (0.1%)	8 (0.1%)
Black or African American	229 (4.0%)	226 (3.9%)	214 (3.8%)	204 (3.6%)	202 (3.6%)
Hispanic or Latino	15 (0.3%)	16 (0.3%)	17 (0.3%)	19 (0.3%)	17 (0.3%)
Native Hawaiian or Pacific Islander	12 (0.2%)	12 (0.2%)	12 (0.2%)	12 (0.2%)	12 (0.2%)
Multiracial	19 (0.3%)	20 (0.3%)	21 (0.3%)	19 (0.3%)	19 (0.3%)
White	5,633 (87.7%)	5,587 (87.9%)	5,530 (87.9%)	5,557 (88.1%)	5,539 (88.1%)
Missing	496 (7.7%)	476 (7.5%)	475 (7.6%)	475 (7.5%)	475 (7.6%)
<b>Age Group</b>					
19-24	14 (0.2%)	11 (0.2%)	14 (0.2%)	19 (0.3%)	32 (0.5%)
25-34	398 (6.2%)	349 (5.5%)	296 (4.7%)	264 (4.2%)	197 (3.1%)
35-44	811 (12.6%)	784 (12.3%)	770 (12.2%)	776 (12.3%)	794 (12.6%)
45-54	1,071 (16.7%)	1,014 (16.0%)	977 (15.5%)	985 (15.6%)	976 (15.5%)
55-64	1,849 (28.8%)	1,701 (26.8%)	1,549 (24.6%)	1,381 (21.9%)	1,214 (19.3%)
65 and Over	2,283 (35.5%)	2,499 (39.3%)	2,683 (42.7%)	2,881 (45.7%)	3,071 (48.9%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.



# APPENDIX

## Valid Certificate Holder Characteristics— Administrator Certificates

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	5,243 (55.2%)	5,804 (55.9%)	6,436 (56.2%)	7,014 (56.4%)	7,422 (57.2%)
Male	4,252 (44.8%)	4,584 (44.1%)	5,013 (43.8%)	5,413 (43.6%)	5,548 (42.8%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	27 (0.3%)	30 (0.3%)	33 (0.3%)	41 (0.4%)	40 (0.3%)
Asian	50 (0.6%)	53 (0.6%)	60 (0.6%)	67 (0.6%)	79 (0.7%)
Black or African American	1,670 (19.5%)	1,786 (19.1%)	1,907 (18.5%)	2,025 (18.1%)	2,095 (17.9%)
Hispanic or Latino	152 (1.8%)	165 (1.8%)	180 (1.7%)	194 (1.7%)	206 (1.8%)
Native Hawaiian or Pacific Islander	9 (0.1%)	9 (0.1%)	10 (0.1%)	11 (0.1%)	12 (0.1%)
Multiracial	70 (0.7%)	82 (0.8%)	89 (0.8%)	99 (0.8%)	114 (0.9%)
White	7,514 (79.1%)	8,263 (79.5%)	9,170 (80.1%)	9,990 (80.4%)	10,424 (80.4%)
Missing	3 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>Age Group</b>					
19-24	2 (0.0%)	2 (0.0%)	1 (0.0%)	0 (0.0%)	5 (0.0%)
25-34	1,352 (14.2%)	1,367 (13.2%)	1,271 (11.1%)	1,203 (9.7%)	1,168 (9.0%)
35-44	3,835 (40.4%)	4,114 (39.6%)	4,435 (38.7%)	4,730 (38.1%)	4,821 (37.2%)
45-54	2,803 (29.5%)	3,240 (31.2%)	3,811 (33.3%)	4,377 (35.2%)	4,761 (36.7%)
55-64	1,318 (13.9%)	1,432 (13.8%)	1,636 (14.3%)	1,765 (14.2%)	1,856 (14.3%)
65 and Over	185 (2.0%)	233 (2.2%)	295 (2.6%)	352 (2.8%)	359 (2.8%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not.

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

# APPENDIX

## Valid Teaching Certificates by Subject Area Endorsement Code

Code	Name	2019-20
AX	Communication Arts*	51
BA	English	30,923
BC	Journalism*	510
BD	Speech	4,477
BR	Reading Specialist	7,852
BT	Reading	1,543
BX	Language Arts	19,296
CA	Social Studies - Economics	774
CB	Social Studies - Geography	1,657
CC	Social Studies - History	13,191
CD	Social Studies - Political Science	2,610
CE	Psychology	5,792
CF	Sociology*	2,621
CH	Anthropology*	113
CL	Cultural Studies*	72
CM	Behavioral Studies*	41
CX	Social Science*	25,587
DA	Science - Biology	7,255
DC	Science - Chemistry	3,194
DE	Science - Physics	1,350
DH	Science - Earth/Space Science	1,861
DI	Science - Integrated Science	4,324
DO	Astronomy*	1
DP	Science - Physical Science	68
DX	Science*	18,921
EX	Mathematics	23,770
FA	French	2,350
FB	German	949
FC	Greek	27
FD	Latin	236

Code	Name	2019-20
FE	Russian*	68
FF	Spanish	5,402
FG	World Language - Other	10
FH	Italian	49
FI	Polish*	11
FJ	Hebrew	5
FK	Arabic (Modern Standard)	81
FL	Japanese	77
FN	Anishinaabemowin	3
FR	Chinese (Mandarin)	219
FS	American Sign Language	31
GA	Accounting*	81
GH	Business Administration*	529
GI	Secretarial Science*	157
GM	Marketing Education*	336
GQ	Business Management Marketing Technology	293
GX	Business Education*	3,202
HX	Agriscience & Natural Resources	283
IX	Industrial Technology*	1,824
JQ	Music Education	1,928
JX	Music Education*	5,208
KH	Family And Consumer Sciences	3,082
LQ	Visual Arts Education	1,415
LX	Art Education*	4,281
LZ	Visual Arts Education Specialist*	16
MA	Health*	4,357
MB	Physical Education*	9,824
MC	Health & Physical Education	23
MD	Recreation*	698

CONTINUED ON NEXT PAGE...

Code	Name	2019-20
MH	Dance*	255
MX	Health, Physical Education, & Recreation*	1,999
NC	Driver and Safety Education*	64
ND	Library Media	1,825
NE	Non-Endorsed Content Area	5
NJ	Environmental Studies*	415
NP	Educational Technology	900
NR	Computer Science*	895
NS	English as a Second Language	3,275
NT	School Counselor	4,628
NU	Occupational Therapy*	5
OX	Fine Arts*	2,450
PR	Academic Study of Religions*	100
PS	Philosophy*	26
PX	Humanities*	610
RX	Social Studies	11,839
SA	Special Education - Cognitive Impairment	12,884
SB	Special Education - Speech & Language Impairment	1,960
SC	Special Education - Physical or Other Health Impairment	1,461
SE	Special Education - Emotional Impairment	9,939
SH	Teacher of The Homebound*	1,189
SK	Special Education - Visual Impairment	546
SL	Special Education - Deaf & Hard of Hearing	1,150
SM	Special Education - Learning Disabilities	13,820
SP	Special Education - Physical Education for Students With Disabilities	205

Code	Name	2019-20
SV	Special Education - Autism Spectrum Disorder	2,227
TE	Industrial and Technology Education	39
TL	Teacher Leader	35
TX	Technology and Design*	70
YA	Bilingual French	8
YB	Bilingual German	4
YC	Bilingual Greek	5
YF	Bilingual Spanish	830
YH	Bilingual Italian	6
YI	Bilingual Polish	6
YJ	Bilingual Hebrew	2
YK	Bilingual Arabic	151
YL	Bilingual Other*	55
YM	Bilingual Vietnamese	6
YO	Bilingual Serbo-Croatian/Bosnian	5
YP	Bilingual Chaldean	9
YR	Bilingual Chinese	6
YT	Bilingual Japanese	1
ZA	Early Childhood Education PK-K <sup>*1</sup>	15,619
ZD	Middle School 5-9 <sup>*1</sup>	519
ZE	General Elementary K-6 <sup>*1</sup>	1,870
ZF	Secondary Grades <sup>*1</sup>	4
ZG	Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom) <sup>+</sup>	68,477
	Elementary K-8 All Subjects <sup>+</sup>	37,527
	Secondary 7-8 All Subjects <sup>+</sup>	24,297
ZL	Middle Level Specialization <sup>1</sup>	836
ZS	Early Childhood PK-General & Special Education <sup>1</sup>	2,438

\*Endorsements are no longer issued, or are in the process of being phased out, but are considered valid for purposes of employment and placement. For more information about the endorsements currently issued by Michigan, visit: <http://bit.ly/2NFCadn>.

<sup>+</sup>Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. These figures represent the Elementary category of endorsements.

<sup>1</sup>These endorsements comprise the Grade Level category of endorsements.

# APPENDIX

## Valid CTE Certificates by CIP Code

Classification of Instructional Program (CIP) is a classification system developed by the U.S. Department of Education to categorize, or cluster, fields of study for improved tracking and reporting.

Code	Name	2019-20
01.0000	Agriculture, Agricultural Operations & Related Sci	91
01.0101	Agricultural Business & Management, General	5
01.0201	Agricultural Mechanics	15
01.0301	Agriculture Production	81
01.0601	Applied Horticulture & Horticultural Operations	31
01.0903	Animal Health & Veterinary Science	4
02.9999	Agriculture Science & Natural Resources	52
03.0000	Natural Resources & Conservation	1
03.0101	Natural Resources	2
04.0000	Distributive Education	53
04.0100	Advertising Services	1
04.0300	Automotive	2
04.0400	Finance & Credit	2
04.0800	General Merchandise	17
07.0000	Health	1
07.0102	Dental Hygienist	1
07.0203	Medical Lab Assistant	1
07.0300	Nursing	9
07.0301	Data Processing/Business	53
07.0302	Practical Nursing	10
07.0303	Nursing Aide	11
07.0401	Occupational Therapy	1
07.0501	X-Ray Technician	1
07.0601	Secretarial Programs	598
07.0903	Inhalation Therapy	1
07.0906	Health Aide	3
07.0909	Mortuary Science	1
07.0999	Business Services	84
07.9900	General Health Occupation	18
07.9999	Business Education	1
08.0700	Marketing, Sales, & Services	325

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<b>Code</b>	<b>Name</b>	<b>2019-20</b>
08.0708	Marketing Education	18
09.0202	Clothing Management	16
09.0701	Radio & TV Production	20
10.0202	Radio & TV Broadcasting	31
10.0301	Graphics & Printing Technology & Communications	65
11.0201	Computer Programming/Programmer	12
11.0801	Digital/Multimedia & Information Resources Design	14
11.0901	Computer Systems Networking & Telecommunication	17
11.1000	Information Technology	38
11.1001	System Administration/Administrator	8
11.1003	Computer & Information Systems Security/ Information Assurance	4
12.0400	Cosmetology	70
12.0500	Cooking & Related Culinary Arts	20
12.9999	Personal & Culinary Services	43
13.0000	Education General (Teacher Cadet)	72
14.0000	Office	116
14.0100	Accounting & Computing	154
14.0300	General Office Clerical	90
14.0700	Steno & Secretarial	70
14.0800	Supervisory & Administration	3
14.0900	Typing & Related Occupation	78
14.1001	Electrical, Electronics & Communications Engineering	1
14.4201	Mechatronics	8
14.9800	Steno/Clerical Lab	4
14.9900	Clerical & Sec Lab	47
15.0000	Engineering Technology	12
15.0612	Industrial Production Technology/Technician	2
15.0699	Industrial Production Technologies	4
15.1301	Drafting & Design Technology/Architectural	114
15.1306	Mechanical Drafting	4
17.0000	Trade & Industry	2
17.0100	Dental Occupations	25
17.0102	Heating	4
17.0200	Appliance Repair	6
17.0300	Medical Lab Technician	8
17.0301	Body & Fender	7

**CONTINUED ON NEXT PAGE...**

Code	Name	2019-20
17.0302	Mechanics	35
17.0400	Aviation Occupations	1
17.0500	Blueprint Reading	1
17.0503	Medical Assisting	17
17.0600	Nursing Occupations	131
17.0700	Commercial Art Occupation	6
17.0900	Commercial Photo Occupation	5
17.0901	Photo Lab & Darkroom Occupation	2
17.1000	Construction & Maintenance	29
17.1001	Carpentry	25
17.1002	Electricity	4
17.1003	Heavy Equipment	2
17.1004	Masonry	2
17.1005	Painting & Decorating	2
17.1007	Plumbing & Pipefitting	3
17.1200	Diesel Mechanic	3
17.1500	Electronics Occupations	14
17.1599	TV & Radio Prod	2
17.1900	Graphic Arts Occupations	16
17.1901	Composition-Makeup & Type	2
17.1902	Printing Press Occupation	7
17.1903	Litho Photo & Plate Making	3
17.2300	Metalworking	1
17.2302	Machine Shop	108
17.2303	Machine Shop	10
17.2304	Metal Trades/Combined	1
17.2305	Sheet Metal	2
17.2307	Tool & Die Making	3
17.2900	Quantity Food Occupations	2
17.3000	Refrigeration	2
17.3201	Electric Power Generation Plants	1
17.3601	Millwork & Cabinet Making	3
17.9900	Health Occupations Cluster	2
19.0000	Family & Consumer Sciences	1254
19.0605	Home Furnishings Equip. Inst. & Consult.	1
19.0700	Child & Custodial Care Services	20

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Code	Name	2019-20
19.0906	Fashion Design	2
20.0201	Child Care & Guidance	96
20.0299	Child & Adult Care Services	9
20.0401	Food Management	127
20.0499	Food Management	11
20.0501	Home Furnishings	5
20.0600	Institution-Home Mgt	2
20.0601	Building & Home Maintenance & Services	6
20.0699	Custodial Services	10
26.0102	Biotechnology Medical Sciences	6
26.1201	Biotechnology	2
43.0100	Public Safety/Protective Services	38
43.0107	Law Enforcement Training	7
46.0000	Construction Trades	48
46.0301	Electrical & Power Transmission Installation	32
46.0401	Building Maintenance	2
46.9901	Construction Trades	236
47.0101	Electrical/Electronics Equipment Installation & Repair General	83
47.0199	Electro-Mechanical Technology	6
47.0201	Heating, Air Conditioning, Ventilation & Refrigeration	24
47.0301	Industrial Equip Repair	9
47.0399	Heavy Industrial Equipment Maintenance & Technology	1
47.0602	Aircraft Mechanics	7
47.0603	Collision Repair Technician (NATEF Certified)	50
47.0604	Automobile Technician (NATEF Certified)	269
47.0605	Medium/Heavy Truck Technician	9
47.0606	Small Engine & Related Equipment Repair	46
47.0607	Airframe Technology	1
47.0608	Power Plant Technology (Aircraft)	1
47.0613	Medium/Heavy Truck Technician (NATEF Certified)	10
47.0616	Marine Maintenance	1
47.0683	Auto Body Repair	3
47.0684	Auto Mechanics	7
48.0000	Precision Production Trades General	2
48.0101	Drafting	147

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<b>Code</b>	<b>Name</b>	<b>2019-20</b>
48.0201	Graphics & Printing	70
48.0299	Visual Imaging	2
48.0501	Machine Tool Technology/Machinist	11
48.0501_0	Machine Tool Operation	24
48.0502	Foundry	3
48.0506	Metal Trades	8
48.0508	Welding, Brazing, & Soldering	117
48.0599	Manufacturing Cluster	8
48.0604	Plastics	3
48.0701	Woodworking General	60
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	10
50.0101	Visual & Performing Arts	3
50.0401	Visual Comm. Technology	2
51.0000	Therapeutic Services	145
51.0707	Health Informatics	3
51.1000	Diagnostic Services	6
51.9999	Allied Health Technology	22
52.0299	Business Administration Management & Operations	501
52.0800	Finance & Financial Management Services	35
52.1999	Marketing, Sales, & Service	226
52.9993	Finance	2
52.9994	Business, Management & Administration	55
52.9999	Business Services & Technology (BST)	292



# APPENDIX

## Newly Issued School Social Worker Certificates

	2015-16	2016-17	2017-18	2018-19	2019-20
Temporary Approval for School Social Worker	124	181	194	224	291
Continuing Temporary Approval for School Social Worker	43	46	76	74	112
Full Approval for School Social Worker	97	116	146	157	171

## Newly Issued School Psychologist Certificates

	2015-16	2016-17	2017-18	2018-19	2019-20
Preliminary School Psychologist Certificate	53	66	43	48	43
Preliminary School Psychologist Renewal	0	3	3	3	1
School Psychologist Certificate (Out of State)	9	4	22	32	34
School Psychologist Certificate (Has Preliminary)	48	43	61	49	32
School Psychologist Renewal	190	303	187	188	204

## Newly Issued School Counselor Certificates

	2015-16	2016-17	2017-18	2018-19	2019-20
School Counselor License	116	117	97	132	99
Teaching Certificate With NT Endorsement	46	48	35	29	24
Preliminary Employment Authorization to Work as School Counselor	29	31	41	28	24
Temporary School Counselor Authorization	31	26	27	37	36

## Newly Issued School Administrator Certificates

	2015-16	2016-17	2017-18	2018-19	2019-20
School Administrator Certificate	1,069	1,105	1,338	1,416	957
School Administrator Certificate Renewal	912	1,068	2,010	1,758	1,453

# APPENDIX

## Initial Endorsements by Endorsement Code

Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
AX	Communication Arts*	4	1	5	3	2
BA	English	408	387	399	399	472
BC	Journalism*	2	1	3	3	1
BD	Speech	40	34	23	18	26
BR	Reading Specialist	16	15	10	12	10
BT	Reading	82	58	51	52	63
BX	Language Arts	495	420	365	333	345
CA	Social Studies - Economics	15	9	11	6	5
CB	Social Studies - Geography	12	17	7	7	5
CC	Social Studies - History	193	180	142	98	126
CD	Social Studies - Political Science	33	15	22	9	14
CE	Psychology	59	47	51	44	49
CF	Sociology*	5	6	5	1	3
DA	Science - Biology	152	118	122	115	134
DC	Science - Chemistry	65	51	58	57	66
DE	Science - Physics	42	27	29	27	17
DH	Science - Earth/Space Science	28	28	20	26	24
DI	Science - Integrated Science	262	258	290	235	202
DP	Science - Physical Science	6	9	10	9	3
EX	Mathematics	651	573	527	453	453
FA	French	23	21	24	21	23
FB	German	17	8	10	10	15
FD	Latin	5	3	5	5	3
FE	Russian*	.	1	1	2	1
FF	Spanish	123	117	92	107	95
FG	World Language-Other	0	0	1	1	0
FH	Italian	0	1	1	0	2
FI	Polish*	1	.	.	.	.
FK	Arabic (Modern Standard)	5	0	2	8	6
FL	Japanese	4	3	3	1	3

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Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
FR	Chinese (Mandarin)	19	20	29	17	39
FS	American Sign Language	0	3	5	6	3
GM	Marketing Education*	1	2	.	.	.
GQ	Business Management Marketing Technology	15	15	27	21	21
GX	Business Education*	0	0	0	1	0
HX	Agriscience & Natural Resources	5	4	1	8	9
IX	Industrial Technology*	.	.	1	.	.
JQ	Music Education	227	226	193	236	205
JX	Music Education*	2	1	.	.	.
KH	Family & Consumer Sciences	8	6	8	15	14
LQ	Visual Arts Education	92	113	94	103	104
LX	Art Education*	0	0	1	0	1
LZ	Visual Arts Education Specialist*	.	1	2	.	.
MA	Health*	88	74	78	90	69
MB	Physical Education*	142	116	126	121	134
MC	Health & Physical Education	.	.	.	4	18
MH	Dance*	.	9	5	4	6
MX	Health, Physical Education, & Recreation*	.	1	.	.	.
ND	Library Media	6	7	3	5	8
NE	Non-Endorsed Content Area	.	.	.	.	2
NJ	Environmental Studies*	0	1	0	0	0
NP	Educational Technology	2	2	.	5	3
NR	Computer Science*	7	5	5	5	3
NS	English as a Second Language	159	170	163	173	198
NT	School Counselor	3	4	3	0	1
OX	Fine Arts*	.	2	.	.	1
PR	Academic Study of Religions*	1	.	.	.	.
RX	Social Studies	462	374	340	336	399
SA	Special Education - Cognitive Impairment	252	211	220	185	211
SB	Special Education - Speech & Language Impairment	5	3	2	3	6
SC	Special Education - Physical or Other Health Impairment	5	7	14	8	14
SE	Special Education - Emotional Impairment	131	91	100	107	118
SK	Special Education - Visual Impairment	1	2	3	4	3

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Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
SL	Special Education - Deaf & Hard of Hearing	10	5	6	6	9
SM	Special Education - Learning Disabilities	200	196	188	217	233
SP	Special Education - Physical Education for Students With Disabilities	1	5	1	2	2
SV	Special Education - Autism Spectrum Disorder	24	34	34	37	41
TE	Industrial & Technology Education	6	4	5	6	5
TX	Technology & Design*	3	3	1	1	.
YA	Bilingual French	0	0	0	0	2
YF	Bilingual Spanish	8	6	9	12	8
YL	Bilingual Other*	.	.	.	.	1
YR	Bilingual Chinese	0	0	0	0	1
ZA	Early Childhood Education PK-K <sup>1</sup>	15	4	.	1	.
ZG	Elementary K-5 All Subjects/ (K-8 All Subjects Self-Contained Classroom) <sup>+</sup>	2,344	1,999	1,995	2,054	2,190
ZL	Middle Level Specialization <sup>1</sup>	61	65	59	44	62
ZS	Early Childhood PK-General & Special Education <sup>1</sup>	252	220	218	198	245
	<b>Total</b>	<b>7,305</b>	<b>6,419</b>	<b>6,228</b>	<b>6,097</b>	<b>6,558</b>

\*Endorsements are no longer issued, or are in the process of being phased out, but are considered valid for purposes of employment and placement.

. denotes no data available.

<sup>1</sup>These endorsements comprise the Grade Level category of endorsements.

<sup>+</sup>Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. These figures represent the Elementary category of endorsements.

# APPENDIX

## Initial CTE Endorsements by CIP Code

Classification of Instructional Program (CIP) is a classification system developed by the U.S. Department of Education to categorize, or cluster, fields of study for improved tracking and reporting.

Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
01.0000	Agriculture, Agricultural Operations & Related Sci	6	6	4	10	9
01.0101	Agricultural Business & Management, General	0	1	0	1	1
01.0601	Applied Horticulture & Horticultural Operations	0	0	0	0	1
01.0903	Animal Health & Veterinary Science	0	0	0	0	1
03.0000	Natural Resources & Conservation	0	0	0	0	1
10.0202	Radio & Tv Broad Casting Tech.	0	1	2	2	2
10.0301	Graphics & Printing Technology & Communications	3	2	1	3	2
11.0201	Computer Programming/Programmer	0	0	0	3	3
11.0801	Digital/Multimedia & Information Resources Design	0	3	1	2	2
11.0901	Computer Systems Networking & Telecommunication	0	1	0	6	2
11.1001	System Administration/Administrator	0	1	0	2	1
11.1003	Computer & Information Systems Security/Information Assurance	0	0	0	3	1
12.0400	Cosmetology	0	2	2	2	1
12.0500	Cooking & Related Culinary Arts	0	2	5	9	1
13.0000	Education General (Teacher Cadet)	0	2	2	4	6
14.4201	Mechatronics	0	2	0	1	0
15.0000	Engineering Technology	1	2	2	1	0
15.1301	Drafting & Design Technology/Architectural	4	1	6	4	2
15.1306	Mechanical Drafting	1	0	0	0	0
19.0000	Family & Consumer Sciences	5	5	4	6	8
19.0605	Home Furnishings Equip. Inst. & Consult.	0	0	0	1	0
19.0700	Child & Custodial Care Services	1	0	0	0	1
26.0102	Biotechnology Medical Sciences	1	0	1	0	1
26.1201	Biotechnology	0	0	1	0	0
43.0100	Public Safety/Protective Services	1	3	1	10	2

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Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
46.0000	Construction Trades	2	3	0	9	3
47.0101	Electrical/Electronics Equipment Installation & Repair General	0	0	0	2	0
47.0603	Collision Repair Technician (NATEF Certified)	0	0	0	2	0
47.0604	Automobile Technician (NATEF Certified)	4	0	1	2	4
47.0606	Small Engine & Related Equipment Repair	0	0	0	0	1
47.0613	Medium/Heavy Truck Technician (NATEF Certified)	0	0	0	1	0
48.0501	Machine Tool Technology/Machinist	1	0	2	0	1
48.0508	Welding, Brazing, & Soldering	0	1	1	6	3
48.0701	Woodworking General	3	0	0	2	2
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	4	0	0	1	2
50.0101	Visual & Performing Arts	0	0	0	0	1
51.0000	Therapeutic Services	5	7	8	18	13
51.0707	Health Informatics	0	0	0	2	1
51.1000	Diagnostic Services	1	0	0	2	0
52.0299	Business Administration Management & Operations	10	7	11	33	23
52.0800	Finance & Financial Management Services	0	0	0	5	1
52.1999	Marketing, Sales, & Service	4	0	3	12	3
	<b>Total</b>	<b>57</b>	<b>52</b>	<b>58</b>	<b>167</b>	<b>106</b>

# APPENDIX

## Additional Endorsement Holders by Characteristics – All Types

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	1,067 (81.6%)	961 (83.9%)	832 (84.0%)	869 (82.5%)	707 (82.6%)
Male	240 (18.4%)	184 (16.1%)	159 (16.0%)	185 (17.6%)	149 (17.4%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	1 (0.1%)	8 (0.7%)	2 (0.2%)	6 (0.6%)	8 (0.9%)
Asian	17 (1.3%)	10 (0.9%)	12 (1.2%)	21 (2.0%)	17 (2.0%)
Black or African American	56 (4.3%)	41 (3.6%)	37 (3.7%)	27 (2.6%)	21 (2.5%)
Hispanic or Latino	32 (2.5%)	17 (1.5%)	18 (1.8%)	17 (1.6%)	12 (1.4%)
Multiracial	13 (1.0%)	16 (1.4%)	10 (1.0%)	14 (1.3%)	4 (0.5%)
Native Hawaiian or Pacific Islander	1 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)
White	1,187 (90.8%)	1,053 (92.0%)	912 (92.0%)	968 (91.8%)	794 (92.8%)
<b>Age Group</b>					
19-24	157 (12.0%)	128 (11.2%)	90 (9.1%)	104 (9.9%)	84 (9.8%)
25-34	658 (50.3%)	543 (47.4%)	504 (50.9%)	487 (46.2%)	413 (48.3%)
35-44	305 (23.3%)	314 (27.4%)	251 (25.3%)	312 (29.6%)	221 (25.8%)
45-54	147 (11.3%)	135 (11.8%)	115 (11.6%)	126 (12.0%)	107 (12.5%)
55-64	38 (2.9%)	23 (2.0%)	26 (2.6%)	25 (2.4%)	29 (3.4%)
65 and Over	2 (0.2%)	2 (0.2%)	5 (0.5%)	0 (0.0%)	2 (0.2%)

# APPENDIX

## Additional Endorsement Holders by Characteristics – Elementary

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	774 (91.4%)	708 (91.7%)	606 (92.4%)	624 (92.9%)	509 (93.6%)
Male	73 (8.6%)	64 (8.3%)	50 (7.6%)	48 (7.1%)	35 (6.4%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	1 (0.1%)	7 (0.9%)	2 (0.3%)	4 (0.6%)	3 (0.6%)
Asian	9 (1.1%)	3 (0.4%)	5 (0.8%)	9 (1.3%)	7 (1.3%)
Black or African American	37 (4.4%)	27 (3.5%)	22 (3.4%)	17 (2.5%)	14 (2.6%)
Hispanic or Latino	25 (3.0%)	10 (1.3%)	9 (1.4%)	3 (0.5%)	8 (1.5%)
Multiracial	11 (1.3%)	11 (1.4%)	9 (1.4%)	11 (1.6%)	1 (0.2%)
Native Hawaiian or Pacific Islander	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	763 (90.1%)	714 (92.5%)	609 (92.8%)	628 (93.5%)	511 (93.9%)
<b>Age Group</b>					
19-24	107 (12.6%)	91 (11.8%)	69 (10.5%)	62 (9.2%)	55 (10.1%)
25-34	439 (51.8%)	375 (48.6%)	324 (49.4%)	314 (46.7%)	265 (48.7%)
35-44	186 (22.0%)	204 (26.4%)	165 (25.2%)	192 (28.6%)	136 (25.0%)
45-54	87 (10.3%)	84 (10.9%)	76 (11.6%)	81 (12.1%)	68 (12.5%)
55-64	28 (3.3%)	16 (2.1%)	20 (3.1%)	23 (3.4%)	19 (3.5%)
65 and Over	0 (0.0%)	2 (0.3%)	2 (0.3%)	0 (0.0%)	1 (0.2%)



# APPENDIX

## Additional Endorsement Holders by Characteristics – Secondary

Characteristics	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
<b>Gender</b>					
Female	286 (63.6%)	249 (68.4%)	223 (67.8%)	244 (64.4%)	196 (63.2%)
Male	164 (36.4%)	115 (31.6%)	106 (32.2%)	135 (35.6%)	114 (36.8%)
<b>Race/Ethnicity</b>					
American Indian or Alaskan Native	0 (0.0%)	1 (0.3%)	0 (0.0%)	2 (0.5%)	5 (1.6%)
Asian	8 (1.8%)	7 (1.9%)	7 (2.1%)	12 (3.2%)	10 (3.2%)
Black or African American	18 (4.0%)	14 (3.9%)	15 (4.6%)	10 (2.6%)	7 (2.3%)
Hispanic or Latino	7 (1.6%)	7 (1.9%)	9 (2.7%)	14 (3.7%)	4 (1.3%)
Multiracial	2 (0.4%)	5 (1.4%)	1 (0.3%)	3 (0.8%)	3 (1.0%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	0 (0.0%)
White	415 (92.2%)	330 (90.7%)	297 (90.3%)	337 (88.9%)	281 (90.7%)
<b>Age Group</b>					
19-24	50 (11.1%)	37 (10.2%)	21 (6.4%)	42 (11.1%)	27 (8.7%)
25-34	217 (48.2%)	164 (45.1%)	180 (54.7%)	172 (45.4%)	148 (47.7%)
35-44	116 (25.8%)	108 (29.7%)	83 (25.2%)	118 (31.1%)	85 (27.4%)
45-54	56 (12.4%)	49 (13.5%)	37 (11.3%)	45 (11.9%)	39 (12.6%)
55-64	9 (2.0%)	6 (1.7%)	6 (1.8%)	2 (0.5%)	10 (3.2%)
65 and Over	2 (0.4%)	0 (0.0%)	2 (0.6%)	0 (0.0%)	1 (0.3%)

# APPENDIX

## Additional Endorsements by Educator Preparation Institution

Name of Institution	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Adrian College	8 (0.6%)	2 (0.2%)	2 (0.2%)	6 (0.6%)	4 (0.5%)
Albion College	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)
Alma College	3 (0.2%)	5 (0.4%)	5 (0.5%)	5 (0.5%)	1 (0.1%)
Andrews University	2 (0.2%)	1 (0.1%)	1 (0.1%)	3 (0.3%)	1 (0.1%)
Aquinas College	17 (1.3%)	16 (1.4%)	10 (1.0%)	26 (2.5%)	43 (5.0%)
Baker College	19 (1.5%)	17 (1.5%)	10 (1.0%)	6 (0.6%)	2 (0.2%)
Calvin University	13 (1.0%)	9 (0.8%)	12 (1.2%)	11 (1.0%)	9 (1.1%)
Central Michigan University	74 (5.7%)	79 (6.9%)	75 (7.6%)	52 (4.9%)	75 (8.8%)
Concordia University	1 (0.1%)	3 (0.3%)	5 (0.5%)	5 (0.5%)	8 (0.9%)
Cornerstone University	12 (0.9%)	11 (1.0%)	15 (1.5%)	10 (1.0%)	8 (0.9%)
Eastern Michigan University	97 (7.4%)	78 (6.8%)	78 (7.9%)	77 (7.3%)	66 (7.7%)
Ferris State University	36 (2.8%)	23 (2.0%)	35 (3.5%)	27 (2.6%)	14 (1.6%)
Finlandia University (Closed 05/21/2012)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.2%)	.
Grand Valley State University	137 (10.5%)	92 (8.0%)	87 (8.8%)	77 (7.3%)	72 (8.4%)
Hillsdale College (Closed 04/12/2010)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)
Hope College	4 (0.3%)	7 (0.6%)	5 (0.5%)	7 (0.7%)	5 (0.6%)
Kent Intermediate School District	0 (0.0%)	17 (1.5%)	5 (0.5%)	6 (0.6%)	0 (0.0%)
Lake Superior State University	2 (0.2%)	3 (0.3%)	2 (0.2%)	0 (0.0%)	1 (0.1%)
Madonna University	51 (3.9%)	37 (3.2%)	25 (2.5%)	23 (2.2%)	14 (1.6%)
Marygrove College (Closed 12/31/2019)	8 (0.6%)	11 (1.0%)	12 (1.2%)	16 (1.5%)	22 (2.6%)
Michigan Department of Education	20 (1.5%)	15 (1.3%)	7 (0.7%)	7 (0.7%)	1 (0.1%)
Michigan State University	64 (4.9%)	83 (7.3%)	66 (6.7%)	64 (6.1%)	52 (6.1%)
Michigan Technological University (Closed 12/12/2018)	2 (0.2%)	2 (0.2%)	0 (0.0%)	.	.
Northern Michigan University	28 (2.1%)	25 (2.2%)	21 (2.1%)	21 (2.0%)	23 (2.7%)
Oakland University	104 (8.0%)	123 (10.7%)	94 (9.5%)	91 (8.6%)	61 (7.1%)
Olivet College (Closed 06/26/2015)	4 (0.3%)	1 (0.1%)	1 (0.1%)	2 (0.2%)	.
Robert B. Miller College (Closed 03/03/2016)	1 (0.1%)	.	.	.	.
Rochester University	0 (0.0%)	0 (0.0%)	1 (0.1%)	3 (0.3%)	0 (0.0%)
Saginaw Valley State University	107 (8.2%)	67 (5.9%)	45 (4.5%)	60 (5.7%)	36 (4.2%)
Siena Heights University	8 (0.6%)	6 (0.5%)	6 (0.6%)	3 (0.3%)	4 (0.5%)

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<b>Name of Institution</b>	<b>2014-15 Count (%)</b>	<b>2015-16 Count (%)</b>	<b>2016-17 Count (%)</b>	<b>2017-18 Count (%)</b>	<b>2018-19 Count (%)</b>
Spring Arbor University	40 (3.1%)	42 (3.7%)	24 (2.4%)	35 (3.3%)	29 (3.4%)
University of Detroit Mercy (Closed 03/12/2019)	5 (0.4%)	4 (0.4%)	1 (0.1%)	7 (0.7%)	2 (0.2%)
University of Michigan	25 (1.9%)	25 (2.2%)	13 (1.3%)	24 (2.3%)	23 (2.7%)
University of Michigan-Dearborn	50 (3.8%)	48 (4.2%)	41 (4.1%)	34 (3.2%)	30 (3.5%)
University of Michigan-Flint	39 (3.0%)	34 (3.0%)	17 (1.7%)	24 (2.3%)	10 (1.2%)
Wayne State University	147 (11.3%)	84 (7.3%)	96 (9.7%)	112 (10.6%)	50 (5.8%)
Western Michigan University	91 (7.0%)	74 (6.5%)	62 (6.3%)	67 (6.4%)	80 (9.4%)
Missing	3 (0.2%)	4 (0.4%)	0 (0.0%)	5 (0.5%)	4 (0.5%)
Out-of-State College	84 (6.4%)	97 (8.5%)	112 (11.3%)	136 (12.9%)	104 (12.2%)

. denotes no data available.

# APPENDIX

## Additional Endorsements by Subject Area Code

Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
BA	English	30	24	14	21	21
BC	Journalism*	0	1	1	4	0
BD	Speech	6	0	1	0	4
BR	Reading Specialist	117	119	121	110	79
BT	Reading	19	19	16	11	13
BX	Language Arts	60	42	40	39	24
CA	Social Studies - Economics	0	1	1	0	1
CB	Social Studies - Geography	3	0	1	0	1
CC	Social Studies - History	7	12	10	2	7
CD	Social Studies - Political Science	0	2	1	2	1
CE	Psychology	8	5	4	11	4
CF	Sociology*	0	0	0	1	0
DA	Science - Biology	7	4	7	5	4
DC	Science - Chemistry	4	5	3	5	7
DE	Science - Physics	1	2	3	7	2
DH	Science - Earth/Space Science	1	4	0	1	2
DI	Science - Integrated Science	67	53	51	46	35
DP	Science - Physical Science	0	0	1	0	0
EX	Mathematics	45	43	32	28	27
FA	French	1	2	2	1	7
FB	German	1	0	1	1	1
FD	Latin	0	0	0	0	1
FF	Spanish	15	9	8	9	6
FG	World Language - Other	0	0	0	0	2
FH	Italian	0	2	0	0	0
FK	Arabic (Modern Standard)	5	1	2	1	0
FL	Japanese	0	1	0	0	1
FR	Chinese (Mandarin)	1	0	0	1	0
FS	American Sign Language	2	2	0	1	0
GM	Marketing Education*	1	0	0	0	0
GQ	Business Management Marketing Technology	0	0	1	3	1

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Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
HX	Agriscience & Natural Resources	1	1	0	0	0
JQ	Music Education	1	2	1	2	1
KH	Family & Consumer Sciences	1	1	0	2	0
LQ	Visual Arts Education	0	1	0	1	1
MA	Health*	32	15	19	29	16
MB	Physical Education*	13	13	10	9	6
MC	Health & Physical Education	0	0	0	1	0
MH	Dance*	0	1	1	0	0
ND	Library Media	5	10	5	7	12
NP	Educational Technology	64	76	55	45	54
NR	Computer Science	1	1	0	1	0
NS	English as a Second Language	117	118	132	165	166
NT	School Counselor	46	48	35	29	24
RX	Social Studies	57	29	33	34	17
SA	Special Education - Cognitive Impairment	64	49	35	55	33
SB	Special Education - Speech & Language Impairment	4	1	0	1	0
SC	Special Education - Physical or Other Health Impairment	1	2	3	3	2
SE	Special Education - Emotional Impairment	34	18	19	28	19
SK	Special Education - Visual Impairment	1	6	4	4	9
SL	Special Education - Deaf & Hard of Hearing	1	0	3	2	1
SM	Special Education - Learning Disabilities	131	102	70	95	66
SP	Special Education - Physical Education for Students With Disabilities	9	3	5	7	3
SV	Special Education - Autism Spectrum Disorder	117	100	97	111	79
TE	Industrial & Technology Education	1	2	0	0	0
YF	Bilingual Spanish	2	4	4	1	2
YK	Bilingual Arabic	0	0	0	0	2
YL	Bilingual Other*	0	0	1	0	0
ZA	Early Childhood Education PK-K <sup>1</sup>	12	4	1	0	1
ZG	Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom) <sup>+</sup>	16	13	13	13	9
ZL	Middle Level Specialization <sup>1</sup>	1	1	2	2	1
ZS	Early Childhood PK-General & Special Education <sup>1</sup>	164	144	109	86	77
	<b>Total</b>	<b>1,297</b>	<b>1,118</b>	<b>978</b>	<b>1,043</b>	<b>852</b>

\*Endorsements are no longer issued, or are in the process of being phased out, but are considered valid for purposes of employment and placement.

<sup>1</sup>These endorsements comprise the Grade Level category of endorsements.

<sup>+</sup>Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. These figures represent the Elementary category of endorsements.

## Additional CTE Endorsements by CIP Code

Code	Name	2015-16	2016-17	2017-18	2018-19	2019-20
01.0000	Agriculture, Agricultural Operations & Related Sci	0	0	0	0	1
01.0101	Agricultural Business & Management, General	0	0	0	0	1
10.0202	Radio & TV Broadcasting Tech.	0	0	1	0	0
10.0301	Graphics & Printing Technology & Communications	0	1	0	0	0
11.0901	Computer Systems Networking & Telecommunication	1	0	0	0	0
11.1001	System Administration/Administrator	0	1	0	0	0
12.0500	Cooking & Related Culinary Arts	0	2	0	0	0
13.0000	Education General (Teacher Cadet)	2	1	2	1	0
14.4201	Mechatronics	0	0	0	1	0
19.0700	Child & Custodial Care Services	0	1	1	0	0
19.0906	Fashion Design	1	0	0	0	0
26.0102	Biotechnology Medical Sciences	0	0	1	0	0
46.0000	Construction Trades	0	2	0	0	0
47.0201	Heating, Air Conditioning, Ventilation & Refrigeration	1	0	0	0	0
47.0604	Automobile Technician (NATEF Certified)	0	0	1	0	0
47.0613	Medium/Heavy Truck Technician (NATEF Certified)	0	1	0	0	0
51.0000	Therapeutic Services	0	0	0	1	0
52.0299	Business Administration Management & Operations	1	0	0	0	0
52.1999	Marketing, Sales, & Service	4	0	0	0	0
	<b>Total</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>2</b>

# APPENDIX

## New Teacher Employment by Initial Certification Year

Initial Certification Year	First Year of Employment					Total
	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)	
2015-16	570 (19.5%)	1,611 (55.2%)	436 (15.0%)	183 (6.3%)	116 (4.0%)	<b>2,916</b>
2016-17	.	511 (19.9%)	1,574 (61.4%)	346 (13.5%)	133 (5.2%)	<b>2,564</b>
2017-18	.	.	665 (25.3%)	1,715 (65.2%)	252 (9.6%)	<b>2,632</b>
2018-19	.	.	.	842 (33.9%)	1,645 (66.1%)	<b>2,487</b>
2019-20	.	.	.	.	863 (100.0%)	<b>863</b>

. denotes no data available.

NOTE: In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

## Teacher Mobility, Retention, and Attrition by Building Characteristics

The teacher mobility, retention and attrition data below describe comparisons of teacher building code assignments from 2018-19 (base year) to 2019-20 (target year) to illustrate whether they stayed at the same building assignment (stayers), changed building assignment (movers), or no longer had a building assignment (leavers).

	Stayers Count (%)	Movers Count (%)	Leavers Count (%)	Total
<b>School Classification</b>				
Traditional Public	62,371 (84.0%)	6,275 (8.5%)	5,569 (7.5%)	<b>74,215</b>
Public Charter	4,580 (69.3%)	1,028 (15.6%)	999 (15.1%)	<b>6,607</b>
<b>Prosperity Region</b>				
Detroit Metro Prosperity Region	25,573 (82.0%)	3,006 (9.6%)	2,618 (8.4%)	<b>31,197</b>
East Central Michigan Prosperity Region	3,444 (84.6%)	351 (8.6%)	275 (6.8%)	<b>4,070</b>
East Michigan Prosperity Region	5,706 (83.2%)	672 (9.8%)	479 (7.0%)	<b>6,857</b>
Northeast Prosperity Region	1,063 (80.1%)	157 (11.8%)	108 (8.1%)	<b>1,328</b>
Northwest Prosperity Region	2,240 (86.1%)	190 (7.3%)	173 (6.7%)	<b>2,603</b>
South Central Prosperity Region	3,054 (82.1%)	335 (9.0%)	332 (8.9%)	<b>3,721</b>
Southeast Michigan Prosperity Region	6,799 (83.9%)	682 (8.4%)	625 (7.7%)	<b>8,106</b>
Southwest Prosperity Region	5,521 (82.8%)	589 (8.8%)	560 (8.4%)	<b>6,670</b>
Upper Peninsula Prosperity Alliance	1,951 (84.3%)	165 (7.1%)	199 (8.6%)	<b>2,315</b>
West Michigan Prosperity Alliance	11,600 (83.1%)	1,156 (8.3%)	1,199 (8.6%)	<b>13,955</b>

# APPENDIX

## Teacher Mobility, Retention, and Attrition by Demographic Characteristics

The data below describe comparisons of teacher building level placements from the 2018-19 academic year into the 2019-20 academic year to examine whether they stayed at the same building (stayers), changed buildings (movers), or are no longer reported in teacher placement (leavers).

	<b>Stayers Count (%)</b>	<b>Movers Count (%)</b>	<b>Leavers Count (%)</b>	<b>Total</b>
<b>Gender</b>				
Female	51,423 (80.0%)	7,719 (12.0%)	5,144 (8.0%)	<b>64,286</b>
Male	16,717 (81.0%)	2,293 (11.1%)	1,626 (7.9%)	<b>20,636</b>
<b>Race/Ethnicity</b>				
American Indian or Alaskan Native	198 (78.6%)	34 (13.5%)	20 (7.9%)	<b>252</b>
Asian	489 (73.3%)	90 (13.5%)	88 (13.2%)	<b>667</b>
Black or African American	3,086 (66.9%)	939 (20.4%)	590 (12.8%)	<b>4,615</b>
Hispanic or Latino	839 (75.7%)	176 (15.9%)	93 (8.4%)	<b>1,108</b>
Native Hawaiian or Pacific Islander	49 (75.4%)	4 (6.2%)	12 (18.5%)	<b>65</b>
Multiracial	522 (74.5%)	102 (14.6%)	77 (11.0%)	<b>701</b>
White	62,805 (81.3%)	8,651 (11.2%)	5,844 (7.6%)	<b>77,300</b>
Missing	152 (71.0%)	16 (7.5%)	46 (21.5%)	<b>214</b>

NOTE: National comparison data for Michigan mobility, retention, and attrition may be referenced within U.S. Department of Education NCES reports compiled numbers and percentages of teachers who are stayers, movers, or leavers as part of their Teacher Follow-up Student (TFS). The 2012-13 Teacher Attrition and Mobility results may be accessed from: [https://nces.ed.gov/surveys/sass/tables/TFS1213\\_201407\\_cf1n\\_001.asp](https://nces.ed.gov/surveys/sass/tables/TFS1213_201407_cf1n_001.asp)

In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

SOURCE: CEPI (as part of a previously unpublished dataset)



# APPENDIX

## Teaching Certificate Progression - Interim to Standard - Time to Return

Progression Status	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
No Renewal/ Progression	86 (92.4%)	171 (77.4%)	103 (65.6%)	25 (33.3%)	34 (49.3%)
Renewal/ Progression	7 (7.6%)	50 (22.6%)	54 (34.4%)	50 (66.7%)	35 (50.7%)
Continuous	2 (2.2%)	44 (19.9%)	54 (34.4%)	43 (57.3%)	35 (50.7%)
Within 1 Yr	1 (1.1%)	4 (1.8%)	0 (0.0%)	7 (9.4%)	.
Within 2 Yrs	0 (0.0%)	2 (0.9%)	0 (0.0%)	.	.
Within 3 Yrs	1 (1.1%)	0 (0.0%)	.	.	.
Within 4 Yrs	3 (3.2%)	.	.	.	.
<b>Total Per Year</b>	<b>93</b>	<b>221</b>	<b>157</b>	<b>75</b>	<b>69</b>

. denotes no data available.

## Teaching Certificate Progression/Renewal - All Types - Time to Return

Progression Status	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	2019-20 Count (%)
No Renewal/ Progression	4,286 (18.0%)	4,722 (17.0%)	4,590 (18.5%)	4,581 (17.6%)	4,331 (20.6%)
Renewal/ Progression	19,498 (82.0%)	22,993 (83.0%)	20,208 (81.5%)	21,466 (82.4%)	16,743 (79.4%)
Continuous	17,865 (75.1%)	21,488 (77.5%)	19,088 (77.0%)	20,619 (79.2%)	16,743 (79.4%)
Within 1 Yr	1,283 (5.4%)	1,293 (4.7%)	992 (4.0%)	847 (3.3%)	.
Within 2 Yrs	147 (0.6%)	129 (0.5%)	128 (0.5%)	.	.
Within 3 Yrs	115 (0.5%)	83 (0.3%)	.	.	.
Within 4 Yrs	88 (0.4%)	.	.	.	.
<b>Total Per Year</b>	<b>23,784</b>	<b>27,715</b>	<b>24,798</b>	<b>26,047</b>	<b>21,074</b>

. denotes no data available.

## STATEMENT OF COMPLIANCE WITH FEDERAL LAW

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