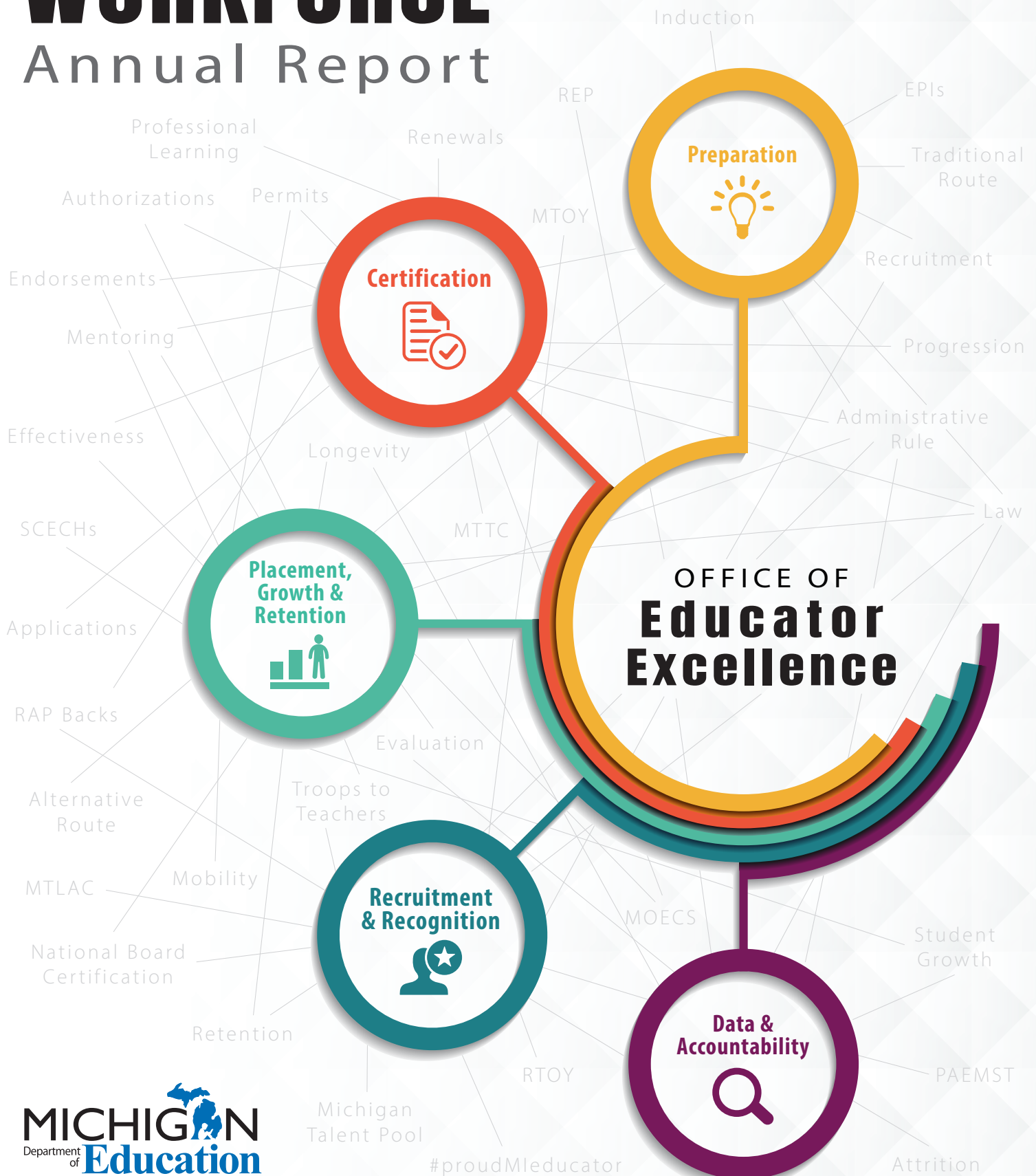


# Educator WORKFORCE Annual Report

2018  
2019



## **Educator Workforce Annual Report | July 1, 2017-June 30, 2018**

*Version 2 (no appendix) – September 17, 2019*

### **PLEASE NOTE:**

**The complete 2018-19 Educator Workforce Annual Report, including an appendix, can be found at:**  
<http://bit.ly/2018-19FullReport>.

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), Registry of Educational Personnel (REP) and MI School Data. The MDE also partnered with Regional Educational Laboratory (REL) Midwest with researchers providing analytic and reporting support. This service, funded by the U.S. Department of Education under the contract ED-IES 17-C-0007, was provided to MDE by REL Midwest free of charge.



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

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NOTE: The complete 2018-19 Annual Report, including an appendix, can be found at: <http://bit.ly/2018-19FullReport>.



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# From the Director's Desk

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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 Annual Report*.

In support of Goal 3 of Michigan's *Top 10 in 10 Years* strategic plan to "develop, support, and sustain a high-quality, prepared, and collaborative education workforce," 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.

The data presented in this year's report – which is intended to complement the *Parent Dashboard for School Transparency* (<http://bit.ly/2lt7Kbt>) and the *MDE Annual Review* (<http://bit.ly/2Kpmmuo>) – may be usefully compared with prior year's information and serve as benchmarks against which to compare local or regional data. This report represents the collective contributions of stakeholders from across Michigan's education community, 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,

Leah Breen  
Director  
Office of Educator Excellence

# About OEE

## Mission

The Office of Educator Excellence (OEE) 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.



## Who We Are

MEET THE OEE TEAM

**Leah Breen**  
Director

**Sarah-Kate LaVan**  
Assistant Director

**Sara Blacklock**  
Executive Assistant

**Kelli Cassaday**  
Strategic Implementation Consultant

### PREP

**Educator  
Preparation**

**Sean Kottke**  
Manager

**Gina Garner**  
Higher Education  
Consultant

**Bridgett McDowell**  
MTTC Specialist

**Darcy McMahon**  
Higher Education  
Consultant

**Dan Membiela**  
Administrative Assistant

**Dana Utterback**  
Departmental Analyst

**Leah van Belle**  
Higher Education  
Consultant

### CERT

**Professional  
Certification**

**Krista Ried**  
Manager

**Terri Assaf**  
Departmental Analyst

**Linda Campbell**  
Departmental Analyst

**Alex Clark**  
Education Consultant

**Beatrice Harrison**  
Higher Education  
Consultant

**Melaney Love**  
Departmental Analyst

**Claudia Nicol**  
SCECH Analyst

**Faye Shepler**  
Certification Supports  
Analyst

**Braydin Walters**  
Departmental Analyst

**[Student Assistants]**

### PGR

**Placement, Growth  
& Retention**

**Rebekah Emmerling**  
Manager

**Vic Bugni**  
Appropriate Placement  
Consultant

**Michelle Imbrunone**  
Educator Evaluation  
Consultant

**Brian Lloyd**  
Student Growth  
Consultant

**Joe Priest**  
Educator Evaluation  
Consultant

**Marty Snitgen**  
Professional Learning  
Consultant

### RR

**Recruitment  
& Recognition**

**Jennifer Robel**  
Manager

**Eddy Jones**  
MI Troops to Teachers  
Program Manager

**Shelby Lee**  
Administrative Assistant

**Chelsey Martinez**  
Marketing &  
Communications Analyst

**Josh Roesner**  
Educator Talent  
Specialist

### DA

**Data &  
Accountability**

**Kate Boswell Gallagher**  
Manager

**Ann Green**  
Data Analyst

**Courtney Humpert**  
Departmental Technician

**Debbie Ryan**  
MOECS Specialist

**Katie Schmiedeknecht**  
State Aid Analyst

**Stephanie Whiteside**  
Professional Practices  
Consultant

## Core Values

EXCELLENT CUSTOMER SERVICE | PROFESSIONALISM | PROBLEM SOLVING  
SUPPORT | OVERSIGHT/ACCOUNTABILITY | CAMPAIGNING | COLLABORATION  
TEAM BUILDING | STUDENT FOCUS | KINDNESS | RESPECT | QUALITY





# Rule & Law

## Administrative Rules

The following revised Administrative Rules were filed with the Office of the Great Seal and became effective November 16, 2017. Summaries of amendments within each of the rule sets (with links to corresponding guidance documents) can be found below.

- Teacher Certification Code: <http://bit.ly/2ZFpm5f>
- School Administrator Certification Code: <http://bit.ly/2ZG0eQt>
- School Psychologist Certification Code: <http://bit.ly/2YsV5ih>
- Certification and Licensure of School Counselors: <http://bit.ly/2Kl3J9F>

The changes were designed to create consistency in terminology and processes across all certification rule sets promulgated by the MDE. The overarching goals were to comply with new laws, streamline multiple rule sets, eliminate duplication, and present a more logical regulatory scheme. Please note that the proposed amendments to these rule sets were taken out for public comment in the fall of 2016. These rule sets are posted on the OEE website at: <http://bit.ly/2yGRwpr>.



## Legislation

Many bills impacting the educator pipeline were introduced throughout the year, with 11 being signed into law. For more information, visit: <http://bit.ly/2KunsFo>.

### **Public Act 151** (Approved - 11/8/2017 | Effective - 2/6/2018)

- ✓ Revises the requirements for employment as a school counselor.

### **Public Act 106** (Approved - 4/5/2018 | Effective - 4/5/2018)

- ✓ Modifies certain criteria to obtain an interim teaching certificate.

### **Public Act 202** (Approved - 6/19/2018 | Effective - 6/20/2018)

- ✓ Repeals the option to renew a lapsed provisional education certificate.

### **Public Act 233** (Approved - 6/26/2018 | Effective - 9/25/2018)

- ✓ Eliminates the basic skills exam requirement for teacher certification.

### **Public Act 234** (Approved - 6/26/2018 | Effective - 9/25/2018)

- ✓ Includes time invested with local employers and tech centers toward continuing education and professional development for educators.

### **Public Act 235** (Approved - 6/26/2018 | Effective - 9/25/2018)

- ✓ Provides the option to hire non-certificated teachers for career and technical programs.

### **Public Act 236** (Approved - 6/26/2018 | Effective - 9/25/2018)

- ✓ Revises the college credit requirements for individuals to serve as a substitute teacher.

### **Public Act 266** (Approved - 6/28/2018 | Effective - 9/26/2018)

- ✓ Modifies the requirement to employ certificated teachers for the purposes of school aid.

### **Public Act 418** (Approved - 12/19/2018 | Effective - 3/20/2019)

- ✓ Expands eligibility for substitute teaching to include individuals with certain skills, experience, or backgrounds.

### **Public Act 5** (Approved - 4/30/2019 | Effective - 4/30/2019)

- ✓ Suspends the increase in the percentage of annual year-end administrator evaluations based on student growth and assessment data until the 2019-20 school year.

### **Public Act 6** (Approved - 4/30/2019 | Effective - 4/30/2019)

- ✓ Suspends the increase in the percentage of annual year-end teacher evaluations based on student growth and assessment data until the 2019-20 school year.







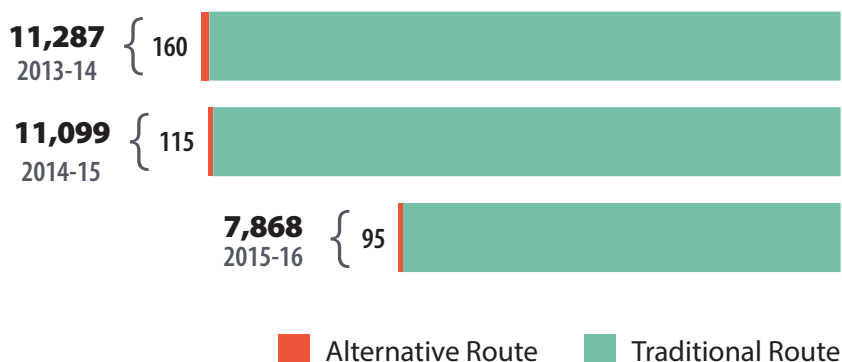
# Preparation

# Enrollment

## Educator Preparation Programs

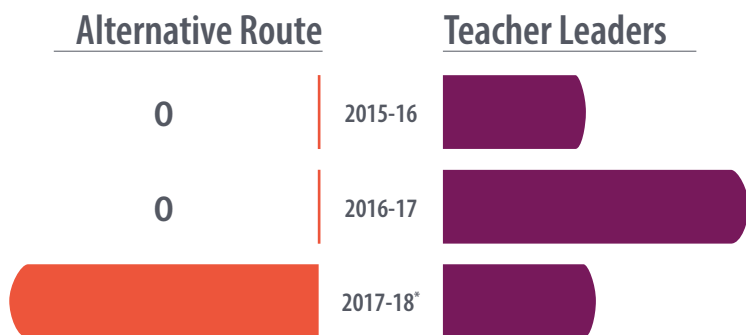
Michigan law and rules require that all individuals complete an approved preparation program (e.g., math, elementary, English) in order to become a teacher in Michigan. Currently, there are two different types of teacher preparation program pathways: traditional (including accelerated, accelerated residency, and career and technical education) or an alternative route program.

For more information, visit <http://bit.ly/2XmPkkF>.



SOURCE: As reported in Title 2 - <http://bit.ly/2RqSeQg>

## New Providers



Two alternative route providers were added in 2017-18: Professional Innovators in Teaching and Michigan Teachers of Tomorrow.

\*The #TEACH program was approved outside of this reporting window on July 16, 2018.

The following newly approved teacher leader providers were added:

- 2015-16: Network of Michigan Educators
- 2016-17: Leading Educators and Kent ISD
- 2017-18: Macomb ISD

**Moratorium** (Extended – April 30, 2022 | <http://bit.ly/2Xo6nmy>)

A State Board of Education (SBE) moratorium on the approval of new traditional route providers was in effect until April 30, 2019. At its May 14, 2019 meeting, the SBE extended the moratorium for traditional educator preparation institutions and broadened it to alternative route providers – giving the State Superintendent the authority to review and approve high need programs for a period of three years until April 30, 2022.

## Specialized Accreditation

All institutions are required to have specialized national accreditation for ongoing approval and continuous improvement in Michigan. Providers that have been approved in the last five years are in an initial approval data collection period and will pursue national accreditation after full approval has been granted. This typically occurs after five years of operation.



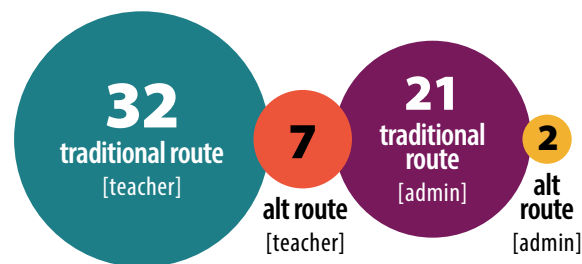
**97%**  
traditional routes  
accredited

(2015-16, 2016-17 & 2017-18)

# Enrollment

## Active Providers

As of June 30, 2018, there are 32 traditional route providers across the state for teachers and 21 for administrators. In addition, Michigan is home to seven alternative route providers for teachers and two for administrators.



## Closed Providers

**5** } 2015-16 = 2<sup>+</sup>  
2016-17 = 1  
2017-18 = 2

Five total providers have closed: two traditional routes – both in 2015-16 – and three alternative routes – one in 2016-17 and two additional in 2017-18.

<sup>+</sup>Oakland University Teach for America closed outside of this reporting window on June 30, 2015.

## Accelerated Residency Pathway

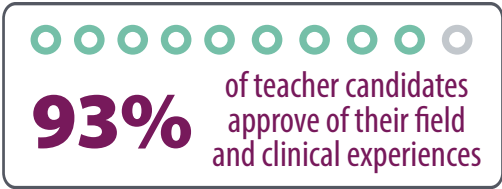
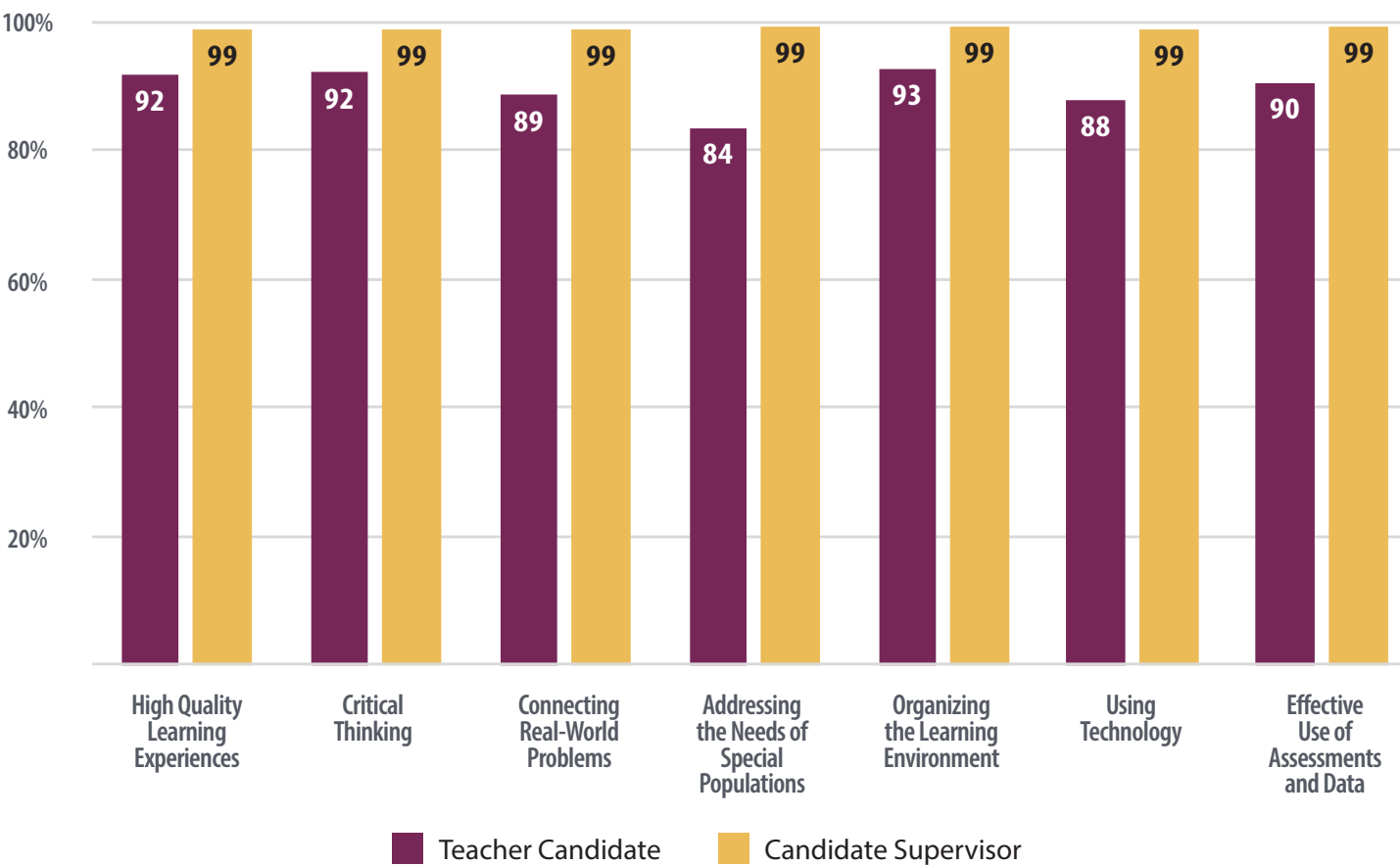


The accelerated residency pathway is designed for individuals who are interested in being employed as a full-time teacher and working toward certification at the same time. Individuals must have completed a bachelor's degree and have expertise and/or demonstrated skills in specific fields. The required reading coursework is embedded throughout program coursework. Passage of Michigan Test for Teacher Certification (MTTC) subject area examination is required before recommendation for certification.

# Program Satisfaction

## Statewide Efficacy Ratings

Annually, the state distributes surveys to teacher candidates and their supervisors within their educator preparation programs. The surveys examine how well programs prepare their students across several key categories, which are aligned to state-approved *InTASC standards* (<http://bit.ly/2WVW4J>). The information below shows the statewide results of the survey for 2017-18 within each category, as well as overall satisfaction.

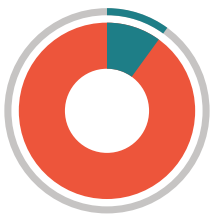


The survey contains seven categories for candidate supervisors and eight for teacher candidates. The additional category (as shown above) assesses a candidate's satisfaction with his/her field experiences and clinical practice.

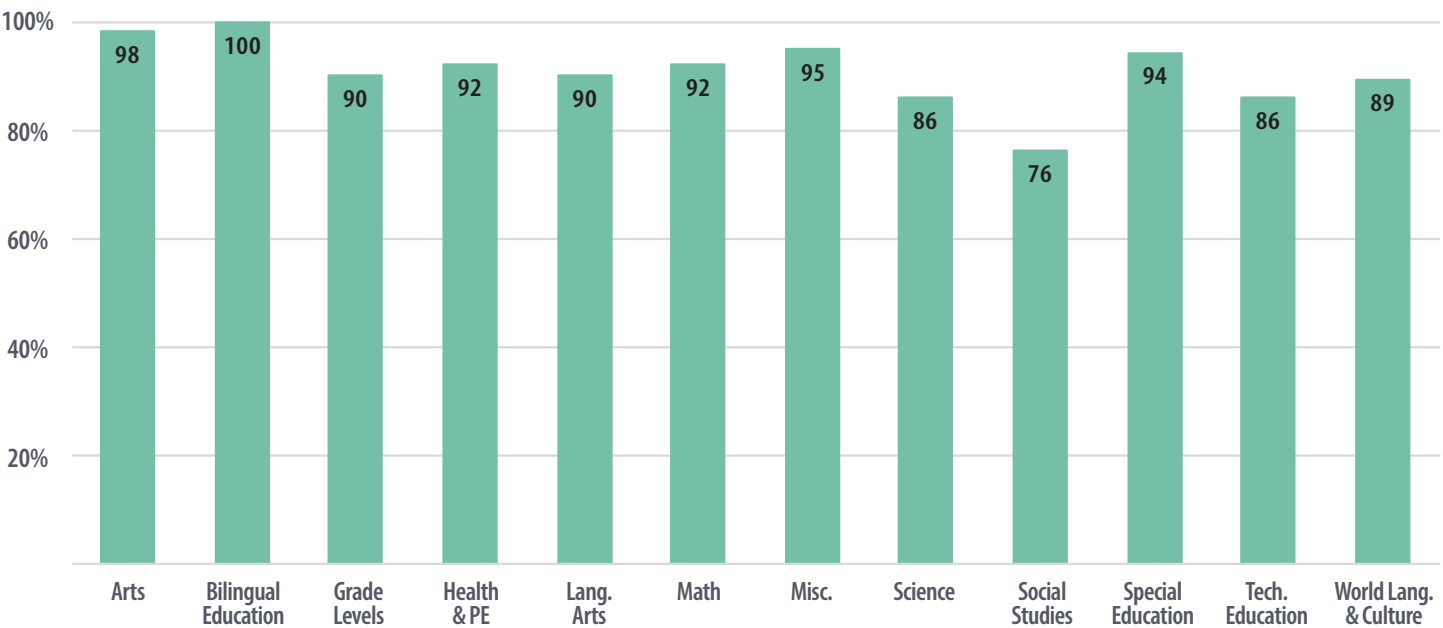
# Testing

## Michigan Test for Teacher Certification (MTTC)

In order to be granted a Michigan Teaching Certificate, candidates must pass the appropriate Michigan Test for Teacher Certification (MTTC) for their endorsement area. The table below shows a three-year summary of state results by subject area.



**89%**  
MTTC passing rate  
(2015-16, 2016-17 & 2017-18)







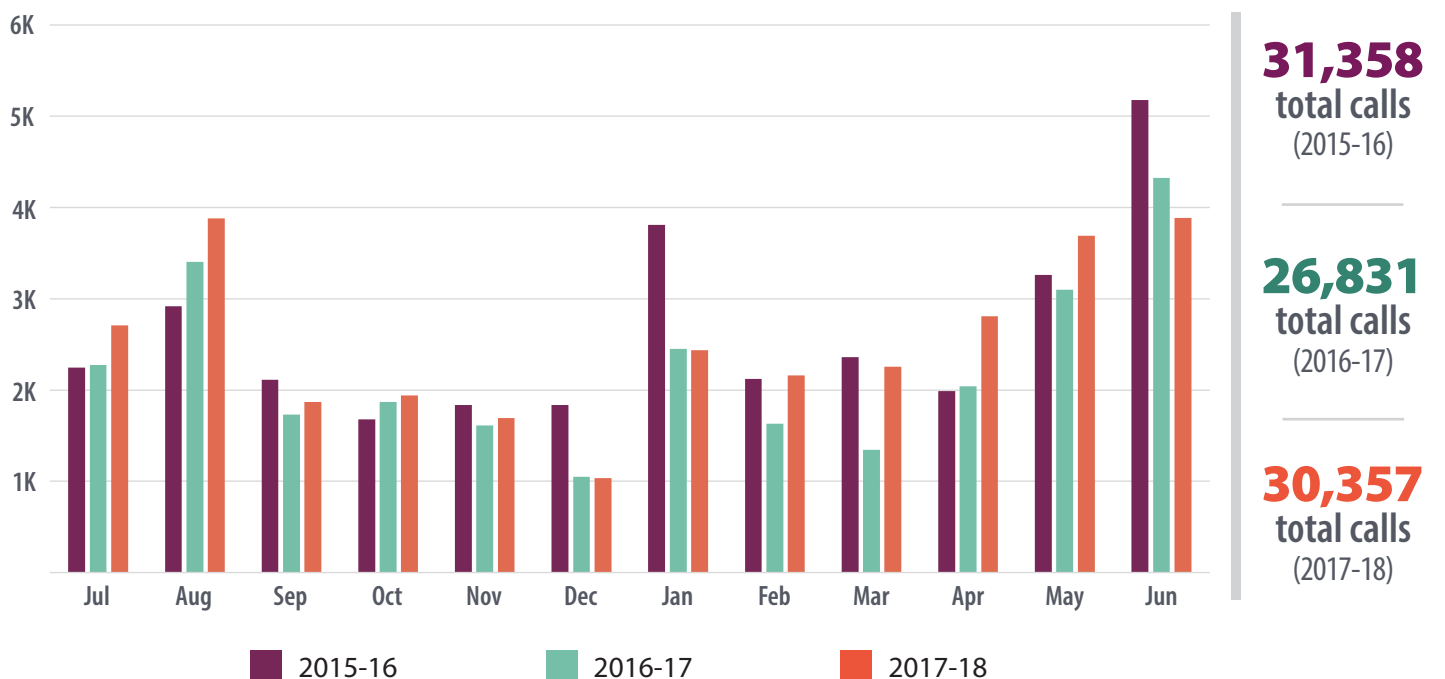
# **Certification**



# Customer Service

## Phone Calls

The Office of Educator Excellence strives for quality customer service. The table below represents the number of phone calls received through the OEE Help Desk monthly over the course of a three-year period.



The information below represents the percentage of phone calls to the OEE Help Desk that were answered within 5 minutes during the 2016-17 and 2017-18 school years. (Data is not available for the 2015-16 school year.)



## Survey Results

The Office of Educator Excellence provides a customer service survey to monitor service quality. The information below includes the results of the survey.

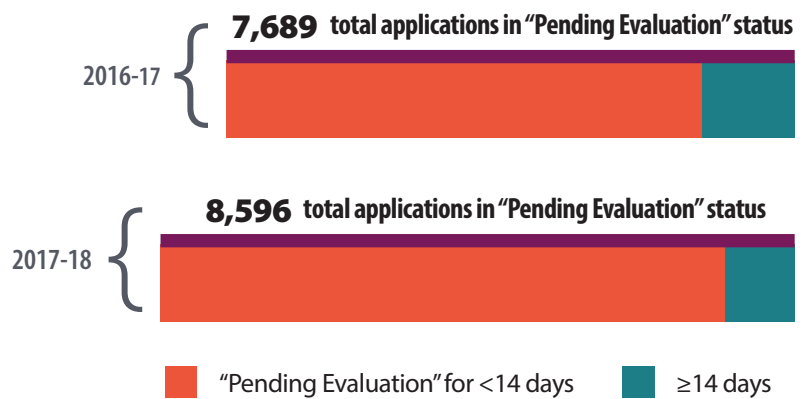


# Applications

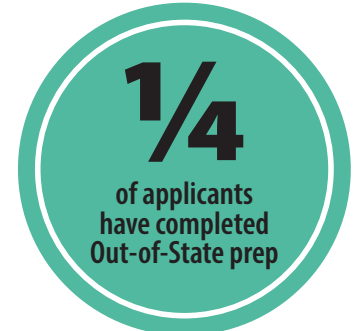
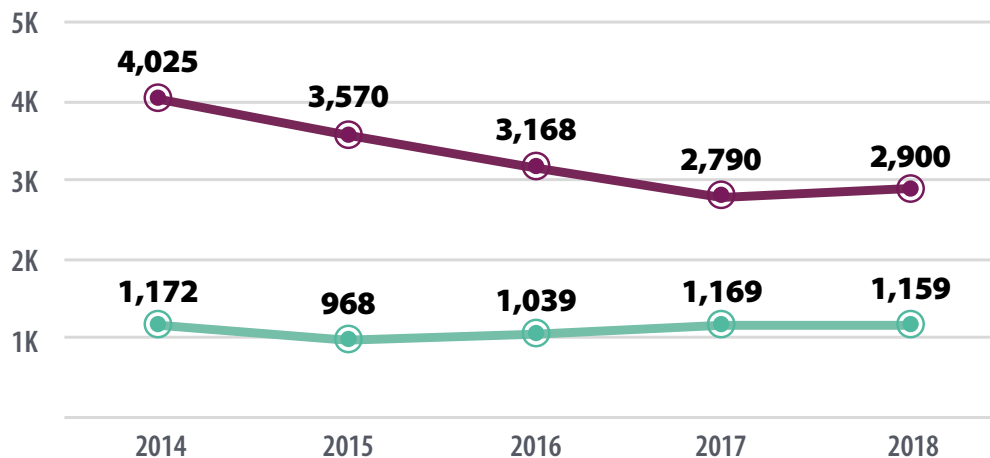
## Processing

The Office of Educator Excellence's certification unit utilizes the Michigan Online Educator Certification System (MOECS) to support educators around the world in obtaining and maintaining their certificates. With such a high volume, and often tight deadlines, the unit regularly monitors the length of time an application spends in the OEE review process, or "Pending Evaluation" status. This allows staff to focus on providing the best customer service possible, minimizing delays and better communicating timelines to the greater education community.

**87%** of applications are processed in less than two weeks



## Reciprocity



— In-State  
— Out-of-State

Michigan law and rules require that all individuals complete an approved preparation program in order to become a teacher in Michigan. Michigan Educator Preparation Providers guide prospective educators through the requirements to become a Michigan Teacher.

Michigan has signed an Interstate Agreement with a multitude of states and Canadian provinces (<https://nasdtec.net/page/Interstate>) agreeing to accept preparation programs (including online programs available to Michigan residents) and teaching certificates on a reciprocal basis for initial certification. An applicant who has completed a state-approved teacher preparation program including student teaching outside of Michigan can apply to be evaluated for certification.

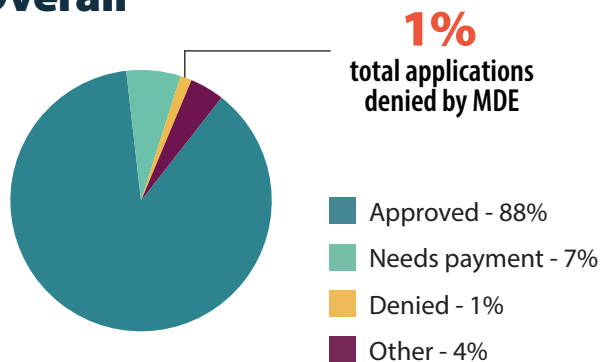


# Applications

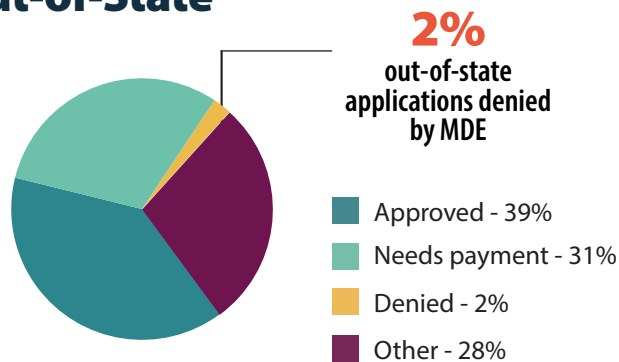
## Approval Status

Applications for certification are either approved, denied or placed in a variety of other categories, such as “on hold” or in “document review.” Applicants must pay the applicable fees to complete the process. The graphs below depict the overall status of applications for the 2017-18 school year, as well as the status of out-of-state applications.

### Overall



### Out-of-State

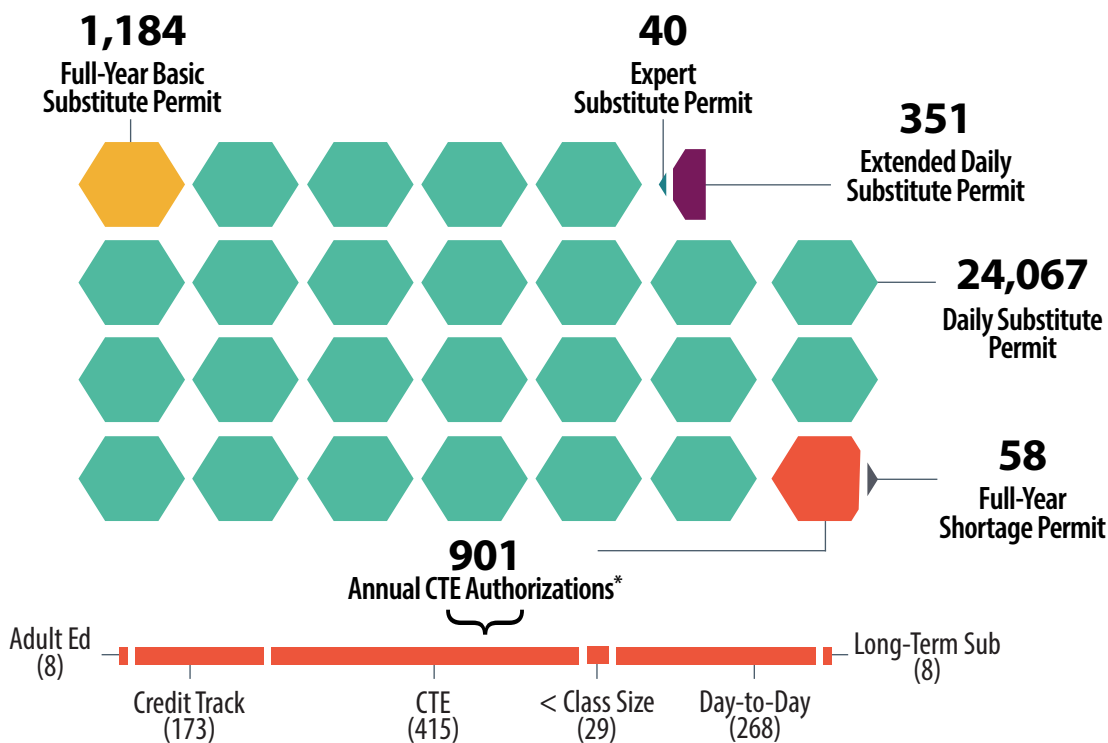


SOURCE: REL Midwest

# Permits & Authorizations

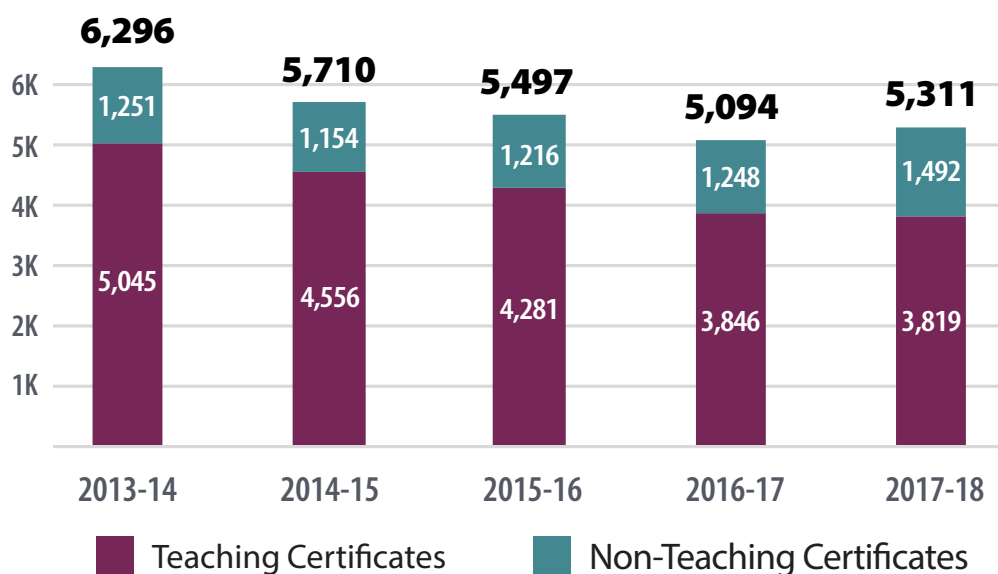
## Issued by Type

A school district or nonpublic school must obtain the appropriate permit, authorization, or approval to employ an individual or teacher who does not hold a valid and appropriate endorsement or certificate. This allows districts to fill both immediate and long-term vacancies, and provide opportunities to grow employees.



# Certificates

## Initial Certificates



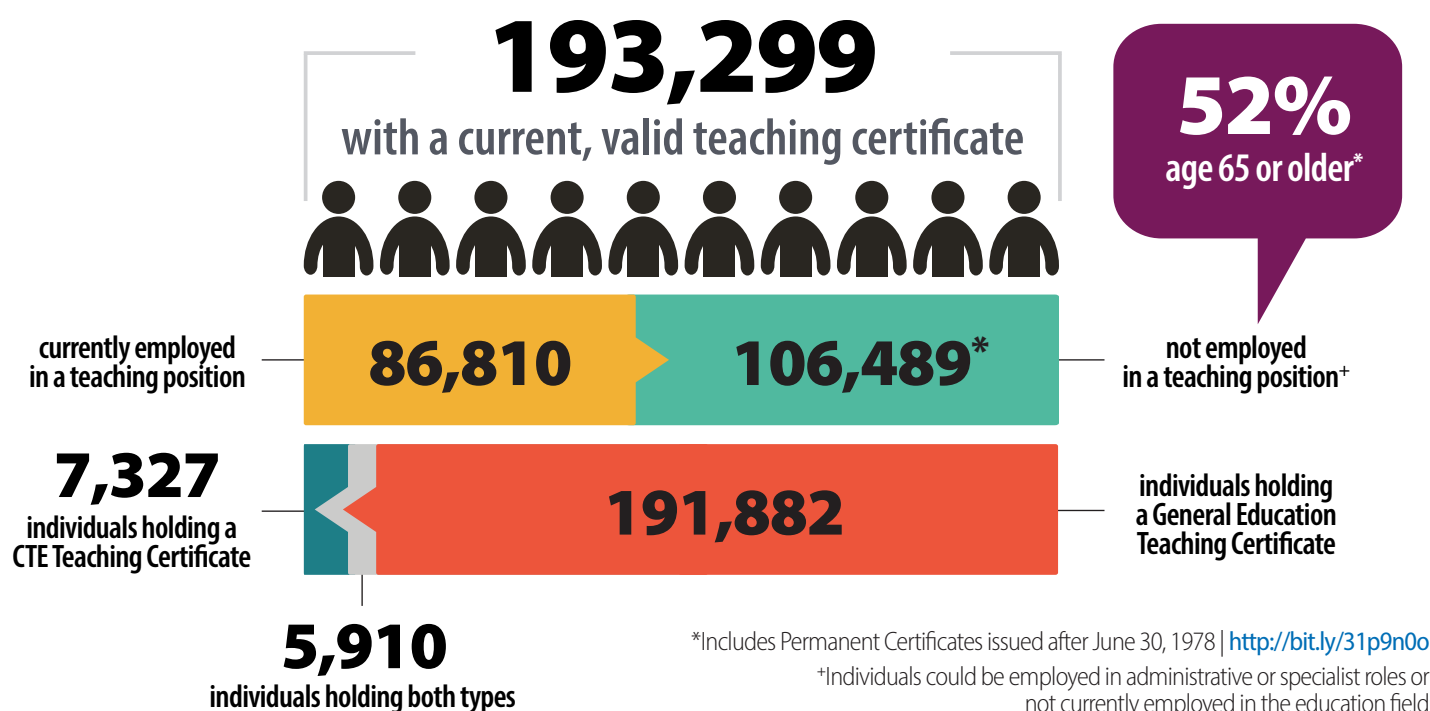
This chart shows both the total number of certificates initially issued between July 2013 and June 2018, as well as the breakdown of teacher certificates and non-teaching certificates (school administrator, psychologists, counselors and nurses).

(NOTE: Each certificate was counted only once, regardless of the number of endorsements. Progression, renewals or certificates for additional endorsements are not considered initial certification.)

## Current and Valid

A certificate is considered valid for a year if the expiration date falls within or after that year, regardless of the issuance dates. Only records with certificate status of "Valid" or "Expired" are considered valid records.

The graphic below outlines the number of individuals who hold a current, valid teaching certificate, the type of certificate held (<http://bit.ly/31p9n0o>) and who among those individuals are employed.



# Certificates

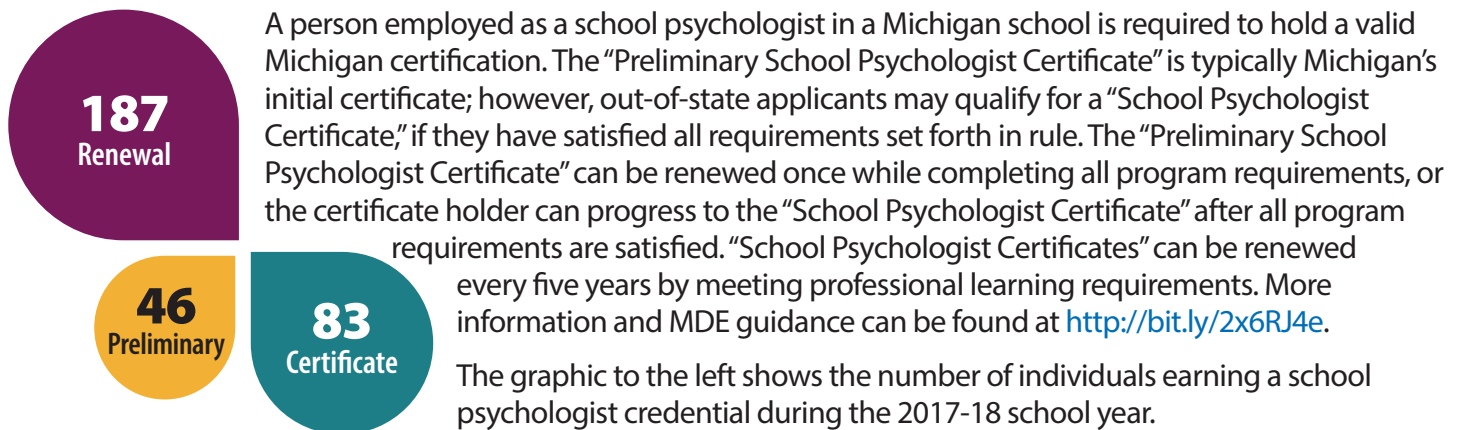
## School Social Workers

In order to obtain a full approval, a school social worker must first have received temporary and continuing temporary approval. This ensures that all school social workers with full approval have had at least one year of satisfactory service working with direction from a fully approved school social worker. More information and MDE guidance can be found at <http://bit.ly/2KyHJqS>.

The graphic to the right shows the number of school social workers at each of these steps during the 2017-18 school year.



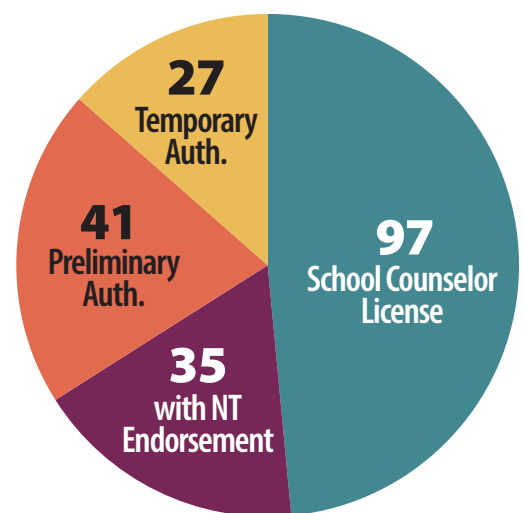
## School Psychologists



## School Counselors

The pie chart to the right shows the number of school counselor credentials issued during the 2017-18 school year – a total of 200.

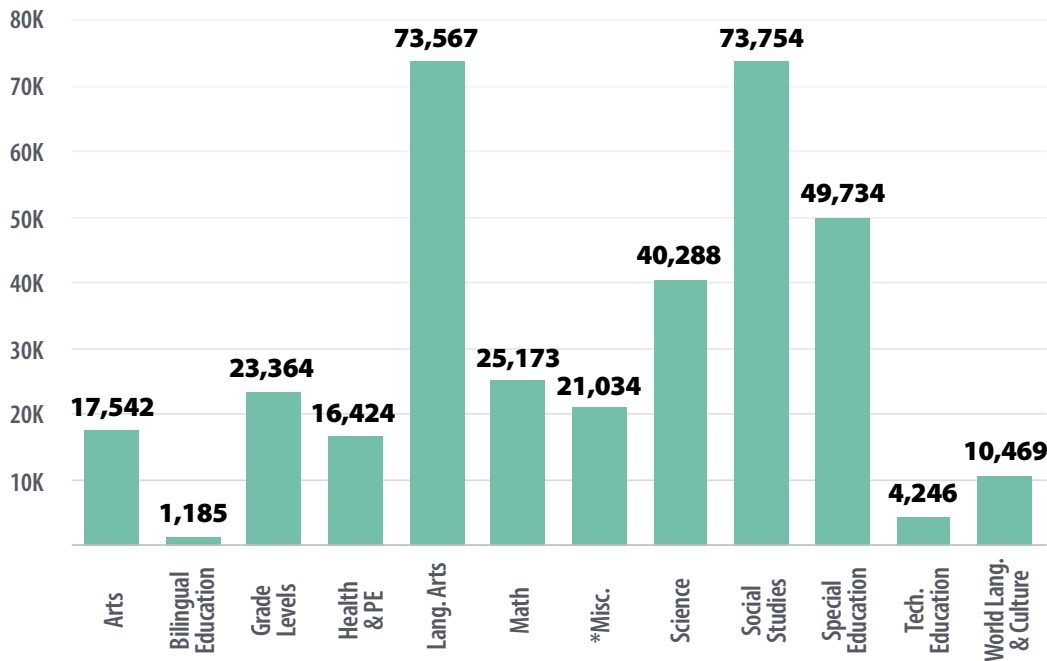
The most advanced school counselor credential is the "School Counselor License." In some cases, applicants enrolled in an educator preparation institution (EPI) or school counselor endorsement program may be eligible to begin work using the "Preliminary Employment Authorization to Work as a School Counselor" after completing the in-state institutional requirements and being recommended for the authorization. Additionally, out-of-state applicants may be eligible to begin work using the "Temporary School Counselor Authorization" after being evaluated by the Office of Educator Excellence. Teachers with the "School Counselor" (NT) endorsement on a Michigan teaching certificate are 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 <http://bit.ly/2ZDDdxo>.



# Endorsements

## General - Grouped by Subject Area

Historically, Michigan certificates only require endorsements when educators are teaching in specific subject areas and/or grade levels. For educators teaching in self-contained classrooms in grades K-8, subject area endorsements are not required. A certificate may hold multiple endorsements.



**356,780**

total valid  
general education  
endorsements

2017-18

This graph shows the number of total valid, teaching endorsements grouped by subject area for the 2017-2018 academic year.

SOURCE: REL Midwest

\*Miscellaneous includes teaching endorsements for Marketing Education; Business Management Marketing Technology; Agriscience & Natural Resources; Family and Consumer Sciences; Environmental Studies; and School Counselor.

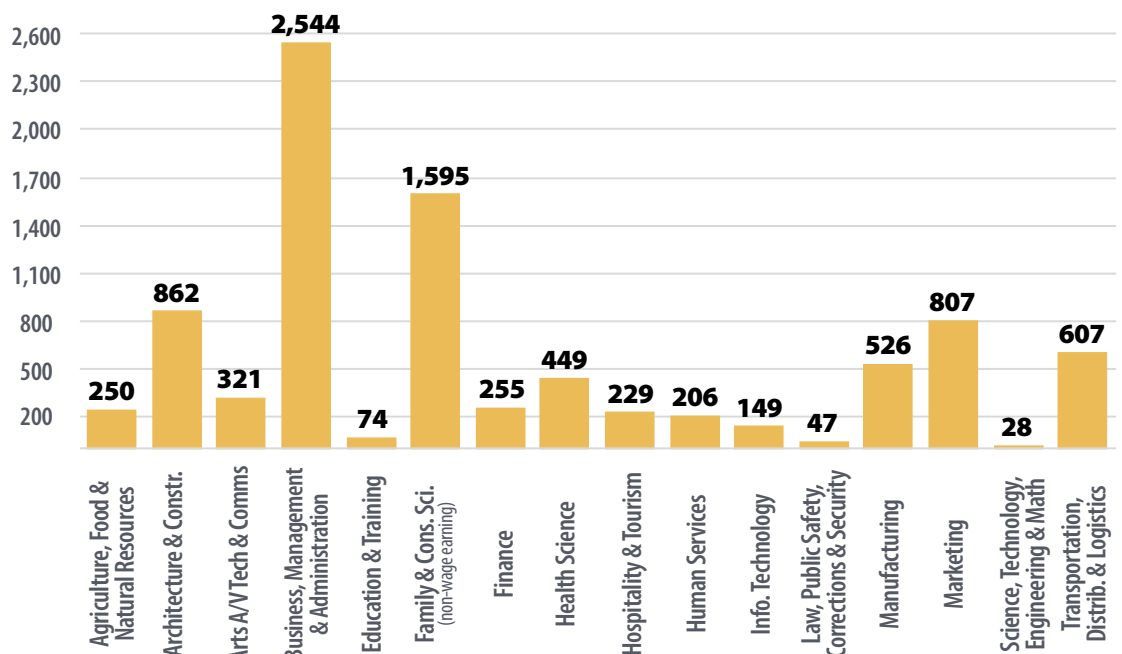
## CTE - Grouped by Subject Area



**8,949**

total valid CIP  
(Classification of  
Instructional Program)  
2017-18

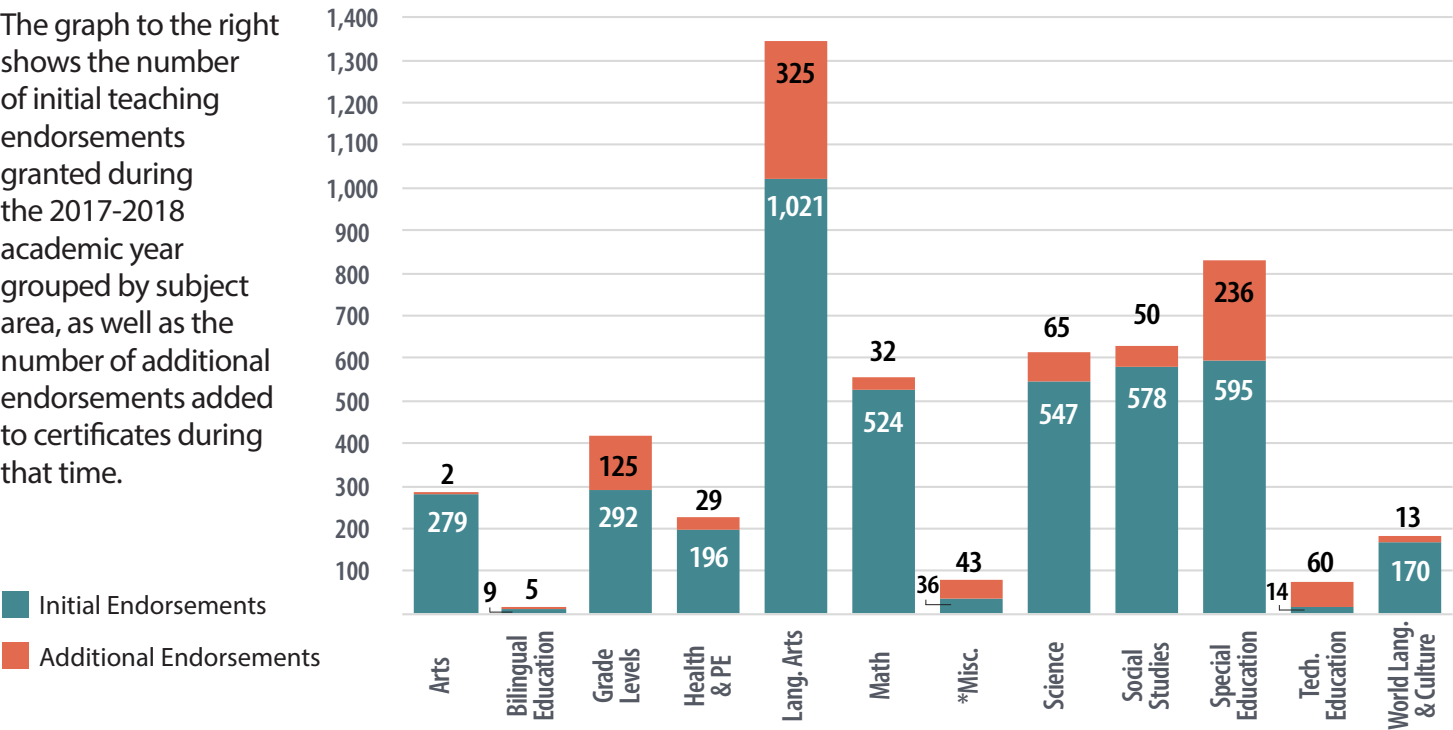
This graph shows the total number of valid CIP endorsements for CTE instruction grouped by subject area for the 2017-2018 academic year.



# Endorsements

## Initial and Additional Endorsements<sup>+</sup>

The graph to the right shows the number of initial teaching endorsements granted during the 2017-2018 academic year grouped by subject area, as well as the number of additional endorsements added to certificates during that time.



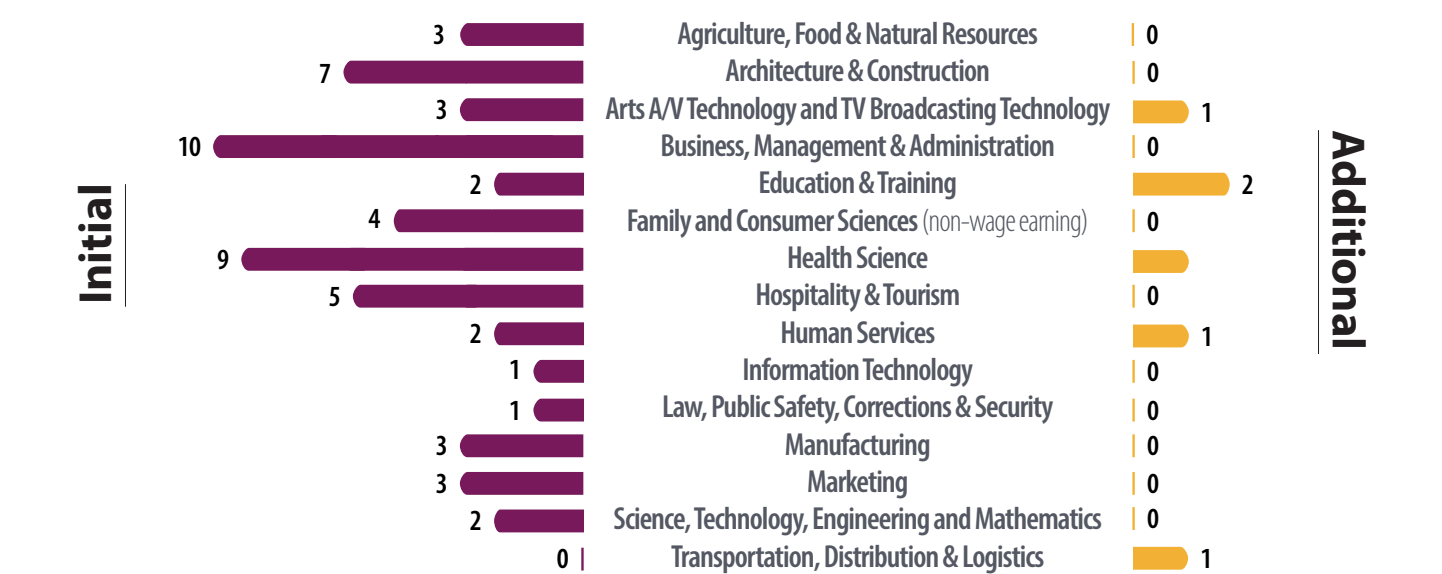
<sup>+</sup>Guidance regarding additional endorsements | <http://bit.ly/2MPa6Us>

SOURCE: REL Midwest

\*Miscellaneous includes teaching endorsements for Marketing Education; Business Management Marketing Technology; Agriscience & Natural Resources; Family and Consumer Sciences; Environmental Studies; and School Counselor.

## Initial and Additional - CTE

The information below breaks down the total number of initial CIP endorsements for CTE instruction granted during the 2017-2018 academic year by subject area, as well as any additional CIP endorsements during that time.

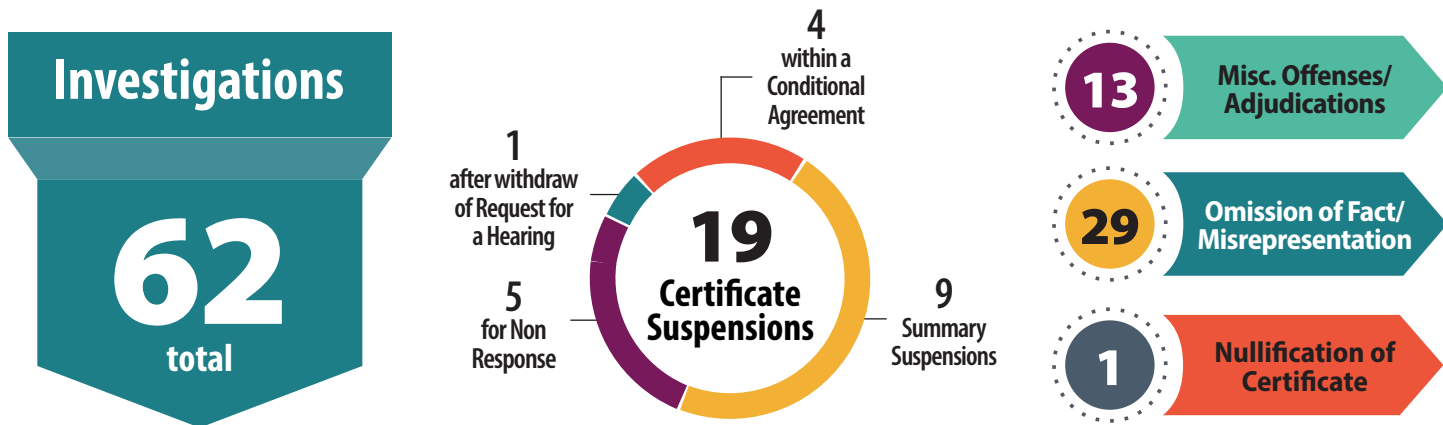




# Compliance

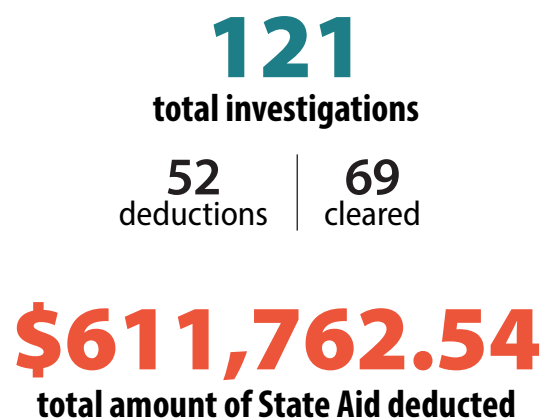
## Professional Practice Investigations

The information below represents the number of professional practice actions taken by the MDE from October 1, 2017 to September 30, 2018.

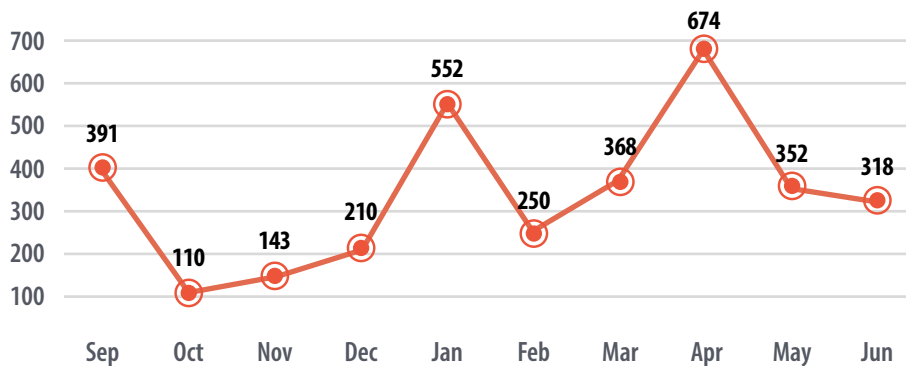


## Educator Certification Investigations

Educator Certification Compliance Investigations are performed when the MDE receives notification that an educator may be working without a valid certification, 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>), the MDE deducts State Aid funding in the amount the educator was paid during their out of compliance period. The information to the right shows the total number of out of compliance instances found, the amount of State Aid deducted, as well as the number of investigations that were cleared.



## RAP Back Notifications



Record of Arrest and Prosecution Background (RAP Back) notifications are sent to employing districts when an educator is flagged by the Michigan State Police system as having a criminal offense on their record. The table to the left shows the number of RAP Back notifications sent monthly to districts by the MDE during the 2017-2018 school year.





—

**Placement  
Growth  
Mentoring  
Evaluation**

# Placement

## Number of Teachers

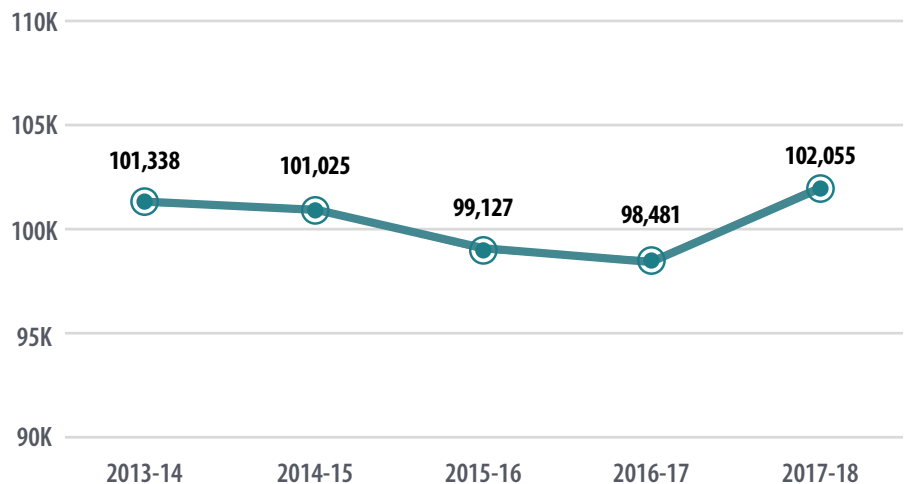


**102,055**

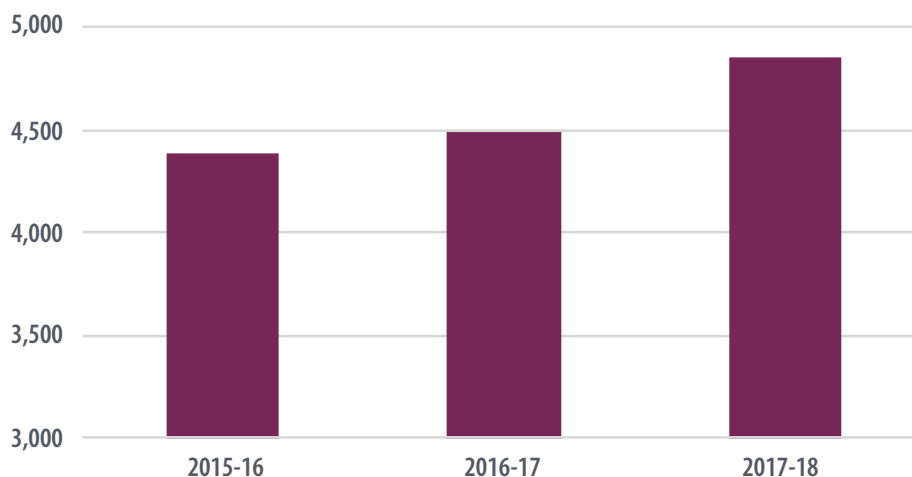
statewide teacher count  
2017-18

According to MI School Data, the statewide teacher headcount for the 2017-18 school year hit a five-year high.

SOURCE: CEPI <http://bit.ly/2Rpb5h>



## First Year Teachers



SOURCE: CEPI



**4,855**

teachers newly  
reported in REP  
2017-18

The number of first year teachers was determined by counting the individuals in the Registry of Educational Personnel (REP) assigned to a public school with a teacher assignment code for the first time since the 2003-04 school year.

## In-Field vs. Out-of-Field

Teachers who are teaching 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.

SOURCE: ESSA reporting

Out-of-Field  
Teachers  
2017-18

**5%**

# Professional Learning

## Student Growth Workshops

The OEE continued to facilitate multiple workshops designed for central office staff, building administrators, and teacher leaders (district/building leadership teams and union representatives) to collaboratively develop district plans for measuring student growth for educator evaluations. During the workshops, these collaborative teams developed a framework for measuring student growth for educator evaluations through the implementation of student learning objectives. Participant feedback continues to be positive about the content, presentation, and structure of the workshops. \*Participation numbers are as of workshop kickoff in October 2017.



**590\***  
participants



**119\***  
school districts and  
public school academies  
(PSAs) represented

## Educator Workforce Webinars

The OEE presented an ongoing professional development webinar series to develop, support and sustain a high-quality, prepared and collaborative education workforce while also empowering teachers, school and district leaders with the knowledge and practices to recruit, develop, retain, recognize and support educators throughout the workforce pipeline. The OEE facilitated 20 separate webinars that included guidance on the use of educator



evaluation feedback, measurement of student growth within educator evaluations, and the use of educator evaluations to improve student outcomes from January 2017 to the beginning of our current webinar series in December of 2018. More than 1,800 participants attended the webinars, representing 175 local education agencies. These webinars as well as the most current series were recorded and are available at <https://bit.ly/OEEWebinars>.



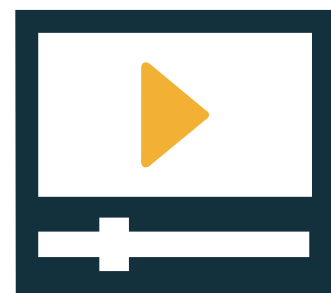
**1,844**  
participants



**175**  
school districts &  
PSAs represented

## Evaluation Online Modules

The OEE partnered with Michigan Virtual to develop a series of free, online, on-demand, self-paced online modules to empower teachers to take ownership of their evaluation by equipping them with the knowledge and practices to become the driving force behind their own professional growth. Participants gain expertise in specific strategies and opportunities to engage in evaluation cycles, including self-reflection and goal setting, student growth planning and tracking, identifying professional learning needs and opportunities, processing and implementing feedback, gathering evidence of effective practice, preparing for evaluation conferences, developing collaborative skills including the strategic development of teacher-teams, and communicating effectively with evaluators. Within the first three months of availability, more than 300 educators registered for the modules, which can be found at <https://michiganvirtual.org/professionals/mde>.



**300+**  
participants

# Evaluation

## Teacher Effectiveness

During the 2017-18 school year, 98% of teachers were either rated as effective or highly effective. Only 2% were given a minimally effective rating and less than 1% received ineffective ratings.



SOURCE: CEPI <http://bit.ly/2IXntyj>

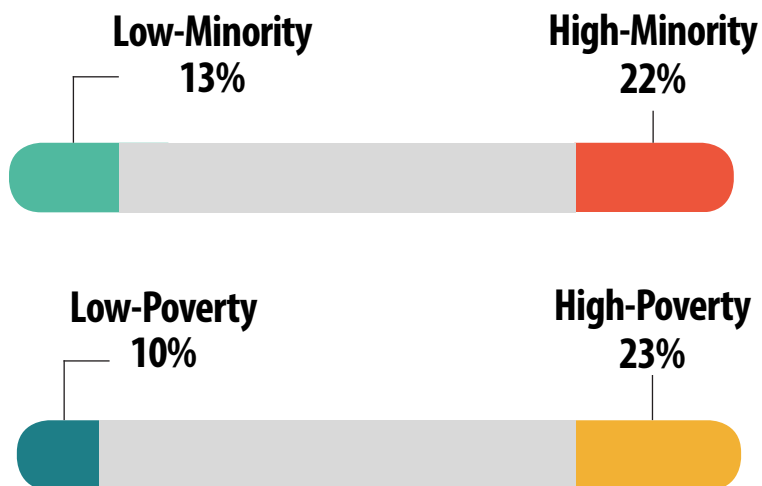
## Effectiveness and Student Populations

The information below shows the percentage of teachers who received a minimally effective or ineffective rating during the 2017-18 school year, cross-referenced with characteristics of the student population at the school where they were evaluated (e.g., 5% of teachers in high-poverty schools were rated as minimally effective or ineffective). Teachers may be represented across multiple categories.




SOURCE: CEPI (as part of previously unpublished dataset)

## Inexperienced Teachers



**15%**  
of Michigan teachers in 2017-18 were within their first three years of teaching



The information to the left shows the percentage of inexperienced teachers (those within their first three years of teaching) during the 2017-18 school year, cross-referenced with characteristics of the student population at the school where they were evaluated (e.g., 23% of teachers in high-poverty schools were considered inexperienced). Teachers may be represented across multiple categories.

# Evaluation

## Administrator Effectiveness

During the 2017-18 school year, 98% of administrators were either rated as effective or highly effective. Only 1% were given a minimally effective rating and less than 1% received ineffective ratings.



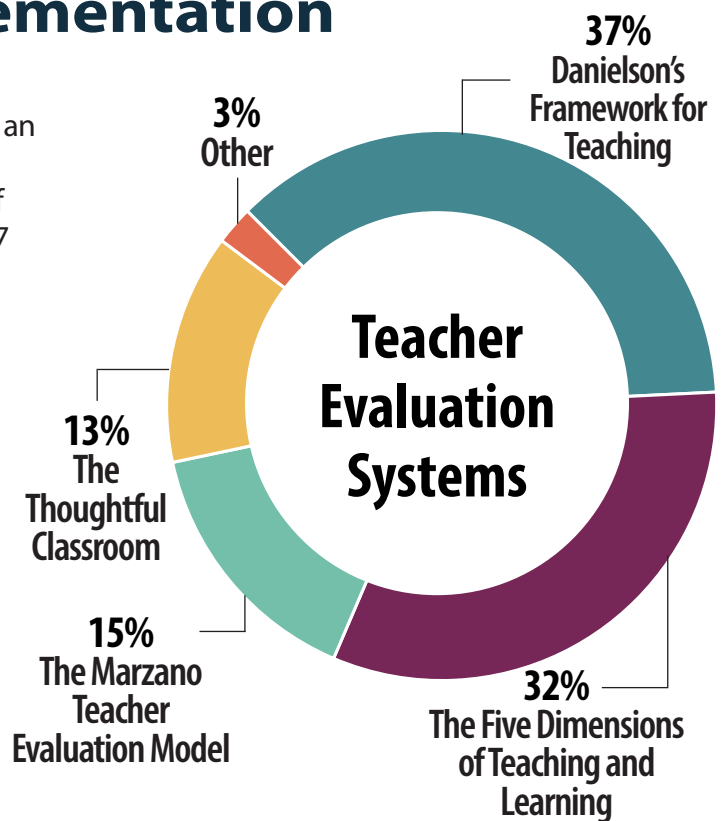
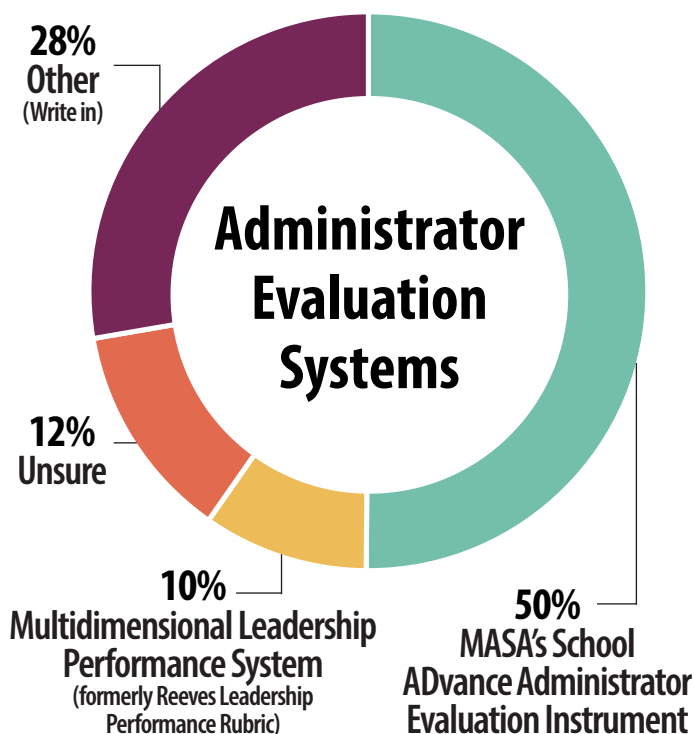
SOURCE: CEPI <http://bit.ly/2IXntyj>

## Evaluation System Implementation

### Teacher Evaluation

The data to the right summarizes a portion of the results of an online survey by Marzano Research. The survey was sent to all Michigan school districts and PSAs regarding the type of educator evaluation tools implemented during the 2016-17 school year.

SOURCE: Marzano Research <http://bit.ly/MarzanoEvalImp>



### Administrator Evaluation

Marzano Research conducted supplementary research activities during the 2017-18 school year to support the MDE in understanding best practices related to administrator evaluation and in examining district implementation of administrator evaluation systems.

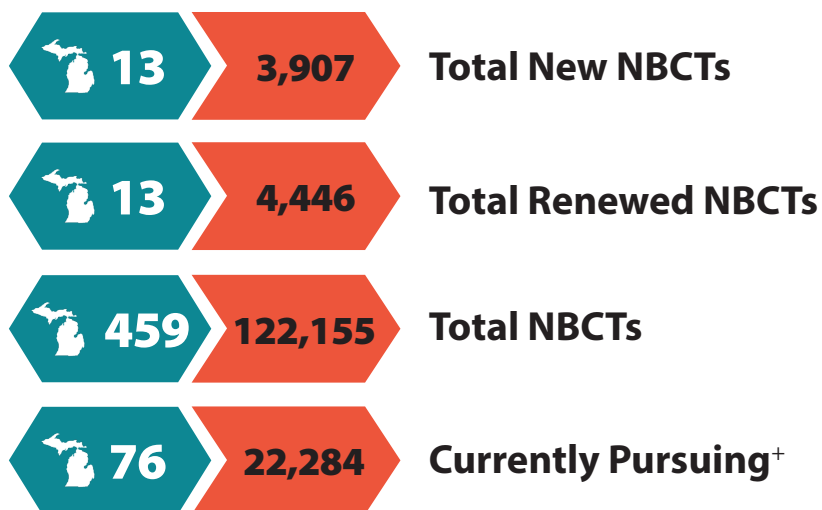
SOURCE: Marzano Research <http://bit.ly/MarzanoAdminImp>



# Mobility, Retention & Attrition

## National Board Certified Teachers (NBCTs)

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 2017-18 both in Michigan and across the country.\*



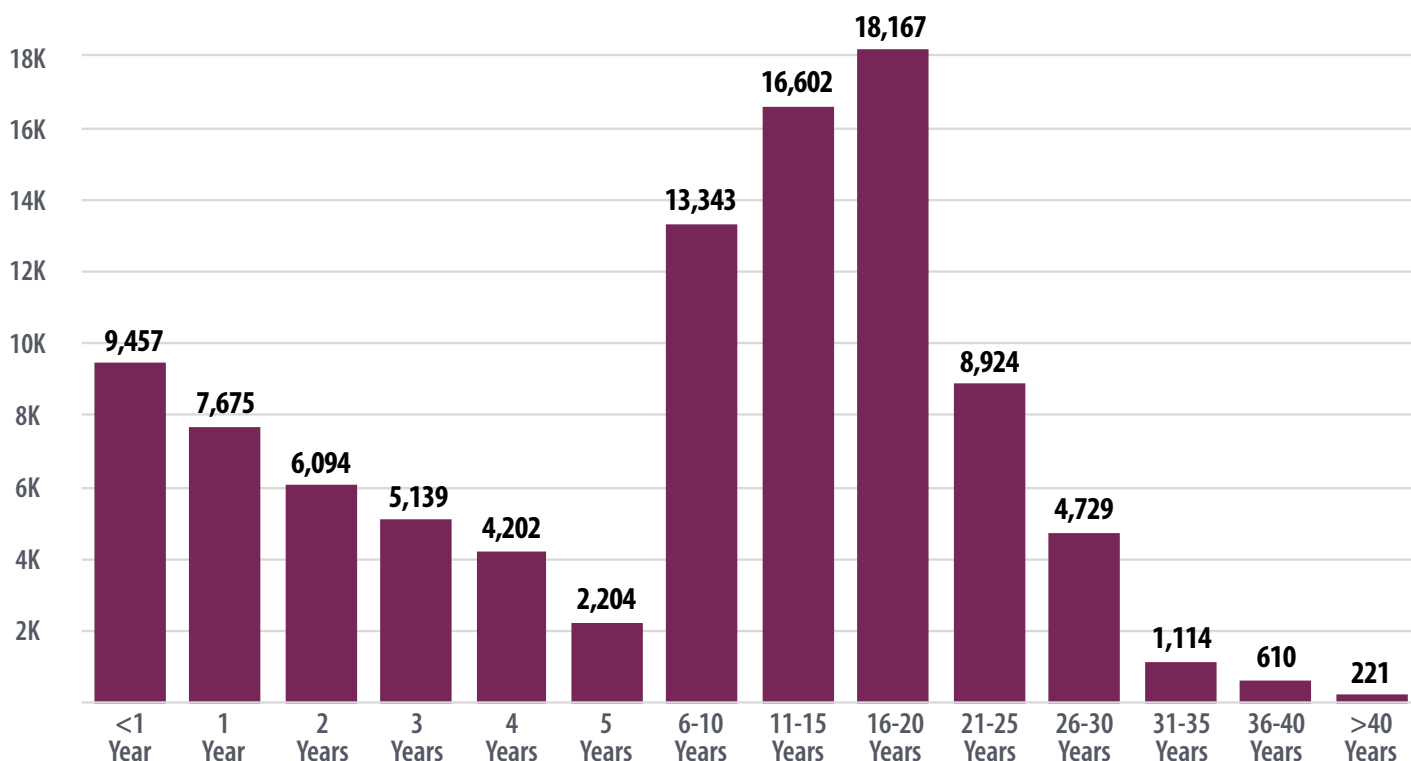
SOURCE: National Board for Professional Teaching Standards <http://bit.ly/2YwE3zK>

\*Data reflects teachers' place of employment as self-reported in the National Board database as of December 7, 2018.

<sup>+</sup>All National Board candidates in progress and all first-time applicants who have paid the registration fee in the current assessment cycle as of December 7, 2018.

## Teacher Longevity

The data below shows the number of teachers who have been employed by the same district for a specific amount of time, as reported in REP as of Fall 2016.

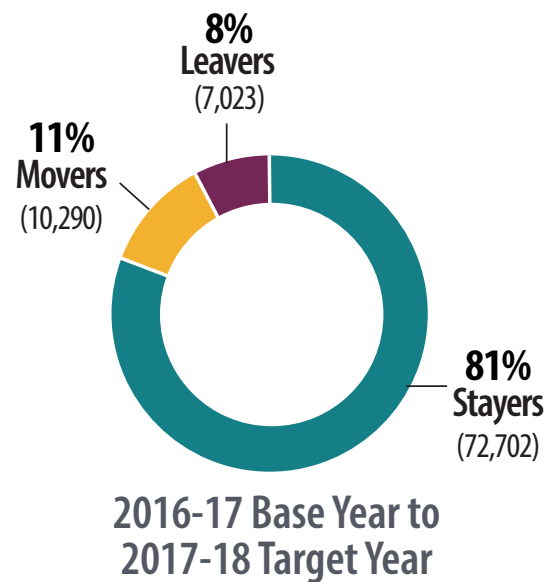
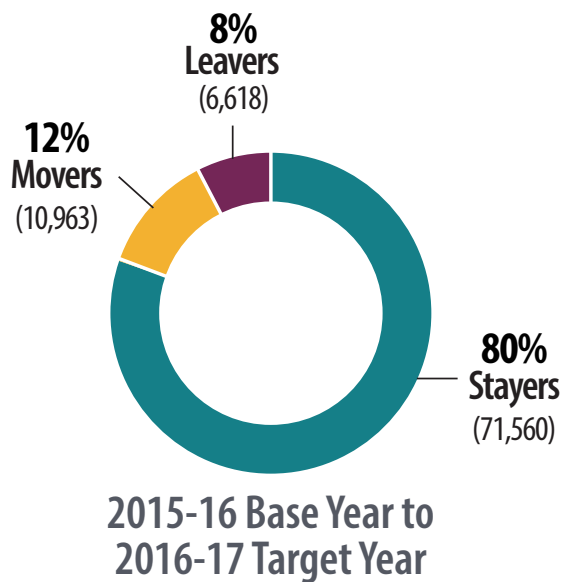


SOURCE: CEPI <http://bit.ly/2IU52JW>

# Mobility, Retention & Attrition

## Movers, Stayers and Leavers

The teacher mobility data describes comparisons of teacher building code assignments from a beginning year (base year) to the next school year (target year). If the teacher building assignment changes between base year and target year, then a “Mover” label is created for the change between those two years signifying mobility. If no change in building assignment occurs between the base year and target year, then that non-change in building code assignment would be labeled as “Stayer” signifying retention. If a teacher has been assigned a building code for a base year and then does not have a building code assigned to them in the target year, then that change would be labeled “Leaver” signifying attrition.

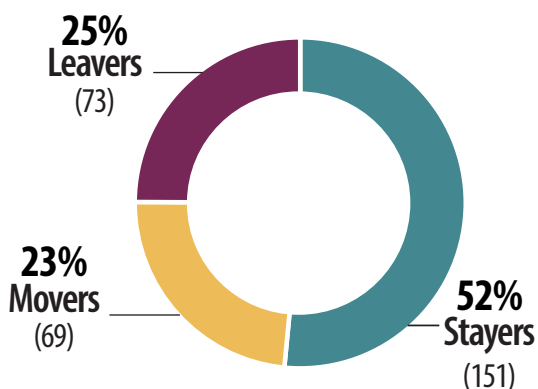


SOURCE: CEPI (as part of previously unpublished dataset)

## By Preparation Type

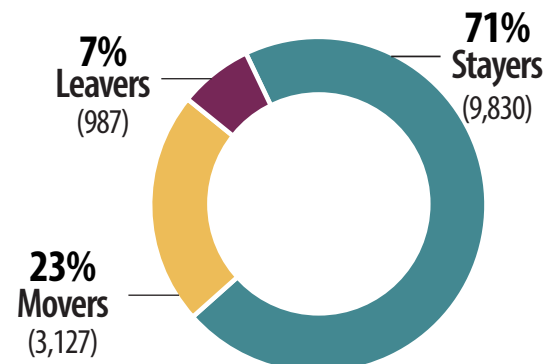
The stability, mobility and attrition data below for 2016-17 Base Year to 2017-18 Target Year is filtered by teachers who had their initial teaching certificate issued on October of 2013 or later. The data is then disaggregated by the educator preparation institute (EPI) that issued the initial certificate and then aggregated based on the pathway (traditional versus alternative) of the EPI.

### Alternative Route Provider



**17.8%**  
attrition rate difference  
between Educator  
Preparation Institutes  
and Alternative  
Route Providers

### Educator Prep Institution

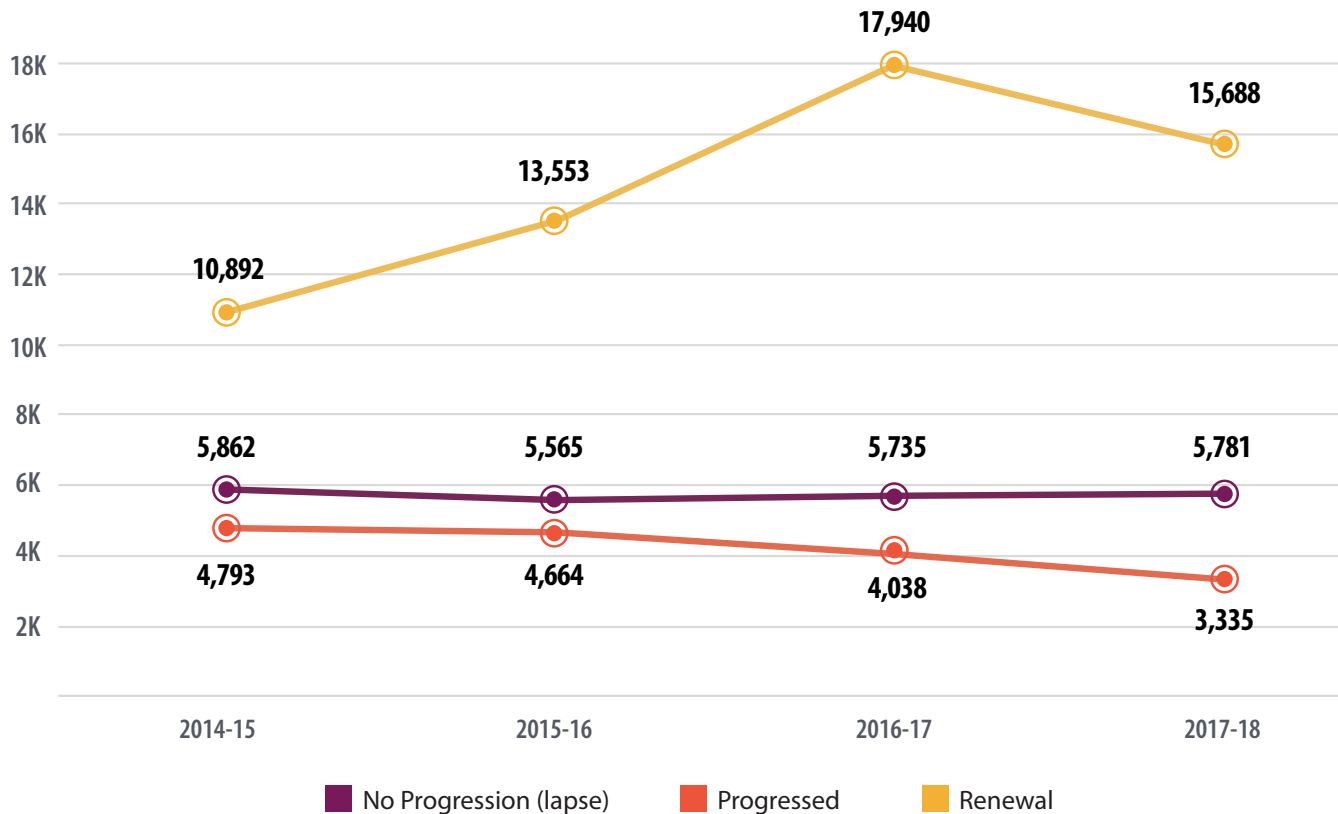


SOURCE: CEPI (as part of previously unpublished dataset)

# Mobility, Retention & Attrition

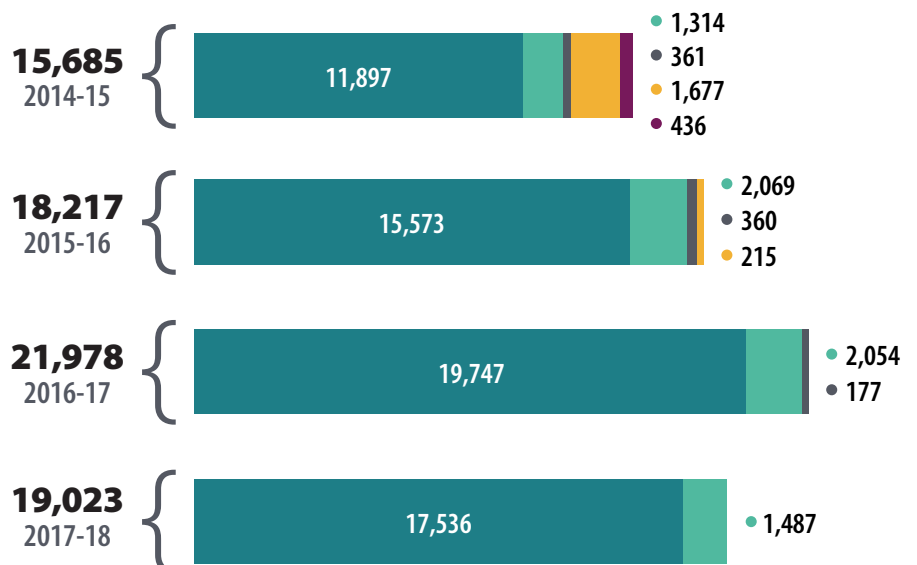
## All Certificate Progression and Renewal

The graph below shows the number of teachers across four years who either renewed a certificate, progressed from one type of certificate to the next and those who let their certificate lapse (no progression). One requirement for progression is completion of an approved Reading Diagnostics course.



The data to the right breaks down the number of progressions by school year based on the amount of time taken by an individual to progress, including “Returners” – those who let their certification lapse, but came back at a later time to progress.

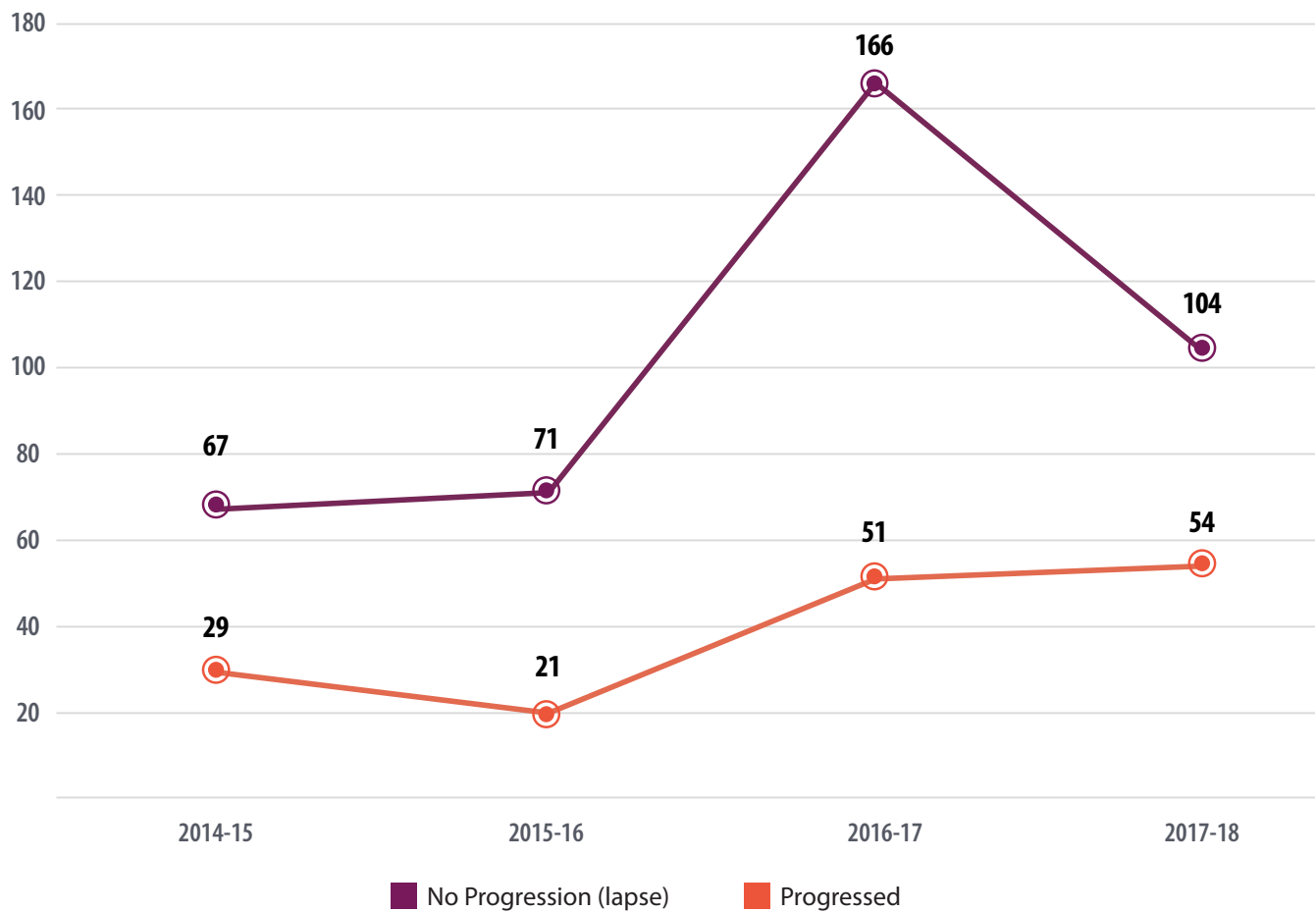
- Continuous
- Returner within 1 Year
- Returner within 2 Years
- Returner within 3 Years
- Returner within 4 Years



# Mobility, Retention & Attrition

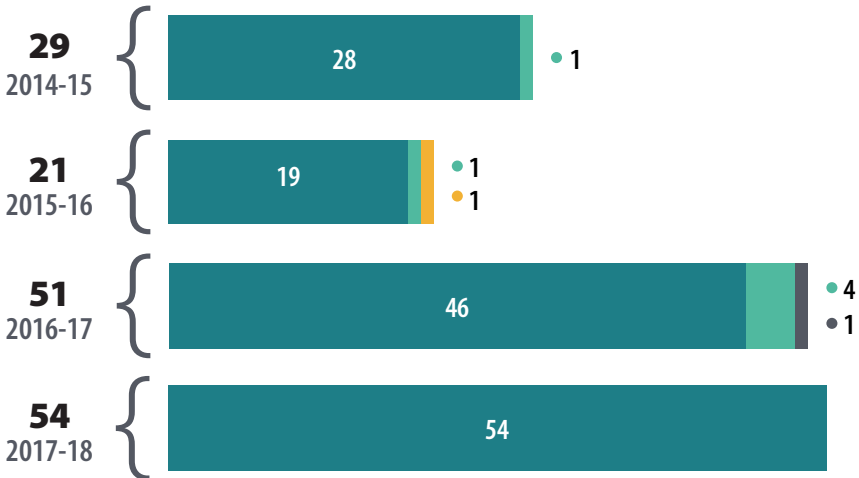
## Interim to Standard Progression

Interim Teaching Certificates are issued only to candidates who are enrolled in an Alternative Route program, which require three years of teaching before progression to the Standard Teaching Certificate. The graph below shows the number of teachers across four years who progressed from an Interim Teaching Certificate to a Standard Teaching Certificate, as well as those who let their certificate lapse (no progression).



The data to the right breaks down the number of progressions by school year based on the amount of time taken by an individual to progress, including “Returners” – those who let their certification lapse, but came back at a later time to progress.

- Continuous
- Returner within 1 Year
- Returner within 2 Years
- Returner within 3 Years







# **Recruitment & Recognition**

# Recruitment

## Troops to Teachers

The 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 20,000 veterans across the country successfully transition to a career in education. Funded by the Department of Defense, the program aims to get disciplined, motivated and enthusiastic veterans into our classrooms, as well as to address teacher shortage and veteran unemployment problems.

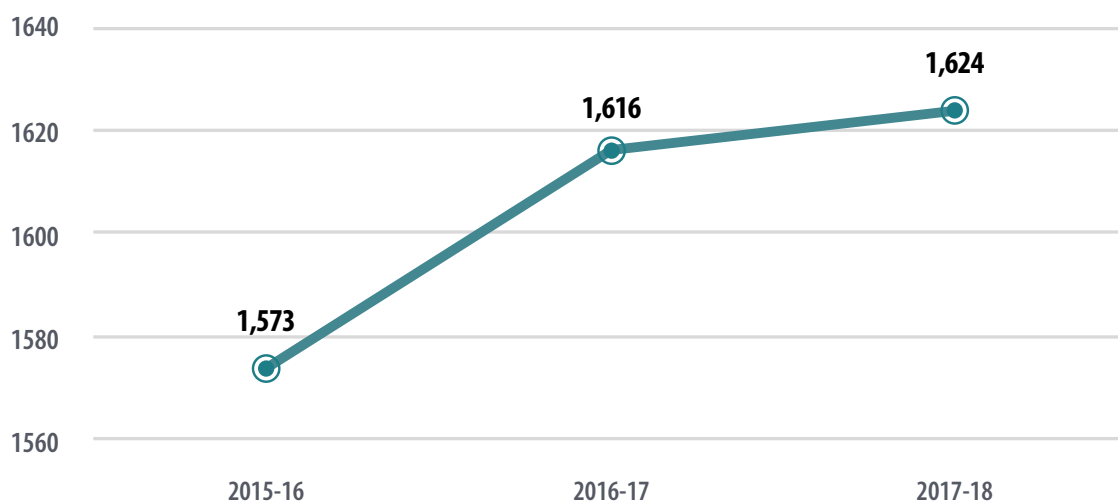
The program provides counseling, employment facilitation and financial support services to assist eligible participants in meeting the state's education and licensing requirements.

All current and former members of the U.S. Armed Forces may participate in the program for counseling and employment facilitation services. For more information, visit: <http://bit.ly/2FkDoWq>.



## Education Workforce with Military Background

The graph below shows the number of personnel with military background in either teaching or non-teaching assignments in Michigan K-12 schools across a three year period.



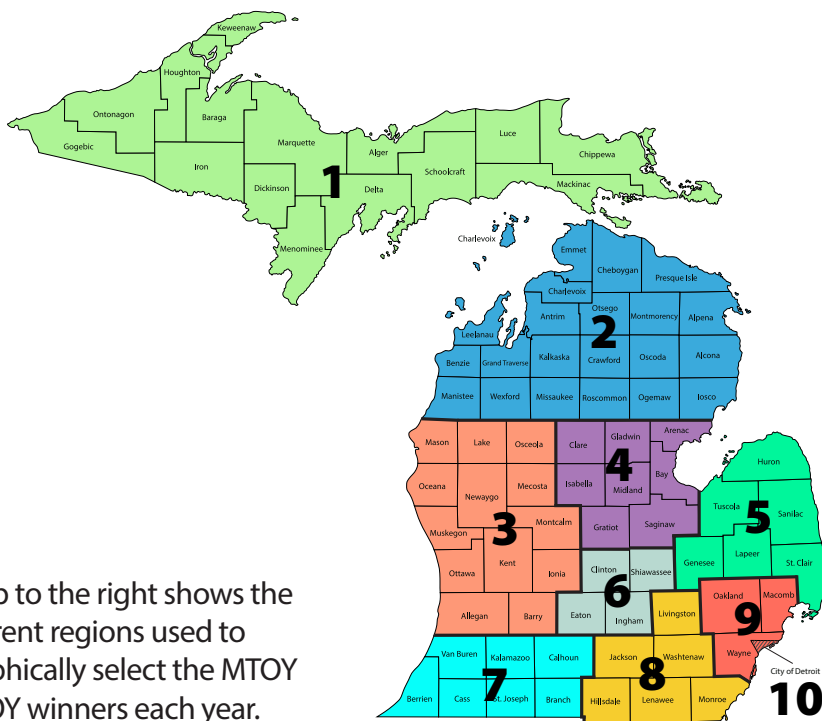
SOURCE: CEPI (as part of previously unpublished dataset)



# Recognition

## Michigan Teacher of the Year Program

The competitive process begins during the fall of each year with a statewide call for nominations. Those who meet the eligibility requirements are then invited to formally apply for the award. One applicant from each of the MDE's 10 designated regions is then selected by a panel of reviewers and honored as a Regional Teacher of the Year (RTOY). One person from the group of RTOY winners is also named Michigan's Teacher of the Year (MTOY). The MTOY serves as an advocate and spokesperson for Michigan educators at both the state and national level. The individual is also Michigan's candidate for the prestigious National Teacher of the Year award. For more information, visit: <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.

## Michigan Teacher Leadership Advisory Council

Together, the Regional Teacher of the Year winners, inclusive of the MTOY, form the Michigan Teacher Leadership Advisory Council (MTLAC). The group's mission is to share issues of importance to teachers and students with the MDE, while also providing needed input on proposed department policies and initiatives. During their year of service, MTLAC members provide feedback to the MDE through monthly virtual meetings and quarterly face-to-face meetings, sharing best practices and concerns from educators throughout their respective region with the MDE staff. For more information, visit: <http://bit.ly/-MTLAC>.



# Recognition

## #proudMleducator Campaign

#proudMleducator is a social media driven multi-media campaign designed to honor educators and promote Michigan's teacher workforce as the skilled and valued profession it truly is. To date, nearly 20 videos have been released as part of the series, as well as a compilation of practitioner blog posts and a collaboration with Michigan State University K-12 Outreach to host the Conscious Practitioner Summer Institute in July 2018. To participate in the #proudMleducator campaign, use the hashtag on social media (Twitter, Instagram and Facebook) and be sure to like/follow the MDE and the OEE. For more information, visit: <http://michigan.gov/proudMleducator>.

## #proudMleducator



## 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 (including Computer Science). To be eligible, an educator must have five or more years of experience teaching in the applicable subject area and grade band for the award year (NOTE: The program alternates annually between elementary or secondary). Each state selects up to three finalists from each award category (mathematics and science) and forwards these applications for review by a selection committee convened by the National Science Foundation. Up to two finalists from each state may then be recommended for the national honors. For more information, visit: <http://PAEMST.org>.



## Michigan Talent Pool

The Talent Pool is a Michigan-centric program designed to identify dynamic K-12 educators across the state who may not typically seek out recognition and/or opportunities, and who would be good candidates to share valuable perspectives with the department on various programs and projects. To qualify, nominees must be an up-and-coming, properly certified educator in the first 5-15 years of his/her career who also directly works with students. He/she must exhibit a strong potential for leadership, exceptional professional achievement and an engaging and inspiring presence that motivates others. Recommendations to the Talent Pool should be submitted by the nominee's supervisor. For more information, visit: [http://bit.ly/\\_MITalentPool](http://bit.ly/_MITalentPool).

## Innovative Educator Corps


The Innovative Educator Corps (IEC) program – created as part of the Marshall Plan for Talent (PA 227 of 2018) – aims to support educators who have implemented innovative learning practices and strategies in their classroom to help their students become career ready in high-demand fields. Educators who are accepted into the program receive a \$5,000 personal stipend in recognition of their work, plus a second \$5,000 stipend to help off-set the costs associated with sharing and disseminating the innovative program for replication by teachers across the state. Under the law, stipends are paid annually and renewable for up to three years. For more information, visit: <http://bit.ly/MI-IEC>.





RELs provide research and technical support to education agencies to help them generate and use research evidence to improve teacher and student outcomes. REL Midwest is one of 10 RELs operating across the United States. It serves seven states throughout the upper Midwest. Since 2017, REL Midwest, through the Midwest Alliance to Improve Teacher Preparation (MAITP), has been working with the MDE and other educational stakeholders to improve teacher preparation outcomes in the state. REL Midwest, MAITP and MDE have identified the need to supplement MDE's internal resources in the development of metrics associated with educator workforce included in the current report.





# **Glossary of Terms**

# Glossary of Terms

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## **Accelerated Residency Pathway**

This pathway falls under the traditional route umbrella and is designed for individuals who are interested in being employed as a full-time teacher while working toward certification. Individuals interested in this pathway must have completed a bachelor's degree and have expertise and/or demonstrated skills in specific fields. The required reading coursework is embedded throughout program coursework. 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/2kCiP01>.)

## **Accelerated Route 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. Accelerated programs are offered through several Michigan colleges or universities. The required reading coursework is typically embedded throughout the program coursework. 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/2kCiP01>.)

## **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/2kCiP01>.)

## **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/2IJMnd2>.)

## **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/2IJMOEc>.)

## **Alternative Route Pathway**

A specific non-traditional path to teacher certification, as described in MCL 380.1531i, allowing an individual to be employed as a full-time teacher (under the Interim Teaching Certificate) while working toward certification at the same time. 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), early childhood and special education endorsements are not available through this pathway. (More information can be found at <http://bit.ly/2kCiP01>.)

# Glossary of Terms

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## **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).

## **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, providing required documentation, a criminal history, etc.

## **Application Status – Other**

Application for certification is in a phase of review (e.g. document review, educator preparation review, conviction review, 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.

## **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. 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

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## **Clinical Experience**

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

## **Compliance Investigations**

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

## **Educator Preparation Institution (EPI)**

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

## **Efficacy**

The ability to produce a desired or intended result. In the context of Statewide Efficacy Ratings, surveys are sent to teacher candidates and their supervisors within their educator preparation program to examine how well programs prepared candidates to become teachers.

## **Endorsement**

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

## **ESSA (Every Student Succeeds Act) Reporting**

Federal legislation requiring that every state and district publish a report card. The report cards provide parents and the public with important information on state, district and school performance and progress. (More information can be found at <http://bit.ly/2k5rE2E>.)

## **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).

## **Inexperienced Teacher**

An educator who is within their first three years of teaching.

## **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.



# Glossary of Terms

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## **Interstate Teacher Assessment and Support Consortium Standards (InTASC)**

Standards created to serve as a resource for states, districts, professional organizations, teacher preparation programs, teachers and others as they develop policies and programs to prepare, license, support, evaluate and reward today's teachers.

## **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 Test 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).

## **Minority**

Calculated as the percentage of students who are non-white.

## **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 school 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 school 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.

## **Out-of-Field**

With respect to teaching placements, this refers to teachers who are assigned to teach the 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.

# Glossary of Terms

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## 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>.)

## Poverty

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.

## Professional Practice Investigations

Investigations initiated when an individual seeking certification has been flagged as having a criminal history. The investigation ensures that individuals holding a Michigan teaching credential are in compliance with the laws of the state with regard to certification. (More information can be found at <http://bit.ly/2yGRwpr>.)

**Certificate Suspensions:** The invalidation of a Michigan educator certificate when there has been a conviction of an enumerated offense.

**Miscellaneous Offenses/Adjudications:** Non-enumerated offenses that may or may not allow for the MDE to take action as provided by statute or rule.

**Nullification of Certificate:** An action requested by an individual to nullify a Michigan teaching certificate.

**Omission of Fact/Misrepresentation:** With respect to a professional practice investigation, when an individual fails to accurately respond to the questions on certification or permit applications.

## PSA

Public School Academy

## 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 the MDE from the Michigan State Police for any individual fingerprinted for employment in a Michigan educational setting.

## 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.

# Glossary of Terms

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## **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.

## **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/2kCiP01>.)



## **Office of Educator Excellence**



**@MIEDUCATOR**

**#proudMleducator**

**#PME**