OFFICE OF
Educator Excellence

Educator WORKFORCE
Data Report

2020

MICHIGAN
Department of Education

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: OEE Educator Workforce Data Report https://bit.ly/2019-20FullReport"

Educator Workforce Data Report | July 1, 2018 - June 30, 2019[*]

Data reporting window, unless otherwise indicated.

Version 1 – August 6, 2020

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/33deIJ3)   (http://mischooldata.org)

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

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,

Leah C Breen

Leah Breen
Director
Office of Educator Excellence
Michigan Department of Education

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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.

Preparation

Certification

Professional Growth & Retention

OFFICE OF
Educator Excellence

Recruitment & Recognition

Data & Accountability

OUR CORE VALUES

EXCELLENT CUSTOMER SERVICE | PROFESSIONALISM

KINDNESS & RESPECT | PROBLEM SOLVING & SUPPORT

PROACTIVE TECHNICAL ASSISTANCE | STUDENT FOCUS

QUALITY | COLLABORATION & TEAM BUILDING

ACCOUNTABILITY & CONTINUOUS IMPROVEMENT

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Beatrice Harrison
School Counselors & Social Workers

Melaney Love
Advanced Certification

Claudia Nicol
Professional Learning

Faye Shepler
Customer Service Supports

Braydin Walters
Appropriate Placement

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Accountability 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

SOCIAL MEDIA ANALYTICS

Social media participation continues to grow exponentially and an increasing number of people use social media platforms as more than just a way to connect with each other, but also as a form of news and information gathering; and for professionals, like educators, as a source of professional development and learning.

#MIeducator

During the 2018-19 school year, the Office of Educator Excellence (OEE) (@MIeducator) saw significant increases in followers, engagements and impressions across all platforms. Instagram stood out as the clear leader this year with exceptional growth – a 269% increase in followers – followed by Twitter with a 43% increase and Facebook adding 10% more followers.

Total Followers
Someone who subscribes to see another user's posts in their content feed

5,653

Facebook saw the largest increase adding nearly 560 new followers.

Total Engagement
Engagements include likes, comments and post shares.

3,352+

More than 3,352 social media users interacted with an OEE post.

Total Impressions
When a social media post is visible in another user's content feed.

552,142

This is how many people saw an OEE post across all social channels.

Facebook

total followers	increase in followers	average posts per month	profile visits
4,752	+559	18	2,441

Twitter

total followers	increase in followers	average posts per month	profile visits
794	+239	20	1,493

Instagram

total followers	increase in followers	average posts per month	profile visits
107	+78	9	312

RULE & LAW

Administrative Rules

Michigan Administrative Rules are amended periodically in response to changes in the law. The rules related to educators were amended in 2018 to align the rules with recent statutory amendments, rescind obsolete language, and add clarity. For more information, visit: http://bit.ly/2yGRwpr.

Legislation

Many bills impacting the educator ecosystem have been introduced between July 1, 2018 and June 30, 2019. The following were enacted into law. For more information, click the unique links below or visit: http://bit.ly/2KunsFo.

Public Act 418

Approved - 12/19/2018
Effective - 3/20/2019

Expands eligibility for substitute teaching to include individuals with 60 credit hours.

Details: https://bit.ly/2VoXKFp

Public Act 5

Approved - 4/30/2019
Effective - 4/30/2019

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

Details: https://bit.ly/3cjAW0B

Public Act 6

Approved - 4/30/2019
Effective - 4/30/2019

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

Details: https://bit.ly/2Xx4TWL

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 MDE's 10 designated regions is 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. Learn more at http://Michigan.gov/MTOY.

MTOY MICHIGAN Teacher of the Year

RTOY REGIONAL Teacher of the Year

571
nominations received

95
total applicants

10
Regional Teacher of the Year winners

1
Michigan Teacher of the Year
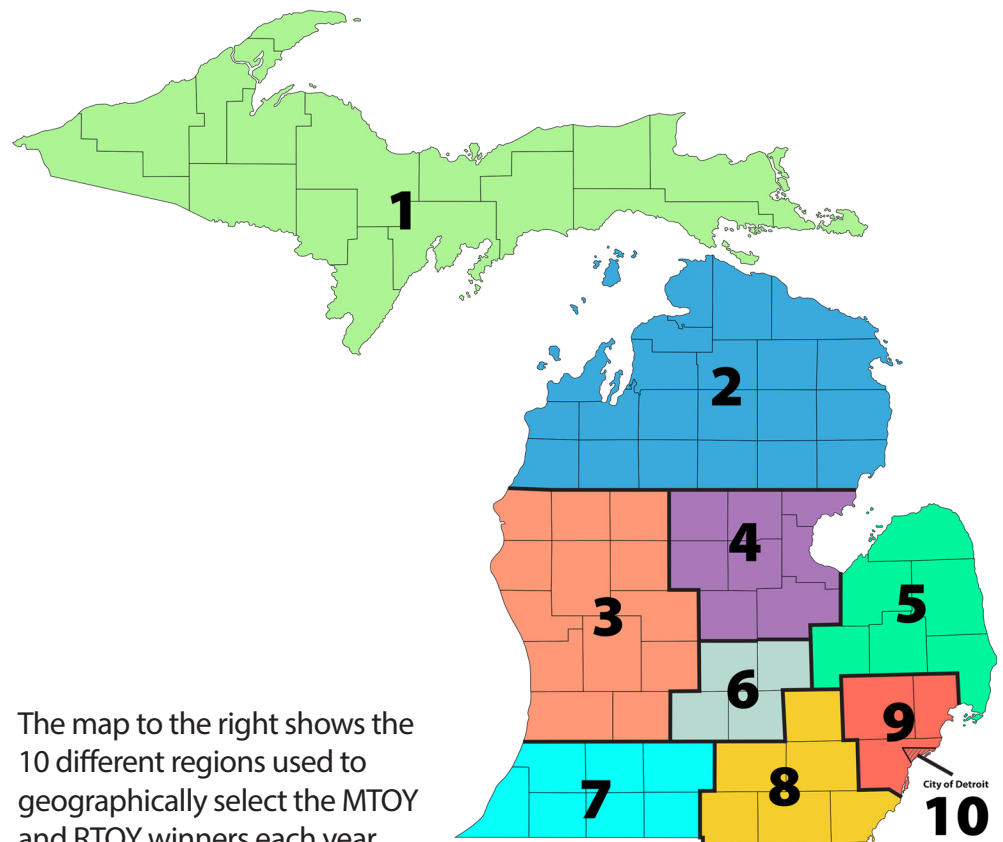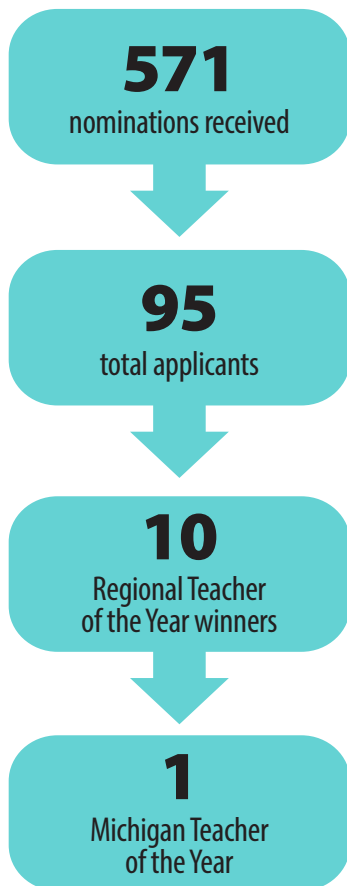
The map to the right shows the 10 different regions used to geographically select the MTOY and RTOY winners each year.

2018-2019 Honorees

Region 1: Gina Pepin – Escanaba Area Public Schools
Region 2: Kymberli Wregglesworth – Onaway Area Community Schools
Region 3: Wendy Tenney – Lowell Area Schools
Region 4: Jim Goodspeed – Fulton Schools
Region 5: Karen Nicol – Marlette Community Schools
Region 6: Robyne Muray – Lansing School District
Region 7 and Michigan Teacher of the Year: Laura Chang – Vicksburg Community Schools
Region 8: Bobbiesue Adams – Fowlerville Community Schools
Region 9: Tom Torrento – Grosse Pointe Public School System
Region 10: Courtney Valentine – Detroit Public Schools Community District

MICHIGAN TEACHER LEADERSHIP ADVISORY COUNCIL

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

#PROUDMIEDUCATOR

#proudMIeducator is a social media driven, multi-media campaign designed to honor and promote Michigan's educator workforce as the skilled and valued profession it truly is. While the campaign focuses on creating videos highlighting educators and programs across the state, anyone can participate simply by using the #proudMIeducator hashtag on social media. Learn more at http://Michigan.gov/proudMIeducator.
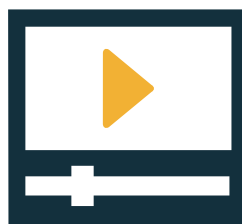
6 videos | **3,778** views on YouTube

#proudMIeducator

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). The awards alternate annually between elementary and secondary levels, with the 2018-19 awards focused on 7-12 educators. Each state selects up to three finalists from each award category (mathematics and science) 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. Learn more at http://PAEMST.org.

116 nominations → **62** applications

2018-2019 Honorees

Science State Finalists:

Christopher Bolhuis – Hudsonville Freshman Campus
Holly Hereau – Lee M. Thurston High School
Scott Milam – Plymouth High School

Mathematics State Finalists:

Theodore Emch – Pioneer High School
Laurie Hochrein – Skyline High School
Angela Principato – South Lake High School

TALENT POOL

The Talent Pool identifies dynamic, up-and-coming, certified Michigan educators in the first 5-15 years of their career who may not typically seek out recognition and/or professional educational experiences and opportunities. Nominees must exhibit a strong potential for leadership, exceptional professional achievement, and an engaging and inspiring presence which motivates others. Learn more at https://bit.ly/-MITalentPool.

51
recommendations

MICHIGAN DEPARTMENT OF EDUCATION
TALENT POOL

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. Each IEC member receives a $5,000 stipend in recognition of their work, plus an additional $5,000 to be used in partnership with their Intermediate School District (ISD) to expand, replicate and share their innovative practices with other educators across the state. Learn more at https://bit.ly/MI-IEC.

88 Total Applications

24 Award Recipients

Award Recipients

Jeffrey Austin – Ann Arbor Public Schools
Rebecca Shankster – Durand Public Schools
Michael Craig – Detroit Public Schools Community District
William Renner – Hastings Area Schools
Ann Swinehart – Comstock Public Schools
Carrie Warning – Genesee Intermediate School District
Michael Miller – Otsego Public Schools
Fred Hingst – DeWitt Public Schools
Cindy Olson – Tuscola Intermediate School District
Brook Begres – AuGres-Sims School District
Chandra Bonnau – Lincoln Park Public Schools
Matt Oney – Escanaba Area Public Schools
Sara Papineau – Buckley Community Schools
Matthew Zimmer – Dollar Bay Schools
Rebecca Arbic – Sault Area Public Schools

Natalie Daversa – Oxford Community Schools
Amy Kuntz – Caro Community Schools
Erin Maturen – Montrose Community Schools
Lori Morningstar – Flushing Community Schools
Jason Raddatz – Marshall Public Schools
Andrew Ratke – Grand Haven Area Public Schools
Randy Scott – Davison Community Schools
Benjamin Shoemaker – Mason Public Schools
Robert Thomson – Alpena Public Schools

Innovative Educator Corps

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 get disciplined, motivated and enthusiastic veterans into our classrooms, as well as to address teacher shortage and veteran unemployment problems in the state.

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 about Troops to Teachers and other MDE initiatives to assist veterans and their families visit: http://bit.ly/2FkDoWq.

EDUCATORS WITH MILITARY BACKGROUND

The graph to the right shows the number of credentialed personnel with a military background, as reported in the state's certification system since 2011, in either teaching or other assignments within Michigan K-12 schools across a four year period.
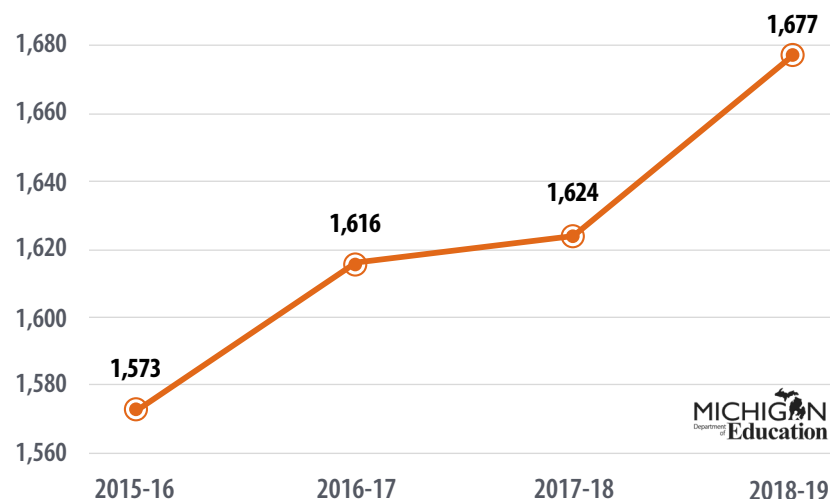
SOURCE: CEPI (as part of previously unpublished dataset)

PERMITS, AUTHORIZATIONS, AND 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 and Technical Education (CTE) authorizations, and special education approvals are examples of these solutions that allow districts to fill both immediate and full year vacancies.

A school or district must obtain a permit or CTE authorization to employ a non-certified individual or teacher without appropriate endorsement in a teaching assignment. Understanding solutions that authorize a non-certified or non-endorsed individual to teach in a single assignment for covering a vacancy and potentially filling the assignment is vital. 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:

- CTE Guidance: 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

The graphics below depict the number of daily and full year permits, CTE authorizations, and special education approvals issued in the 2017-18 and 2018-19 school year. (For additional details, see appendix.)

Total Daily and Full Year

2017-18

2,161
Full Year Permits,
Authorizations & Approvals

44,798
Daily Permits & Authorizations

2018-19

3,420
Full Year Permits,
Authorizations & Approvals

48,356
Daily Permits & Authorizations

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Total Daily   Total Full Year
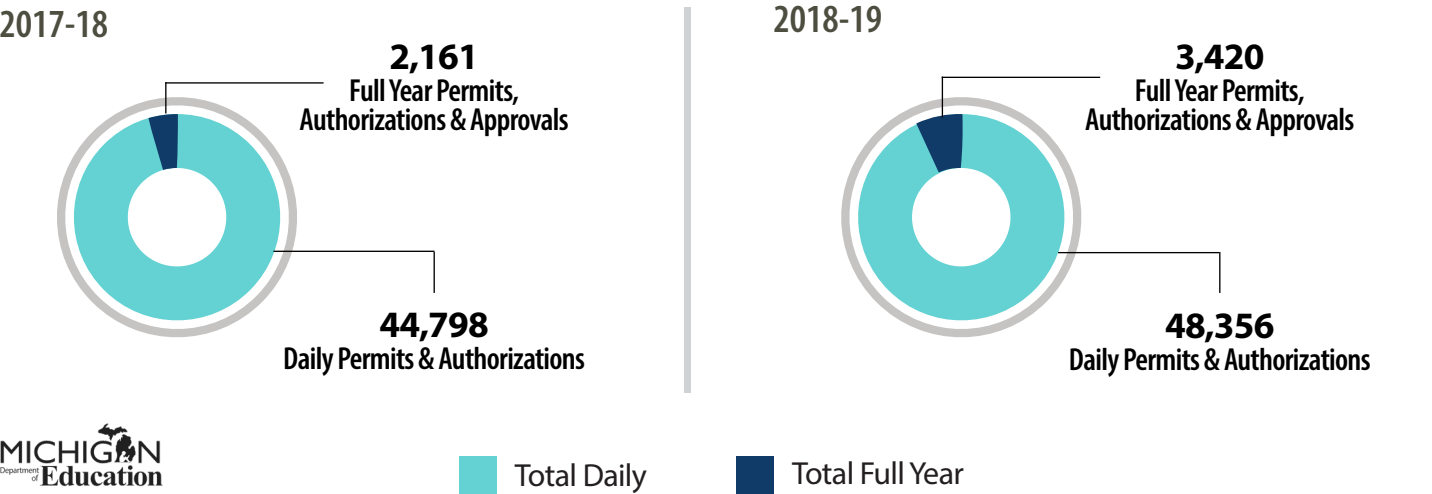
NOTE: Full year permits include full year basic, full year shortage, and expert.

INITIAL CERTIFICATES
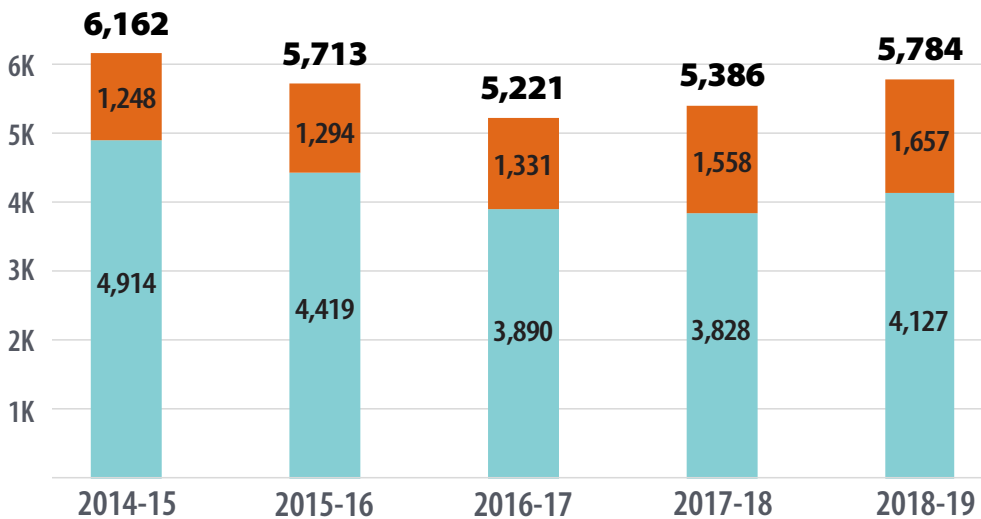
This chart shows the total number of initial certificates issued between July 2014 and June 2019, broken down by teaching certificates and other educator certificates (school administrator, psychologists, school counselors, and nurses). (For additional details, see appendix.)

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

Legend: ■ Teaching Certificates ■ Other Educator Certificates

Year	Total	Teaching Certificates	Other Educator Certificates
2014-15	6,162	4,914	1,248
2015-16	5,713	4,419	1,294
2016-17	5,221	3,890	1,331
2017-18	5,386	3,828	1,558
2018-19	5,784	4,127	1,657

INITIAL TEACHING ENDORSEMENTS

By Subject Areas

The graph to the right shows the number of initial teaching endorsements granted during the 2018-19 academic year grouped by subject area.
(For additional details, see appendix.)

Subject Area	Count
Arts	337
Bilingual Education	11
+Grade Levels	2,294
Health & PE	217
Lang. Arts	988
Math	452
*Miscellaneous	42
Science	466
Social Studies	496
Special Education	562
Technology Education	21
World Lang. & Culture	172
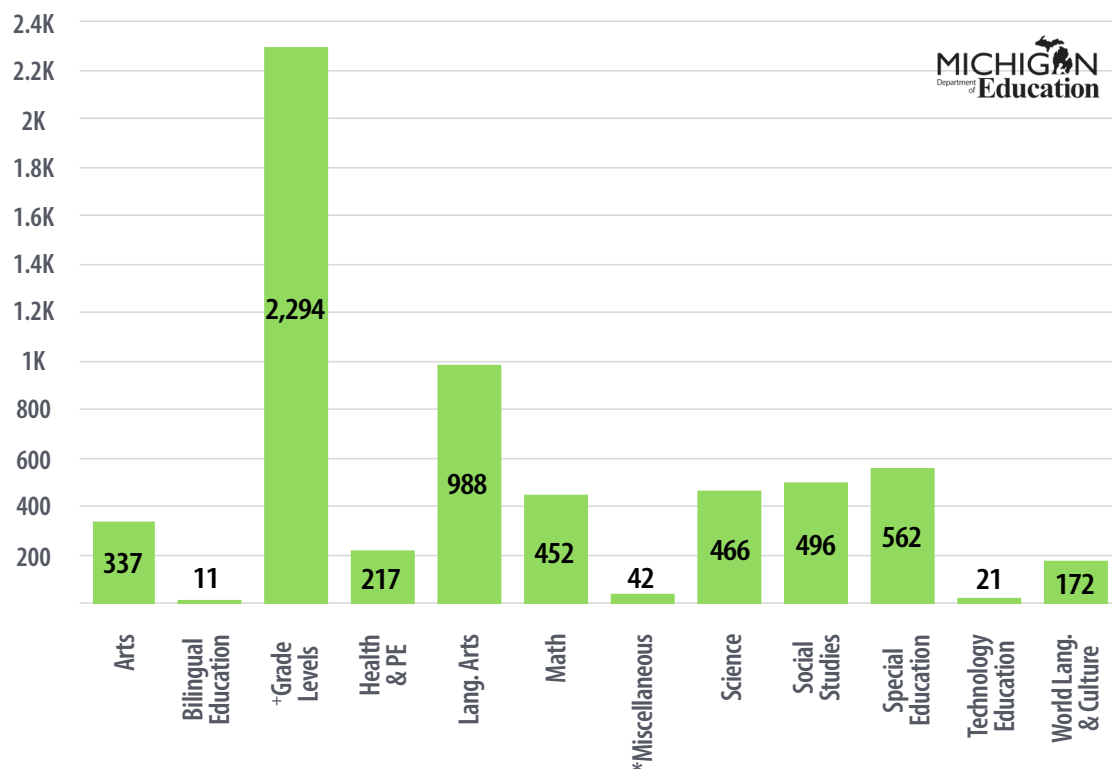
+Grade levels includes elementary endorsements as well individuals who expanded their certificate by a grade range, such as middle level or PK, allowing them to teach all subjects in those additional grades.

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

INITIAL CTE ENDORSEMENTS

By Career Clusters

The graph below shows the number of initial Career and Technical Education (CTE) teaching endorsements granted during the 2018-19 academic year grouped by career cluster. (For additional details, see appendix.)

Count	Career Cluster
11	Agriculture, Food, & Natural Resources
14	Architecture & Construction
5	Arts A/V Technology & TV Broadcasting Technology
28	Business, Management, & Administration
4	Education & Training
6	Family & Consumer Sciences
3	Finance
18	Health Science
8	Hospitality & Tourism
2	Human Services
10	Information Technology
10	Law, Public Safety, Corrections, & Security
10	Manufacturing
8	Marketing
1	Science, Technology, Engineering, & Mathematics
8	Transportation, Distribution, & Logistics

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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 ares 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 or special education approvals for the school year. For more information, visit: https://bit.ly/2yqVfur.
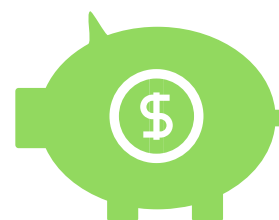
The information below outlines the top five subject areas reported to USED. (For additional details, see appendix.)

966	**677**	**539**	**328**	**192**
Career and Technical Education (CTE)	Special Education	Elementary Education	School Social Workers	Science

TEACHER PREPARATION ENROLLMENT

Michigan law and rules 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 program pathways: traditional (including accelerated, accelerated residency, and career and technical education) or alternative route.

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

SOURCE: At the time of publishing this report, 2017-18 is the most recently reported Title 2 data - http://bit.ly/2RqSeQg

11,287 2013-14 { 160 | 11,127

11,099 2014-15 { 115 | 10,984

7,868 2015-16 { 95 | 7,773

6,859 2016-17 { 114 | 6,745

7,183 2017-18 { 436 | 6,747

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■ Alternative Route   ■ Traditional Route
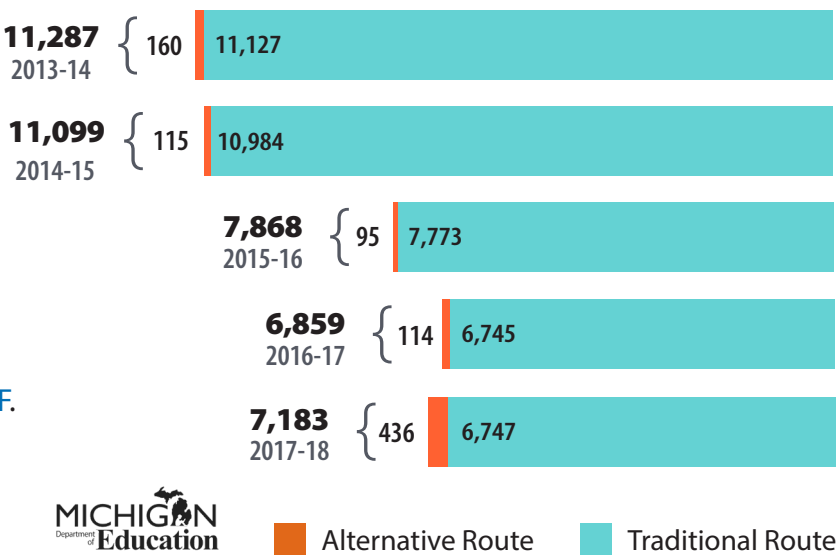
NEW TEACHER PREPARATION PROVIDERS

During the 2018-19 school year, one alternative route provider, #T.E.A.C.H., was added to the providers preparing teachers in Michigan. No new traditional route providers were approved due to a moratorium (see below for more information). Additionally, there were no new teacher leader providers approved during this time frame.

Moratorium (Extended – April 30, 2022)
At the May 14, 2019 meeting, the State Board of Education extended a moratorium, or hold on approval, of new traditional educator preparation institutions and broadened it to new alternative route providers. This amended extension gives the State Superintendent the authority to review and approve high need alternative route and traditional programs for a period of three years until April 30, 2022. For more information, visit http://bit.ly/2Xo6nmy.

	Alternative Route		Teacher Leaders
2015-16	0		+1
2016-17	0		+2
2017-18	+2		+1
2018-19	+1		0

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CLOSED TEACHER PREPARATION PROVIDERS

7 {
2015-16 = 2
2016-17 = 1
2017-18 = 2
2018-19 = 2

Since July 2015, seven total providers have closed: four traditional routes – two in 2015-16 and two in 2018-19 – and three alternative routes – one in 2016-17 and two in 2017-18.
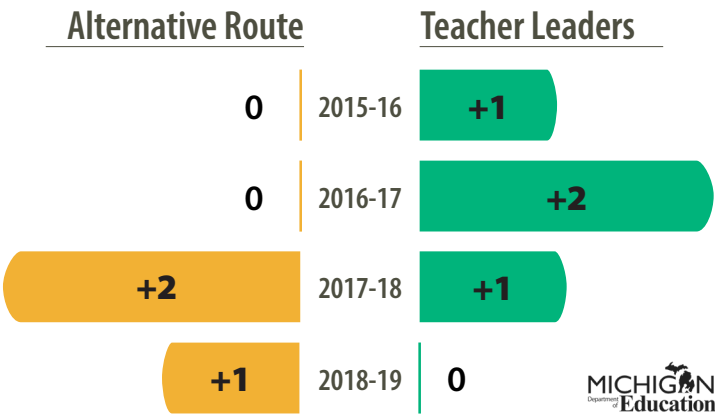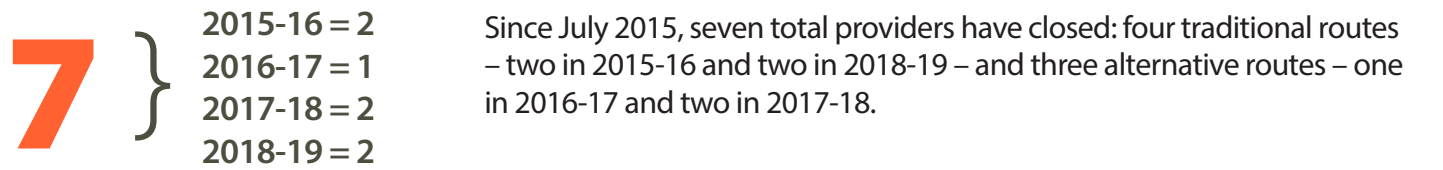
NATIONAL ACCREDITATION OF PREPARATION PROVIDERS

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 the national accreditation process.

97%
traditional routes accredited
(As of 2018-19)

ACTIVE PREPARATION PROVIDERS

As of June 30, 2019, there were 29 traditional route providers across the state for teachers and 19 for administrators. In addition, Michigan is home to 7 alternative route providers for teachers and 3 for administrators. For additional information about active providers, visit: https://bit.ly/2W72nnX.

29
traditional route
[teacher]

7
alt route
[teacher]

19
traditional route
[admin]

3
alt route
[admin]

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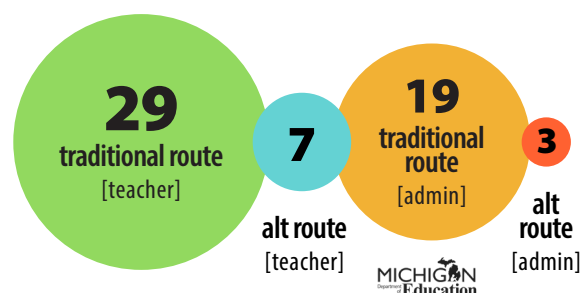
EXPEDITED EDUCATOR PREP PROGRAMS

Several Michigan Educator Preparation Providers (EPPs) have taken advantage of rule 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.

Approved Programs
11
total

World Languages:
Eastern Michigan University
Michigan State University
Western Michigan University

Special Education:
Eastern Michigan University

Library/Media:
Wayne State University

Residency Programs:
Wayne State University
Northern Michigan University
Saginaw State University
Concordia University – Ann Arbor
Aquinas College
Grand Valley State University

EPPs operating with 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. 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

Annually, the state distributes surveys to teacher candidates and their supervisors at the end of their educator preparation. The surveys examine how well providers prepare their students across several key categories, which are aligned to state-approved *InTASC standards* (http://bit.ly/2WVIW4J). The information below shows the statewide results of the survey for 2018-19 within each category, as well as overall satisfaction.

Category	Teacher Candidate	Candidate Supervisor
High Quality Learning Experiences	97	99
Critical Thinking	96	98
Connecting Real-World Problems	91	98
Addressing the Needs of Special Populations	87	99
Organizing the Learning Environment	94	98
Using Technology	90	99
Effective Use of Assessments and Data	94	98

Legend: ■ Teacher Candidate ■ Candidate Supervisor

93% overall program satisfaction (teacher candidates)

98% overall satisfaction of candidate performance (candidate supervisors)

93% of teacher candidates felt their clinical experiences positively supported their development as effective teachers.

In addition to the categories above, the teacher candidate survey assesses a candidate's satisfaction with their experiences and clinical practice.

MICHIGAN TESTS FOR TEACHER CERTIFICATION (MTTC)

In order to be granted a Michigan teaching certificate or endorsement, candidates must pass the appropriate Michigan Test(s) for Teacher Certification (MTTC) for their grade level and/ or subject area(s). The table below shows a three-year summary of state results by subject area. (For additional details, see appendix.)
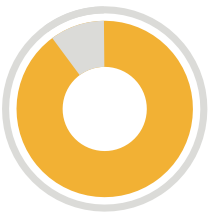
91%
Overall MTTC passing rate
(2016-17, 2017-18, & 2018-19)
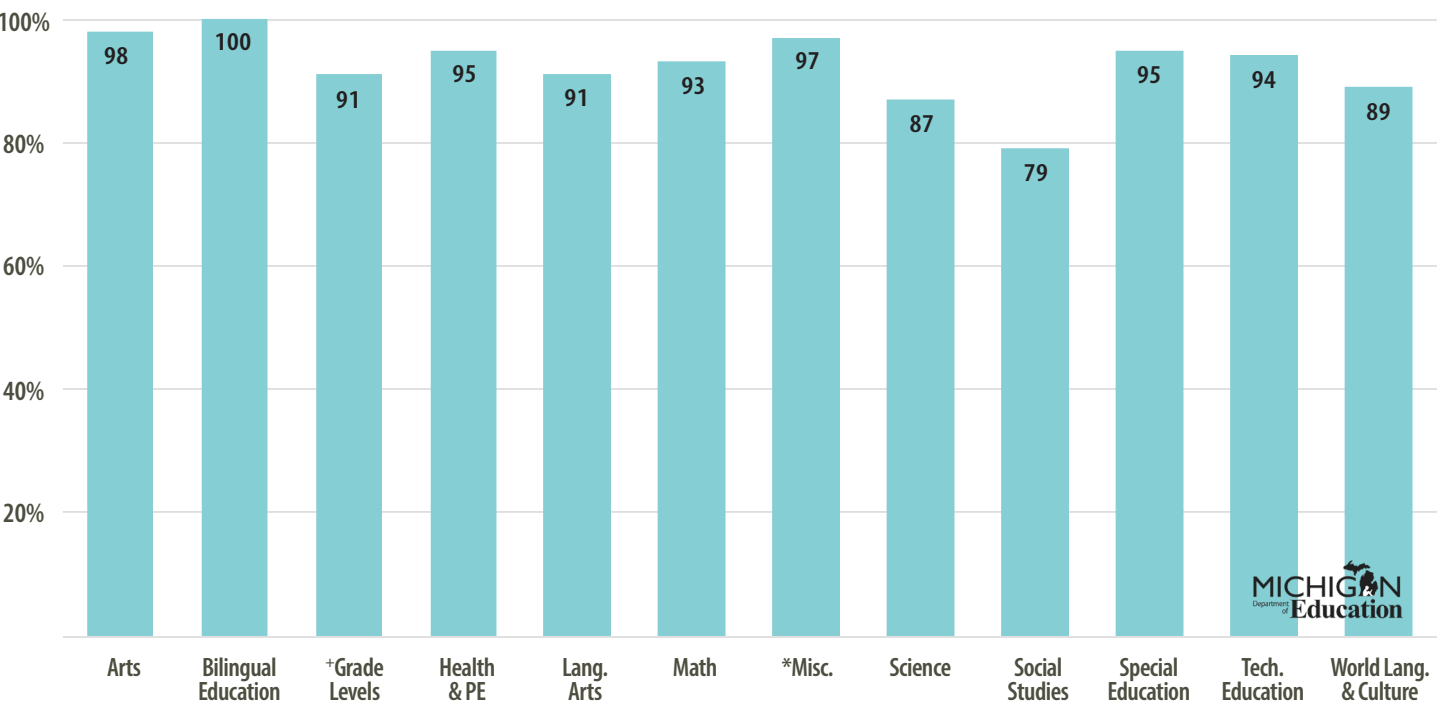
Subject	Rate
Arts	98
Bilingual Education	100
+Grade Levels	91
Health & PE	95
Lang. Arts	91
Math	93
*Misc.	97
Science	87
Social Studies	79
Special Education	95
Tech. Education	94
World Lang. & Culture	89

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+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.

Reporting window: July 1, 2018 - June 30, 2019

TEACHING CERTIFICATES

The graphics below outline the number of individuals who hold a current, valid teaching certificate as of February 2020, the type of certificate held (http://bit.ly/31p9n0o) and who among those individuals was employed in the most recent Registry of Educational Personnel (REP) collection. (For additional details, see appendix.)

185,684
with a current, valid teaching certificate

52%
age 65 or older*

**currently employed
in a teaching position**

| 86,300 | 99,384* |

**not employed in
a teaching position+**

**under age 65 and living
in Michigan**

| 127,017 | 58,667 |

- 2,275 = age 65 or older, not in MI
- 5,420 = under age 65, not in MI
- 50,972 = age 65 or older, in MI

1,370
holding a CTE
Teaching Certificate

178,920

**holding a
General Education
Teaching Certificate**

*Includes Permanent Certificates issued after January 1, 1979 | http://bit.ly/31p9n0o
+Individuals could be employed in administrative or specialist roles
or not currently employed in the education field

5,394
holding both certificate types

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

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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 right shows the number of school administrator certificates and school administrator certificate renewals approved during the 2018-19 school year. (For additional details, see appendix.)

1,416
New

1,758
Renewed
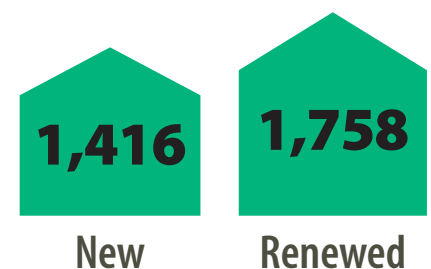
SCHOOL SOCIAL WORKERS

Once a master level social worker (those who have completed a master's degree in social work or equivalent) meets 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 service 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 2018-19 school year. (For additional details, see appendix.)

224 Temporary Approval → **75** Continuing Temporary Approval → **157** Full Approval

SCHOOL PSYCHOLOGISTS

191 Renewals
Preliminary & Fully Credentialed

48 Preliminary Certs

81 Fully Credentialed Certs

MICHIGAN Department of Education

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 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 who earned a preliminary or full school psychologist credential during the 2018-19 school year. (For additional details, see appendix.)

SCHOOL COUNSELORS

The pie chart to the right shows the number of school counselor credentials issued during the 2018-19 school year – a total of 226.

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 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 also fully credentialed and 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 https://bit.ly/2zkr1ta. (For additional details, see appendix.)

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37 Temporary Authorization

28 Preliminary Authorization

29 with School Counselor Endorsement

132 School Counselor License
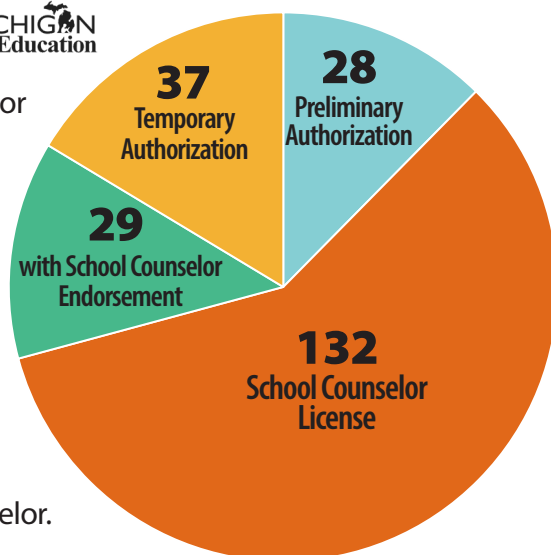
TEACHING ENDORSEMENTS

The graph below shows the total number of valid teaching endorsements grouped by subject area for the 2018-19 **academic year.** (For additional details, see appendix.)

MICHIGAN
Department of **Education**

Subject Area	Endorsements
Arts	16,437
Bilingual Education	1,130
+Grade Levels	21,885
^Elementary	136,700
Health & PE	17,763
Lang. Arts	70,319
Math	24,286
*Misc.	15,078
Science	38,479
Social Studies	68,575
Special Education	47,458
Tech. Education	5,963
World Lang. & Culture	9,922
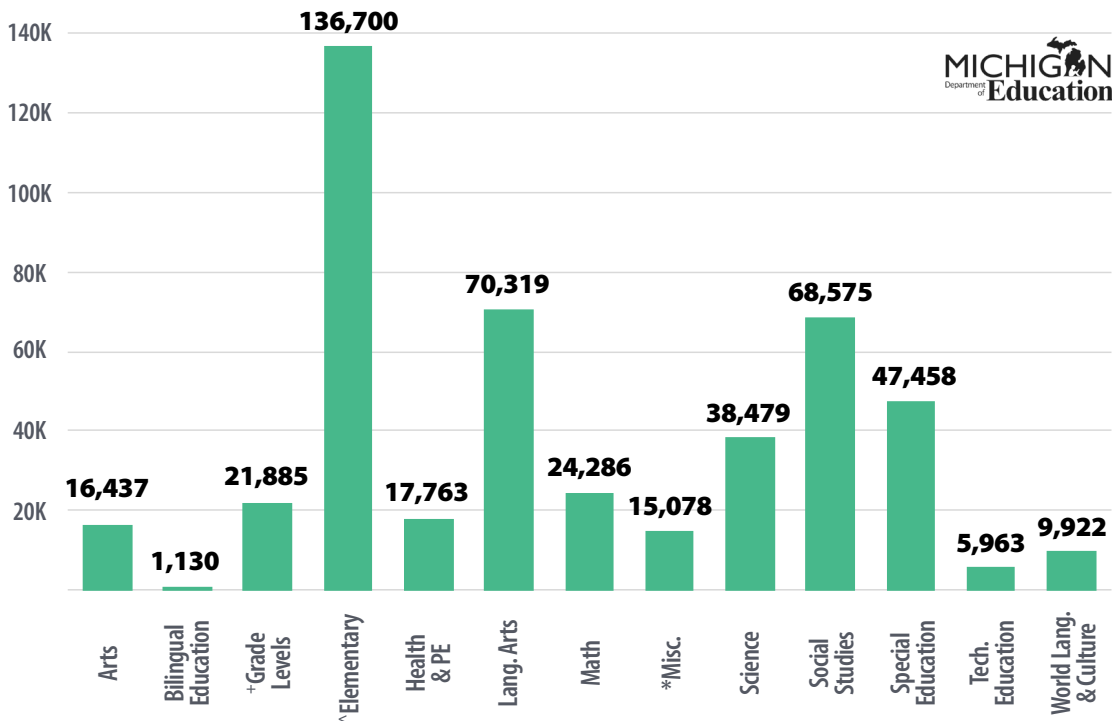
473,995
total valid teaching endorsements
(2018-19)

NOTE: For certificates without an expiration date, those issued after January 1, 1979 were included.

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

+Grade levels includes individuals who expanded their certificate by a grade range, such as middle level or PK, allowing them to teach all subjects in those additional grades.
*See the glossary for a full list of miscellaneous endorsements.

CTE ENDORSEMENTS

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Career Cluster	Endorsements
Agriculture, Food & Natural Resources	281
Architecture & Constr.	781
Arts A/V Tech & Comms	286
Business, Management & Administration	2,197
Education & Training	69
Family & Cons. Sci.	1,419
Finance	214
Health Science	417
Hospitality & Tourism	222
Human Services	201
Info. Technology	148
Law, Public Safety, Corrections & Security	50
Manufacturing	486
Marketing	726
Science, Technology, Engineering & Math	16
Transportation, Distrib. & Logistics	558

8,071
total valid CTE endorsements by career cluster
(2018-19)

The graph to the left shows the total number of valid endorsements for CTE instruction grouped by subject area for the 2018-19 academic year.
(For additional details, see appendix.)

EDUCATOR HELP DESK PHONE CALLS

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

26,831
total calls
(2016-17)

30,357
total calls
(2017-18)

31,571
total calls
(2018-19)

Legend: 2016-17, 2017-18, 2018-19
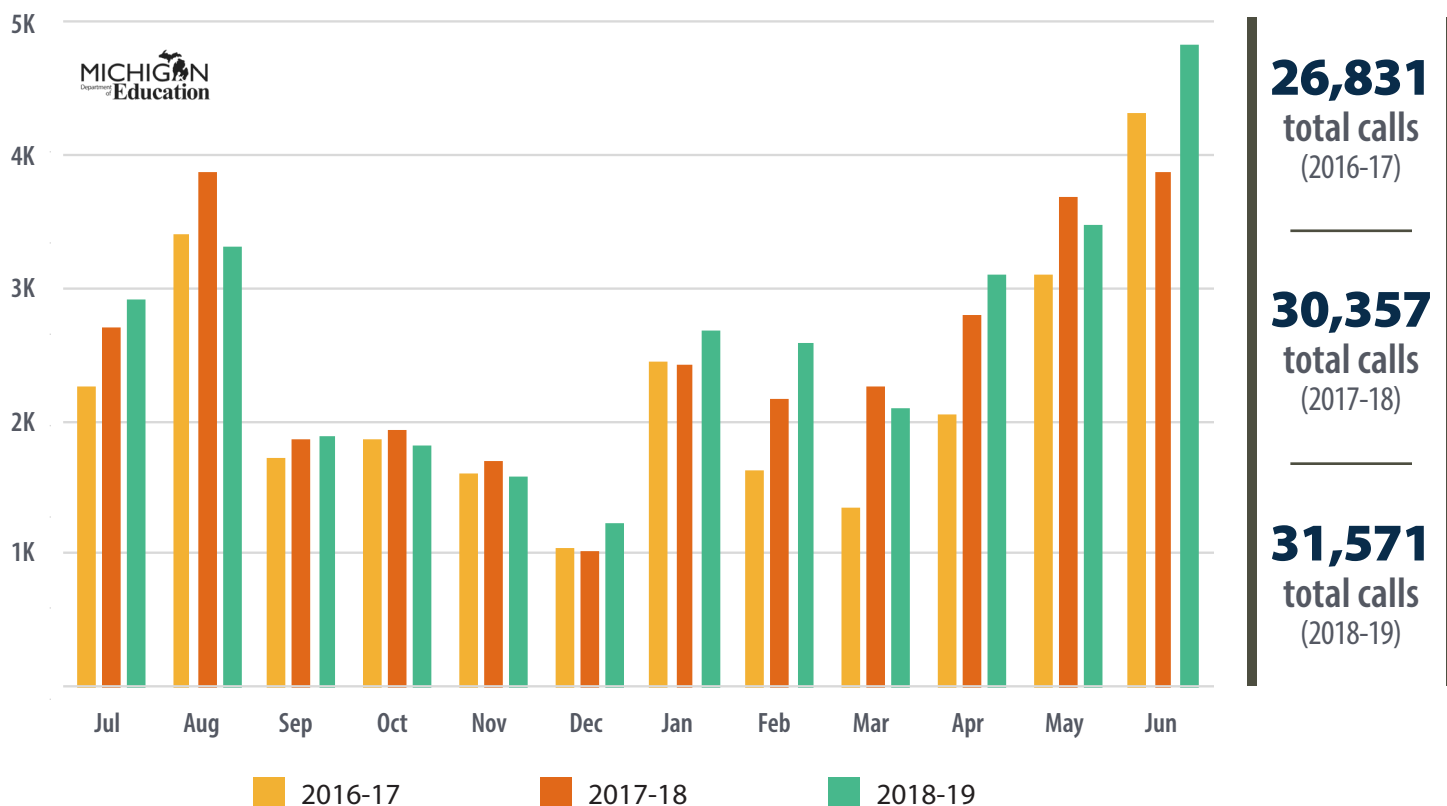
2:01
average phone
queue wait time
(2018-19)

In October 2018, MDE implemented a new phone system which enabled OEE to track the length of time a caller waits before connecting with a person to assist them with their certification questions. Individuals waited for an average of just over 2 minutes before connecting with an Educator Help Desk representative during the 2018-19 school year.

CUSTOMER SERVICE SURVEY RESULTS

OEE provides a customer service survey to monitor service quality. The information below includes the results of the survey over the course of a three-year period.

660 responses	✓	**96%** positive	★

2016-17

400 responses	✓	**97%** positive	★

2017-18

321 responses	✓	**97%** positive	★

2018-19

APPLICATION PROCESSING

OEE's certification unit utilizes the Michigan Online Educator Certification System (MOECS) to support educators around the world. More than 75,000 certificate, permit, or authorization applications are processed* annually, with 90% moving to a final status in less than two weeks.

76,197	**77,901**	**77,204**
total processed applications	total processed applications	total processed applications
(2016-17)	(2017-18)	(2018-19)

90%
processed in less than 2 weeks

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

IN-STATE VS. OUT-OF-STATE CERTIFICATION

28%
of applicants have completed Out-of-State prep
(incl. online programs)

In-State
Out-of-State
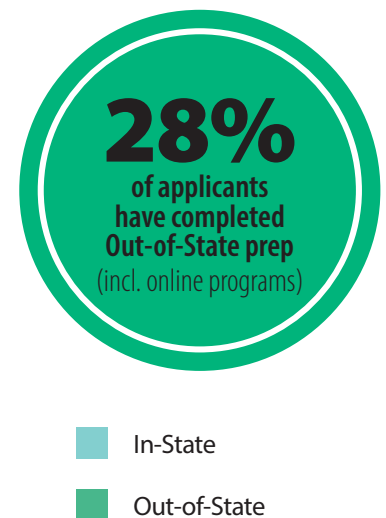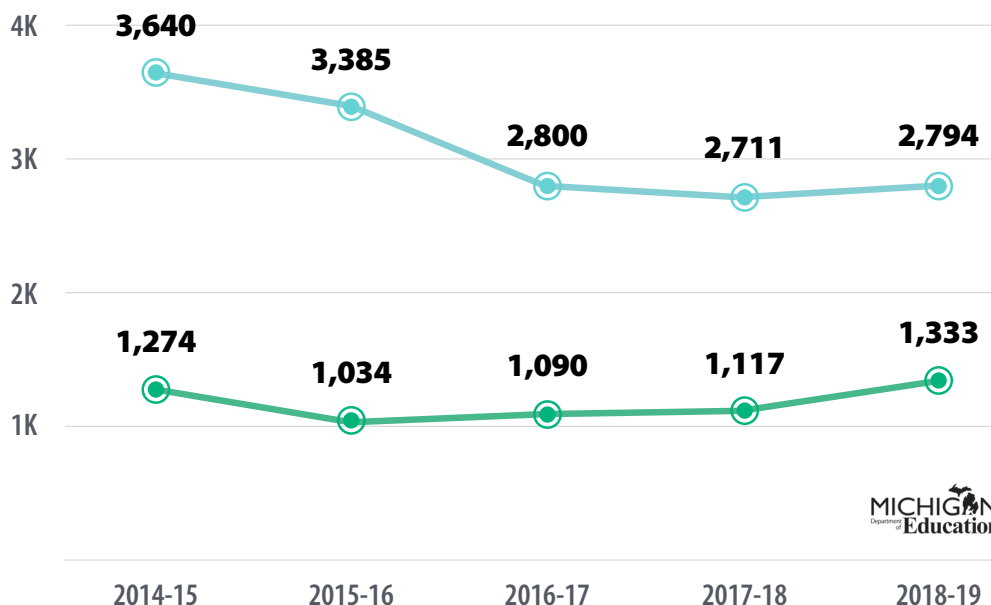
These visuals show the number of initial teaching certificates issued for educators completing an in-state program and for those completing an out-of-state program between the 2014-15 and 2018-19 school years. Michigan law and rules require that all individuals complete an approved preparation program 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, if the candidates meet Michigan's legislative requirements for 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.

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 2018-19 school year.

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

<1%
total applications denied by MDE
(2018-19)

- Approved: 95%
- Needed payment: 2%
- Denied: <1%
- Other: 3%

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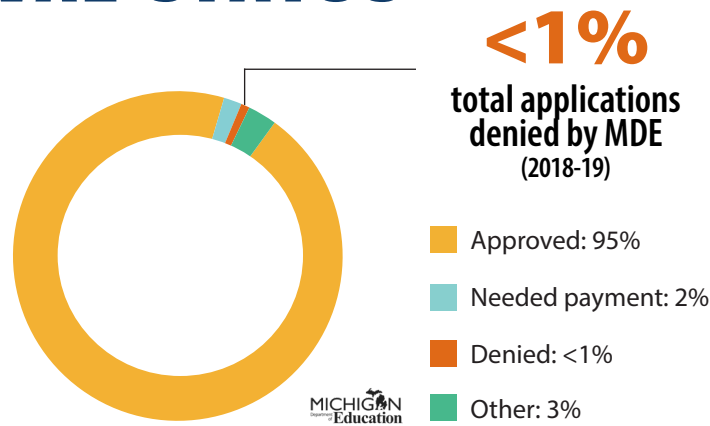
NOTE: In some cases, data may be rounded resulting in a sum slightly greater or less than 100%.

PROVISIONAL CREDENTIALS

1.7%
teachers statewide with provisional credentials

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4.5%
of teachers in schools identified as high poverty hold a provisional credential

0.6%
of teachers in schools identified as low poverty hold a provisional credential

The federal Every Student Succeeds Act (ESSA) of 2015 requires states to report data on teachers who hold provisional credentials. Michigan interprets this as employed under a permit, career authorization, or temporary special education approval. This does not include Interim Teaching Certificates or other preliminary or temporary authorizations. Further, these metrics examine the variations between high- and low-poverty schools.

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

ENDORSEMENT NULLIFICATIONS

Educators may elect to nullify (remove) their certificate or 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. An endorsement that has been nullified cannot be renewed, reinstated, or reissued. The visual to the right displays the number of endorsements nullified in 2018-19. More information and MDE guidance can be found at https://bit.ly/2Wo9rN9.

Endorsement	Count
BA – English	2
CX – Social Science	2
DA – Biology	1
GX – Business Education	1
SA – Cognitive Impairment	1
SE – Emotional Impairment	2
SM – Learning Disabilities	1
DC – Chemistry	1

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(2018-19)
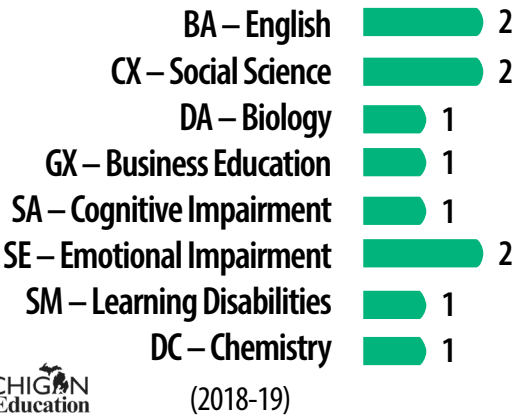
PROFESSIONAL PRACTICES

Investigations of Certified Educators

Investigations are initiated when an certified individual has been flagged as having a criminal history. The information to the right represents the total number of investigations and the number of professional practice actions (including certificate suspensions and revocations) taken by MDE between October 1, 2018 to September 30, 2019.

112
total
Investigations

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| 21 | Certificate Suspensions |
| 2 | Certificate Revocations |

Review of Certificate and Permit Applicants

With a focus on school safety, any application submitted to MOECS is subject to review when the applicant responds in the affirmative to any of the professional practices questions. The graphics below depict the number of permit or certificate applications that were marked as needing a professional practices review and were either approved or denied.

Reviewed Certificate Applications

- Approved
- Denied

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985 2016-17	0	985
1,009 2017-18	1	1,008
836 2018-19	7	829
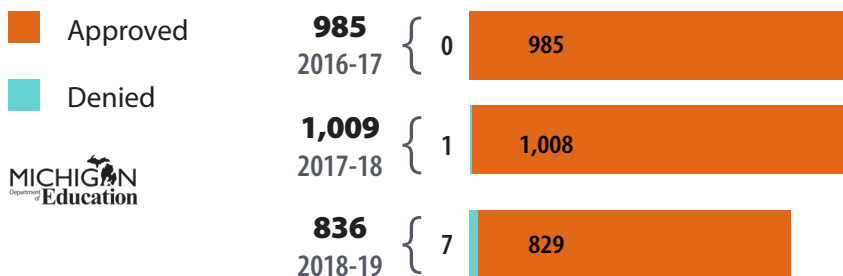
Reviewed Permit Applications

- Approved
- Denied

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1,920 2016-17	16	1,904
1,976 2017-18	22	1,954
2,485 2018-19	8	2,477

RAP BACK NOTIFICATIONS

Information pertaining to 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. OEE is excited to announce a redesign of the RAP Back Notification process. During the 2018-19 school year, OEE underwent an extensive clean-up of the previous system and implemented a new, more streamlined process. For this reason, data is not available for this annual reporting cycle.

EDUCATOR CREDENTIAL INVESTIGATIONS

Educator Certification Compliance Investigations are performed when 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), MDE is required to deduct 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, as well as the number of investigations that were cleared.

108
total investigations

53
deductions

55
cleared

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IN-FIELD VS. OUT-OF-FIELD TEACHERS

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, but not out of compliance.

Out-of-Field Teachers
(2018-19)

5.7%

9.6%
Percent of teachers in schools identified as high poverty that are teaching out of field

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4%
Percent of teachers in schools identified as low poverty that are teaching out of field

SOURCE: CEPI - https://bit.ly/3bsNN0k
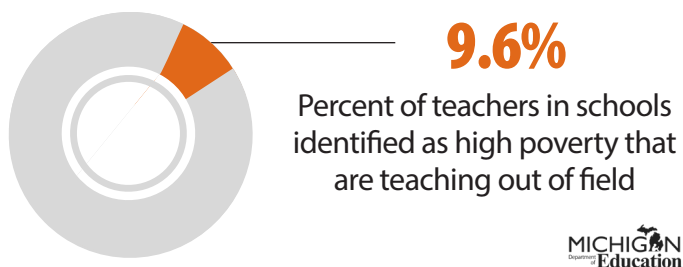
NUMBER OF EMPLOYED TEACHERS

106,286
statewide teacher count
(2018-19)

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 second year in a row, reaching a five-year high. A staffing count is also available by Full-time Equivalency (FTE).

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

Year	Count
2013-14	101,338
2014-15	101,025
2015-16	99,127
2016-17	98,481
2017-18	102,055
2018-19	106,286

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FIRST YEAR TEACHERS

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Year	First Year Teachers
2014-15	4,801
2015-16	4,386
2016-17	4,491
2017-18	4,855
2018-19	5,194
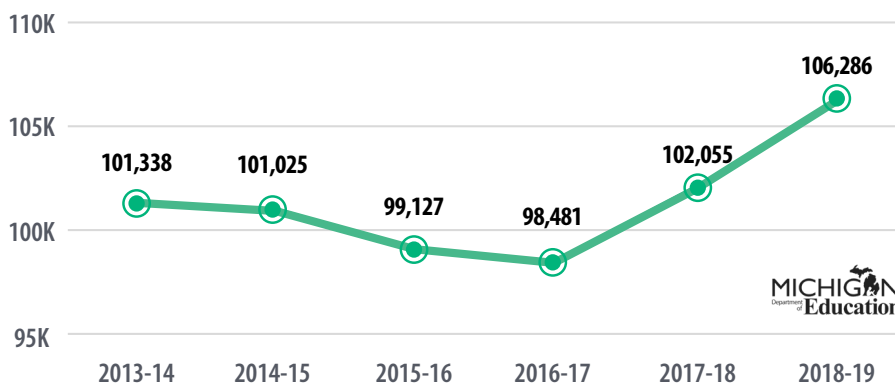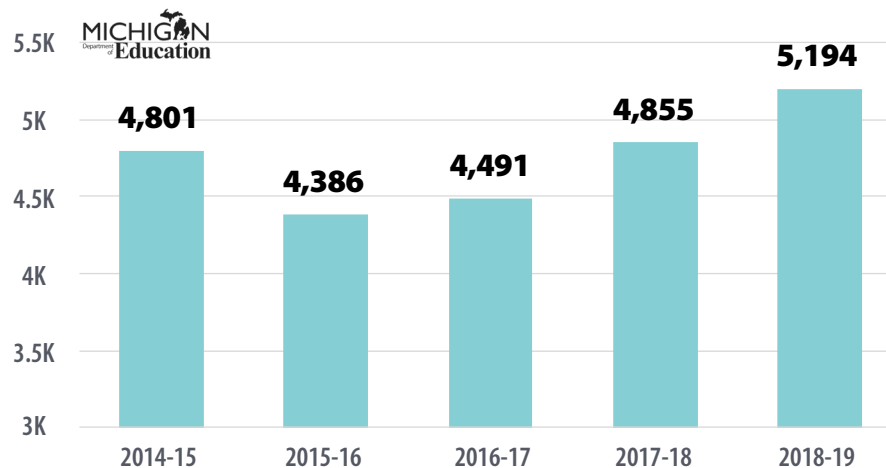
1st
5,194
teachers newly reported in REP
(2018-19)

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 for the first time since the 2003-04 school year.
(For additional details, see appendix.)

SOURCE: CEPI

EARLY CAREER TEACHERS

15.9%

of Michigan teachers in 2018-19 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 2018-19 school year, cross-referenced with characteristics of the student population at the school where they were employed.

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24.5%
High Poverty

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

11.4%
Low Poverty

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

SOURCE: CEPI - https://bit.ly/3bsNN0k

EARLY CAREER SCHOOL LEADERS

28.6%

of Michigan's school leaders in 2018-19 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 2018-19 school year, cross-referenced with characteristics of the student population at the school where they were employed.

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33.8%
High Poverty

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

24%
Low Poverty

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

SOURCE: CEPI - https://bit.ly/3bsNN0k
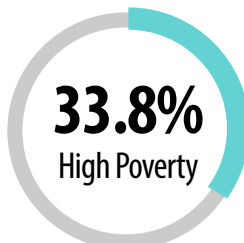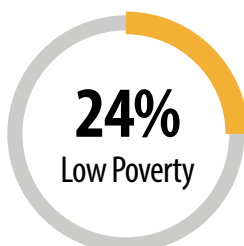
STATEWIDE MOBILITY, RETENTION, AND ATTRITION OF TEACHERS

Overall

The teacher mobility data below describes comparisons of teacher building level assignments from a beginning school year to the next school year. If the teacher's building assignment changed between the two years, then a "Mover" label is created signifying mobility. If no change in building assignment occurred between the two years, then that teacher's record would be labeled as "Stayer" signifying 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" signifying attrition.

2017-18 to 2018-19

8%
Leavers
(6,752)

12%
Movers
(10,947)

80%
Stayers
(71,643)

2016-17 to 2017-18

8%
Leavers
(6,618)

12%
Movers
(10,963)

80%
Stayers
(71,560)

SOURCE: CEPI (as part of previously unpublished dataset)
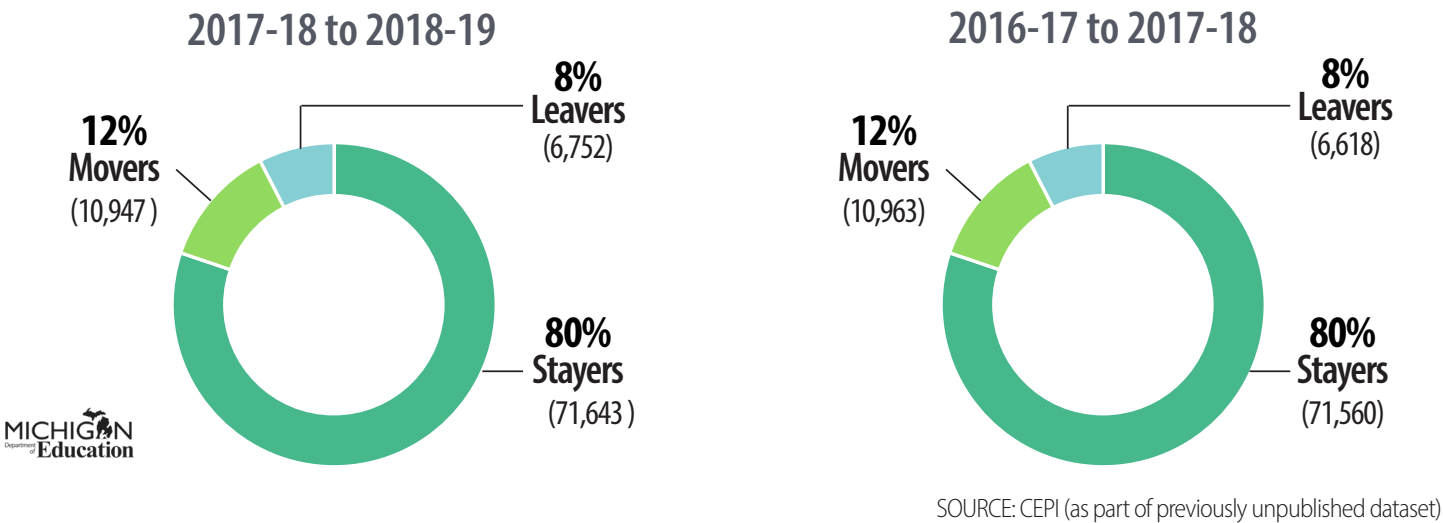
By Preparation Pathway

The stability, mobility and attrition data below examined those who were employed during the 2017-18 school year and followed them into the 2018-19 school year. The data are filtered by teachers who had their initial 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).

Alternative Route Provider

14%
Leavers
(20)

23%
Movers
(33)

63%
Stayers
(90)

Traditional Route Provider

6%
Leavers
(801)

21%
Movers
(2,819)

73%
Stayers
(9,758)

SOURCE: CEPI (as part of previously unpublished dataset)
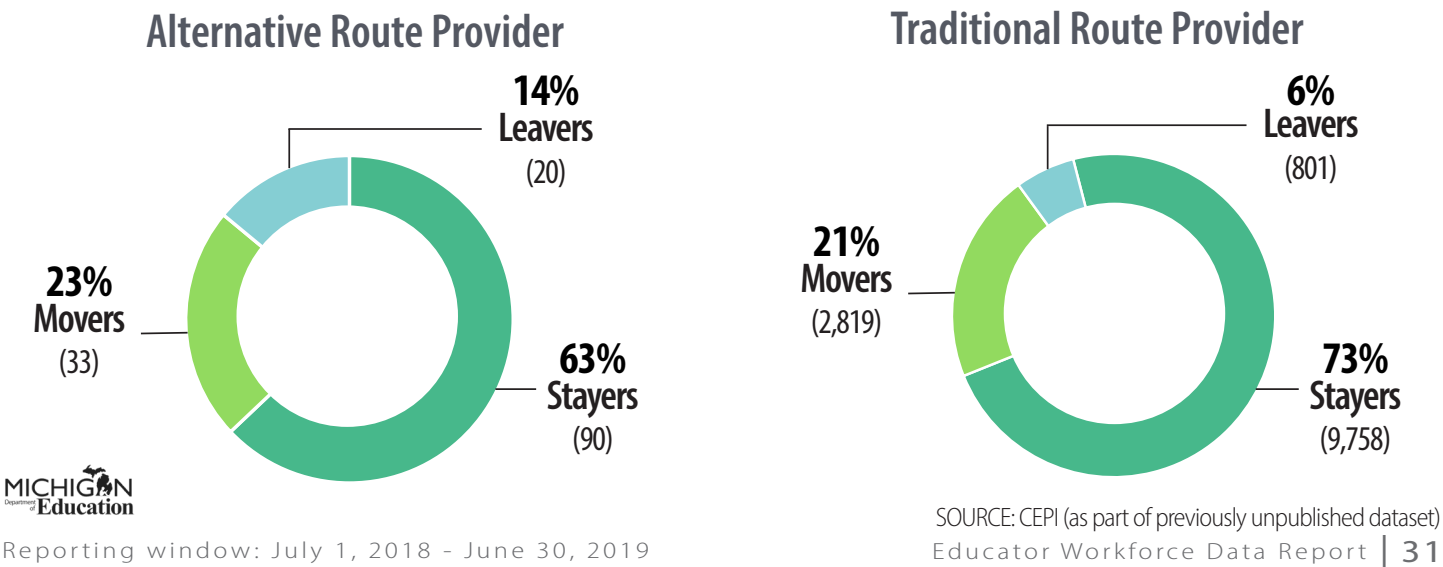
TEACHER EFFECTIVENESS

During the 2018-19 school year, 99% of teachers were either rated as effective or highly effective. Only 1% were given a minimally effective rating and less than 1% received ineffective ratings.

1% Minimally Effective

58% Effective

41% Highly Effective

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SOURCE: CEPI https://bit.ly/2VjPrLj
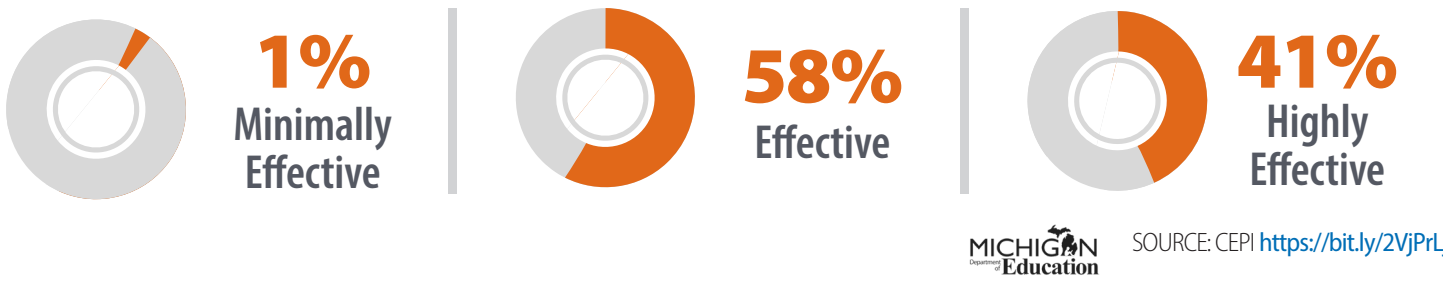
ADMINISTRATOR EFFECTIVENESS

During the 2018-19 school year, 99% 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.

1% Minimally Effective

62% Effective

37% Highly Effective

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SOURCE: CEPI https://bit.ly/2VjPrLj
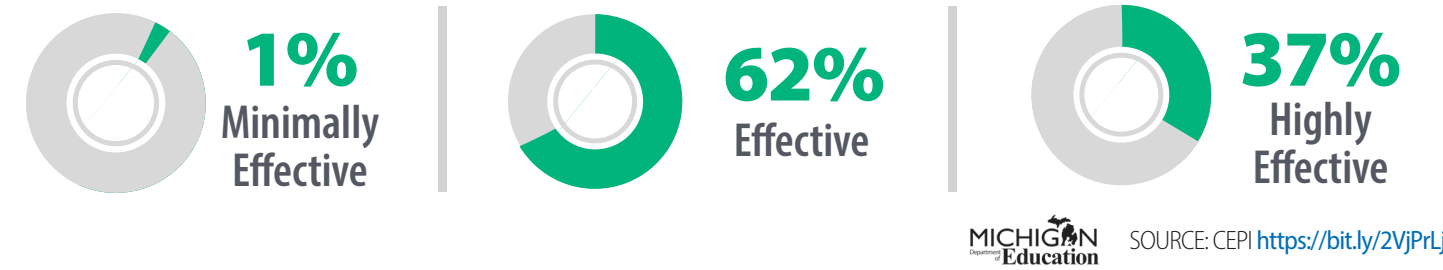
TEACHER LONGEVITY IN DISTRICT

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 REP as of Fall 2018.

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Years	Number
<1-5 Years	46,821
6-10 Years	11,989
11-15 Years	12,677
16-20 Years	17,613
21-25 Years	10,205
26-30 Years	4,689
31-35 Years	1,772
36-40 Years	314
>40 Years	206

number of years teaching in the same district

SOURCE: CEPI https://bit.ly/3nSGMvx
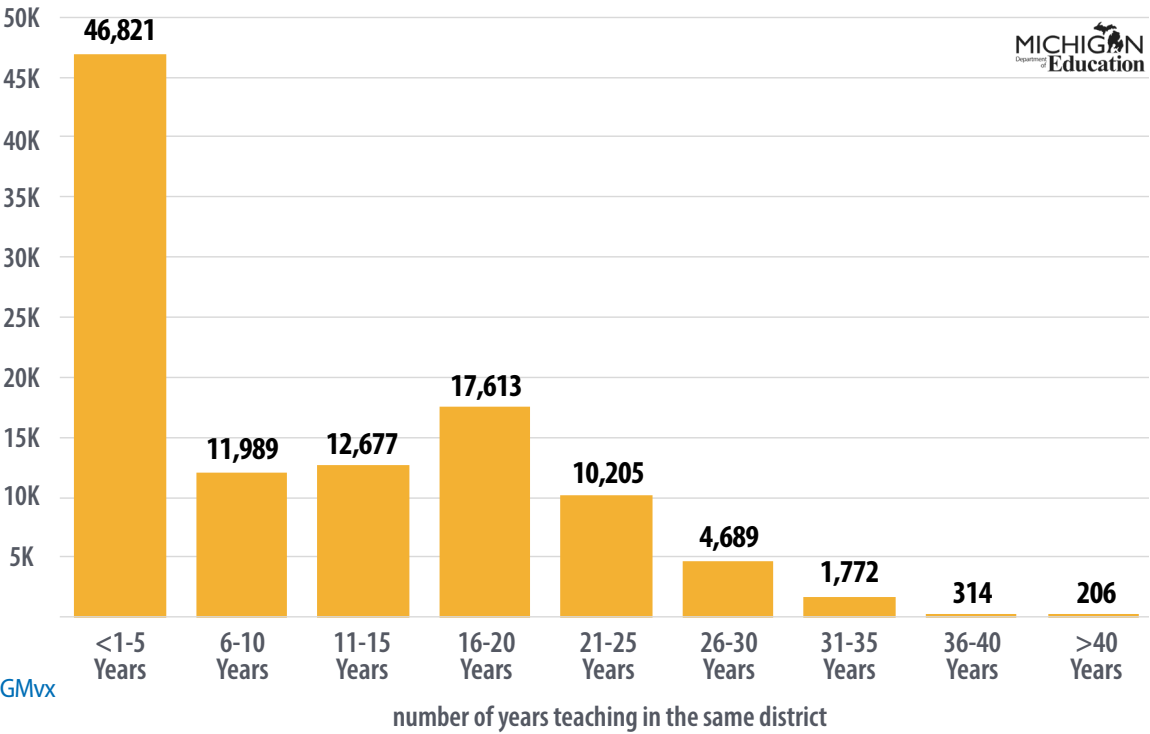
ADMINISTRATOR LONGEVITY IN DISTRICT

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 2018.

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Years	Number
<1-5 Years	5,401
6-10 Years	1,976
11-15 Years	1,626
16-20 Years	1,826
21-25 Years	1,058
26-30 Years	547
31-35 Years	221
36-40 Years	79
>40 Years	51

number of years leading in the same district

SOURCE: CEPI https://bit.ly/3nSGMvx
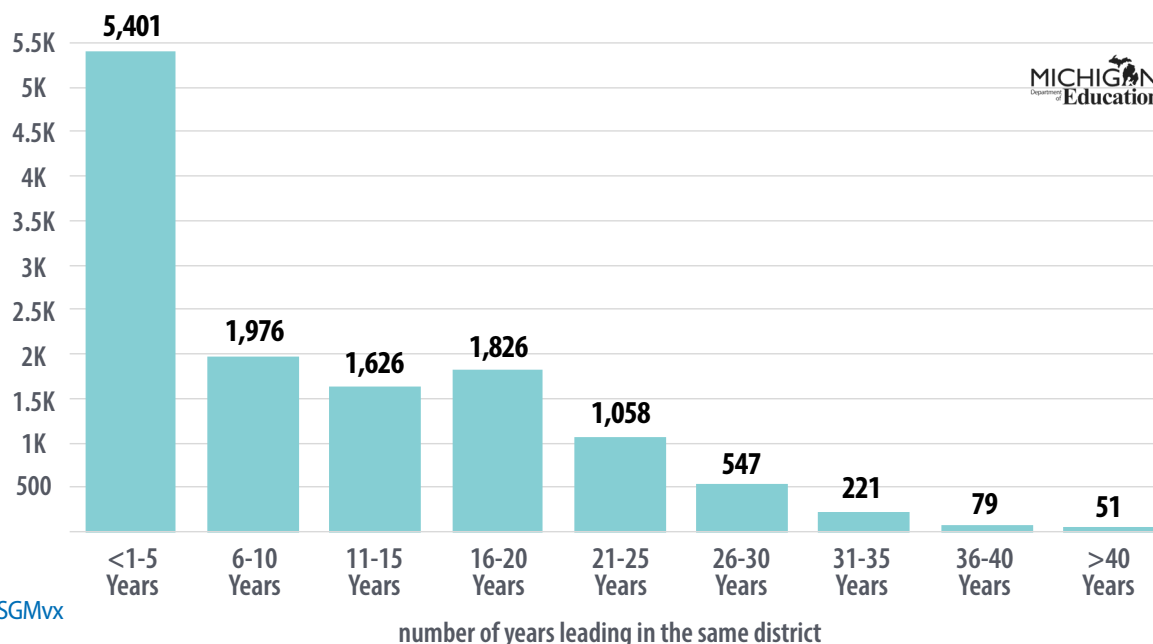
NATIONAL BOARD CERTIFIED TEACHERS

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 2018-19 both in Michigan and across the country.*

Michigan	National	
14	3,831	**Total New NBCTs**
25	4,787	**Total Renewed NBCTs**
479	125,990	**Total NBCTs**
96	24,716	**Currently Pursuing[+]**
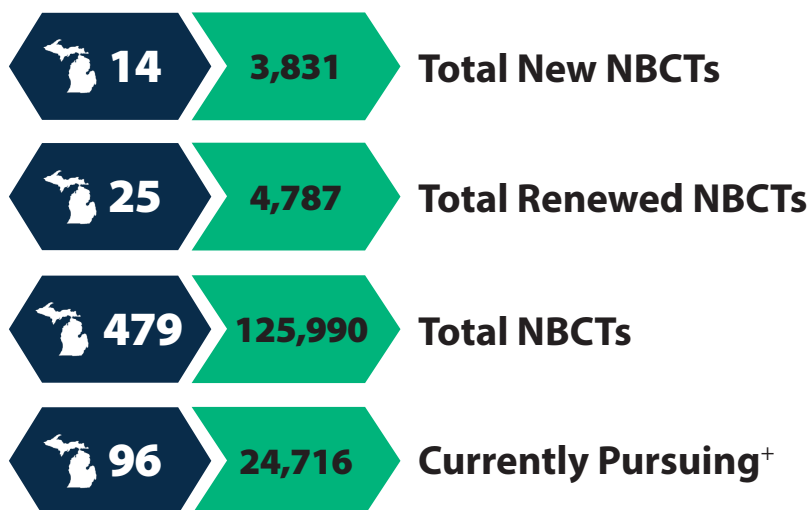
Top 5 Districts – By Total NBCT

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

Top 5 Districts – By Total Candidates[+]

Bureau of Indian Education – 22
Lansing School District – 17
Detroit Public Schools Community District – 8
Rochester Community School District – 7
Haslett Public Schools – 4
Kalamazoo Public Schools – 4

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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, 2019.
+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, 2019.

ADDITIONAL ENDORSEMENTS ON TEACHING AND CTE TEACHING CERTIFICATES

The information below breaks down the total number of additional teaching endorsements or CTE teaching Classification of Instructional Programs (CIP) career clusters granted during the 2018-19 academic year by subject area.

1,052
additional teaching endorsements
(2018-19)
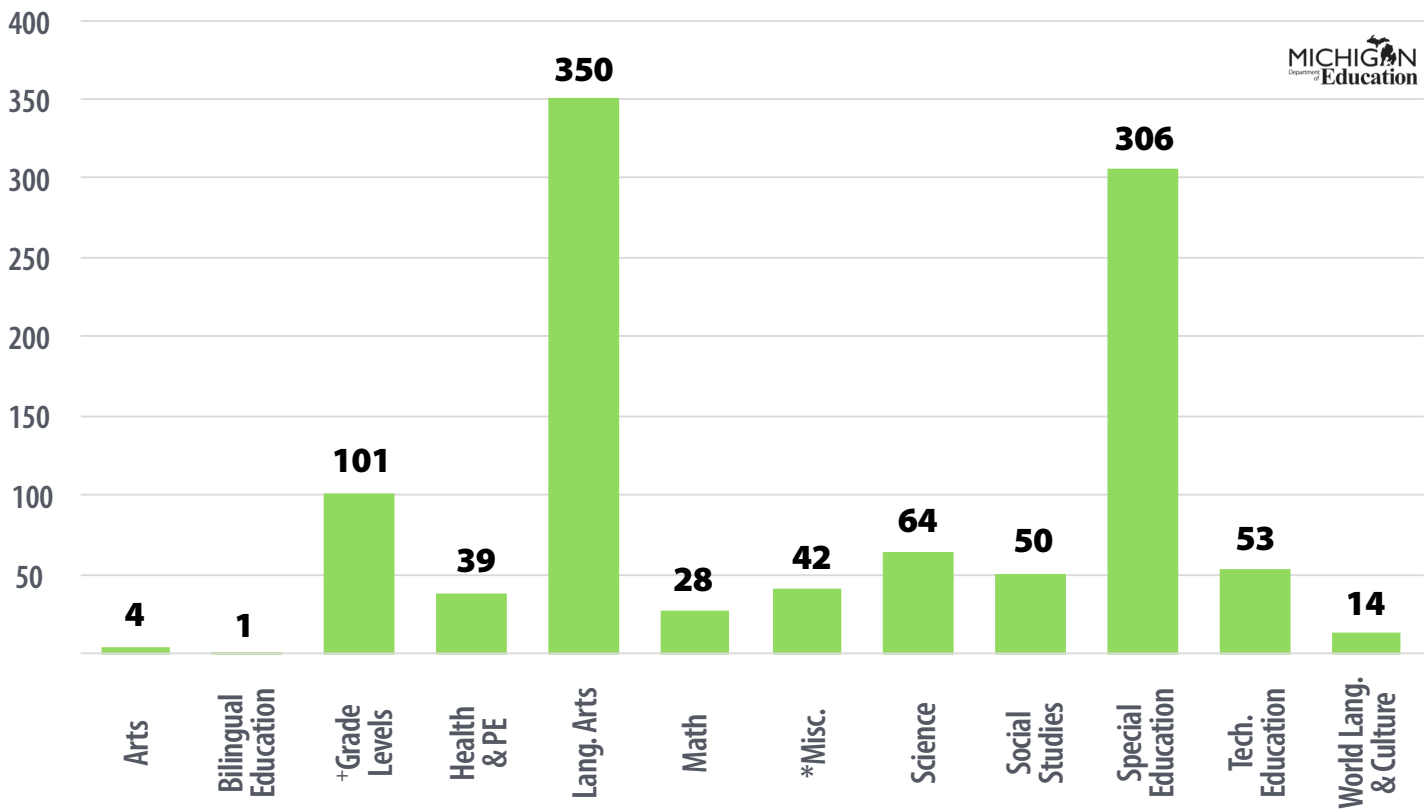
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Chart data (additional teaching endorsements by subject area):

Subject Area	Endorsements
Arts	4
Bilingual Education	1
+Grade Levels	101
Health & PE	39
Lang. Arts	350
Math	28
*Misc.	42
Science	64
Social Studies	50
Special Education	306
Tech. Education	53
World Lang. & Culture	14

+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.

3
additional endorsements issued by CTE career cluster
(2018-19)

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{ Education & Training – 1
Health Science – 1
Science, Technology, Engineering, and Mathematics – 1

CERTIFICATE PROGRESSION AND RENEWAL

The graph below shows the number of teachers across five years who either renewed a certificate, progressed from one type of certificate to the next, or who let their certificate lapse (no progression). A certificate is valid for five years.

(For additional details, see appendix.)

Legend: Lapse (No Progression) · Progressed · Renewal
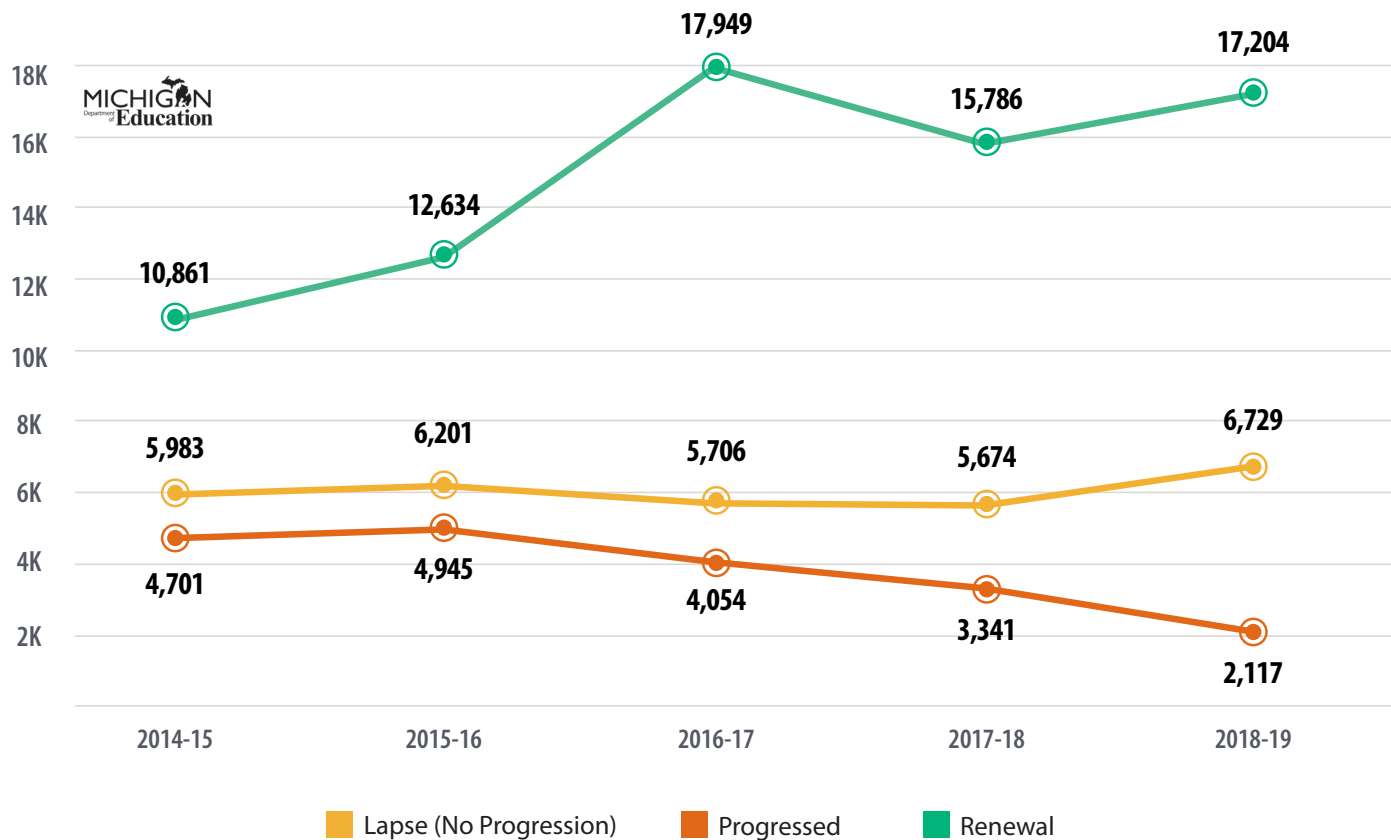
The data to the right breaks down the number of progressions and renewals by school year based on the amount of time taken by an individual to progress or renew their certificate after its expiration date.

Legend:
- Continuous
- Returner within 1 Year
- Returner within 2 Years
- Returner within 3 Years
- Returner within 4 Years
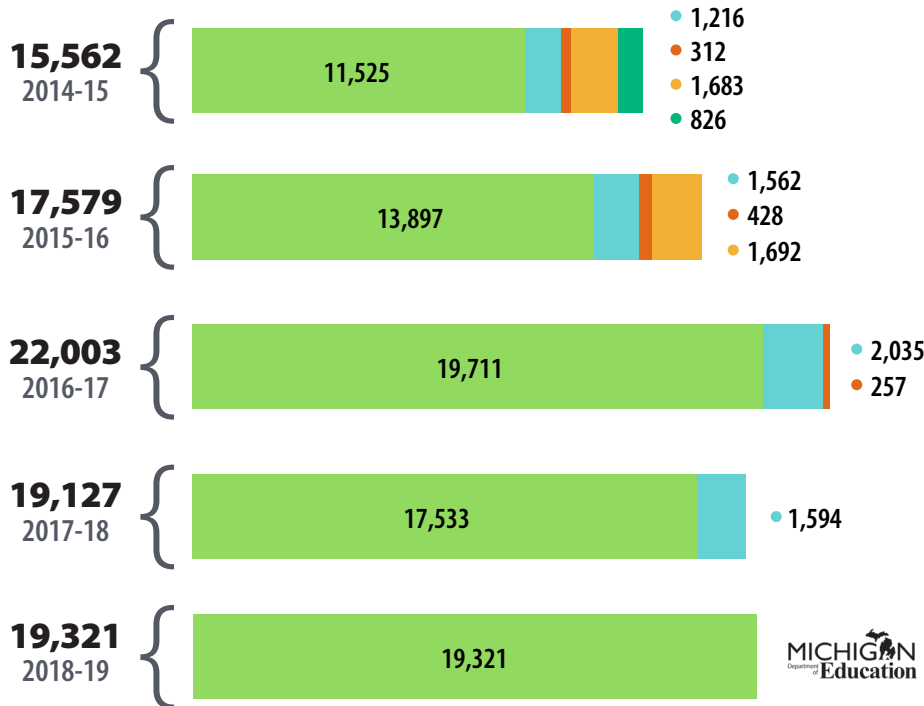
Interim to Standard

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). (For additional details, see appendix.)

Lapse (No Progression) — Progressed
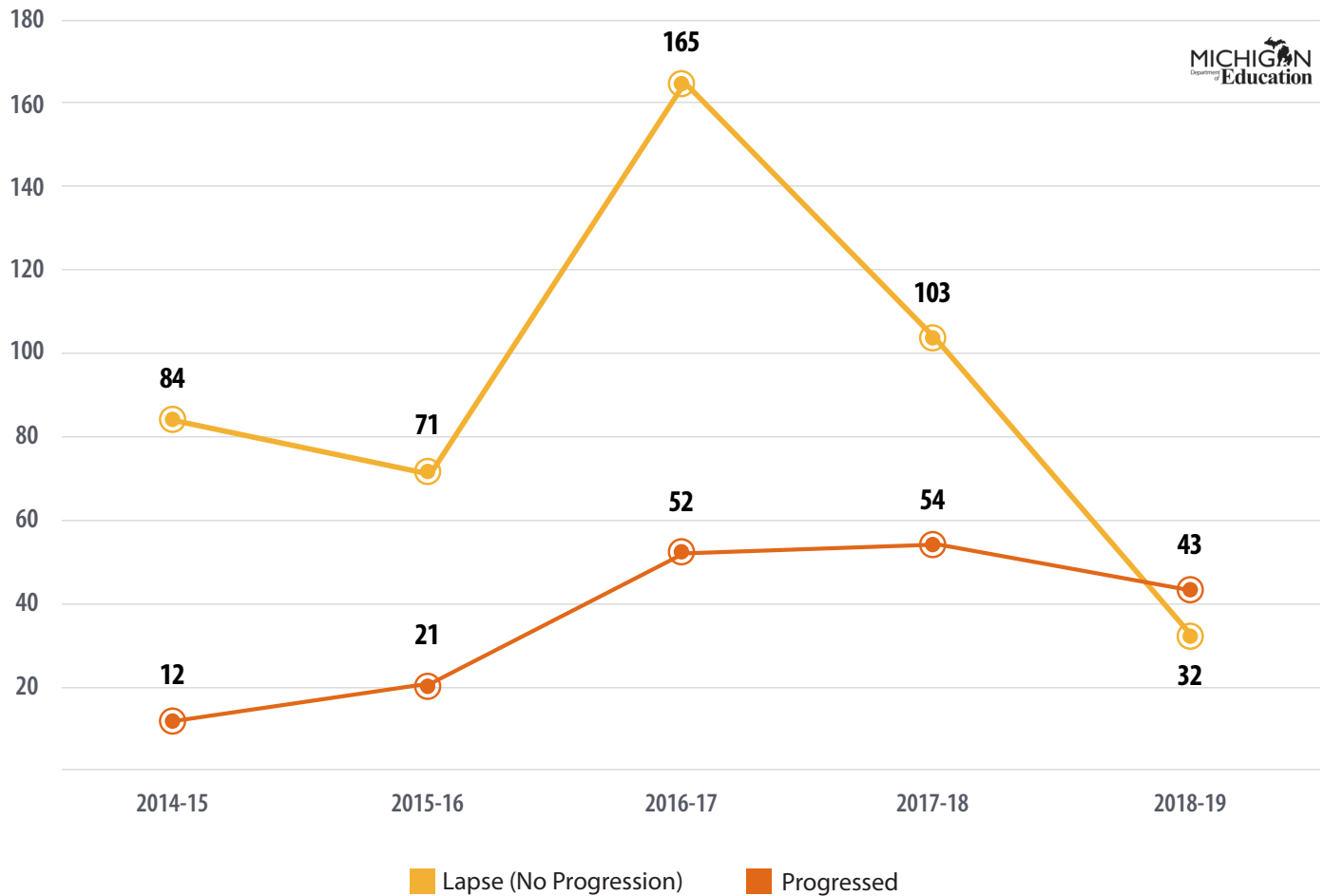
The data to the right breaks down the number of progressions by school year based on the amount of time taken by an individual to progress, including "Returners" – those who let their certification lapse, but came back at a later time to progress.

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

12 2014-15: 3, 1, 8

21 2015-16: 19, 1, 1

52 2016-17: 46, 4, 1

54 2017-18: 54

43 2018-19: 43
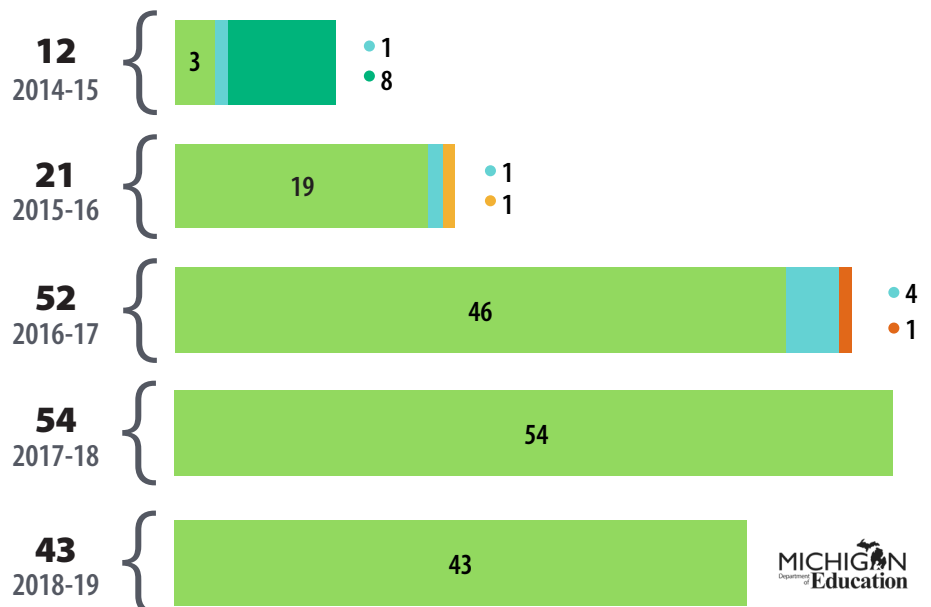
Standard to Professional

Progression from the Standard Teaching Certificate to the Professional Teaching Certificate indicates growth through the completion 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 school years (nonconsecutive ratings are allowed with a signed recommendation by the teacher's current superintendent). (For additional details, see appendix.)
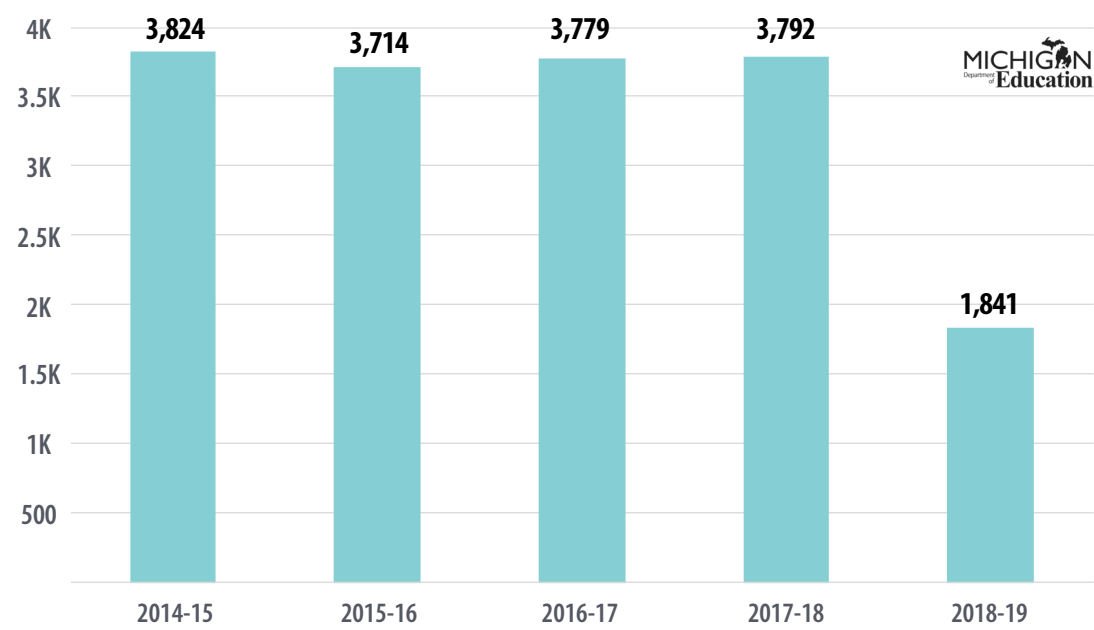
The graph to the left shows the total number of teachers who progressed from a Standard Teaching Certificate to the Professional Teaching Certificate during a given school year over a five-year period.

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 school years. (For additional details, see appendix.)

NOTE: Only 3 years of data is available because the Advanced Professional Teaching Certificate became available starting January 1, 2017.
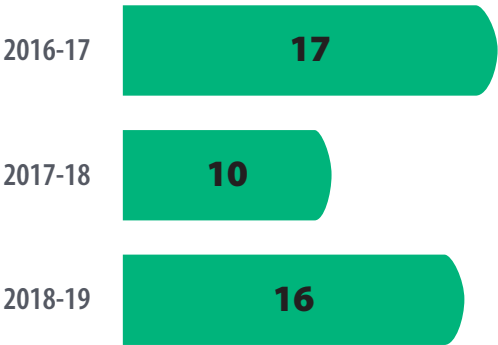
PROFESSIONAL LEARNING FOR CERTIFICATE RENEWAL AND PROGRESSION

In order to meet the requirement defined by the Teacher Certification Code and Administrative Rule 390.1101, necessary for all certificate renewals or progressions, an educator must accumulate a total of 150 hours of Education-Related Professional Learning. These opportunities must be aligned to the educator's grade level of certification and area(s) of endorsement. There are three recognized categories:

- Satisfactory college semester credit hours at a regionally accredited college or university.
- State Continuing Education Clock Hours (SCECHs). https://bit.ly/2WNrsEK
- Annual District Provided Professional Development (DPPD) hours. https://bit.ly/2WpbAsN

(For additional details, see appendix.)

3.4M
hours submitted
(2018-19)

College Credits, SCECHs, and DPPD Hours

MICHIGAN Department of Education

	2014-15	2015-16	2016-17	2017-18	2018-19
College credits*	2,475,596	2,373,425	2,087,112	1,709,938	1,184,802
DPPD hours+	1,368,402	1,474,829	1,410,427	1,360,823	1,162,276
SCECHs	1,112,419	1,107,345	1,327,135	1,250,820	1,014,689

Legend: College credits* — DPPD hours+ — SCECHs
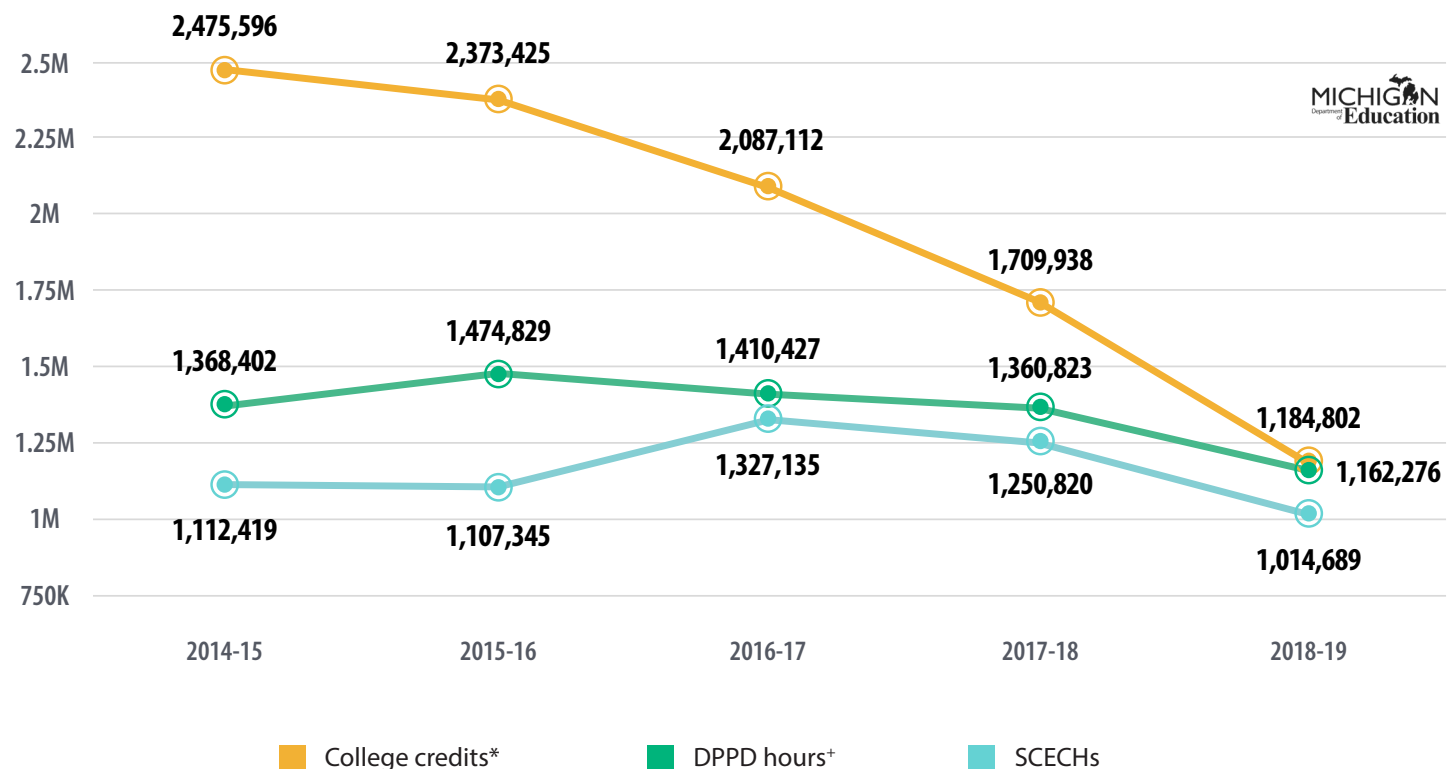
SCECHs are the only category entered into an educator's profile as they are earned. Educators often add their DPPD and college credits at the time of application for renewal, so the graph appears to decline, but the annual number will change from year to year as educators apply for their certificates and enter professional learning from previous years.

*Each college credit is worth 25 Education-Related Professional Learning hours. The number of hours on the graph above has already been multiplied by 25.

+Beginning in July 1, 2020, districts will need to register all DPPD hours as SCECHs. (https://bit.ly/2zvBlPq)

SCECH SPONSORS AND OPPORTUNITIES

Number of SCECH Opportunities by Category

40	Advanced Placement/Gifted & Talented
14	Alternative Education
124	Business Education
167	CTE/Vocational
1,640	English Language Arts
245	Fine Arts
1,423	Grade Level Focused
337	Health/Physical Education
5,100	Instruction Strategies & Management
894	Math
652	Science
359	Social Studies
1,189	Special Education
426	Student/Career Services
1,679	Technology/Media
437	World Languages

337 Approved Sponsors*

16 Catalog Categories

14,726 SCECH Offerings

MICHIGAN Department of Education

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

*As of February 12, 2020

GLOSSARY OF TERMS

Accreditation

The process for evaluating the quality of educator preparation programs and ensuring 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) subject area examination(s) is required before recommendation for certification. (More information can be found at http://bit.ly/2kCiPO1.)

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/2lJMnd2.)

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/2lJMOEc.)

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) subject area examination(s) and any provider-specific requirements). NOTE: The Career and Technical Education classification of instructional programs (CIPs), special education, and 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, providing required documentation, a criminal history, etc.

Application Status – Needed Payment
Application for certification was approved by the Office of Educator Excellence (OEE) or the Michigan preparation institution and was awaiting the applicant's submission of payment for final processing.

Application Status – Other
Application for certification is in a phase of review (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-level 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 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 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.

Every Student Succeeds Act (ESSA) 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.)

Expedited Educator Preparation Program
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/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).

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.

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

GLOSSARY OF TERMS

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 program 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.

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 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; School Counselor; and Teacher Leader.

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:** With respect to mobility, retention and attrition, this refers to 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.

GLOSSARY OF TERMS

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.

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 a credentialed individual 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 which may or may not allow for the MDE to take action as provided by statute or rule.
- **Nullification:** An action requested by an individual to nullify a Michigan teaching certificate or subject area(s) from a 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.

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

GLOSSARY OF TERMS

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

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 subject area examination(s) are required before recommendation for certification. (More information can be found at http://bit.ly/2kCiPO1.)

Valid

The status of a credential signifying that it may be utilized for placement within a teaching position during a given time frame.

APPENDIX

MTTC Statewide Results: Aug. 2016 – July 2019

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	871	737 (84.6%)	810 (93%)
004 Speech	55	54 (98.2%)	54 (98.2%)
005 Reading	103	94 (91.3%)	98 (95.1%)
007 Economics	16	8 (50.0%)	11 (68.8%)
008 Geography	22	9 (40.9%)	12 (54.5%)
009 History	401	199 (49.6%)	270 (67.3%)
010 Political Science	44	15 (34.1%)	21 (47.7%)
011 Psychology	139	116 (83.5%)	124 (89.2%)
017 Biology	208	158 (76.0%)	185 (88.9%)
018 Chemistry	135	94 (69.6%)	109 (80.7%)
019 Physics	53	46 (86.8%)	50 (94.3%)
020 Earth/Space Science	44	35 (79.5%)	40 (90.9%)
022 Mathematics (Sec)	485	429 (88.5%)	464 (95.7%)
023 French	49	31 (63.3%)	35 (71.4%)
024 German	23	19 (82.6%)	21 (91.3%)
026 Latin**	6	**	**
028 Spanish	265	233 (87.9%)	242 (91.3%)
029 Italian**	1	**	**
037 Agricultural Ed.	13	13 (100.0%)	13 (100%)
040 Family/Consumer Science	15	13 (86.7%)	14 (93.3%)
043 Health*	190	173 (91.1%)	181 (95.3%)
044 Physical Education*	256	204 (79.7%)	241 (94.1%)
048 Library Media**	6	**	**
051 School Counselor	256	238 (93.0%)	252 (98.4%)
056 Cognitive Impairment	503	387 (76.9%)	470 (93.4%)
057 Speech/Lang. Impaired**	9	**	**
058 Phys/Other Impairment	11	10 (90.0%)	10 (90.9%)
059 Emotional Impairment	210	182 (86.7%)	199 (94.8%)

Content Area (Test)	Eligible # Test Takers	Initial # Pass (%)	Cumulative # Pass (%)
061 Visually Impaired**	7	**	**
063 Learning Disabilities	442	401 (90.7%)	426 (96.4%)
064 Autism Spectrum Dis.	232	216 (93.1%)	229 (98.7%)
075 Bilingual Education**	9	**	**
084 Social Studies (Sec)	552	406 (73.6%)	505 (91.5%)
085 Middle Level**	7	**	**
086 ESL	682	617 (90.5%)	640 (93.8%)
087 Industrial Tech.	11	10 (90.9%)	11 (100%)
089 Mathematics (Elem)	577	497 (86.1%)	525 (91%)
090 Language Arts (Elem)	1,077	839 (77.9%)	933 (86.6%)
092 Reading Specialist	280	246 (87.9%)	256 (91.4%)
093 Integrated Science (Elem)	438	330 (75.3%)	371 (84.7%)
094 Integrated Science (Sec)	219	174 (79.5%)	200 (91.3%)
095 Visual Arts Education	176	155 (88.1%)	169 (96.0%)
097 Physical Science	10	9 (90.0%)	9 (90.0%)
098 Business Mgt, Mkt, Tech	27	19 (70.4%)	23 (85.2%)
099 Music Education	462	438 (94.8%)	457 (98.9%)
100 Japanese**	2	**	**
101 Chinese (Mandarin)	81	72 (88.9%)	75 (92.6%)
102 Arabic (Modern Std)**	4	**	**
103 Elementary Education	4,056	617 (90.5%)	640 (93.8%)
105 Social Studies (Elem)	187	10 (90.9%)	11 (100%)
106 Early Child Ed (Gen & SPED)	867	497 (86.1%)	525 (91.0%)
All Tests (excluding PRE)	**14,794**	**839 (77.9%)**	**933 (86.6%)**

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

Certificate Application Status by Category – Out-of-State

Application Status	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Approved	1,098 (97.7%)	1,167 (98.6%)	1,233 (98.6%)	1,416 (88.4%)	1,433 (70.9%)
Needs Payment[+]	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	227 (11.2%)
Denied	8 (0.7%)	2 (0.2%)	2 (0.2%)	36 (2.2%)	56 (2.8%)
Other[*]	18 (1.6%)	14 (1.2%)	16 (1.3%)	150 (9.4%)	304 (15.0%)

[*] Includes any applications with the status of Canceled, Conviction Review, Hold, Submitted, Temporarily Approved or Waiting for Documents.

[+] Applications that are inactive are deleted after one year if unpaid and after two years if paid but not progressed.

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
Permits		
Daily Substitute Permit	43,950	47,292
Extended Daily Substitute Permit	575	910
Full-Year Basic Substitute Permit	1,250	1,837
Full-Year Shortage Permit	59	53
Expert Substitute Permit	41	49
Authorizations		
Day-to-Day Substitute Annual CTE Authorization[*]	273	150
Substitute Career Authorization	0	3
Long-Term Substitute Annual CTE Authorization[*]	8	1
Annual CTE Authorization[*]	435	783
Annual Career Authorization	0	11
Less Than Class Size Annual CTE Authorization	29	4
Adult Education Annual CTE Authorization[*]	9	4
Credit Track Annual CTE Authorization[*]	176	0
Total	**46,805**	**51,097**
Special Education Approval Types	**2017-18**	**2018-19**
Temporary Approval Teacher[+]	106	125
Temporary Approval for Resource Program Teacher[+]	48	63
Total	**154**	**188**

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 2017-2018 are not comparable to years included in this report. The special education teacher and resource teacher continuing temporary approval counts may be compared with the full-year basic substitute permit counts for 2nd and 3rd renewals because they require 6 semester credit hours towards completion of a program aligned to the assignment.

[+] 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 6 semester credit hours towards completion of a program aligned to the assignment.

[*] Authorizations which are no longer active.

APPENDIX

Critical Shortage Fill

The Critical Shortage Fill list is determined by examining endorsements on temporary credentials requested by districts for a given school year. Temporary credentials include permits, Special Education approvals, and CTE authorizations. The table below displays the number of temporary credentials requested in the 2018-19 school year by discipline area.

Discipline Area	Number of Endorsements
Art and Music Education: Visual, Music, and Dance	174
Career and Technical Education	966
Career and Technical Education: Computer Science	8
Career and Technical Education: Family and Consumer Sciences	43
Career and Technical Education: Industrial and Technology Education	71
Core Subjects: Elementary Education	539
English as a Second Language (ESL)	151
English as a Second Language: Bilingual Education	5
Health and Physical Fitness: Health	41
Health and Physical Fitness: Physical Education	155
Language Arts: All Reading and Literacy	150
Language Arts: Communications	79
Mathematics	152
Psychology	9
Sciences	192
Social Studies	113
Social Studies: Sociology	1
Special Education: Administrator	92
Special Education: All Exceptionalities, Roles, and Supports	677
Support Staff: Guidance and Counseling	23
Support Staff: Instructional Library Media	31
Support Staff: School Social Workers	328
World Languages: Any World Language	144

APPENDIX

Initial Certificate Holders by Characteristics – All Types

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	4,448 (72.6%)	4,167 (73.3%)	3,847 (74.0%)	3,928 (73.2%)	4,203 (73.1%)
Male	1,681 (27.4%)	1,517 (26.7%)	1,349 (26.0%)	1,435 (26.8%)	1,547 (26.9%)
Race/Ethnicity					
American Indian or Alaskan Native	24 (0.4%)	18 (0.3%)	15 (0.3%)	29 (0.5%)	22 (0.4%)
Asian	112 (1.8%)	118 (2.1%)	108 (2.1%)	140 (2.6%)	150 (2.6%)
Black or African American	402 (6.6%)	376 (6.6%)	341 (6.6%)	354 (6.6%)	395 (6.9%)
Hispanic or Latino	117 (1.9%)	108 (1.9%)	121 (2.3%)	121 (2.3%)	141 (2.5%)
Multiracial	105 (1.7%)	95 (1.7%)	80 (1.5%)	55 (1.0%)	56 (1.0%)
Native Hawaiian or Pacific Islander	7 (0.1%)	4 (0.1%)	3 (0.1%)	7 (0.1%)	9 (0.2%)
White	5,361 (87.5%)	4,965 (87.4%)	4,528 (87.1%)	4,657 (86.8%)	4,977 (86.6%)
Age Group					
19-24	2,529 (41.3%)	2,288 (40.3%)	1,951 (37.5%)	1,848 (34.5%)	1,855 (32.3%)
25-34	2,067 (33.7%)	1,849 (32.5%)	1,725 (33.2%)	1,618 (30.2%)	1,625 (28.3%)
34-44	950 (15.5%)	970 (17.1%)	903 (17.4%)	997 (18.6%)	1,152 (20.0%)
45-54	448 (7.3%)	439 (7.7%)	480 (9.2%)	665 (12.4%)	812 (14.1%)
55-64	126 (2.1%)	123 (2.2%)	123 (2.4%)	207 (3.9%)	276 (4.8%)
65 and Over	9 (0.1%)	15 (0.3%)	14 (0.3%)	28 (0.5%)	30 (0.5%)

NOTE: The number of certificates on this table include all certificates whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	3,666 (75.2%)	3,534 (76.8%)	3,175 (77.0%)	3,215 (78.2%)	3,475 (77.4%)
Male	1,209 (24.80%)	1,067 (23.2%)	947 (23.0%)	897 (21.8%)	1,015 (22.6%)
Race/Ethnicity					
American Indian or Alaskan Native	23 (0.5%)	14 (0.3%)	15 (0.4%)	23 (0.6%)	16 (0.4%)
Asian	103 (2.1%)	112 (2.4%)	97 (2.4%)	129 (3.1%)	142 (3.2%)
Black or African American	208 (4.3%)	187 (4.1%)	158 (3.8%)	146 (3.6%)	194 (4.3%)
Hispanic or Latino	95 (1.9%)	90 (2.0%)	108 (2.6%)	103 (2.5%)	126 (2.8%)
Multiracial	93 (1.9%)	88 (1.9%)	72 (1.7%)	55 (1.3%)	44 (1.0%)
Native Hawaiian or Pacific Islander	6 (0.1%)	3 (0.1%)	2 (0.0%)	4 (0.1%)	7 (0.2%)
White	4,346 (89.2%)	4,107 (89.3%)	3,670 (89.0%)	3,652 (88.8%)	3,961 (88.2%)
Age Group					
19-24	2,507 (51.4%)	2,307 (50.1%)	1,981 (48.1%)	1,889 (45.9%)	1,888 (42.0%)
25-34	1,648 (33.8%)	1,544 (33.6%)	1,430 (34.7%)	1,437 (34.9%)	1,467 (32.7%)
34-44	456 (9.4%)	482 (10.5%)	436 (10.6%)	498 (12.1%)	681 (15.2%)
45-54	197 (4.0%)	189 (4.1%)	200 (4.9%)	217 (5.3%)	341 (7.6%)
55-64	62 (1.3%)	67 (1.5%)	67 (1.6%)	58 (1.4%)	106 (2.4%)
65 and Over	5 (0.1%)	12 (0.3%)	8 (0.2%)	13 (0.3%)	7 (0.2%)

NOTE: The number of certificates on this table include all certificates whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	33 (61.1%)	20 (41.7%)	23 (48.9%)	31 (59.6%)	73 (57.9%)
Male	21 (38.9%)	28 (58.3%)	24 (51.1%)	21 (40.4%)	53 (42.1%)
Race/Ethnicity					
American Indian or Alaskan Native	0	1 (2.1%)	0	0	0
Asian	1 (1.9%)	0	0	0	0
Black or African American	2 (3.7%)	4 (8.3%)	0	1 (1.9%)	3 (2.4%)
Hispanic or Latino	2 (3.7%)	0	1 (2.1%)	2 (3.8%)	2 (1.6%)
Multiracial	0	1 (2.1%)	0	1 (1.9%)	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	49 (90.7%)	42 (87.5%)	46 (97.9%)	48 (92.3%)	121 (96.0%)
Age Group					
19-24	3 (5.6%)	6 (12.5%)	2 (4.3%)	8 (15.4%)	9 (7.1%)
25-34	17 (31.5%)	14 (29.2%)	17 (36.2%)	17 (32.7%)	24 (19.0%)
34-44	18 (33.3%)	16 (33.3%)	18 (38.3%)	13 (25.0%)	44 (34.9%)
45-54	16 (29.6%)	6 (12.5%)	7 (14.9%)	13 (25.0%)	38 (30.2%)
55-64	0	6 (12.5%)	3 (6.4%)	1 (1.9%)	9 (7.1%)
65 and Over	0	0	0	0	2 (1.6%)

NOTE: The number of certificates on this table include all certificates whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	589 (57.7%)	619 (57.9%)	678 (61.4%)	768 (57.4%)	847 (59.7%)
Male	432 (42.3%)	451 (42.1%)	426 (38.6%)	569 (42.6%)	571 (40.3%)
Race/Ethnicity					
American Indian or Alaskan Native	2 (0.2%)	4 (0.4%)	3 (0.3%)	6 (0.4%)	8 (0.6%)
Asian	4 (0.4%)	7 (0.7%)	6 (0.5%)	8 (0.6%)	10 (0.7%)
Black or African American	170 (16.7%)	168 (15.7%)	169 (15.3%)	199 (14.9%)	206 (14.5%)
Hispanic or Latino	17 (1.7%)	16 (1.5%)	16 (1.4%)	17 (1.3%)	27 (1.9%)
Multiracial	12 (1.2%)	9 (0.8%)	10 (0.9%)	10 (0.7%)	14 (1.0%)
Native Hawaiian or Pacific Islander	1 (0.1%)	0	1 (0.1%)	3 (0.2%)	2 (0.1%)
White	815 (79.8%)	866 (80.9%)	899 (81.4%)	1,094 (81.8%)	1,151 (81.2%)
Age Group					
19-24	1 (0.1%)	0	2 (0.2%)	0	0
25-34	291 (28.5%)	299 (27.9%)	314 (28.4%)	242 (18.1%)	257 (18.1%)
34-44	447 (43.8%)	481 (45.0%)	462 (41.8%)	495 (37.0%	503 (35.5%)
45-54	221 (21.6%)	238 (22.2%)	265 (24.0%)	439 (32.8%)	465 (32.8%)
55-64	57 (5.6%)	50 (4.7%)	54 (4.9%)	148 (11.1%)	170 (12.0%)
65 and Over	4 (0.4%)	2 (0.2%)	7 (0.6%)	13 (1.0%)	23 (1.6%)

NOTE: The number of certificates on this table include all certificates whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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APPENDIX

Initial Certificates by Educator Prep Institution

Name of Institution	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Traditional Routes					
Adrian College	25 (0.5%)	24 (0.5%)	20 (0.5%)	19 (0.5%)	19 (0.5%)
Albion College	14 (0.3%)	8 (0.2%)	7 (0.2%)	10 (0.3%)	10 (0.2%)
Alma College	22 (0.4%)	31 (0.7%)	19 (0.5%)	20 (0.5%)	14 (0.3%)
Andrews University	28 (0.6%)	20 (0.5%)	12 (0.3%)	5 (0.1%)	12 (0.3%)
Aquinas College	36 (0.7%)	45 (1.0%)	38 (1.0%)	39 (1.0%)	24 (0.6%)
Baker College	48 (1.0%)	62 (1.4%)	32 (0.8%)	45 (1.2%)	21 (0.5%)
Calvin University	88 (1.8%)	75 (1.7%)	94 (2.4%)	78 (2.0%)	87 (2.1%)
Central Michigan University	417 (8.5%)	342 (7.7%)	278 (7.1%)	237 (6.2%)	259 (6.3%)
College for Creative Studies	6 (0.1%)	5 (0.1%)	9 (0.2%)	3 (0.1%)	8 (0.2%)
Concordia University	15 (0.3%)	21 (0.5%)	12 (0.3%)	13 (0.3%)	9 (0.2%)
Cornerstone University	34 (0.7%)	42 (1.0%)	29 (0.7%)	34 (0.9%)	35 (0.8%)
Eastern Michigan University	342 (7.0%)	376 (8.5%)	272 (7.0%)	301 (7.9%)	227 (5.5%)
Ferris State University	106 (2.2%)	84 (1.9%)	85 (2.2%)	77 (2.0%)	106 (2.6%)
Finlandia University (Closed 05/21/2012)	2 (0.0%)	0	0	1 (0.0%)	0
Grand Valley State University	357 (7.3%)	334 (7.6%)	265 (6.8%)	305 (8.0%)	312 (7.6%)
Hillsdale College (Closed 04/12/2010)	1 (0.0%)	0	0	0	0
Hope College	85 (1.7%)	69 (1.6%)	80 (2.1%)	69 (1.8%)	57 (1.4%)
Lake Superior State University	8 (0.2%)	12 (0.3%)	4 (0.1%)	6 (0.2%)	6 (0.1%)
Madonna University	44 (0.9%)	26 (0.6%)	14 (0.4%)	25 (0.7%)	20 (0.5%)
Marygrove College (Closed 12/31/2019)	8 (0.2%)	12 (0.3%)	6 (0.2%)	1 (0.0%)	4 (0.1%)
Michigan State University	411 (8.4%)	427 (9.7%)	334 (8.6%)	324 (8.5%)	265 (6.4%)
Michigan Tech. Univ. (Closed 12/12/2018)	8 (0.2%)	3 (0.1%)	1 (0.0%)	11 (0.3%)	9 (0.2%)
Northern Michigan University	91 (1.9%)	98 (2.2%)	73 (1.9%)	55 (1.4%)	62 (1.5%)
Oakland University	222 (4.5%)	230 (5.2%)	234 (6.0%)	192 (5.0%)	179 (4.3%)
Olivet College (Closed 06/26/2015)	15 (0.3%)	6 (0.1%)	4 (0.1%)	4 (0.1%)	0
Robert B. Miller College (Closed 03/03/2016)	9 (0.2%)	7 (0.2%)	0	0	0

Name of Institution	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Rochester University	8 (0.2%)	3 (0.1%)	3 (0.1%)	4 (0.1%)	6 (0.1%)
Saginaw Valley State University	144 (2.9%)	112 (2.5%)	104 (2.7%)	128 (3.3%)	127 (3.1%)
Siena Heights University	12 (0.2%)	13 (0.3%)	8 (0.2%)	13 (0.3%)	12 (0.3%)
Spring Arbor University	63 (1.3%)	47 (1.1%)	46 (1.2%)	34 (0.9%)	38 (0.9%)
University of Detroit Mercy	10 (0.2%)	2 (0.0%)	5 (0.1%)	2 (0.1%)	6 (0.1%)
University of Michigan	157 (3.2%)	160 (3.6%)	136 (3.5%)	135 (3.5%)	111 (2.7%)
University of Michigan-Dearborn	107 (2.2%)	88 (2.0%)	76 (2.0%)	66 (1.7%)	59 (1.4%)
University of Michigan-Flint	88 (1.8%)	53 (1.2%)	41 (1.1%)	37 (1.0%)	43 (1.0%)
Wayne State University	204 (4.2%)	189 (4.3%)	147 (3.8%)	126 (3.3%)	135 (3.3%)
Western Michigan University	279 (5.7%)	244 (5.5%)	203 (5.2%)	191 (5.0%)	154 (3.7%)
Alternative Route					
#T.E.A.C.H.	0	0	0	0	27 (0.7%)
Davenport University	0	1 (0.0%)	0	8 (0.2%)	12 (0.3%)
Michigan Teachers of Tomorrow	0	0	0	4 (0.1%)	191 (4.6%)
Oakland University Alternative Route (Closed 6/12/2015)	15 (0.3%)	7 (0.2%)	14 (0.4%)	3 (0.1%)	1 (0.0%)
Professional Innovators in Teaching	0	0	0	0	10 (0.2%)
Schoolcraft College	0	5 (0.1%)	24 (0.6%)	45 (1.2%)	70 (1.7%)
The New Teacher Project (Closed 6/12/2018)	0	14 (0.3%)	16 (0.4%)	0	0
University of Michigan M-ARC	97 (2.0%)	77 (1.7%)	46 (1.2%)	27 (0.7%)	33 (0.8%)
University of Michigan-Flint Alternative Route	8 (0.2%)	9 (0.2%)	4 (0.1%)	12 (0.3%)	11 (0.3%)
Other Education Prep Options					
Out of State College	1,199 (24.4%)	978 (22.1%)	1,030 (26.5%)	1,036 (27.1%)	1,219 (29.5%)
Missing	81 (1.6%)	58 (1.3%)	65 (1.7%)	83 (2.2%)	117 (2.8%)
Total	**4,914**	**4,419**	**3,890**	**3,828**	**4,127**

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%.

APPENDIX

Initial Teaching Certificates by Pathway

Pathway	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Alternate Route Provider	120 (2.0%)	113 (3.0%)	104 (3.0%)	99 (3.0%)	355 (9.0%)
Traditional	3,514 (72.0%)	3,270 (74.0%)	2,691 (69.0%)	2,610 (68.0%)	2,436 (59.0%)
Out of State	1,199 (24.0%)	978 (22.0%)	1,030 (26.0%)	1,036 (27.0%)	1,219 (30.0%)
Missing	81 (2.0%)	58 (1.0%)	65 (2.0%)	83 (2.0%)	117 (3.0%)
Grand Total	**4,914**	**4,419**	**3,890**	**3,828**	**4,127**

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.

Valid Certificates by Type

Certificate Type	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Interim Teaching Certificate	573 (0.3%)	548 (0.2%)	527 (0.2%)	403 (0.2%)	595 (0.3%)
Standard Teaching Certificate	34,507 (15.8%)	32,135 (14.6%)	29,638 (13.5%)	27,332 (12.4%)	25,262 (11.4%)
Standard Teaching Certificate (1st Renewal)	8,313 (3.8%)	8,029 (3.7%)	7,189 (3.3%)	7,536 (3.4%)	9,769 (4.4%)
Standard Teaching Certificate (2nd Renewal)	3,053 (1.4%)	3,300 (1.5%)	3,261 (1.5%)	2,650 (1.2%)	1,810 (0.8%)
Standard Teaching Certificate (3rd Renewal)	18 (0.0%)	26 (0.0%)	29 (0.0%)	34 (0.0%)	25 (0.0%)
Standard Temporary Teacher Employment Authorization	555 (0.3%)	519 (0.2%)	588 (0.3%)	590 (0.3%)	637 (0.3%)
Two-Year Extended Standard Teaching Certificate[2]	498 (0.2%)	413 (0.2%)	342 (0.2%)	185 (0.1%)	24 (0.0%)
Professional Teaching Certificate (Has Standard)	16,842 (7.7%)	18,791 (8.6%)	19,975 (9.1%)	21,107 (9.6%)	19,135 (8.7%)
Professional Teaching Certificate	1,397 (0.6%)	1,571 (0.7%)	1,770 (0.8%)	1,889 (0.9%)	1,926 (0.9%)
Professional Renewal	61,812 (28.3%)	62,834 (28.6%)	63,835 (29.1%)	65,510 (29.7%)	67,305 (30.4%)

Certificate Type	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Professional Temporary Teacher Employment Authorization	38 (0.0%)	32 (0.0%)	10 (0.0%)	11 (0.0%)	34 (0.0%)
Advanced Professional Certificate[1]	0	0	16 (0.0%)	26 (0.0%)	42 (0.0%)
18-Hour Continuing Certificate[3]	39,563 (18.1%)	39,563 (18.0%)	39,563 (18.0%)	39,563 (17.9%)	39,563 (17.9%)
30-Hour Continuing Certificate[3]	26,338 (12.1%)	26,338 (12.0%)	26,338 (12.0%)	26,338 (11.9%)	26,338 (11.9%)
Permanent Teaching Certificate[3]	4,625 (2.1%)	4,625 (2.1%)	4,625 (2.1%)	4,625 (2.1%)	4,625 (2.1%)
Standard CTE Certificate	705 (0.3%)	584 (0.3%)	517 (0.2%)	443 (0.2%)	470 (0.2%)
Standard CTE Certificate (1st Renewal)	150 (0.1%)	161 (0.1%)	172 (0.1%)	195 (0.1%)	233 (0.1%)
Standard CTE Certificate (2nd Renewal)	56 (0.0%)	51 (0.0%)	55 (0.0%)	42 (0.0%)	29 (0.0%)
Standard CTE Certificate (3rd Renewal)	1 (0.0%)	1 (0.0%)	1 (0.0%)	0	0
Professional CTE Certificate (Has Standard CTE)	631 (0.3%)	616 (0.3%)	567 (0.3%)	521 (0.2%)	411 (0.2%)
Professional CTE Certificate	19 (0.0%)	19 (0.0%)	22 (0.0%)	21 (0.0%)	26 (0.0%)
Professional CTE Certificate Renewal	1,534 (0.7%)	1,592 (0.7%)	1,643 (0.7%)	1,695 (0.8%)	1,708 (0.8%)
Full-Occupational Authorization[3]	4,126 (1.9%)	4,126 (1.9%)	4,126 (1.9%)	4,126 (1.9%)	4,126 (1.9%)
Two-Year Extended Standard CTE Certificate[2]	11 (0.0%)	9 (0.0%)	4 (0.0%)	3 (0.0%)	0
Preliminary School Psychologist Certificate	178 (0.1%)	171 (0.1%)	185 (0.1%)	179 (0.1%)	177 (0.1%)
Preliminary School Psychologist Renewal	15 (0.0%)	11 (0.0%)	8 (0.0%)	7 (0.0%)	9 (0.0%)
School Psychologist Certificate (Has Preliminary)	250 (0.1%)	246 (0.1%)	239 (0.1%)	268 (0.1%)	274 (0.1%)
School Psychologist Certificate	37 (0.0%)	45 (0.0%)	41 (0.0%)	56 (0.0%)	80 (0.0%)
School Psychologist Renewal	1,056 (0.5%)	1,082 (0.5%)	1,101 (0.5%)	1,029 (0.5%)	1,047 (0.5%)
Preliminary Authorization to Work as a School Counselor	79 (0.0%)	86 (0.0%)	91 (0.0%)	101 (0.0%)	100 (0.0%)

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Certificate Type	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
School Counselor License	697 (0.3%)	682 (0.3%)	657 (0.3%)	637 (0.3%)	645 (0.3%)
School Counselor License Renewal	679 (0.3%)	755 (0.3%)	814 (0.4%)	883 (0.4%)	954 (0.4%)
Temporary School Counselor Authorization	34 (0.0%)	31 (0.0%)	26 (0.0%)	27 (0.0%)	37 (0.0%)
School Administrator Certificate	5,765 (2.6%)	6,025 (2.7%)	6,102 (2.8%)	6,368 (2.9%)	6,534 (3.0%)
School Administrator Renewal	3,374 (1.5%)	4,202 (1.9%)	5,032 (2.3%)	6,010 (2.7%)	6,671 (3.0%)
Interim School Nurse Certificate	31 (0.0%)	44 (0.0%)	42 (0.0%)	44 (0.0%)	43 (0.0%)
Interim School Nurse Certificate Renewal	11 (0.0%)	12 (0.0%)	11 (0.0%)	11 (0.0%)	8 (0.0%)
Standard School Nurse Certificate	29 (0.0%)	24 (0.0%)	19 (0.0%)	21 (0.0%)	21 (0.0%)
Standard School Nurse Certificate (1st Renewal)	1 (0.0%)	0	0	2 (0.0%)	3 (0.0%)
Standard School Nurse Certificate (2nd Renewal)	1 0.0%)	1 (0.0%)	1 (0.0%)	0	0
Professional School Nurse Certificate	451 (0.2%)	451 (0.2%)	451 (0.2%)	451 (0.2%)	451 (0.2%)
Total	218,053	219,751	219,633	220,939	221,147

NOTE: This table includes all certificates, whether employed as a teacher or not. A Professional Teaching Certificate (has Standard) is issued to an individual who has previously held a Standard Teaching Certificate. A Professional Teaching Certificate without the (has Standard) designation is issued to an individual who has not previously held a Standard Teaching Certificate - typically an out-of-state applicant. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

[1] First available January 1, 2017.

[2] No longer issued due to the repeal of MCL 380.1531e.

[3] No longer issued after 1992. Does not expire.

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

APPENDIX

Valid Certificate Holder Characteristics– All

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	147,520 (75.6%)	147,456 (75.6%)	147,107 (75.7%)	146,800 (75.8%)	146,970 (75.9%)
Male	47,683 (24.4%)	47,494 (24.4%)	47,192 (24.3%)	46,821 (24.2%)	46,655 (24.1%)
Race/Ethnicity					
American Indian or Alaskan Native	399 (0.2%)	407 (0.2%)	406 (0.2%)	420 (0.2%)	411 (0.2%)
Asian	1,170 (0.6%)	1,243 (0.6%)	1,301 (0.7%)	1,341 (0.7%)	1,391 (0.7%)
Black or African American	8,001 (4.1%)	8,122 (4.2%)	8,058 (4.1%)	7,936 (4.1%)	7,881 (4.1%)
Hispanic or Latino	1,689 (0.9%)	1,743 (0.9%)	1,793 (0.9%)	1,796 (0.9%)	1,841 (1.0%)
Multiracial	1,135 (0.6%)	1,200 (0.6%)	1,242 (0.6%)	1,209 (0.6%)	1,182 (0.6%)
Native Hawaiian or Pacific Islander	398 (0.2%)	380 (0.2%)	367 (0.2%)	368 (0.2%	364 (0.2%)
White	170,777 (87.5%)	171,646 (88.0%)	171,777 (88.4%)	171,212 (88.4%)	171,221 (88.4%)
Missing	11,655 (6.0%)	10,220 (5.2%)	9,360 (4.8%)	9,344 (4.8%)	9,339 (4.8%)
Age Group					
19-24	5,941 (3.0%)	8,512 (4.4%)	10,933 (5.6%)	13,339 (6.9%)	15,788 (8.2%)
25-34	39,152 (20.1%)	37,972 (19.5%)	36,758 (18.9%)	35,373 (18.3%)	34,284 (17.7%)
34-44	41,083 (21.0%)	40,910 (21.0%)	40,606 (20.9%)	40,488 (20.9%)	40,594 (21.0%)
45-54	34,337 (17.6%)	34,013 (17.4%)	33,668 (17.3%)	33,311 (17.2%)	32,966 (17.0%)
55-64	41,456 (21.2%)	40,591 (20.8%)	39,592 (20.4%)	38,566 (19.9%)	37,593 (19.4%)
65 and Over	33,255 (17.0%)	32,963 (16.9%)	32,747 (16.9%)	32,549 (16.8%)	32,405 (16.7%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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

APPENDIX

Valid Certificate Holders by Characteristics – Teacher

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	143,750 (75.9%)	143,593 (76.0%)	143,108 (76.1%)	142,655 (76.2%)	142,642 (76.3%)
Male	45,605 (24.1%)	45,357 (24.0%)	44,982 (23.9%)	44,555 (23.8%)	44,299 (23.7%)
Race/Ethnicity					
American Indian or Alaskan Native	384 (0.2%)	391 (0.2%)	390 (0.2%)	402 (0.2%)	392 (0.2%)
Asian	1,132 (0.6%)	1,204 (0.6%)	1,254 (0.7%)	1,293 (0.7%)	1,336 (0.7%)
Black or African American	7,313 (3.9%)	7,386 (3.9%)	7,276 (3.9%)	7,119 (3.8%)	7,044 (3.8%)
Hispanic or Latino	1,610 (0.9%)	1,659 (0.9%)	1,695 (0.9%)	1,680 (0.9%)	1,720 (0.9%)
Multiracial	1,084 (0.6%)	1,154 (0.6%)	1,186 (0.6%)	1,156 (0.6%)	1,126 (0.6%)
Native Hawaiian or Pacific Islander	389 (0.2%)	371 (0.2%)	357 (0.2%)	357 (0.2%)	354 (0.2%)
White	166,187 (87.8%)	166,885 (88.3%)	166,867 (88.7%)	166,153 (88.8%)	165,924 (88.8%)
Missing	11,265 (5.9%)	9,907 (5.2%)	9,066 (4.8%)	9,051 (4.8%)	9,046 (4.8%)
Age Group					
19-24	5,915 (3.1%)	8,456 (4.5%)	10,807 (5.7%)	13,133 (7.0%)	15,494 (8.3%)
25-34	38,180 (20.2%)	36,901 (19.5%)	35,603 (18.9%)	34,134 (18.2%)	32,968 (17.6%)
34-44	39,597 (20.9%)	39,359 (20.8%)	38,976 (20.7%)	38,777 (20.7%)	38,758 (20.7%)
45-54	33,078 (17.5%)	32,741 (17.3%)	32,367 (17.2%)	31,950 (17.1%)	31,546 (16.9%)
55-64	40,353 (21.3%)	39,528 (20.9%)	38,571 (20.5%)	37,603 (20.1%)	36,680 (19.6%)
65 and Over	32,241 (17.0%)	31,972 (16.9%)	31,767 (16.9%)	31,614 (16.9%)	31,496 (16.8%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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

APPENDIX

Valid Certificate Holders by Characteristics – CTE

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	4,109 (58.5%)	4,056 (58.3%)	4,015 (58.3%)	3,976 (58.3%)	3,991 (58.4%)
Male	2,913 (41.5%)	2,902 (41.7%)	2,875 (41.7%)	2,845 (41.7%)	2,847 (41.6%)
Race/Ethnicity					
American Indian or Alaskan Native	13 (0.2%)	14 (0.2%)	13 (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	238 (3.4%)	231 (3.3%)	228 (3.3%)	216 (3.2%)	206 (3.0%)
Hispanic or Latino	17 (0.2%)	16 (0.2%)	17 (0.2%)	18 (0.3%)	20 (0.3%)
Multiracial	21 (0.3%)	20 (0.3%)	21 (0.3%)	21 (0.3%)	19 (0.3%)
Native Hawaiian or Pacific Islander	15 (0.2%)	15 (0.2%)	15 (0.2%)	15 (0.2%)	15 (0.2%)
White	6,086 (86.7%)	6,062 (87.1%)	6,016 (87.3%)	5,960 (87.4%)	5,987 (87.6%)
Missing	624 (8.9%)	592 (8.5%)	572 (8.3%)	571 (8.4%)	571 (8.4%)
Age Group					
19-24	13 (0.2%)	22 (0.3%)	27 (0.4%)	40 (0.6%)	52 (0.8%)
25-34	432 (6.2%)	432 (6.2%)	447 (6.5%)	447 (6.6%)	480 (7.0%)
34-44	833 (11.9%)	841 (12.1%)	837 (12.1%)	837 (12.3%)	867 (12.7%)
45-54	1,112 (15.8%)	1,096 (15.8%)	1,078 (15.6%)	1,059 (15.5%)	1,058 (15.5%)
55-64	2,029 (28.9%)	1,981 (28.5%)	1,931 (28.0%)	1,876 (27.5%)	1,825 (26.7%)
65 and Over	2,603 (37.1%)	2,586 (37.2%)	2,570 (37.3%)	2,562 (37.6%)	2,556 (37.4%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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

APPENDIX

Valid Certificate Holders by Characteristics— Administrator

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	4,728 (54.9%)	5,243 (55.2%)	5,804 (55.9%)	6,436 (56.2%)	7,014 (56.4%)
Male	3,890 (45.1%)	4,254 (44.8%)	4,587 (44.1%)	5,016 (43.8%)	5,416 (43.6%)
Race/Ethnicity					
American Indian or Alaskan Native	23 (0.3%)	27 (0.3%)	30 (0.3%)	34 (0.3%)	42 (0.3%)
Asian	44 (0.5%)	50 (0.5%)	53 (0.5%)	59 (0.5%)	66 (0.5%)
Black or African American	1,518 (17.6%)	1,669 (17.6%)	1,785 (17.2%)	1,905 (16.6%)	2,023 (16.3%)
Hispanic or Latino	136 (1.6%)	152 (1.6%)	165 (1.6%)	180 (1.6%)	194 (1.6%)
Multiracial	65 (0.8%)	70 (0.7%)	82 (0.8%)	89 (0.8%)	99 (0.8%)
Native Hawaiian or Pacific Islander	10 (0.1%)	9 (0.1%)	9 (0.1%)	11 (0.1%)	12 (0.1%)
White	6,775 (78.6%)	7,517 (79.2%)	8,267 (79.6%)	9,174 (80.1%)	9,994 (80.4%)
Missing	48 (0.6%)	3 (0.0%)	0	0	0
Age Group					
19-24	2 (0.0%)	0	2 (0.0%)	0	0
25-34	1,269 (14.7%)	1,257 (13.2%)	1,245 (12.0%)	1,162 (10.1%)	1,095 (8.8%)
34-44	3,453 (40.1%)	3,777 (39.8%)	4,094 (39.4%)	4,400 (38.4%)	4,650 (37.4%)
45-54	2,464 (28.6%)	2,889 (30.4%)	3,305 (31.8%)	3,861 (33.7%)	4,465 (35.9%)
55-64	1,258 (14.6%)	1,367 (14.4%)	1,478 (14.2%)	1,689 (14.7%)	1,844 (14.8%)
65 and Over	173 (2.0%)	207 (2.2%)	267 (2.6%)	340 (3.0%)	376 (3.0%)

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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	2018-19
AX	Communication Arts*	50
BA	English	32,440
BC	Journalism*	546
BD	Speech	4,740
BR	Reading Specialist	8,136
BT	Reading	1,520
BX	Language Arts	19,790
CA	Economics	832
CB	Geography	1,789
CC	History	13,996
CD	Political Science	2,800
CE	Psychology	6,103
CF	Sociology*	2,878
CH	Anthropology*	119
CL	Cultural Studies*	80
CM	Behavioral Studies*	47
CX	Social Science*	28,054
DA	Biology	7,583
DC	Chemistry	3,290
DE	Physics	1,417
DH	Earth/Space Science	1,938
DI	Integrated Science (Elementary & Secondary)	4,262
DO	Astronomy*	1
DP	Physical Science	71
DX	Science*	19,917
EX	Mathematics (Elementary & Secondary)	24,286
FA	French	2,513
FB	German	1,003
FC	Greek	30

Code	Name	2018-19
FD	Latin	257
FE	Russian*	75
FF	Spanish	5,595
FG	World Language-Other	9
FH	Italian	50
FI	Polish*	12
FJ	Hebrew	6
FK	Arabic (Modern Standard)	68
FL	Japanese	79
FN	Anishinaabemowin Language and Culture	3
FR	Chinese (Mandarin)	197
FS	American Sign Language	25
GA	Accounting*	85
GH	Business Administration*	548
GI	Secretarial Science*	169
GM	Marketing Education*	370
GQ	Business Management Marketing Technology	278
GX	Business Education*	3,505
HX	Agriscience & Natural Resources	303
IX	Industrial Technology*	2,065
JQ	Music Education	1,847
JX	Music Education*	5,591
KH	Family and Consumer Sciences	3,377
LQ	Visual Arts Education	1,360
LX	Art Education*	4,617
LZ	Visual Arts Education Specialist*	19
MA	Health*	4,488
MB	Physical Education*	10,330
MC	Health and Physical Education	7

CONTINUED ON NEXT PAGE...

Code	Name	2018-19
MD	Recreation*	770
MH	Dance*	263
MX	Health, Physical Education, and Recreation*	2,168
NC	Driver and Safety Education*	68
ND	Library Media	1,984
NJ	Environmental Studies*	440
NP	Educational Technology	869
NR	Computer Science*	939
NS	English as a Second Language	3097
NT	School Counselor	5,088
NU	Occupational Therapy*	6
OX	Fine Arts*	2,740
PR	Academic Study of Religions*	102
PS	Philosophy*	27
PX	Humanities*	679
RX	Social Studies	11,877
SA	Cognitive Impairment	13,398
SB	Speech and Language Impairment	2,155
SC	Physical or Other Health Impairment	1,583
SE	Emotional Impairment	10,410
SH	Teacher of the Homebound*	1,305
SK	Visual Impairment	588
SL	Deaf and Hard of Hearing	1,221
SM	Learning Disabilities	14,394
SP	Physical Education for Students with Disabilities	209
SV	Autism Spectrum Disorder	2,195
TE	Industrial and Technology Education	33

Code	Name	2018-19
TL	Teacher Leader	33
TX	Technology and Design*	73
YA	Bilingual French	6
YB	Bilingual German	4
YC	Bilingual Greek	6
YE	Bilingual Russian	1
YF	Bilingual Spanish	856
YH	Bilingual Italian	6
YI	Bilingual Polish	6
YJ	Bilingual Hebrew	2
YK	Bilingual Arabic	158
YL	Bilingual Other*	59
YM	Bilingual Vietnamese	6
YO	Bilingual Servo-Croatian/Bosnian	6
YP	Bilingual Chaldean	9
YR	Bilingual Chinese	4
YT	Bilingual Japanese	1
ZA	Early Childhood Education PK-K[*1]	16,140
ZD	Middle School 5-9[*1]	621
ZE	General Elementary K-6[*1]	2,065
ZF	Secondary Grades[*1]	5
ZG	Elementary K-5 All Subjects (K-8 All Subjects Self Contained Classroom)[+]	68,147
	Elementary K-8 All Subjects[+]	41,317
	Secondary 7-8 All Subjects[+]	27,236
ZL	Middle Level Specialization[1]	834
ZS	Early Childhood PK-General and Special Education[1]	2,220

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

* 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.

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

1 These endorsements comprise the Grade Level category of endorsements.

APPENDIX

Valid CTE Certificates by CIP Code

Code	Name	2018-19
01.0000	Agriculture, Agricultural Operations & Related Sci	119
01.0101	Agricultural Business & Management, General	3
01.0201	Agricultural Mechanics	15
01.0301	Agriculture Production	83
01.0502	Floriculture	1
01.0601	Applied Horticulture & Horticultural Operations	33
01.0903	Animal Health & Veterinary Science	3
02.9999	Agriculture Science & Natural Resource	22
03.0101	Natural Resources	2
04.0000	Distributive Education	95
04.0100	Advertising Services	5
04.0200	Apparel & Accessories	4
04.0300	Automotive	2
04.0400	Finance & Credit	2
04.0800	General Merchandise	24
04.1800	Recreation & Tourism	1
07.0000	Health	1
07.0102	Dental Hygienist	1
07.0203	Medical Lab Assistant	1
07.0300	Nursing	13
07.0301	Data Processing/Business	60
07.0302	Practical Nursing	11
07.0303	Nursing Aide	15
07.0401	Occupational Therapy	1
07.0501	X-Ray Technician	1
07.0601	Secretarial Programs	613
07.0903	Inhalation Therapy	1
07.0906	Health Aide	4
07.0909	Mortuary Science	1
07.0999	Business Services	85

CONTINUED ON NEXT PAGE...

Code	Name	2018-19
07.9802	Health Occupation Cluster	9
07.9900	General Health Occupation	23
08.0700	Marketing, Sales, & Services	334
08.0708	Marketing Education	18
09.0200	Occupational Preparation	2
09.0202	Clothing Management	20
09.0701	Radio & TV Production	20
10.0202	Radio & TV Broad Casting Technology	29
10.0301	Graphics & Printing Technology & Communications	64
10.9999	General Cooperative Related	1
11.0201	Computer Programming/Programmer	11
11.0801	Digital/Multimedia & Information Resources Design	12
11.0901	Computer Systems Networking & Telecommunication	16
11.1000	Information Technology	38
11.1001	System Administration/Administrator	8
11.1003	Computer & Information Systems Security/ Information Assurance	3
12.0400	Cosmetology	73
12.0500	Cooking & Related Culinary Arts	19
12.9999	Personal & Culinary Services	44
13.0000	Education General (Teacher Cadet)	68
14.0000	Office	207
14.0100	Accounting & Computing	175
14.0300	General Office Clerical	136
14.0700	Steno & Secretarial	105
14.0800	Supervisory & Administration	5
14.0900	Typing & Related Occupation	119
14.1001	Electrical, Electronics & Communications Engineering	1
14.4201	Mechatronics	8
14.9700	Clerical Lab	1
14.9800	Steno/Clerical Lab	4
14.9900	Clerical & Sec Lab	67
15.0000	Engineering Technology	16
15.0612	Industrial Production Technology/Technician	2
15.0699	Industrial Production Technologies	4
15.1301	Drafting & Design Technology/Architectural	115

CONTINUED ON NEXT PAGE...

Code	Name	2018-19
15.1306	Mechanical Drafting	4
17.0000	Trade & Industry	2
17.0100	Dental Occupations	30
17.0102	Heating	4
17.0200	Appliance Repair	6
17.0300	Medical Lab Technician	8
17.0301	Body & Fender	9
17.0302	Mechanics	74
17.0400	Aviation Occupations	2
17.0401	Aircraft Maintenance	1
17.0500	Blueprint Reading	2
17.0503	Medical Assisting	17
17.0600	Nursing Occupations	132
17.0700	Commercial Art Occupation	8
17.0900	Commercial Photo Occupation	5
17.0901	Photo Lab & Darkroom Occupation	3
17.1000	Construction & Maintenance	41
17.1001	Carpentry	38
17.1002	Electricity	5
17.1003	Heavy Equipment	3
17.1004	Masonry	6
17.1005	Painting & Decorating	2
17.1007	Plumbing & Pipefitting	3
17.1200	Diesel Mechanic	5
17.1398	Architectural Drafting	1
17.1401	Industrial	1
17.1500	Electronics Occupations	25
17.1502	Industrial Electronics	2
17.1503	Radio/Television	2
17.1599	TV & Radio Production	3
17.1900	Graphic Arts Occupations	22
17.1901	Composition-Makeup & Type	4
17.1902	Printing Press Occupation	10
17.1903	Litho Photo & Plate Making	5
17.2102	Watchmaking & Repair	1

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Code	Name	2018-19
17.2300	Metalworking	2
17.2302	Machine Shop	120
17.2303	Machine Shop	10
17.2304	Metal Trades/Combined	1
17.2305	Sheet Metal	2
17.2307	Tool & Die Making	4
17.2900	Quantity Food Occupations	3
17.3000	Refrigeration	2
17.3201	Electric Power Generation Plants	1
17.3601	Millwork & Cabinet Making	3
17.7500	Fluid Power	1
17.9900	Health Occupations Cluster	2
19.0000	Family & Consumer Sciences	1,409
19.0605	Home Furnishings Equip. Inst. & Consult.	1
19.0700	Child & Custodial Care Services	19
19.0906	Fashion Design	2
20.0201	Child Care & Guidance	101
20.0299	Child & Adult Care Services	8
20.0401	Food Management	144
20.0499	Food Management	11
20.0501	Home Furnishings	6
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	39
43.0107	Law Enforcement Training	11
46.0000	Construction Trades	46
46.0301	Electrical & Power Transmission Installation	36
46.0401	Building Maintenance	2
46.9901	Construction Trades	242
47.0101	Electrical/Electronics Equipment Installation & Repair General	87
47.0199	Electro-Mechanical Technology	7
47.0201	Heating, Air Conditioning, Ventilation & Refrigeration	24

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Code	Name	2018-19
47.0301	Industrial Equip Repair	10
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)	276
47.0605	Medium/Heavy Truck Technician	10
47.0606	Small Engine & Related Equipment Repair	54
47.0607	Airframe Technology	1
47.0608	Power Plant Technology (Aircraft)	1
47.0609	Avionics Maintenance Technology	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	163
48.0201	Graphics & Printing	74
48.0299	Visual Imaging	3
48.0501	Machine Tool Technology/Machinist	11
48.0501_0	Machine Tool Operation	26
48.0502	Foundry	3
48.0506	Metal Trades	8
48.0508	Welding, Brazing, & Soldering	123
48.0599	Manufacturing Cluster	9
48.0604	Plastics	3
48.0701	Woodworking General	60
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	9
50.0101	Visual & Performing Arts	2
50.0401	Visual Comm. Technology	4
51.0000	Therapeutic Services	137
51.0707	Health Informatics	2
51.1000	Diagnostic Services	6
51.9999	Allied Health Technology	24
52.0299	Business Administration Management & Operations	489
52.0800	Finance & Financial Management Services	35

CONTINUED ON NEXT PAGE...

Code	Name	2018-19
52.1999	Marketing, Sales, & Service	227
52.9993	Finance	2
52.9994	Business, Management & Administration	60
52.9999	Business Services & Technology (BST)	300

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

APPENDIX

Valid School Social Worker Certificates

	2016-17	2017-18	2018-19
Temporary Approval for School Social Worker	181	193	224
Continuing Temporary Approval for School Social Worker	46	76	75
Full Approval for School Social Worker	115	146	157

Valid School Psychologist Certificates

	2016-17	2017-18	2018-19
Preliminary School Psychologist Certificate	66	43	48
Preliminary School Psychologist Renewal	3	3	3
School Psychologist Certificate (Has Preliminary)	43	61	49
School Psychologist Certificate (Out of State)	4	22	32
School Psychologist Renewal	303	187	188

Valid School Counselor Certificates

	2016-17	2017-18	2018-19
School Counselor License	117	97	132
Teaching Certificate with NT Endorsement	47	35	29
Preliminary Employment Authorization to Work as a School Counselor	31	41	28
Temporary School Counselor Authorization	26	27	37

Valid School Administrator Certificates

	2016-17	2017-18	2018-19
School Administrator Certificate	1,106	1,338	1,416
School Administrator Renewal	1,068	2,010	1,758

APPENDIX

Initial Endorsements by Endorsement Code

Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
AX	Communication Arts*	5	4	1	5	3
BA	English	520	408	387	399	405
BC	Journalism*	1	2	1	3	3
BD	Speech	53	40	34	23	18
BR	Reading Specialist	9	16	15	10	12
BT	Reading	71	82	58	51	56
BX	Language Arts	566	495	419	365	333
CA	Economics	6	15	9	11	6
CB	Geography	15	12	17	7	7
CC	History	247	193	180	142	98
CD	Political Science	26	33	15	22	9
CE	Psychology	84	59	47	51	44
CF	Sociology*	11	5	6	5	1
DA	Biology	158	152	118	122	116
DC	Chemistry	92	65	51	58	57
DE	Physics	43	42	27	29	28
DH	Earth/Space Science	42	28	28	20	27
DI	Integrated Science (Elementary & Secondary)	319	262	258	290	237
DP	Physical Science	10	6	9	10	9
EX	Mathematics (Elementary & Secondary)	704	651	573	527	458
FA	French	34	23	21	24	22
FB	German	13	17	8	10	10
FC	Greek	1	0	0	0	0
FD	Latin	6	5	3	5	5
FE	Russian*	0	0	1	1	2
FF	Spanish	124	123	117	92	109
FG	World Language-Other	0	0	0	1	1
FH	Italian	0	0	1	1	0

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Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
FI	Polish*	0	1	0	0	0
FK	Arabic (Modern Standard)	3	5	0	2	8
FL	Japanese	0	4	3	3	1
FR	Chinese (Mandarin)	25	19	20	29	17
FS	American Sign Language	0	0	3	5	6
GM	Marketing Education*	3	1	2	0	0
GQ	Business, Management, Marketing, & Technology	15	15	15	27	22
GX	Business Education	0	0	0	0	1
HX	Agriscience & Natural Resources	3	5	4	1	8
IX	Industrial Technology	3	0	0	1	0
JQ	Music Education	223	229	227	193	236
KH	Family and Consumer Sciences	10	8	6	8	15
LQ	Visual Arts Education	118	92	113	94	103
LX	Art Education	0	0	0	1	0
LZ	Visual Arts Education Specialist*	2	0	1	2	0
MA	Health*	110	88	74	78	91
MB	Physical Education*	167	142	116	126	125
MC	Health and Physical Education	0	0	0	0	5
MD	Recreation*	1	0	0	0	0
MH	Dance*	3	0	9	5	4
MX	Health, Physical Education, and Recreation	0	0	1	0	0
ND	Library Media	7	6	7	3	5
NJ	Environmental Studies	0	0	1	0	0
NP	Educational Technology	1	2	2	0	5
NR	Computer Science*	5	7	5	5	5
NS	English as a Second Language	161	159	171	163	176
NT	School Counselor	2	3	4	3	0
OX	Fine Arts*	1	0	2	0	0
PR	Academic Study of Religions	0	1	0	0	0
RX	Social Studies (Elementary & Secondary)	513	462	375	339	342
SA	Cognitive Impairment	267	252	211	220	186
SB	Speech and Language Impairment	15	5	3	2	3
SC	Physical or Other Health Impairment	9	5	7	14	8
SE	Emotional Impairment	138	131	91	100	109
SK	Visual Impairment	3	1	2	3	4

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Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
SL	Deaf and Hard of Hearing	5	10	5	6	6
SM	Learning Disabilities	249	200	197	188	220
SP	Physical Education for Students with Disabilities	1	1	5	1	2
SV	Autism Spectrum Disorder	16	24	34	34	39
TE	Industrial and Technology Education	4	6	4	5	6
TX	Technology and Design	0	3	3	1	1
YF	Bilingual Spanish	7	8	6	9	12
YL	Bilingual Other[*]	1	0	0	0	0
ZA	Early Childhood Education PK-K[*1]	57	15	4	0	1
ZG	Elementary K-5 All Subjects/ K-8 All Subjects in Self-Contained Classroom[+]	2,374	2,345	2,000	1,997	2,076
ZL	Middle Level Specialization[1]	74	61	65	59	50
ZS	Early Childhood PK-General and Special Education[1]	234	253	220	218	198
	Total	**7,990**	**7,307**	**6,422**	**6,229**	**6,172**

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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

[+]Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. These figures represent the Grade Levels Elementary category of endorsements.

[1]These endorsements comprise the Grade Level category of endorsements.

APPENDIX

Initial CTE Endorsements by CIP Code

Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
01.0000	Agriculture, Agricultural Operations, & Related Sci	2	6	5	3	10
01.0101	Agricultural Business & Management, General	1	0	0	0	1
10.0202	Radio & TV Broad Casting Tech.	1	0	1	2	2
10.0301	Graphics & Printing Technology & Communications	4	3	2	1	3
11.0201	Computer Programming/Programmer	2	0	0	0	2
11.0801	Digital/Multimedia & Information Resources Design	1	0	3	1	1
11.0901	Computer Systems Networking & Telecommunication	0	0	1	0	3
11.1001	System Administration/Administrator	0	0	1	0	2
11.1003	Computer & Information Systems Security/Information Assurance	0	0	0	0	2
12.0400	Cosmetology	3	0	2	2	2
12.0500	Cooking & Related Culinary Arts	1	0	1	5	8
12.9999	Personal & Culinary Services	2	0	0	0	0
13.0000	Education General (Teacher Cadet)	4	0	2	2	4
14.4201	Mechatronics	0	0	2	0	1
15.0000	Engineering Technology	0	1	2	2	1
15.1301	Drafting & Design Technology/Architectural	1	4	1	6	4
15.1306	Mechanical Drafting	2	1	0	0	0
19.0000	Family & Consumer Sciences	5	4	3	4	6
19.0605	Home Furnishings Equip. Inst. & Consult.	0	0	0	0	1
19.0700	Child & Custodial Care Services	0	1	0	0	0
26.0102	Biotechnology Medical Sciences	1	1	0	1	0
26.1201	Biotechnology	0	0	0	1	0
43.0100	Public Safety/Protective Services	0	1	3	1	10

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Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
46.0000	Construction Trades	2	2	3	0	9
47.0101	Electrical/Electronics Equipment Installation & Repair General	0	0	0	0	2
47.0603	Collision Repair Technician (NATEF Certified)	1	0	0	0	2
47.0604	Automobile Technician (NATEF Certified)	0	4	0	0	2
47.0613	Medium/Heavy Truck Technician (NATEF Certified)	1	0	0	0	1
48.0501	Machine Tool Technology/Machinist	0	1	0	2	0
48.0508	Welding, Brazing, & Soldering	1	0	1	1	6
48.0701	Woodworking General	1	3	0	0	2
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	0	4	0	0	1
51.0000	Therapeutic Services	4	5	7	8	17
51.1000	Diagnostic Services	0	1	0	0	1
52.0299	Business Administration Management & Operations	13	9	7	10	28
52.0800	Finance & Financial Management Services	3	0	0	0	3
52.1999	Marketing, Sales, & Service	8	2	0	3	8
	Total	**64**	**53**	**47**	**55**	**145**

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

APPENDIX

Additional Endorsement Holders by Characteristics – All Types

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	983 (81.4%)	1,067 (81.6%)	961 (83.9%)	832 (84.0%)	870 (82.5%)
Male	224 (18.6%)	240 (18.4%)	184 (16.1%)	159 (16.0%)	185 (17.5%)
Race/Ethnicity					
American Indian or Alaskan Native	5 (0.4%)	1 (0.1%)	8 (0.7%)	4 (0.4%)	6 (0.6%)
Asian	18 (1.5%)	17 (1.3%)	10 (0.9%)	12 (1.2%)	21 (2.0%)
Black or African American	39 (3.2%)	56 (4.3%)	41 (3.6%)	37 (3.7%)	27 (2.6%)
Hispanic or Latino	19 (1.6%)	32 (2.4%)	17 (1.5%)	18 (1.8%)	17 (1.6%)
Multiracial	14 (1.2%)	13 (1.0%)	16 (1.4%)	10 (1.0%)	14 (1.3%)
Native Hawaiian or Pacific Islander	0	1 (0.1%)	0	0	1 (0.1%)
White	1,112 (92.1%)	1,187 (90.8%)	1,053 (92.0%)	910 (91.8%)	969 (91.8%)
Age Group					
19-24	128 (10.6%)	131 (10.0%)	104 (9.1%)	75 (7.6%)	89 (8.4%)
25-34	611 (50.6%)	666 (51.0%)	547 (47.8%)	504 (50.9%)	483 (45.8%)
34-44	278 (23.0%)	313 (23.9%)	325 (28.4%)	259 (26.1%)	322 (30.5%)
45-54	148 (12.3%)	150 (11.5%)	139 (12.1%)	120 (12.1%)	132 (12.5%)
55-64	39 (3.2%)	45 (3.4%)	28 (2.4%)	28 (2.8%)	29 (2.7%)
65 and Over	3 (0.2%)	2 (0.2%)	2 (0.2%)	5 (0.5%)	0

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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

APPENDIX

Additional Endorsement Holders by Characteristics – Elementary

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	701 (92.7%)	774 (91.4%)	708 (91.7%)	606 (92.4%)	624 (92.9%)
Male	55 (7.3%)	73 (8.6%)	64 (8.3%)	50 (7.6%)	48 (7.1%)
Race/Ethnicity					
American Indian or Alaskan Native	5 (0.7%)	1 (0.1%)	7 (0.9%)	4 (0.6%)	4 (0.6%)
Asian	11 (1.5%)	9 (1.1%)	3 (0.4%)	5 (0.8%)	9 (1.3%)
Black or African American	24 (3.2%)	37 (4.4%)	27 (3.5%)	22 (3.4%)	17 (2.5%)
Hispanic or Latino	8 (1.1%)	25 (3.0%)	10 (1.3%)	9 (1.4%)	3 (0.4%)
Multiracial	7 (0.9%)	11 (1.3%)	11 (1.4%)	9 (1.4%)	11 (1.6%)
Native Hawaiian or Pacific Islander	0	1 (0.1%)	0	0	0
White	701 (92.7%)	763 (90.1%)	714 (92.5%)	607 (92.5%)	628 (93.5%)
Age Group					
19-24	101 (13.4%)	90 (10.6%)	80 (10.4%)	57 (8.7%)	50 (7.4%)
25-34	370 (48.9%)	446 (52.7%)	371 (48.1%)	328 (50.0%)	310 (46.1%)
34-44	159 (21.0%)	188 (22.2%)	213 (27.6%)	168 (25.6%)	202 (30.1%)
45-54	96 (12.7%)	91 (10.7%)	86 (11.1%)	80 (12.2%)	83 (12.4%)
55-64	28 (3.7%)	32 (3.8%)	20 (2.6%)	21 (3.2%)	27 (4.0%)
65 and Over	2 (0.3%)	0	2 (0.3%)	2 (0.3%)	0

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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APPENDIX

Additional Endorsement Holders by Characteristics – Secondary

Characteristics	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Gender					
Female	269 (62.4%)	286 (63.6%)	249 (68.4%)	223 (67.8%)	245 (64.5%)
Male	162 (37.6%)	164 (36.4%)	115 (31.6%)	106 (32.2%)	135 (35.5%)
Race/Ethnicity					
American Indian or Alaskan Native	0	0	1 (0.3%)	0	2 (0.5%)
Asian	7 (1.6%)	8 (1.8%)	7 (1.9%)	7 (2.1%)	12 (3.2%)
Black or African American	13 (3.0%)	18 (4.0%)	14 (3.8%)	15 (4.6%)	10 (2.6%)
Hispanic or Latino	11 (2.6%)	7 (1.6%)	7 (1.9%)	9 (2.7%)	14 (3.7%)
Multiracial	7 (1.6%)	2 (0.4%)	5 (1.4%)	1 (0.3%)	3 (0.8%)
Native Hawaiian or Pacific Islander	0	0	0	0	1 (0.3%)
White	393 (91.2%)	415 (92.2%)	330 (90.7%)	297 (90.3%)	338 (88.9%)
Age Group					
19-24	27 (6.3%)	41 (9.1%)	24 (6.6%)	18 (5.5%)	39 (10.3%)
25-34	233 (54.1%)	218 (48.4%)	172 (47.3%)	176 (53.5%)	172 (45.3%)
34-44	114 (26.5%)	122 (27.1%)	110 (30.2%)	88 (26.7%)	118 (31.1%)
45-54	46 (10.7%)	55 (12.2%)	51 (14.0%)	38 (11.6%)	49 (12.9%)
55-64	10 (2.3%)	12 (2.7%)	7 (1.9%)	7 (2.1%)	2 (0.5%)
65 and Over	1 (0.2%)	2 (0.4%)	0	2 (0.6%)	0

NOTE: The number of certificates on this table include all certificates, whether currently in a position or not. For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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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	2 (0.2%)	8 (0.6%)	2 (0.2%)	2 (0.2%)	6 (0.6%)
Albion College	1 (0.1%)	1 (0.1%)	0	0	0
Alma College	3 (0.2%)	3 (0.2%)	5 (0.4%)	5 (0.5%)	5 (0.5%)
Andrews University	1 (0.1%)	2 (0.2%)	1 (0.1%)	1 (0.1%)	3 (0.3%)
Aquinas College	12 (1.0%)	17 (1.3%)	16 (1.4%)	10 (1.0%)	26 (2.5%)
Baker College	12 (1.0%)	19 (1.5%)	17 (1.5%)	10 (1.0%)	6 (0.6%)
Calvin University	11 (0.9%)	13 (1.0%)	9 (0.8%)	12 (1.2%)	11 (1.0%)
Central Michigan University	85 (7.0%)	74 (5.7%)	79 (6.9%)	75 (7.6%)	52 (4.9%)
Concordia University	0	1 (0.1%)	3 (0.3%)	5 (0.5%)	5 (0.5%)
Cornerstone University	9 (0.7%)	12 (0.9%)	11 (1.0%)	15 (1.5%)	10 (0.9%)
Eastern Michigan University	90 (7.5%)	97 (7.4%)	78 (6.8%)	78 (7.9%)	77 (7.3%)
Ferris State University	28 (2.3%)	36 (2.8%)	23 (2.0%)	35 (3.5%)	27 (2.6%)
Finlandia University (Closed 05/21/2012)	0	0	0	0	2 (0.2%)
Grand Valley State University	118 (9.8%)	137 (10.5%)	92 (8.0%)	87 (8.8%)	77 (7.3%)
Hope College	3 (0.2%)	4 (0.3%)	7 (0.6%)	5 (0.5%)	7 (0.7%)
Kent Intermediate School District	0	0	17 (1.5%)	5 (0.5%)	6 (0.6%)
Lake Superior State University	2 (0.2%)	2 (0.2%)	3 (0.3%)	2 (0.2%)	0
Madonna University	43 (3.6%)	51 (3.9%)	37 (3.2%)	25 (2.5%)	23 (2.2%)
Marygrove College (Closed 12/31/2019)	3 (0.2%)	8 (0.6%)	11 (1.0%)	12 (1.2%)	16 (1.5%)
Michigan Department of Education	18 (1.5%)	20 (1.5%)	15 (1.3%)	7 (0.7%)	7 (0.7%)
Michigan State University	89 (7.4%)	64 (4.9%)	83 (7.2%)	66 (6.7%)	64 (6.1%)
Michigan Tech. Univ. (Closed 12/12/2018)	0	2 (0.2%)	2 (0.2%)	0	0
Northern Michigan University	20 (1.7%)	28 (2.1%)	25 (2.2%)	21 (2.1%)	21 (2.0%)
Oakland University	124 (10.3%)	104 (8.0%)	123 (10.7%)	94 (9.5%)	91 (8.6%)
Olivet College (Closed 06/26/2015)	5 (0.4%)	4 (0.3%)	1 (0.1%)	1 (0.1%)	2 (0.2%)
Robert B. Miller College (Closed 03/03/2016)	2 (0.2%)	1 (0.1%)	0	0	0
Rochester University	0	0	0	1 (0.1%)	3 (0.3%)
Saginaw Valley State University	103 (8.5%)	107 (8.2%)	67 (5.9%)	45 (4.5%)	60 (5.7%)

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Name of Institution	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Schoolcraft College	0	0	0	0	1 (0.1%)
Siena Heights University	2 (0.2%)	8 (0.6%)	6 (0.5%)	6 (0.6%)	3 (0.3%)
Spring Arbor University	23 (1.9%)	40 (3.1%)	42 (3.7%)	24 (2.4%)	35 (3.3%)
University of Detroit Mercy	6 (0.5%)	5 (0.4%)	4 (0.3%)	1 (0.1%)	7 (0.7%)
University of Michigan	9 (0.7%)	25 (1.9%)	25 (2.2%)	13 (1.3%)	24 (2.3%)
University of Michigan-Dearborn	45 (3.7%)	50 (3.8%)	48 (4.2%)	41 (4.1%)	34 (3.2%)
University of Michigan-Flint	33 (2.7%)	39 (3.0%)	34 (3.0%)	17 (1.7%)	24 (2.3%)
Wayne State University	127 (10.5%)	147 (11.2%)	84 (7.3%)	96 (9.7%)	112 (10.6%)
Western Michigan University	79 (6.5%)	91 (7.0%)	74 (6.5%)	62 (6.3%)	67 (6.4%)
Missing	4 (0.3%)	3 (0.2%)	4 (0.3%)	0	5 (0.5%)
Out of State	95 (7.9%)	84 (6.4%)	97 (8.5%)	112 (11.3%)	136 (12.9%)
Total	**1,207**	**1,307**	**1,145**	**991**	**1,055**

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

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

APPENDIX

Additional Endorsements by Subject Area Code

Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
AX	Communication Arts[*]	1	0	0	0	0
BA	English	30	30	24	14	21
BC	Journalism[*]	2	0	1	1	4
BD	Speech	3	6	0	1	0
BR	Reading Specialist	122	117	119	121	110
BT	Reading	18	19	19	16	11
BX	Language Arts	48	60	42	40	39
CA	Economics	0	0	1	1	0
CB	Geography	0	3	0	1	0
CC	History	13	7	12	10	2
CD	Political Science	4	0	2	1	2
CE	Psychology	6	8	5	4	11
CF	Sociology[*]	3	0	0	0	1
DA	Biology	4	7	4	7	5
DC	Chemistry	7	4	5	3	5
DE	Physics	3	1	2	3	7
DH	Earth/Space Science	2	1	4	0	1
DI	Integrated Science (Elementary & Secondary)	61	67	53	51	46
DP	Physical Science	0	0	0	1	0
EX	Mathematics (Elementary & Secondary)	42	45	43	32	28
FA	French	5	1	2	2	1
FB	German	2	1	0	1	1
FF	Spanish	15	15	9	8	9
FH	Italian	0	0	2	0	0
FK	Arabic (Modern Standard)	4	5	1	2	1
FL	Japanese	0	0	1	0	0
FR	Chinese (Mandarin)	0	1	0	0	1
FS	American Sign Language	0	2	2	0	1
GM	Marketing Education[*]	2	1	0	0	0
GQ	Business Management Marketing Technology	2	0	0	1	3

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Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
HX	Agriscience & Natural Resources	1	1	1	0	0
JQ	Music Education	1	1	2	1	2
KH	Family and Consumer Sciences	0	1	1	0	2
LQ	Visual Arts Education	3	0	1	0	2
MA	Health*	25	32	15	19	29
MB	Physical Education*	9	13	13	10	9
MC	Health and Physical Education	0	0	0	0	1
MH	Dance*	0	0	1	1	0
MX	Health, Physical Education, And Recreation	1	0	0	0	0
ND	Library Media	17	5	10	5	7
NP	Educational Technology	57	64	76	55	45
NR	Computer Science	1	1	1	0	1
NS	English as a Second Language	98	117	118	132	165
NT	School Counselor	41	46	48	35	29
RX	Social Studies (Elementary & Secondary)	65	57	29	33	34
SA	Cognitive Impairment	49	64	49	35	55
SB	Speech and Language Impairment	1	4	1	0	1
SC	Physical or Other Health Impairment	2	1	2	3	3
SE	Emotional Impairment	29	34	18	19	28
SK	Visual Impairment	0	1	6	4	4
SL	Deaf and Hard of Hearing	1	1	0	3	2
SM	Learning Disabilities	114	131	102	70	95
SP	Physical Education for Students with Disabilities	11	9	3	5	7
SV	Autism Spectrum Disorder	109	117	100	97	111
TE	Industrial and Technology Education	0	1	2	0	0
TL	Teacher Leader	0	0	18	7	8
YF	Bilingual Spanish	1	2	4	4	1
YL	Bilingual Other*	0	0	0	1	0
ZA[1]	Early Childhood Education PK-K*	15	12	4	1	0
ZG [+]	Elementary K-5 All Subjects (K-8 All Subjects In Self-Contained Classroom)	18	16	13	13	13
ZL[1]	Middle Level Specialization	2	1	1	2	2
ZS[1]	Early Childhood PK-General and Special Education	117	164	144	109	86
	Total	**1,187**	**1,297**	**1,136**	**985**	**1,052**

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

*Endorsements are no longer issued, or are in the process of being phased out, but are considered valid for purposes of employment and placement.
 +Subject area endorsements are not required for educators teaching in self-contained classrooms in grades K-8. These figures represent the Grade Levels Elementary category of endorsements.
1 These endorsements comprise the Grade Level category of endorsements.

APPENDIX

Additional CTE Endorsements by CIP Code

Code	Name	2014-15	2015-16	2016-17	2017-18	2018-19
10.0202	Radio & TV Broad Casting Tech.	0	0	0	1	0
10.0301	Graphics & Printing Technology & Communications	0	0	1	0	0
11.0901	Computer Systems Networking & Telecommunication	0	1	0	0	0
11.1001	System Administration/Administrator	1	0	1	0	0
12.0500	Cooking & Related Culinary Arts	0	0	2	0	0
13.0000	Education General (Teacher Cadet)	9	2	1	2	1
14.4201	Mechatronics	1	0	0	0	1
15.1301	Drafting & Design Tech./Architectural	1	0	0	0	0
19.0700	Child & Custodial Care Services	0	0	1	1	0
19.0906	Fashion Design	0	1	0	0	0
26.0102	Biotechnology Medical Sciences	0	0	0	1	0
46.0000	Construction Trades	0	0	2	0	0
47.0201	Heating, Air Conditioning, Ventilation, & Refrigeration	0	1	0	0	0
47.0604	Automobile Technician (NATEF Certified)	1	0	0	1	0
47.0613	Medium/Heavy Truck Technician (NATEF Certified)	0	0	1	0	0
48.0508	Welding, Brazing, & Soldering	1	0	0	0	0
51.0000	Therapeutic Services	0	0	0	0	1
52.0299	Business Administration Management & Operations	2	1	0	0	0
52.0800	Finance & Financial Mgt. Services	1	0	0	0	0
52.1999	Marketing, Sales, & Service	3	4	0	0	0
	Total	**20**	**10**	**9**	**6**	**3**

NOTE: For certificates that do not have an expiration date, those issued after January 1, 1979 were included.

APPENDIX

New Teacher Employment by Initial Certification Year

Initial Certification Year	First Year of Employment					
	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	Total
2014-15	620 (20.2%)	1,562 (51.0%)	501 (16.3%)	240 (7.8%)	142 (4.6%)	**3,065**
2015-16	.	560 (20.0%)	1,620 (57.8%)	440 (15.7%)	185 (6.6%)	**2,805**
2016-17	.	.	501 (20.7%)	1,573 (65.1%)	342 (14.2%)	**2,416**
2017-18	.	.	.	661(27.8%)	1,715 (72.2%)	**2,376**
2018-19	.	.	.	.	844 (100%)	**844**

. denotes no data available.

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

Teacher Retention by Initial Certification Year

The table below represents the length of experience for teachers employed throughout the state as of the 2018-2019 school year broken down by the year in which the teacher was initially certified.

Length of Employment	Certification Year				
	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)
Total Not Employed	1,696 (35.0%)	1,435 (32.0%)	1,318 (34.0%)	1,162 (30.0%)	1,613 (39.0%)
Total Employed	3,218 (65.0%)	2,984 (68.0%)	2,572 (66.0%)	2,666 (70.0%)	2,514 (61.0%)
Employed for 1 Year	407 (8.0%)	467 (11.0%)	624 (16.0%)	2,022 (53.0%)	2,514 (61.0%)
Employed for 2-3 Years	1,088 (22.0%)	2,087 (47.0%)	1,948 (50.0%)	644 (17.0%)	.
Employed for 4-5 Years	1,723 (35.0%)	430 (10.0%)	.	.	.
Total	**4,914**	**4,419**	**3,890**	**3,828**	**4,127**

. denotes no data available.

NOTE: Length of employment as of April 2019. In some cases, data may be rounded resulting in a sum slightly greater or less than 100%.

APPENDIX

Teacher Experience

The table below represents categories for the length of experience for all teachers employed throughout the state during the 2018-19 school year.

Years of Teacher Employment Experience: 2018-2019	Number of Teachers
Employed for 1 Year	5,194
Employed for 2-3 Years	8,558
Employed for 4-5 Years	7,508
Employed for 6-10 Years	16,137
Employed for 10+ Years	52,283
Total	**89,680**

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

Teacher Mobility, Retention, and Attrition by Demographic Characteristics

The data below describe comparisons of teacher building level placements from the 2017-18 school year into the 2018-19 school year to examine whether they stayed at the same building (stayers), changed buildings (movers), or are no longer had a reported placement (leavers).

	Stayers Count (%)	Movers Count (%)	Leavers Count (%)	Total
Gender				
Male	17,478 (80.7%)	2,536 (11.7%)	1,634 (7.5%)	**21,648**
Female	53,825 (80.2%)	8,367 (12.5%)	4,950 (7.4%)	**67,142**
Race/Ethnicity				
White	65,779 (81.0%)	9,531 (11.7%)	5,854 (7.2%)	**81,164**
Black or African American	3,292 (70.0%)	926 (19.7%)	485 (10.3%)	**4,703**
Hispanic or Latino	894 (76.4%)	179 (15.3%)	97 (8.3%)	**1,170**
Asian	542 (78.8%)	94 (13.7%)	52 (7.6%)	**688**
Native Hawaiian or Pacific Islander	51 (79.7%)	8 (12.5%)	5 (7.8%)	**64**
American Indian or Alaskan Native	202 (75.4%)	41 (15.3%)	25 (9.3%)	**268**
Multiracial	543 (74.1%)	124 (16.9%)	66 (9.0%)	**733**

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_2014077_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

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

The teacher mobility, retention and attrition data below describe comparisons of teacher building code assignments from 2016-17 (base year) to 2017-18 (target year) to code 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
School Classification				
Traditional public	64,890 (83.9%)	6,964 (9.0%)	5,502 (7.1%)	77,356
Public charter	5,255 (68.6%)	1,481 (19.3%)	923 (12.1%)	7,659
Main Assignment Field				
Alternative Education	196 (74.2%)	41 (15.5%)	27 (10.2%)	264
Bilingual Program Teachers	218 (84.2%)	27 (10.4%)	14 (5.4%)	259
Business	572 (83.1%)	60 (8.7%)	56 (8.1%)	688
Career Tech Education	1,228 (84.3%)	92 (6.3%)	137 (9.4%)	1,457
Early Childhood	1,101 (75.5%)	179 (12.3%)	179 (12.3%)	1,459
English Language Arts	7,784 (84.0%)	828 (8.9%)	660 (7.1%)	9,272
General Elem. K-5 all subjects, K-8 Self-Contained	26,175 (83.8%)	2,965 (9.5%)	2,087 (6.7%)	31,227
Mathematics	6,412 (84.3%)	674 (8.9%)	518 (6.8%)	7,604
Natural Science	5,466 (84.7%)	553 (8.6%)	436 (6.8%)	6,455
Social Sciences	5,568 (84.8%)	545 (8.3%)	453 (6.9%)	6,566
Special Education	6,500 (77.8%)	1,120 (13.4%)	737 (8.8%)	8,357
Technology	1,486 (83.9%)	159 (9.0%)	126 (7.1%)	1,771
The Arts	4,293 (81.1%)	616 (11.6%)	382 (7.2%)	5,291
Wellness	3,231 (80.5%)	489 (12.2%)	296 (7.4%)	4,016
World Language	2,627 (81.5%)	363 (11.3%)	234 (7.3%)	3,224

	Stayers Count (%)	Movers Count (%)	Leavers Count (%)	Total
Prosperity Region				
Detroit Metro Prosperity Region	26,788 (81.9%)	3,496 (10.7%)	2,415 (7.4%)	**32,699**
East Central Michigan Prosperity Region	3,573 (83.3%)	419 (9.8%)	298 (6.9%)	**4,290**
East Michigan Prosperity Region	5,963 (81.9%)	799 (11.0%)	518 (7.1%)	**7,280**
Northeast Prosperity Region	1,152 (80.6%)	150 (10.5%)	128 (9.0%)	**1,430**
Northwest Prosperity Region	2,315 (86.1%)	180 (6.7%)	195 (7.2%)	**2,690**
South Central Prosperity Region	3,077 (78.7%)	504 (12.9%)	331 (8.5%)	**3,912**
Southeast Michigan Prosperity Region	7,103 (83.6%)	669 (7.9%)	720 (8.5%)	**8,492**
Southwest Prosperity Region	5,806 (82.4%)	687 (9.8%)	552 (7.8%)	**7,045**
Upper Peninsula Prosperity Alliance	2,003 (80.1%)	275 (11.0%)	223 (8.9%)	**2,501**
West Michigan Prosperity Alliance	12,381 (84.3%)	1,267 (8.6%)	1,045 (7.1%)	**14,693**

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_2014077_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/Renewal – All Types

Progression Status	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	Total per Type
No Renewal/ Progression	5,983 (27.8%)	6,201 (26.1%)	5,706 (20.6%)	5,674 (22.9%)	6,729 (25.8%)	30,293
Progression	4,701 (21.8%)	4,945 (20.8%)	4,054 (14.6%)	3,341 (13.5%)	2,117 (8.1%)	19,158
Renewal	10,861 (50.4%)	12,634 (53.1%)	17,949 (64.8%)	15,786 (63.7%)	17,204 (66.0%)	74,434
Total per Year	**21,545**	**23,780**	**27,709**	**24,801**	**26,050**	**123,885**

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

Teaching Certificate Progression/Renewal – All Types – Time to Return

The table below breaks down the number of progressions and renewals across five years based on the amount of time taken by an individual to progress or renew their certificate after its expiration date.

Progression Status	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	Total per Type
No Renewal/ Progression	5,983 (27.8%)	6,201 (26.1%)	5,706 (20.6%)	5,674 (22.9%)	6,729 (25.8%)	30,293
Renewal/ Progression	15,562 (72.2%)	17,579 (73.9%)	22,003 (79.4%)	19,127 (77.1%)	19,321 (74.2%)	93,592
Continuous	11,525 (53.5%)	13,897 (58.4%)	19,711 (71.1%)	17,533 (70.7%)	19,321 (74.2%)	81,987
Within 1 Year	1,216 (5.6%)	1,562 (6.6%)	2,035 (7.3%)	1,594 (6.4%)	.	6,407
Within 2 Years	312 (1.5%)	428 (1.8%)	257 (1.0%)	.	.	997
Within 3 Years	1,683 (7.8%)	1,692 (7.1%)	.	.	.	3,375
Within 4 Years	826 (3.8%)	.	.	.	.	826
Total per Year	**21,545**	**23,780**	**27,709**	**24,801**	**26,050**	**123,885**

. denotes no data available.

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

APPENDIX

Teaching Certificate Progression – Interim to Standard

Progression Status	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	Total per Type
No Progression	84 (87.5%)	71 (77.2%)	165 (76.0%)	103 (65.6%)	32 (42.7%)	455
Progression	12 (12.5%)	21 (22.8%)	52 (24.0%)	54 (34.4%)	43 (34.2%)	182
Total per Year	96	92	217	157	75	637

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

Teaching Certificate Progression – Interim to Standard – Time to Return

The table below breaks down the number of progressions across five years based on the amount of time taken by an individual to progress or renew their certificate after its expiration date. Interim Teaching Certificates cannot be renewed.

Progression Status	2014-15 Count (%)	2015-16 Count (%)	2016-17 Count (%)	2017-18 Count (%)	2018-19 Count (%)	Total per Type
No Progression	84 (87.5%)	71 (77.2%)	165 (76.0%)	103 (65.6%)	32 (42.7%)	455
Progression	12 (12.5%)	21 (22.8%)	52 (24.0%)	54 (34.4%)	43 (34.2%)	182
Continuous	3 (3.1%)	19 (20.7%)	46 (21.2%)	54 (34.4%)	43 (34.2%)	165
Within 1 Year	1 (1.0%)	1 (1.1%)	4 (1.8%)	.	.	6
Within 2 Years	0 (0.0%)	0 (0.0%)	2 (0.9%)	.	.	2
Within 3 Years	0 (0.0%)	1 (1.1%)	.	.	.	1
Within 4 Years	8 (8.3%)	.	.	.	.	8
Total per Year	96	92	217	157	75	637

. denotes no data available.

NOTE: Continuous means that the individual renewed/progressed their certificate before it expired. In some cases, data may be rounded resulting in a sum slightly greater or less than 100%.

APPENDIX

College Credit, SCECH, and DPPD Hours Earned

	2014-15	2015-16	2016-17	2017-18	2018-19
Converted College Credit hours (Actual College credit hours*)	2,475,596 (99,024)	2,373,425 (94,937)	2,087,112 (83,484)	1,709,938 (68,398)	1,184,802 (47,392)
SCECH hours**	1,368,402	1,474,829	1,410,427	1,360,823	1,162,276
DPPD hours***	1,112,419	1,107,345	1,327,135	1,250,820	1,014,689
Total Education-Related Professional Learning hours	**4,956,417**	**4,955,599**	**4,824,674**	**4,321,581**	**3,361,767**

*Each college credit is worth 25 Education-Related Professional Learning (ERPL) hours.

**SCECHs are entered into an educator's profile as they are earned. Educators often add their DPPD and college credits at the time of application for renewal, so the annual numbers will change from year to year as educators apply. Because this information is self-entered and educators may participate in more than the 150 hours required for renewal, this is not a comprehensive picture of the professional learning offered across the state.

***Beginning in July 1, 2020, districts will need to register all DPPD hours as SCECHs. (https://www.Michigan.gov/documents/mde/DPPD-SCECH_678614_7.pdf)

Reading Diagnostics Course Completion Recorded in MOECS

After July 1, 2009, all educators must successfully complete a reading diagnostics course 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 fulfill this requirement.

	2015-16	2016-17	2017-18	2018-19
# of Individuals	1,437	1,281	1,091	554

Note: Some policy changes may explain this drop:
- Additional course options were added in 2019, resulting in previous year counts to increase.
- In 2017, Rule changed to make progression from the Standard to the Professional optional.
- Candidates often wait until certificate renewal time to enter their coursework into MOECS, also resulting in an increase in count.

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