

OEE Office of Educator Excellence

Annual Report Metrics



2017-2018

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RECRUITMENT

Enrollment in educator preparation programs

	2013-2014	2014-2015	2015-2016
Traditional Route	11,127	10,984	7,773
Alternative Route	160	115	95
Total	11,287	11,099	7,868

Reported in [Title 2](#). 2016-2017 data is not yet available.

PREPARATION

Michigan law and rules require that all individuals complete an approved preparation program (e.g., math, elementary, English) in order to become a teacher in Michigan. Currently, there are different types of teacher preparation program pathways in Michigan: traditional (including accelerated, accelerated residency, and career and technical education) and alternative route. For additional information, visit this [Quick Sheet](#).

New Providers*

	2015-2016	2016-2017
Newly approved alternative route providers**	0	0
Newly approved teacher leader providers	1 Network of Teacher Educators	2 Leading Educators Kent ISD

* There is a [moratorium](#) on the approval of new traditional route providers.

** In 2017-2018, 2 additional alternative route programs were approved: Michigan Teachers of Tomorrow and Professional Innovators in Teaching.

Active Providers

	As of 5/17/18
Alternative route teacher	6
Traditional route teacher	32
Alternative route administrator	2
Traditional route administrator	21

Closed Providers

	2015-2016	2016-2017
Alternative route	0	1
Traditional route	2	0
Total	2	0

*Oakland University Teach for America closed on June 30, 2015.

Providers with Specialized Accreditation

	2015-2016	2016-2017
Alternative route	0%	0%
Traditional route	97%	97%

Accelerated Residency Programs

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

	2016-2017
Approved Programs	3

Program Satisfaction

Surveys are given to Teacher Candidates and College/University Candidate Supervisors to reflect on the preparation program.

	2015-2016	2016-2017
Percent of institutions with survey efficacy over 80%	100%	100%
Percent of institutions with survey efficacy over 90%	97%	91%

Michigan Test for Teacher Certification

In order to be granted a Michigan Teaching Certificate, candidates must pass the appropriate Michigan Test for Teacher Certification (MTTC) for their endorsement area.

MTTC test by endorsement area – August 1 through July 31 Calendar Year

MTTC Subject Area	2015-2016					2016-2017				
	N	Attempt Type				N	Attempt Type			
		Initial		Cumulative			Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass		N Pass	% Pass	N Pass	% Pass
002 English	313	256	81.8	268	85.6	357	287	80.4	310	86.8
003 Journalism	1	**	**	**	**	3	**	**	**	**
004 Speech	27	27	100	27	100	31	31	100	31	100
005 Reading	70	53	75.7	59	84.3	64	50	78.1	55	85.9
007 Economics	8	3	37.5	3	37.5	6	**	**	**	**
008 Geography	12	5	41.7	6	50	13	4	30.8	6	46.2
009 History	212	106	50	129	60.8	207	106	51.2	135	65.2
010 Political Science	20	8	40	10	50	18	6	33.3	7	38.9
011 Psychology	51	38	74.5	41	80.4	57	44	77.2	46	80.7
012 Sociology	1	**	**	**	**	2	**	**	**	**
017 Biology	94	76	80.9	84	89.4	92	78	84.8	85	92.4
018 Chemistry	34	26	76.5	31	91.2	44	34	77.3	38	86.4
019 Physics	26	20	76.9	21	80.8	26	21	80.8	21	80.8
020 Earth/Space Science	18	13	72.2	15	83.3	16	12	75	14	87.5
022 Mathematics (Secondary)	205	184	89.8	195	95.1	206	181	87.9	193	93.7
023 French	16	11	68.8	11	68.8	12	9	75	9	75

MTTC Subject Area	2015-2016					2016-2017				
	N	Attempt Type				N	Attempt Type			
		Initial		Cumulative			Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass		N Pass	% Pass	N Pass	% Pass
024 German	7	**	**	**	**	8	**	**	**	**
026 Latin	2	**	**	**	**	2	**	**	**	**
028 Spanish	98	93	94.9	94	95.9	117	108	92.3	108	92.3
036 Marketing Education	1	**	**	**	**	1	**	**	**	**
037 Agricultural Education	1	**	**	**	**	0	**	**	**	**
040 Family and Consumer Sciences	6	**	**	**	**	8	**	**	**	**
043 Health	75	61	81.3	64	85.3	85	70	82.4	73	85.9
044 Physical Education	100	80	80	84	84	103	79	76.7	84	81.6
046 Dance	6	**	**	**	**	2	**	**	**	**
048 Library Media	6	**	**	**	**	7	**	**	**	**
050 Computer Science	4	**	**	**	**	5	**	**	**	**
051 School Counselor	108	100	92.6	101	93.5	104	98	94.2	100	96.2
053 Fine Arts	2	**	**	**	**	3	**	**	**	**
056 Cognitive Impairment	225	153	68	181	80.4	241	169	70.1	198	82.2
057 Speech and Language Impaired	2	**	**	**	**	1	**	**	**	**
058 Physical or Other Health Impairment	3	**	**	**	**	2	**	**	**	**
059 Emotional Impairment	73	61	83.6	64	87.7	79	62	78.5	69	87.3
062 Hearing Impaired	1	**	**	**	**	0	**	**	**	**
063 Learning Disabilities	217	189	87.1	202	93.1	202	174	86.1	183	90.6
064 Autism Spectrum Disorder	80	75	93.8	77	96.3	83	76	91.6	79	95.2
075 Bilingual Education	5	**	**	**	**	5	**	**	**	**
084 Social Studies (Secondary)	238	178	74.8	201	84.5	251	183	72.9	211	84.1
085 Middle Level	15	15	100	15	100	15	15	100	15	100
086 English as a Second Language	180	162	90	171	95	187	171	91.4	179	95.7
087 Industrial Technology	4	**	**	**	**	7	**	**	**	**

MTTC Subject Area	2015-2016					2016-2017				
	N	Attempt Type				N	Attempt Type			
		Initial		Cumulative			Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass		N Pass	% Pass	N Pass	% Pass
088 Technology and Design	2	**	**	**	**	1	**	**	**	**
089 Mathematics (Elementary)	299	242	80.9	252	84.3	297	246	82.8	258	86.9
090 Language Arts	527	401	76.1	422	80.1	507	387	76.3	408	80.5
091 Communication Arts	4	**	**	**	**	3	**	**	**	**
092 Reading Specialist	111	99	89.2	102	91.9	113	102	90.3	103	91.2
093 Integrated Science (Elementary)	199	128	64.3	143	71.9	202	136	67.3	147	72.8
094 Integrated Science (Secondary)	94	81	86.2	84	89.4	99	81	81.8	86	86.9
095 Visual Arts Education	65	61	93.8	62	95.4	75	71	94.7	72	96
097 Physical Science	1	**	**	**	**	3	**	**	**	**
098 Business, Management, Marketing, & Technology	10	6	60	8	80	14	9	64.3	12	85.7
099 Music Education	169	159	94.1	162	95.9	186	173	93	178	95.7
100 Japanese	3	**	**	**	**	3	**	**	**	**
101 Chinese (Mandarin)	14	13	92.9	13	92.9	18	17	84.4	17	94.4
102 Arabic (Modern Standard)	4	**	**	**	**	5	**	**	**	**
103 Elementary Education	1,603	1,260	78.6	1,401	87.4	1,580	1,250	79.1	1,398	88.5
105 Social Studies (Elementary)	126	67	53.2	74	58.7	115	64	55.7	74	64.3
106 Early Child Education-General & Special Education	435	301	69.2	333	76.6	425	290	68.2	321	75.5
All Tests (excluding PRE)	6,233	4,866	78.1	5,269	84.5	6,318	4,953	78.4	5,386	85.2

Initial: represents the first time MTTC test takers.

Cumulative: represents the best attempt of all teacher candidates who tested in this period.

CERTIFICATION

All Newly Certified – September 1 through August 31 Calendar Year

	2015-2016	2016-2017
Number newly issued certificates	4,071	3,719

Includes the following certificates: Interim, Standard CTE, Standard, Out-of-State Professional.

Interim Certificates – September 1 through August 31 Calendar Year

The alternative route pathway allows an individual to be employed as a full-time teacher (under the Interim Teaching Certificate) and work toward certification at the same time.

	2015-2016	2016-2017
Number newly issued interim certificates	46	82
Total number of individuals holding valid interim certificates	559	547

Number of Newly Endorsed School Social Workers, Counselors, and Psychologists

In order to obtain a [full approval](#), a school social worker must first have received a temporary and continuing approval. This ensures that all school social workers with full approval have an initial year of satisfactory service working with direction from a fully approved school social worker.

	2015-2016	2016-2017
Temporary Approval for School Social Worker	127	181
Full Approval for School Social Worker	99	115

The typical full credential to become a school counselor is the School Counselor License. In some cases, applicants enrolled in an EPI or school counselor endorsement program may be eligible to begin work using the Preliminary Authorization to Work as a School Counselor. For more information: [MDE guidance around School Counselor Certification](#).

	2015-2016	2016-2017
Preliminary Authorization to Work as a School Counselor	31	33
School Counselor License	123	106

Usually the initial certificate for psychologists is the Preliminary School Psychologist Certificate, valid for three years, after which one receives a renewal or progresses to the School Psychologist Certificate. Those applying from out-of-state might use the School Psychologist Certificate as an initial certificate. For more information: [MDE guidance around School Psychologist Certification.](#)

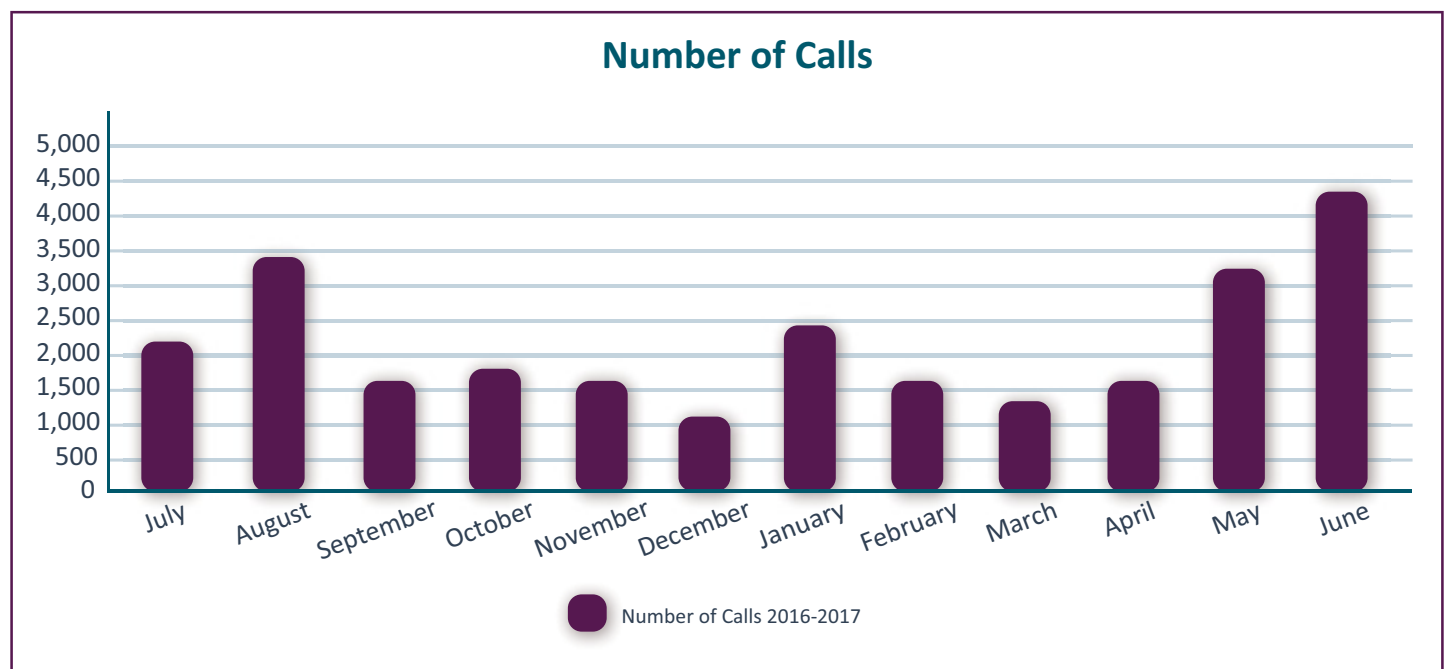
	2015-2016	2016-2017
Preliminary School Psychologist Certificate	67	51
School Psychologist Certificate	7	5

Educator Certification Customer Service Calls Fielded by MDE Office of Educator Excellence

The table below represents the number of phone calls received by the MDE Office of Educator Excellence and the percent of those calls that were answered within Goal Time.

	2015-2016	2016-2017
Number of Calls Received Regarding Certifications	31,358	26,831
Percent of Calls Answered within Goal Time	66.5%	81.3%

*Goal Time was modified from 4 minutes to 5 minutes in March 2016 with the changeover to a new phone system.



RECRUITMENT AND PLACEMENT FOR EMPLOYMENT

Teachers Newly Reported in Teaching Assignment within Registry of Educational Personnel (REP) Collections

	2015-2016	2016-2017
Teachers	3,983	4,657

Total Number of Individuals with Reading Specialist and Librarian Endorsements

	2015-2016	2016-2017
Total Number Individuals with Valid Reading Specialist Endorsement (BR)	8,214	8,170
Total Number Individuals with Valid Library Media Endorsement (ND)	2,302	2,272

Note: Have not counted perpetual licenses issued before 1978.

Number of Permits Issued by Type

Michigan permits have changed recently. Some the permits listed here are no longer available or have changed names.

Permit Type	2015-2016	2016-2017
Adult Education Annual CTE Authorization	21	15
Annual CTE Authorization	282	348
Credit Track Annual CTE Authorization	158	158
Day-to-Day Substitute Annual CTE Authorization	208	223
Less Than Class Size Annual CTE Authorization	26	21
Long-Term Substitute Annual CTE Authorization	6	4
Daily Substitute Permit	22,168	23,133
Extended Daily Substitute Permit	*	253

Permit Type	2015-2016	2016-2017
Emergency Permit	8	*
Expert Substitute Permit	15	30
Full-Year Basic Substitute Permit	347	836
Full-Year Shortage Permit	*	31
Section 1233(b) Permit	2	*
Total	23,241	25,052

*0 permits were issued of this type due to the permit overhaul in 2016.

Note: This counts Permit ID (not distinct) by Permit Type in MOECS.

MENTORING AND INDUCTION

Teachers within their first three years of teaching

	2015-2016	2016-2017
Count of New Teachers	10,789	11,070
Percent of New Teachers	10.88%	11.24%

[MCL 380.1526](#) requires districts to provide mentoring to all new teachers their first three years of teaching.

EVALUATION

Educator Evaluation

Teacher Effectiveness (%)

	2015-2016	2016-2017
Ineffective	0%	0%
Minimally Effective	2%	2%
Effective	56%	59%
Highly Effective	42%	39%

[MiSchoolData](#)

Administrator Effectiveness (%)

	2015-2016	2016-2017
Ineffective	0%	0%
Minimally Effective	2%	1%
Effective	62%	64%
Highly Effective	35%	34%

[MiSchoolData](#)

District Implementation of Educator Evaluation Systems

MDE contracted Marzano Research to conduct a research project that provides information about recommendations for educator evaluation implementation. The data below summarizes a portion of the results of an online survey sent to all Michigan school districts and public school academies and are representative of educator evaluation systems implementation during the 2016-2017 school year. The full results of the District Implementation of Educator Evaluation Systems: Survey Results may be found here.

Responses to the question: Which of the following evaluation frameworks/instruments has your district/academy adopted?

Teacher Framework / Instrument	Percent	Count
Danielson’s Framework for Teaching	37.4%	65
The Five Dimensions of Teaching and Learning	32.8%	57
The Marzano Teacher Evaluation Model	15.5%	27
The Thoughtful Classroom	13.8%	24
Other	2.3%	4

Responses to the question: Which of the following school administrator evaluation frameworks / instruments has your district/academy adopted?

Teacher Framework / Instrument	Percent	Count
Michigan Association of School Administrators’ (MASA) School Advance Administrator Evaluation System	37.4%	65
The Multidimensional Leadership Performance System (formerly Reeves’ Leadership Performance Rubric)	32.8%	57
Other	15.5%	27

Responses to the question: Please indicate who receives training on your district/academy evaluation system?

Selection	Teacher Evaluation System		Administrative Evaluation System	
	Percent	Count	Percent	Count
Teachers	89.1%	139	12.2%	19
School Administrators	80.8%	126	78.2%	122
School Instructional Leaders	51.3%	80	14.7%	23

Responses to the question: What measures/models of student growth does your district/academy use in its evaluation system?

Measure/Model	Percent	Count
National assessments (e.g., ACT, NWEA MAP)	73.7%	129
Local assessments (e.g., district-developed interim assessments)	61.7%	108
Teacher-developed assessments	61.1%	107
Student progress toward IEP goals	56.6%	99
School-level academic growth on state assessments	50.3%	88
Student Learning Objectives (SLOs)	35.4%	62
Student Growth Percentiles (SGPs)	33.1%	58
Other	5.7%	10

MDE Educator Evaluation & Student Growth Collaborative Workshops Outcomes

MDE provided a series of three-day regional collaborative student growth workshops that concluded on March 28, 2018 culminating eighteen days of workshops with teachers, principals, and central office staff helping districts across the state implement student growth systems. The workshops were well-attended, with a total of 737 registered attendees representing well over 48 districts across Michigan. The feedback from participants demonstrated the utility of the workshops:

“We enjoyed the 1-on-1 attention from the consultants.”

“The pace of the day allowed us to collaborate and work together on logistics.”

“It was helpful to identify the barriers we are facing and to hear from other districts on how to work through these challenges.”

“We walked away with a clear action plan.”

“Thank you for the professional development resources that we can share with our larger staff.”

“This was a great use of time as I was able to flesh out some of the questions or struggles that we are currently experiencing. I feel in a better place moving forward and going back with a plan of next steps. Thank you.”

MDE Educator Evaluation Teacher Webinar Series Summary Outcomes

MDE provided a six-part teacher-focused, educator evaluation webinar series concluded on April 19, 2018. This series included six hour-long webinars with teachers, coaches, and leaders across the state to explore specific strategies and opportunities for teachers to be active participants in their educator evaluation and to leverage these opportunities to drive their professional growth. In total, 466 educators registered for the webinar series, with 181 registrants participating in multiple sessions. The feedback from participants demonstrated the utility of the webinars:

“This was excellent! Held at an excellent time.”

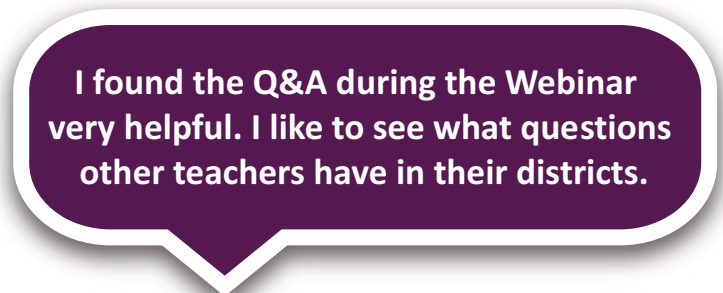
“I found the Q&A during the webinar very helpful. I like to see what questions other teachers have in their districts.”

“I really enjoyed the live surveys. It was interesting to see how others felt about the questions. Thank you for making the presentation easy to follow.”

“I appreciated the links and downloads available during the webinar. “

“I think by supplying the evaluation documents, it will help us be able to have rich discussions with colleagues. I have collaboration time built into my schedule. I do a lot of discussion about our program and the goals. Having this info will help me in my discussions with teachers about what to focus upon with evaluation and student growth.”

“I enjoyed your real-life examples of artifacts. I hope to see more true-to-life examples in future webinars.”



Equity

As part of the Top 10 in 10 Strategic Plan Michigan desires to ensure that all learners have equitable access to excellent educators.

% Ineffective or Minimally Effective

The table below indicates the percent of teachers who received an educator evaluation label of minimally effective or ineffective, cross-referenced to characteristics of the student population at the school where they were evaluated.

	2015-2016*	2016-2017
Low-Minority	1%	1%
High-Minority	6%	4%
Low-Poverty	0.6%	0.6%
High-Poverty	6%	5%
Statewide % Ineffective or Minimally Effective	2%	2%

*Information was obtained from end-of-year collections using label 3 or 8 in REP and EEM. Percentages calculated including Missing in the denominator.

% Inexperienced

The table below indicates the percent of teachers who are within their first three years of teaching, cross-referenced to characteristics of the student population at the school where they were evaluated.

	2015-2016*	2016-2017
Low-Minority	6%	6%
High-Minority	9%	9%
Low-Poverty	5%	5%
High-Poverty	9%	9%
Statewide % Inexperienced	7%	7%

*Information was obtained from end-of-year collections in REP (employment status field) and EEM.

PROFESSIONAL LEARNING, GROWTH, AND RETENTION

Educator Mobility, Retention, and Attrition Numbers and Rates

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

Michigan Teacher Mobility Data

Race/Ethnicity	Number			Percent		
	Movers	Stayers	Leavers	Movers	Stayers	Leavers
2014-15 Base Year to 2015-16 Target Year	11,151	74,521	7,368	12.0%	80.1%	7.9%
2015-16 Base Year to 2016-17 Target Year	10,396	73,713	7,251	11.4%	80.7%	7.9%

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 on the [NCES web page](https://nces.ed.gov/surveys/sass/tables/TFS1213_2014077_cf1n_001.asp) (https://nces.ed.gov/surveys/sass/tables/TFS1213_2014077_cf1n_001.asp)

Advanced Professional Certificate (first available January 1, 2017)

The Advanced Professional Teaching Certificate is an indication of an educator’s advanced skills and training in master teaching and/or teacher leadership. It recognizes completion of an approved Teacher Leader program or achieving National Board certification and highly effective evaluation ratings.

	2016-2017
Total number holding valid advanced professional certificates	18



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