OFFICE OF
Educator Excellence

Educator WORKFORCE Data Report

2020

MICHIGAN Department of Education

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

*Data reporting window, unless otherwise indicated.

Version 1 – PUBLISH DATE

QR Code

NOTE: The complete 2020 report, including an appendix, can be accessed using this QR code or by visiting: <LINK WILL GO HERE>

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).

MICHIGAN Department of Education

CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

Additional educator workforce resources are available:

Title II Teacher Preparation Data (https://bit.ly/3ekjGtK) | MDE Educator Workforce Research and White Papers (http://bit.ly/33deIJ3) | MI School Data/CEPI (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.

In support of Goal 3 of Michigan's Top 10 in 10 Years strategic plan to "develop, support, and sustain a high-quality, prepared, and collaborative education workforce," this report is intended to provide a snapshot of some of the most requested data about the educator workforce in Michigan. From recruitment into teacher preparation programs, to professional learning and retention, through accountability and recognition, the metrics included in this report contribute to a portrait of all phases of the career paths of Michigan educators.

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 Breen
Director
Office of Educator Excellence

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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.

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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MEET THE OEE TEAM

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Certification System

Katie Schmiedeknecht
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Chris Schram
Psychometrician Contractor

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.

	total followers	increase in followers	average posts per month	profile visits
Facebook	4,752	+559	18	2,441
Twitter	794	+239	20	1,493
Instagram	107	+78	9	312

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

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 then selected by a panel of reviewers and honored as a Regional Teacher of the Year (RTOY). One person from the group of RTOY winners is also named Michigan's Teacher of the Year (MTOY). The MTOY serves as an advocate and spokesperson for Michigan educators at both the state and national level. The individual is also Michigan's candidate for the prestigious National Teacher of the Year award. Learn more at http://michigan.gov/mtoy.

MTOY MICHIGAN Teacher of the Year

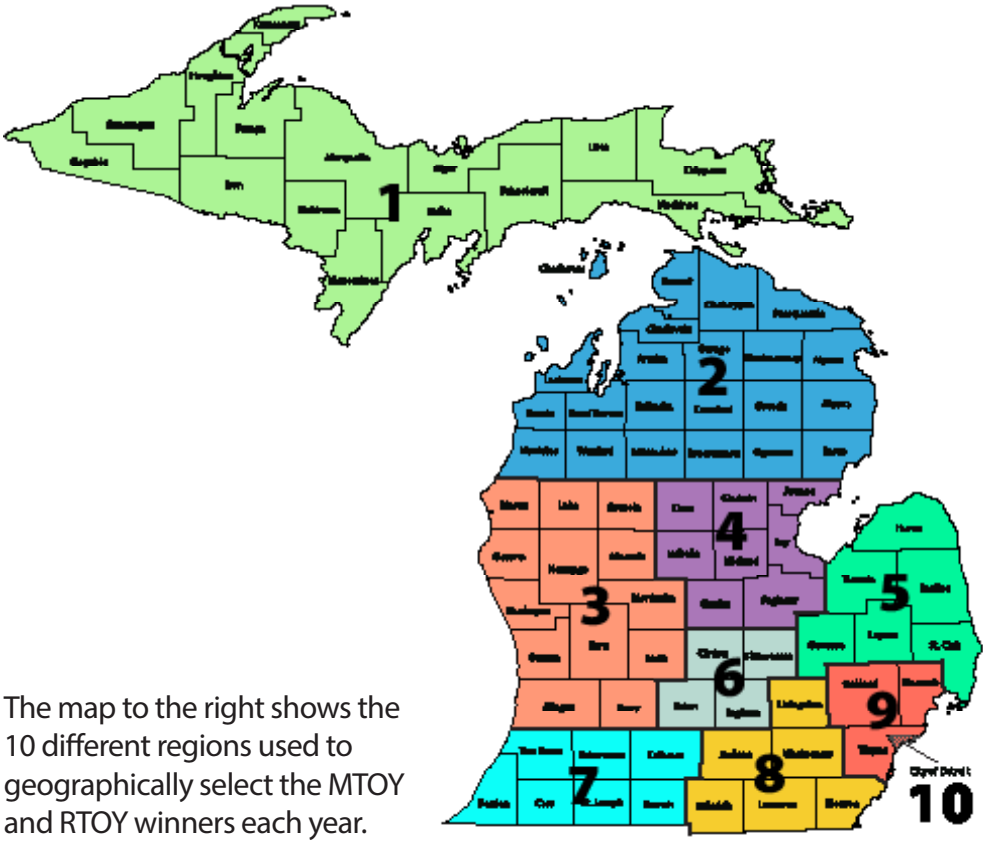
RTOY REGIONAL Teacher of the Year

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 opportunities. Nominees must exhibit a strong potential for leadership, exceptional professional achievement and an engaging and inspiring presence that 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

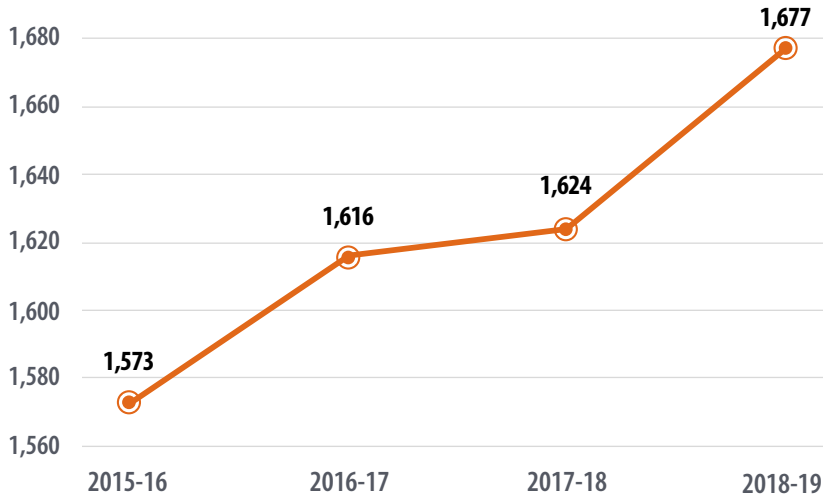
MDE is proud to recognize and assist those who served our country and now wish to serve our students. Since 1993, the Troops to Teachers program has helped more than 22,000 veterans across the country successfully transition to a career in education. Funded by the Department of Defense, the program aims 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

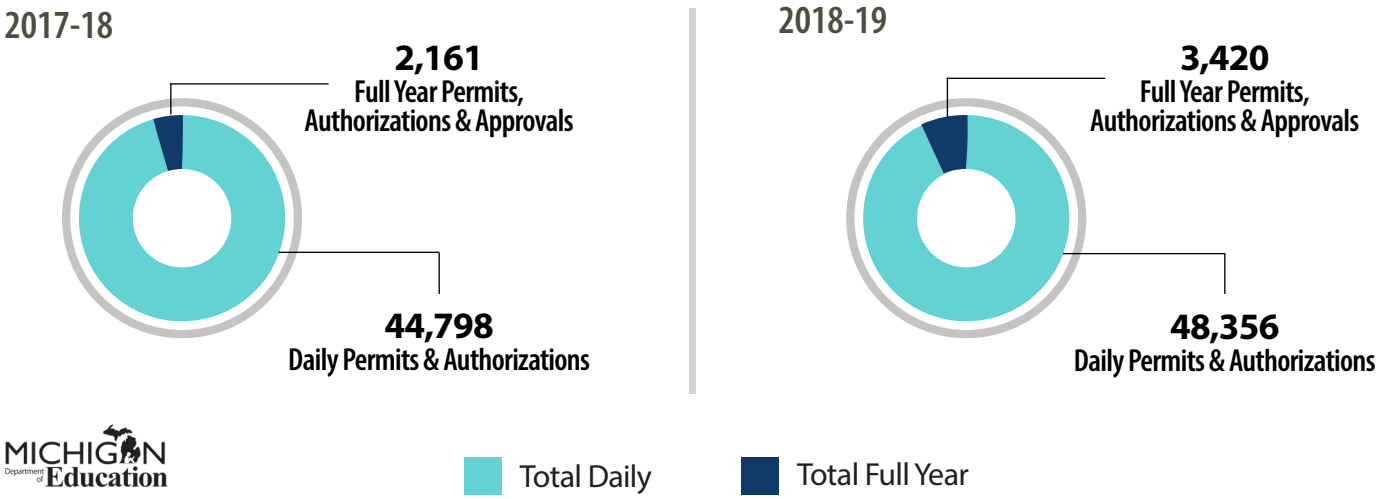
MDE has partnered with districts to create a variety of solutions to support grow-your-own programs, career changers moving into the profession, and business and industry professionals serving in schools. Permits, Career and Technical Education (CTE) authorizations and special education approvals are 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 website (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

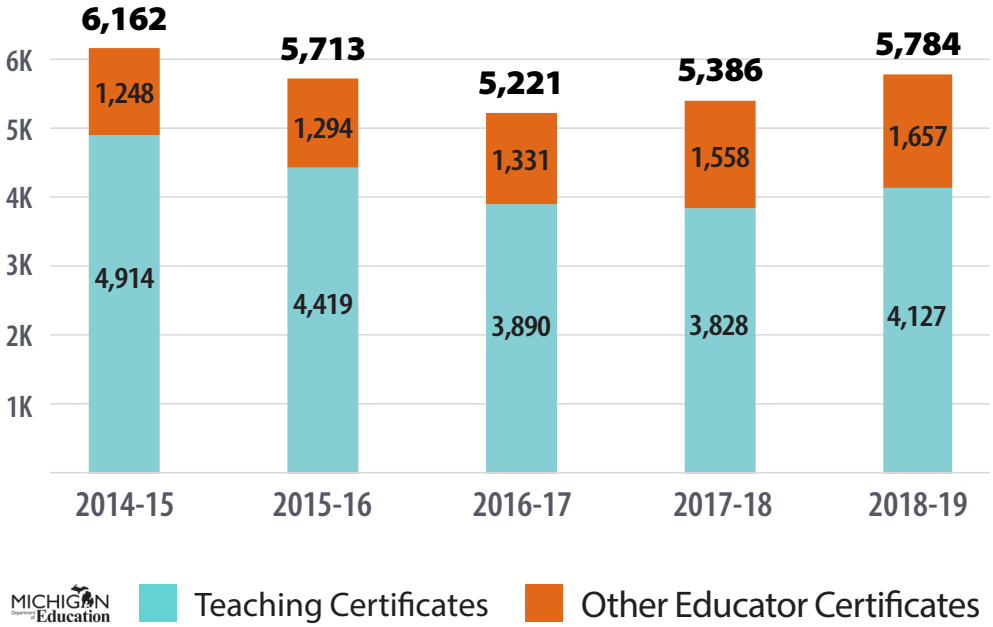
The graphics below depict the number of daily and full year permits, CTE authorizations and approvals as well as special education approvals issued in the 2017-18 and 2018-19 school year. (For additional details, see page XX.)

Total Daily and Full Year



NOTE: Full year includes full year basic, full year shortage, and expert.

INITIAL CERTIFICATES



This chart shows the total number of initial, first time, certificates issued between July 2014 and June 2019, as well as the breakdown of teaching certificates and other educator certificates (school administrator, psychologists, school counselors and nurses).

(For additional details, see pages XX.)

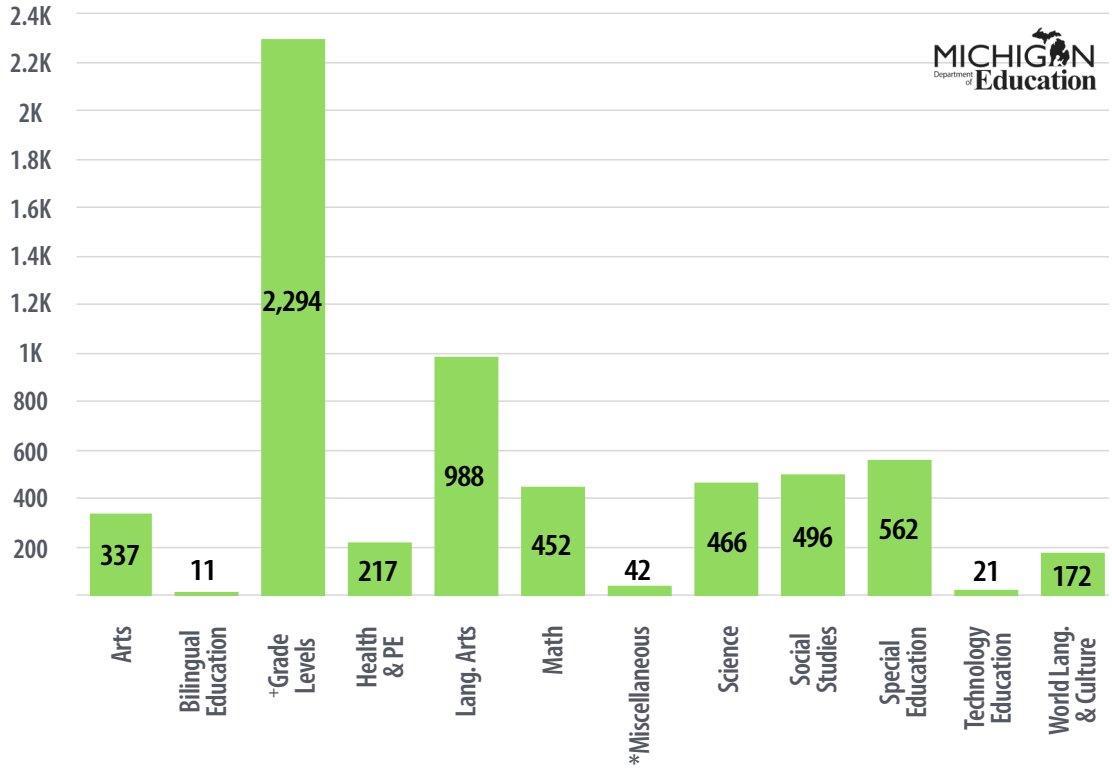
(NOTE: Information on progressions, renewals and certificates for additional endorsements are not considered initial certification and are detailed in other sections of this report.)

INITIAL TEACHING ENDORSEMENTS

By Subject Areas

The graph to the right shows the number of initial teaching endorsements granted during the 2018-2019 academic year grouped by subject area.

(For additional details, see pages XX.)



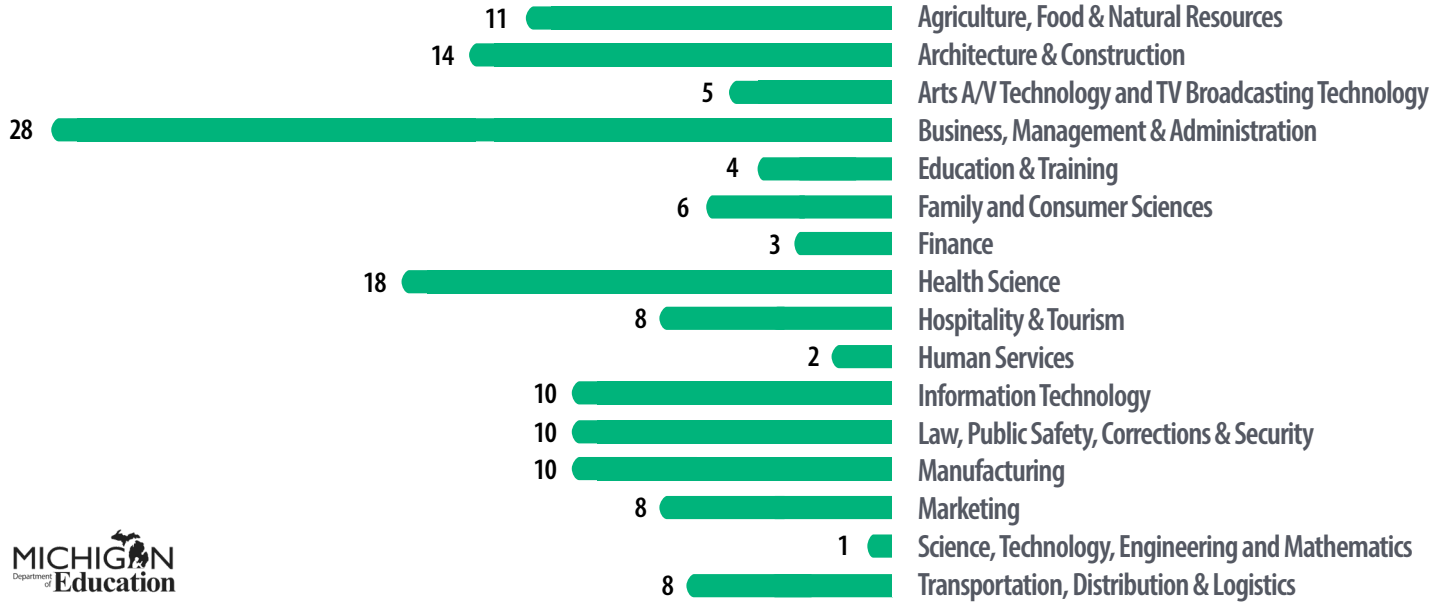
+Elementary K-5 All Subjects (K-8 All Subjects in a Self-Contained Classroom), Middle Level, and Early Childhood PK – General and Special Education. NOTE: High school is included in content areas.

*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 2018-2019 academic year grouped by career cluster. (For additional details, see pages XX.)



MICHIGAN Department of Education

CRITICAL SHORTAGE: FEDERAL LOAN FORGIVENESS

MDE has the opportunity to create a list of critical shortage areas to provide to the U.S. Department of Education's (USED) Office of Postsecondary Education for the purpose of student loan forgiveness and/or deferment. The USED requires MDE to provide a list of subject areas for which educators with student loans can obtain loan forgiveness or deferment.

To determine critical shortage areas in Michigan, MDE examines the subject areas most frequently reported on permits 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 pages XX.)

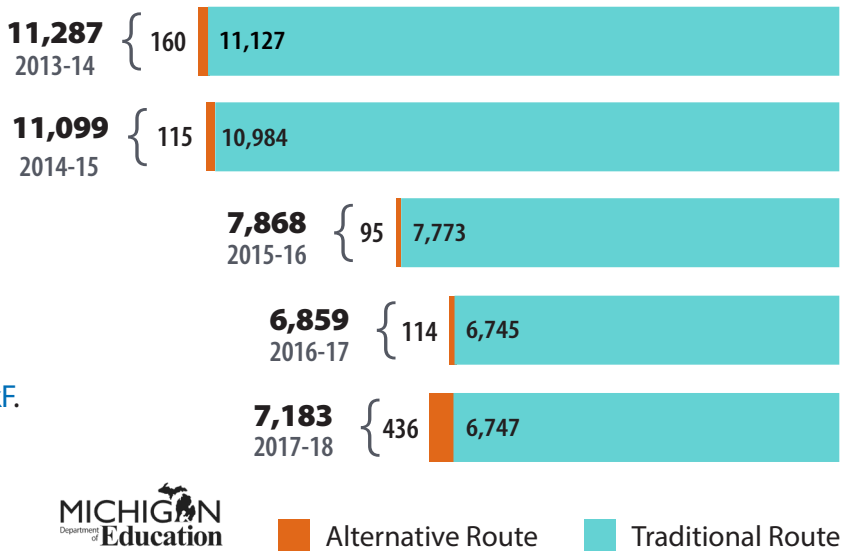
966	677	539	328	192
Career and Technical Education (CTE)	Special Education	Elementary Education	School Social Workers	Science

TEACHER PREPARATION ENROLLMENT

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

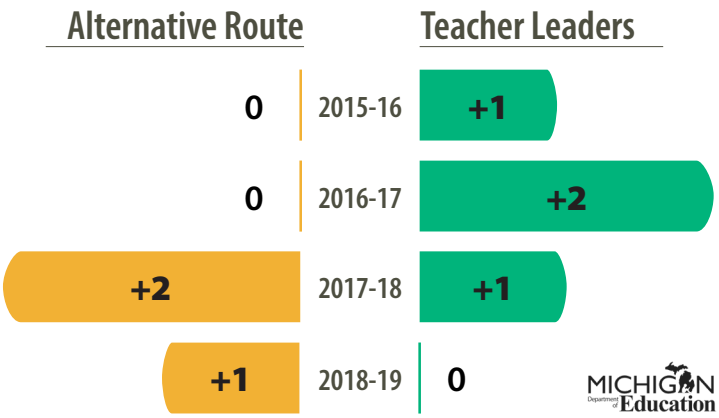
For more information, visit http://bit.ly/2XmPkkF.

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



NEW TEACHER PREPARATION PROVIDERS

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



Moratorium (Extended – April 30, 2022)
At its May 14, 2019 meeting, the State Board of Education extended a moratorium, or hold on activity, for the 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.

CLOSED TEACHER PREPARATION PROVIDERS

7

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

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 to undergo the national accreditation process.

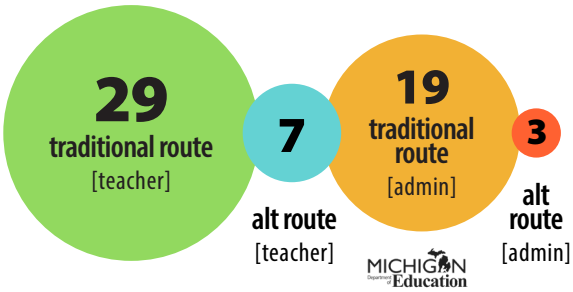
97%

traditional routes accredited

(As of 2018-19)

ACTIVE PREPARATION PROVIDERS

As of June 30, 2019, there were 30 traditional route providers across the state for teachers and 21 for administrators. In addition, Michigan is home to seven alternative route providers for teachers and three for administrators. For additional information about active providers, visit: https://bit.ly/2W72nnX.



EXPEDITED EDUCATOR PREP PROGRAMS

Several Michigan Educator Preparation Providers (EPP) 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:

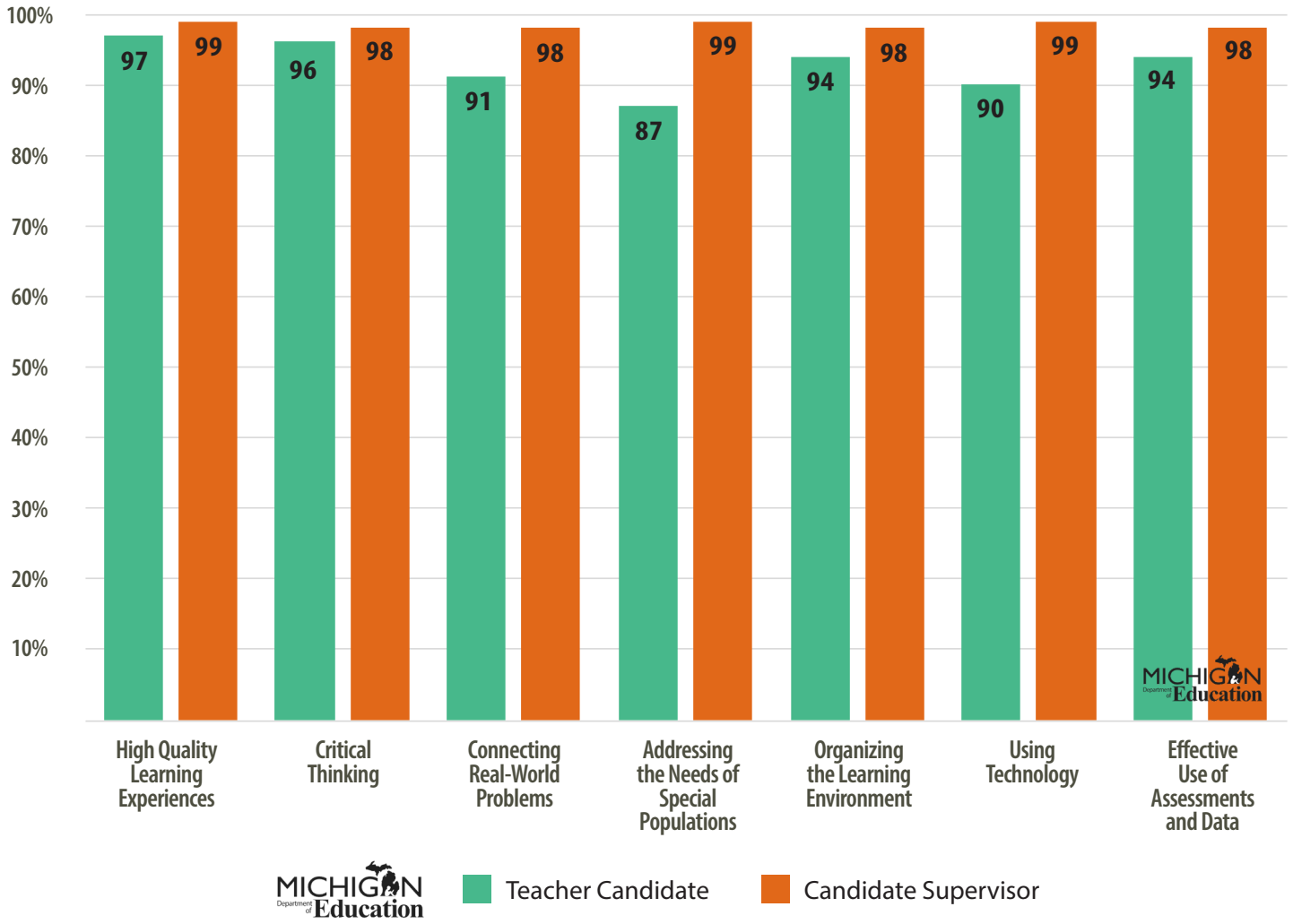
Wayne State University
Northern Michigan University
Saginaw State University
Concordia University – Ann Arbor
Aquinas College
Grand Valley State University

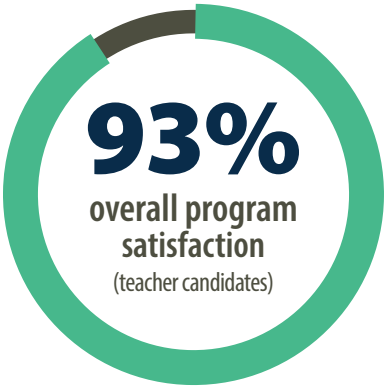
EPPs operating on a residency model integrate teacher preparation with the PK-12 system through yearlong clinical practice that marries rigorous academic training and clinical training to better prepare teachers to impact student learning from day one.

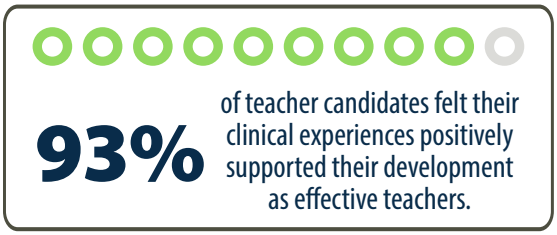
Teacher candidates work with mentor teachers and benefit from consistent coaching, mentoring, and feedback about their practice. With a valid substitute permit, residents either serve as the teacher of record for a classroom or co-teach with a mentor teacher while taking coursework to qualify for a Michigan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

STATEWIDE PREPARATION SATISFACTION

Annually, the state distributes surveys to teacher candidates and their supervisors within 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.



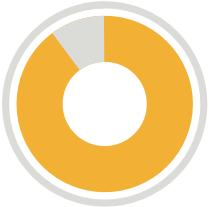




In addition to the categories above, the teacher candidate survey assesses a candidate's satisfaction with their experiences and clinical practice.

MICHIGAN TESTS FOR TEACHER CERTIFICATION (MTTC)

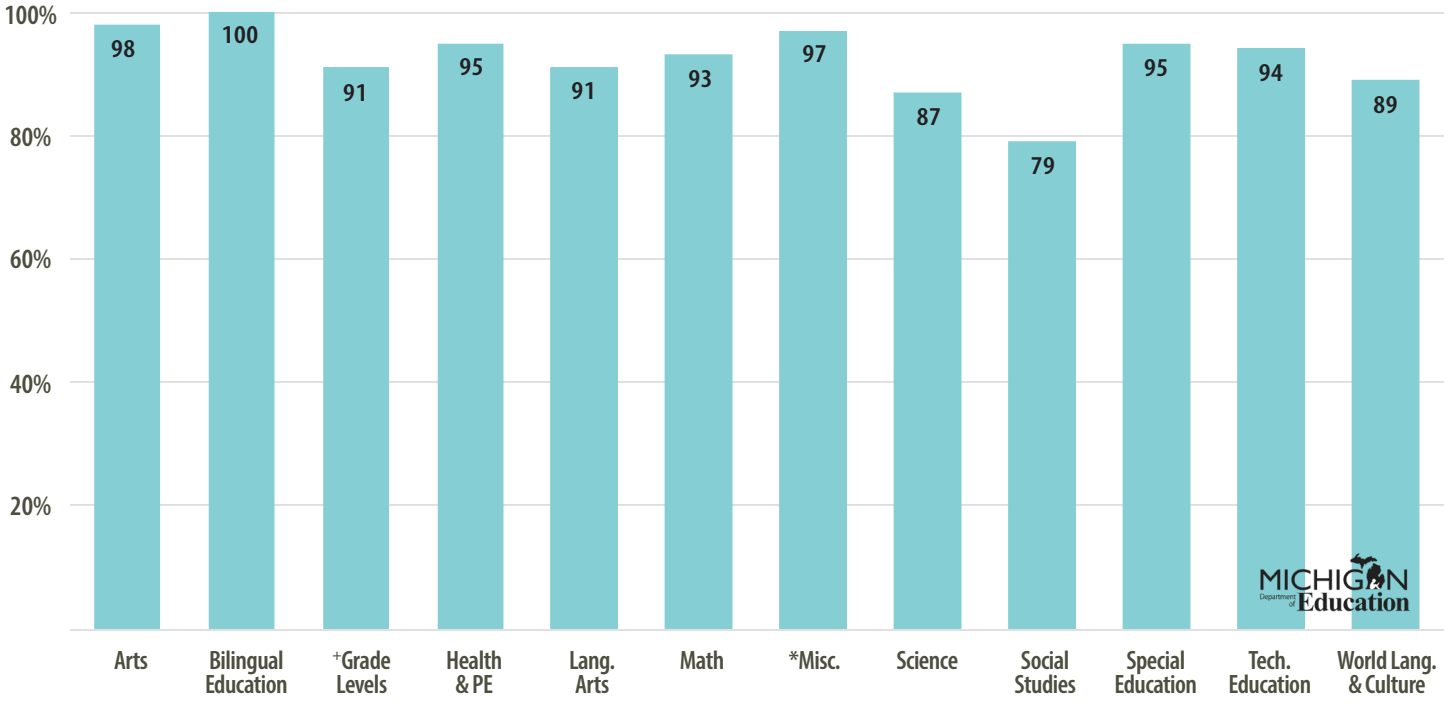
In order to be granted a Michigan teaching certificate, candidates must pass the appropriate Michigan Test(s) for Teacher Certification (MTTC) for their endorsement area(s). The table below shows a three-year summary of state results by subject area. (For additional details, see pages XX.)



91%

Overall MTTC passing rate

(2016-17, 2017-18 & 2018-19)



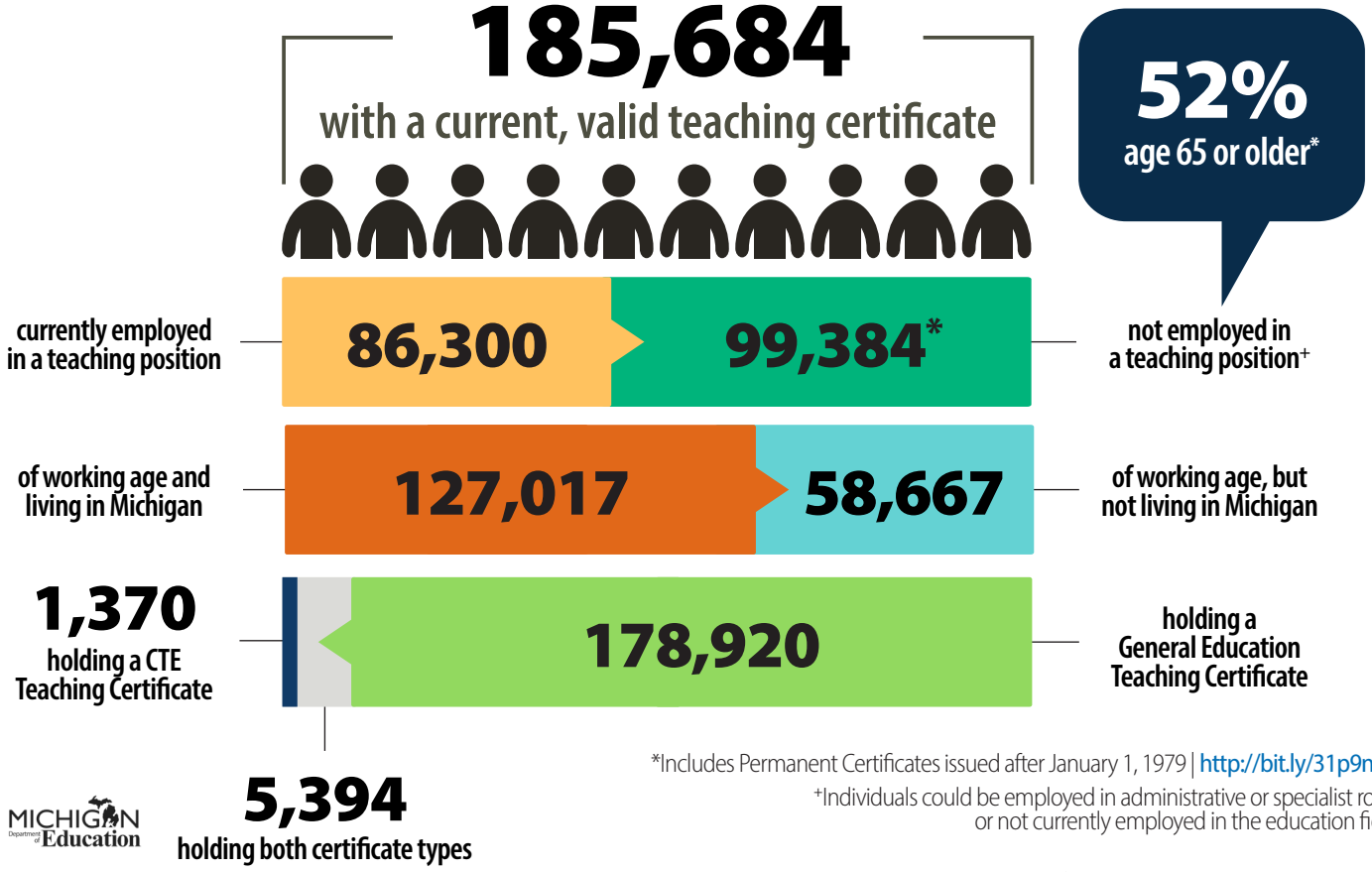
+Elementary K-5 All Subjects (K-8 All Subjects in a Self-Contained Classroom), Middle Level, and Early Childhood PK – General and Special Education. NOTE: High school is included in content areas.

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

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 Employment (REP) collection.

A certificate is considered valid for a year if the expiration date falls within or after that year, regardless of the issuance dates. Only records with certificate status of "Valid" or "Expired" are considered valid records.
(For additional details, see pages XX.)



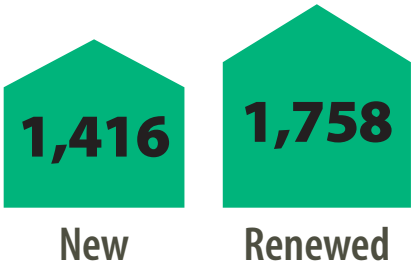
*Includes Permanent Certificates issued after January 1, 1979 | http://bit.ly/31p9n0o

+Individuals could be employed in administrative or specialist roles or not currently employed in the education field

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

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.



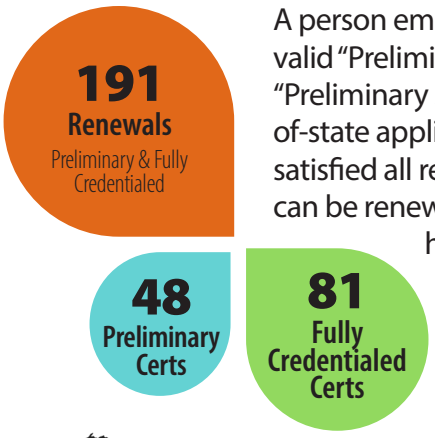
The graphic to right shows the number of school administrator certificates and school administrator certificate renewals approved during the 2018-2019 school year. (For additional details, see appendix.)

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 school social workers at each of these steps during the 2018-19 school year. (For additional details, see page X.)

SCHOOL PSYCHOLOGISTS

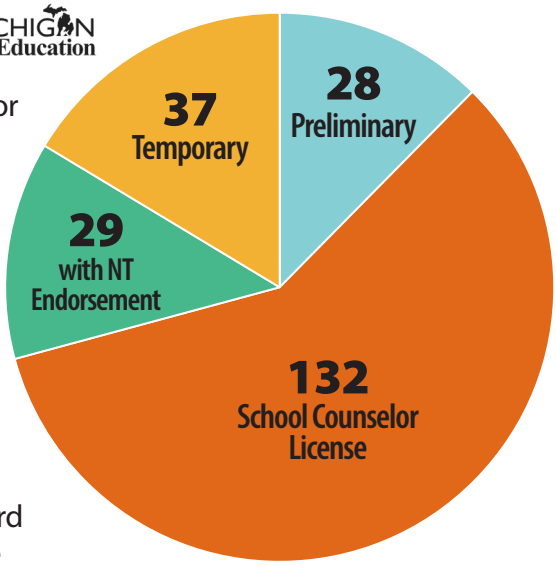


A person employed as a school psychologist in a Michigan school is required to hold either a valid "Preliminary School Psychologist Certificate" or a "School Psychologist Certificate". The "Preliminary School Psychologist Certificate" is Michigan's initial certificate; however, out-of-state applicants 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 page XX.)

SCHOOL COUNSELORS

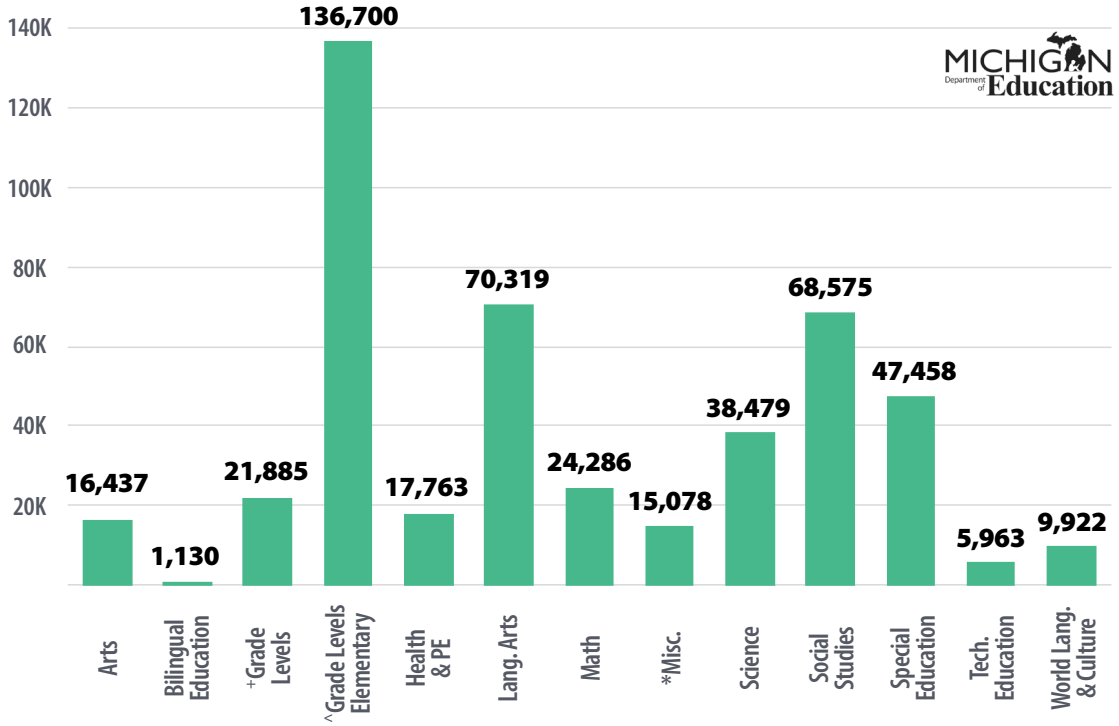
The pie chart to the right shows the number of school counselor credentials issued during the 2018-19 school year – a total of 225.



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

GENERAL EDUCATION ENDORSEMENTS

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



+Elementary K-5 All Subjects (K-8 All Subjects in a Self-Contained Classroom), Middle Level, and Early Childhood PK – General and Special Education. NOTE: High school is included in content areas.

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

473,995

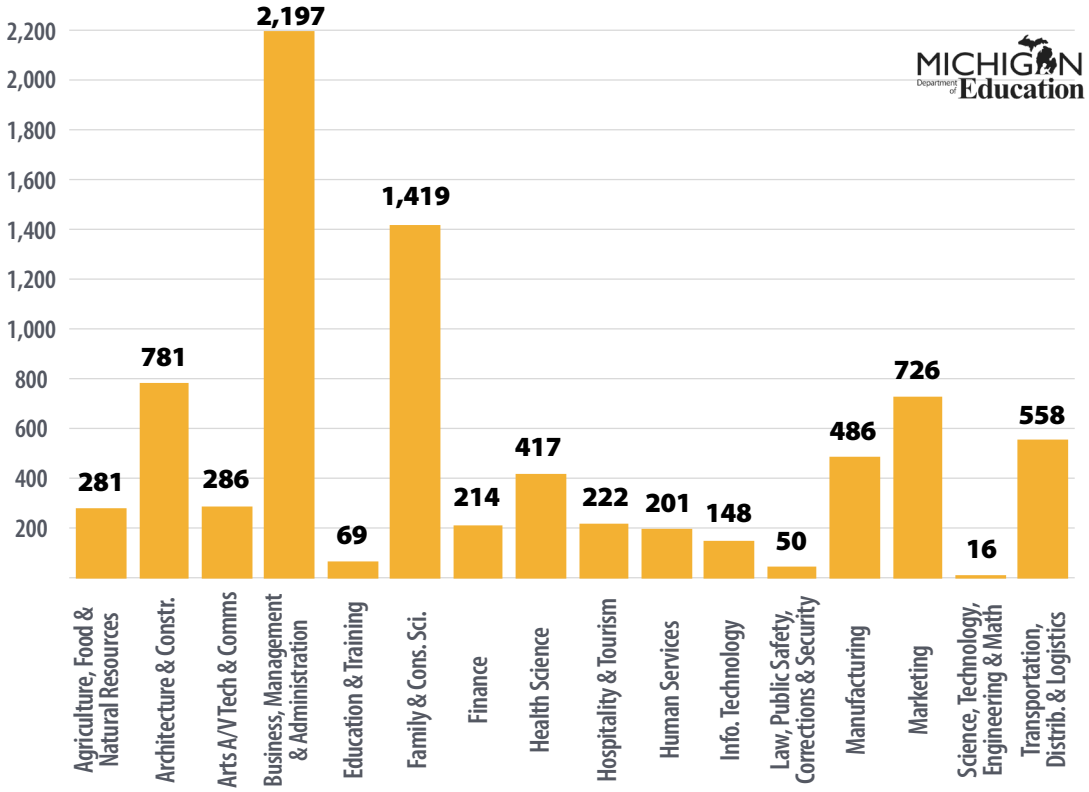
total valid general education endorsements

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. This figure represents those educators.

CTE ENDORSEMENTS



8,071

total valid CTE endorsements by career cluster

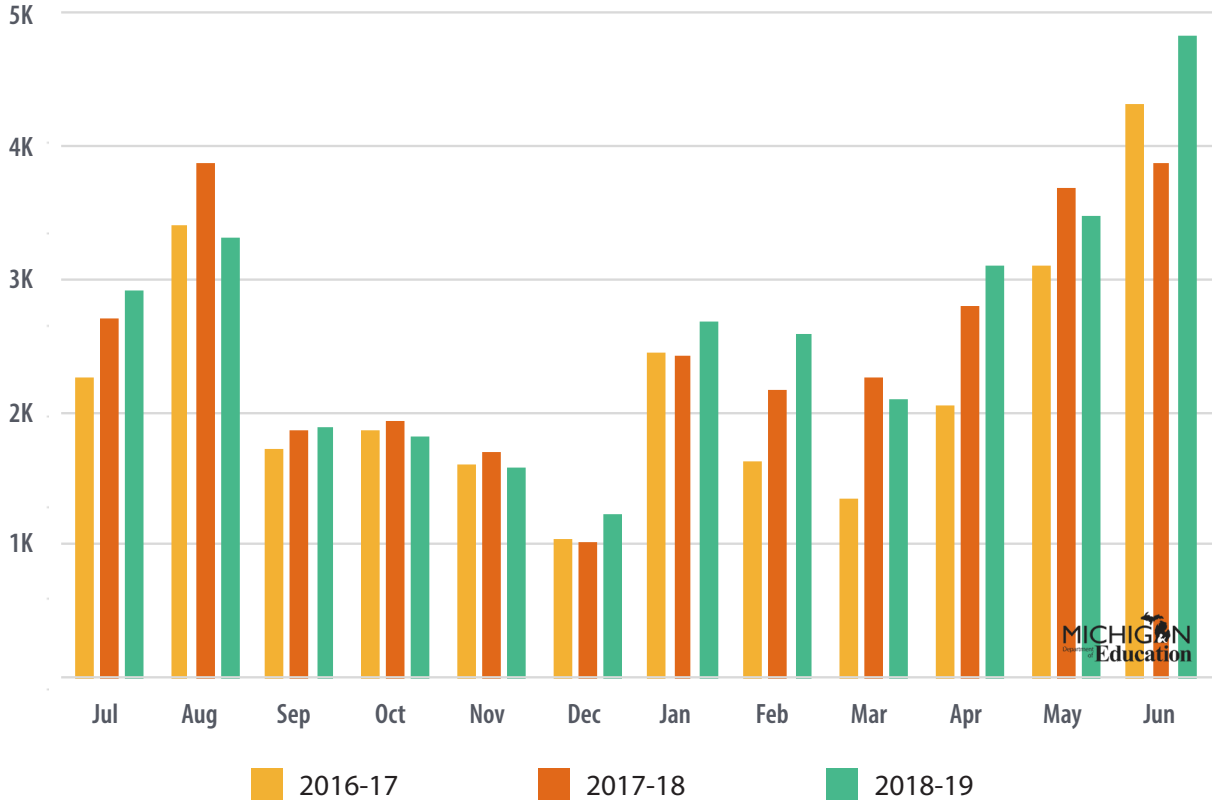
2018-19

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 p ages XX.)

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)

2:01
average phone queue wait time
2018-19

In October 2018, MDE implemented a new phone system that enables OEE to track the length of time a caller waits before connecting with a "live" 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.

2016-17	2017-18	2018-19
660 responses	400 responses	321 responses
96% positive	97% positive	97% positive

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

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.

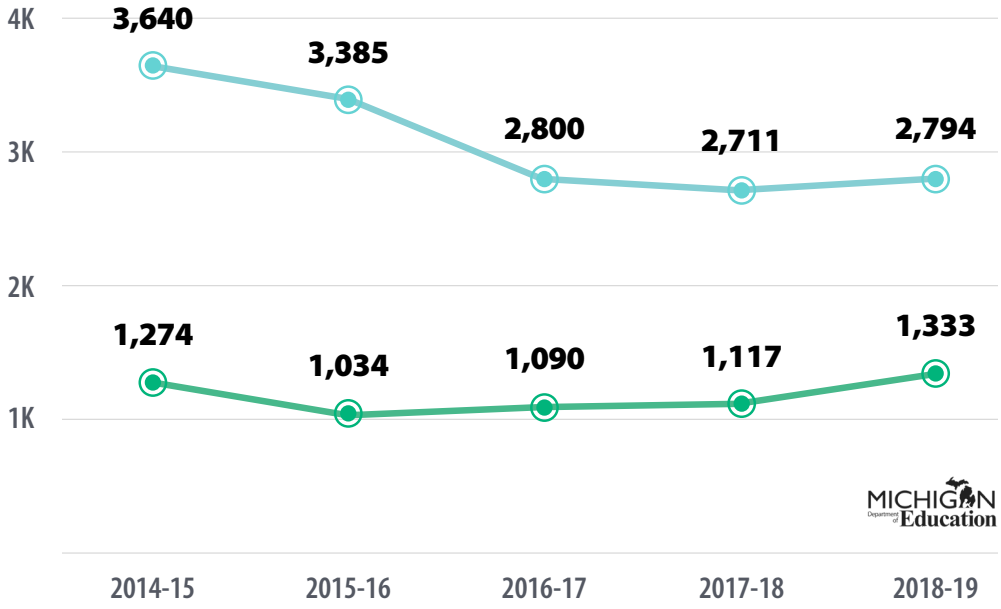
76,197
total processed applications
(2016-17)

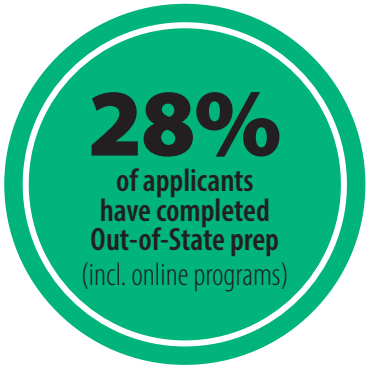
77,901
total processed applications
(2017-18)

77,204
total processed applications
(2018-19)

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

CERTIFICATES ISSUED VIA RECIPROCITY





In-State

Out-of-State

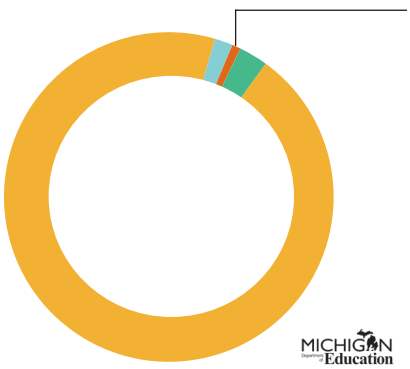
These visuals show the number of initial teaching certificates issued for educators completing an In-State program and for those completing an out-of-state program between the 2014-15 and 2018-19 school years. Michigan law and rules require that all individuals complete an approved preparation program 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. 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%
- Needs payment: 2%
- Denied: <1%
- Other: 3%

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

EMERGENCY/PROVISIONAL CREDENTIALS

1.7%

teachers statewide with Emergency or Provisional Credentials

4.5%
of those teachers are in schools that are identified as high poverty

0.6%
of those teachers are in schools that are identified as low poverty

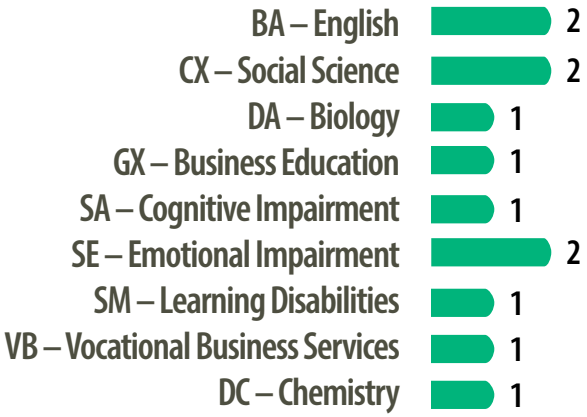
The federal Every Student Succeeds Act (ESSA) of 2015 requires states to report data on teachers who hold emergency or provisional credentials. Michigan interprets this as employed under a permit, career authorization, or temporary special education approval. This does not include Interim Teaching Certificates 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. The state board shall not reinstate, reissue, or renew a teaching certificate, endorsement on a teaching certificate, or a grade level certification that has been nullified pursuant to subsection (5). More information and MDE guidance can be found at https://bit.ly/2Wo9rN9.

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



(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

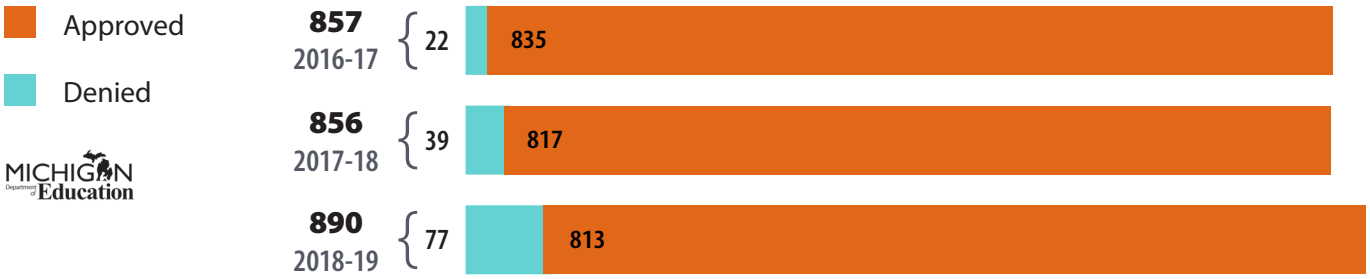
21 Certificate Suspensions

2 Certificate Revocations

Review of Certificate and Permit Applicants

With a focus on school safety, any application submitted to the 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.

Reviewed Permit Applications



Reviewed Certificate Applications

RAP BACK NOTIFICATIONS

Record of Arrest and Prosecution Background (RAP Back) notifications are sent to employing districts when an educator is flagged by the Michigan State Police system as having a criminal offense on their record. 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

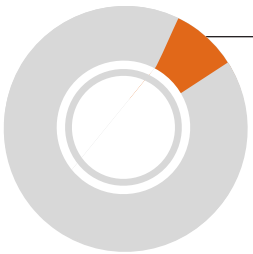
53 deductions | **55** cleared

MICHIGAN Department of Education

IN-FIELD VS. OUT-OF-FIELD

Teachers who are teaching in the grade range and subject area listed on their certificate are considered in-field. Teachers who are teaching in a subject area not on their certificate are considered out-of-field. Teachers who are placed on a permit to teach in a subject area not on their certificate are considered out-of-field, but not out of compliance.

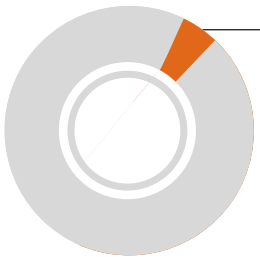
Out-of-Field Teachers 2018-19 | **5.7%**



9.6%

Percent of out-of-field teachers who work in schools identified as high poverty.

MICHIGAN Department of Education



4%

Percent of out-of-field teachers who work in schools identified as low poverty.

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

NUMBER OF EMPLOYED TEACHERS

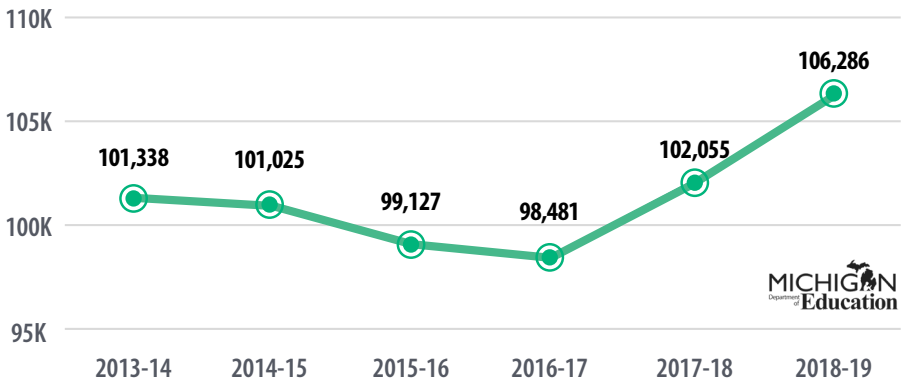
106,286

statewide teacher count

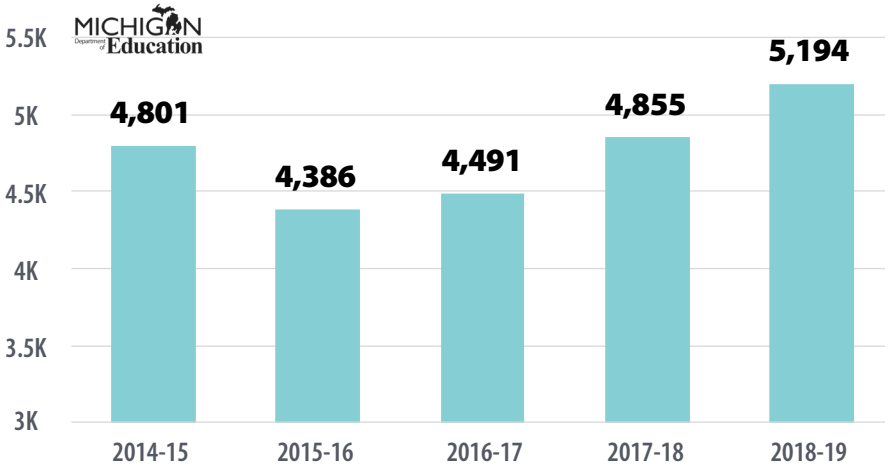
2018-19

According to MI School Data, the state has demonstrated an increase in teacher headcount, as reported by the employing district, for the second year in a row, reaching a five-year high.

SOURCE: CEPI http://bit.ly/2Rpbf5h



FIRST YEAR TEACHERS



5,194

teachers newly reported in REP

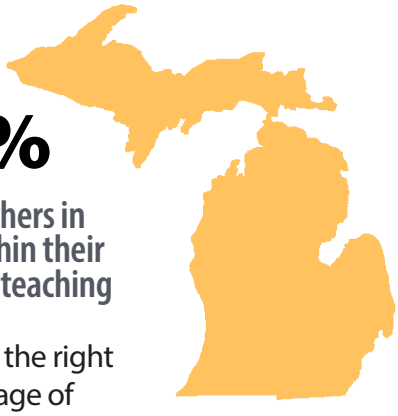
2018-19

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 page XX.)

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.

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

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

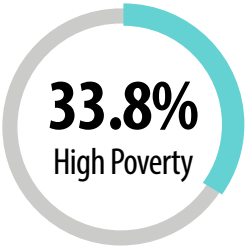
SOURCE: CEPI - https://bit.ly/3bsNN0k

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 employeed.



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

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

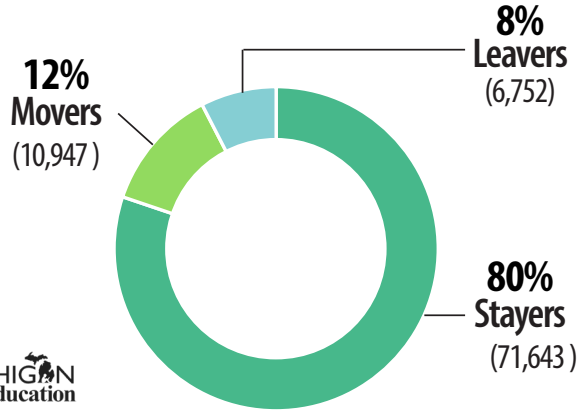
SOURCE: CEPI - https://bit.ly/3bsNN0k

STATEWIDE MOBILITY, RETENTION, AND ATTRITION OF TEACHERS

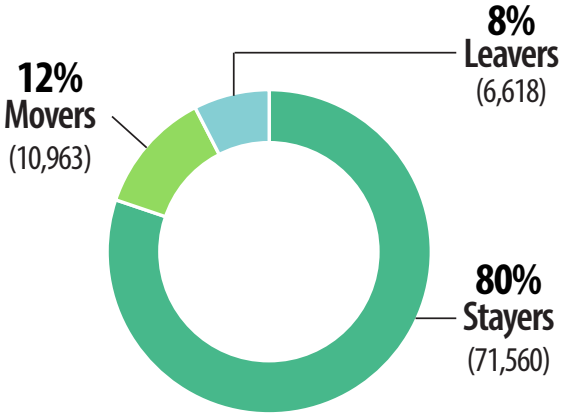
Overall

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 non-change 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 change would be labeled "Leaver" signifying attrition.

2017-18 to 2018-19



2016-17 to 2017-18

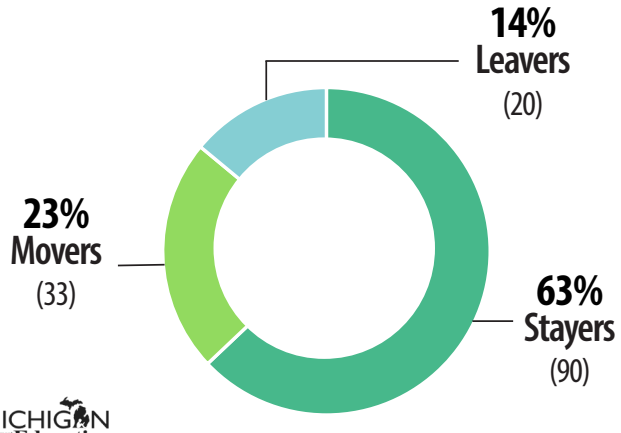


SOURCE: CEPI (as part of previously unpublished dataset)

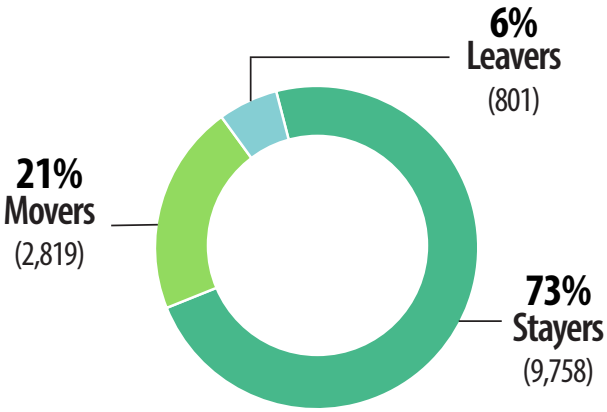
By Preparation Pathway

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 aggregated based on the pathway (traditional versus alternative) of their Educator Preparation Provider (EPP).

Alternative Route Provider



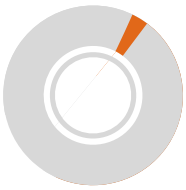
Traditional Route Provider



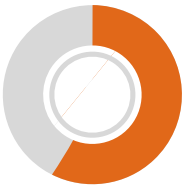
SOURCE: CEPI (as part of previously unpublished dataset)

TEACHER EFFECTIVENESS

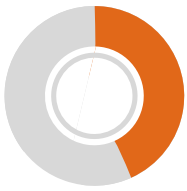
During the 2018-19 school year, 99% of teachers were either rated as effective or highly effective. Only 1% were given a minimally effective rating and less than 1% received ineffective ratings.



1% Minimally Effective



58% Effective



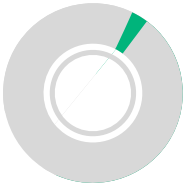
41% Highly Effective

MICHIGAN Department of Education

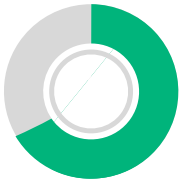
SOURCE: CEPI http://bit.ly/2IXntyj

ADMINISTRATOR EFFECTIVENESS

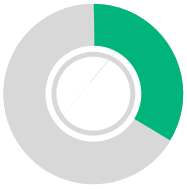
During the 2018-19 school year, 99% of administrators were either rated as effective or highly effective. Only 1% were given a minimally effective rating and less than 1% received ineffective ratings.



1% Minimally Effective



62% Effective



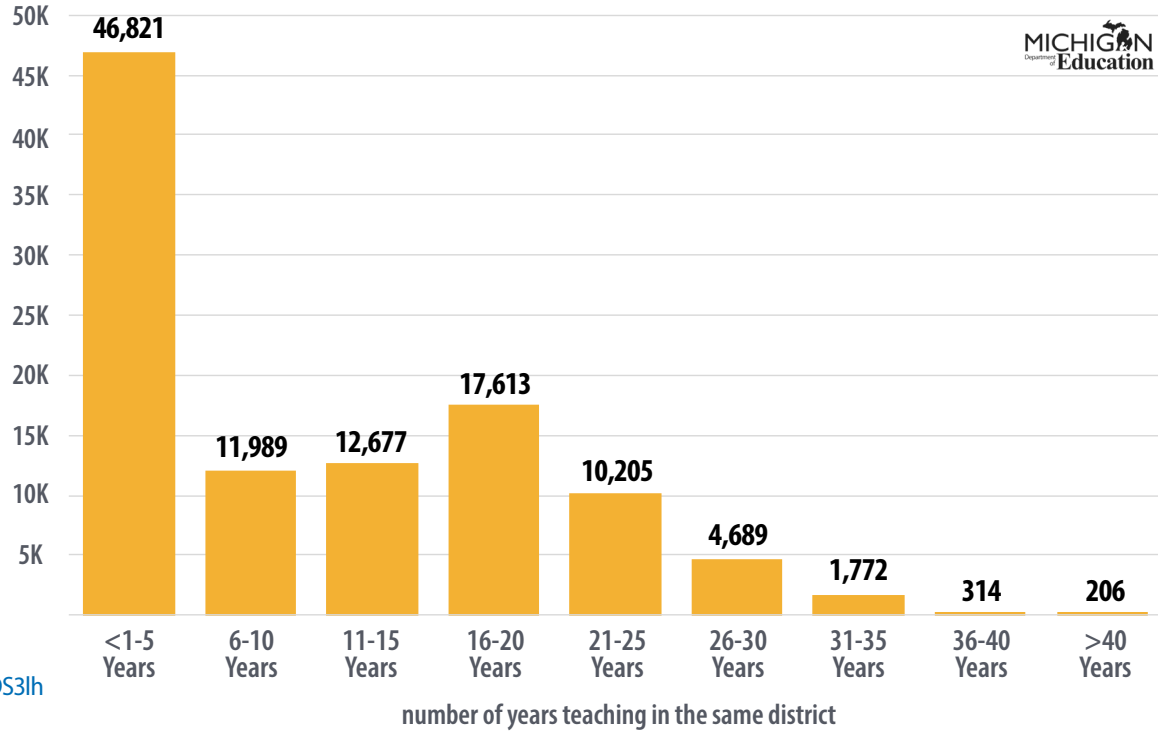
37% Highly Effective

MICHIGAN Department of Education

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

TEACHER LONGEVITY IN DISTRICT

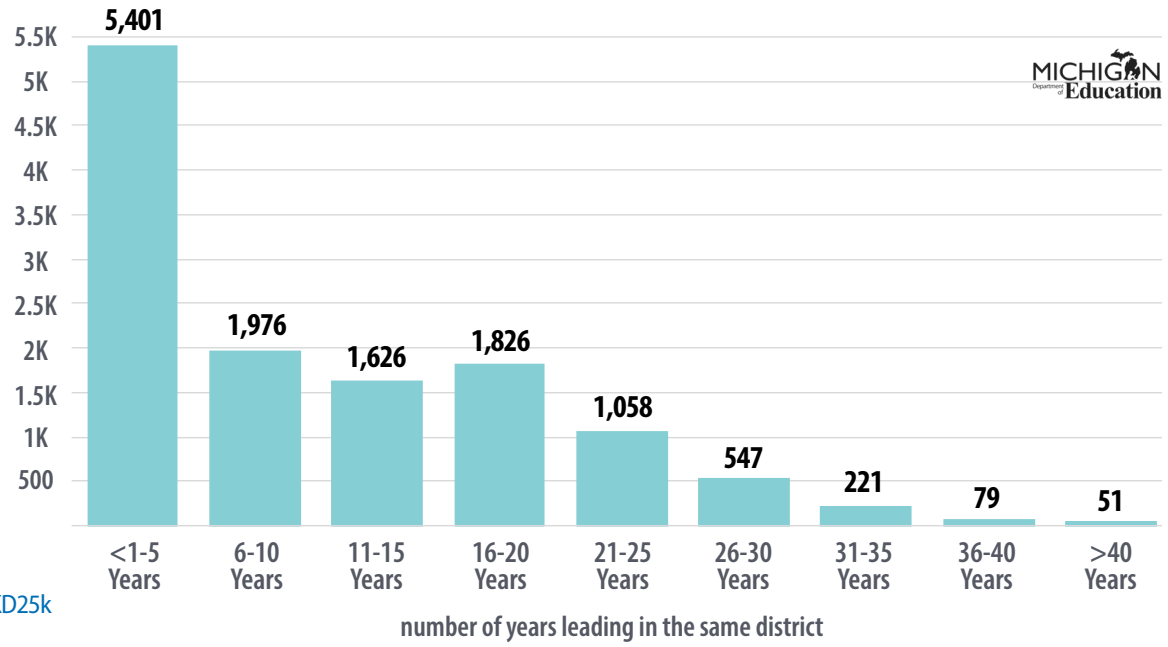
The data to the right shows the number of teachers who have been employed by the **same district** for a specific amount of time, as reported in REP as of Fall 2018.



SOURCE: CEPI http://bit.ly/2SDS3lh

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.



SOURCE: CEPI http://bit.ly/31KD25k

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.*

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

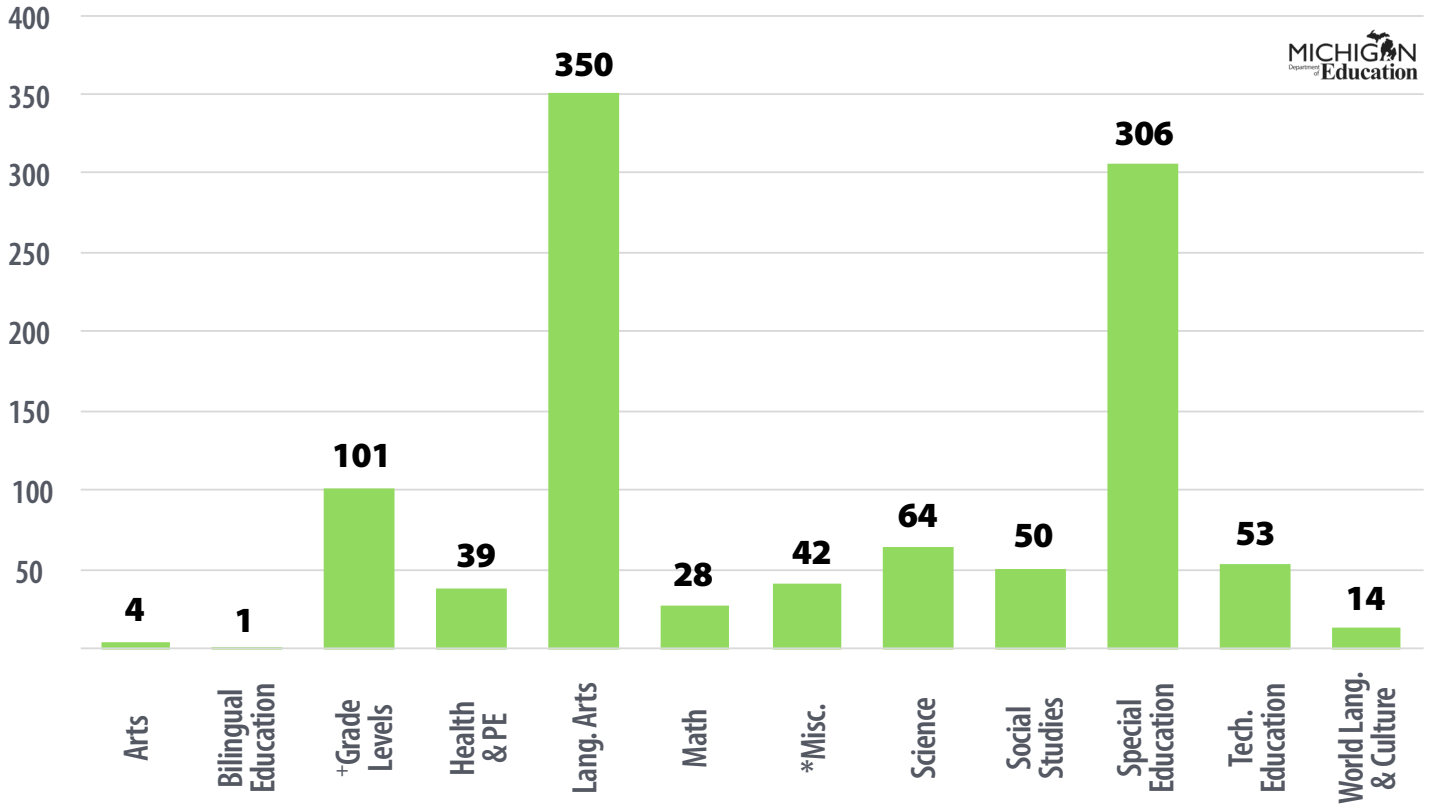
SOURCE: National Board for Professional Teaching Standards http://bit.ly/2YwE3zK

*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 2018-2019 academic year by subject area.

1,052
additional teaching endorsements
2018-19



+Elementary K-5 All Subjects (K-8 All Subjects in a Self-Contained Classroom), Middle Level, and Early Childhood PK – General and Special Education. NOTE: High school is included in content areas.

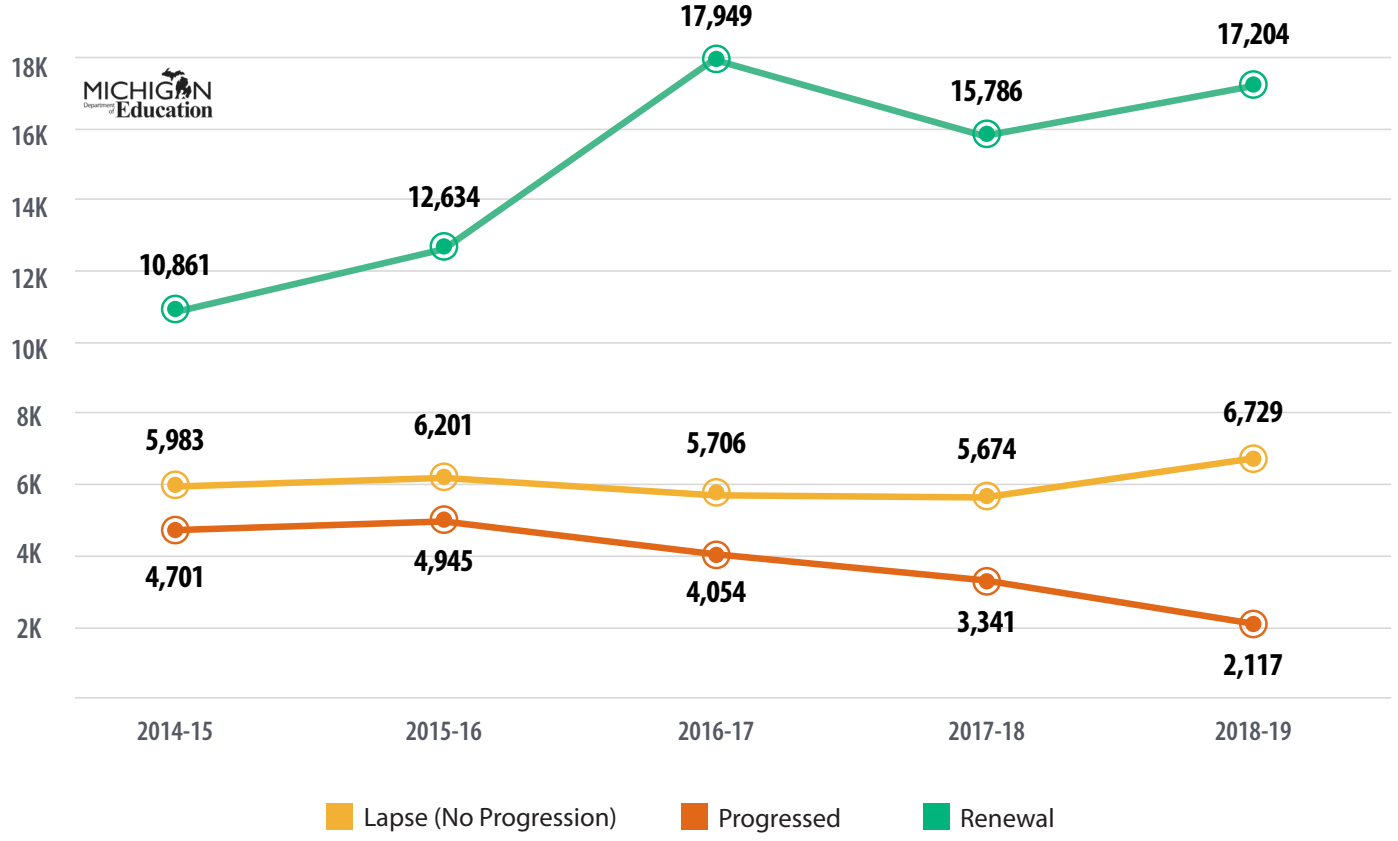
*See the glossary for a full list of miscellaneous endorsements.

3
additional endorsements issued by CTE career cluster
2018-19

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

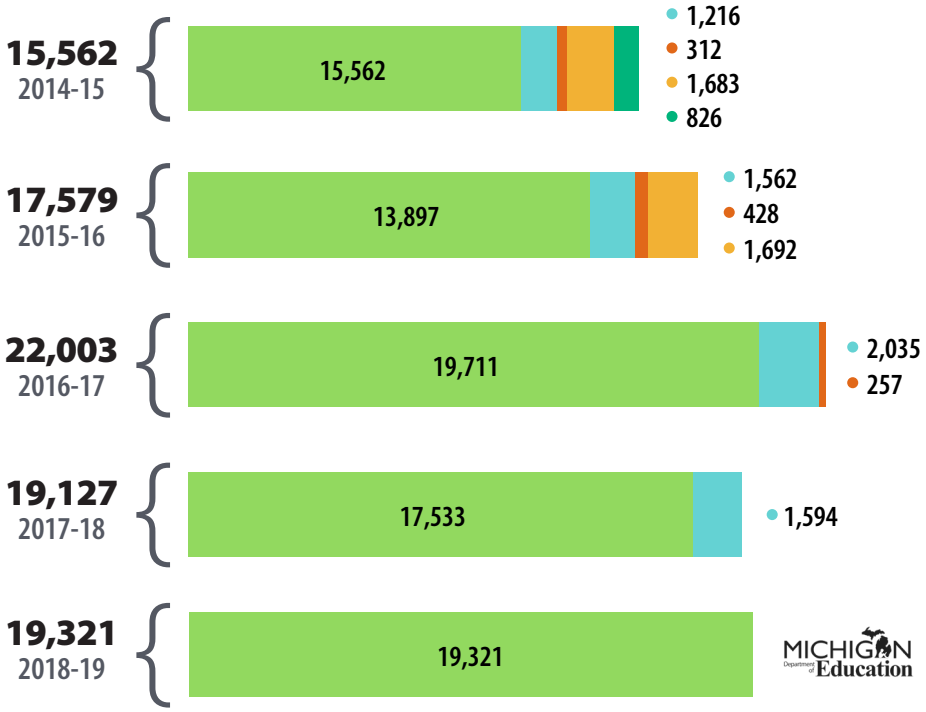
CERTIFICATE PROGRESSION AND RENEWAL

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). One requirement for progression is completion of an approved Reading Diagnostics course. A certificate is valid for five years.
(For additional details, see page XX.)



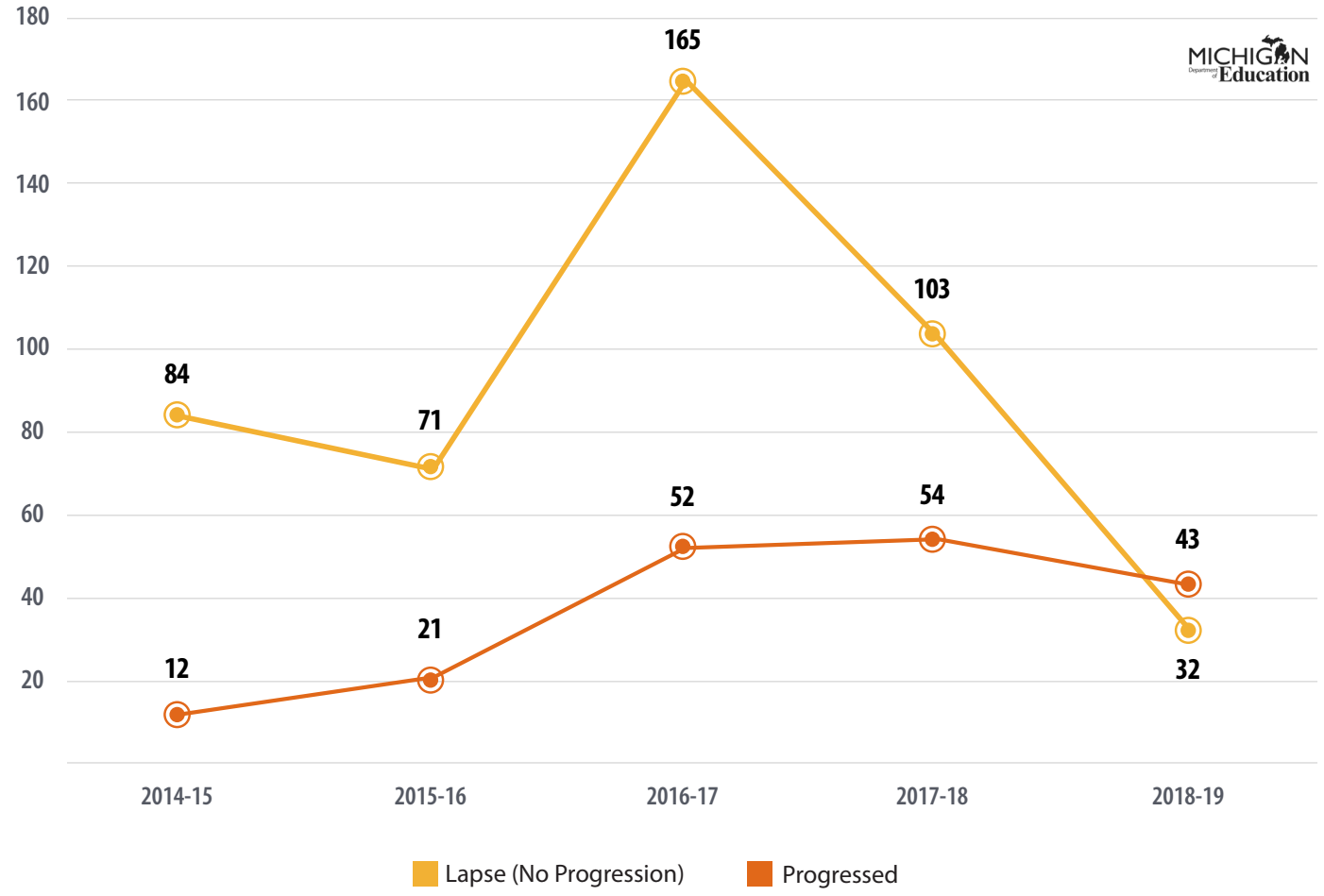
The data to the right breaks down the number of Progressions and Renewals by school year based on the amount of time taken by an individual to progress or renew their certificate after it's expiration date.

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



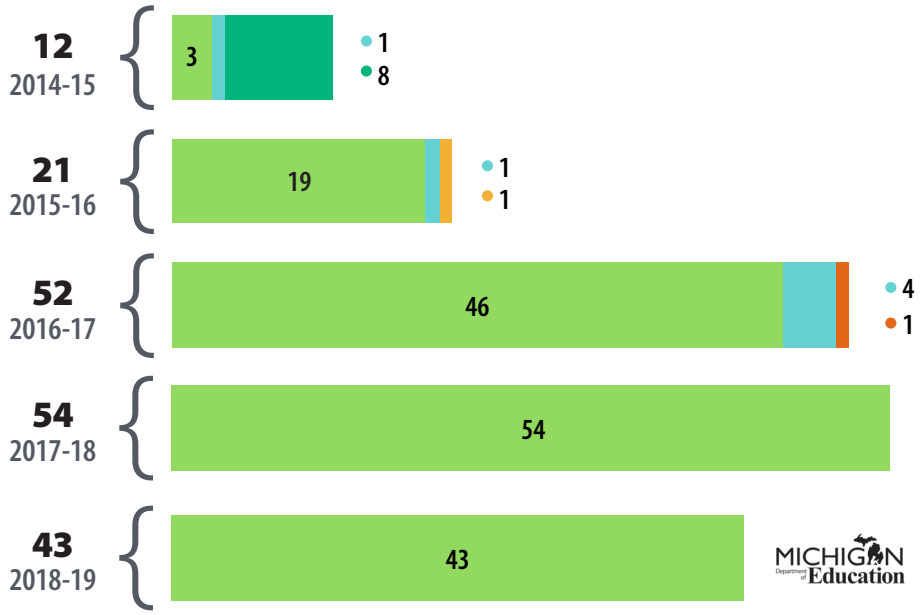
Interim to Standard

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 page XX.)



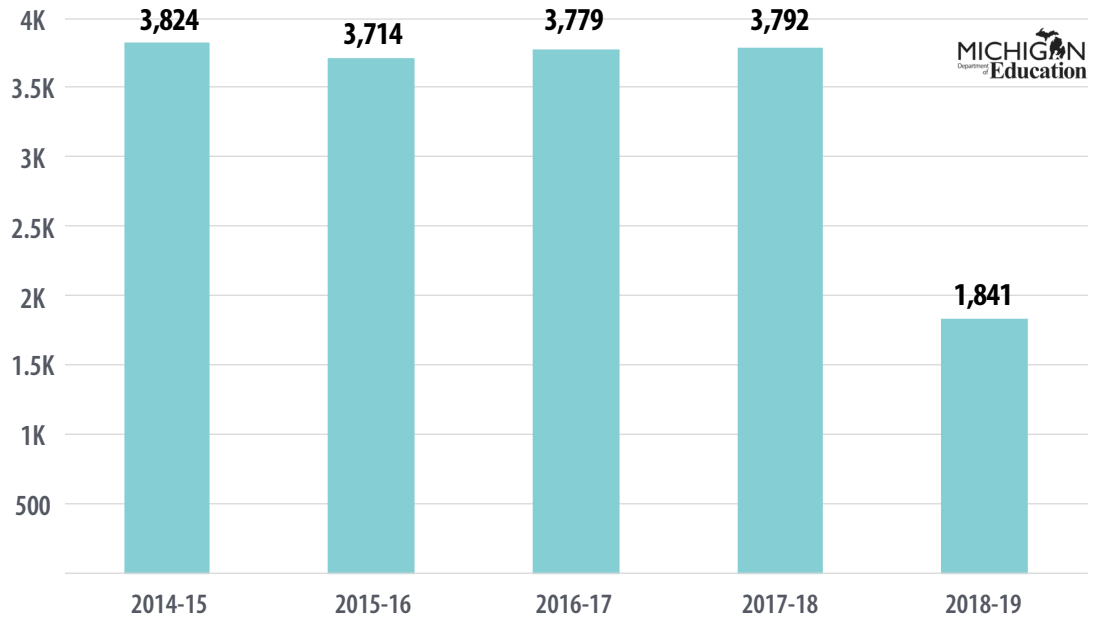
The data to the right breaks down the number of progressions by school year based on the amount of time taken by an individual to progress, including "Returners" – those who let their certification lapse, but came back at a later time to progress.

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



Standard to Professional

Progression from the Standard Teaching Certificate to the Professional Teaching Certificate indicates professional growth through the completion of 150 Education-Related Professional Learning Hours 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 page XX.)

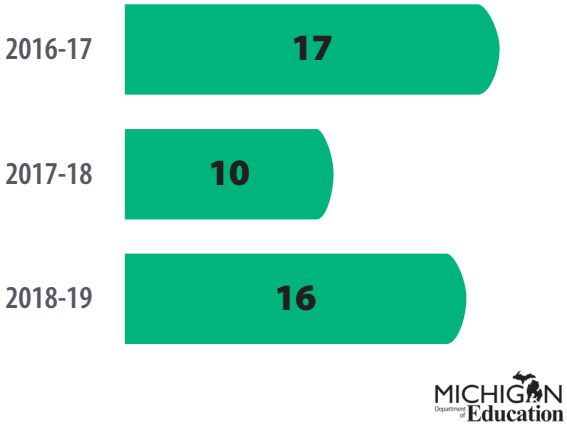


The graph to the left shows the total number of teachers who progressed from a Teaching Certificate to the Professional Teaching Certificate during a given school year over a five year period.

Professional to Advanced Professional

To progress from the Professional to the Advanced Professional Certificate, growth is indicated by the completion of 150 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 page XX.)

(NOTE: The Advanced Professional Teaching Certificate became available starting January 1, 2017.)



PROFESSIONAL LEARNING FOR CERTIFICATE RENEWAL AND PROGRESSION

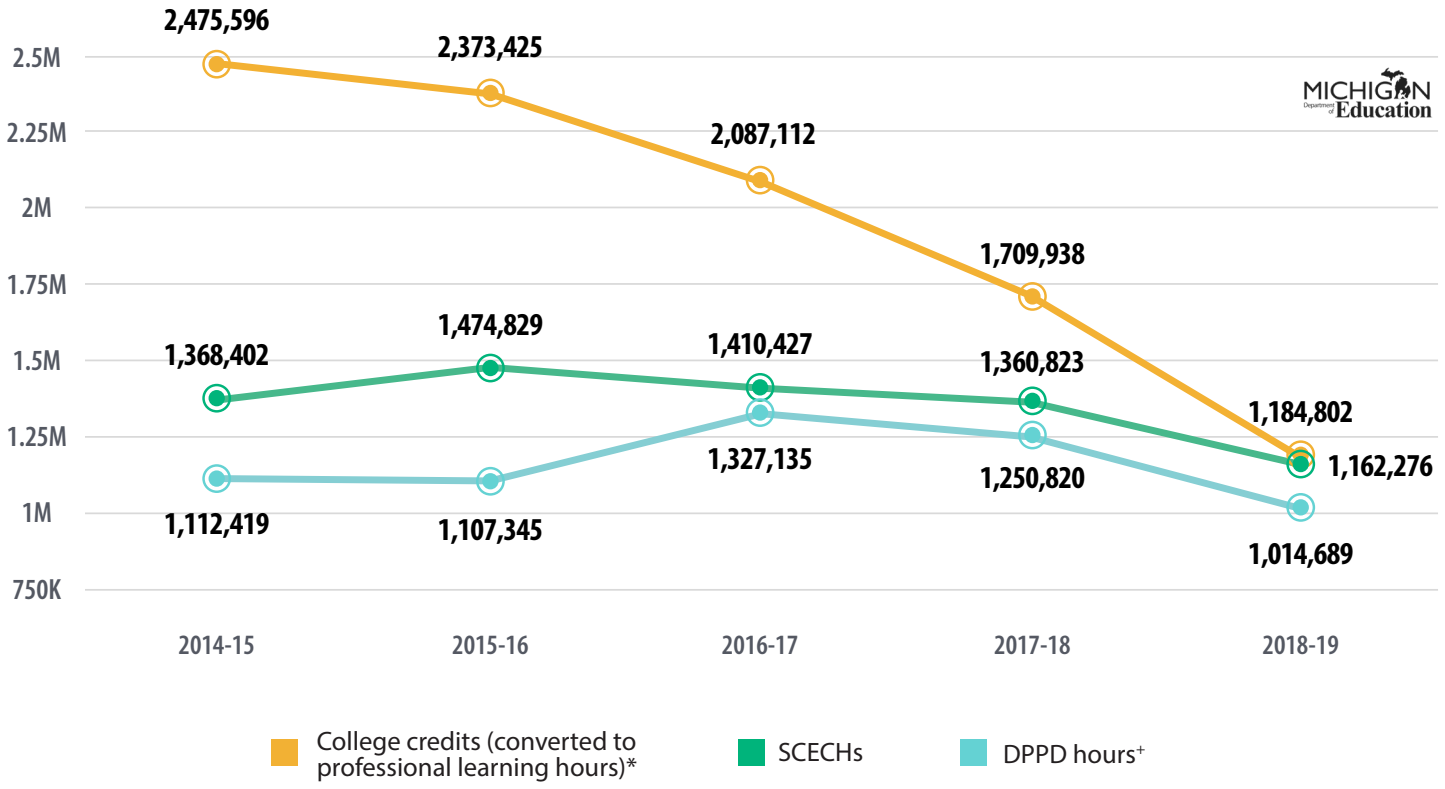
In order to meet the requirement defined by the Teacher Certification Code and Administrative Rule 390.1101, necessary for all certificate renewals or progressions, an educator must accumulate a total of 150 hours of education-related professional learning. These opportunities must be aligned to the 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 page XX.)

3.4M
hours submitted
2018-19

College Credits, SCECH and DPPD Hours Submitted



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 previous year's professional learning.

*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 category is indicated.

*As of February 12, 2020

GLOSSARY OF TERMS

Accelerated Pathway

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

Accreditation

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

Additional Endorsement

The endorsement(s) added to an educator's certificate after the certificate was/is awarded; acquired through additional training, such as program or coursework developed for the endorsement area and passage of the appropriate Michigan Test for Teacher Certification (MTTC) content examination(s) is required before recommendation for certification. (More information can be found at http://bit.ly/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) content examination(s) and any provider-specific requirements). NOTE: The Career and Technical Education classification of instructional programs (CIPs), special education, early childhood PK general and special education endorsements are not available through this pathway. (More information can be found at http://bit.ly/2kCiPO1.)

Alternative Route Provider

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

Application Status – Approved

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

GLOSSARY OF TERMS

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

Application Status – Other
Application for certification is in a phase of review (e.g. document review, educator preparation review, conviction review, etc.)

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

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

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

Career and Technical Education (CTE) Teaching Certificate
A teaching certificate that includes a CTE Classification of Instructional Program (CIP) code. Holders of this certificate are eligible to teach the occupation identified by the CIP code on the certificate in state-approved CTE programs for grades 9-12 and career pathway courses in grades 6-12.
(More information can be found at http://bit.ly/2m8zrxz.)

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

Certificate Renewal
The process of extending the validity of a current certificate.

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

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

GLOSSARY OF TERMS

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

Educator Preparation Institution (EPI)
An institution of higher learning offering a structured program that prepares individuals in the field of teaching.

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

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

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.

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

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

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

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

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

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.

GLOSSARY OF TERMS

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

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:** Educators who remain in the same building from one year to the next.
- **Stayers:** With respect to mobility, retention and attrition, this refers to a person whose building assignment has remained the same from one school year to the next. Also known as retention.

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

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

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

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.

GLOSSARY OF TERMS

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 that may or may not allow for the MDE to take action as provided by statute or rule.
- **Nullification of Certificate:** An action requested by an individual to nullify a Michigan teaching certificate.
- **Omission of Fact/Misrepresentation:** With respect to a professional practice investigation, when an individual fails to accurately respond to the questions on certification or permit applications.

Reciprocity

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

Record of Arrest and Prosecution Background (RAP Back) Notifications

Informative notices sent to the MDE from the Michigan State Police for any individual fingerprinted for employment in a Michigan educational setting.

Registry of Educational Personnel (REP)

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

Teacher Leader

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

Traditional Route Pathway

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

APPENDIX NOTE:

** Indicates data that has been suppressed in an effort to limit the disclosure of information about a small number of individuals.

. Indicates that the number has a value of less than one or is zero.

APPENDIX

MTTC Statewide Results: Aug. 2015 – July 2018

Content Area (Test)	Eligible # Test Takers	Initial		Cumulative	
		# Pass	%	# Pass	%
002 English	901	746	82.8	819	90.9
003 Journalism*	8	**	**	**	**
004 Speech	68	67	98.5	67	98.5
005 Reading	156	132	84.6	143	91.7
007 Economics	20	9	45.0	12	60.0
008 Geography	32	12	37.5	15	46.9
009 History	516	260	50.4	346	67.1
010 Political Science	56	20	35.7	27	48.2
011 Psychology	149	121	81.2	130	87.2
012 Sociology*	9	**	**	**	**
017 Biology	235	186	79.1	214	91.1
018 Chemistry	128	95	74.2	107	83.6
019 Physics	67	54	80.6	59	88.1
020 Earth/Space Science	48	36	75.0	44	91.7
022 Mathematics (Secondary)	548	486	88.7	522	95.3
023 French	51	31	60.8	35	68.6
024 German	22	19	86.4	19	86.4
026 Latin	7	**	**	**	**
028 Spanish	285	258	90.5	264	92.6
029 Italian	1	**	**	**	**
036 Marketing Education	1	**	**	**	**
037 Agricultural Education	8	**	**	**	**
040 Family/Consumer Sciences	13	11	84.6	13	100
043 Health*	195	172	88.2	183	93.8
044 Physical Education*	277	220	79.4	252	91
046 Dance*	15	15	100	15	100
048 Library Media	11	8	72.7	8	72.7

CONTINUED ON NEXT PAGE...

Content Area (Test)	Eligible # Test Takers	Initial		Cumulative	
		# Pass	%	# Pass	%
050 Computer Science*	10	9	90.0	9	90.0
051 School Counselor	304	280	92.1	291	95.7
053 Fine Arts*	3	**	**	**	**
056 Cognitive Impairment	581	419	72.1	526	90.5
057 Speech/Lang. Impairment	10	10	100	10	100
058 Physical/Other Impairments	11	11	100	11	100
059 Emotional Impairment	211	179	84.8	199	94.3
061 Visually Impaired	3	**	**	**	**
062 Deaf & Hard of Hearing	1	**	**	**	**
063 Learning Disabilities	536	478	89.2	517	96.5
064 Autism Spectrum Disorder	240	221	92.1	231	96.3
075 Bilingual Education	9	**	**	**	**
084 Social Studies (Secondary)	627	465	74.2	566	90.3
085 Middle Level	22	21	95.5	21	95.5
086 ESL	599	545	91.0	574	95.8
087 Industrial Technology	10	7	70.0	10	100
088 Technology & Design	2	**	**	**	**
089 Mathematics (Elementary)	733	613	83.6	654	89.2
090 Language Arts (Elementary)	1,313	1,006	76.6	1,120	85.3
091 Communication (Secondary)	7	**	**	**	**
092 Reading Specialist	321	281	87.5	292	91.0
093 Integrated Science (Elementary)	530	380	71.7	425	80.2
094 Integrated Science (Secondary)	235	193	82.1	217	92.3
095 Visual Arts Education	182	165	90.7	170	93.4
097 Physical Science	9	**	**	**	**
098 Business, Mgmt., Mkt & Tech.	25	17	68.0	21	84.0
099 Music Education	495	471	95.2	491	99.2
100 Japanese	4	**	**	**	**
101 Chinese (Mandarin)	67	61	91.0	63	94.0
102 Arabic (Modern Standard)	6	**	**	**	**

CONTINUED ON NEXT PAGE...

Content Area (Test)	Eligible # Test Takers	Initial		Cumulative	
		# Pass	%	# Pass	%
103 Elementary Education	4,443	3,541	79.7	4,112	92.6
105 Social Studies (Elementary)	258	140	54.3	170	65.9
106 Early Childhood Ed (Gen & SpEd)	1,065	733	68.8	869	81.6
Total (All tests, excluding PRE)**	**16,699**	**13,262**	**79.4**	**14,927**	**89.4**

NOTE: Data reflect the best attempt of each test taker, including initial attempt and retakes between 2015 and 2018. 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 (<100) may not be indicative of how large numbers of test takers typically perform.

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

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

Certificate Applications Pending Evaluation

Month	2016-17				2017-18			
	Total PE Apps	PE <14 Days		Avg. # Days PE	Total PE Apps	PE <14 Days		Avg. # Days PE
		Frequency	%			Frequency	%	
July	498	350	70.0	8.3	447	390	87.0	5.4
August	565	527	93.0	3.3	584	508	87.0	5.4
September	238	227	95.0	2.3	232	198	85.0	4.5
October	184	174	95.0	2.9	178	169	95.0	2.8
November	192	182	95.0	3.5	229	213	93.0	3.5
December	217	197	91.0	4.2	246	228	93.0	3.5
January	1,053	1,012	96.0	2.1	1,043	1,010	97.0	1.6
February	532	513	96.0	2.5	820	780	95.0	2.5
March	672	619	92.0	3.4	769	680	88.0	4.7
April	939	820	87.0	5.3	1,222	1,056	86.0	5.6
May	1,364	1,040	76.0	7.4	1,564	1,239	79.0	7.4
June	1,235	770	62.0	9.5	1,262	1,176	93.0	2.9

NOTE: An application for certification is marked as "Pending Evaluation" (PE) upon receipt of all supporting documents and payment.

Certificate Application Status by Category – Out-of-State

Application Status	2013-14	2014-15	2015-16	2016-17	2017-18
Approved	38.8	39.5	43.3	41.7	39.0
Needs Payment	39.6	34.8	35.7	34.5	30.5
Denied	3.5	2.9	2.8	2.8	2.3
Other*	18.0	22.8	18.2	21.0	28.2

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

SOURCE: REL Midwest

Certificate Application Status by Category – All

Application Status	2013-14	2014-15	2015-16	2016-17	2017-18
Approved	86.9	86.6	88.6	89.3	87.6
Needs Payment	7.4	7.7	6.9	6.6	6.7
Denied	2.3	1.5	1.3	1.3	1.4
Other*	3.4	4.1	3.2	2.8	4.2

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

SOURCE: REL Midwest

Permits Issued by Type

Permit Type	2016-17	2017-18
Adult Education Annual CTE Authorization	15	8
Annual CTE Authorization	348	415
Credit Track Annual CTE Authorization	158	173
Day-to-Day Substitute Annual CTE Authorization	223	268
Less Than Class Size Annual CTE Authorization	21	29
Long-Term Substitute Annual CTE Authorization	4	8
Daily Substitute Permit	23,133	24,067
Expert Substitute Permit	30	40
Extended Daily Substitute Permit	253	351
Full-Year Basic Substitute Permit	836	1,184
Full-Year Shortage Permit	31	58
Total	**25,052**	**26,601**

NOTE: These data reflect the number of permits by permit type. An individual can have multiple districts (particularly daily) on one permit. 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 2016-2017 are not comparable to years included in this report.

Appendix - Certification

Initial Certificate Holders by Characteristics – All Types

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	4,495	71.9	4,079	72.1	3,963	72.9	3,725	73.7	3,855	73.1
Male	1,755	28.1	1,576	27.9	1,476	27.1	1,329	26.3	1,415	26.9
Race/Ethnicity										
American Indian or Alaskan Native	19	.	24	.	17	.	16	.	31	.
Asian	120	1.9	106	1.9	110	2.0	102	2.0	137	2.6
Black or African American	471	7.5	371	6.6	352	6.5	321	6.4	349	6.6
Hispanic or Latino	124	2.0	109	1.9	102	1.9	116	2.3	121	2.3
Multiracial	97	1.6	94	1.7	91	1.7	79	1.6	56	1.1
Native Hawaiian or Pacific Islander	8	.	7	.	4	.	4	.	6	.
White	5,411	86.6	4,944	87.4	4,763	87.6	4,416	87.4	4,570	86.7
Age Group										
19-24	2,956	45.6	2,603	44.5	2,427	43.1	2,079	40.0	1,969	36.6
25-34	1,992	30.7	1,808	30.9	1,699	30.2	1,624	31.3	1,532	28.5
35-44	946	14.6	900	15.4	952	16.9	898	17.3	1,011	18.8
45-54	453	7.0	419	7.2	419	7.4	473	9.1	656	12.2
55-64	124	1.9	108	1.8	123	2.2	107	2.1	190	3.5
65 and over	8	.	9	.	9	.	14	.	26	.

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Initial Certificate Holders by Characteristics – Teacher

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	3,717	75.6	3,361	75.2	3,203	76.6	2,929	77.2	2,940	78.0
Male	1,202	24.4	1,107	24.8	981	23.4	863	22.8	827	22.0
Race/Ethnicity										
American Indian or Alaskan Native	16	.	23	.	12	.	13	.	23	.
Asian	109	2.2	98	2.2	102	2.4	93	2.5	125	3.3
Black or African American	243	4.9	187	4.2	164	3.9	140	3.7	138	3.7
Hispanic or Latino	98	2.0	90	2.0	83	2.0	95	2.5	96	2.5
Multiracial	84	1.7	81	1.8	82	2.0	67	1.8	45	1.2
Native Hawaiian or Pacific Islander	8	.	6	.	3	.	3	.	3	.
White	4,361	88.7	3,983	89.1	3,738	89.3	3,381	89.2	3,337	88.6
Age Group										
19-24	2,911	57.7	2,578	56.4	2,393	55.8	2,050	53.7	1,934	51.3
25-34	1,451	28.8	1,364	29.9	1,244	29.0	1,147	30.1	1,144	30.3
35-44	441	8.7	396	8.7	416	9.7	372	9.7	447	11.9
45-54	182	3.6	172	3.8	168	3.9	187	4.9	181	4.8
55-64	55	1.1	54	1.2	58	1.4	53	1.4	51	1.4
65 and over	4	.	5	.	9	.	7	.	13	.

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Initial Certificate Holders by Characteristics – CTE

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	45	50.6	27	60.0	20	43.5	23	48.9	29	61.7
Male	44	49.4	18	40.0	26	56.5	24	51.1	18	38.3
Race/Ethnicity										
American Indian or Alaskan Native	.	.	.	.	1	2.2	.	.	.	.
Asian	.	.	1	2.2	.	.	.	.	.	.
Black or African American	5	5.6	2	4.4	5	10.9	.	.	1	2.1
Hispanic or Latino	.	.	1	2.2	.	.	1	2.1	2	4.3
Multiracial	.	.	.	.	.	.	.	.	.	.
Native Hawaiian or Pacific Islander	.	.	.	.	1	2.2	.	.	1	2.1
White	84	94.4	41	91.1	39	84.8	46	97.9	43	91.5
Age Group										
19-24	9	9.7	3	5.5	7	13.7	3	6.0	9	16.1
25-34	28	30.1	16	29.1	15	29.4	18	36.0	17	30.4
35-44	24	25.8	20	36.4	16	31.4	18	36.0	14	25.0
45-54	23	24.7	16	29.1	7	13.7	8	16.0	14	25.0
55-64	9	9.7	.	.	6	11.8	3	6.0	2	3.6
65 and over	.	.	.	.	.	.	.	.	.	.

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Initial Certificate Holders by Characteristics – Administrator

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	618	55.5	581	57.4	619	58.1	659	61.4	753	57.8
Male	496	44.5	432	42.6	446	41.9	415	38.6	550	42.2
Race/Ethnicity										
American Indian or Alaskan Native	3	.	1	.	4	.	3	.	6	.
Asian	7	.	4	.	7	.	6	.	8	.
Black or African American	209	18.8	168	16.6	168	15.8	170	15.8	193	14.8
Hispanic or Latino	22	2.0	17	1.7	16	1.5	16	1.5	15	1.2
Multiracial	10	.	12	1.2	8	.	9	.	9	.
Native Hawaiian or Pacific Islander	.	.	1	.	.	.	1	0.	3	.
White	863	77.5	810	80.0	862	80.9	869	80.9	1,069	82.0
Age Group										
19-24	1	.	1	.	.	.	2	.	.	.
25-34	400	36	310	30	315	29	335	30	258	19
35-44	435	39	445	43	477	44	458	41	498	37
45-54	227	20	214	21	229	21	258	23	437	33
55-64	58	5	49	5	51	5	47	4	134	10
65 and over	4	.	4	.	.	.	6	1	12	1

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Initial Certificates by Educator Prep Institution

Name of Institution	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Adrian College	28	.	24	.	21	.	20	.	19	.
Albion College	8	.	14	.	8	.	7	.	10	.
Alma College	37	.	21	.	30	.	18	.	18	.
Andrews University	17	.	28	.	20	.	12	.	5	.
Aquinas College	36	.	32	.	43	1.0	36	.	39	1.0
Baker College	62	1.2	50	1.1	64	1.5	28	.	45	1.2
Calvin College	96	1.9	83	1.8	79	1.8	93	2.4	76	2.0
Central Michigan University	400	7.9	406	8.9	325	7.6	272	7.1	230	6.0
College for Creative Studies	.	.	7	.	3	.	11	.	3	.
Concordia University	15	.	17	.	19	.	10	.	13	.
Cornerstone University	44	.	33	.	42	1.0	29	.	34	.
Davenport University	.	.	.	.	1	.	.	.	8	.
Eastern Michigan University	416	8.2	334	7.3	370	8.6	276	7.2	291	7.6
Ferris State University	109	2.2	106	2.3	81	1.9	85	2.2	81	2.1
Finlandia University (Closed 05/21/2012)	2	.	2	.	.	.	.	.	1	.
Grand Valley State University	373	7.4	347	7.6	322	7.5	257	6.7	302	7.9
Hillsdale College (Closed 04/12/2010)	4	.	1	.	.	.	.	.	.	.
Hope College	87	1.7	85	1.9	66	1.5	78	2.0	67	1.8
Lake Superior State University	22	.	8	.	12	.	4	.	6	.
Madonna University	29	.	45	1.0	25	.	16	.	23	.
Marygrove College (Graduate Programs Only)	15	.	8	.	9	.	6	.	.	.
Michigan State University	471	9.3	407	8.9	429	10.0	335	8.7	324	8.5
Michigan Teachers of Tomorrow	.	.	.	.	.	.	.	.	4	.
Michigan Tech. University (Closed 12/12/2018)	12	.	8	.	3	.	1	.	11	.
Northern Michigan University	94	1.9	88	1.9	99	2.3	73	1.9	55	1.4
Oakland Univ. - Alt Route (Closed 6/12/2015)	21	.	15	.	.	.	.	.	.	.
Oakland University	258	5.1	212	4.7	223	5.2	228	5.9	189	4.9

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Name of Institution	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Olivet College (Closed 06/26/2015)	22	.	15	.	6	.	4	.	4	.
Out-of-State College	944	18.7	964	21.2	953	22.3	1,052	27.4	1,073	28.1
Robert B. Miller College (Closed 03/03/2016)	9	.	9	.	7	.	.	.	.	.
Rochester College	7	.	8	.	3	.	3	.	4	.
Saginaw Valley State University	127	2.5	140	3.1	110	2.6	103	2.7	128	3.4
Schoolcraft College	.	.	.	.	5	.	23	0.6	45	1.2
Siena Heights University	22	.	12	.	12	.	8	.	12	.
Spring Arbor University	50	1.0	54	1.2	39	.	42	1.1	32	.
The New Teacher Project (Closed 6/12/2018)	.	.	.	.	14	.	16	.	.	.
University of Detroit Mercy	14	.	10	.	2	.	5	.	2	.
University of Michigan	190	3.8	150	3.3	160	3.7	139	3.6	135	3.5
University of Michigan M-ARC	122	2.4	77	1.7	44	1.0	22	.	20	.
University of Michigan-Dearborn	98	1.9	104	2.3	87	2.0	74	1.9	65	1.7
University of Michigan-Flint	74	1.5	82	1.8	51	1.2	40	1.0	36	.
University of Michigan-Flint Alt. Route	6	.	8	.	9	.	3	.	11	.
Wayne State University	245	4.9	199	4.4	182	4.3	144	3.7	124	3.2
Western Michigan University	375	7.4	278	6.1	243	5.7	207	5.4	194	5.1
Missing	83	1.6	65	1.4	60	1.4	66	1.7	80	2.1
Total	**5,044**	**100**	**4,556**	**100**	**4,281**	**100**	**3,846**	**100**	**3,819**	**100**

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.

Initial Teaching Certificates by Pathway

Name of Institution	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Alternative	183	3.6	139	3.1	110	2.6	108	2.8	141	3.7
Traditional	3,578	70.9	3,198	70.2	3,018	70.5	2,552	66.4	2,502	65.5
Out-of-State	947	18.8	964	21.2	953	22.3	1,052	27.4	1,073	28.1
Missing	337	6.7	255	5.6	200	4.7	134	3.5	103	2.7
Total	**5,045**	**100**	**4,556**	**100**	**4,281**	**100**	**3,846**	**100**	**3,819**	**100**

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.

Appendix - Certification

Valid Certificates by Type

Certificate Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Interim Teaching Certificate	485	.	585	.	573	.	580	.	479	.
Standard Teaching Certificate	36,676	12.2	33,467	11.1	31,144	10.3	28,673	9.5	26,090	8.7
Standard Teaching Certificate Renewal	8,485	2.8	7,815	2.6	7,456	2.5	6,606	2.2	7,538	2.5
Standard Teaching Certificate Renewal (2nd)	2,749	.	3,049	1.0	3,294	1.1	3,260	1.1	2,482	.
Standard Teaching Certificate Renewal (3rd)	14	.	18	.	26	.	29	.	34	.
Standard Temp. Teacher Employment Auth.	1,108	.	1,085	.	1,073	.	1,103	.	1,172	.
Two-Year Extended Standard Teaching Certificate[2]	705	.	729	.	672	.	565	.	363	.
Professional Teaching Certificate (has Standard)	14,249	4.7	15,412	5.1	16,642	5.5	17,768	5.9	17,925	6.0
Professional Teaching Certificate	1,195	.	1,338	.	1,497	.	1,651	.	1,741	.
Professional Teaching Certificate Renewal	61,112	20.3	61,820	20.6	62,843	20.9	63,846	21.2	65,520	21.8
Professional Temp. Teacher Employment Auth.	71	.	69	.	69	.	42	.	20	.
Advanced Professional Teaching Certificate[1]	.	.	.	.	.	.	16	.	26	.
18-Hour Continuing Certificate[3]	55,971	18.6	55,971	18.6	55,971	18.6	55,971	18.6	55,971	18.6
30-Hour Continuing Certificate[3]	44,664	14.8	44,664	14.9	44,664	14.8	44,664	14.8	44,664	14.8
Permanent Teaching Certificate[3]	52,146	17.3	52,146	17.4	52,146	17.3	52,146	17.3	52,146	17.3
Standard CTE Certificate	837	.	673	.	557	.	488	.	406	.
Standard CTE Certificate Renewal	135	.	140	.	157	.	159	.	195	.
Standard CTE Certificate Renewal (2nd)	45	.	56	.	51	.	55	.	40	.
Standard CTE Certificate Renewal (3rd)	.	.	1	.	1	.	1	.	.	.
Professional CTE Certificate (has Standard)	574	.	554	.	522	.	478	.	403	.
Professional CTE Certificate	16	.	18	.	19	.	19	.	17	.
Professional CTE Certificate Renewal	1,501	.	1,534	.	1,592	.	1,643	.	1,695	.
Full-Occupational Authorization[3]	7,161	2.4	7,161	2.4	7,161	2.4	7,162	2.4	7,162	2.4
Two-Year Extended Standard CTE Certificate[2]	13	.	17	.	12	.	12	.	4	.

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Certificate Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Preliminary School Psychologist Certificate	191	.	177	.	171	.	182	.	179	.
Preliminary School Psychologist Certificate Renewal	16	.	15	.	11	.	8	.	7	.
School Psychologist Certificate (has Preliminary)	208	.	207	.	208	.	215	.	230	.
School Psychologist Certificate	27	.	37	.	39	.	37	.	51	.
School Psychologist Certificate Renewal	1,019	.	1,056	.	1,082	.	1,101	.	1,029	.
Preliminary Auth. to Work as a School Counselor	109	.	106	.	108	.	117	.	131	.
School Counselor License	668	.	634	.	608	.	601	.	561	.
School Counselor License Renewal	610	.	679	.	755	.	814	.	883	.
Temporary School Counselor Authorization	53	.	62	.	65	.	57	.	53	.
School Administrator Certificate	5,198	1.7	5,244	1.7	5,297	1.8	5,362	1.8	5,445	1.8
School Administrator Certificate Renewal	2,957	1.0	3,375	1.1	4,202	1.4	5,032	1.7	6,011	2.0
Interim School Nurse Certificate	25	.	28	.	40	.	40	.	42	.
Interim School Nurse Certificate Renewal	8	.	11	.	12	.	11	.	11	.
Standard School Nurse Certificate	34	.	29	.	24	.	19	.	20	.
Standard School Nurse Certificate Renewal	4	.	1	.	.	.	.	.	2	.
Standard School Nurse Certificate Renewal (2nd)	2	.	1	.	1	.	1	.	.	.
Professional School Nurse Certificate	419	.	424	.	442	.	448	.	453	.
Total	**301,460**	**100**	**300,408**	**100**	**301,207**	**100**	**300,982**	**100**	**301,201**	**100**

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.

[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.

SOURCE: REL Midwest

Appendix - Certification

Valid Certificate Holders by Characteristics – All Types

Characteristics	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender*										
Female	197,633	72.8	196,943	72.8	196,919	72.8	196,568	72.9	196,311	73.0
Male	73,858	27.2	73,540	27.2	73,371	27.1	73,069	27.1	72,725	27.0
Race/Ethnicity										
American Indian or Alaskan Native	384	.	400	.	411	.	409	.	426	.
Asian	1,099	.	1,180	.	1,255	.	1,312	.	1,358	.
Black or African American	7,986	2.9	8,087	3.0	8,219	3.0	8,159	3.0	8,042	3.0
Hispanic or Latino	1,648	.	1,705	.	1,760	.	1,808	.	1,820	.
Multiracial	1,087	.	1,144	.	1,205	.	1,249	.	1,222	.
Native Hawaiian or Pacific Islander	562	.	554	.	536	.	523	.	524	.
White	212,720	78.3	213,260	78.8	214,229	79.2	214,396	79.5	213,881	79.5
Missing	46,052	17.0	44,198	16.3	42,710	15.8	41,810	15.5	41,792	15.5
Age Group										
19-24	5,784	2.2	5,342	2.0	4,795	1.8	4,230	1.6	3,857	1.5
25-34	41,057	15.3	38,783	14.5	36,740	13.8	34,876	13.1	32,543	12.2
35-44	41,241	15.4	40,831	15.3	40,361	15.1	39,837	14.9	39,646	14.9
45-54	33,495	12.5	33,860	12.7	34,816	13.0	35,459	13.3	35,973	13.5
55-64	54,383	20.3	48,489	18.2	43,057	16.1	38,479	14.4	34,798	13.1
65 and over	91,909	34.3	99,766	37.4	107,139	40.1	113,647	42.6	119,019	44.8

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Valid Certificate Holders by Characteristics – Teacher

Characteristics	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender*										
Female	188,386	74.1	187,663	74.1	187,597	74.1	187,168	74.2	186,840	74.2
Male	65,927	25.9	65,646	25.9	65,483	25.9	65,144	25.8	64,818	25.8
Race/Ethnicity										
American Indian or Alaskan Native	355	.	371	.	380	.	378	.	393	.
Asian	1,051	.	1,129	.	1,203	.	1,253	.	1,299	.
Black or African American	6,864	2.7	6,921	2.7	7,015	2.8	6,942	2.8	6,816	2.7
Hispanic or Latino	1,534	.	1,588	.	1,639	.	1,680	.	1,677	.
Multiracial	1,010	.	1,063	.	1,132	.	1,170	.	1,143	.
Native Hawaiian or Pacific Islander	510	.	503	.	485	.	471	.	471	.
White	199,079	78.3	199,568	78.8	200,458	79.2	200,524	79.5	199,982	79.5
Missing	43,942	17.3	42,197	16.7	40,797	16.1	39,917	15.8	39,900	15.9
Age Group										
19-24	5,766	2.2	5,318	2.0	4,777	1.8	4,206	1.6	3,836	1.5
25-34	40,079	15.3	37,793	14.4	35,773	13.7	33,922	13.0	31,609	12.2
35-44	39,796	15.1	39,357	15.0	38,863	14.9	38,292	14.7	38,034	14.6
45-54	32,313	12.3	32,642	12.5	33,504	12.8	34,062	13.1	34,497	13.3
55-64	53,400	20.3	47,478	18.1	42,058	16.1	37,462	14.4	33,809	13.0
65 and over	91,397	34.8	99,226	37.9	106,535	40.7	112,979	43.3	118,326	45.5

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Valid Certificate Holders by Characteristics – CTE

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	689	49.3	692	49.6	690	50.0	684	49.7	685	50.1
Male	709	50.7	704	50.4	690	50.0	692	50.3	683	49.9
Race/Ethnicity										
American Indian or Alaskan Native	4	.	4	.	5	.	5	.	5	.
Asian	2	.	2	.	2	.	2	.	2	.
Black or African American	86	6.2	86	6.2	85	6.2	83	6.0	79	5.8
Hispanic or Latino	7	.	9	.	8	.	9	.	11	.
Multiracial	8	.	8	.	8	.	8	.	9	.
Native Hawaiian or Pacific Islander	2	.	2	.	2	.	2	.	2	.
White	1,130	80.8	1,141	81.7	1,147	83.1	1,159	84.2	1,153	84.3
Missing	159	11.4	144	10.3	123	8.9	108	7.8	107	7.8
Age Group										
19-24	19	.	15	.	9	.	9	.	8	.
25-34	518	5.1	431	4.3	386	3.9	343	3.5	287	2.9
35-44	859	8.5	845	8.4	786	7.9	771	7.8	758	7.7
45-54	1,158	11.5	1,104	11.0	1,063	10.7	999	10.1	956	9.7
55-64	2,821	27.9	2,422	24.2	2,088	21.0	1,797	18.2	1,576	16.1
65 and over	4,727	46.8	5,198	51.9	5,607	56.4	5,973	60.4	6,221	63.4

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Valid Certificate Holders by Characteristics – Administrator

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	6,053	47.8	6,021	47.8	5,986	47.6	6,005	47.6	6,040	47.7
Male	6,617	52.2	6,584	52.2	6,586	52.4	6,604	52.4	6,627	52.3
Race/Ethnicity										
American Indian or Alaskan Native	19	.	19	.	20	.	20	.	21	.
Asian	26	.	26	.	26	.	28	.	25	.
Black or African American	798	6.3	827	6.6	849	6.8	863	6.8	875	6.9
Hispanic or Latino	66	.	66	.	67	.	68	.	74	.
Multiracial	40	.	43	.	38	.	40	.	41	.
Native Hawaiian or Pacific Islander	48	.	47	.	46	.	46	.	46	.
White	9,996	78.9	9,953	78.9	9,940	79.1	9,960	79.0	10,001	78.9
Missing	1,681	13.3	1,627	12.9	15,87	12.6	1,585	12.6	1,585	12.5
Age Group										
19-24	.	.	1	.	2	.	1	.	1	.
25-34	1,168	15.4	1,208	14.9	1,194	13.4	1,181	12.1	1,113	10.5
35-44	2,912	38.3	3,263	40.4	3,585	40.1	3,867	39.5	4,179	39.3
45-54	1,986	26.1	2,265	28.0	2,689	30.1	3,109	31.7	3,527	33.2
55-64	1,323	17.4	1,196	14.8	1,284	14.4	1,400	14.3	1,528	14.4
65 and over	206	2.7	148	1.8	186	2.1	239	2.4	285	2.7

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Valid Teaching Certificates by Subject Area Endorsement Code

Code	Name	2017-18
AX	Communication Arts*	56
BA	English	34,455
BC	Journalism*	585
BD	Speech	5,091
BR	Reading Specialist	8,322
BT	Reading	1,542
BX	Language Arts	20,586
CA	Economics	897
CB	Geography	1,957
CC	History	14,989
CD	Political Science	3,001
CE	Psychology	6,458
CF	Sociology*	3,192
CH	Anthropology*	130
CL	Cultural Studies*	99
CM	Behavioral Studies*	49
CX	Social Science*	30,773
DA	Biology	7,971
DC	Chemistry	3,413
DE	Physics	1,498
DH	Earth/Space Science	2,015
DI	Integrated Science (Elementary & Secondary)	4,262
DO	Astronomy*	1
DP	Physical Science	69
DX	Science*	21,059
EX	Mathematics (Elementary & Secondary)	25,173
FA	French	2,685
FB	German	1,075
FC	Greek	33

Code	Name	2017-18
FD	Latin	280
FE	Russian*	84
FF	Spanish	5,852
FG	World Language – Other	7
FH	Italian	57
FI	Polish*	12
FJ	Hebrew	6
FK	Arabic (Modern Standard)	63
FL	Japanese	83
FN	Anishinaabemowin	3
FP	Portuguese	1
FR	Chinese (Mandarin)	208
FS	American Sign Language	20
GA	Accounting*	97
GH	Business Administration*	576
GI	Secretarial Science*	194
GM	Marketing Education*	402
GQ	Business, Mgmt, Marketing & Tech.	279
GX	Business Education*	3,870
HX	Agriscience and Natural Resources	307
IX	Industrial Technology*	2,321
JQ	Music Education	1,833
JX	Music Education*	6,019
KH	Family and Consumer Sciences	3,679
LQ	Visual Arts Education	1,356
LX	Art Education*	5,027
LZ	Visual Arts Education Specialist*	19
MA	Health*	4,648
MB	Physical Education*	10,922

CONTINUED ON NEXT PAGE...

Code	Name	2017-18
MC	Health and Physical Education+	2
MD	Recreation*	852
MH	Dance*	273
MX	Health, PE and Recreation*	2,402
NC	Driver and Safety Education*	81
ND	Library Media	2,176
NJ	Environmental Studies*	461
NP	Educational Technology	839
NR	Computer Science*	984
NS	English as a Second Language	2,930
NT	School Counselor	5,595
NU	Occupational Therapy*	6
OX	Fine Arts*	3,015
PR	Academic Study of Religions*	107
PS	Philosophy*	30
PX	Humanities*	743
RX	Social Studies (Elementary & Secondary)	12,209
SA	Cognitive Impairment	14,054
SB	Speech and Language Impairment	2,374
SC	Physical or Other Health Impairment	1,694
SE	Emotional Impairment	10,911
SH	Teacher of the Homebound*	1,396
SK	Visual Impairment	620
SL	Deaf and Hard of Hearing	1,317
SM	Learning Disabilities	15,014
SP	Physical Ed for Students w/Disabilities	206
SV	Autism Spectrum Disorder	2,148
TE	Industrial and Technology Education	26

Code	Name	2017-18
TL	Teacher Leader	29
TX	Technology and Design*	76
YA	Bilingual French	7
YB	Bilingual German	4
YC	Bilingual Greek	6
YE	Bilingual Russian	1
YF	Bilingual Spanish	900
YH	Bilingual Italian	6
YI	Bilingual Polish	6
YJ	Bilingual Hebrew	2
YK	Bilingual Arabic	166
YL	Bilingual Other*	62
YM	Bilingual Vietnamese	6
YO	Bilingual Servo-Croatian/Bosnian	5
YP	Bilingual Chaldean	10
YR	Bilingual Chinese	4
ZA	Early Childhood Education (PK-K)*	16,800
ZD	Middle School (5-9)*	755
ZE	General Elementary (K-6)*	2,248
ZF	Secondary Grades*	6
ZG	Elementary K-5 All Subjects/K-8 All Subjects Self-Contained Classrooms (on a Secondary Program)	655
	Elementary K-5 All Subjects/K-8 All Subjects Self-Contained Classrooms	68,770
	Elementary K-8 All Subjects	47,280
	Secondary 7-8 All Subjects	31,072
ZL	Middle Level Specialization	864
ZS	Early Childhood PK – General & SpEd	2,036

* 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.

+ Health and Physical Education is a new endorsement, which will be issued based on programs approved under the standards approved by the State Board of Education on March 14, 2018.

Appendix - Certification

Valid CTE Certificates by CIP Code

Code	Name	2017-18
01.0000	Agriculture, Agricultural Operations & Related Sciences	88
01.0101	Agricultural Business and Management, General	2
01.0201	Agricultural Mechanics	16
01.0301	Agriculture Production	82
01.0502	Floriculture	1
01.0601	Applied Horticulture and Horticultural Operations	33
01.0903	Animal Health and Veterinary Science	3
02.9999	Agriculture Science and Natural Resource	23
03.0101	Natural Resources	2
04.0000	Distributive Education	144
04.0100	Advertising Services	6
04.0200	Apparel and Accessories	4
04.0300	Automotive	2
04.0400	Finance and Credit	4
04.0600	Food Distribution	1
04.0800	General Merchandise	34
04.1800	Recreation and Tourism	1
07.0000	Health	1
07.0102	Dental Hygienist	1
07.0203	Medical Lab Assistant	1
07.0300	Nursing	16
07.0301	Data Processing/Business	68
07.0302	Practical Nursing	14
07.0303	Nursing Aide	21
07.0401	Occupational Therapy	1
07.0501	X-Ray Technician	2
07.0601	Secretarial Programs	619
07.0903	Inhalation Therapy	1
07.0906	Health Aide	5
07.0909	Mortuary Science	1
07.0999	Business Services	86
07.9802	Health Occupation Cluster	11

CONTINUED ON NEXT PAGE...

Code	Name	2017-18
07.9900	General Health Occupation	31
08.0700	Marketing, Sales, And Services	341
08.0708	Marketing Education	18
09.0200	Occupational Preparation	3
09.0202	Clothing Management	22
09.0701	Radio & TV Production	21
10.0202	Radio and TV Broadcasting Technology	29
10.0301	Graphics and Printing Technology and Communications	65
10.9999	General Cooperative Related	5
11.0201	Computer Programming/Programmer	8
11.0801	Digital/Multimedia and Information Resources Design	10
11.0901	Computer Systems Networking and Telecommunication	13
11.1000	Information Technology	41
11.1001	System Administration/Administrator	8
11.1003	Computer and Information Systems Security/Information Assurance	1
12.0400	Cosmetology	75
12.0500	Cooking and Related Culinary Arts	13
12.9999	Personal and Culinary Services	46
13.0000	Education General (Teacher Cadet)	67
14.0000	Office	299
14.0100	Accounting & Computing	215
14.0300	General Office Clerical	205
14.0500	Materials Support	1
14.0600	Personnel Training	2
14.0700	Steno & Secretarial	161
14.0800	Supervisory and Administration	7
14.0900	Typing and Related Occupation	182
14.1001	Electrical, Electronics and Communications Engineering	1
14.4201	Mechatronics	6
14.9700	Clerical Lab	2
14.9800	Steno/Clerical Lab	8
14.9900	Clerical & Sec Lab	104
15.0000	Engineering Technology	16
15.0612	Industrial Production Technology/Technician	2
15.0699	Industrial Production Technologies	4
15.1301	Drafting and Design Technology/Architectural	113
15.1306	Mechanical Drafting	4

CONTINUED ON NEXT PAGE...

Code	Name	2017-18
17.0000	Trade and Industry	2
17.0100	Dental Occupations	31
17.0102	Heating	5
17.0200	Appliance Repair	7
17.0300	Medical Lab Technician	9
17.0301	Body and Fender	9
17.0302	Mechanics	102
17.0400	Aviation Occupations	2
17.0401	Aircraft Maintenance	3
17.0500	Blueprint Reading	2
17.0503	Medical Assisting	18
17.0600	Nursing Occupations	136
17.0700	Commercial Art Occupation	12
17.0900	Commercial Photo Occupation	5
17.0901	Photo Lab and Darkroom Occupation	3
17.1000	Construction and Maintenance	54
17.1001	Carpentry	59
17.1002	Electricity	5
17.1003	Heavy Equipment	6
17.1004	Masonry	6
17.1005	Painting and Decorating	2
17.1007	Plumbing and Pipefitting	3
17.1200	Diesel Mechanic	9
17.1398	Architectural Drafting	2
17.1401	Industrial	1
17.1500	Electronics Occupations	40
17.1501	Communications	1
17.1502	Industrial Electronics	3
17.1503	Radio/Television	7
17.1599	TV and Radio Production	3
17.1900	Graphic Arts Occupations	32
17.1901	Composition-Makeup & Type	5
17.1902	Printing Press Occupation	13
17.1903	Litho Photo and Plate Making	7
17.2102	Watchmaking and Repair	1
17.2300	Metalworking	4
17.2302	Machine Shop	136

CONTINUED ON NEXT PAGE...

Code	Name	2017-18
17.2303	Machine Shop	12
17.2304	Metal Trades/Combined	1
17.2305	Sheet Metal	2
17.2307	Tool and Die Making	7
17.2900	Quantity Food Occupations	3
17.3000	Refrigeration	3
17.3201	Electric Power Generation Plants	1
17.3601	Millwork and Cabinet Making	3
17.7500	Fluid Power	1
17.9900	Health Occupations Cluster	2
19.0000	Family and Consumer Sciences	1,584
19.0605	Home Furnishings Equipment Installers and Consultants	1
19.0700	Child and Custodial Care Services	19
19.0906	Fashion Design	2
20.0201	Child Care and Guidance	104
20.0299	Child and Adult Care Services	8
20.0401	Food Management	156
20.0499	Food Management	10
20.0501	Home Furnishings	7
20.0600	Institution-Home Management	2
20.0601	Building and Home Maintenance and Services	6
20.0699	Custodial Services	11
26.0102	Biotechnology Medical Sciences	6
26.1201	Biotechnology	2
43.0100	Public Safety/Protective Services	36
43.0107	Law Enforcement Training	11
46.0000	Construction Trades	44
46.0301	Electrical and Power Transmission Installation	40
46.0401	Building Maintenance	2
46.9901	Construction Trades	247
47.0101	Electrical/Electronics Equipment Installation and Repair – General	88
47.0199	Electro-Mechanical Technology	8
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration	25
47.0301	Industrial Equip Repair	11
47.0399	Heavy Industrial Equipment Maintenance and Technology	1
47.0602	Aircraft Mechanics	7
47.0603	Collision Repair Technician (NATEF Certified)	50

CONTINUED ON NEXT PAGE...

Code	Name	2017-18
47.0604	Automobile Technician (NATEF Certified)	289
47.0605	Medium/Heavy Truck Technician	13
47.0606	Small Engine and Related Equipment Repair	63
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)	9
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	186
48.0201	Graphics and Printing	75
48.0299	Visual Imaging	3
48.0501	Machine Tool Technology/Machinist	12
48.0501_0	Machine Tool Operation	28
48.0502	Foundry	3
48.0506	Metal Trades	9
48.0508	Welding, Brazing and Soldering	128
48.0599	Manufacturing Cluster	9
48.0604	Plastics	3
48.0701	Woodworking General	65
49.0101	Aeronautics/Aviation/Aerospace Science and Technology	9
50.0101	Visual and Performing Arts	3
50.0401	Visual Communications Technology	4
51.0000	Therapeutic Services	141
51.0707	Health Informatics	1
51.1000	Diagnostic Services	7
51.9999	Allied Health Technology	23
52.0299	Business Administration Management and Operations	495
52.0800	Finance and Financial Management Services	34
52.1999	Marketing, Sales and Service	232
52.9993	Finance	2
52.9994	Business, Management and Administration	64
52.9999	Business Services and Technology (BST)	312

Appendix - Certification

Valid School Social Worker Certificates

	2016-17	2017-18
Temporary Approval for School Social Worker	181	193
Continuing Temporary Approval for School Social Worker	46	76
Full Approval for School Social Worker	115	146

Valid School Psychologist Certificates

	2016-17	2017-18
Preliminary School Psychologist Certificate	66	43
Preliminary School Psychologist Renewal	3	3
School Psychologist Certificate (has Preliminary)	43	61
School Psychologist Certificate (Out of State)	4	22
School Psychologist Renewal	303	187

Valid School Counselor Certificates

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

Appendix - Certification

Initial Endorsements by Subject Area Code

Code	Name	2014-15	2015-16	2016-17	2017-18
AX	Communication Arts*	5	4	1	2
BA	English	518	402	378	386
BC	Journalism*	2	2	2	3
BD	Speech	53	41	35	23
BR	Reading Specialist	12	18	16	8
BT	Reading	74	81	50	50
BX	Language Arts	592	511	432	381
CA	Economics	6	13	9	11
CB	Geography	16	11	16	7
CC	History	247	195	179	142
CD	Political Science	26	32	12	22
CE	Psychology	90	59	48	54
CF	Sociology*	11	3	5	4
DA	Biology	151	149	117	124
DC	Chemistry	93	67	50	60
DE	Physics	42	42	30	29
DH	Earth/Space Science	45	30	28	20
DI	Integrated Science (Elementary & Secondary)	342	300	275	303
DP	Physical Science	9	6	7	11
EX	Mathematics (Elementary & Secondary)	699	663	574	524
FA	French	35	25	21	21
FB	German	14	16	9	8
FC	Greek	1	.	.	.
FD	Latin	6	4	3	4
FE	Russian*	.	.	1	1
FF	Spanish	129	124	117	95

CONTINUED ON NEXT PAGE...

Code	Name	2014-15	2015-16	2016-17	2017-18
FG	World Language - Other	.	.	.	1
FH	Italian	.	.	1	1
FI	Polish*	.	1	.	.
FK	Arabic (Modern Standard)	3	6	1	2
FL	Japanese	.	5	3	2
FR	Chinese (Mandarin)	25	18	20	30
FS	American Sign Language	.	.	3	5
GM	Marketing Education*	3	1	2	.
GQ	Business, Mgmt, Marketing & Technology	13	13	15	25
HX	Agriscience & Natural Resources	2	5	2	1
IX	Industrial Technology	3	.	.	1
JQ	Music Education	217	225	219	185
KH	Family and Consumer Sciences	9	7	6	6
LQ	Visual Arts Education	115	90	102	86
LZ	Visual Arts Education Specialist*	2	.	1	2
MA	Health*	110	92	77	75
MB	Physical Education*	161	134	115	121
MC	Health and Physical Education+	.	.	.	.
MD	Recreation*	1	.	.	.
MH	Dance*	3	.	11	5
ND	Library Media	6	6	8	3
NP	Educational Technology	2	5	2	1
NR	Computer Science*	6	9	4	4
NS	English as a Second Language	180	177	179	168
NT	School Counselor	3	6	4	4
OX	Fine Arts*	1	.	2	.
RX	Social Studies (Elementary & Secondary)	507	463	364	338
SA	Cognitive Impairment	277	261	218	231
SB	Speech and Language Impairment	13	5	3	2
SC	Physical or Other Health Impairment	10	6	5	13
SE	Emotional Impairment	136	131	87	107

CONTINUED ON NEXT PAGE...

Code	Name	2014-15	2015-16	2016-17	2017-18
SK	Visual Impairment	3	3	2	4
SL	Deaf and Hard of Hearing	5	11	6	6
SM	Learning Disabilities	251	211	196	194
SP	Physical Ed. for Students w/ Disabilities	3	3	3	1
SV	Autism Spectrum Disorder	39	39	40	37
TE	Industrial and Technology Education	3	5	4	5
YF	Bilingual Spanish	8	6	6	9
YL	Bilingual Other*	1	.	1	.
ZA	Early Childhood Education PK-K*	57	15	4	.
ZG	Elementary K-5 All Subj./K-8 Self-Contained (on a Secondary Program)	8	8	6	7
	Elementary K-5 All Subj./K-8 Self-Contained	3,056	2,861	2,442	2,352
ZL	Middle Level Specialization	59	49	52	52
ZS	Early Childhood PK – General and SpEd	274	273	238	233
	Total	**5,761**	**5,117**	**4,451**	**4,280**

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

+ New endorsement that will be issued based on programs approved under the standards approved by the State Board of Education on March 14, 2018.

Additional Endorsements

	2013-14	2014-15	2015-16	2016-17	2017-18
# of Additional Endorsements	1,513	1,283	1,403	1,226	1,081

NOTE: Non-teaching endorsements were not part of the calculation.

SOURCE: REL Midwest

Appendix - Certification

Additional Endorsement Holders by Characteristics – All Types

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	1,120	81.3	949	81.4	1,038	81.3	932	83.6	806	84.0
Male	257	18.7	217	18.6	238	18.7	183	16.4	153	16.0
Race/Ethnicity										
American Indian or Alaskan Native	6	.	5	.	1	.	7	.	3	.
Asian	18	1.3	18	1.5	16	1.3	10	.	14	1.5
Black or African American	61	4.4	39	3.3	57	4.5	40	3.6	32	3.3
Hispanic or Latino	27	2.0	19	1.6	32	2.5	18	1.6	17	1.8
Multiracial	13	.	14	1.2	13	1.0	15	1.3	9	.
Native Hawaiian or Pacific Islander	1	.	.	.	1	.	.	.	.	.
White	1,251	90.8	1,071	91.9	1,156	90.6	1,025	91.9	884	92.2
Age Group										
19-24	127	9.4	138	12.1	143	11.3	114	10.3	80	8.4
25-34	715	52.9	581	51.1	635	50.2	531	48.1	483	50.7
35-44	309	22.9	252	22.2	296	23.4	301	27.3	247	25.9
45-54	167	12.4	127	11.2	145	11.5	131	11.9	112	11.8
55-64	31	2.3	37	3.3	44	3.5	24	2.2	27	2.8
65 and over	2	.	2	.	2	.	2	.	3	.

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

*A small number of records may be missing characteristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Additional Endorsement Holders by Characteristics – Elementary

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	777	91.0	665	93.1	747	91.3	678	91.7	582	93.0
Male	77	9.0	49	6.9	71	8.7	61	8.3	44	7.0
Race/Ethnicity										
American Indian or Alaskan Native	2	.	5	.	1	.	6	.	3	.
Asian	13	1.5	11	1.5	8	1.0	3	.	6	1.0
Black or African American	41	4.8	23	3.2	37	4.5	25	3.4	21	3.4
Hispanic or Latino	20	2.3	8	1.1	25	3.1	11	1.5	9	1.4
Multiracial	7	.	7	1.0	11	1.3	10	1.4	8	1.3
Native Hawaiian or Pacific Islander	1	.	.	.	1	.	.	.	.	.
White	770	90.2	660	92.4	735	89.9	684	92.6	579	92.5
Age Group										
19-24	77	9.1	98	13.9	93	11.4	79	10.7	59	9.4
25-34	447	52.7	355	50.4	423	51.8	365	49.6	312	49.9
35-44	201	23.7	151	21.4	179	21.9	196	26.6	162	25.9
45-54	106	12.5	79	11.2	88	10.8	80	10.9	72	11.5
55-64	18	2.1	20	2.8	33	4.0	16	2.2	19	3.0
65 and over	.	.	2	.	.	.	.	.	1	.

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

*A small number of records may be missing characateristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Additional Endorsement Holders by Characteristics – Secondary

Characteristics*	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender										
Female	337	66.7	270	62.4	284	63.4	249	68.0	221	67.6
Male	168	33.3	163	37.6	164	36.6	117	32.0	106	32.4
Race/Ethnicity										
American Indian or Alaskan Native	4	.	.	.	.	.	1	.	.	.
Asian	5	1.0	7	1.6	8	1.8	7	1.9	8	2.4
Black or African American	20	4.0	13	3.0	19	4.2	15	4.1	11	3.4
Hispanic or Latino	7	1.4	11	2.5	7	1.6	7	1.9	8	2.4
Multiracial	6	1.2	7	1.6	2	.	5	1.4	1	.
Native Hawaiian or Pacific Islander	.	.	.	.	.	.	.	.	.	.
White	463	91.7	395	91.2	412	92.0	331	90.4	299	91.4
Age Group										
19-24	50	10.0	40	9.3	50	11.1	35	9.5	21	6.4
25-34	268	53.4	226	52.3	212	47.2	166	45.2	171	52.3
35-44	108	21.5	101	23.4	117	26.1	105	28.6	85	26.0
45-54	61	12.2	48	11.1	57	12.7	51	13.9	40	12.2
55-64	13	2.6	17	3.9	11	2.4	8	2.2	8	2.4
65 and over	2	.	.	.	2	.	2	.	2	.

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

*A small number of records may be missing characateristic information. Due to this and rounding, numbers may not add up to 100%.

SOURCE: REL Midwest

Appendix - Certification

Additional Endorsements by Educator Preparation Institution

Name of Institution	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Adrian College	2	.	2	.	8	.	2	.	2	.
Albion College	1	.	1	.	1	.	.	.	.	.
Alma College	4	.	3	.	3	.	6	.	5	.
Andrews University	1	.	1	.	2	.	1	.	1	.
Aquinas College	20	1.3	13	1.0	17	1.2	17	1.4	10	.
Baker College	14	.	13	1.0	19	1.4	17	1.4	11	1.0
Calvin College	14	.	13	1.0	13	.	9	.	13	1.2
Central Michigan University	75	5.0	86	6.7	77	5.5	81	6.6	84	7.8
Concordia University	2	.	.	.	1	.	3	.	5	.
Cornerstone University	10	.	9	.	12	.	12	1.0	15	1.4
Eastern Michigan University	140	9.3	96	7.5	108	7.7	84	6.9	87	8.0
Ferris State University	35	2.3	36	2.8	41	2.9	24	2.0	36	3.3
Grand Valley State University	141	9.3	121	9.4	144	10.3	106	8.6	94	8.7
Hope College	1	.	3	.	4	.	7	.	7	.
Lake Superior State University	2	.	4	.	2	.	3	.	2	.
Madonna University	70	4.6	44	3.4	51	3.6	40	3.3	29	2.7
Marygrove College (Graduate Programs Only)	10	.	4	.	8	.	11	.	12	1.1
Michigan State University	115	7.6	90	7.0	70	5.0	84	6.9	70	6.5
Michigan Tech. University (Closed 12/12/2018)	2	.	.	.	2	.	2	.	.	.
Northern Michigan University	23	1.5	20	1.6	29	2.1	26	2.1	22	2.0
Oakland University	120	7.9	131	10.2	110	7.8	127	10.4	96	8.9
Olivet College (Closed 06/26/2015)	7	.	5	.	4	.	1	.	2	.
Out-of-State College	101	6.7	97	7.6	92	6.6	108	8.8	118	10.9
Robert B. Miller College (Closed 03/03/2016)	.	.	2	.	1	.	.	.	.	.
Rochester College	.	.	.	.	.	.	.	.	1	.

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Name of Institution	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Saginaw Valley State University	134	8.9	110	8.6	119	8.5	72	5.9	53	4.9
Siena Heights University	5	.	2	.	8	.	6	.	6	.
Spring Arbor University	28	1.9	25	1.9	41	2.9	44	3.6	26	2.4
University of Detroit Mercy	3	.	7	.	5	.	4	.	1	.
University of Michigan	19	1.3	9	.	26	1.9	25	2.0	17	1.6
University of Michigan-Dearborn	72	4.8	48	3.7	54	3.8	52	4.2	46	4.3
University of Michigan-Flint	51	3.4	36	2.8	40	2.9	35	2.9	20	1.9
Wayne State University	159	10.5	134	10.4	165	11.8	94	7.7	103	9.5
Western Michigan University	102	6.7	88	6.9	94	6.7	81	6.6	71	6.6
Missing	30	2.0	30	2.3	32	2.3	42	3.4	16	1.5
Total	**1,513**	**100**	**1,283**	**100**	**1,403**	**100**	**1,226**	**100**	**1,081**	**100**

SOURCE: REL Midwest

Appendix - Certification

Additional Endorsements by Subject Area Code

Code	Name	2014-15	2015-16	2016-17	2017-18
AX	Communication Arts*	1	.	.	.
BA	English	31	30	24	14
BC	Journalism*	2	0	1	1
BD	Speech	3	6	.	1
BR	Reading Specialist	123	117	119	121
BT	Reading	18	19	19	16
BX	Language Arts	48	60	42	40
CA	Economics	.	.	1	1
CB	Geography	.	3	.	1
CC	History	13	7	12	10
CD	Political Science	4	.	2	1
CE	Psychology	6	8	5	4
CF	Sociology*	3	.	.	.
DA	Biology	4	7	4	7
DC	Chemistry	7	4	5	3
DE	Physics	3	1	2	3
DH	Earth/Space Science	2	1	4	.
DI	Integrated Science (Elementary & Secondary)	63	67	53	51
DP	Physical Science	.	.	.	1
EX	Mathematics (Elementary & Secondary)	42	45	43	32
FA	French	5	1	2	2
FB	German	2	1	.	1
FF	Spanish	15	15	9	8
FH	Italian	.	.	2	.
FK	Arabic (Modern Standard)	5	5	1	2
FL	Japanese	.	.	1	.
FR	Chinese (Mandarin)	.	1	.	.
FS	American Sign Language	.	2	2	.
GM	Marketing Education*	2	1	.	.

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Code	Name	2014-15	2015-16	2016-17	2017-18
GQ	Business, Mgmt, Marketing & Technology	2	.	.	1
HX	Agriscience & Natural Resources	1	1	1	.
JQ	Music Education	1	1	2	1
KH	Family and Consumer Sciences	.	1	1	.
LQ	Visual Arts Education	3	.	1	.
MA	Health*	25	32	15	19
MB	Physical Education*	9	13	13	10
MC	Health and Physical Education+	.	.	.	.
MH	Dance*	.	.	1	1
ND	Library Media	18	5	10	5
NP	Educational Technology	58	64	76	55
NR	Computer Science	1	1	1	.
NS	English as a Second Language	100	117	118	132
NT	School Counselor	42	46	48	35
RX	Social Studies (Elementary & Secondary)	65	57	29	33
SA	Cognitive Impairment	49	64	49	35
SB	Speech and Language Impairment	1	4	1	.
SC	Physical or Other Health Impairment	2	1	2	3
SE	Emotional Impairment	29	34	18	19
SK	Visual Impairment	0	1	6	4
SL	Deaf and Hard of Hearing	1	1	.	3
SM	Learning Disabilities	115	131	102	70
SP	Physical Education for Students w/ Disabilities	11	9	3	5
SV	Autism Spectrum Disorder	110	117	100	97
TE	Industrial and Technology Education	.	1	2	.
TL	Teacher Leader	.	.	18	7
YF	Bilingual Spanish	1	2	4	4
YL	Bilingual Other*	.	.	.	1
ZA	Early Childhood Education PK-K*	15	12	4	1
ZG	Elementary K-5 All Subj./K-8 Self-Cont.	18	16	13	13
ZL	Middle Level Specialization	2	1	1	2
ZS	Early Childhood PK – General and SpEd	117	164	144	109
	Total	**1,199**	**1,297**	**1,136**	**985**

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

+ Health and Physical Education is a new endorsement that will be issued based on programs approved under the standards approved by the State Board of Education on March 14, 2018.

Appendix - Certification

Initial CTE Endorsements by CIP Code

Code	Name	2014-15	2015-16	2016-17	2017-18
1.0000	Agriculture, Agricultural Ops & Related Sci	2	6	5	3
1.0101	Agricultural Business and Mgmt, General	1	.	.	.
10.0202	Radio and TV Broad Casting Tech.	1	.	1	2
10.0301	Graphics and Printing Technology and Communications	4	3	2	1
11.0201	Computer Programming/Programmer	2	.	.	.
11.0801	Digital/Multimedia and Information Resources Design	1	.	3	1
11.0901	Computer Systems Networking and Telecomm.	1	.	1	.
11.1001	System Administration/Administrator	.	.	1	.
12.0400	Cosmetology	3	.	2	2
12.0500	Cooking and Related Culinary Arts	1	.	1	5
12.9999	Personal and Culinary Services	2	.	.	.
13.0000	Education General (Teacher Cadet)	5	1	2	2
14.4201	Mechatronics	.	.	2	.
15.0000	Engineering Technology	.	1	2	2
15.1301	Drafting and Design Technology/Architectural	1	4	1	6
15.1306	Mechanical Drafting	2	1	.	.
19.0000	Family and Consumer Sciences	5	4	3	4
19.0605	Home Furnishings Equip. Inst. & Consult.	.	.	.	.
19.0700	Child and Custodial Care Services	.	2	.	.
26.0102	Biotechnology Medical Sciences	1	1	.	1
26.1201	Biotechnology	.	.	.	1
43.0100	Public Safety/Protective Services	.	1	3	1
46.0000	Construction Trades	2	2	3	.
47.0101	Electrical/Electronics Equip. Installation & Repair	.	.	.	.
47.0603	Collision Repair Technician (NATEF Certified)	1	.	.	.
47.0604	Automobile Technician (NATEF Certified)	.	4	.	.
47.0613	Medium/Heavy Truck Tech. (NATEF Certified)	1	.	.	.
48.0501	Machine Tool Technology/Machinist	.	1	.	2
48.0508	Welding, Brazing, And Soldering	1	.	1	1
48.0701	Woodworking General	1	3	.	.

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Code	Name	2014-15	2015-16	2016-17	2017-18
49.0101	Aeronautics/Aviation/Aerospace Science and Technology	.	4	.	.
51.0000	Therapeutic Services	4	5	7	8
51.1000	Diagnostic Services	.	1	.	0
52.0299	Business Administration Mgmt. and Operations	14	9	7	10
52.0800	Finance and Financial Management Services	3	.	.	.
52.1999	Marketing, Sales and Service	10	2	.	3
	Total	**69**	**55**	**47**	**55**

Additional CTE Endorsements by CIP Code

Code	Name	2014-15	2015-16	2016-17	2017-18
10.0202	Radio and Tv Broad Casting Tech.	.	.	.	1
10.0301	Graphics and Printing Technology and Communications	.	.	1	.
11.0901	Computer Systems Networking and Telecomm.	.	1	.	.
11.1001	System Administration/Administrator	1	.	1	.
12.0400	Cooking and Related Culinary Arts	.	.	2	.
12.0500	Education General (Teacher Cadet)	9	2	1	2
12.9999	Mechatronics	1	.	.	.
13.0000	Drafting and Design Technology/Architectural	1	.	.	.
14.4201	Child and Custodial Care Services	.	.	1	1
15.0000	Fashion Design	.	1	.	.
15.1301	Biotechnology Medical Sciences	.	.	.	1
15.1306	Construction Trades	.	.	2	.
19.0000	Heating, Air Cond., Ventilation and Refrigeration	.	1	.	.
19.0605	Automobile Technician (NATEF Certified)	1	.	.	1
19.0700	Medium/Heavy Truck Tech. (NATEF Certified)	.	.	1	.
26.0102	Welding, Brazing and Soldering	1	.	.	.
26.1201	Business Administration Mgmt. and Operations	2	1	.	.
43.0100	Finance and Financial Management Services	1	.	.	.
46.0000	Marketing, Sales and Service	3	4	.	.
	Total	20	10	9	6

Appendix - Placement

New Teacher Employment by Certification Year

Employment Year	Certification Year									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
2013-14	879	17.7								
2014-15	2,308	46.3	831	18.5						
2015-16	2,540	51.0	2,121	47.2	812	19.3				
2016-17	2,490	50.0	2,352	52.4	2,229	53.0	816	21.6		
2017-18	2,487	49.9	2,379	53.0	2,391	56.8	2,143	56.7	1,067	28.5

SOURCE: REL Midwest

Teacher Retention by Certification Year

Length of Employment	Certification Year									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Employed for 1 year or less	675	13.6	852	19.0	1,682	40.0	2,032	53.7	1,067	28.5
Employed for 3 years or less	2,383	47.9	1,928	42.9	933	22.2	170	4.5		
Employed for 5 years or less	75	1.5	6	.						
Not employed	1,847	37.1	1,705	38.0	1,593	37.9	1,579	41.8	2,676	71.4

NOTE: Length of employment as of April 2018.

SOURCE: REL Midwest

Teachers Within Their First Three Years of Employment

	2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%
# of Individuals	10,789	10.9	11,070	11.2	12,655	14.9

NOTE: MCL 380.1526 requires districts to provide mentoring to all new teachers during their first three years of teaching.

SOURCE: As reported in ESSA

Appendix - Placement

Teacher Mobility, Retention and Attrition by 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).

Characteristics	Total	Stayers		Movers		Leavers	
		Frequency	%	Frequency	%	Frequency	%
School Classification							
Traditional public	68,086	57,339	84.2	6,384	9.4	4,363	6.4
Public charter	6,869	4,301	62.6	1,768	25.7	800	11.6
Gender							
Male	21,591	17,505	81.1	2,510	11.6	1,576	7.3
Female	66,932	53,674	80.2	8,399	12.5	4,859	7.3
Race/Ethnicity							
White/Caucasian	81,169	65,888	81.2	5,724	7.1	9,557	11.8
Black or African American	4,535	3,167	69.8	904	19.9	464	10.2
Hispanic or Latino	1,136	850	74.8	189	16.6	97	8.5
Asian	657	498	75.8	100	15.2	59	9.0
Native Hawaiian or Pacific Islander	73	57	78.1	6	8.2	10	13.7
American Indian or Alaskan Native	253	195	77.1	40	15.8	18	7.1
Two or more races	700	524	74.9	113	16.1	63	9.0
Main Assignment Field							
Early childhood/general elementary	31,100	26,348	84.7	3,673	11.8	1,079	3.5
Special education	6,983	5,525	79.1	1,102	15.8	356	5.1
Arts/music	4,757	3,981	83.7	603	12.7	173	3.6
English/language arts	6,809	5,790	85.0	771	11.3	248	3.6
Mathematics	5,624	4,769	84.8	651	11.6	204	3.6
Natural sciences	4,702	4,093	87.0	448	9.5	161	3.4
Social Sciences	4,622	4,034	87.3	433	9.4	155	3.4

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Characteristics	Total	Stayers		Movers		Leavers	
		Frequency	%	Frequency	%	Frequency	%
Prosperity Region							
Detroit Metro Prosperity Region	32,741	26,529	81.0	3,516	10.7	2,696	8.2
East Central Michigan Prosperity Region	4,236	3,583	84.6	344	8.1	309	7.3
East Michigan Prosperity Region	6,833	5,730	83.9	578	8.5	525	7.7
Northeast Prosperity Region	1,392	1,174	84.3	114	8.2	104	7.5
Northwest Prosperity Region	2,536	2,156	85.0	159	6.3	221	8.7
South Central Prosperity Region	3,792	3,217	84.8	269	7.1	306	8.1
Southeast Michigan Prosperity Region	7,926	6,766	85.4	535	6.7	625	7.9
Southwest Prosperity Region	6,822	5,610	82.2	657	9.6	555	8.1
Upper Peninsula Prosperity Alliance	2,327	1,994	85.7	164	7.0	169	7.3
West Michigan Prosperity Alliance	13,859	11,900	85.9	972	7.0	987	7.1

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.

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

Teacher Mobility, Retention and Attrition by Certification Pathway

The teacher mobility, retention and attrition data below describes comparisons of teacher building code assignments from 2016-17 (base year) to 2017-18 (target year) The data is filtered by teachers who had their initial teaching certificate issued on October of 2013 or later and is then disaggregated by the educator preparation institute (EPI) that issued the initial certificate and then aggregated based on the pathway (traditional versus alternative) of the EPI.

Rating	Stayers		Movers		Leavers	
	Frequency	%	Frequency	%	Frequency	%
Alternative Route Provider	151	51.5	69	23.5	73	24.9
Educator Prep Institution	9,830	70.5	3,127	22.4	987	7.1

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

Appendix - Growth

Teaching Certificate Progression – All Types

Progression	2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
No Progression (lapse)	5,862	27.2	5,565	23.4	5,735	20.7	5,781	23.3
Progressed	4,793	22.2	4,664	19.6	4,038	14.6	3,335	13.5
Renewal	10,892	50.6	13,553	57	17,940	64.7	15,688	63.3

Teaching Certificate Progression/Renewal – All Types

Status	2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Has Not Returned (lapse)	5,862	27.2	5,565	23.4	5,735	20.7	5,781	23.3
Returner - Continuous	11,897	55.2	15,573	65.5	19,747	71.3	17,536	70.7
Returner - Within 1 Year	1,314	6.1	2,069	8.7	2,054	7.4	1,487	6
Returner - Within 2 Years	361	1.7	360	1.5	177	.	.	.
Returner - Within 3 Years	1,677	7.8	215	.	.	.	.	.
Returner - Within 4 Years	436	2	.	.	.	.	.	.

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
# of Individuals	1,379	1,176	912

Appendix - Growth

Teaching Certificate Progression – Interim to Standard

Progression	2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
No Progression (lapse)	67	69.8	71	77.2	166	76.5	104	65.8
Progressed	29	30.2	20	21.7	51	23.5	54	34.2

Teaching Certificate Progression – Interim to Standard

Status	2014-15		2015-16		2016-17		2017-18	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Has Not Returned (lapse)	67	69.8	71	77.2	166	76.5	104	65.8
Progression	28	29.2	19	20.7	46	21.2	54	34.2
Returner - Within 1 Year	1	1	1	1.1	4	1.8	.	.
Returner - Within 2 Years	.	.	.	.	1	.	.	.
Returner - Within 3 Years	.	.	1	1.1	.	.	.	.
Returner - Within 4 Years	.	.	.	.	.	.	.	.

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