

Office of Educator Excellence



Educator Workforce Data Report 2022

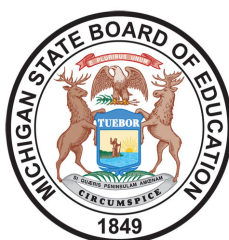
MICHIGAN
Department of
Education

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

“Source: 2022 Office of Educator Excellence (OEE) Educator Workforce Data Report
<https://bit.ly/EWDR2022>”

Educator Workforce Data Report | July 1, 2020 - June 30, 2021*

*Data reporting window, unless otherwise indicated.



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



Additional educator workforce resources are available:

[Title II Teacher Preparation Data](#) | [MDE Educator Workforce Research and White Papers](#) | [MI School Data/CEPI](#)

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

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



From the Director's Desk

Dear Michigan Education Stakeholder,

On behalf of the Michigan Department of Education, Office of Educator Excellence, it is my pleasure to present to you this year's Educator Workforce Data Report. This report is intended to provide a snapshot of some of the most requested educator workforce data in Michigan.

Every day, education leaders make decisions that impact students, teachers, and families. As Sherlock Holmes said, "It is a capital mistake to theorize before one has data." The data in this report provide the information necessary to guide theory into action to develop, support, and sustain a high-quality and diverse education workforce in our state. Additionally, these data help us determine whether our state's education workforce efforts and investments are successful and provide important transparency to our partners.

Please share the information in the Educator Workforce Data Report widely and encourage others to use and share it as well.

Sincerely,



Leah Breen
Director
Office of Educator Excellence
Michigan Department of Education



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MEET THE OEE TEAM

ADMINISTRATIVE

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Deputy

Leah Breen

Director

Sarah-Kate LaVan

Assistant Director

Sara Blacklock

Administrative Assistant

Kelli Cassaday

Strategic Implementation

STUDENT ASSISTANTS

Brooklyn Bowman

Kollin Carl

Carrie Davis

Patricia De La Hoya-Velez

Natajsia Garcia

Kaitlin Kato

Selena Ledesma

Allison Sandbrook

Iqra Sumbal

RECRUITMENT AND RECOGNITION

Jennifer Robel

Manager

Georgia Beard

Marketing & Communications

Shelby Lee

Administrative Assistant

Josh Roesner

Educator Talent & Recognition

DATA AND ACCOUNTABILITY

Kate Boswell Gallagher

Manager

Ann Green

Data Requests

Jason Kalmbach

Educator Preparation
Accountability

Courtney Humpert

Data Quality

Debbie Ryan

Certification System

Katie Schmiedeknecht

State Aid

Aiswarya Venkadachalam

Data Requests

Stephanie Whiteside

Professional Practices

PROFESSIONAL GROWTH AND RETENTION

Joe Priest

Educator Evaluation

Marty Snitgen

Professional Learning

CONTRACTED STAFF

Phillip Chase

Holly Carruthers

Donna Fiebelkorn

Sungti Hsu

Chris Schram

Robert Simmons III

CERTIFICATION

Krista Ried

Manager

Terri Assaf

Permits

Linda Campbell

Career & Technical Education

Alex Clark

School Psychologist

Beatrice Harrison

School Counselors

Melaney Love

Advanced Certification

Claudia Nicol

Professional Learning

Faye Shepler

Customer Service Supports

Braydin Walters

Appropriate Placement

PREPARATION

Sean Kottke

Manager

Gina Garner

Educator Preparation & Accreditation

Bridgett McDowell

Educator Certification Testing

Darcy McMahon

Educator Preparation

Dan Membiela

Administrative Assistant

Ahlam Moughania

Educator Preparation

Dana Utterback

Educator Preparation Reporting
& Certification Testing

Our Mission

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



Our Core Values

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

Contact Us

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

Rule and Law

Administrative Rules

Michigan Administrative Rules are amended periodically in response to changes in law. The rules related to educator credentials were amended in October 2020 to align with recent statutory amendments, rescind obsolete language, and add clarity. For more information, visit [MDE's Law, Rule, Policy web page](#).

To streamline the renewal process for educators, reduce renewal costs, and ease the burden of certification and placement for district staff, the Michigan Online Educator Certification System was modified in May 2021 to facilitate a merger of Standard, Professional, and Advanced Professional Teaching Certificates with Career and Technical Education (CTE) Certificates. CTE educators who held two teaching certificates had those certificates merged into a single teaching certificate that includes CTE Classification of Instructional Programs (CIP) codes as well as non-CTE endorsements. The requirements for earning CIP codes on a teaching certificate remain the same.

Legislation

Many bills impacting the educator workforce were introduced between July 1, 2020 and June 30, 2021. The following were enacted into law.

Public Act 267 of 2020

Approved -12/29/2020
Effective -12/29/2020

Extends the sunsets related to the ability to rehire retired employees of the Michigan Public School Employees' Retirement System (MPERS) without forfeiting benefits.

Details: <https://bit.ly/37IL6Y9>

Public Act 316 of 2020

Approved -12/29/2020
Effective -12/29/2020

Provides for an interim teaching certificate via an alternative route for those seeking to teach special education.

Details: <https://bit.ly/3xQOaMM>

Public Act 15 of 2021

Approved -05/19/2021
Effective -05/19/2021

Modifies the penalty for employing a person who does not comply with state educator credentialing requirements.

Details: <https://bit.ly/3m1k6eN>

Social Media Analytics

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

@Mleducator

During the 2020-21 academic year, the Office of Educator Excellence (OEE) (@Mleducator) saw continued growth in the number of followers, engagements, and impressions across Facebook, Instagram, and Twitter.



Total Followers

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

8,305



Total Engagement

Engagements include likes, comments, and post shares.

28,622



Total Impressions

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

882,469



Facebook

Total Followers
6,317

Increase in Followers
+117

Engagements
(per Users)
18,808

Impressions
279,285



Twitter

Total Followers
1,631

Increase in Followers
+297

Engagements
(per Instant)
9,490

Impressions
590,208



Instagram

Total Followers
357

Increase in Followers
+226

Engagements
(per Instant)
324

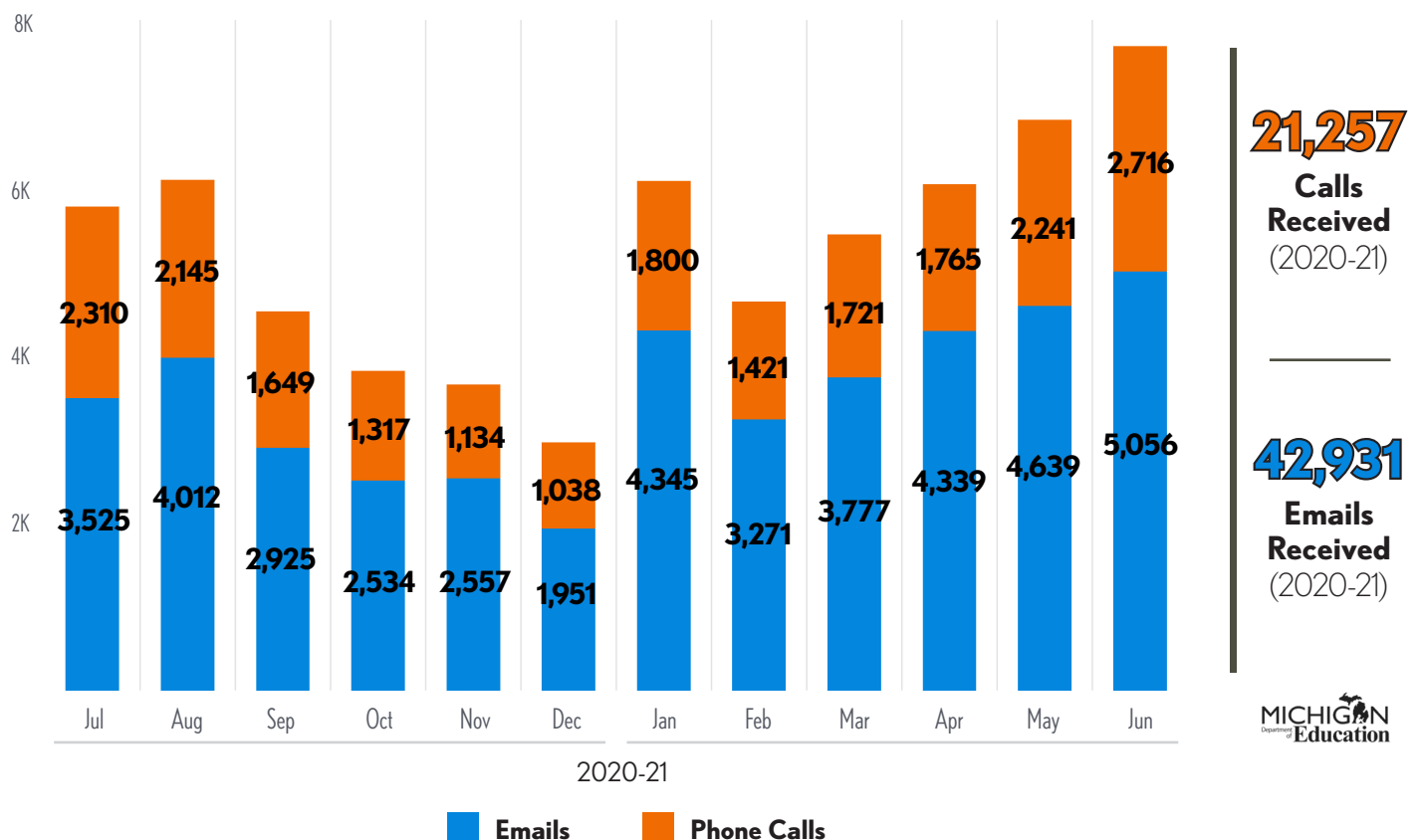
Impressions
12,976

NOTE: A per user engagement is when a user liking, commenting, and then sharing an OEE post would count as 1 engagement. A per instant engagement is when a user liking, commenting, and sharing a post would count as 3 engagements.

Educator Help Desk

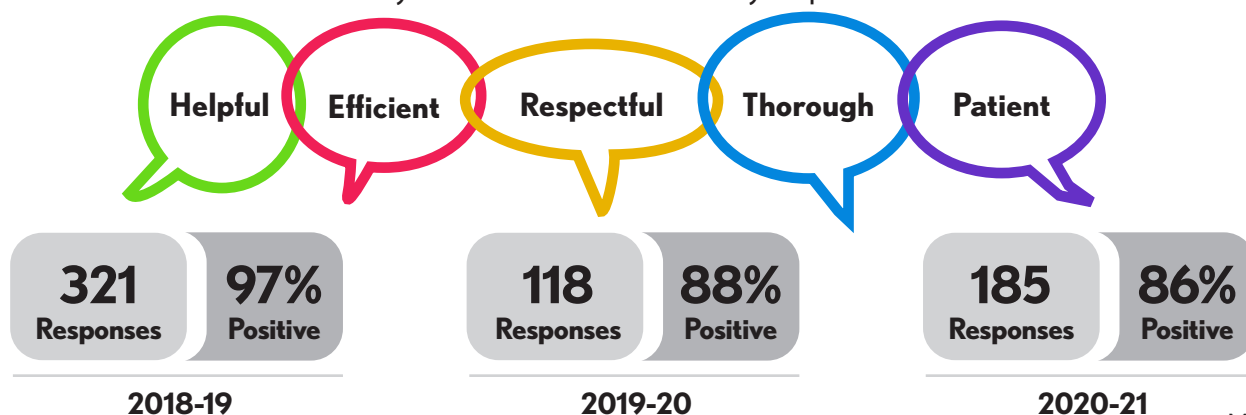
**43
Seconds**
Average Phone
Queue Wait Time
(2020-21)

As evident with an average wait time of 43 seconds, OEE strives for quality customer service and works hard to keep wait times brief for those calling in. In addition to phone calls, OEE's Educator Help Desk monitors a dedicated email inbox (MDE-EducatorHelp@Michigan.gov) to support customers. The graphic below represents the phone calls and emails received through the OEE Educator Help Desk.



Customer Service Survey Results

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



Michigan's Top 10 Strategic Education Plan



Michigan's Top 10 Strategic Education Plan provides direction to Michigan's education community in support of all learners through 6 guiding principles and 8 focused goals. The 7th of these goals, increase the numbers of certified teachers in areas of shortage, is centered around the educator workforce. The following metrics examine progress on this goal. For further information on the plan, please visit <https://bit.ly/Top10SEP>.

Critical Shortage: Federal Loan Forgiveness

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



To determine critical shortage areas in Michigan, MDE examined the subject areas most frequently reported on permits and special education approvals for the 2020-21 academic year. For more information, visit: <https://bit.ly/2yqVfur>.

The information below highlights the top five areas of shortage reported to USED based on the number of permits, approvals, and authorizations issued across all subject areas in 2020-21. (For additional details, see appendix page 67.)

1,013
Career and Technical
Education (CTE)

836
Elementary
Education

824
Special
Education

368
School
Social Workers

261
Science



Status of Critical Shortage Positions

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

Position Status	2016-17	2017-18	2018-19	2019-20	2020-21
Permanently Assigned and Certified to Teach the Position	83,194 (93.9%)	83,703 (90.8%)	85,699 (91.2%)	88,123 (91.6%)	87,977 (90.1%)
Temporarily Assigned or Not Appropriately Credentialed	5,276 (6.0%)	8,386 (9.1%)	8,107 (8.6%)	7,998 (8.3%)	9,500 (9.7%)
Vacant Positions	107 (0.1%)	80 (0.1%)	127 (0.1%)	135 (0.1%)	198 (0.2%)
Total Positions	88,577	92,169	93,933	96,256	97,675



Racial/Ethnic Breakdown: Student to Teacher Ratio

For the purposes of the strategic plan, areas of shortage are considered both content areas and the diversity of our workforce. The chart below displays the comparison of the full time equivalency (FTE) for students to teachers by race/ethnicity. For example, in 2016-17, for every 1FTE of teachers reported as Asian, there are 87.3 FTEs of students reported as Asian.

Race/ Ethnicity	2016-17		2017-18		2018-19		2019-20		2020-21	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
Asian	87.3	1	86.7	1	81.9	1	82.3	1	78.9	1
Black or African American	58.3	1	53.3	1	51.0	1	48.5	1	46.0	1
Hispanic or Latino	121.6	1	122.3	1	124.8	1	124.1	1	119.3	1
Native American or Alaskan Native	52.2	1	44.8	1	41.9	1	43.1	1	40.8	1
Native Hawaiian or Other Pacific Islander	17.1	1	13.9	1	13.4	1	14.0	1	11.2	1
Multiracial	250.4	1	250.9	1	256.8	1	274.7	1	265.4	1
White	13.4	1	13.1	1	12.9	1	12.8	1	12.4	1
Total	18.4	1	18.1	1	17.8	1	17.7	1	17.2	1

Teacher of the Year Program

Michigan's Teacher of the Year (MTOY) program is its longest-running educator recognition program. During the 2021-22 program year, 275 nominations were received, with 247 of these nominations being unique (that is, 247 individuals were nominated, sometimes more than once). The ten Regional Teachers of the Year (RTOY) are selected through a two-part application process that begins with a nomination. All eligible nominees receive an email inviting them to complete the first part, Part A. All Part A applications are scored, with all applicants meeting a cut score advancing to Part B. All applicants who advance to Part B are sorted into regions based on where they teach, and following the scoring of Part B, the top applicant in each region is named that Region's Teacher of the Year. The ten RTOYs form the Michigan Teacher Leadership Advisory Council (MTLAC) for the following school year. From among the ten RTOYs, the Michigan Teacher of the Year is selected following an interview process that consists of a presentation and an interview. Learn more at <http://Michigan.gov/MTOY>.



2020-21 Honorees



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

2021-22 Honorees



Region 1: Heather French – Lake Linden Schools
Region 2: Kacie Hook – Roscommon Area Public Schools
Region 3: Theresa Ziegeler – West Ottawa Public Schools
Region 4: Cheldora Haynes – Bridgeport Spaulding Community School District
Region 5: Janet Swarthout – Caro Community Schools
Region 6 & Michigan Teacher of the Year: Leah Porter – Holt Public Schools
Region 7: James Johnson – Kalamazoo Public Schools
Region 8: Beth Vonck – Washtenaw Educational Options Consortium
Region 9: Brian Paul – Crestwood School District
Region 10: Joe Vercellino – Voyageur Academy (Resigned September 2021)

Map of Teacher of the Year regions can be found on appendix pages 49-50.

For a breakdown of nominations by demographic categories, see appendix pages 51-52.

Reporting window: July 1, 2020 - June 30, 2021

Michigan Teacher Leadership Advisory Council

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



Presidential Awards for Excellence in Mathematics and Science Teaching



The annual Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the nation's highest honors for teachers of science, technology, engineering, and mathematics. The awards alternate annually between elementary and secondary grade levels, with the 2020-21 awards focused on educators teaching grades 7-12. Finalists from each state may then be recommended for the national honors. Learn more at <http://PAEMST.org>. (For a breakdown of nominations by demographic categories, see appendix pages 51-52.)

2020-21 Honorees

Science State Finalists:

Emily Pohlonski

Novi High School
Novi Community School District

Heather Peterson

Holt High School
Holt Public Schools

Scott Milam

Plymouth High School
Plymouth-Canton Community Schools

Mathematics State Finalists:

Amy Hurley

Walled Lake Central High School
Walled Lake Consolidated Schools

Joseph Phillips

Kent Career Tech Center
Kent Intermediate District

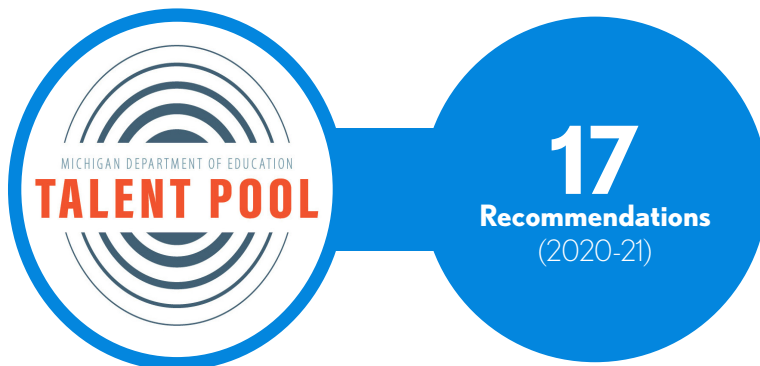
Shannon Houtrouw

Kalamazoo Area Mathematics and Science Center
Kalamazoo Public Schools



Talent Pool

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



Education Support Staff Professional of the Year Award

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

In 2020, there were 2 awardees named the Education Support Professional of the Year. Dawn Hendges, a Food & Nutrition Service Worker from Parma Elementary, and Holly Holm, an Administrative Assistant from the Crawford Oscoda Ogemaw Roscommon Intermediate School District.

In 2021, Carla Whitsett, a paraeducator at Achieving College and Career Education High School (ACEE) at Ypsilanti Community Schools, was named the Education Support Staff Professional of the Year. (For a breakdown of nominations by demographic categories, see appendix pages 51-52.)

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



#proudMeducator

#proudMeducator is a Michigan Department of Education initiative that aims to acknowledge, elevate, and celebrate the work of great educators in Michigan. The multi-media campaign focuses on creating videos that highlight educators and programs across the state. Learn more at

<http://Michigan.gov/proudMeducator>.



3
Videos

4,340
Views on YouTube
(2020-21)

#proudMeducator   

Educators with a Military Background

In 2020-21, 1,654 individuals reported in the state's certification system that they had a military background and were employed with a Michigan K-12 school.

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



Permits, Authorizations, and Special Education Approvals

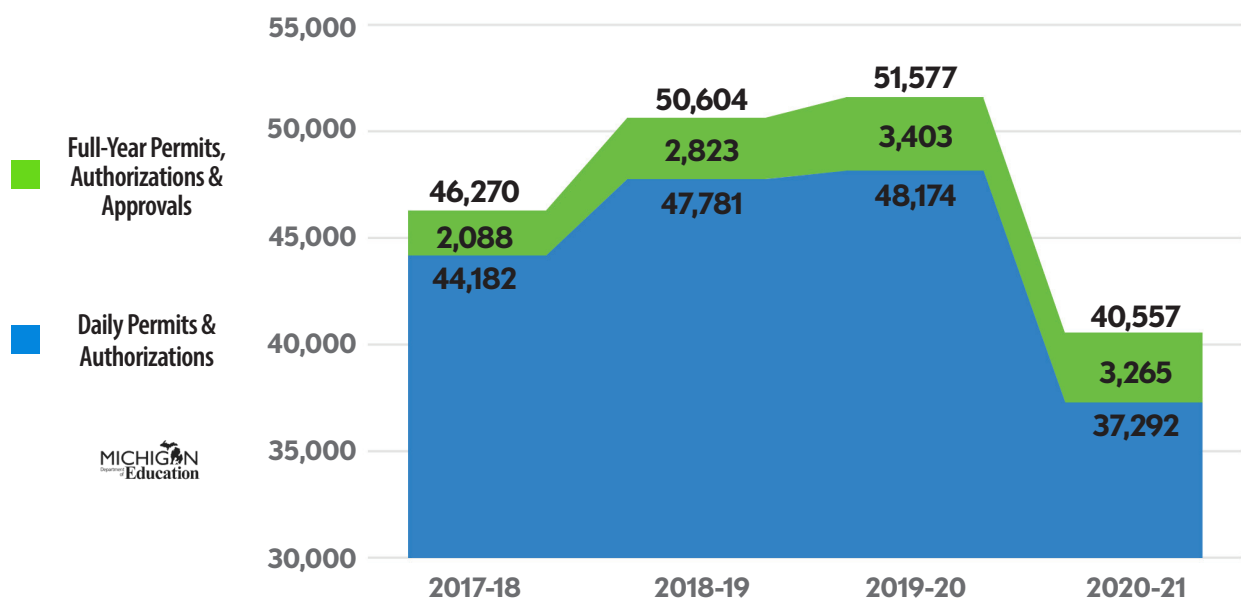
MDE has partnered with districts to create a variety of solutions to support Grow-Your-Own programs, career changers moving into the profession, and business and industry professionals serving in schools. Permits, career authorizations, and special education approvals are examples of these solutions,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

A school or district must obtain a permit, career authorization, or special education approval to place a non-certified individual or teacher without the appropriate endorsement in a teaching assignment. Effective with the 2018-19 academic year, administrators employed with the responsibility to administer instructional programs are required to hold a valid School Administrator Certificate or be placed under an administrator permit. Information on Michigan's staffing options can be found on MDE's [Educator Placement and Flexibilities](#) and by using the links below:

- [Career and Technical Education \(CTE\)](#)
- [Grow-Your-Own](#)
- [Daily Substitute Permit as a Transition Plan](#)
- [Special Education Approvals](#)
- [School Administrator Permits](#)

Teachers

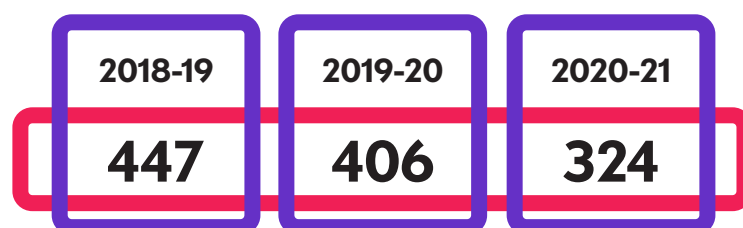
The graphic below depicts the number of daily and full-year permits, career authorizations, and special education approvals issued in the 2017-18, 2018-19, 2019-20, and 2020-21 academic years. (For additional details, see appendix pages 60-66.)



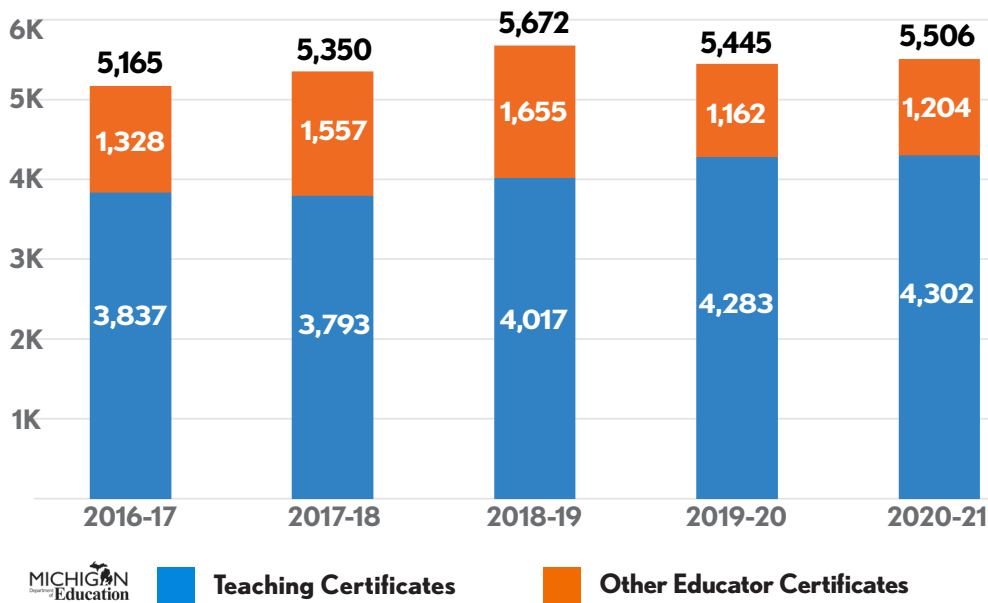
NOTE: Full-year permits include the full-year basic, full-year shortage, and expert.

Administrators

The graphic to the right depicts the number of administrator permits issued since development in the 2018-19 academic year. (For additional details, see appendix page 61.)



Initial Certificates



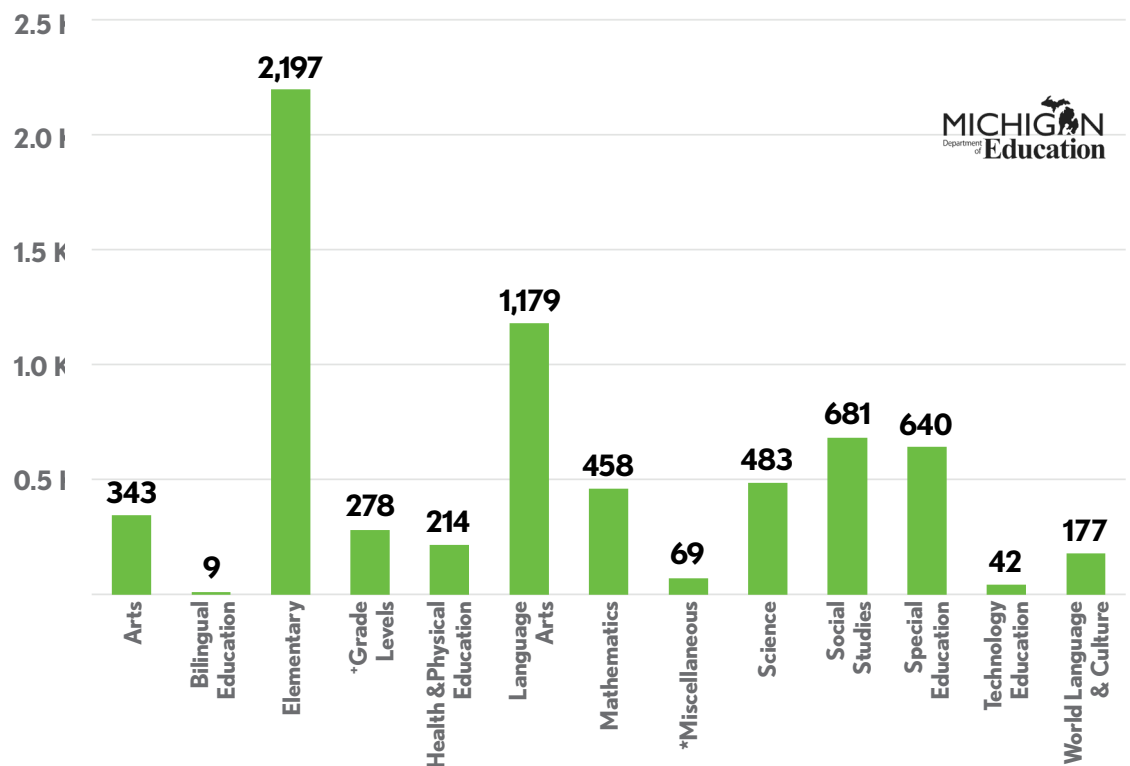
The chart to the left shows the total number of initial certificates issued between July 2016 and June 2021, broken down by teaching certificates and other educator certificates (school administrator, school psychologist, school counselor, and school nurse). (For additional details, see appendix pages 69-74.)

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

Initial Teaching Endorsements

By Subject Areas

The graph to the right shows the number of initial teaching endorsements granted during the 2020-21 academic year grouped by subject area. (For additional details, see appendix pages 75-77.)

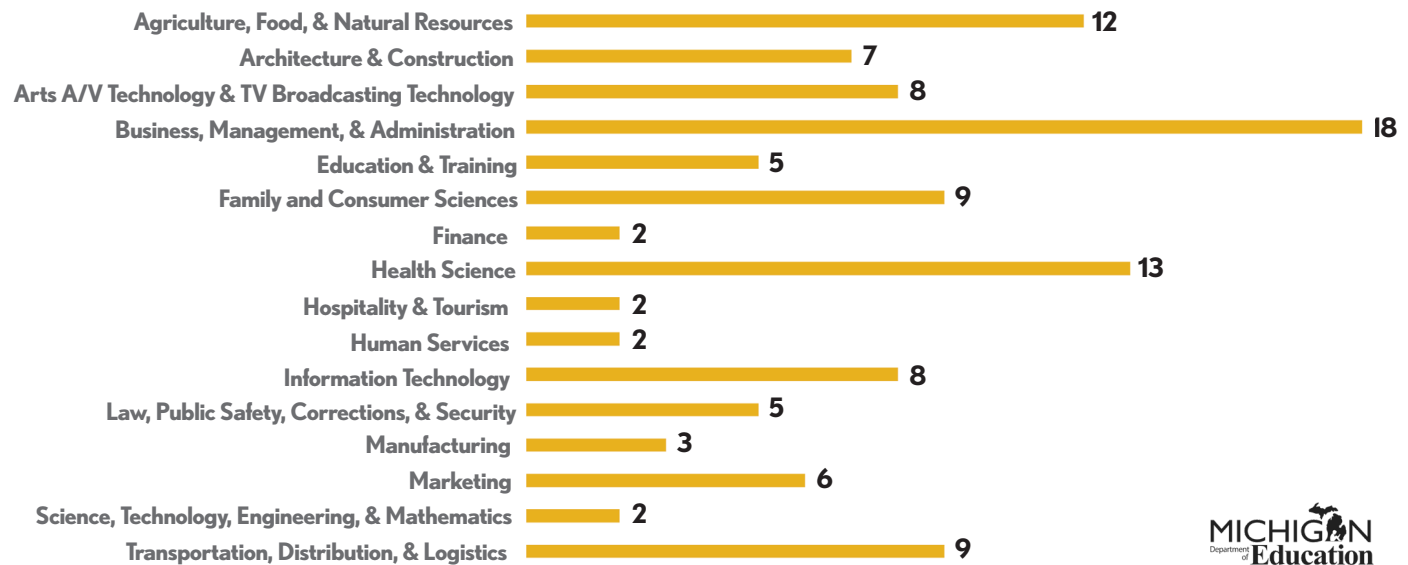


*"Grade levels" includes individuals who expanded their certificate by a grade range, such as middle level or PK.

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

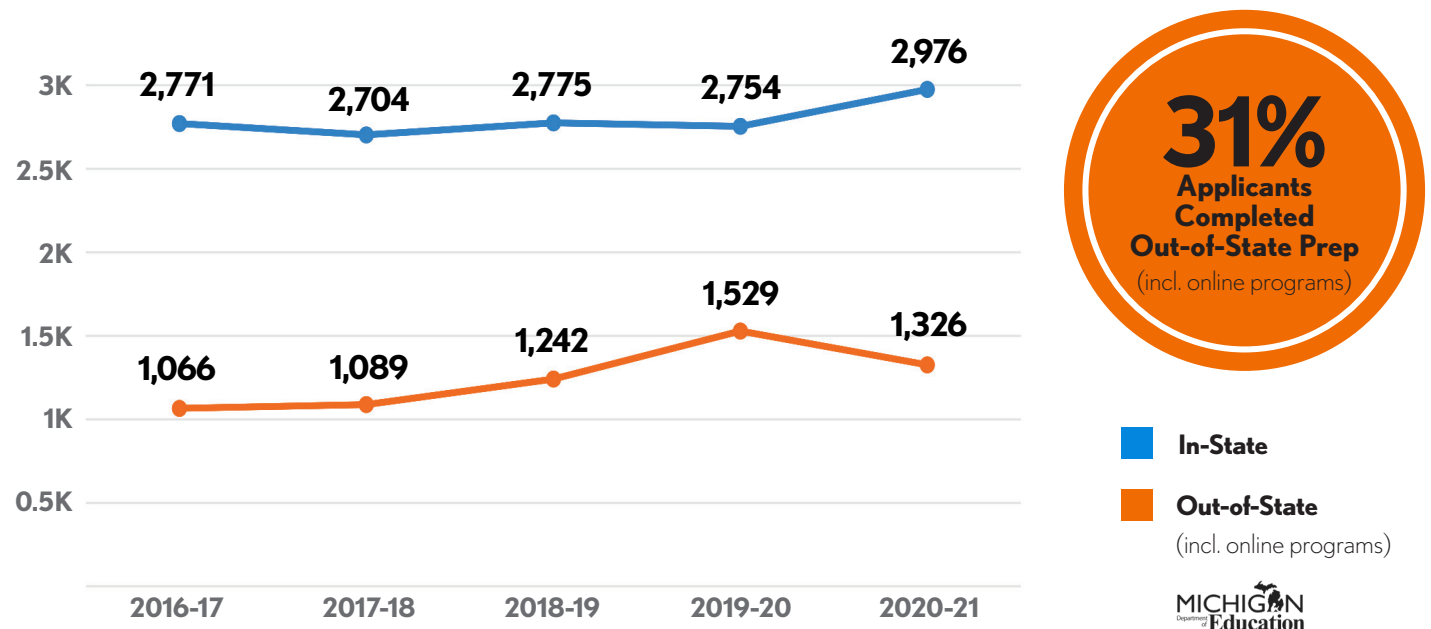
By Career Clusters

The graph below shows the number of initial Career and Technical Education (CTE) teaching endorsements granted during the 2020-21 academic year grouped by career cluster. (For additional details, see appendix pages 78-79.)



In- vs. Out-of-State Certification

The visuals below represent the number of initial teaching certificates issued for educators who completed an in-state program and for those who completed an out-of-state program between the 2016-17 and 2020-21 academic years. Michigan law and rules require individuals to complete a state approved educator preparation program in order to qualify for a Michigan teaching certificate. Michigan has signed an Interstate Compact Agreement with a multitude of states and Canadian provinces (<https://nasdtec.net/page/Interstate>) agreeing to accept state-approved educator preparation programs (including out-of-state online programs available to Michigan residents) and teaching certificates on a reciprocal basis for initial certification contingent on the candidate's ability to meet Michigan's legislative requirements. An applicant who has completed a state-approved educator preparation program, including student teaching, outside of Michigan can apply to be evaluated for certification.



Teacher Preparation Enrollment

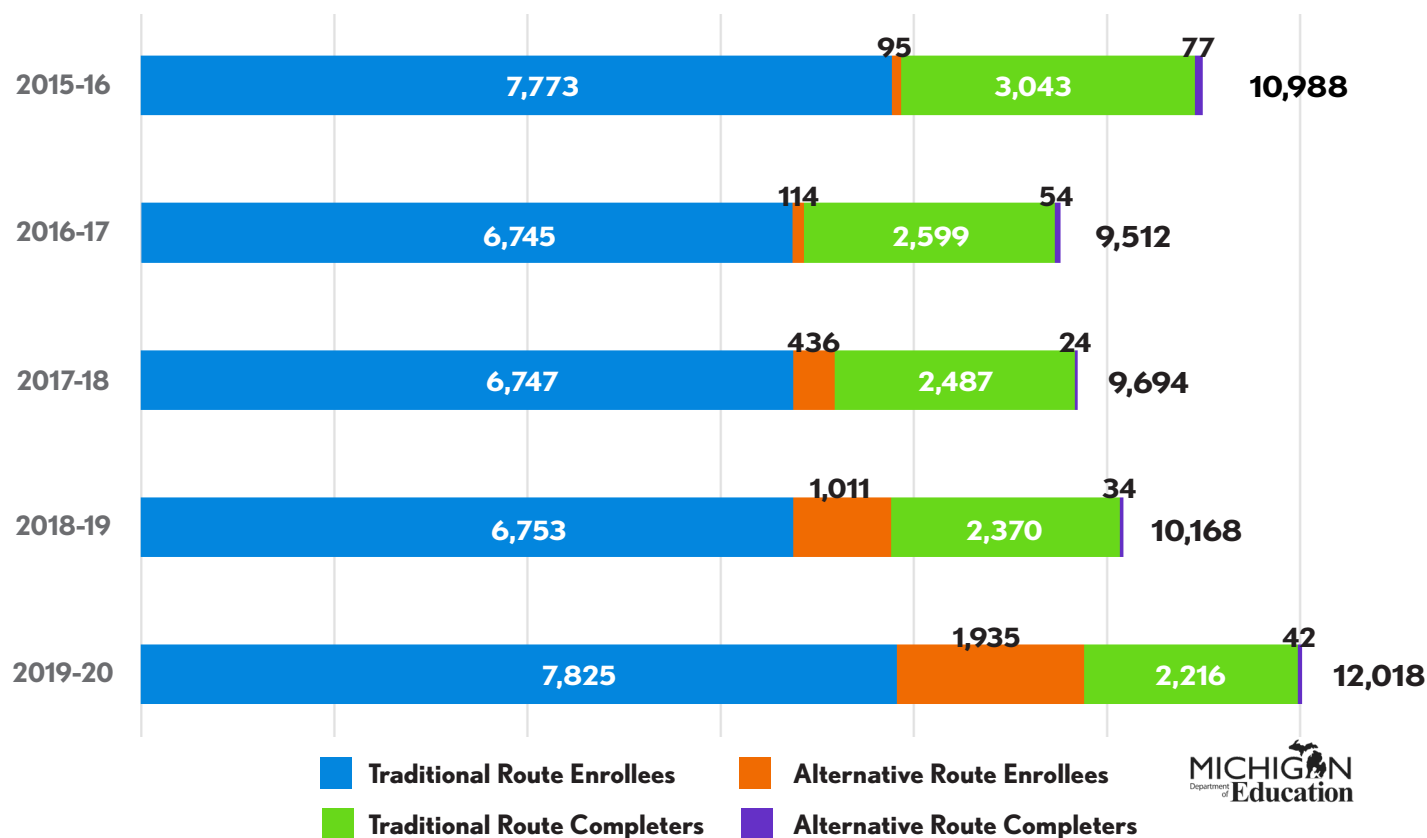
Michigan law and administrative rules for teacher certification require all individuals to complete an approved program (e.g., math, elementary) from a preparation provider in order to become a licensed teacher. Currently, there are two different types of teacher preparation pathways to completing a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

Due to changes in reporting procedures by the U.S. Department of Education, adjustments have been made to the data collection in order to display yearly comparisons.

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

NOTE: In prior years, enrollment and completer counts were mutually exclusive categories that needed to be added together for overall enrollment; as of the 2020 collection, the reported overall enrollment includes completers.

Enrollment Status by Pathway



SOURCE: At the time of publishing this report, 2019-20 is the most recently reported [Title II data](#).

Demographics by Enrollment Status & Pathway

The tables below summarize the gender and racial/ethnic information of individuals who were actively enrolled in or completed a Michigan preparation program in 2019-20, the most recently reported academic year.

Gender	Traditional		Alternative	
	Enrollees	Completers	Enrollees	Completers
Male	1,763	474	675	12
Female	6,058	1,742	1,257	30
Other	1	0	1	0
Not Reported	3	0	2	0

Race/Ethnicity	Traditional		Alternative	
	Enrollees	Completers	Enrollees	Completers
American Indian or Alaskan Native	11	5	3	1
Asian	130	45	23	0
Black or African American	384	59	244	8
Hispanic or Latino	371	84	64	2
Native Hawaiian or Pacific Islander	7	0	0	0
White	6,418	1,933	947	30
Multiracial	215	36	23	1
Not Reported	289	54	631	0

Active Preparation Providers

**Teacher
Leader**

7

**Alternative
Route**

Teacher **10**

School
Administrator **3**

**Traditional
Route**

Teacher **28**

School
Administrator **18**

School
Counselor **9**

School
Psychologist **6**

School
Social Worker **9**

The graphics in this section display the number of active providers as of June 30, 2021. For additional information about active providers, visit: <https://bitly/2W72nnX>.



New Preparation Providers

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

During the 2020-21 academic year, two new alternative route preparation providers, On the Rise Academy and New Paradigm for Education, were approved to prepare teachers in Michigan. There were no new providers of educator preparation programming for the five other non-teacher certifications.

**Alternative
Route**

Teacher **2**



Closed Preparation Providers

10 } 2016-17 = 1 (Alternative Route)
2017-18 = 2 (Alternative Route)
2018-19 = 3 (2-Traditional Route & 1-School Administrator)
2019-20 = 2 (1-Traditional Route & 1-Teacher Leader)
2020-21 = 2 (1-Traditional Route & 1-Teacher Leader)

During the 2020-21 academic year, one traditional route educator preparation provider, Baker College, and one teacher leader program, Madonna University, closed resulting in ten closures in the past five academic years.

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 will host its first accreditation site visit in 2022. Michigan alternative route providers are beginning to undergo the national accreditation process.

97%
Traditional Routes Accredited
(2020-21)

Expedited Educator Prep Programs

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



Library/Media:

Wayne State University

Secondary Subject Areas:

Concordia University – Ann Arbor

Residency Programs:

Aquinas College

Concordia University – Ann Arbor

Grand Valley State University

Northern Michigan University

Saginaw Valley State University

Spring Arbor University

Wayne State University

Western Michigan University

Special Education:

Eastern Michigan University

Oakland University

World Languages:

Eastern Michigan University

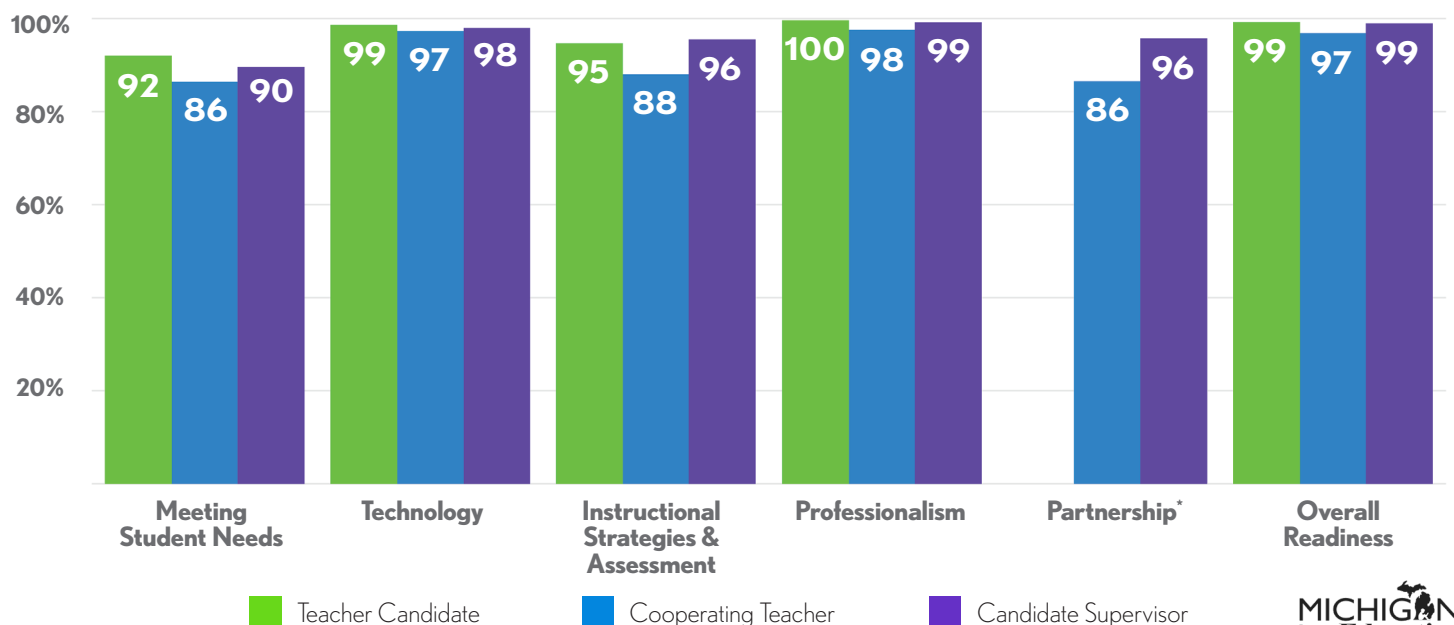
Michigan State University

Western Michigan University

EPPs operating on a residency model integrate teacher preparation with the PK-12 system by marrying rigorous academic training and intensive clinical practice to better prepare teachers to impact student learning from day one. Teacher candidates work with mentor teachers and benefit from consistent coaching, mentoring, and feedback about their practice. With a valid substitute permit, residents either serve as the teacher of record for a classroom or co-teach with a mentor teacher while taking coursework to qualify for a Michigan Standard Teaching Certificate.

Statewide Preparation Satisfaction

Each year, MDE gathers perception data on educator preparation through surveys of 1) the teacher candidates as they near program completion, 2) their candidate supervisors within their preparation program, and 3) the cooperating teachers with whom the candidates were placed during their student teaching internship. The surveys examine how well educator preparation providers prepare their students across several key categories and assist both MDE and providers in identifying areas of focus for continuous improvement. The information below shows the statewide results of the surveys for 2020-21 within each category, as well as overall satisfaction. (For item level performance across the surveys, see appendix pages 56-59.)



* Questions within the Partnership Strength category were only asked of Cooperating Teachers and Candidate Supervisors.

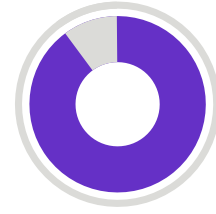
Teacher Candidate Specific Categories

The following graphic displays the percent of positive responses for three categories of questions asked in only the teacher candidate survey. (For item level performance across the surveys, see appendix pages 56-59.)

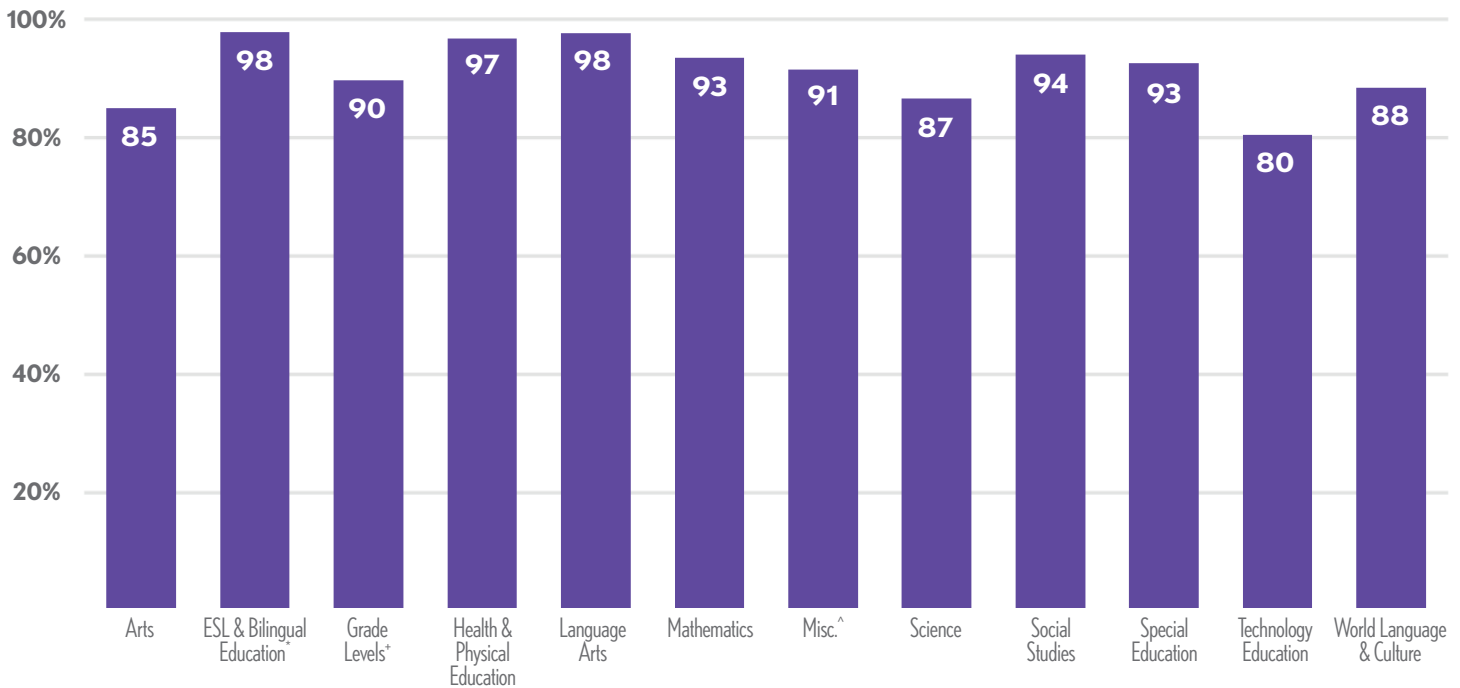


Michigan Tests for Teacher Certification

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 performance by specific content area tests, see appendix pages 53-55.)



89%
**Overall MTTC
passing rate**
(2018-19, 2019-20, & 2020-21)



NOTE: The reporting timeframe for MTTC testing results is August 1, 2018 – July 31, 2021.



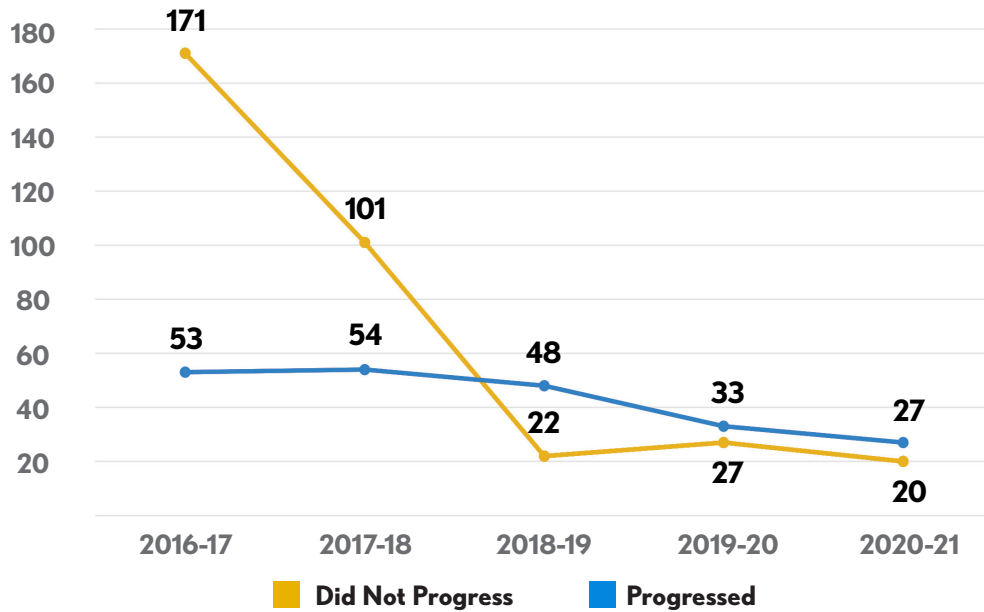
* ESL: English as a Second Language.

* Grade Levels 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.

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

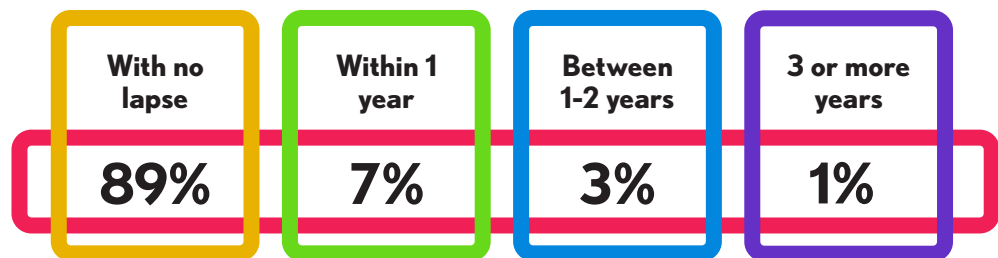
Interim to Standard Progression

Interim Teaching Certificates (ITCs) are issued to candidates who enroll in an alternative route program. ITCs are valid for five years, are not renewable, and require candidates to complete at least three years of satisfactory teaching before they may progress to the Standard Teaching Certificate. The graph below shows how many candidates with ITCs progressed to a Standard Teaching Certificate in each of the past five years. Individuals with ITCs that expired in a given academic year were sorted into two categories: those who progressed to Standard Teaching Certificate and those who did not progress to a Standard Teaching Certificate. (For additional details, see appendix page 55.)



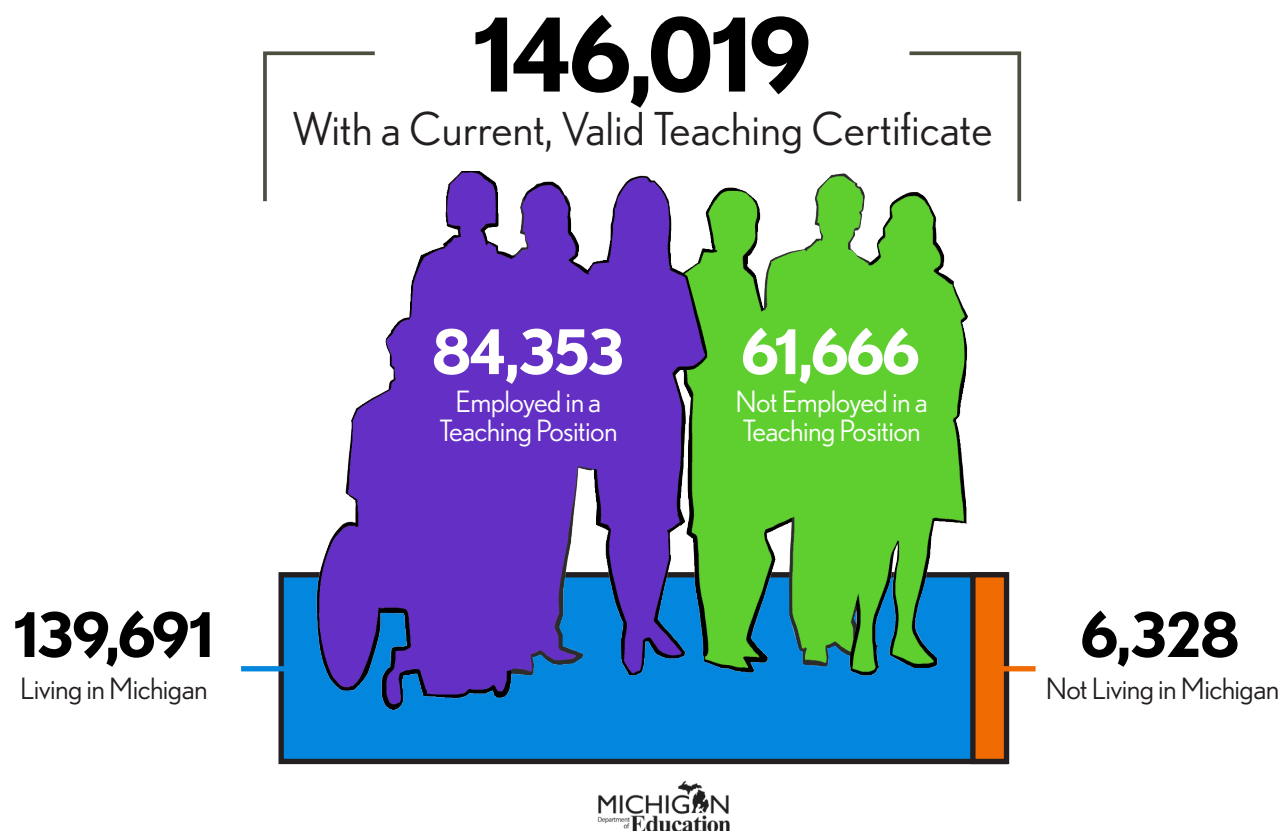
Time to Progress

The visual to the right examines several cohorts of educators and the timeline in which they progressed to the Standard Teaching Certificate.



Teaching Certificates

The graphic below outlines the number of individuals who hold a valid teaching certificate as of October 2021. To understand Michigan's available pool of educators, educator certification data was reviewed to determine whether they reside within Michigan and whether they were employed as teachers in the most recent Registry of Educational Personnel (REP) data collection. (For additional details, see appendix page 80.)



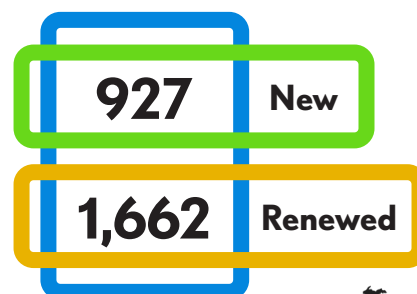
NOTE: includes individuals holding a valid teaching certificate with an issue date on or after January 1, 1981 and are less than the age of 70.

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

Newly Issued School Administrator Certificates

Individuals employed as superintendents, principals, assistant principals, and other 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 School Administrator Certificate can be renewed every five years by completing the Education-Related Professional Learning set forth in the School Administrator Certification Code.

The graphic to the right shows the number of newly issued School Administrator Certificates and the number of renewals approved during the 2020-21 academic year. (For additional details, see appendix page 95.)



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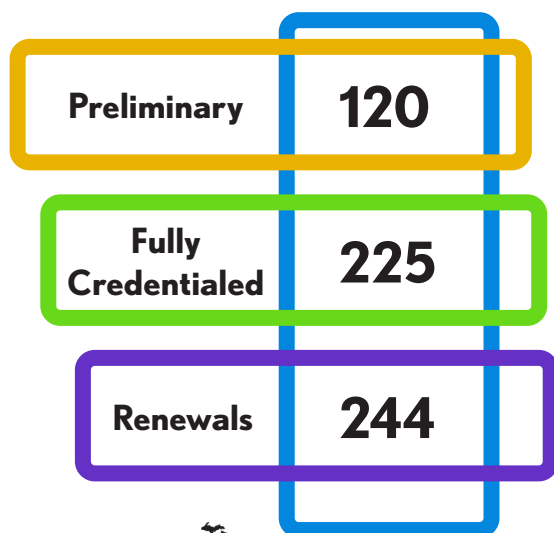
Newly Issued School Social Worker Approvals

An individual holding a masters level social work license issued by the Department of Licensing and Regulatory Affairs may be eligible for a School Social Worker Approval. A temporary approval is granted after meeting MDE's school social worker credential requirements. The individual must then obtain at least one year of experience working under the direction of a fully approved school social worker to be eligible for a full approval. If the individual is unable to work with a fully approved school social worker, the continuing temporary approval is available, allowing the individual to complete requirements needed for a full School Social Worker Approval. More information and MDE guidance can be found at <http://bit.ly/2KyHJqS>.

The graphic to the right shows the number of individuals who were issued a school social worker credential in the 2020-21 academic year. (For additional details, see appendix page 95.)



Newly Issued School Psychologist Certificates



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

The graphic to the left shows the number of individuals who were issued a School Psychologist Certificate during the 2020-21 academic year. (For additional details, see appendix page 95.)

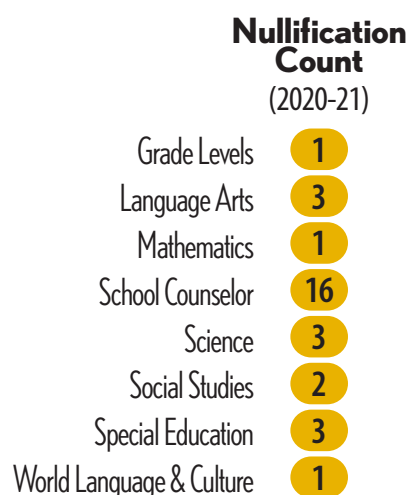
Newly Issued School Counselor Credentials

The graphic to the right shows the number of school counselor credentials issued during the 2020-21 academic year – a total of 229. The most advanced school counselor credential is the School Counselor License. In some cases, applicants enrolled in an approved school counselor program may be eligible to begin work using the Preliminary School Counselor Credential after completing the in-state institutional requirements and being recommended for the credential by a school counselor preparation provider. Additionally, out-of-state applicants may be eligible to begin work as a school counselor using the Temporary School Counselor License after being evaluated by MDE. Educators with the School Counselor (NT) endorsement on a Michigan teaching certificate are also fully credentialed and eligible to be assigned to serve in the dual capacity as a teacher of record and as a school counselor. Click here for more [information and MDE guidance](#). (For additional details, see appendix page 95.)

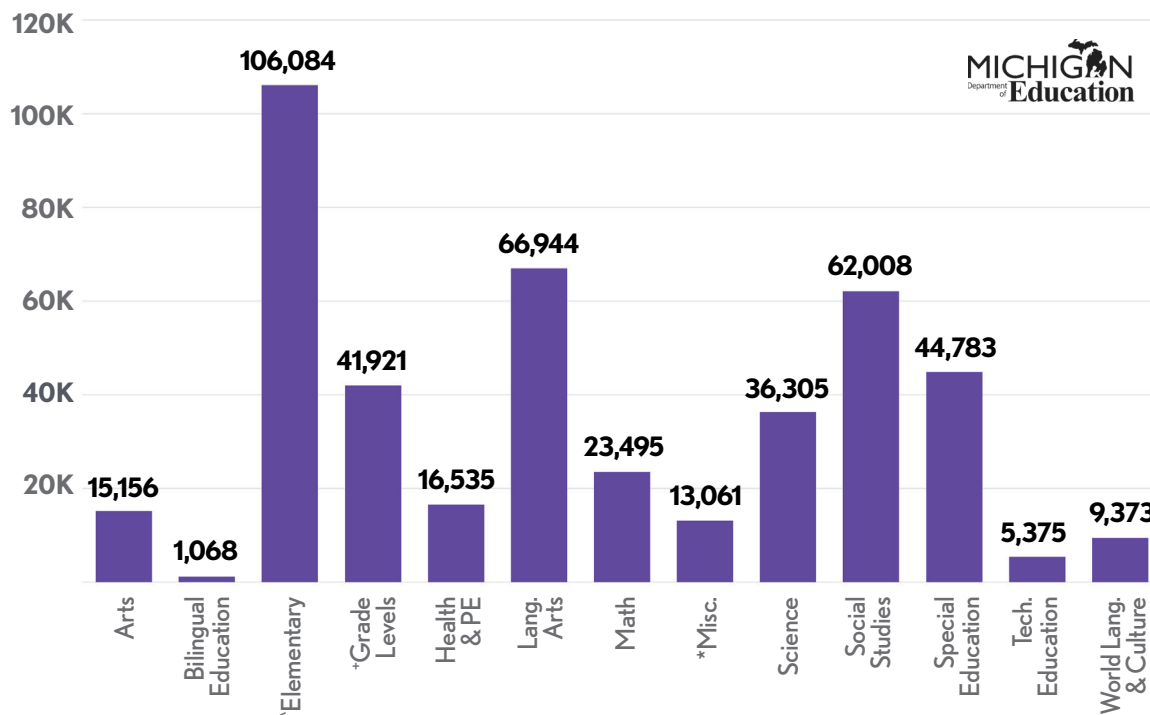


Endorsement Nullifications

Educators may elect to nullify (remove) their endorsement(s) from their certificate based on a process established in Michigan law. A nullification may be granted if the endorsement or grade level certification has not been used for 12 or more years. An endorsement on a teaching certificate or a grade level certification that has been nullified cannot be reinstated, reissued, or renewed. More information and MDE guidance can be found at <https://bit.ly/2Wo9rN9>. (For additional details, see appendix pages 105-107.)



General Teaching Endorsements



442,108

Total Valid General Teaching Endorsements
(2020-21)

The graph to the left shows the total number of valid teaching endorsements grouped by subject area for the 2020-21 academic year.
(For additional details, see appendix pages 87-90)

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

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

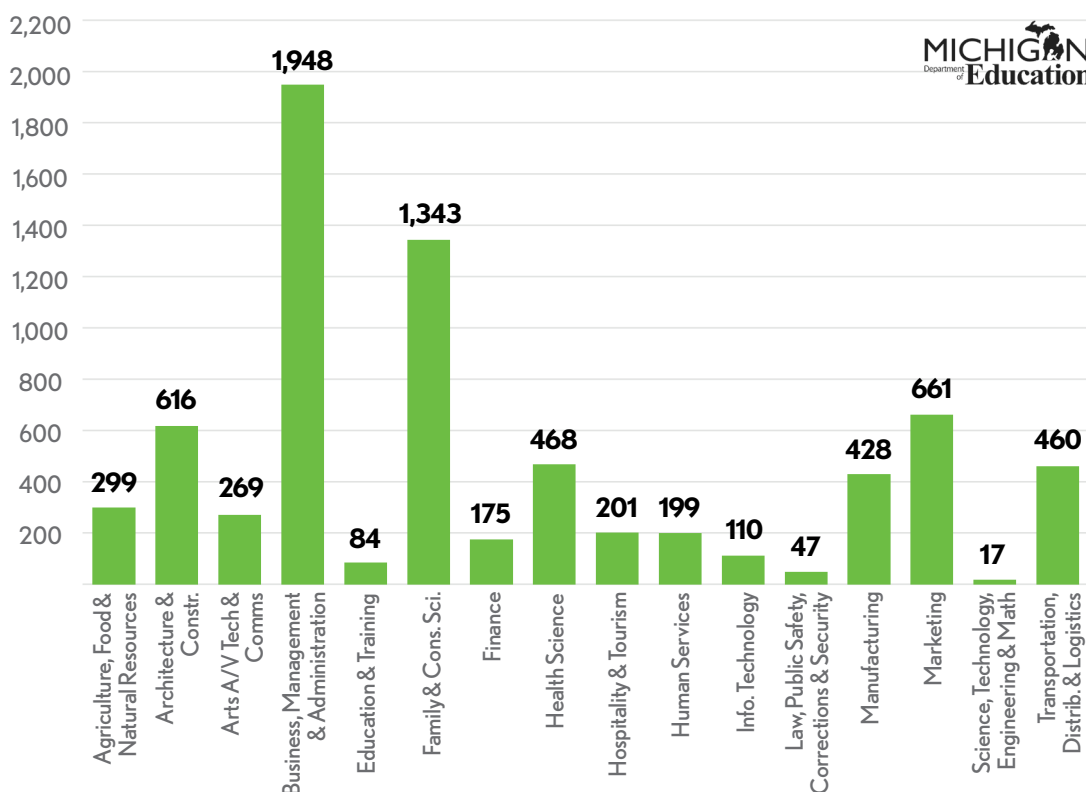
*See the glossary for a full list of miscellaneous endorsements.

CTE Teaching Endorsements

7,325

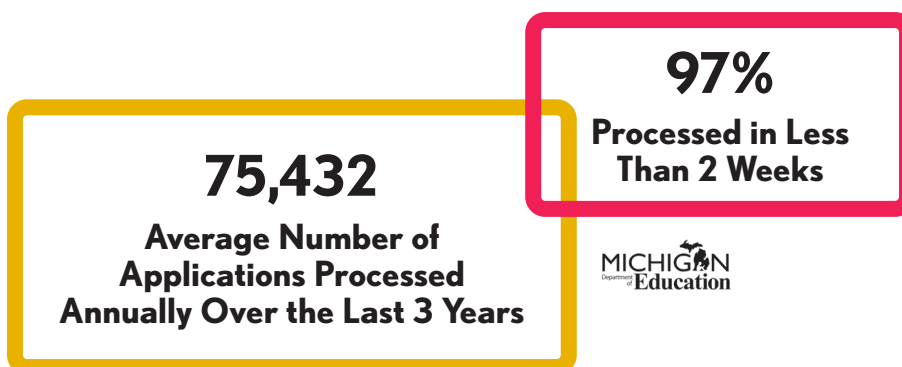
Total Valid CTE Endorsements by Career Cluster
(2020-21)

The graph to the right shows the total number of valid endorsements for CTE instruction grouped by career cluster for the 2020-21 academic year.
(For additional details, see appendix pages 90-94.)



Application Processing

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

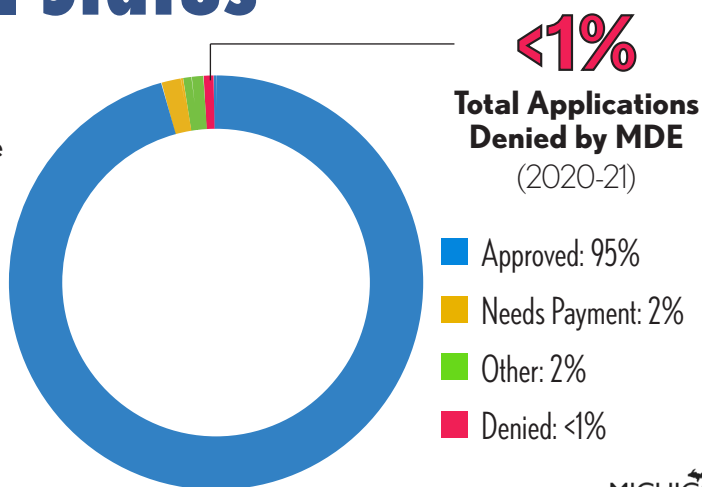


*Submitted applications are reviewed and then moved to a final status of approved, temporarily approved, canceled, denied, or withdrawn.

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 status of applications for the 2020-21 academic year.

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

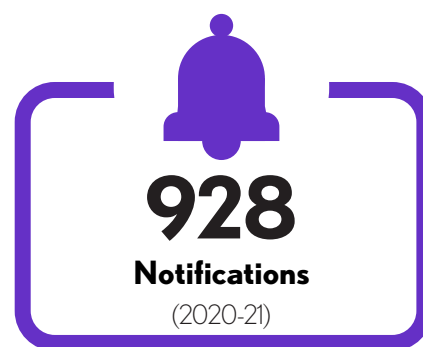


NOTE: In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

Criminal Misconduct

RAP Back Notifications

OEE receives notifications pertaining to Record of Arrest and Prosecution back (RAP Back) from the Michigan State Police (MSP) data system. OEE then notifies school districts of incidents resulting in a RAP Back involving their employed personnel. Beginning in 2018, OEE underwent an extensive review of the previous system and implemented a new, streamlined process. The graphic to the right shows the number of notifications created by OEE and sent to districts in the 2020-21 academic year.



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Actions Due to Misconduct

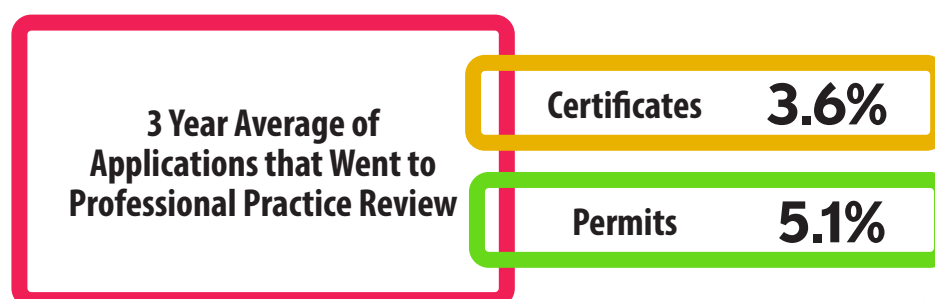
Actions such as certificate suspension or revocation or permit withdrawal occur when an individual is convicted of offenses detailed in [MCL 380.1535a](#), fail to disclose their criminal history, and/or fail to comply with a conditional agreement entered into as a result of their history. When MDE is notified of a criminal conviction of a Michigan educator, an investigation is initiated to determine whether an action should be taken against the individual's certificate. The information to the right represents the total number of certificate suspensions and revocations and the number of permit withdrawals that occurred in the 2020-21 academic year.



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Review of Applications for Criminal Misconduct

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



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Educator Credential Audits

The State School Aid Act states that a district employing an educator who is not appropriately placed with a valid Michigan credential (i.e., a certificate, permit, authorization, or approval corresponding to the assigned subject areas and grade levels) is subject to a State Aid deduction. Educator credential compliance investigations are performed when MDE receives notification that an educator may be working without a valid credential.

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.



Provisional Credentials

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2.4%

Teachers Statewide with
Provisional Credentials

6.1%

of Teachers in Schools
Identified as Low SES Hold
a Provisional Credential

0.8%

of Teachers in Schools
Identified as High SES Hold
a Provisional Credential

The federal Every Student Succeeds Act (ESSA) of 2015 requires states to report data on teachers who hold provisional credentials. Michigan interprets this as teachers employed under a permit, career authorization, or temporary special education approval. Further, this visual examines the variations between schools identified as high or low socioeconomic status (SES).

SOURCE: CEPI <https://bit.ly/3nLXM6C>.

In-Field vs. Out-of-Field Teachers

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

**Out-of-Field
Teachers**
(2020-21)

6.0%



11.0%

of Teachers in Schools
Identified as Low SES That
are Teaching Out of Field

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Education



3.9%

of Teachers in Schools
Identified as High SES That
are Teaching Out of Field

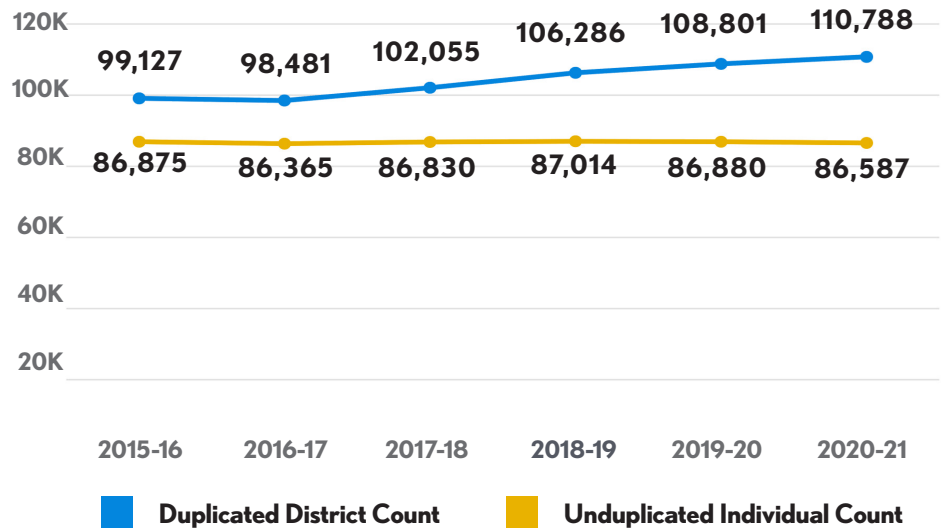
SOURCE: CEPI <https://bit.ly/3nLXM6C>.

Valid Teacher Headcount

The graphic to the right shows two views of teacher counts in Michigan.

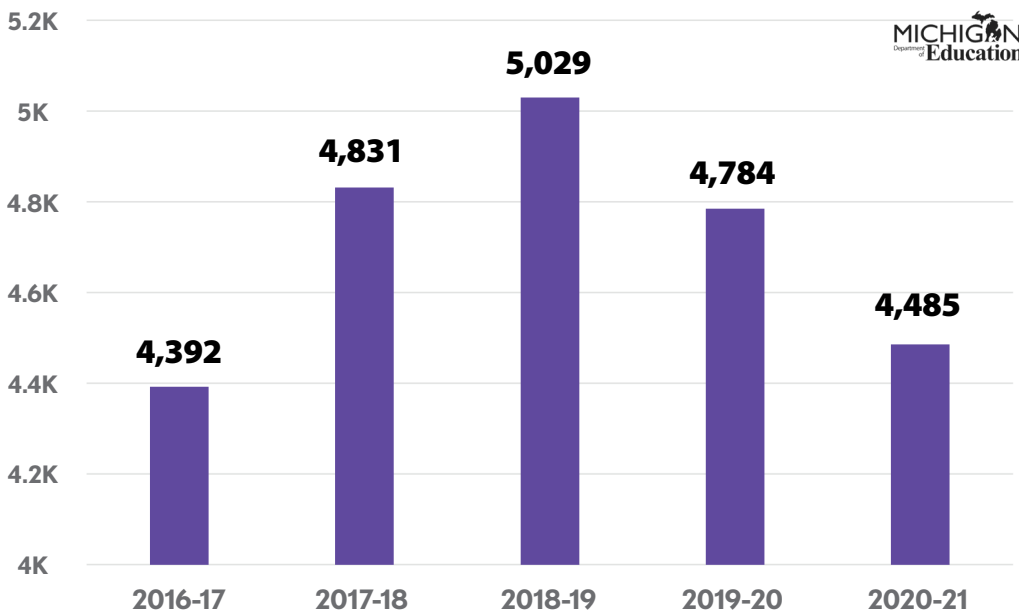
The Duplicated District Count is the total number of teachers employed by all Michigan public school districts as reported on the MI School Data website. A teacher is counted once each time a district reports them; therefore a teacher employed by multiple districts will be represented multiple times in the total.

The Unduplicated Individual Count represents the total number of unique individuals reported as a teacher in the state of Michigan. To contrast this with the Duplicated District Count, an individual is only counted once, regardless of the number of districts they are employed in. (For additional details, see appendix page 108.)



District and school level counts are available on the [MI School Data website](https://www.michigan.gov/mde/0,4570,7-153_1-123_1-127_1-129_1-130_1-132_1-133_1-134_1-135_1-136_1-137_1-138_1-139_1-140_1-141_1-142_1-143_1-144_1-145_1-146_1-147_1-148_1-149_1-150_1-151_1-152_1-153_1-154_1-155_1-156_1-157_1-158_1-159_1-160_1-161_1-162_1-163_1-164_1-165_1-166_1-167_1-168_1-169_1-170_1-171_1-172_1-173_1-174_1-175_1-176_1-177_1-178_1-179_1-180_1-181_1-182_1-183_1-184_1-185_1-186_1-187_1-188_1-189_1-190_1-191_1-192_1-193_1-194_1-195_1-196_1-197_1-198_1-199_200_201_202_203_204_205_206_207_208_209_210_211_212_213_214_215_216_217_218_219_220_221_222_223_224_225_226_227_228_229_230_231_232_233_234_235_236_237_238_239_240_241_242_243_244_245_246_247_248_249_250_251_252_253_254_255_256_257_258_259_260_261_262_263_264_265_266_267_268_269_270_271_272_273_274_275_276_277_278_279_280_281_282_283_284_285_286_287_288_289_290_291_292_293_294_295_296_297_298_299_300_301_302_303_304_305_306_307_308_309_310_311_312_313_314_315_316_317_318_319_320_321_322_323_324_325_326_327_328_329_330_331_332_333_334_335_336_337_338_339_340_341_342_343_344_345_346_347_348_349_350_351_352_353_354_355_356_357_358_359_360_361_362_363_364_365_366_367_368_369_370_371_372_373_374_375_376_377_378_379_380_381_382_383_384_385_386_387_388_389_390_391_392_393_394_395_396_397_398_399_400_401_402_403_404_405_406_407_408_409_410_411_412_413_414_415_416_417_418_419_420_421_422_423_424_425_426_427_428_429_430_431_432_433_434_435_436_437_438_439_440_441_442_443_444_445_446_447_448_449_450_451_452_453_454_455_456_457_458_459_460_461_462_463_464_465_466_467_468_469_470_471_472_473_474_475_476_477_478_479_480_481_482_483_484_485_486_487_488_489_490_491_492_493_494_495_496_497_498_499_500_501_502_503_504_505_506_507_508_509_510_511_512_513_514_515_516_517_518_519_520_521_522_523_524_525_526_527_528_529_530_531_532_533_534_535_536_537_538_539_540_541_542_543_544_545_546_547_548_549_550_551_552_553_554_555_556_557_558_559_560_561_562_563_564_565_566_567_568_569_570_571_572_573_574_575_576_577_578_579_580_581_582_583_584_585_586_587_588_589_590_591_592_593_594_595_596_597_598_599_600_601_602_603_604_605_606_607_608_609_610_611_612_613_614_615_616_617_618_619_620_621_622_623_624_625_626_627_628_629_630_631_632_633_634_635_636_637_638_639_640_641_642_643_644_645_646_647_648_649_650_651_652_653_654_655_656_657_658_659_660_661_662_663_664_665_666_667_668_669_670_671_672_673_674_675_676_677_678_679_680_681_682_683_684_685_686_687_688_689_690_691_692_693_694_695_696_697_698_699_700_701_702_703_704_705_706_707_708_709_710_711_712_713_714_715_716_717_718_719_720_721_722_723_724_725_726_727_728_729_730_731_732_733_734_735_736_737_738_739_740_741_742_743_744_745_746_747_748_749_750_751_752_753_754_755_756_757_758_759_760_761_762_763_764_765_766_767_768_769_770_771_772_773_774_775_776_777_778_779_780_781_782_783_784_785_786_787_788_789_790_791_792_793_794_795_796_797_798_799_800_801_802_803_804_805_806_807_808_809_810_811_812_813_814_815_816_817_818_819_820_821_822_823_824_825_826_827_828_829_830_831_832_833_834_835_836_837_838_839_840_841_842_843_844_845_846_847_848_849_850_851_852_853_854_855_856_857_858_859_860_861_862_863_864_865_866_867_868_869_870_871_872_873_874_875_876_877_878_879_880_881_882_883_884_885_886_887_888_889_890_891_892_893_894_895_896_897_898_899_900_901_902_903_904_905_906_907_908_909_910_911_912_913_914_915_916_917_918_919_920_921_922_923_924_925_926_927_928_929_930_931_932_933_934_935_936_937_938_939_940_941_942_943_944_945_946_947_948_949_950_951_952_953_954_955_956_957_958_959_960_961_962_963_964_965_966_967_968_969_970_971_972_973_974_975_976_977_978_979_980_981_982_983_984_985_986_987_988_989_990_991_992_993_994_995_996_997_998_999_1000).

First Year Teachers



4,485
Teachers Newly
Reported in REP
(2020-21)

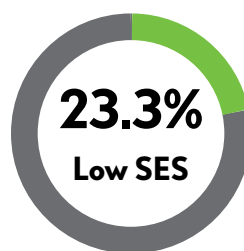
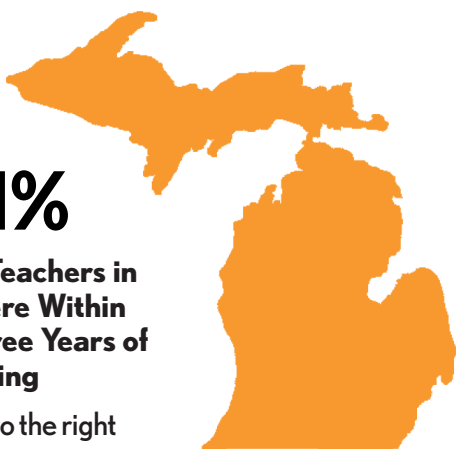
The number of first year teachers was determined by counting the individuals in the Registry of Educational Personnel (REP) assigned to a public school in a teaching assignment for the first time since the 2003-04 academic year. (For information on time between certification and first year of teaching, see appendix page 117.)

Early Career Teachers

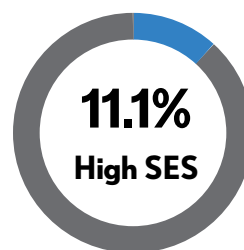
15.1%

of Michigan Teachers in 2020-21 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 2020-21 academic year, cross-referenced with socioeconomic status (SES) of the student population at the school where they were employed.



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



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



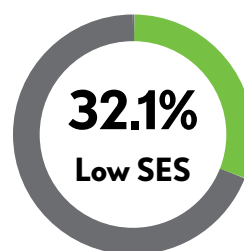
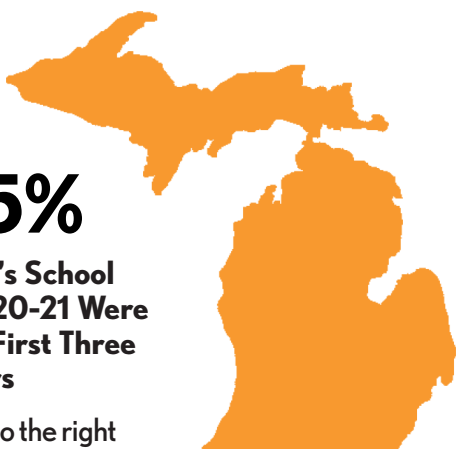
SOURCE: CEPI <https://bit.ly/3nLXM6C>.

Early Career School Leader

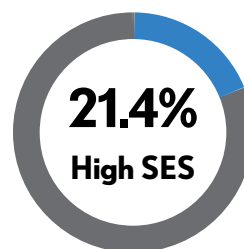
25.5%

of Michigan's School Leaders in 2020-21 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 2020-21 academic year, cross-referenced with socioeconomic status (SES) of the student population at the school where they were employed.



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



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



SOURCE: CEPI <https://bit.ly/3nLXM6C>.

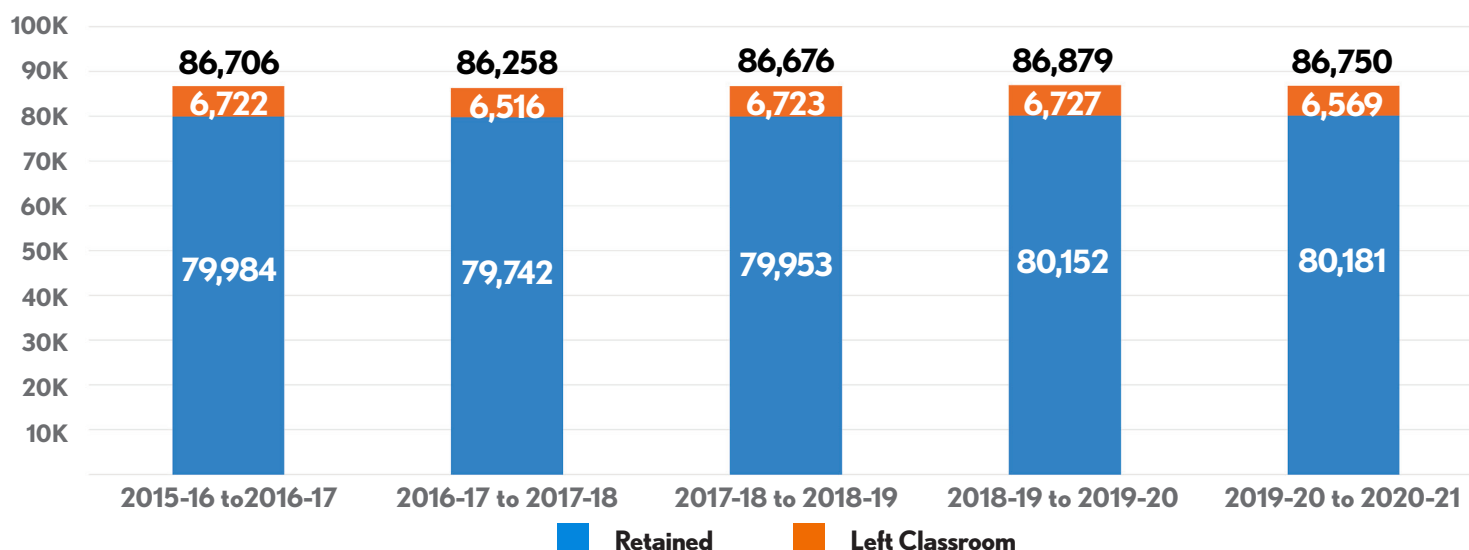
Statewide Teacher Retention

The data below identifies individuals employed as teachers in a given academic year and examines whether those teachers remained in a teaching position in any public school district in the state of Michigan ("Retained") the next year or not ("Left Classroom"). The call out to the right displays the 5-year average of turnover and mobility (teachers moving school districts between the two academic years). (For details pertaining to teacher demographics and district characteristics by retention status, see appendix pages 111-112, 116.)

Over Last 5 Years
Approximately:

7.7%
Leave

3.5%
Move Districts



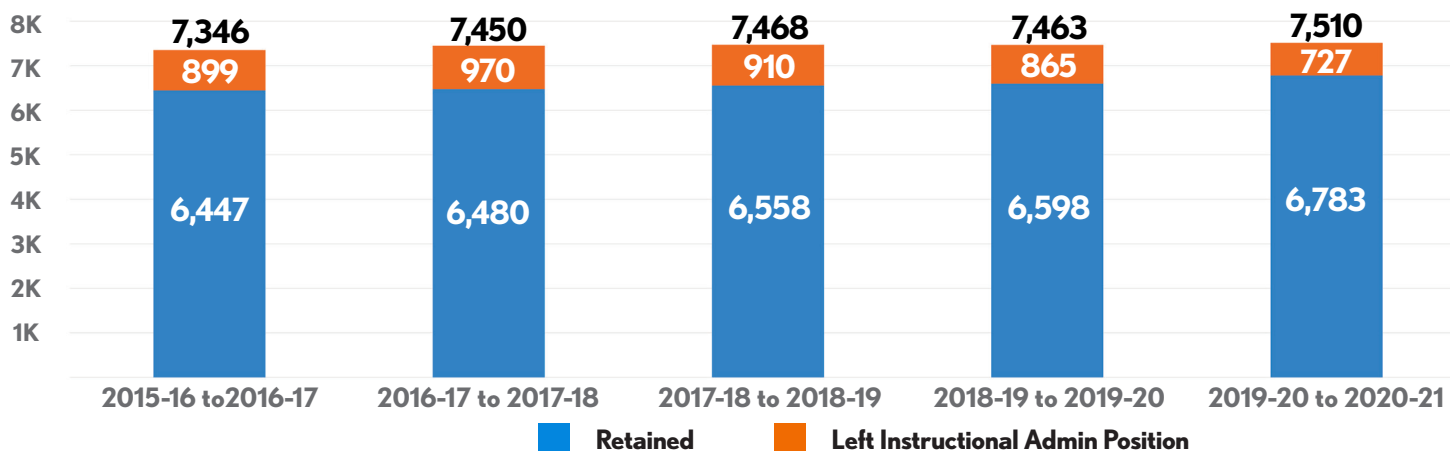
Statewide Administrator Retention

The data below identifies individuals employed as instructional administrators in a given academic year and examines whether those administrators remained in an instructional administering position in any public school district in the state of Michigan ("Retained") the next year or not ("Left Instructional Admin Position"). The call out to the right displays the 5-year average of turnover and mobility (administrators moving school districts between the two academic years). (For details pertaining to administrator demographics and district characteristics by retention, see appendix pages 113-116.)

Over Last 5 Years
Approximately:

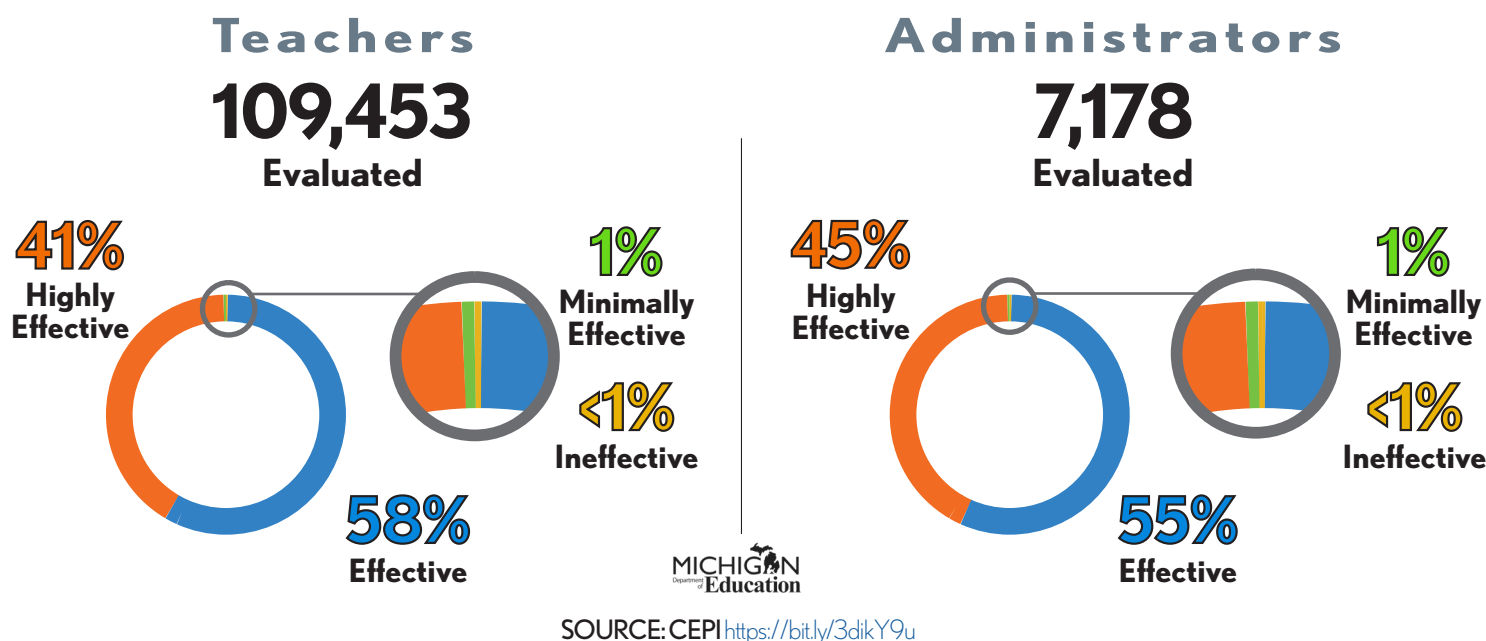
11.7%
Leave

3.2%
Move Districts



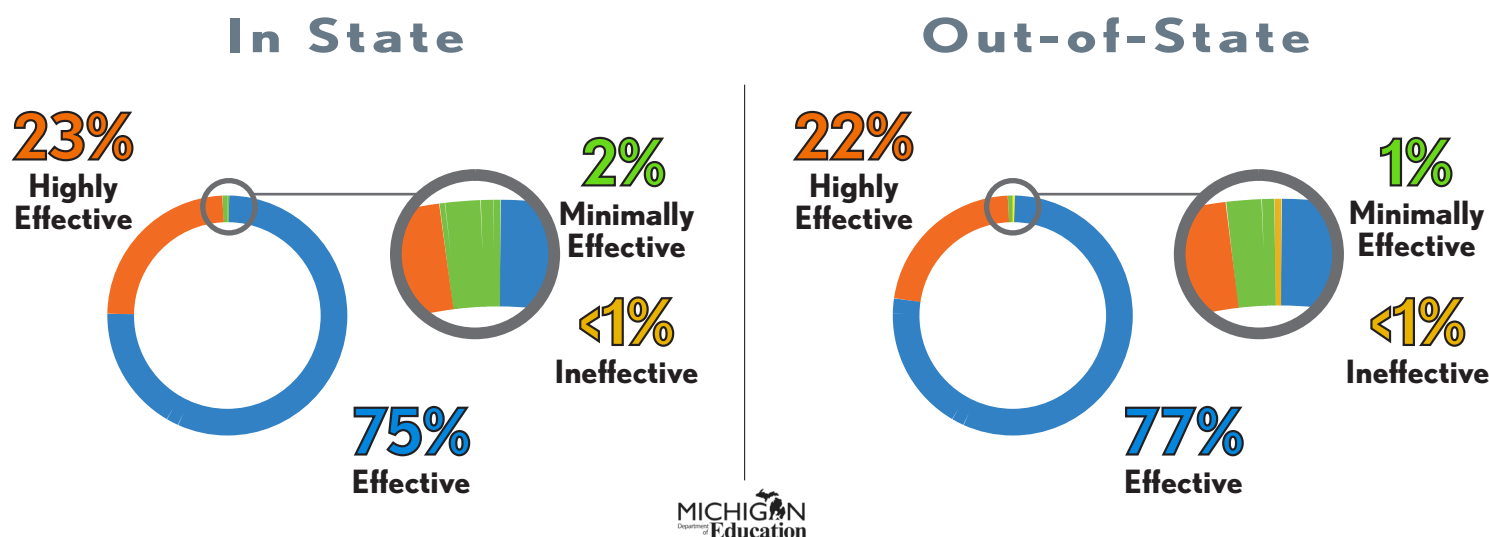
Educator Effectiveness

The visuals below reflect the most currently reported data representative of the 2020-21 academic year for teachers and administrators.



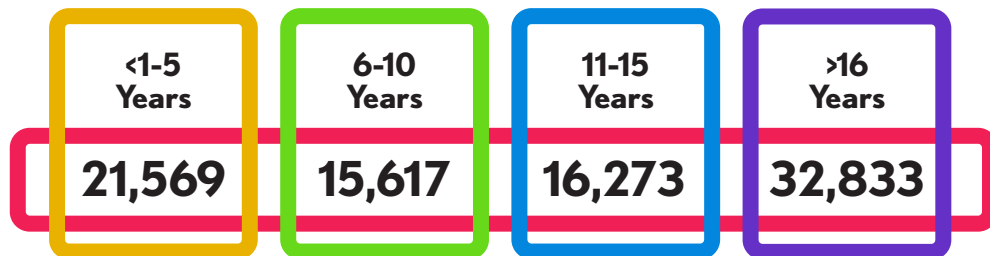
New Teacher Effectiveness

The visual below displays educator effectiveness ratings for those in their first three years of teaching in Michigan public schools. Those identified as in state were prepared by an approved Michigan educator preparation provider. Those identified as out-of-state were approved for certification by a program in another state and may have transferred licensures in with previous experience. (For details pertaining to years of teaching, see appendix page 117.)



Teacher Experience

The data to the right shows the years of experience of teachers who have been employed in a public school, as reported in REP as of fall 2020.



MICHIGAN
Department of
Education

Administrator Experience

The data to the right shows the years of experience of instructional administrators who have been employed in a public school, as reported in REP as of fall 2020.



MICHIGAN
Department of
Education

Future Proud Michigan Educators

Using Permits to Transition into Teaching

As part of the Future Proud Michigan Educators (Future PME) initiative, the substitute teaching permit system is one of the established Grow Your Own (GYO) pathways to address shortages. Districts provide supports to individuals who teach under a substitute Full Year Permit (FYP) for up to four years while completing a preparation program to become a fully certified teacher or add an additional endorsement to an existing teaching certificate. The graphic below displays the number of individuals for whom districts initiate this pathway and the success rate for those who progress into receiving either an initial certificate or additional endorsement by the 2020-21 academic year. Note, these numbers may change in subsequent years as more of those who were issued FYPs in prior years progress to an initial certificate or additional endorsement.



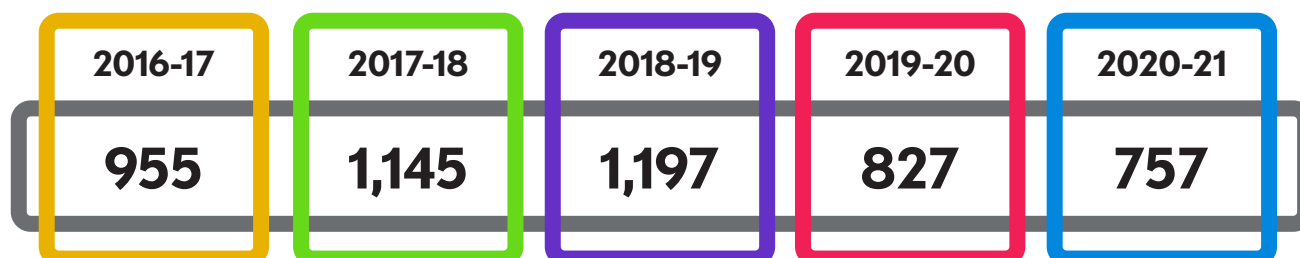
**Future Proud
Michigan
Educator**

	# FYP Issued	Success Rate of GYO
2017-18	1,278	288 (22%)
2018-19	1,390	259 (18%)
2019-20	1,637	198 (12%)
2020-21	1,267	129 (10%)

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Education

Teachers Who Earned Administrator Certification

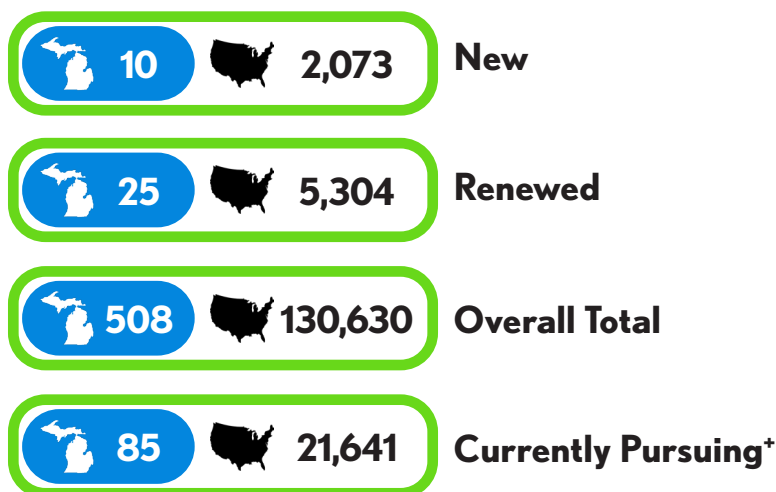
The graphic below displays the number of school administrator certificates that were issued in each academic year to individuals who currently hold, or previously held, a Michigan teaching certificate.



MICHIGAN
Department of
Education

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 both Michigan and across the country.*



Top Districts – By Total Certified

Detroit Public Schools Community District – 133
Rochester Community School District – 25
Kalamazoo Public Schools – 15
Novi Community School District – 13
Bureau of Indian Education – 9
Lansing Public School District – 9

Top Districts – By Total Candidates⁺

Detroit Public Schools Community District – 10
Lansing Public School District – 5
Haslett Public Schools – 5
Novi Community School District – 4
Rochester Community School District – 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 January 24, 2022.

*All National Board candidates in progress and all first-time applicants who have paid the registration fee in the current assessment cycle as of January 24, 2022.

Reading Diagnostic Coursework

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



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

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

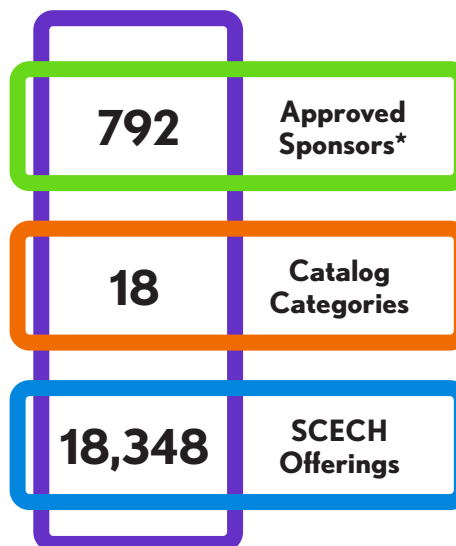
- Candidates often wait until they are in the process of renewing their certificate to update their coursework information within MOECS
- Additional course options are retroactively approved on occasion upon review of coursework completed by teachers for alignment to legislative requirements

SCECH Sponsors and Opportunities

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

Number of SCECH Opportunities by Category

37	Advanced Placement/Gifted & Talented
29	Alternative Education
129	Business Education
91	Career & Technical Education (CTE)/Vocational
3,060	District Provided Professional Development
1,495	English Language Arts
146	Fine Arts
1,802	Grade-Level Focused
314	Health/Physical Education
5,395	Instruction Strategies & Management
723	Math
566	School Counseling
385	Science
362	Social Studies
1,160	Special Education
174	Student/Career Services
2,102	Technology/Media
378	World Languages



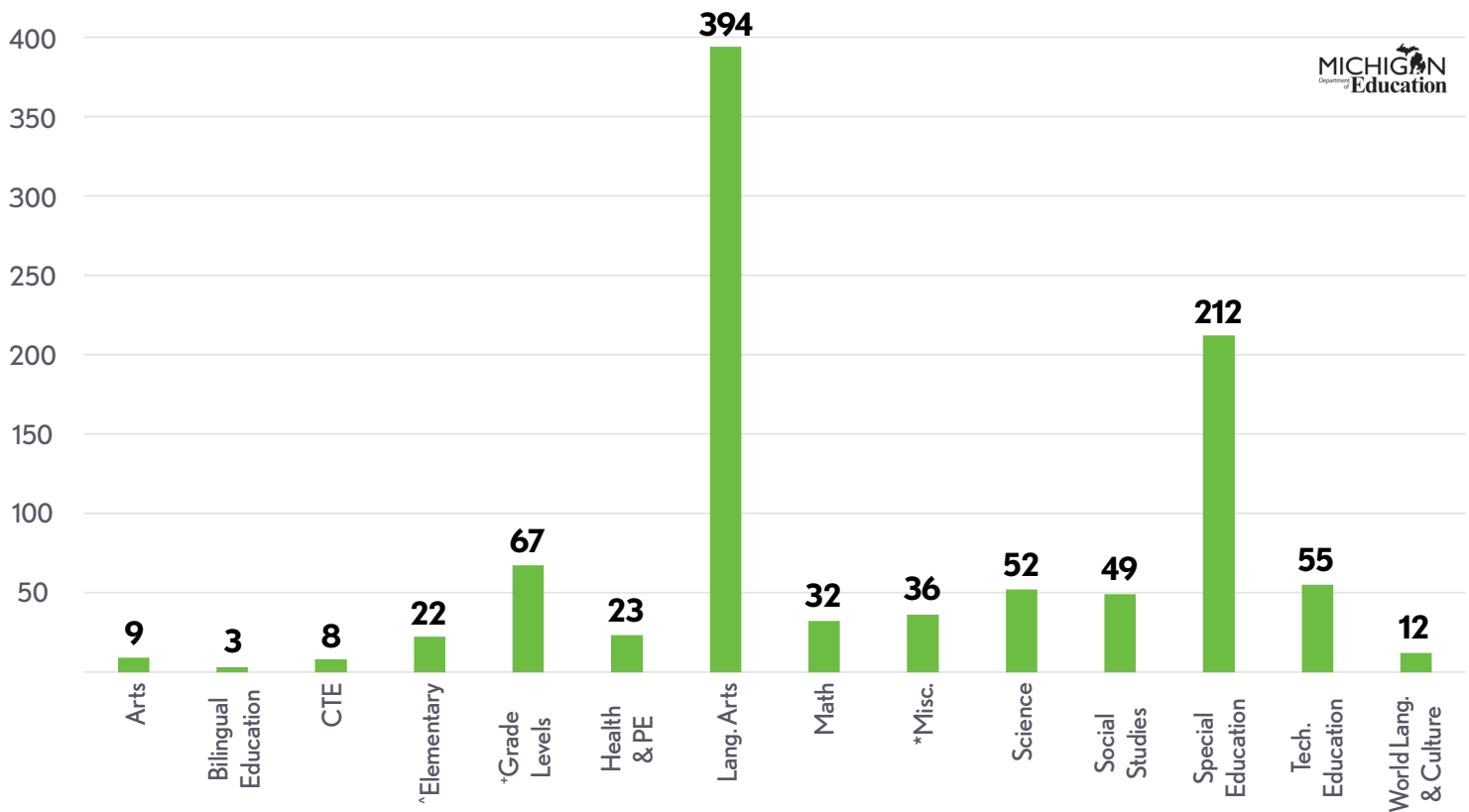
NOTE: SCECH applications can indicate multiple categories or descriptions, so some offerings may fall into more than one category, for the purposes of this report, only the first category is indicated.

*As of December 20, 2021

Additional Endorsements on Teaching Certificates

The information below breaks down the total number of teaching endorsements and CTE career clusters granted to individuals already holding a Michigan certificate during the 2020-21 academic year by subject area.
(For additional details, see appendix pages 96-104.)

974
Additional Teaching Endorsements
(2020-21)



Note: CTE subject area consists of Architecture & Construction, Arts A/V Technology and TV Broadcasting Technology, Education & Training, Information Technology, Manufacturing, and Transportation, Distribution & Logistics.

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

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

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

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 \(SCECHs\)](#).
- [Annual District Provided Professional Development \(DPPD\) hours](#).

4.3M
Hours Submitted
(2020-21)

	2016-2017	2017-18	2018-19	2019-20	2020-21
DPPD & SCECHs	3,309,314	3,369,293	3,290,098	3,157,179	3,284,836
College Credits Hours	2,320,997	2,065,338	1,814,585	1,545,310	1,022,686

Note: Beginning July 1, 2020, districts registered all DPPD hours as SCECHs. (<https://bit.ly/2zvBIPq>)





Glossary of Terms

Accreditation

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

Additional Endorsement

The endorsement(s) added to an educator's certificate after the certificate was/is awarded; acquired through additional training, such as program or coursework developed for the endorsement area and passage of the appropriate Michigan Test for Teacher Certification (MTTC) content examination(s) is required before recommendation for certification. (Click here for more information on [Adding an Endorsement](#).)

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. (Click here for more information on [Administrative Rules](#).)

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. (Click here for more information on [Administrator](#).)

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. 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. (Click here for more information on [Alternative Route Pathway](#).)

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).

Application Status – Denied

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



Glossary of Terms

Application Status – Needs Payment

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

Application Status – Other

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

Career Authorization

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

Career and Technical Education (CTE) Pathway

This pathway prepares individuals to teach within CTE programs. All entry credentials for teaching secondary CTE programs require the individual seeking the credential have two years (4,000 hours) of recent and relevant work experience in the occupational area. Employers have immediate placement options for employing career changers utilizing authorizations while a program is being completed. (Click here for more information on [CTE Pathway](#).)

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.

(Click here for more information on [CTE Teaching Certificate](#).)

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.

Compliance Investigations

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



Glossary of Terms

Criminal Misconduct Investigation - Certificate Revocations

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

Criminal Misconduct Investigation - Certificate Suspensions

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

Early Career Administrator

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

Early Career Teacher

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

Educator Preparation Provider (EPP)

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

Endorsement

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

Expedited Pathway

This pathway falls under the traditional route umbrella and is designed for individuals who have completed a bachelor's degree and leverages demonstrated skills to complete the program in an accelerated manner. Expedited programs are offered through several Michigan colleges or universities. The required reading coursework is typically embedded throughout the program. Passage of the appropriate Michigan Test for Teacher Certification (MTTC) content examination(s) is required before recommendation for certification. (Click here for more information on [Expedited Pathway](#).)

General Education Teaching Certificate

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

Grade Level Endorsements

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

In-Field

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



Glossary of Terms

Initial Certificates

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

Initial Endorsement

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

Michigan Online Educator Certification System (MOECS)

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

Michigan Tests for Teacher Certification (MTTC)

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

Miscellaneous Endorsements

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

Moratorium

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

Nullification of Endorsement(s)

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

Out-of-Field

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

Permanent Certificate

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

Permits

A temporary credential obtained by a school district or intermediate school district to place a non-certified or non-endorsed individual within a classroom. Permits range from daily substitute permits to long-term substitute permits, with varying requirements for who may be placed in each type of permit. (Click here for more information on [Permits](#).)

Reciprocity

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



Glossary of Terms

Record of Arrest and Prosecution back (RAP Back) Notifications

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

Registry of Educational Personnel (REP)

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

Socioeconomic Status (SES)

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

Teacher Leader

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

Title II - Completer

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

Title II - Enrollee

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

Traditional Route Pathway

Within teacher preparation, refers to the program pathway which is housed within an institution of higher education wherein teacher candidates complete coursework and at least one placement within a classroom. This route is offered at either an undergraduate or post-baccalaureate level through an approved Michigan educator preparation provider. Potential candidates must meet the minimum requirements of the institution to be admitted into the teacher preparation program. The required reading coursework is offered within the program. Passage of the appropriate MTTC content examination(s) is required before recommendation for certification. (Click here for more information on [Traditional Route Pathway](#).)

Michigan Recognition Program Regions



Appendix

Michigan Prosperity Regions



Region Number/Name	Region Detail (County Names)
1 - Upper Peninsula Prosperity Region Alliance	Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette, Menominee, Ontonagon, Schoolcraft
2 - Northwest Prosperity Region	Antrim, Benzie, Charlevoix, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, Wexford
3 - Northeast Prosperity Region	Alcona, Alpena, Cheboygan, Crawford, Iosco, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon
4 - West Michigan Prosperity Alliance	Allegan, Barry, Ionia, Kent, Lake, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa
5 - East Central Michigan Prosperity Region	Arenac, Bay, Clare, Gladwin, Gratiot, Isabella, Midland, Saginaw
6 - East Michigan Prosperity Region	Genesee, Huron, Lapeer, Sanilac, Shiawassee, St. Clair, Tuscola
7 - South Central Prosperity Region	Clinton, Eaton, Ingham
8 - Southwest Prosperity Region	Berrien, Branch, Calhoun, Cass, Kalamazoo, St. Joseph, Van Buren
9 - Southeast Prosperity Region	Hillsdale, Jackson, Lenawee, Livingston, Monroe, Washtenaw
10 - Detroit Metro Prosperity Region	Macomb, Oakland, Wayne

Recognition Race/Ethnicity by MTOY Region

Race/Ethnicity by Prosperity Region		MTOY	PAEMST	ESSPOY
Prosperity Region	Race/Ethnicity	Count (%)	Count (%)	Count (%)
Region 1	White	4 (1.6%)	1 (1.6%)	3 (7.7%)
Region 2	White	10 (4.0%)	2 (3.2%)	2 (5.1%)
Region 3	Multiracial	1 (0.4%)	0 (0.0%)	0 (0.0%)
	White	50 (20.1%)	9 (14.5%)	6 (15.4%)
Region 4	Black or African American	1 (0.4%)	0 (0.0%)	0 (0.0%)
	White	13 (5.2%)	2 (3.2%)	2 (5.1%)
Region 5	Black or African American	1 (0.4%)	0 (0.0%)	0 (0.0%)
	White	12 (4.8%)	1 (1.6%)	2 (5.1%)
Region 6	Black or African American	1 (0.4%)	0 (0.0%)	0 (0.0%)
	White	9 (3.6%)	2 (3.2%)	3 (7.7%)
Region 7	Black or African American	3 (1.2%)	1 (1.6%)	2 (5.1%)
	White	15 (6.0%)	6 (9.7%)	4 (10.3%)
Region 8	Asian	2 (0.8%)	0 (0.0%)	0 (0.0%)
	White	36 (14.5%)	3 (4.8%)	4 (10.3%)
Region 9	Asian	0 (0.0%)	1 (1.6%)	0 (0.0%)
	Black or African American	3 (1.2%)	1 (1.6%)	1 (2.6%)
	Hispanic or Latino	1 (0.4%)	0 (0.0%)	0 (0.0%)
	White	69 (27.7%)	21 (33.9%)	7 (18.0%)
Region 10	Asian	0 (0.0%)	2 (3.2%)	0 (0.0%)
	Black or African American	6 (2.4%)	4 (6.5%)	2 (5.1%)
	White	5 (2.0%)	2 (3.2%)	0 (0.0%)
Not Found as Employed	Black or African American	1 (0.4%)	0 (0.0%)	0 (0.0%)
	White	6 (2.4%)	4 (6.5%)	0 (0.0%)
	Missing	0 (0.0%)	0 (0.0%)	1 (2.6%)

NOTE: For MTOY Region details see appendix page 49.

Recognition Characteristics

Demographic Characteristics	MTOY	PAEMST	ESSPOY
	Count (%)	Count (%)	Count (%)
Gender			
Female	195 (78.3%)	37 (59.7%)	30 (76.9%)
Male	54 (21.7%)	25 (40.3%)	8 (20.5%)
Missing	0 (0.0%)	0 (0.0%)	1 (2.6%)
Race/Ethnicity			
Asian	2 (0.8%)	3 (4.8%)	0 (0.0%)
Black or African American	16 (6.4%)	6 (9.7%)	5 (12.8%)
Hispanic or Latino	1 (0.4%)	0 (0.0%)	0 (0.0%)
Multiracial	1 (0.4%)	0 (0.0%)	0 (0.0%)
White	229 (92.0%)	53 (85.5%)	33 (84.6%)
Missing	0 (0.0%)	0 (0.0%)	1 (2.6%)
Age Group			
20-24	0 (0.0%)	0 (0.0%)	1 (2.6%)
25-29	10 (4.0%)	5 (8.1%)	0 (0.0%)
30-34	25 (10.0%)	8 (12.9%)	3 (7.7%)
35-39	46 (18.5%)	8 (12.9%)	3 (7.7%)
40-44	56 (22.5%)	12 (19.4%)	4 (10.3%)
45-49	48 (19.3%)	8 (12.9%)	13 (33.3%)
50-54	32 (12.9%)	15 (24.2%)	5 (12.8%)
55-59	12 (4.8%)	5 (8.1%)	3 (7.7%)
60-64	15 (6.0%)	1 (1.6%)	5 (12.8%)
65-69	4 (1.6%)	0 (0.0%)	0 (0.0%)
70-74	1 (0.4%)	0 (0.0%)	1 (2.6%)
Missing	0 (0.0%)	0 (0.0%)	1 (2.6%)

MTTC Statewide Results: Aug. 2018-July 2021

Content Area (Test)	Subject Area	# Test Takers	Initial # Pass (%)	Cumulative # Pass (%)
002 English	Language Arts	816	678 (83.1)	743 (91.1)
004 Speech	Language Arts	36	33 (91.7)	34 (94.4)
005 Reading	Language Arts	81	68 (84.0)	72 (88.9)
007 Economics	Social Studies	10	6 (60.0)	7 (70.0)
008 Geography	Social Studies	4	**	**
009 History	Social Studies	316	152 (48.1)	204 (64.6)
010 Political Science	Social Studies	24	11 (45.8)	14 (58.3)
011 Psychology	Social Studies	89	81 (91.0)	85 (95.5)
012 Sociology*	Social Studies	1	**	**
017 Biology	Science	191	138 (72.3)	166 (86.9)
018 Chemistry	Science	100	71 (71.0)	82 (82.0)
019 Physics	Science	33	28 (84.8)	28 (84.8)
020 Earth/Space Science	Science	40	33 (82.5)	35 (87.5)
022 Mathematics (Secondary)	Mathematics	418	359 (85.9)	387 (92.6)
023 French	World Language & Culture	38	24 (63.2)	30 (78.9)
024 German	World Language & Culture	14	11 (78.6)	12 (85.7)
026 Latin	World Language & Culture	4	**	**
028 Spanish	World Language & Culture	193	170 (88.1)	175 (90.7)
037 Agricultural Education	Miscellaneous	21	18 (85.7)	20 (95.2)
040 Family/Consumer Science	Miscellaneous	16	13 (81.3)	16 (100)
043 Health*	Health & Physical Education	154	143 (92.9)	148 (96.1)
044 Physical Education*	Health & Physical Education	206	165 (80.1)	186 (90.3)
046 Dance*	Arts	10	9 (90.0)	10 (100)

CONTINUED ON NEXT PAGE...

Content Area (Test)	Subject Area	# Test Takers	Initial # Pass (%)	Cumulative # Pass (%)
048 Library Media	Technology Education	32	32 (100)	32 (100)
050 Computer Science*	Technology Education	2	**	**
051 School Counselor	Miscellaneous	249	230 (92.4)	242 (97.2)
053 Fine Arts*	Arts	2	**	**
056 Cognitive Impairment+	Special Education	474	378 (79.7)	425 (89.7)
057 Speech/Language Impaired	Special Education	1	**	**
058 Physical/Other Impairment	Special Education	7	**	**
059 Emotional Impairment+	Special Education	245	211 (86.1)	222 (90.6)
061 Visually Impaired	Special Education	10	7 (70.0)	8 (80.0)
063 Learning Disabilities+	Special Education	169	152 (89.9)	157 (92.9)
064 Autism Spectrum Disabilities	Special Education	230	216 (93.9)	223 (97.0)
075 Bilingual Education	English as a Second Language & Bilingual Education	10	10 (100)	10 (100)
084 Social Studies (Secondary)	Social Studies	578	412 (71.3)	511 (88.4)
085 Middle Level	Grade Levels	1	**	**
086 English as a Second Language (ESL)	English as a Second Language & Bilingual Education	778	718 (92.3)	730 (93.8)
087 Industrial Technology	Technology Education	12	11 (91.7)	11 (91.7)
089 Mathematics (Elementary)	Mathematics	439	380 (86.6)	397 (90.4)
090 Language Arts (Elementary)	Language Arts	826	650 (78.7)	695 (84.1)
092 Reading Specialist	Language Arts	221	198 (89.6)	207 (93.7)
093 Integrated Science (Elementary)	Science	303	231 (76.2)	253 (83.5)
094 Integrated Science (Secondary)	Science	212	152 (71.7)	184 (86.8)
095 Visual Arts Education	Arts	176	157 (89.2)	169 (96.0)
097 Physical Science	Science	6	**	**
098 Business, Management, Marketing, & Technology	Miscellaneous	19	15 (78.9)	17 (89.5)
099 Music Education	Arts	454	424 (93.4)	446 (98.2)

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Content Area (Test)	Subject Area	# Test Takers	Initial # Pass (%)	Cumulative # Pass (%)
100 Japanese	World Language & Culture	4	**	**
101 Chinese (Mandarin)	World Language & Culture	42	39 (92.9)	39 (92.9)
102 Arabic (Modern Standard)	World Language & Culture	3	**	**
103 Elementary Education	Grade Levels	4,048	3,044 (75.2)	3,556 (87.8)
105 Social Studies (Elementary)	Social Studies	179	128 (71.5)	139 (77.7)
106 Early Childhood Education (General & Special Education)	Grade Levels	727	508 (69.9)	578 (79.5)
112 Health Education	Health and Physical Education	19	19 (100)	19 (100)
113 Physical Education	Health and Physical Education	19	19 (100)	19 (100)
114 Learning Disabilities	Special Education	285	265 (93.0)	273 (95.8)
115 Cognitive Impairment	Special Education	12	10 (83.3)	10 (83.3)
116 Emotional Impairment	Special Education	7	**	**
All Tests		13,616	10,860 (79.8)	12,065 (88.6)

NOTE: Data reflect the best attempt of each test taker, including initial attempt and retakes between 2018 and 2021. 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. In some cases, data may be rounded, resulting in a sum slightly greater or less than 100%.

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

* Endorsement is in the process of being phased out but is considered valid for purposes of employment and placement.

+ This test was replaced with a new test reflecting current practices during the three year reporting window reflect above

Teaching Certificate Progression - Interim to Standard - Time to Progress

Progression Status	2016-17	2017-18	2018-19	2019-20	2020-21
Exited or Lapsed	171 (76.0%)	101 (65.2%)	22 (29.3%)	27 (42.2%)	20 (35.1%)
Progressed	54 (24.0%)	54 (34.8%)	53 (70.7%)	37 (57.8%)	37 (64.9%)
Continuous	47 (20.9%)	54 (34.8%)	43 (57.3%)	35 (54.7%)	37 (64.9%)
Within 1 Yr	4 (1.8%)	0 (0.0%)	7 (9.3%)	2 (3.1%)	.
Within 2 Yrs	2 (0.9%)	0 (0.0%)	3 (4.0%)	.	.
Within 3 Yrs	0 (0.0%)	0 (0.0%)	.	.	.
Within 4 Yrs	1 (0.4%)	.	.	.	.
Total Per Year	225	155	75	64	57

denotes no data available

Appendix

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

Perception Survey Item Performance

Supervisory Survey Item Performance Survey Questions	Cooperating Teacher N=1,928 % Efficacy	Candidate Supervisor N=2,326 % Efficacy
As a beginning teacher entering the profession, to what extent can this candidate...		
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	94.3%	97.5%
support all students' socioemotional (e.g., social, emotional, psychological) development?	96.6%	97.9%
communicate effectively with families/caregivers to promote individual student growth?	83.0%	87.6%
build respectful relationships with every student?	97.7%	99.4%
recognize individuals' potential as demonstrated by setting high expectations for each student?	96.6%	93.3%
As a beginning teacher entering the profession, to what extent can this candidate apply instructional strategies and resources to support...		
gifted and talented students?	72.4%	75.4%
students from culturally diverse backgrounds?	86.7%	91.3%
English learners?	59.2%	73.0%
students with special needs or disabilities?	83.2%	89.4%
each individual student's learning abilities and needs?	95.3%	98.3%
As a beginning teacher entering the profession, to what extent can this candidate...		
utilize available technology to enhance instruction?	97.6%	99.1%
support student use of available technology?	97.0%	97.7%
practice the ethical use of technology?	97.3%	98.6%

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Supervisory Survey Item Performance Survey Questions	Cooperating Teacher N=1,951 % Efficacy	Candidate Supervisor N=2,353 % Efficacy
As a beginning teacher entering the profession, to what extent can this candidate...		
support all students in making connections to prior knowledge and experiences?	96.5%	99.1%
implement multiple strategies to present key content area(s) concepts?	94.9%	98.8%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	77.8%	86.1%
organize the learning environment to guide student engagement during instructional time?	91.9%	97.7%
design or select assessment tools to provide evidence of student learning?	89.3%	97.1%
analyze assessment data to identify patterns and gaps in student learning?	85.5%	95.8%
differentiate instruction based on student assessment data?	86.4%	95.1%
implement research-based behavior management strategies to maximize student engagement?	84.5%	95.3%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	84.7%	94.6%
As a beginning teacher entering the profession, to what extent can this candidate...		
be receptive to feedback to improve instruction?	97.9%	99.5%
be a reflective educator who utilizes feedback to implement instructional improvements?	97.0%	99.1%
maintain positive, collaborative relationships with colleagues?	97.7%	98.8%
During this candidate's student teaching experience, to what extent did the educator preparation provider...		
make clear the expectations for this teacher candidate's performance?	94.8%	99.2%
make clear the expectations for your role within this clinical experience?	93.7%	97.7%
provide training and feedback on how you could best supervise this teacher candidate?*	.	91.7%
provide training and feedback on how you could best mentor this teacher candidate?*	79.4%	.
make appropriate resources available to you?	83.4%	95.6%
regularly request feedback from you regarding this teacher candidate's performance?	87.0%	96.0%
support you as a candidate supervisor?*	.	94.1%
support you as a cooperating teacher?*	85.1%	.
engage the PK-12 school as a partner in teacher preparation?*	.	95.1%
engage your PK-12 school as a partner in teacher preparation?*	81.8%	.
Overall, to what extent do you believe this candidate is ready to enter the teaching profession?		
	96.9%	99.1%

* items only within the Cooperating Teacher survey

* items only within the Candidate Supervisor survey

denotes no data available

Teacher Candidate Survey Item Performance Survey Question	Total Responses	% Efficacy
As a beginning teacher entering the profession, to what extent can you...		
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2,205	96.3%
support all students' socioemotional (e.g., social, emotional, psychological) development?	2,205	97.7%
communicate effectively with families/caregivers to promote individual student growth?	2,205	91.8%
build respectful relationships with every student?	2,205	99.4%
recognize individuals' potential as demonstrated by setting high expectations for each student?	2,205	99.0%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...		
gifted and talented students?	2,205	87.8%
students from culturally diverse backgrounds?	2,205	93.6%
English learners?	2,205	76.3%
students with special needs or disabilities?	2,205	85.7%
each individual student's learning abilities and needs?	2,205	97.2%
As a beginning teacher entering the profession, to what extent can you...		
utilize available technology to enhance instruction?	2,205	98.9%
support student use of available technology?	2,205	98.1%
practice the ethical use of technology?	2,205	98.5%
support all students in making connections to prior knowledge and experiences?	2,205	99.0%
implement multiple strategies to present key content area(s) concepts?	2,205	97.7%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	2,205	88.4%
organize the learning environment to guide student engagement during instructional time?	2,205	96.9%
design or select assessment tools to provide evidence of student learning?	2,205	96.4%
analyze assessment data to identify patterns and gaps in student learning?	2,205	94.6%
differentiate instruction based on student assessment data?	2,205	94.8%
implement research-based behavior management strategies to maximize student engagement?	2,205	90.7%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	2,205	93.4%
be receptive to feedback to improve instruction?	2,205	99.8%
be a reflective educator who utilizes feedback to implement instructional improvements?	2,205	99.5%
maintain positive, collaborative relationships with colleagues?	2,205	99.5%

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Teacher Candidate Survey Item Performance Survey Question	Total Responses	% Efficacy
As a beginning teacher entering the profession, to what extent are you AWARE of...		
Michigan Code of Educational Ethics?	2,231	80.0%
professional teaching standards for your content area(s) and grade level(s)?	2,231	97.1%
PK-12 academic content standards?	2,231	93.5%
statewide and national teaching organizations and associations?	2,231	75.4%
laws and policies relevant to the teaching profession?	2,231	85.3%
current tools utilized for assessing student learning?	2,231	94.1%
tools used by districts to evaluate educator performance?	2,231	72.3%
professional learning requirements for certificate renewal and advancement?	2,231	70.2%
To what extent did your preparation program provide you with opportunities to work...		
with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?	2,231	90.4%
in a variety of school settings?	2,231	86.3%
To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?*		
Coursework in your content area(s).	2,198	90.0%
Teaching methods coursework.	2,201	90.0%
Early clinical observational experiences (aka early exploratory clinical experiences).	2,120	83.1%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).	2,144	88.0%
Student teaching (aka internship).	2,199	98.4%
Support and feedback from the cooperating teacher(s) during student teaching.	2,204	95.8%
Support and feedback from the preparation program supervisor during student teaching.	2,200	90.8%
Overall, to what extent do you believe you are ready to enter the teaching profession?	2,205	99.2%

*This section of the survey included a "not applicable" option, those responses were not included within the calculations.

Permit Issued by Type

Permit Types	2017-18	2018-19	2019-20	2020-21
Teaching Permits				
Daily Substitute Permit	43,560	47,049	47,561	36,261
Extended Daily Substitute Permit	354	582	604	800
Emergency Extended Daily Substitute Permit	.	.	9	231
Full-Year Basic Substitute Permit	1,201	1,747	2,172	2,088
Full-Year Shortage Permit	58	52	57	49
Expert Substitute Permit	40	48	68	61
Teaching Authorizations				
Day-to-Day Substitute Annual CTE Authorization*	268	150	0	0
Substitute Career Authorization	0	3	170	172
Long-Term Substitute Annual CTE Authorization*	8	1	0	0
Annual CTE Authorization*	418	765	0	0
Annual Career Authorization	0	11	746	762
Less Than Class Size Annual CTE Authorization*	29	4	0	0
Adult Education Annual CTE Authorization*	8	4	0	0
Credit Track Annual CTE Authorization*	173	0	0	0
Administrator Permits				
Administrator Permit	.	447	406	324
Special Education Approval Types				
Temporary Approval Teacher*	105	125	119	77
Temporary Approval for Resource Program Teacher*	48	63	71	56

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

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

.denotes no data available

* Authorizations that are no longer active.

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

Permits and Special Education Approvals Issued by Type

Permit Type	2017-18	2018-19	2019-20	2020-21
Teaching Permits				
Daily Substitute Permit	43,560	47,049	47,561	36,261
Extended Daily Substitute Permit	354	582	604	800
Emergency Extended Daily Substitute Permit	.	.	9	231
Full-Year Basic Substitute Permit	1,201	1,747	2,172	2,088
Full-Year Shortage Permit	58	52	57	49
Expert Substitute Permit	40	48	68	61
Teaching Authorizations				
Day-to-Day Substitute Annual CTE Authorization*	268	150	.	.
Substitute Career Authorization	0	3	170	172
Long-Term Substitute Annual CTE Authorization*	8	1	.	.
Annual CTE Authorization*	418	765	.	.
Annual Career Authorization	0	11	746	762
Less Than Class Size Annual CTE Authorization*	29	4	.	.
Adult Education Annual CTE Authorization*	8	4	.	.
Credit Track Annual CTE Authorization*	173	.	.	.
Administrative Permits				
Administrative Permit	.	447	406	324
Special Education Approval Types				
Temporary Approval Teacher+	105	125	119	77
Temporary Approval for Resource Program Teacher+	48	63	71	56

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

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* Authorizations that are no longer active.

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

Long-Term Permits by Subject Area

Code	Name	2017-18	2018-19	2019-20	2020-21
01.0000	Agriculture, Agricultural Operations & Related Science	29	39	38	39
01.0101	Agricultural Business & Management, General	2	2	2	6
01.0601	Applied Horticulture & Horticultural Operations	4	4	2	4
01.0903	Animal Health & Veterinary Science	4	2	1	2
03.0000	Natural Resources & Conservation	2	6	5	6
10.0202	Radio & Tv Broad Casting Technology	20	28	30	34
10.0301	Graphics & Printing Technology & Communications	13	20	26	29
11.0201	Computer Programming/Programmer	13	21	23	25
11.0801	Digital/Multimedia & Information Resources Design	9	9	12	10
11.0901	Computer Systems Networking & Telecommunication	8	12	15	16
11.1001	System Administration/Administrator	4	4	3	2
11.1003	Computer & Information Systems Security/Information Assurance	3	9	11	9
12.0400	Cosmetology	42	37	48	52
12.0500	Cooking & Related Culinary Arts	52	58	73	71
13.0000	Education General (Teacher Cadet)	28	32	33	35
14.1001	Electrical, Electronics & Communications Engineering	0	1	1	0
14.4201	Mechatronics	12	14	21	24
15.0000	Engineering Technology	5	6	10	8
15.1301	Drafting & Design Technology/Architectural	5	10	11	6
15.1306	Mechanical Drafting	6	6	12	9
19.0000	Family & Consumer Sciences	2	3	5	5
19.0605	Home Furnishings Equipment Installation & Consulting	1	2	1	1
19.0700	Child & Custodial Care Services	1	1	1	2
19.0906	Fashion Design	0	0	0	1
26.0102	Biotechnology Medical Sciences	1	0	0	1
26.1201	Biotechnology	1	0	0	1
28.0301	Army (JROTC)	0	0	2	2
43.0100	Public Safety/Protective Services	43	46	56	43
46.0000	Construction Trades	35	52	69	80

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Code	Name	2017-18	2018-19	2019-20	2020-21
46.0301	Electrical & Power Transmission Installation	1	3	5	4
46.0303	Lineworker	1	2	4	5
46.0503	Plumbing Technology	0	0	1	1
47.0101	Electrical/Electronics Equipment Installation & Repair General	5	8	9	8
47.0201	Heating, Air Conditioning, Ventilation & Refrigeration	2	2	4	4
47.0399	Heavy Industrial Equipment Maintenance & Technology	10	14	11	11
47.0603	Collision Repair Technician	14	17	27	27
47.0604	Automobile Technician	30	46	54	56
47.0606	Small Engine & Related Equipment Repair	5	8	11	8
47.0607	Airframe Technology	2	3	0	1
47.0608	Power Plant Technology (Aircraft)	2	1	0	2
47.0609	Avionics Maintenance Technology	1	1	2	2
47.0613	Medium/Heavy Truck Technician	5	1	7	6
48.0501	Machine Tool Technology/Machinist	21	30	30	31
48.0508	Welding, Brazing, & Soldering	34	49	52	60
48.0701	Woodworking General	5	10	9	9
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	6	9	6	9
50.0101	Visual & Performing Arts	3	6	2	4
51.0000	Therapeutic Services	119	130	152	140
51.0707	Health Informatics	6	6	8	12
51.1000	Diagnostic Services	2	4	5	7
52.0299	Business Administration Management & Operations	20	28	41	41
52.0800	Finance & Financial Management Services	4	7	9	7
52.1701	Insurance	3	0	1	0
52.1999	Marketing, Sales, & Service	12	14	18	14
AX	Communication Arts*	3	1	1	1
BA	English	50	71	108	108
BC	Journalism*	5	0	0	0
BD	Speech	9	5	13	11
BR	Reading Specialist	0	2	0	1
BT	Reading	2	6	0	1
BX	Language Arts	10	15	20	29
CA	Social Studies - Economics	0	0	1	2
CB	Social Studies - Geography	0	1	1	0

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Code	Name	2017-18	2018-19	2019-20	2020-21
CC	Social Studies - History	4	12	6	7
CD	Social Studies - Political Science	2	4	1	0
CE	Psychology	11	9	11	8
CF	Sociology*	3	1	1	1
DA	Science - Biology	11	18	21	15
DC	Science - Chemistry	4	9	9	12
DE	Science - Physics	6	3	7	7
DH	Science - Earth/Space Science	2	1	7	4
DI	Science - Integrated Science	72	94	116	124
DP	Science - Physical Science	1	0	3	1
DX	Science	1	0	0	0
EX	Mathematics	66	98	95	86
FA	French	5	3	3	2
FB	German	2	2	4	1
FD	Latin	4	3	3	4
FF	Spanish	82	108	106	93
FG	World Language-Other	2	4	2	2
FH	Italian	1	1	2	0
FK	Arabic (Modern Standard)	30	39	21	18
FL	Japanese	1	1	1	1
FN	Anishinaabemowin	0	0	6	2
FR	Chinese (Mandarin)	26	27	37	17
FS	American Sign Language	13	11	16	15
GQ	Business Management Marketing Technology	9	24	20	24
HX	Agriscience & Natural Resources	4	2	2	4
IP	K-5 World Language Immersion Program	10	7	4	1
JQ	Music Education	44	59	73	60
KH	Family & Consumer Sciences	24	19	14	19
LQ	Visual Arts Education	52	58	82	93
MA	Health*	29	39	46	36
MB	Physical Education*	108	139	176	146
MC	Health & Physical Education	0	0	15	25
MH	Dance*	11	16	22	15
ND	Library Media	14	26	39	41
NE	Non-Endorsed Content Area	0	0	0	22

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Code	Name	2017-18	2018-19	2019-20	2020-21
NP	Educational Technology	14	31	36	38
NR	Computer Science*	20	7	3	2
NS	English as a Second Language	78	148	148	111
NT	School Counselor	18	22	55	43
OX	Fine Arts*	19	6	2	1
RX	Social Studies	30	52	70	58
SA	Special Education - Cognitive Impairment	57	69	81	82
SB	Special Education - Speech & Language Impairment	1	0	1	0
SC	Special Education - Physical or Other Health Impairment	0	1	5	7
SE	Special Education - Emotional Impairment	33	51	51	53
SK	Special Education - Visual Impairment	2	3	4	4
SL	Special Education - Deaf & Hard of Hearing	9	5	13	14
SM	Special Education - Learning Disabilities	85	188	257	300
SP	Special Education - Physical Education for Students With Disabilities	2	3	3	3
SV	Special Education - Autism Spectrum Disorder	19	30	46	45
TE	Industrial & Technology Education	23	33	34	27
YA	Bilingual French	1	0	0	0
YF	Bilingual Spanish	13	5	2	1
YR	Bilingual Chinese	2	0	0	0
ZG	Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom)	159	277	514	486
Total		1,976	2,692	3,419	3,326

* 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: <https://www.michigan.gov/mde/services/ed-serv/ed-cert/educator-preparation-providers/specialty-program-standards>.

Long-Term Special Education Approvals by Subject Area

Code	Name	2017-18	2018-19	2019-20	2020-21
000	Speech & Language Impairment	1	0	0	0
110	Mild Cognitive Impairment	9	7	11	2
120	Moderate Cognitive Impairment	8	9	6	3
130	Severe Cognitive Impairment	2	1	5	2
140	Emotional Impairment	13	9	11	7
150	Learning Disabilities	11	7	17	9
160	Deaf or Hard of Hearing	2	1	1	2
170	Visual Impairment	5	8	3	1
180	Physical & Other Health Impairment	1	3	1	0
190	Severe Multiple Impairment	0	0	1	4
191	Early Childhood Special Education	11	12	14	9
193	Autism	42	65	48	36
194	Resource Program	48	63	71	56
291	Physical Education for Students with Disabilities	0	3	1	2
Total		153	188	190	133

Critical Shortage: Federal Loan Forgiveness

The Critical Shortage list is determined by examining endorsements on temporary credentials requested by districts for a given academic year. Temporary credentials include permits, Special Education approvals, and CTE authorizations. The table below displays the number of temporary credentials requested in the 2020-21 academic year by discipline area.

Discipline Area	Number of Endorsements
Art & Music Education: Visual, Music & Dance	221
Career & Technical Education	1,013
Career & Technical Education: Computer Science	2
Career & Technical Education: Family & Consumer Sciences	27
Career & Technical Education: Industrial & Technology Education	79
Core Subjects: Elementary Education	836
English as a Second Language (ESL)	113
English as a Second Language: Bilingual Education	1
Health & Physical Fitness: Health	44
Health & Physical Fitness: Physical Education	193
Language Arts: All Reading & Literacy	217
Language Arts: Communications	13
Mathematics	154
Psychology	9
Sciences	261
Social Studies	109
Social Studies: Sociology	2
Special Education: Administrator	63
Special Education: All Exceptionalities, Roles & Supports	824
Support Staff: Guidance & Counseling	44
Support Staff: Instructional Library Media	47
Support Staff: School Social Workers	368
World Languages: Any World Language	174



Appendix

Number of Endorsements by Critical Shortage Area

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

Discipline Areas	2016-17	2017-18	2018-19	2019-20	2020-21
Historical Areas of Shortage					
CTE: Computer Science	981	945	924	891	877
CTE: Family and Consumer Sciences	4,326	4,298	4,293	4,266	4,180
CTE: Industrial and Technology Education	3,055	3,043	3,057	3,035	3,031
CTE: Other*	10,939	10,837	10,854	10,814	10,395
English as a Second Language (ESL)	2,867	3,110	3,332	3,499	3,724
ESL: Bilingual Education	1,107	1,091	1,082	1,075	1,064
Mathematics	23,921	23,767	23,607	23,526	23,477
Sciences	37,735	37,412	37,146	36,802	36,709
Special Education	44,660	44,694	44,660	44,640	44,799
World Languages	9,410	9,340	9,326	9,316	9,353
Recent Areas of Shortage					
Art & Music Education: Visual, Music & Dance	15,295	15,190	15,169	15,138	15,171
Elementary Education	148,972	148,335	147,874	147,713	148,087
Guidance and Counseling	4,528	4,505	4,469	4,432	4,408
Health & Physical Fitness: Health	4,374	4,361	4,337	4,324	4,312
Health & Physical Fitness: Physical Education	12,490	12,397	12,289	12,231	12,229
Instructional Library Media	1,824	1,808	1,781	1,762	1,740
Language Arts: All Reading & Literacy	59,324	58,826	58,405	58,209	58,286
Language Arts: Communications	5,125	5,047	4,951	4,902	4,864
Psychology	5,886	5,820	5,732	5,670	5,610
Social Studies	57,433	56,508	55,684	54,898	54,607
Social Studies: Sociology	2,624	2,582	2,538	2,496	2,480

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

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

Initial Certificates 10 Year Look

Initial Certificates	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Other Certificates	1,224 (17.5%)	1,432 (19.6%)	1,338 (20.8%)	1,223 (21.0%)	1,288 (23.0%)	1,328 (25.7%)	1,557 (29.1%)	1,655 (29.2%)	1,162 (21.3%)	1,204 (21.9%)
Teaching Certificates	5,761 (82.5%)	5,876 (80.4%)	5,091 (79.2%)	4,594 (79.0%)	4,304 (77.0%)	3,837 (74.3%)	3,793 (70.9%)	4,017 (70.8%)	4,283 (78.7%)	4,302 (78.1%)

Note: Other Certificates include school administrator, school counselor, school psychologist, and school nurse.

Initial In- vs Out-of-State Teaching Certificates

In- vs Out-of-State Certification	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
In-State	4,933 (85.6%)	4,736 (80.6%)	4,117 (80.9%)	3,597 (78.3%)	3,345 (77.7%)	2,771 (72.2%)	2,704 (71.3%)	2,775 (69.1%)	2,754 (64.3%)	2,976 (69.2%)
Out-of-State	828 (14.4%)	1,140 (19.4%)	974 (19.1%)	997 (21.7%)	959 (22.3%)	1,066 (27.8%)	1,089 (28.7%)	1,242 (30.9%)	1,529 (35.7%)	1,326 (30.8%)

Initial Certificate Holders by Characteristics- All Types

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	3,808 (74.0%)	3,905 (73.3%)	4,133 (73.2%)	4,093 (75.5%)	4,143 (75.6%)
Male	1,335 (26.0%)	1,426 (26.8%)	1,511 (26.8%)	1,325 (24.5%)	1,336 (24.4%)
Race/Ethnicity					
American Indian or Alaskan Native	14 (0.3%)	28 (0.5%)	21 (0.4%)	20 (0.4%)	21 (0.4%)
Asian	104 (2.0%)	142 (2.7%)	147 (2.6%)	164 (3.0%)	122 (2.2%)
Black or African American	336 (6.5%)	352 (6.6%)	389 (6.9%)	382 (7.1%)	449 (8.2%)
Hispanic or Latino	120 (2.3%)	121 (2.3%)	140 (2.5%)	153 (2.8%)	174 (3.2%)
Native Hawaiian or Pacific Islander	3 (0.1%)	5 (0.1%)	9 (0.2%)	7 (0.1%)	2 (0.0%)
Multiracial	77 (1.5%)	56 (1.1%)	58 (1.0%)	103 (1.9%)	113 (2.1%)
White	4,489 (87.3%)	4,627 (86.8%)	4,880 (86.5%)	4,589 (84.7%)	4,598 (83.9%)
Age Group					
19-24	1,839 (35.8%)	1,721 (32.3%)	1,715 (30.4%)	1,889 (34.9%)	1,746 (31.9%)
25-34	1,759 (34.2%)	1,691 (31.7%)	1,691 (30.0%)	1,669 (30.8%)	1,715 (31.3%)
35-44	923 (18.0%)	998 (18.7%)	1,125 (19.9%)	1,036 (19.1%)	1,109 (20.2%)
45-54	478 (9.3%)	670 (12.6%)	798 (14.1%)	619 (11.4%)	693 (12.7%)
55-64	129 (2.5%)	221 (4.2%)	280 (5.0%)	180 (3.3%)	196 (3.6%)
65 and Over	15 (0.3%)	30 (0.6%)	35 (0.6%)	25 (0.5%)	20 (0.4%)

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

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

Initial Certificate Holders by Characteristics-Teacher

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	2,959 (77.1%)	2,961 (78.1%)	3,094 (77.0%)	3,305 (77.2%)	3,288 (76.4%)
Male	878 (22.9%)	832 (21.9%)	923 (23.0%)	978 (22.8%)	1,014 (23.6%)
Race/Ethnicity					
American Indian or Alaskan Native	11 (0.3%)	21 (0.6%)	13 (0.3%)	19 (0.4%)	16 (0.4%)
Asian	93 (2.4%)	127 (3.4%)	127 (3.2%)	146 (3.4%)	108 (2.5%)
Black or African American	141 (3.7%)	133 (3.5%)	163 (4.1%)	213 (5.0%)	267 (6.2%)
Hispanic or Latino	98 (2.6%)	95 (2.5%)	108 (2.7%)	130 (3.0%)	151 (3.5%)
Native Hawaiian or Pacific Islander	2 (0.1%)	2 (0.1%)	7 (0.2%)	6 (0.1%)	1 (0.0%)
Multiracial	63 (1.6%)	45 (1.2%)	38 (1.0%)	79 (1.8%)	97 (2.3%)
White	3,429 (89.4%)	3,370 (88.9%)	3,561 (88.7%)	3,690 (86.2%)	3,662 (85.1%)
Age Group					
19-24	1,830 (47.7%)	1,708 (45.0%)	1,703 (42.4%)	1,868 (43.6%)	1,732 (40.3%)
25-34	1,340 (34.9%)	1,348 (35.5%)	1,322 (32.9%)	1,330 (31.1%)	1,363 (31.7%)
35-44	405 (10.6%)	463 (12.2%)	575 (14.3%)	599 (14.0%)	671 (15.6%)
45-54	189 (4.9%)	195 (5.1%)	308 (7.7%)	351 (8.2%)	407 (9.5%)
55-64	66 (1.7%)	65 (1.7%)	98 (2.4%)	120 (2.8%)	119 (2.8%)
65 and Over	7 (0.2%)	14 (0.4%)	11 (0.3%)	15 (0.4%)	10 (0.2%)

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

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

Initial Certificate Holders by Characteristics-Administrator

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	678 (61.3%)	770 (57.5%)	847 (59.8%)	632 (66.0%)	634 (68.4%)
Male	428 (38.7%)	569 (42.5%)	570 (40.2%)	325 (34.0%)	293 (31.6%)
Race/Ethnicity					
American Indian or Alaskan Native	3 (0.3%)	5 (0.4%)	8 (0.6%)	1 (0.1%)	5 (0.5%)
Asian	6 (0.5%)	9 (0.7%)	10 (0.7%)	14 (1.5%)	8 (0.9%)
Black or African American	170 (15.4%)	200 (14.9%)	206 (14.5%)	145 (15.2%)	156 (16.8%)
Hispanic or Latino	16 (1.5%)	17 (1.3%)	27 (1.9%)	19 (2.0%)	14 (1.5%)
Native Hawaiian or Pacific Islander	1 (0.1%)	2 (0.2%)	2 (0.1%)	1 (0.1%)	0 (0.0%)
Multiracial	10 (0.9%)	10 (0.8%)	14 (1.0%)	18 (1.9%)	15 (1.6%)
White	900 (81.4%)	1,096 (81.9%)	1,150 (81.2%)	759 (79.3%)	729 (78.6%)
Age Group					
19-24	1 (0.1%)	0 (0.0%)	0 (0.0%)	4 (0.4%)	3 (0.3%)
25-34	294 (26.6%)	229 (17.1%)	246 (17.4%)	241 (25.2%)	215 (23.2%)
35-44	474 (42.9%)	492 (36.7%)	506 (35.7%)	395 (41.3%)	380 (41.0%)
45-54	271 (24.5%)	452 (33.8%)	466 (32.9%)	254 (26.5%)	258 (27.8%)
55-64	59 (5.3%)	151 (11.3%)	175 (12.4%)	55 (5.8%)	66 (7.1%)
65 and Over	7 (0.6%)	15 (1.1%)	24 (1.7%)	8 (0.8%)	5 (0.5%)

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

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

Initial Certificates Issued by Educator Preparation Provider

Name of Institution	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Traditional Route					
Adrian College	20 (0.5%)	19 (0.5%)	19 (0.5%)	27 (0.6%)	23 (0.5%)
Albion College	7 (0.2%)	10 (0.3%)	10 (0.3%)	19 (0.4%)	8 (0.2%)
Alma College	19 (0.5%)	20 (0.5%)	14 (0.4%)	24 (0.6%)	16 (0.4%)
Andrews University	12 (0.3%)	5 (0.1%)	11 (0.3%)	16 (0.4%)	7 (0.2%)
Aquinas College	37 (1.0%)	39 (1.0%)	24 (0.6%)	38 (0.9%)	28 (0.7%)
Baker College (Closed 08/05/2020)	32 (0.8%)	46 (1.2%)	21 (0.5%)	26 (0.6%)	11 (0.3%)
Calvin University	94 (2.5%)	77 (2.0%)	86 (2.1%)	68 (1.6%)	94 (2.2%)
Central Michigan University	278 (7.3%)	238 (6.3%)	257 (6.4%)	262 (6.1%)	237 (5.5%)
College for Creative Studies	11 (0.3%)	3 (0.1%)	8 (0.2%)	5 (0.1%)	4 (0.1%)
Concordia University	10 (0.3%)	13 (0.3%)	9 (0.2%)	12 (0.3%)	24 (0.6%)
Cornerstone University	29 (0.8%)	34 (0.9%)	35 (0.9%)	26 (0.6%)	38 (0.9%)
Eastern Michigan University	276 (7.2%)	297 (7.8%)	224 (5.6%)	261 (6.1%)	248 (5.8%)
Ferris State University	81 (2.1%)	70 (1.9%)	97 (2.4%)	73 (1.7%)	90 (2.1%)
Finlandia University (Closed 05/21/2012)	0 (0.0%)	1 (0.0%)	.	.	.
Grand Valley State University	267 (7.0%)	304 (8.0%)	310 (7.7%)	313 (7.3%)	235 (5.5%)
Hope College	79 (2.1%)	68 (1.8%)	57 (1.4%)	73 (1.7%)	53 (1.2%)
Lake Superior State University	4 (0.1%)	6 (0.2%)	6 (0.2%)	8 (0.2%)	12 (0.3%)
Madonna University	15 (0.4%)	24 (0.6%)	20 (0.5%)	11 (0.3%)	9 (0.2%)
Marygrove College (Closed 12/31/2019)	6 (0.2%)	0 (0.0%)	4 (0.1%)	1 (0.0%)	0 (0.0%)
Michigan State University	331 (8.6%)	324 (8.5%)	264 (6.6%)	300 (7.0%)	277 (6.4%)
Michigan Technological University (Closed 12/12/2018)	1 (0.0%)	11 (0.3%)	9 (0.2%)	6 (0.1%)	3 (0.1%)
Northern Michigan University	74 (1.9%)	55 (1.5%)	61 (1.5%)	71 (1.7%)	77 (1.8%)

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Name of Institution	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Oakland University	229 (6.0%)	190 (5.0%)	177 (4.4%)	221 (5.2%)	175 (4.1%)
Olivet College (Closed 06/26/2015)	4 (0.1%)	4 (0.1%)	.	.	.
Rochester University	3 (0.1%)	4 (0.1%)	6 (0.2%)	7 (0.2%)	10 (0.2%)
Saginaw Valley State University	105 (2.7%)	129 (3.4%)	124 (3.1%)	177 (4.1%)	135 (3.1%)
Siena Heights University	8 (0.2%)	13 (0.3%)	12 (0.3%)	14 (0.3%)	19 (0.4%)
Spring Arbor University	45 (1.2%)	34 (0.9%)	38 (1.0%)	49 (1.1%)	22 (0.5%)
University of Detroit Mercy	5 (0.1%)	2 (0.1%)	6 (0.2%)	7 (0.2%)	8 (0.2%)
University of Michigan	140 (3.7%)	136 (3.6%)	111 (2.8%)	127 (3.0%)	161 (3.7%)
University of Michigan-Dearborn	78 (2.0%)	67 (1.8%)	59 (1.5%)	73 (1.7%)	71 (1.7%)
University of Michigan-Flint	41 (1.1%)	37 (1.0%)	43 (1.1%)	37 (0.9%)	24 (0.6%)
Wayne State University	143 (3.7%)	125 (3.3%)	130 (3.2%)	138 (3.2%)	175 (4.1%)
Western Michigan University	201 (5.2%)	188 (5.0%)	140 (3.5%)	176 (4.1%)	138 (3.2%)
Alternative Route					
#T.E.A.C.H.	.	.	19 (0.5%)	52 (1.2%)	111 (2.6%)
Davenport University	0 (0.0%)	8 (0.2%)	11 (0.3%)	6 (0.1%)	18 (0.4%)
Michigan Teachers of Tomorrow	.	4 (0.1%)	177 (4.4%)	249 (5.8%)	269 (6.3%)
Professional Innovators in Teaching	.	.	10 (0.3%)	13 (0.3%)	22 (0.5%)
Schoolcraft College	23 (0.6%)	45 (1.2%)	64 (1.6%)	66 (1.5%)	64 (1.5%)
The New Teacher Project (Closed 6/12/2018)	15 (0.4%)	0 (0.0%)	.	.	.
University of Michigan M-ARC	22 (0.6%)	20 (0.5%)	29 (0.7%)	26 (0.6%)	23 (0.5%)
University of Michigan-Flint Alternative Route	3 (0.1%)	11 (0.3%)	9 (0.2%)	13 (0.3%)	8 (0.2%)
Warrior Teachers Alternative Certification Program	.	.	.	.	2 (0.1%)
Other Education Prep Options					
Out-of-State College	1,019 (26.6%)	1,030 (27.2%)	1,184 (29.5%)	1,069 (25.0%)	1,220 (28.4%)
Missing	67 (1.8%)	82 (2.2%)	120 (3.0%)	122 (2.9%)	133 (3.1%)

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

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

. denotes no data available.

Initial Endorsement by Subject Area Code

Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
AX	Communication Arts*	3	8	2	1	1
BA	English	409	400	444	510	488
BC	Journalism*	3	3	2	1	1
BD	Speech	35	23	21	29	20
BR	Reading Specialist	15	11	11	10	19
BT	Reading	75	62	61	61	81
BX	Language Arts	427	374	349	354	321
CA	Social Studies - Economics	9	10	9	6	8
CB	Social Studies - Geography	16	7	9	7	4
CC	Social Studies - History	185	138	107	131	133
CD	Social Studies - Political Science	16	24	9	15	18
CE	Psychology	49	55	47	48	36
CF	Sociology*	7	5	1	3	5
CX	Social Science	1	0	0	0	0
DA	Science - Biology	129	125	122	134	109
DC	Science - Chemistry	52	65	59	69	40
DE	Science - Physics	26	29	32	19	27
DH	Science - Earth/Space Science	28	17	32	23	20
DI	Science - Integrated Science	269	309	264	237	280
DP	Science - Physical Science	6	11	11	4	7
DX	Science	0	0	0	1	0
EX	Mathematics	577	543	488	483	458
FA	French	16	26	25	28	14
FB	German	7	10	12	17	9
FD	Latin	4	7	5	3	3
FE	Russian*	1	2	2	1	0

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Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
FF	Spanish	116	97	117	113	111
FG	World Language -Other	0	2	0	1	5
FH	Italian	1	1	0	5	2
FK	Arabic (Modern Standard)	0	2	17	16	11
FL	Japanese	3	3	2	4	1
FR	Chinese (Mandarin)	21	29	16	41	20
FS	American Sign Language	3	5	9	5	1
GM	Marketing Education*	2	0	0	0	1
GQ	Business Management Marketing Technology	16	26	34	30	31
HX	Agriscience & Natural Resources	4	2	9	8	9
IX	Industrial Technology*	0	1	0	0	0
JQ	Music Education	231	202	227	207	218
JX	Music Education*	1	1	0	0	0
KH	Family & Consumer Sciences	6	9	19	18	21
LQ	Visual Arts Education	126	96	109	117	122
LX	Art Education*	0	1	0	1	0
LZ	Visual Arts Education Specialist*	1	1	0	0	0
MA	Health*	76	84	92	81	50
MB	Physical Education*	118	128	129	140	107
MC	Health & Physical Education	0	0	5	19	57
MH	Dance*	9	5	4	6	3
ND	Library Media	5	3	4	8	5
NE	Non-Endorsed Content Area	0	0	0	4	4
NP	Educational Technology	1	1	4	3	8
NR	Computer Science*	6	4	7	1	11
NS	English as a Second Language	189	177	220	202	248
NT	School Counselor	4	5	0	1	7
OX	Fine Arts*	4	0	2	0	0
RX	Social Studies	397	358	368	418	477
SA	Special Education - Cognitive Impairment	211	239	185	203	196

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Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
SB	Special Education - Speech & Language Impairment	3	2	3	6	1
SC	Special Education - Physical or Other Health Impairment	8	18	10	15	22
SE	Special Education - Emotional Impairment	106	111	109	119	122
SK	Special Education - Visual Impairment	1	4	3	3	4
SL	Special Education - Deaf & Hard of Hearing	7	4	9	9	10
SM	Special Education - Learning Disabilities	206	205	196	218	229
SP	Special Education - Physical Education for Students with Disabilities	5	0	2	2	5
SV	Special Education - Autism Spectrum Disorder	33	41	43	42	51
TE	Industrial & Technology Education	6	4	9	6	18
TX	Technology & Design*	3	2	1	0	0
YA	Bilingual French	0	0	0	2	0
YF	Bilingual Spanish	8	8	12	5	8
YL	Bilingual Other*	0	0	0	1	1
YR	Bilingual Chinese	0	0	0	2	0
YT	Bilingual Japanese	0	0	1	0	0
ZA	Early Childhood Education PK-K ¹	4	0	1	0	1
ZC	Elementary K-8 All Subjects ⁺	0	0	1	0	0
ZG	Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom)*	2,037	2,013	2,090	2,225	2,197
ZK	Secondary 7-8 All Subjects ⁺	1	1	0	0	0
ZL	Middle Level Specialization ¹	90	80	64	52	83
ZS	Early Childhood PK-General & Special Education ¹	226	219	203	241	190
Total		6,660	6,458	6,460	6,795	6,770

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

¹ These endorsements comprise the Grade Level category of endorsements.

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

Initial CTE Endorsements by CIP Code

Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
01.0000	Agriculture, Agricultural Operations & Related Sciences	6	4	10	9	9
01.0101	Agricultural Business & Management, General	1	0	1	1	1
01.0601	Applied Horticulture & Horticultural Operations	0	0	0	1	1
01.0903	Animal Health & Veterinary Science	0	0	0	1	1
03.0000	Natural Resources & Conservation	0	0	0	1	0
10.0202	Radio & TV Broad Casting Technology	1	2	2	2	5
10.0301	Graphics & Printing Technology & Communications	2	1	3	2	3
11.0201	Computer Programming/Programmer	0	0	3	3	3
11.0801	Digital/Multimedia & Information Resources Design	3	1	2	2	3
11.0901	Computer Systems Networking & Telecommunication	1	0	6	2	2
11.1001	System Administration/Administrator	1	0	2	1	0
11.1003	Computer & Information Systems Security/Information Assurance	0	0	3	1	0
12.0400	Cosmetology	2	2	2	1	1
12.0500	Cooking & Related Culinary Arts	2	5	9	1	2
13.0000	Education General (Teacher Cadet)	2	2	4	6	5
14.4201	Mechatronics	2	0	1	0	1
15.0000	Engineering Technology	2	2	1	0	2
15.1301	Drafting & Design Technology/Architectural	1	6	4	2	2
15.1306	Mechanical Drafting	0	0	0	0	1
19.0000	Family & Consumer Sciences	5	4	6	8	9
19.0605	Home Furnishings Equipment Installation & Consulting	0	0	1	0	0
19.0700	Child & Custodial Care Services	0	0	0	1	1

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Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
26.0102	Biotechnology Medical Sciences	0	1	0	1	0
26.1201	Biotechnology	0	1	0	0	0
43.0100	Public Safety/Protective Services	3	1	10	2	5
46.0000	Construction Trades	3	0	9	3	4
46.0301	Electrical & Power Transmission Installation	0	0	0	0	1
47.0101	Electrical/Electronics Equipment Installation & Repair General	0	0	2	0	0
47.0603	Collision Repair Technician	0	0	2	0	0
47.0604	Automobile Technician	0	1	2	4	4
47.0606	Small Engine & Related Equipment Repair	0	0	0	1	0
47.0607	Airframe Technology	0	0	0	0	1
47.0609	Avionics Maintenance Technology	0	0	0	0	1
47.0613	Medium/Heavy Truck Technician	0	0	1	0	1
48.0501	Machine Tool Technology/Machinist	0	2	0	1	0
48.0508	Welding, Brazing, & Soldering	1	1	6	3	1
48.0701	Woodworking General	0	0	2	2	2
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	0	0	1	2	0
50.0101	Visual & Performing Arts	0	0	0	1	0
51.0000	Therapeutic Services	7	8	18	13	13
51.0707	Health Informatics	0	0	2	1	0
51.1000	Diagnostic Services	0	0	2	0	0
52.0299	Business Administration Management & Operations	7	11	32	23	18
52.0800	Finance & Financial Management Services	0	0	5	1	2
52.1999	Marketing, Sales, & Service	0	3	12	3	6
Total		52	58	166	106	111

All Valid Certificates by Type

CertificateTypes/Names	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Teaching					
Standard Teaching Certificate	29,716 (2.8%)	27,448 (2.6%)	25,467 (2.4%)	23,416 (2.2%)	22,313 (2.1%)
Temporary Teaching Certificate	598 (0.1%)	601 (0.1%)	672 (0.1%)	1,412 (0.1%)	2,301 (0.2%)
Standard Renewal	9,888 (0.9%)	10,038 (0.9%)	11,211 (1.0%)	12,754 (1.2%)	14,513 (1.4%)
Two-Year Extended Standard Teaching Certificate	343 (0.0%)	185 (0.0%)	24 (0.0%)	0 (0.0%)	0 (0.0%)
Professional Teaching Certificate (Has Standard)	19,957 (1.9%)	21,090 (2.0%)	19,121 (1.8%)	16,673 (1.6%)	13,958 (1.3%)
Professional Teaching Certificate	1,953 (0.2%)	2,130 (0.2%)	2,198 (0.2%)	2,270 (0.2%)	2,483 (0.2%)
Professional Teaching Certificate Renewal	63,816 (5.9%)	65,467 (6.1%)	67,256 (6.3%)	68,782 (6.4%)	71,257 (6.6%)
18-Hour Continuing Certificate	48,157 (4.5%)	43,731 (4.1%)	39,742 (3.7%)	36,120 (3.4%)	32,561 (3.0%)
30-Hour Continuing Certificate	33,038 (3.1%)	29,485 (2.7%)	26,203 (2.4%)	23,078 (2.2%)	19,951 (1.9%)
Permanent Teaching Certificate	5,095 (0.5%)	4,845 (0.5%)	4,613 (0.4%)	4,381 (0.4%)	4,122 (0.4%)
Interim Teaching Certificate	516 (0.1%)	389 (0.0%)	579 (0.1%)	986 (0.1%)	1,517 (0.1%)
Advanced Professional Certificate	15 (0.0%)	25 (0.0%)	41 (0.0%)	48 (0.0%)	62 (0.0%)
School Administrator					
School Administrator Certificate	6,098 (0.6%)	6,365 (0.6%)	6,531 (0.6%)	6,447 (0.6%)	6,345 (0.6%)
School Administrator Renewal	5,030 (0.5%)	6,007 (0.6%)	6,668 (0.6%)	7,285 (0.7%)	8,075 (0.8%)
School Counselor					
Preliminary School Counselor License	91 (0.0%)	101 (0.0%)	100 (0.0%)	92 (0.0%)	101 (0.0%)
Temporary School Counselor License	26 (0.0%)	27 (0.0%)	37 (0.0%)	52 (0.0%)	88 (0.0%)
School Counselor License	657 (0.1%)	637 (0.1%)	645 (0.1%)	628 (0.1%)	613 (0.1%)
School Counselor License Renewal	814 (0.1%)	883 (0.1%)	954 (0.1%)	1,023 (0.1%)	1,071 (0.1%)

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CertificateTypes/Names	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
School Psychologist					
Preliminary School Psychologist Certificate	185 (0.0%)	179 (0.0%)	177 (0.0%)	149 (0.0%)	145 (0.0%)
Preliminary School Psychologist Renewal	8 (0.0%)	7 (0.0%)	9 (0.0%)	10 (0.0%)	6 (0.0%)
School Psychologist Certificate (Has Preliminary)	239 (0.0%)	268 (0.0%)	274 (0.0%)	258 (0.0%)	261 (0.0%)
School Psychologist Certificate	41 (0.0%)	56 (0.0%)	80 (0.0%)	109 (0.0%)	150 (0.0%)
School Psychologist Renewal	1,101 (0.1%)	1,029 (0.1%)	1,047 (0.1%)	1,086 (0.1%)	1,105 (0.1%)
School Nurse					
Interim School Nurse Certificate	42 (0.0%)	44 (0.0%)	43 (0.0%)	50 (0.0%)	73 (0.0%)
Interim School Nurse Renewal	11 (0.0%)	11 (0.0%)	8 (0.0%)	13 (0.0%)	14 (0.0%)
Standard School Nurse Certificate	19 (0.0%)	21 (0.0%)	21 (0.0%)	24 (0.0%)	24 (0.0%)
Standard School Nurse 1st Renewal	0 (0.0%)	2 (0.0%)	3 (0.0%)	3 (0.0%)	3 (0.0%)
Standard School Nurse 2nd Renewal	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Professional School Nurse Certificate	438 (0.0%)	443 (0.0%)	444 (0.0%)	452 (0.0%)	459 (0.0%)

All Valid Certificates by Characteristics- All Types

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	156,157 (75.3%)	150,920 (75.7%)	146,525 (76.0%)	142,702 (76.4%)	139,413 (76.6%)
Male	51,341 (24.7%)	48,519 (24.3%)	46,197 (24.0%)	44,153 (23.6%)	42,569 (23.4%)
Race/Ethnicity					
American Indian or Alaskan Native	404 (0.2%)	418 (0.2%)	410 (0.2%)	410 (0.2%)	419 (0.2%)
Asian	1,297 (0.6%)	1,340 (0.7%)	1,388 (0.7%)	1,459 (0.8%)	1,512 (0.8%)
Black or African American	8,111 (3.9%)	7,974 (4.0%)	7,896 (4.1%)	7,909 (4.2%)	8,056 (4.4%)
Hispanic or Latino	1,803 (0.9%)	1,807 (0.9%)	1,849 (1.0%)	1,930 (1.0%)	2,052 (1.1%)
Multiracial	1,239 (0.6%)	1,209 (0.6%)	1,191 (0.6%)	1,233 (0.7%)	1,293 (0.7%)
Native Hawaiian or Pacific Islander	394 (0.2%)	379 (0.2%)	356 (0.2%)	318 (0.2%)	282 (0.2%)
White	183,251 (88.3%)	176,124 (88.3%)	170,449 (88.4%)	165,361 (88.5%)	160,993 (88.5%)
Missing	11,003 (5.3%)	10,192 (5.1%)	9,187 (4.8%)	8,239 (4.4%)	7,379 (4.1%)
Age Group					
19-24	3,797 (1.8%)	3,446 (1.7%)	3,442 (1.8%)	3,607 (1.9%)	3,555 (2.0%)
25-34	34,432 (16.6%)	32,262 (16.2%)	30,221 (15.7%)	28,527 (15.3%)	27,416 (15.1%)
35-44	40,201 (19.4%)	39,810 (20.0%)	39,344 (20.4%)	38,719 (20.7%)	38,289 (21.0%)
45-54	36,111 (17.4%)	36,689 (18.4%)	37,548 (19.5%)	38,308 (20.5%)	39,214 (21.6%)
55-64	36,209 (17.5%)	33,437 (16.8%)	31,399 (16.3%)	30,021 (16.1%)	29,288 (16.1%)
65 and Over	56,725 (27.3%)	53,781 (27.0%)	50,758 (26.3%)	47,671 (25.5%)	44,220 (24.3%)

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

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

All Valid Certificates by Characteristics-Teacher

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	152,796 (75.4%)	147,398 (75.9%)	142,841 (76.2%)	138,877 (76.6%)	135,410 (76.9%)
Male	49,838 (24.6%)	46,943 (24.2%)	44,533 (23.8%)	42,432 (23.4%)	40,797 (23.2%)
Race/Ethnicity					
American Indian or Alaskan Native	390 (0.2%)	402 (0.2%)	393 (0.2%)	395 (0.2%)	403 (0.2%)
Asian	1,250 (0.6%)	1,292 (0.7%)	1,333 (0.7%)	1,402 (0.8%)	1,450 (0.8%)
Black or African American	7,380 (3.6%)	7,201 (3.7%)	7,094 (3.8%)	7,080 (3.9%)	7,193 (4.1%)
Hispanic or Latino	1,709 (0.8%)	1,696 (0.9%)	1,734 (0.9%)	1,808 (1.0%)	1,925 (1.1%)
Multiracial	1,188 (0.6%)	1,161 (0.6%)	1,140 (0.6%)	1,174 (0.7%)	1,233 (0.7%)
Native Hawaiian or Pacific Islander	388 (0.2%)	372 (0.2%)	350 (0.2%)	313 (0.2%)	276 (0.2%)
White	179,510 (88.6%)	172,209 (88.6%)	166,324 (88.8%)	161,080 (88.8%)	156,526 (88.8%)
Missing	10,819 (5.3%)	10,008 (5.2%)	9,006 (4.8%)	8,057 (4.4%)	7,201 (4.1%)
Age Group					
19-24	3,787 (1.9%)	3,433 (1.8%)	3,429 (1.8%)	3,587 (2.0%)	3,537 (2.0%)
25-34	33,550 (16.6%)	31,381 (16.2%)	29,346 (15.7%)	27,674 (15.3%)	26,535 (15.1%)
35-44	38,742 (19.1%)	38,297 (19.7%)	37,762 (20.2%)	37,116 (20.5%)	36,669 (20.8%)
45-54	34,861 (17.2%)	35,314 (18.2%)	36,034 (19.2%)	36,694 (20.2%)	37,537 (21.3%)
55-64	35,371 (17.5%)	32,570 (16.8%)	30,505 (16.3%)	29,084 (16.0%)	28,288 (16.1%)
65 and Over	56,297 (27.8%)	53,329 (27.4%)	50,285 (26.8%)	47,149 (26.0%)	43,637 (24.8%)

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All Valid Certificates by Characteristics- Administrator

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	5,804 (55.9%)	6,436 (56.2%)	7,014 (56.5%)	7,422 (57.2%)	7,896 (58.0%)
Male	4,582 (44.1%)	5,011 (43.8%)	5,411 (43.6%)	5,546 (42.8%)	5,721 (42.0%)
Race/Ethnicity					
American Indian or Alaskan Native	30 (0.3%)	33 (0.3%)	41 (0.3%)	40 (0.3%)	44 (0.3%)
Asian	54 (0.5%)	61 (0.5%)	68 (0.6%)	80 (0.6%)	86 (0.6%)
Black or African American	1,787 (17.2%)	1,908 (16.7%)	2,026 (16.3%)	2,096 (16.2%)	2,197 (16.1%)
Hispanic or Latino	167 (1.6%)	182 (1.6%)	196 (1.6%)	209 (1.6%)	218 (1.6%)
Multiracial	82 (0.8%)	89 (0.8%)	99 (0.8%)	115 (0.9%)	129 (1.0%)
Native Hawaiian or Pacific Islander	8 (0.1%)	9 (0.1%)	10 (0.1%)	11 (0.1%)	11 (0.1%)
White	8,258 (79.5%)	9,165 (80.1%)	9,985 (80.4%)	10,417 (80.3%)	10,932 (80.3%)
Age Group					
19-24	1 (0.0%)	0 (0.0%)	0 (0.0%)	4 (0.0%)	4 (0.0%)
25-34	1,121 (10.8%)	1,061 (9.3%)	1,008 (8.1%)	991 (7.6%)	960 (7.1%)
35-44	4,063 (39.1%)	4,336 (37.9%)	4,559 (36.7%)	4,630 (35.7%)	4,623 (34.0%)
45-54	3,377 (32.5%)	3,942 (34.4%)	4,555 (36.7%)	4,891 (37.7%)	5,257 (38.6%)
55-64	1,526 (14.7%)	1,735 (15.2%)	1,896 (15.3%)	2,033 (15.7%)	2,273 (16.7%)
65 and Over	298 (2.9%)	373 (3.3%)	407 (3.3%)	419 (3.2%)	500 (3.7%)

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Valid Certificates by Characteristics- Elementary

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	126,071 (81.7%)	121,717 (82.2%)	117,930 (82.6%)	114,549 (82.9%)	111,500 (83.2%)
Male	28,191 (18.3%)	26,436 (17.8%)	24,937 (17.5%)	23,588 (17.1%)	22,445 (16.8%)
Race/Ethnicity					
American Indian or Alaskan Native	296 (0.2%)	308 (0.2%)	300 (0.2%)	296 (0.2%)	300 (0.2%)
Asian	902 (0.6%)	937 (0.6%)	965 (0.7%)	1,007 (0.7%)	1,048 (0.8%)
Black or African American	5,575 (3.6%)	5,446 (3.7%)	5,395 (3.8%)	5,371 (3.9%)	5,428 (4.1%)
Hispanic or Latino	1,238 (0.8%)	1,231 (0.8%)	1,260 (0.9%)	1,325 (1.0%)	1,413 (1.1%)
Multiracial	843 (0.6%)	831 (0.6%)	823 (0.6%)	841 (0.6%)	876 (0.7%)
Native Hawaiian or Pacific Islander	288 (0.2%)	278 (0.2%)	264 (0.2%)	238 (0.2%)	211 (0.2%)
White	136,613 (88.6%)	131,278 (88.6%)	126,798 (88.8%)	122,751 (88.9%)	119,053 (88.9%)
Missing	8,507 (5.5%)	7,844 (5.3%)	7,062 (4.9%)	6,308 (4.6%)	5,616 (4.2%)
Age Group					
19-24	2,844 (1.8%)	2,616 (1.8%)	2,596 (1.8%)	2,673 (1.9%)	2,622 (2.0%)
25-34	24,213 (15.7%)	22,775 (15.4%)	21,464 (15.0%)	20,343 (14.7%)	19,466 (14.5%)
35-44	28,722 (18.6%)	28,426 (19.2%)	28,109 (19.7%)	27,628 (20.0%)	27,304 (20.4%)
45-54	26,044 (16.9%)	26,234 (17.7%)	26,604 (18.6%)	27,022 (19.6%)	27,639 (20.6%)
55-64	28,597 (18.5%)	26,273 (17.7%)	24,396 (17.1%)	23,049 (16.7%)	22,190 (16.6%)
65 and Over	43,842 (28.4%)	41,829 (28.2%)	39,698 (27.8%)	37,422 (27.1%)	34,724 (25.9%)

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

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Valid Certificates by Characteristics- Secondary

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	86,262 (68.4%)	83,220 (68.9%)	80,364 (69.3%)	77,705 (69.7%)	75,414 (69.9%)
Male	39,943 (31.7%)	37,555 (31.1%)	35,564 (30.7%)	33,859 (30.4%)	32,547 (30.2%)
Race/Ethnicity					
American Indian or Alaskan Native	233 (0.2%)	238 (0.2%)	236 (0.2%)	240 (0.2%)	241 (0.2%)
Asian	788 (0.6%)	825 (0.7%)	844 (0.7%)	898 (0.8%)	927 (0.9%)
Black or African American	4,176 (3.3%)	4,071 (3.4%)	3,994 (3.5%)	4,009 (3.6%)	4,095 (3.8%)
Hispanic or Latino	1,058 (0.8%)	1,035 (0.9%)	1,059 (0.9%)	1,086 (1.0%)	1,171 (1.1%)
Multiracial	245 (0.2%)	233 (0.2%)	219 (0.2%)	195 (0.2%)	172 (0.2%)
Native Hawaiian or Pacific Islander	738 (0.6%)	720 (0.6%)	705 (0.6%)	720 (0.7%)	757 (0.7%)
White	111,880 (88.7%)	107,123 (88.7%)	103,043 (88.9%)	99,269 (89.0%)	96,018 (88.9%)
Missing	7,087 (5.6%)	6,530 (5.4%)	5,828 (5.0%)	5,147 (4.6%)	4,580 (4.2%)
Age Group					
19-24	2,059 (1.6%)	1,823 (1.5%)	1,809 (1.6%)	1,878 (1.7%)	1,848 (1.7%)
25-34	19,480 (15.4%)	18,219 (15.1%)	16,911 (14.6%)	15,803 (14.2%)	15,157 (14.0%)
35-44	22,544 (17.9%)	22,409 (18.6%)	22,191 (19.1%)	21,983 (19.7%)	21,681 (20.1%)
45-54	20,477 (16.2%)	20,709 (17.2%)	21,117 (18.2%)	21,490 (19.3%)	22,026 (20.4%)
55-64	24,089 (19.1%)	21,958 (18.2%)	20,326 (17.5%)	19,038 (17.1%)	18,231 (16.9%)
65 and Over	37,556 (29.8%)	35,657 (29.5%)	33,574 (29.0%)	31,372 (28.1%)	29,018 (26.9%)

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

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Valid Teacher Certificates by Subject Area Endorsement Code

Code	Name	2020-21
AX	Communication Arts*	49
BA	English	30,196
BC	Journalism*	481
BD	Speech	4,329
BR	Reading Specialist	7,478
BT	Reading	1,598
BX	Language Arts	19,060
CA	Social Studies - Economics	753
CB	Social Studies - Geography	1,588
CC	Social Studies - History	12,775
CD	Social Studies - Political Science	2,518
CE	Psychology	5,602
CF	Sociology*	2,482
CH	Anthropology*	111
CL	Cultural Studies*	65
CM	Behavioral Studies*	40
CX	Social Science*	23,990
DA	Science - Biology	7,132
DC	Science - Chemistry	3,150
DE	Science - Physics	1,337
DH	Science - Earth/Space Science	1,828
DI	Science - Integrated Science	4,489
DO	Astronomy*	1
DP	Science - Physical Science	74
DX	Science*	18,294
EX	Mathematics	23,495
FA	French	2,260
FB	German	914
FC	Greek	24
FD	Latin	221
FE	Russian*	62
FF	Spanish	5,370
FG	World Language - Other	17

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Code	Name	2020-21
FH	Italian	53
FI	Polish*	10
FJ	Hebrew	5
FK	Arabic (Modern Standard)	91
FL	Japanese	75
FN	Anishinaabemowin	3
FR	Chinese (Mandarin)	235
FS	American Sign Language	33
GA	Accounting*	73
GH	Business Administration*	505
GI	Secretarial Science*	145
GM	Marketing Education*	320
GQ	Business Management Marketing Technology	318
GX	Business Education*	3,026
HX	Agriscience & Natural Resources	284
IX	Industrial Technology*	1,697
JQ	Music Education	2,051
JX	Music Education*	4,970
KH	Family & Consumer Sciences	2,839
LQ	Visual Arts Education	1,490
LX	Art Education*	4,074
LZ	Visual Arts Education Specialist*	15
MA	Health*	4,308
MB	Physical Education*	9,585
MC	Health & Physical Education	86
MD	Recreation*	661
MH	Dance*	249
MX	Health, Physical Education, & Recreation*	1,895
NC	Driver & Safety Education*	62
ND	Library Media	1,748
NE	Non-Endorsed Content Area	10
NJ	Environmental Studies*	400
NP	Educational Technology	932
NR	Computer Science*	877
NS	English as a Second Language	3,753
NT	School Counselor	4,393
NU	Occupational Therapy*	5
OX	Fine Arts*	2,307
PR	Academic Study of Religions*	99

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Code	Name	2020-21
PS	Philosophy*	25
PX	Humanities*	567
RX	Social Studies	12,084
SA	Special Education - Cognitive Impairment	12,710
SB	Special Education - Speech & Language Impairment	1,852
SC	Special Education - Physical or Other Health Impairment	1,404
SE	Special Education - Emotional Impairment	9,748
SH	Teacher of the Homebound*	1,113
SK	Special Education - Visual Impairment	548
SL	Special Education - Deaf & Hard of Hearing	1,116
SM	Special Education - Learning Disabilities	13,725
SP	Special Education - Physical Education for Students with Disabilities	209
SV	Special Education - Autism Spectrum Disorder	2,358
TE	Industrial & Technology Education	56
TL	Teacher Leader	41
TX	Technology & Design*	65
YA	Bilingual French	8
YB	Bilingual German	4
YC	Bilingual Greek	5
YF	Bilingual Spanish	807
YH	Bilingual Italian	6
YI	Bilingual Polish	6
YJ	Bilingual Hebrew	2
YK	Bilingual Arabic	152
YL	Bilingual Other*	52
YM	Bilingual Vietnamese	6
YO	Bilingual Serbo-Croatian/Bosnian	5
YP	Bilingual Chaldean	9
YR	Bilingual Chinese	5
YT	Bilingual Japanese	1
ZA	Early Childhood Education PK-K* ¹	15,302
ZD	Middle School 5-9* ¹	457
ZE	General Elementary K-6* ¹	1,776
ZF	Secondary Grades* ¹	4
ZG	Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom)*	69,225
ZC	Elementary K-8 All Subjects*	35,083
ZK	Secondary 7-8 All Subjects*	22,604
ZL	Middle Level Specialization ¹	894

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Code	Name	2020-21
ZS	Early Childhood PK-General & Special Education ¹	2,650

* 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: <https://www.michigan.gov/mde/services/ed-serv/ed-cert/educator-preparation-providers/specialty-program-standards>.

¹These endorsements comprise the Grade Level category of endorsements.

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

Valid CTE Endorsements by CIP Code

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

Code	Name	2020-21
01.0000	Agriculture, Agricultural Operations & Related Science	109
01.0101	Agricultural Business & Management, General	5
01.0201	Agricultural Mechanics	14
01.0301	Agriculture Production	85
01.0601	Applied Horticulture & Horticultural Operations	34
01.0903	Animal Health & Veterinary Science	5
02.9999	Agriculture Science & Natural Resource	44
03.0000	Natural Resources & Conservation	1
03.0101	Natural Resources	2
04.0000	Distributive Education	41
04.0100	Advertising Services	1
04.0300	Automotive	2
04.0400	Finance & Credit	2
04.0800	General Merchandise	16
07.0000	Health	1
07.0102	Dental Hygienist	1
07.0300	Nursing	8
07.0301	Data Processing/Business	41
07.0302	Practical Nursing	10
07.0303	Nursing Aide	9
07.0401	Occupational Therapy	1
07.0501	X-Ray Technician	1
07.0601	Secretarial Programs	562
07.0906	Health Aide	2
07.0909	Mortuary Science	1
07.0999	Business Services	81
07.9802	Health Occupation Cluster	7

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Code	Name	2020-21
079900	General Health Occupation	16
08.0700	Marketing, Sales, & Services	322
08.0708	Marketing Education	19
09.0200	Occupational Preparation	1
09.0202	Clothing Management	14
09.0701	Radio & TV Production	23
10.0202	Radio & TV Broad Casting Technology	37
10.0301	Graphics & Printing Technology & Communications	72
11.0201	Computer Programming/Programmer	18
11.0801	Digital/Multimedia & Information Resources Design	18
11.0901	Computer Systems Networking & Telecommunication	20
11.1000	Information Technology	42
11.1001	System Administration/Administrator	8
11.1003	Computer & Information Systems Security/Information Assurance	4
12.0400	Cosmetology	74
12.0500	Cooking & Related Culinary Arts	22
12.9999	Personal & Culinary Services	46
13.0000	Education General (Teacher Cadet)	84
14.0000	Office	83
14.0100	Accounting & Computing	129
14.0300	General Office Clerical	73
14.0700	Steno & Secretarial	57
14.0800	Supervisory & Administration	3
14.0900	Typing & Related Occupation	66
14.1001	Electrical, Electronics & Communications Engineering	1
14.4201	Mechatronics	9
14.9800	Steno/Clerical Lab	4
14.9900	Clerical & Secretarial Lab	35
15.0000	Engineering Technology	16
15.0612	Industrial Production Technology/Technician	2
15.0699	Industrial Production Technologies	3
15.1301	Drafting & Design Technology/Architectural	115
15.1306	Mechanical Drafting	5
17.0000	Trade & Industry	1
17.0100	Dental Occupations	30
17.0102	Heating	2
17.0200	Appliance Repair	5
17.0300	Medical Lab Technician	7
17.0301	Body & Fender	4

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Code	Name	2020-21
17.0302	Mechanics	27
17.0402	Aircraft Operations	1
17.0500	Blueprint Reading	1
17.0503	Medical Assisting	17
17.0600	Nursing Occupations	134
17.0700	Commercial Art Occupation	4
17.0900	Commercial Photo Occupation	2
17.1000	Construction & Maintenance	18
17.1001	Carpentry	17
17.1002	Electricity	3
17.1003	Heavy Equipment	3
17.1004	Masonry	2
17.1007	Plumbing & Pipefitting	3
17.1200	Diesel Mechanic	4
17.1500	Electronics Occupations	9
17.1501	Communications	10
17.1599	TV & Radio Production	2
17.1900	Graphic Arts Occupations	13
17.1901	Composition-Makeup & Type	1
17.1902	Printing Press Occupation	4
17.1903	Litho Photo & Plate Making	1
17.2300	Metalworking	1
17.2302	Machine Shop	89
17.2303	Machine Shop	10
17.2304	Metal Trades/Combined	1
17.2305	Sheet Metal	2
17.2307	Tool & Die Making	2
17.2900	Quantity Food Occupations	2
17.3201	Electric Power Generation Plants	1
17.3601	Millwork & Cabinet Making	2
17.9900	Health Occupations Cluster	2
19.0000	Family & Consumer Sciences	1333
19.0605	Home Furnishings Equipment Installation & Consulting	1
19.0700	Child & Custodial Care Services	24
19.0906	Fashion Design	2
20.0201	Child Care & Guidance	89
20.0299	Child & Adult Care Services	12
20.0401	Food Management	120
20.0499	Food Management	11

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Code	Name	2020-21
20.0501	Home Furnishings	3
20.0600	Institution-Home Management	1
20.0601	Building & Home Maintenance & Services	6
20.0699	Custodial Services	10
26.0102	Biotechnology Medical Sciences	6
26.1201	Biotechnology	2
43.0100	Public Safety/Protective Services	39
43.0107	Law Enforcement Training	8
46.0000	Construction Trades	55
46.0301	Electrical & Power Transmission Installation	30
46.0401	Building Maintenance	3
46.9901	Construction Trades	214
47.0101	Electrical/Electronics Equipment Installation & Repair General	83
47.0199	Electro-Mechanical Technology	8
47.0201	Heating, Air Conditioning, Ventilation & Refrigeration	19
47.0301	Industrial Equipment Repair	8
47.0399	Heavy Industrial Equipment Maintenance & Technology	1
47.0602	Aircraft Mechanics	7
47.0603	Collision Repair Technician	48
47.0604	Automobile Technician	256
47.0605	Medium/Heavy Truck Technician	8
47.0606	Small Engine & Related Equipment Repair	37
47.0607	Airframe Technology	3
47.0608	Power Plant Technology (Aircraft)	1
47.0609	Avionics Maintenance Technology	1
47.0613	Medium/Heavy Truck Technician	11
47.0616	Marine Maintenance	1
47.0683	Auto Body Repair	3
47.0684	Auto Mechanics	7
48.0000	Precision Production Trades General	3
48.0101	Drafting	104
48.0201	Graphics & Printing	73
48.0299	Visual Imaging	3
48.0501	Machine Tool Technology/Machinist	10
48.0501_0	Machine Tool Operation	24
48.0502	Foundry	3
48.0506	Metal Trades	6
48.0508	Welding, Brazing, & Soldering	113
48.0599	Manufacturing Cluster	10

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Code	Name	2020-21
48.0604	Plastics	3
48.0701	Woodworking General	58
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	9
50.0101	Visual & Performing Arts	3
50.0401	Visual Communication Technology	4
51.0000	Therapeutic Services	161
51.0707	Health Informatics	4
51.1000	Diagnostic Services	6
51.9999	Allied Health Technology	22
52.0299	Business Administration Management & Operations	556
52.0800	Finance & Financial Management Services	40
52.1999	Marketing, Sales, & Service	246
52.9993	Finance	4
52.9994	Business, Management & Administration	78
52.9999	Business Services & Technology (BST)	347



Appendix

Newly Issued

Certificate Type	2016-17	2017-18	2018-19	2019-20	2020-21
Newly Issued School Social Worker Certificates					
Temporary Approval for School Social Worker	181	193	224	293	225
Continuing Temporary Approval for School Social Worker	46	76	74	114	120
Full Approval for School Social Worker	115	146	157	172	244
Newly Issued School Psychologist Certificates					
Preliminary School Psychologist Certificate	66	43	48	43	41
Preliminary School Psychologist Renewal	3	3	3	1	1
School Psychologist Certificate (Out of State)	4	22	32	34	54
School Psychologist Certificate (Has Preliminary)	43	61	49	32	50
School Psychologist Renewal	303	187	188	204	199
Newly Issued School Counselor Certificates					
School Counselor License	117	97	132	99	103
Teaching Certificate With NT Endorsement	48	35	29	24	33
Preliminary School Counselor License	31	41	28	24	50
Temporary School Counselor License	26	27	37	36	43
Newly Issued School Administrator Certificates					
School Administrator Certificate	1,105	1,338	1,416	957	927
School Administrator Certificate Renewal	1,067	2,010	1,758	1,453	1,662

Additional Endorsement Holders by Characteristics - All Types

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	926 (83.6%)	801 (84.1%)	847 (82.6%)	686 (82.7%)	819 (86.0%)
Male	182 (16.4%)	151 (15.9%)	178 (17.4%)	144 (17.4%)	133 (14.0%)
Race/Ethnicity					
American Indian or Alaskan Native	7 (0.6%)	2 (0.2%)	6 (0.6%)	8 (1.0%)	3 (0.3%)
Asian	10 (0.9%)	12 (1.3%)	20 (2.0%)	17 (2.1%)	21 (2.2%)
Black or African American	40 (3.6%)	32 (3.4%)	27 (2.6%)	21 (2.5%)	25 (2.6%)
Hispanic or Latino	17 (1.5%)	17 (1.8%)	17 (1.7%)	11 (1.3%)	22 (2.3%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)
Multiracial	15 (1.4%)	8 (0.8%)	13 (1.3%)	5 (0.6%)	10 (1.1%)
White	1,019 (92.0%)	881 (92.5%)	941 (91.8%)	768 (92.5%)	871 (91.5%)
Age Group					
19-24	75 (6.8%)	57 (6.0%)	67 (6.5%)	53 (6.4%)	92 (9.7%)
25-34	543 (49.0%)	489 (51.4%)	474 (46.2%)	409 (49.3%)	416 (43.7%)
35-44	315 (28.4%)	252 (26.5%)	315 (30.7%)	227 (27.4%)	257 (27.0%)
45-54	143 (12.9%)	119 (12.5%)	138 (13.5%)	105 (12.7%)	160 (16.8%)
55-64	30 (2.7%)	31 (3.3%)	31 (3.0%)	34 (4.1%)	26 (2.7%)
65 and Over	2 (0.2%)	4 (0.4%)	0 (0.0%)	2 (0.2%)	1 (0.1%)

Additional Endorsement Holders by Characteristics - Elementary

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	793 (89.5%)	690 (90.4%)	728 (88.6%)	596 (88.3%)	678 (90.6%)
Male	93 (10.5%)	73 (9.6%)	94 (11.4%)	79 (11.7%)	70 (9.4%)
Race/Ethnicity					
American Indian or Alaskan Native	6 (0.7%)	2 (0.3%)	6 (0.7%)	7 (1.0%)	2 (0.3%)
Asian	4 (0.5%)	8 (1.1%)	16 (2.0%)	14 (2.1%)	16 (2.1%)
Black or African American	33 (3.7%)	28 (3.7%)	24 (2.9%)	17 (2.5%)	22 (2.9%)
Hispanic or Latino	15 (1.7%)	13 (1.7%)	10 (1.2%)	9 (1.3%)	13 (1.7%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)
Multiracial	14 (1.6%)	8 (1.1%)	12 (1.5%)	3 (0.4%)	9 (1.2%)
White	814 (91.9%)	704 (92.3%)	753 (91.6%)	625 (92.6%)	686 (91.7%)
Age Group					
19-24	61 (6.9%)	41 (5.4%)	45 (5.5%)	38 (5.6%)	64 (8.6%)
25-34	441 (49.8%)	395 (51.8%)	382 (46.5%)	339 (50.2%)	323 (43.2%)
35-44	254 (28.7%)	204 (26.7%)	262 (31.9%)	187 (27.7%)	204 (27.3%)
45-54	106 (12.0%)	96 (12.6%)	106 (12.9%)	85 (12.6%)	136 (18.2%)
55-64	23 (2.6%)	24 (3.2%)	27 (3.3%)	26 (3.9%)	20 (2.7%)
65 and Over	1 (0.1%)	3 (0.4%)	0 (0.0%)	0 (0.0%)	1 (0.1%)

Appendix

Additional Endorsement Holders by Characteristics - Secondary

Characteristics	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender					
Female	589 (79.9%)	514 (80.6%)	601 (80.5%)	474 (79.4%)	579 (83.7%)
Male	148 (20.1%)	124 (19.4%)	146 (19.5%)	123 (20.6%)	113 (16.3%)
Race/Ethnicity					
American Indian or Alaskan Native	5 (0.7%)	2 (0.3%)	2 (0.3%)	7 (1.2%)	2 (0.3%)
Asian	9 (1.2%)	7 (1.1%)	13 (1.7%)	10 (1.7%)	15 (2.2%)
Black or African American	30 (4.1%)	24 (3.8%)	15 (2.0%)	14 (2.4%)	20 (2.9%)
Hispanic or Latino	10 (1.4%)	12 (1.9%)	15 (2.0%)	5 (0.8%)	15 (2.2%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)
Multiracial	9 (1.2%)	3 (0.5%)	10 (1.3%)	4 (0.7%)	7 (1.0%)
White	674 (91.5%)	590 (92.5%)	691 (92.5%)	557 (93.3%)	633 (91.5%)
Age Group					
19-24	22 (3.0%)	28 (4.4%)	41 (5.5%)	26 (4.4%)	36 (5.2%)
25-34	373 (50.6%)	337 (52.8%)	341 (45.7%)	289 (48.4%)	321 (46.4%)
35-44	217 (29.4%)	166 (26.0%)	228 (30.5%)	173 (29.0%)	199 (28.8%)
45-54	102 (13.8%)	80 (12.5%)	117 (15.7%)	80 (13.4%)	112 (16.2%)
55-64	21 (2.9%)	24 (3.8%)	20 (2.7%)	27 (4.5%)	24 (3.5%)
65 and Over	2 (0.3%)	3 (0.5%)	0 (0.0%)	2 (0.3%)	0 (0.0%)

Appendix

Additional Endorsements by Educator Preparation Provider

Name of Institution	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Traditional Route					
Adrian College	2 (0.2%)	2 (0.2%)	6 (0.6%)	4 (0.5%)	2 (0.2%)
Albion College	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	1 (0.1%)
Alma College	5 (0.4%)	5 (0.5%)	5 (0.5%)	1 (0.1%)	0 (0.0%)
Andrews University	1 (0.1%)	1 (0.1%)	3 (0.3%)	1 (0.1%)	0 (0.0%)
Aquinas College	16 (1.4%)	10 (1.0%)	26 (2.5%)	43 (5.1%)	37 (3.8%)
Baker College (Closed 08/05/2020)	17 (1.5%)	10 (1.0%)	6 (0.6%)	2 (0.2%)	2 (0.2%)
Calvin University	9 (0.8%)	12 (1.2%)	11 (1.1%)	9 (1.1%)	6 (0.6%)
Central Michigan University	79 (7.0%)	75 (7.6%)	52 (5.0%)	75 (8.8%)	64 (6.6%)
Concordia University	3 (0.3%)	5 (0.5%)	5 (0.5%)	8 (0.9%)	19 (2.0%)
Cornerstone University	11 (1.0%)	15 (1.5%)	10 (1.0%)	8 (0.9%)	7 (0.7%)
Eastern Michigan University	78 (6.9%)	78 (7.9%)	77 (7.4%)	66 (7.8%)	69 (7.1%)
Ferris State University	23 (2.0%)	35 (3.6%)	27 (2.6%)	14 (1.6%)	21 (2.2%)
Finlandia University (Closed 05/21/2012)	0 (0.0%)	0 (0.0%)	2 (0.2%)	.	.
Grand Valley State University	92 (8.2%)	87 (8.9%)	77 (7.4%)	72 (8.5%)	79 (8.1%)
Hillsdale College (Closed 04/12/2010)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)
Hope College	7 (0.6%)	5 (0.5%)	7 (0.7%)	5 (0.6%)	6 (0.6%)
Lake Superior State University	3 (0.3%)	2 (0.2%)	0 (0.0%)	1 (0.1%)	1 (0.1%)
Madonna University	37 (3.3%)	25 (2.5%)	23 (2.2%)	14 (1.6%)	7 (0.7%)
Marygrove College (Closed 12/31/2019)	11 (1.0%)	12 (1.2%)	16 (1.5%)	22 (2.6%)	3 (0.3%)

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Name of Institution	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Michigan Department of Education	15 (1.3%)	7 (0.7%)	7 (0.7%)	1 (0.1%)	0 (0.0%)
Michigan State University	83 (7.4%)	66 (6.7%)	64 (6.1%)	52 (6.1%)	60 (6.2%)
Michigan Technological University (Closed 12/12/2018)	2 (0.2%)	0 (0.0%)	.	.	.
Northern Michigan University	25 (2.2%)	21 (2.1%)	21 (2.0%)	23 (2.7%)	25 (2.6%)
Oakland University	122 (10.8%)	91 (9.3%)	89 (8.5%)	59 (6.9%)	73 (7.5%)
Olivet College (Closed 06/26/2015)	1 (0.1%)	1 (0.1%)	2 (0.2%)	.	.
Rochester University	0 (0.0%)	1 (0.1%)	3 (0.3%)	0 (0.0%)	4 (0.4%)
Saginaw Valley State University	67 (6.0%)	45 (4.6%)	60 (5.7%)	35 (4.1%)	39 (4.0%)
Siena Heights University	6 (0.5%)	6 (0.6%)	3 (0.3%)	4 (0.5%)	4 (0.4%)
Spring Arbor University	42 (3.7%)	24 (2.4%)	35 (3.4%)	29 (3.4%)	35 (3.6%)
University of Detroit Mercy (Closed 03/12/2019)	4 (0.4%)	1 (0.1%)	7 (0.7%)	2 (0.2%)	1 (0.1%)
University of Michigan	25 (2.2%)	13 (1.3%)	24 (2.3%)	23 (2.7%)	20 (2.1%)
University of Michigan-Dearborn	48 (4.3%)	41 (4.2%)	34 (3.3%)	30 (3.5%)	32 (3.3%)
University of Michigan-Flint	34 (3.0%)	17 (1.7%)	24 (2.3%)	10 (1.2%)	13 (1.3%)
Wayne State University	84 (7.5%)	96 (9.8%)	112 (10.7%)	50 (5.9%)	83 (8.5%)
Western Michigan University	74 (6.6%)	62 (6.3%)	67 (6.4%)	79 (9.3%)	90 (9.2%)
Alternative Route					
#T.E.A.C.H.	.	.	.	.	2 (0.2%)
Schoolcraft College	.	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.2%)
University of Michigan M-ARC	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)
Other Education Prep Options					
Other	4 (0.4%)	0 (0.0%)	5 (0.5%)	4 (0.5%)	4 (0.4%)
Out of State College	96 (8.5%)	112 (11.4%)	136 (13.0%)	104 (12.2%)	162 (16.6%)

Additional Endorsements by Subject Area Code

Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
BA	English	24	14	21	21	19
BC	Journalism*	1	1	4	0	0
BD	Speech	0	1	0	4	3
BR	Reading Specialist	119	120	110	79	112
BT	Reading	19	16	11	13	7
BX	Language Arts	42	40	39	24	39
CA	Social Studies - Economics	1	1	0	1	0
CB	Social Studies - Geography	0	1	0	1	1
CC	Social Studies - History	12	10	2	7	7
CD	Social Studies - Political Science	2	1	2	1	0
CE	Psychology	5	4	11	4	9
CF	Sociology*	0	0	1	0	1
DA	Science - Biology	4	7	5	4	6
DC	Science - Chemistry	5	3	5	7	8
DE	Science - Physics	2	3	7	2	2
DH	Science - Earth/Space Science	4	0	1	2	3
DI	Science - Integrated Science	53	51	46	35	33
DP	Science - Physical Science	0	1	0	0	0
EX	Mathematics	43	32	28	27	32
FA	French	2	2	1	7	0
FB	German	0	1	1	1	0
FD	Latin	0	0	0	1	0
FF	Spanish	9	8	9	6	8
FG	World Language - Other	0	0	0	2	2
FH	Italian	2	0	0	0	0

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Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
FK	Arabic (Modern Standard)	1	2	1	0	0
FL	Japanese	1	0	0	1	0
FR	Chinese (Mandarin)	0	0	1	0	1
FS	American Sign Language	2	0	1	0	1
GQ	Business Management Marketing Technology	0	1	3	1	1
HX	Agriscience & Natural Resources	1	0	0	0	0
JQ	Music Education	2	1	2	1	2
KH	Family & Consumer Sciences	1	0	2	0	2
LQ	Visual Arts Education	1	0	1	1	6
MA	Health*	15	19	29	16	13
MB	Physical Education*	13	10	9	5	9
MC	Health & Physical Education	0	0	1	0	1
MH	Dance*	1	1	0	0	0
ND	Library Media	10	5	7	12	24
NP	Educational Technology	75	55	45	54	31
NR	Computer Science	1	0	1	0	0
NS	English as a Second Language	118	132	165	165	214
NT	School Counselor	48	35	29	24	33
OX	Fine Arts	0	0	0	0	1
RX	Social Studies	29	33	34	17	31
SA	Special Education - Cognitive Impairment	49	35	55	33	32
SB	Special Education - Speech & Language Impairment	1	0	1	0	0
SC	Special Education - Physical or Other Health Impairment	2	3	3	2	1
SE	Special Education - Emotional Impairment	18	19	28	19	12
SK	Special Education - Visual Impairment	6	4	4	9	5
SL	Special Education - Deaf & Hard of Hearing	0	3	2	1	2
SM	Special Education - Learning Disabilities	102	70	95	66	84

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Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
SP	Special Education - Physical Education for Students with Disabilities	3	5	7	3	3
SV	Special Education - Autism Spectrum Disorder	100	97	111	79	73
TE	Industrial & Technology Education	2	0	0	0	0
YF	Bilingual Spanish	4	4	1	2	3
YK	Bilingual Arabic	0	0	0	2	0
YL	Bilingual Other*	0	1	0	0	0
ZA	Early Childhood Education PK-K ¹	4	1	0	1	0
ZG	Elementary K-5 All Subjects (K-8 All Subjects in Self-Contained Classroom)*	13	13	13	9	22
ZL	Middle Level Specialization ¹	1	2	2	1	1
ZS	Early Childhood PK-General & Special Education ¹	144	109	86	77	66
	Total	1,117	977	1,043	850	966

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

¹These endorsements comprise the Grade Level category of endorsements.

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

Additional CTE Endorsements by CIP Code

Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
01.0000	Agriculture, Agricultural Operations & Related Science	0	0	0	1	0
01.0101	Agricultural Business & Management, General	0	0	0	1	0
10.0202	Radio & TV Broad Casting Technology	0	1	0	0	0
10.0301	Graphics & Printing Technology & Communications	1	0	0	0	1
11.0201	Computer Programming/Programmer	0	0	0	0	1
11.0801	Digital/Multimedia & Information Resources Design	0	0	0	0	1
11.0901	Computer Systems Networking & Telecommunication	0	0	0	0	1
11.1001	System Administration/Administrator	1	0	0	0	0
12.0500	Cooking & Related Culinary Arts	2	0	0	0	0
13.0000	Education General (Teacher Cadet)	1	2	1	0	1

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Code	Name	2016-17	2017-18	2018-19	2019-20	2020-21
14.4201	Mechatronics	0	0	1	0	0
15.0000	Engineering Technology	0	0	0	0	1
19.0700	Child & Custodial Care Services	1	1	0	0	0
26.0102	Biotechnology Medical Sciences	0	1	0	0	0
46.0000	Construction Trades	2	0	0	0	1
47.0101	Electrical/Electronics Equipment Installation & Repair General	0	0	0	0	1
47.0604	Automobile Technician	0	1	0	0	0
47.0613	Medium/Heavy Truck Technician	1	0	0	0	0
51.0000	Therapeutic Services	0	0	1	0	0
	Total	9	6	3	2	8

Appendix

Certificate Nullifications

Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Standard Teaching Certificate	0	0	0	1	0	0	0	0	1
Standard Renewal	0	0	0	0	0	1	0	0	1
Professional Teaching Certificate (Has Standard)	0	1	0	0	0	0	0	1	2
Professional Teaching Certificate Renewal	1	0	2	2	1	0	1	1	8
18-Hour Continuing Certificate	1	0	0	0	0	0	0	0	1
30-Hour Continuing Certificate	0	1	1	0	0	0	0	0	2
Permanent Teaching Certificate	0	1	0	0	0	0	0	0	1
Total	2	3	3	3	1	1	1	2	16

Endorsement Nullifications

Code	Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
BA	English	2	3	1	2	2	1	1	2	3	2	19
BR	Reading Specialist	0	0	0	1	0	0	0	0	0	0	1
BX	Language Arts	0	0	0	0	0	0	0	0	1	1	2
CC	History	0	2	0	0	0	1	0	0	1	0	4
CE	Psychology	0	0	0	0	0	0	0	0	0	1	1
CF	Sociology	1	0	0	1	0	1	0	0	0	0	3
CX	Social Science	1	2	0	2	3	0	0	2	1	1	12
DA	Biology	1	0	0	2	0	0	0	1	0	0	4
DC	Chemistry	0	0	0	0	0	0	0	1	0	0	1
DX	Science	1	1	1	2	1	0	3	0	2	3	14
EX	Mathematics	0	0	0	0	2	0	1	0	0	1	4
FA	French	0	2	1	0	0	0	0	0	0	0	3
FB	German	0	0	1	0	0	0	0	0	0	0	1
FF	Spanish	0	0	1	1	1	2	0	0	0	1	6
FI	Polish	0	0	1	0	0	0	0	0	0	0	1
GX	Business Education	0	0	0	0	0	0	0	1	0	0	1
JX	Music Education	2	0	0	2	1	1	0	0	0	0	6

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Code	Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
KH	Family & Consumer Sciences	3	1	1	0	0	0	0	0	0	0	5
LX	Art Education	4	1	1	0	1	0	0	0	0	0	7
MA	Health	0	0	0	0	1	0	1	0	0	0	2
MB	Physical Education	2	0	0	0	0	0	0	0	0	0	2
NT	School Counselor	0	1	0	0	0	0	0	0	3	16	20
OX	Fine Arts	0	1	0	0	1	0	0	0	0	0	2
RX	Social Studies	0	1	0	2	1	1	1	0	0	0	6
SA	Cognitive Impairment	2	1	2	0	1	0	1	1	1	2	11
SB	Speech & Language Impairment	0	0	1	0	0	0	0	0	0	0	1
SC	Physical or Other Health Impairment	0	1	0	0	0	0	0	0	0	0	1
SE	Emotional Impairment	2	1	1	2	0	0	0	2	1	1	10
SH	Teacher of the Homebound	0	1	0	0	0	0	0	0	0	0	1
SL	Deaf & Hard of Hearing	1	0	0	0	0	0	0	0	0	0	1
SM	Learning Disabilities	1	0	0	0	0	0	0	1	1	0	3
YF	Bilingual Spanish	0	0	1	0	0	0	0	0	0	0	1
ZA	Early Childhood Education PK-K	0	1	0	0	1	0	0	0	0	1	3
Total		23	20	13	17	16	7	8	11	14	30	159

Valid Teacher Headcount Five Years

Characteristics	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender						
Female	65,589 (75.5%)	65,328 (75.6%)	65,710 (75.7%)	65,932 (75.8%)	65,901 (75.9%)	65,698 (75.9%)
Male	21,286 (24.5%)	21,037 (24.4%)	21,120 (24.3%)	21,082 (24.2%)	20,979 (24.2%)	20,889 (24.1%)
Race/Ethnicity						
American Indian or Alaskan Native	235 (0.3%)	251 (0.3%)	263 (0.3%)	272 (0.3%)	279 (0.3%)	277 (0.3%)
Asian	620 (0.7%)	648 (0.8%)	669 (0.8%)	730 (0.8%)	742 (0.9%)	779 (0.9%)
Black or African American	4,805 (5.5%)	4,690 (5.4%)	4,919 (5.7%)	5,109 (5.9%)	5,251 (6.0%)	5,210 (6.0%)
Hispanic or Latino	1,086 (1.3%)	1,104 (1.3%)	1,140 (1.3%)	1,184 (1.4%)	1,229 (1.4%)	1,294 (1.5%)
Native Hawaiian or Pacific Islander	65 (0.1%)	59 (0.1%)	60 (0.1%)	59 (0.1%)	59 (0.1%)	53 (0.1%)
Multiracial	655 (0.8%)	692 (0.8%)	720 (0.8%)	725 (0.8%)	751 (0.9%)	785 (0.9%)
White	79,409 (91.4%)	78,921 (91.4%)	79,059 (91.1%)	78,935 (90.7%)	78,569 (90.4%)	78,189 (90.3%)
Age Group						
19-24	1,324 (1.5%)	1,311 (1.5%)	1,373 (1.6%)	1,535 (1.8%)	1,619 (1.9%)	1,700 (2.0%)
25-34	19,708 (22.7%)	18,829 (21.8%)	18,384 (21.2%)	18,063 (20.8%)	17,621 (20.3%)	17,403 (20.1%)
35-44	28,375 (32.7%)	28,175 (32.6%)	28,154 (32.4%)	27,725 (31.9%)	27,157 (31.3%)	26,704 (30.8%)
45-54	24,333 (28.0%)	25,178 (29.2%)	26,019 (30.0%)	26,766 (30.8%)	27,437 (31.6%)	27,839 (32.2%)
55-64	11,965 (13.8%)	11,583 (13.4%)	11,555 (13.3%)	11,520 (13.2%)	11,598 (13.4%)	11,582 (13.4%)
65 and Over	1,170 (1.4%)	1,289 (1.5%)	1,345 (1.6%)	1,405 (1.6%)	1,448 (1.7%)	1,359 (1.6%)

Statewide Teacher Retention and Turnover by Demographic Characteristics

Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender										
Female	60,400 (75.5%)	5,053 (75.2%)	60,331 (75.7%)	4,917 (75.5%)	60,517 (75.7%)	5,093 (75.8%)	60,517 (75.7%)	5,093 (75.8%)	60,779 (75.8%)	5,024 (76.5%)
Male	19,584 (24.5%)	1,669 (24.8%)	19,411 (24.3%)	1,599 (24.5%)	19,436 (24.3%)	1,630 (24.3%)	19,436 (24.3%)	1,630 (24.3%)	19,402 (24.2%)	1,545 (23.5%)
Race/Ethnicity										
American Indian or Alaskan Native	220 (0.3%)	15 (0.2%)	224 (0.3%)	26 (0.4%)	240 (0.3%)	20 (0.3%)	249 (0.3%)	21 0.3%)	252 (0.3%)	24 (0.4%)
Asian	550 (0.7%)	68 (1.0%)	581 (0.7%)	67 (1.0%)	611 (0.8%)	59 (0.9%)	622 (0.8%)	106 (1.6%)	672 (0.8%)	68 (1.0%)
Black or African American	4,199 (5.3%)	586 (8.7%)	4,161 (5.2%)	510 (7.8%)	4,280 (5.4%)	622 (9.3%)	4,422 (5.5%)	670 (10.0%)	4,575 (5.7%)	661 (10.1%)
Hispanic or Latino	982 (1.2%)	97 (1.4%)	993 (1.3%)	106 (1.6%)	1,039 (1.3%)	94 (1.4%)	1,084 (1.4%)	95 (1.4%)	1,121 (1.4%)	102 (1.6%)
Native Hawaiian or Pacific Islander	58 (0.1%)	8 (0.1%)	56 (0.1%)	4 (0.1%)	52 (0.1%)	9 (0.1%)	52 (0.1%)	8 (0.1%)	53 (0.1%)	7 (0.1%)
Multiracial	597 (0.8%)	67 (1.0%)	636 (0.8%)	65 (1.0%)	654 (0.8%)	72 (1.1%)	665 (0.8%)	69 (1.0%)	694 (0.9%)	66 (1.0%)
White	73,378 (91.7%)	5,881 (87.5%)	73,091 (91.7%)	5,738 (88.1%)	73,077 (91.4%)	5,847 (87.0%)	73,058 (91.2%)	5,758 (85.6%)	72,814 (90.8%)	5,641 (85.9%)

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Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Age Group										
19-24	351 (0.4%)	56 (0.8%)	375 (0.5%)	40 (0.6%)	436 (0.6%)	46 (0.7%)	537 (0.7%)	44 (0.7%)	542 (0.7%)	60 (0.9%)
25-34	16,348 (20.4%)	1,547 (23.0%)	15,805 (19.8%)	1,432 (22.0%)	15,637 (19.6%)	1,337 (19.9%)	15,452 (19.3%)	1,395 (20.7%)	15,357 (19.2%)	1,156 (17.6%)
35-44	26,738 (33.4%)	1,323 (19.7%)	26,466 (33.2%)	1,366 (21.0%)	26,000 (32.5%)	1,494 (22.2%)	25,534 (31.9%)	1,424 (21.2%)	25,251 (31.5%)	1,121 (17.1%)
45-54	24,279 (30.4%)	1,108 (16.5%)	24,904 (31.2%)	1,163 (17.9%)	25,636 (32.1%)	1,288 (19.2%)	26,242 (32.7%)	1,349 (20.1%)	26,732 (33.3%)	1,426 (21.7%)
55-64	11,117 (13.9%)	2,159 (32.1%)	10,986 (13.8%)	1,950 (29.9%)	10,980 (13.7%)	2,038 (30.3%)	11,079 (13.8%)	1,976 (29.4%)	11,067 (13.8%)	2,144 (32.6%)
65 and Over	1,151 (1.4%)	529 (7.9%)	1,206 (1.5%)	565 (8.7%)	1,264 (1.6%)	520 (7.7%)	1,308 (1.6%)	539 (8.0%)	1,232 (1.5%)	662 (10.1%)

NOTE: The individuals will be counted more than once if they work in more than one district.

Appendix

Statewide Teacher Retention and Turnover by District Characteristics

Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
District Classification										
Traditional Public	73,368 (90.6%)	5,544 (81.3%)	73,072 (90.5%)	5,436 (82.4%)	78,500 (90.8%)	5,697 (83.2%)	79,766 (90.9%)	5,793 (83.4%)	81,675 (90.9%)	5,709 (84.3%)
Public Charter	7,580 (9.4%)	1,272 (18.7%)	7,664 (9.5%)	1,162 (17.6%)	8,003 (9.3%)	1,150 (16.8%)	8,024 (9.1%)	1,156 (16.6%)	8,153 (9.1%)	1,067 (15.8%)
Prosperity Region										
Detroit Metro Prosperity Region	31,345 (38.7%)	2,758 (40.5%)	31,157 (38.6%)	2,595 (39.3%)	32,569 (37.7%)	2,691 (39.3%)	32,270 (36.8%)	2,716 (39.1%)	32,830 (36.6%)	2,530 (37.3%)
East Central Michigan Prosperity Region	4,164 (5.1%)	336 (4.9%)	4,201 (5.2%)	272 (4.1%)	4,511 (5.2%)	338 (4.9%)	4,494 (5.1%)	358 (5.2%)	4,567 (5.1%)	347 (5.1%)
East Michigan Prosperity Region	7,188 (8.9%)	526 (7.7%)	7,131 (8.8%)	552 (8.4%)	7,793 (9.0%)	574 (8.4%)	8,158 (9.3%)	580 (8.4%)	8,067 (9.0%)	595 (8.8%)
Northeast Prosperity Region	1,369 (1.7%)	96 (1.4%)	1,350 (1.7%)	132 (2.0%)	1,429 (1.7%)	131 (1.9%)	1,613 (1.8%)	117 (1.7%)	1,700 (1.9%)	137 (2.0%)
Northwest Prosperity Region	2,475 (3.1%)	229 (3.4%)	2,504 (3.1%)	206 (3.1%)	2,882 (3.3%)	219 (3.2%)	3,000 (3.4%)	193 (2.8%)	2,985 (3.3%)	229 (3.4%)
South Central Prosperity Region	3,703 (4.6%)	324 (4.8%)	3,710 (4.6%)	334 (5.1%)	4,002 (4.6%)	327 (4.8%)	4,375 (5.0%)	333 (4.8%)	4,661 (5.2%)	353 (5.2%)
Southeast Michigan Prosperity Region	7,619 (9.4%)	660 (9.7%)	7,683 (9.5%)	627 (9.5%)	8,532 (9.9%)	647 (9.5%)	8,681 (9.9%)	656 (9.4%)	8,993 (10.0%)	694 (10.2%)

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Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Prosperity Region										
Southwest Prosperity Region	6,841 (8.5%)	587 (8.6%)	6,785 (8.4%)	614 (9.3%)	7,342 (8.5%)	636 (9.3%)	7,543 (8.6%)	597 (8.6%)	7,858 (8.8%)	611 (9.0%)
Upper Peninsula Prosperity Alliance	2,393 (3.0%)	211 (3.1%)	2,368 (2.9%)	209 (3.2%)	2,844 (3.3%)	206 (3.0%)	3,000 (3.4%)	248 (3.6%)	2,964 (3.3%)	223 (3.3%)
West Michigan Prosperity Alliance	13,851 (17.1%)	1,089 (16.0%)	13,847 (17.2%)	1,057 (16.0%)	14,599 (16.9%)	1,078 (15.7%)	14,656 (16.7%)	1,151 (16.6%)	15,203 (16.9%)	1,057 (15.6%)

NOTE: The individuals will be counted more than once if they work in more than one district.

Statewide Administrator Retention and Turnover by Demographic Characteristics

Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Gender										
Female	3,252 (50.4%)	483 (53.7%)	3,274 (50.5%)	568 (58.6%)	3,320 (50.6%)	528 (58.0%)	3,355 (50.9%)	516 (59.7%)	3,520 (51.9%)	411 (56.5%)
Male	3,195 (49.6%)	416 (46.3%)	3,206 (49.5%)	402 (41.4%)	3,238 (49.4%)	382 (42.0%)	3,243 (49.2%)	349 (40.4%)	3,263 (48.1%)	316 (43.5%)
Race/Ethnicity										
American Indian or Alaskan Native	18 (0.3%)	3 (0.3%)	15 (0.2%)	4 (0.4%)	17 (0.3%)	2 (0.2%)	15 (0.2%)	3 (0.4%)	16 (0.2%)	2 (0.3%)
Asian	23 (0.4%)	2 (0.2%)	23 (0.4%)	6 (0.6%)	23 (0.4%)	5 (0.6%)	27 (0.4%)	1 (0.1%)	31 (0.5%)	3 (0.4%)
Black or African American	817 (12.7%)	152 (16.9%)	824 (12.7%)	147 (15.2%)	855 (13.0%)	175 (19.2%)	859 (13.0%)	156 (18.0%)	916 (13.5%)	105 (14.4%)
Hispanic or Latino	104 (1.6%)	18 (2.0%)	101 (1.6%)	14 (1.4%)	104 (1.6%)	17 (1.9%)	103 (1.6%)	18 (2.1%)	109 (1.6%)	13 (1.8%)
Native Hawaiian or Pacific Islander	9 (0.1%)	1 (0.1%)	7 (0.1%)	2 (0.2%)	8 (0.1%)	1 (0.1%)	8 (0.1%)	1 (0.1%)	9 (0.1%)	1 (0.1%)
Multiracial	48 (0.7%)	5 (0.6%)	50 (0.8%)	11 (1.1%)	51 (0.8%)	6 (0.7%)	54 (0.8%)	2 (0.2%)	54 (0.8%)	13 (1.8%)
White	5,428 (84.2%)	718 (79.9%)	5,460 (84.3%)	786 (81.0%)	5,500 (83.9%)	704 (77.4%)	5,532 (83.8%)	684 (79.1%)	5,648 (83.3%)	590 (81.2%)

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Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Age Group										
19-24	3 (0.1%)	11 (1.2%)	0 (0.0%)	8 (0.8%)	1 (0.0%)	2 (0.2%)	1 (0.0%)	0 (0.0%)	2 (0.0%)	0 (0.0%)
25-34	291 (4.5%)	61 (6.8%)	277 (4.3%)	74 (7.6%)	277 (4.2%)	44 (4.8%)	257 (3.9%)	42 (4.9%)	259 (3.8%)	34 (4.7%)
35-44	2,219 (34.4%)	195 (21.7%)	2,252 (34.8%)	204 (21.0%)	2,248 (34.3%)	203 (22.3%)	2,268 (34.4%)	176 (20.4%)	2,247 (33.1%)	149 (20.5%)
45-54	2,512 (39.0%)	230 (25.6%)	2,628 (40.6%)	266 (27.4%)	2,762 (42.1%)	289 (31.8%)	2,810 (42.6%)	269 (31.1%)	2,966 (43.7%)	211 (29.0%)
55-64	1,208 (18.7%)	305 (33.9%)	1,110 (17.1%)	302 (31.1%)	1,082 (16.5%)	250 (27.5%)	1,091 (16.5%)	277 (32.0%)	1,129 (16.6%)	264 (36.3%)
65 and Over	214 (3.3%)	97 (10.8%)	213 (3.3%)	116 (12.0%)	188 (2.9%)	122 (13.4%)	171 (2.6%)	101 (11.7%)	180 (2.7%)	69 (9.5%)

NOTE: The individuals will be counted more than once if they work in more than one district.

Statewide Administrator Retention and Turnover by District Characteristics

Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
District Classification										
Traditional Public	5,774 (87.4%)	729 (79.5%)	5,781 (86.9%)	778 (79.3%)	5,877 (87.0%)	769 (82.3%)	5,898 (87.3%)	703 (79.0%)	6,035 (86.9%)	606 (82.6%)
Public Charter	830 (12.6%)	188 (20.5%)	874 (13.1%)	203 (20.7%)	878 (13.0%)	165 (17.7%)	858 (12.7%)	187 (21.0%)	908 (13.1%)	128 (17.4%)
Prosperity Region										
Detroit Metro Prosperity Region	2,393 (36.2%)	372 (40.6%)	2,429 (36.5%)	357 (36.4%)	2,438 (36.1%)	386 (41.3%)	2,418 (35.8%)	329 (37.0%)	2,507 (36.1%)	248 (33.8%)
East Central Michigan Prosperity Region	359 (5.4%)	43 (4.7%)	383 (5.8%)	42 (4.3%)	377 (5.6%)	47 (5.0%)	380 (5.6%)	49 (5.5%)	384 (5.5%)	42 (5.7%)
East Michigan Prosperity Region	632 (9.6%)	66 (7.2%)	616 (9.3%)	111 (11.3%)	615 (9.1%)	85 (9.1%)	616 (9.1%)	70 (7.9%)	640 (9.2%)	42 (5.7%)
Northeast Prosperity Region	129 (2.0%)	16 (1.7%)	124 (1.9%)	22 (2.2%)	135 (2.0%)	18 (1.9%)	127 (1.9%)	24 (2.7%)	131 (1.9%)	19 (2.6%)
Northwest Prosperity Region	214 (3.2%)	27 (2.9%)	209 (3.1%)	35 (3.6%)	214 (3.2%)	28 (3.0%)	212 (3.1%)	31 (3.5%)	220 (3.2%)	33 (4.5%)
South Central Prosperity Region	284 (4.3%)	38 (4.1%)	291 (4.4%)	36 (3.7%)	313 (4.6%)	38 (4.1%)	312 (4.6%)	46 (5.2%)	312 (4.5%)	42 (5.7%)
Southeast Michigan Prosperity Region	596 (9.0%)	84 (9.2%)	610 (9.2%)	89 (9.1%)	648 (9.6%)	67 (7.2%)	653 (9.7%)	83 (9.3%)	674 (9.7%)	66 (9.0%)

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Characteristics	2015-16 to 2016-17		2016-17 to 2017-18		2017-18 to 2018-19		2018-19 to 2019-20		2019-20 to 2020-21	
	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Prosperity Region										
Southwest Prosperity Region	645 (9.8%)	116 (12.7%)	638 (9.6%)	118 (12.0%)	664 (9.8%)	99 (10.6%)	661 (9.8%)	89 (10.0%)	671 (9.7%)	98 (13.4%)
Upper Peninsula Prosperity Alliance	247 (3.7%)	30 (3.3%)	233 (3.5%)	39 (4.0%)	236 (3.5%)	25 (2.7%)	228 (3.4%)	43 (4.8%)	234 (3.4%)	34 (4.6%)
West Michigan Prosperity Alliance	1,105 (16.7%)	125 (13.6%)	1,122 (16.9%)	132 (13.5%)	1,115 (16.5%)	141 (15.1%)	1,149 (17.0%)	126 (14.2%)	1,170 (16.9%)	110 (15.0%)

NOTE: The individuals will be counted more than once if they work in more than one district.

Teacher Retention by Initial Certification Year

Employment Status	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Not Employed	1,222 (31.9%)	1,062 (28.0%)	1,165 (29.0%)	1,535 (35.8%)	2,824 (65.6%)
Total Employed	2,615 (68.2%)	2,731 (72.0%)	2,852 (71.0%)	2,748 (64.2%)	1,478 (34.4%)
Employed for <1 Year	86 (2.2%)	103 (2.7%)	110 (2.7%)	229 (5.4%)	586 (13.6%)
Employed for 1 Year	267 (7.0%)	339 (8.9%)	496 (12.4%)	1,666 (38.9%)	892 (20.7%)
Employed for 2-3 Years	738 (19.2%)	1,824 (48.1%)	2,246 (55.9%)	853 (19.9%)	.
Employed for 4-5 Years	1,524 (39.7%)	465 (12.3%)	.	.	.
Total Certified	3,837	3,793	4,017	4,283	4,302

. denotes no data available.

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

New Teacher Employment by Initial Certification Year

Issued Certification Year	First Year of Employment				
	2016-17	2017-18	2018-19	2019-20	2020-21
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
2016-17	796 (30.4%)	1,374 (52.5%)	273 (10.4%)	112 (4.3%)	60 (2.3%)
2017-18	.	1,052 (38.5%)	1,397 (51.2%)	204 (7.5%)	78 (2.9%)
2018-19	.	.	1,289 (45.2%)	1,382 (48.5%)	181 (6.4%)
2019-20	.	.	.	1,356 (49.3%)	1,392 (50.7%)
2020-21	1,478 (100.0%)

. denotes no data available.

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

New Teacher Effectiveness

Effectiveness	1 Year of Experience		2 Years of Experience		3 Years of Experience	
	InState	OOState	InState	OOState	InState	OOState
Ineffective	0 (0.0%)	4 (0.3%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.3%)
Minimally Effective	68 (2.8%)	15 (1.2%)	37 (1.7%)	15 (1.6%)	13 (0.7%)	8 (1.2%)
Effective	1,981 (81.1%)	1,067 (81.6%)	1,668 (75.9%)	696 (74.3%)	1,253 (66.3%)	460 (69.6%)
Highly Effective	393 (16.1%)	221 (16.9%)	492 (22.4%)	226 (24.1%)	624 (33.0%)	191 (28.9%)
Total	2,442 (100.0%)	1,307 (100.0%)	2,198 (100.0%)	937 (100.0%)	1,890 (100.0%)	661 (100.0%)

STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Michigan Department of Education complies with all Federal laws and regulations prohibiting discrimination, and with all requirements of the U.S. Department of Education and U.S. Department of Agriculture. The Michigan Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.



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