



DIRECTORS AND REPRESENTATIVES OF  
TEACHER EDUCATION PROGRAMS

February 3, 2023

The image features a white background with two teal-colored geometric shapes. On the left, there is a large teal trapezoid that tapers towards the right. On the right side, there is a smaller teal triangle pointing towards the left. The word "Welcome" is centered in the white space between these two shapes.

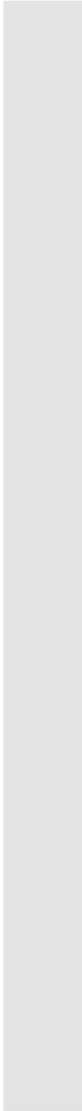
Welcome

# Leadership Team

- Marcia Feters (Western Michigan University), Chair
- Diane Brown (Siena Heights University), Secretary & Chair-Elect
- Beth Feiten (Oakland University), Treasurer
- *Brian Filipiak (Eastern Michigan University), Technology Support*



# DARTEP Business



# DARTEP Business

- Approval of DARTEP minutes from December 2022.
- Budget Report

# 2022-2023 Meeting Dates

- October 7, 2022 - University of Michigan - Flint
- December 2, 2022 - Oakland University
- February 3, 2023 - Virtual
- April 14, 2023 - Hope College

# Treasurer's Report

## Thank you for your Payment of 2022-2023 Dues

Adrian  
Albion  
Alma  
Andrews  
Aquinas  
Calvin  
Central  
College Creative Studies  
Concordia  
Cornerstone  
Eastern  
U of D Mercy  
Ferris State  
Grand Valley  
Hope

Lake Superior  
Madonna  
Michigan State  
Northern  
Oakland  
Rochester  
Saginaw Valley  
Siena Heights  
Spring Arbor  
UM Ann Arbor  
UM Dearborn  
UM Flint  
Wayne State  
Western

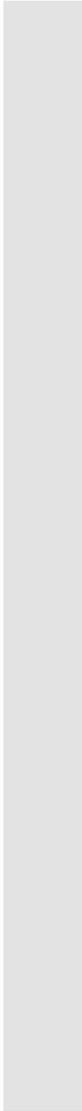
### **29 Paying Institutions**

Please let me know if you believe there is an error

# Treasurer's Report

**January 31 Balance is \$17,398.04**

Beth Feiten: [bafeiten@oakland.edu](mailto:bafeiten@oakland.edu)



# Organization Reports

# Organization Reports

- Michigan Association of College of Teacher Education (MACTE) -  
*Beth Kubitskey*
- Michigan Public Deans - *Marcia Fetters*
- Michigan Independent Educator Preparation Institutions (MIEPI) -  
*Laurie Burgess*

# MDE Preview of Guests & Topics



# Lunch

We are in a lunch break, and will resume the meeting at 11:45.

The logo consists of a white square frame with a thick border. Inside the frame, the word "EPIC" is written in a bold, white, sans-serif font. Below the word "EPIC" is a thick white horizontal bar.

**EPIC**

**Education Policy  
Innovation Collaborative**



# Michigan's Teacher Shortage: 2023 Comprehensive Report

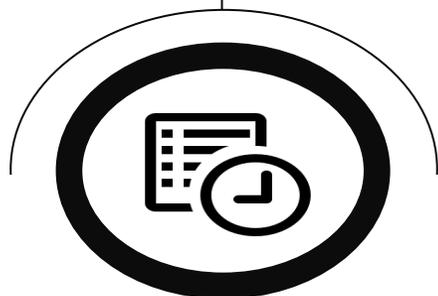
**Presented to DARTEP  
February 3, 2023**

**Tara Kilbride, Ph.D.**

*Assistant Director for Research, EPIC*

College of Education | Michigan State University

# Agenda



01

Background, Data,  
and Methods

02

Teacher Vacancies

03

Retention, Mobility, and Attrition

04

Teacher Preparation

05

Highest-Need Regions

06

Implications

# Background: Public Act 316 of 2020

*"... by January 1, 2023 and January 1 each year thereafter, CEPI, with partners under this subsection, shall submit a comprehensive report concerning educator shortages ...*

*... The comprehensive report must include, but is not limited to, the following:"*



- a)** The number of **educator vacancies** in this state, disaggregated by geographic region and by any broad subject areas and educational settings required for those vacancies.
- b)** The **educator retention rates** in this state, disaggregated by geographic region, broad subject areas and educational settings, number of years in the profession, and educator demographics.
- c)** The number of **graduates from approved, in-state teacher preparation programs**, disaggregated by the broad subject areas and educational settings of those graduates.
- d)** An analysis of the **regions in this state that present the highest need** for educators based on educator shortages in those regions, disaggregated by the broad subject areas and educational settings of the positions in which there are shortages in those regions.



# Data & Methods

## Supply of Teachers

- ✓ Number of active teachers
- ✓ Number of newly certified teachers
- ❗ Number of teachers who are certified but not employed as teachers

## Demand for Teachers

- ❗ Number of teacher vacancies
- ❗ Classes taught by teachers who are not fully licensed or out-of-field

## Capacity of the Teacher Supply to Meet the Demand

- ✓ Positions covered by new hires
- ✓ Positions covered by newly certified teachers
- ❗ Positions filled by teachers who are not-fully-certified, out-of-field teachers, or long-term substitute teachers
- ❗ Positions that remained unfilled
- ✓ Teacher attrition
- ✓ Teacher mobility
- ❗ Reasons for leaving

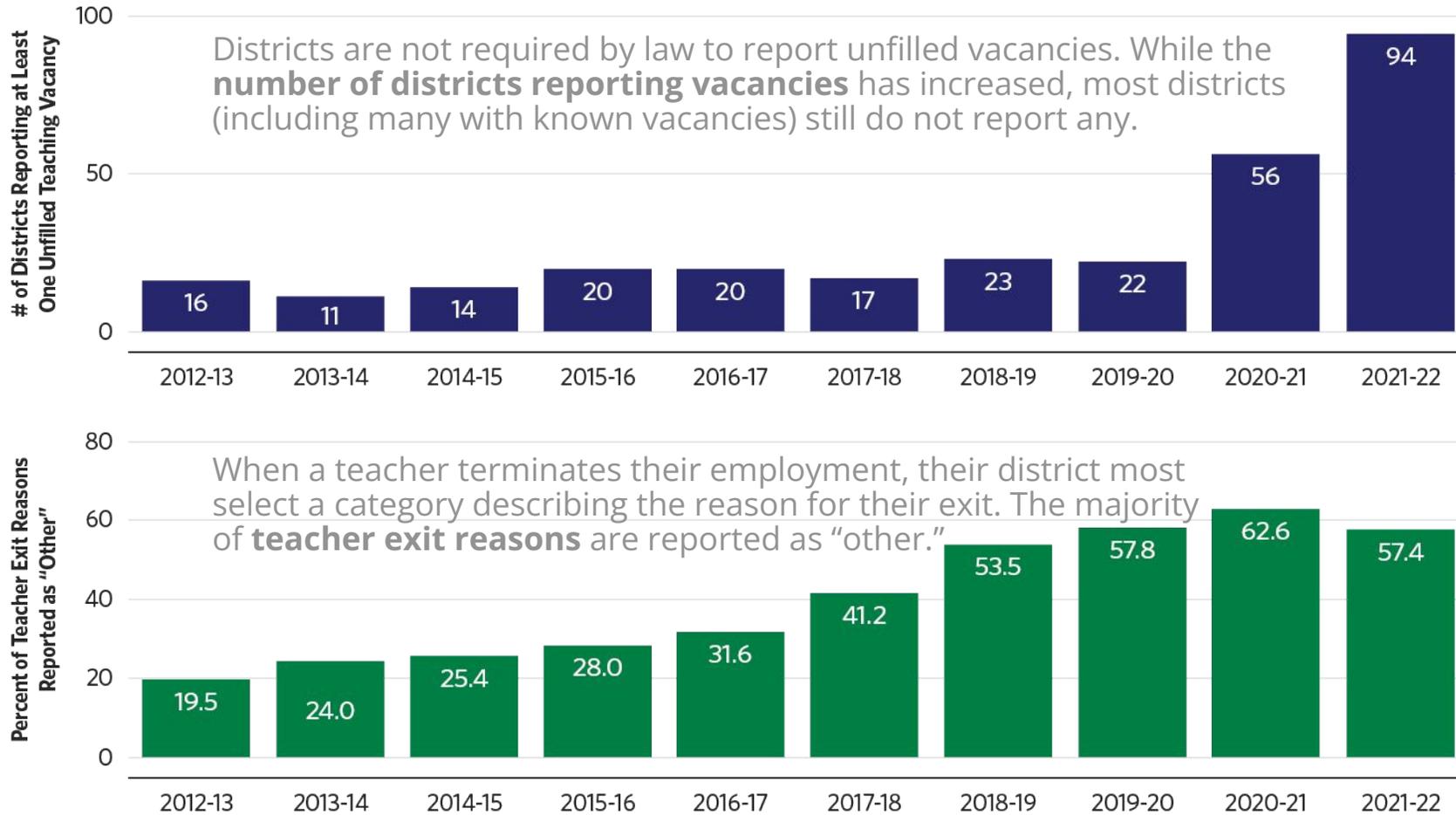
According to NCTQ, these data elements are essential for policymakers and education leaders to have the actionable information they need to address teacher shortages.

All of this information is available, to some extent, in Michigan's state datasets. However, some of it comes with caveats, such as:

- Incomplete reporting and/or incomplete coverage
- Multiple interpretations depending on districts' staffing strategies

# Data & Methods

Available state data provide a limited picture of Michigan's teacher shortage. The data are gradually improving, but this is a long-term effort.



# Data & Methods

We consider several *imperfect* and *indirect* indicators to better understand the nature and extent of teacher shortages in Michigan and how they vary for different types of teachers, districts, and geographic locations.

## Vacancies

District-reported teaching positions; reliance on teachers with temporary credentials; reliance on teachers who are shared across multiple sites; reliance on teachers contracted through 3<sup>rd</sup>-party virtual providers.

## Retention

Entry into the profession; exits from the profession; within- and between-district transfers; maintenance of teaching credentials.

## Teacher preparation

Newly-certified teachers; proximity of teacher preparation provider to location of first teaching job.

## Highest-need regions

Estimated extent of local shortages based on patterns across all relevant indicators; overall and subject-specific shortages.

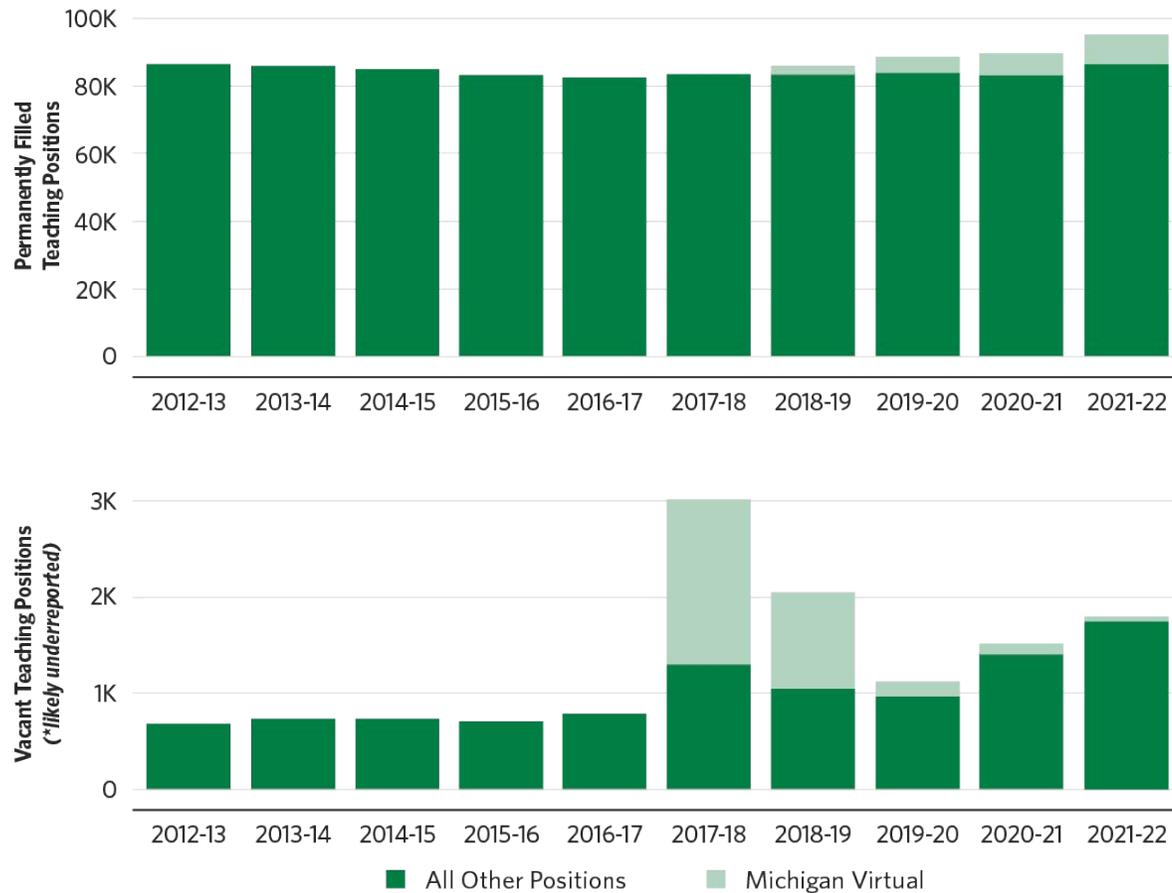
# **Results:**

# **Teacher Vacancies**

# Teacher Vacancies

Districts reported more teaching vacancies *and* more filled teaching positions in 2021-22 than in previous years.

## District-reported filled and vacant teaching positions



Recent expansions to virtual learning options in Michigan are driving some of these trends.

*Michigan Virtual* teachers account for most of the increase in filled teaching positions over time.

About half of all teaching vacancies reported in 2017-18 and 2018-19 were *Michigan Virtual* teaching positions.

# Teacher Vacancies

Districts are relying more on multi-site teachers and 3<sup>rd</sup>-party virtual course providers to meet their staffing needs.

## Percent change from 2018-19 to 2021-22

<b>Teachers assigned to more than one school</b>	<b>+10%</b>
Average number of schools per multi-school teacher	+21%
<b>Teachers assigned to more than one district</b>	<b>+67%</b>
Average number of districts per multi-district teacher	+49%
<b>Teachers contracted through Michigan Virtual</b>	<b>+153%</b>
Average number of districts per Michigan Virtual teacher	+5%
<b>3<sup>rd</sup>-party virtual course teachers</b>	<b>+60%</b>
Average number of districts per 3 <sup>rd</sup> -party virtual teacher	+53%

Multi-site and 3<sup>rd</sup>-party virtual teachers are most prevalent in rural districts.

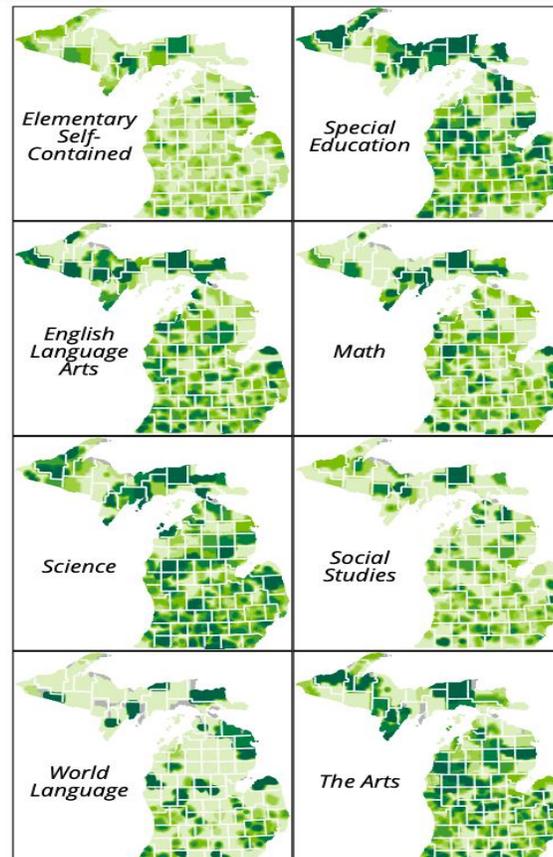
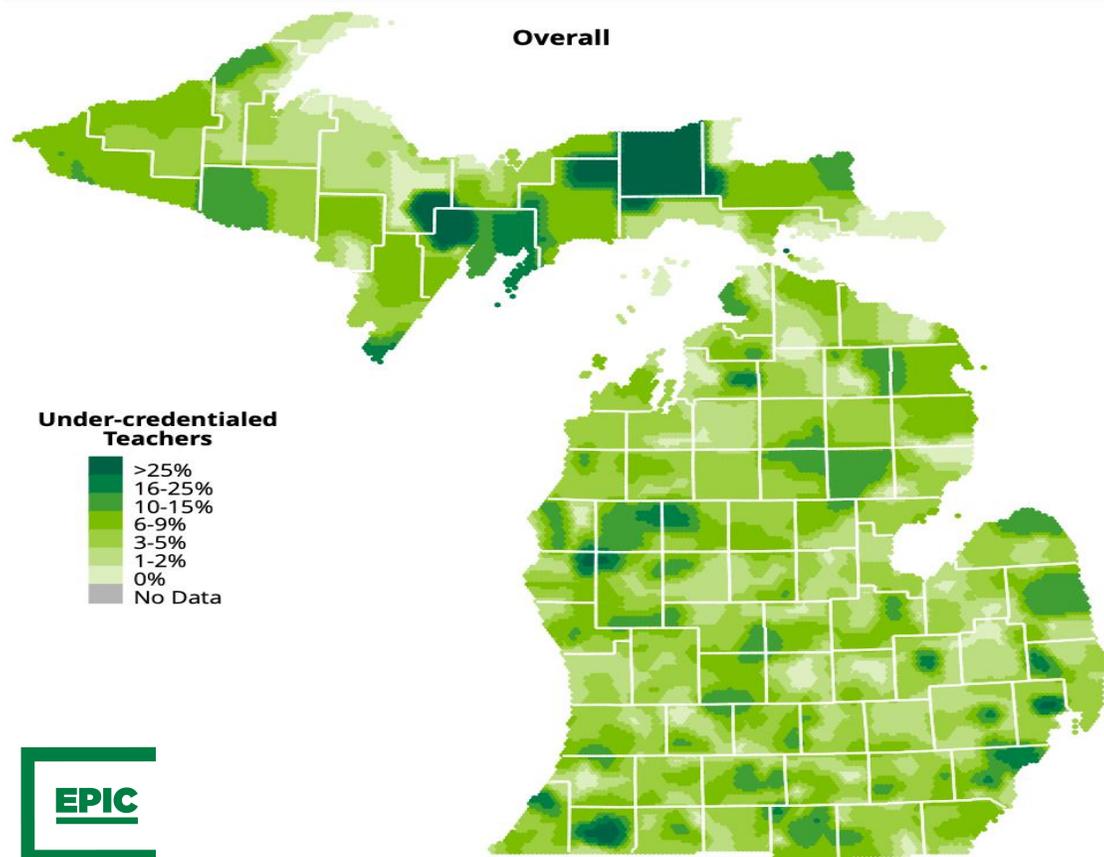
Multi-school teachers tend to be experienced, veteran teachers whereas multi-district teachers tend to be early in their careers.

Art, music, and world language teachers frequently travel between multiple schools.

# Teacher Vacancies

Districts are relying more on under-credentialed teachers to meet their staffing needs.

Percent of teachers who are not certified and/or not appropriately endorsed for their teaching assignment



Increases in temporary credentials issued from 2018-19 to 2021-22:

Full-year substitute teaching permits: **+141%**

Extended daily substitute teaching permits: **+51%**

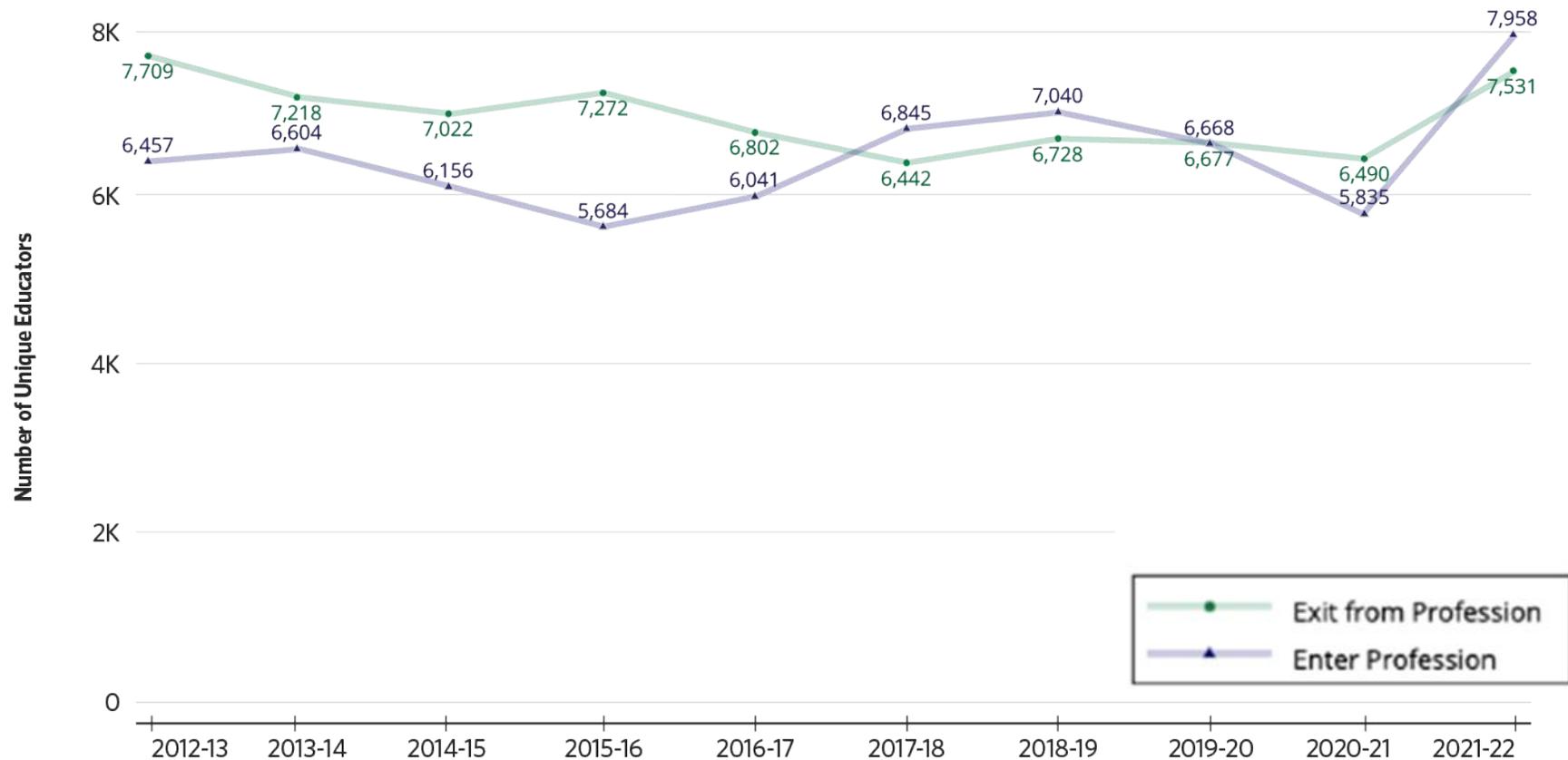
**Science** teachers, and in some areas of the state, **ELA** and **special education** teachers are the most likely to be under-credentialed.

# Results: Retention, Mobility, and Attrition

# Retention, Mobility, and Attrition

More teachers are entering *and* exiting Michigan schools in the wake of the COVID-19 pandemic.

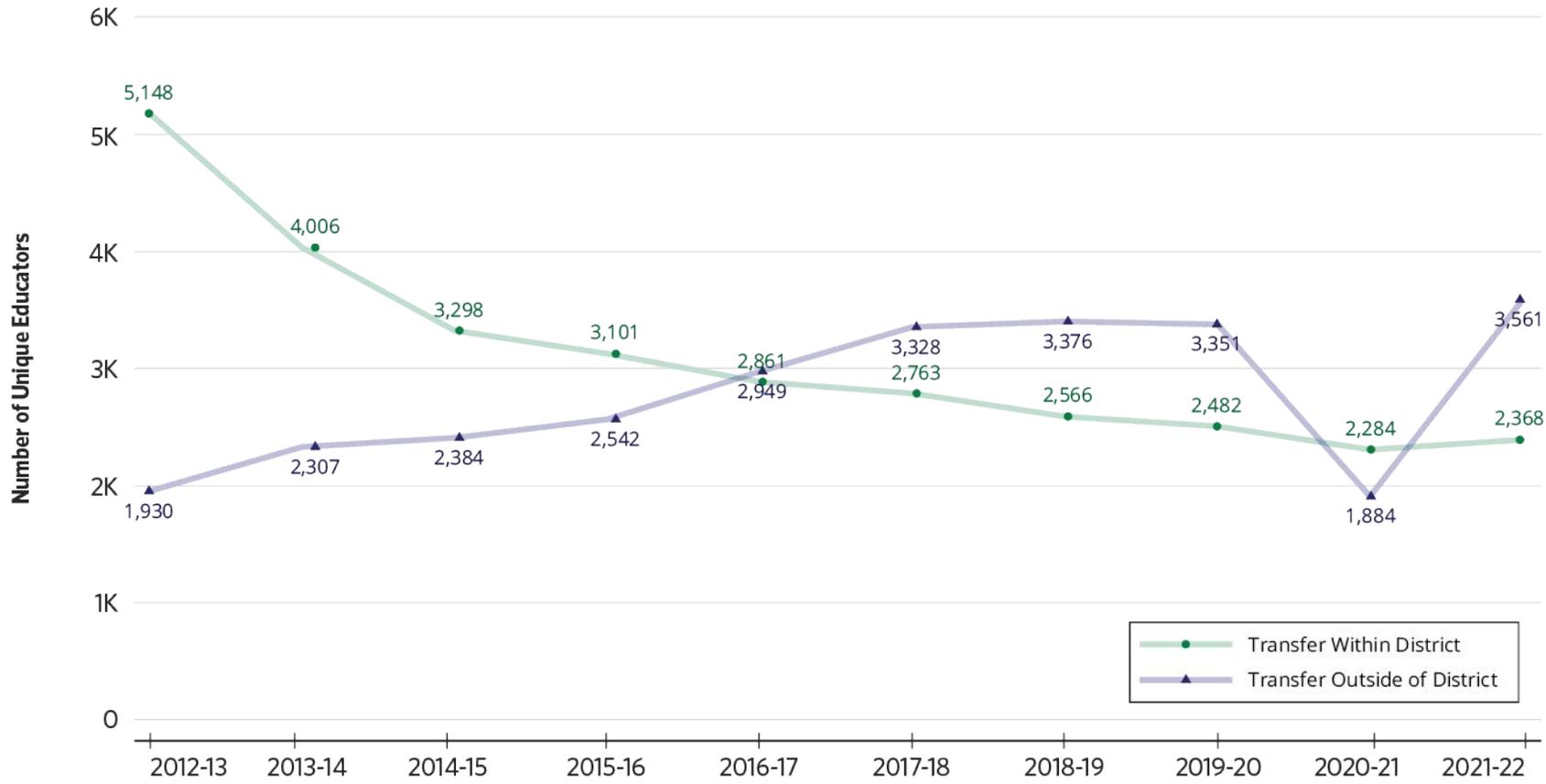
## Entry into and exits From the teaching profession (fall-to-fall)



# Retention, Mobility, and Attrition

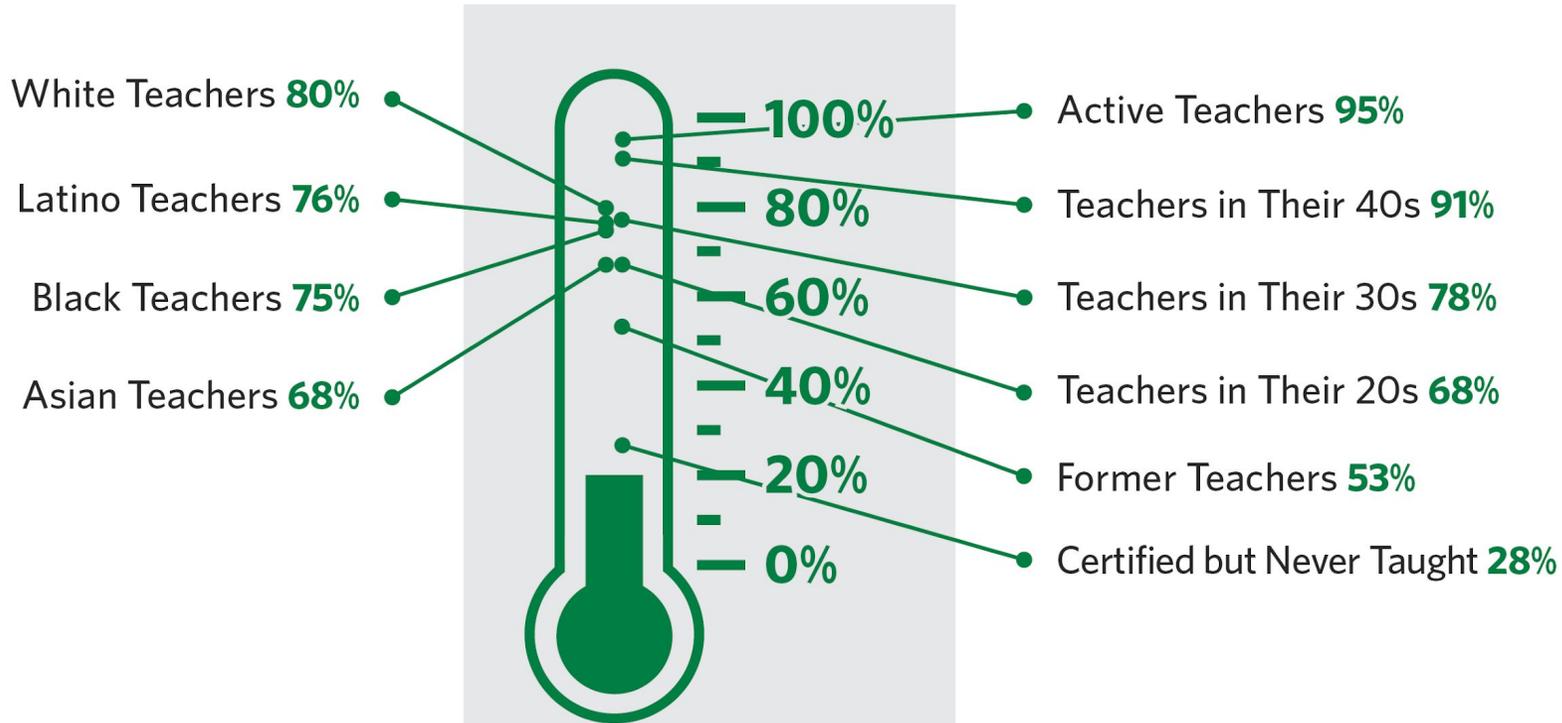
Mobility between districts dropped to a new low in 2020-21 then jumped to an all-time high in 2021-22.

## Teachers transferring to other schools or districts (fall-to-fall)



# Retention, Mobility, and Attrition

“Re-certification” rates show the percentage of teachers who renewed or progressed to more advanced certificates within a year of their expiration.



## Re-Certification Rates Increasing for:

- Former Teachers
- Certified-But-Never-Employed Teachers
- Asian Teachers
- Teachers in Their 20s

## Re-Certification Rates Decreasing for:

- Actively Employed Teachers
- Black and Latino Teachers
- Teachers in Their 50s and 60s

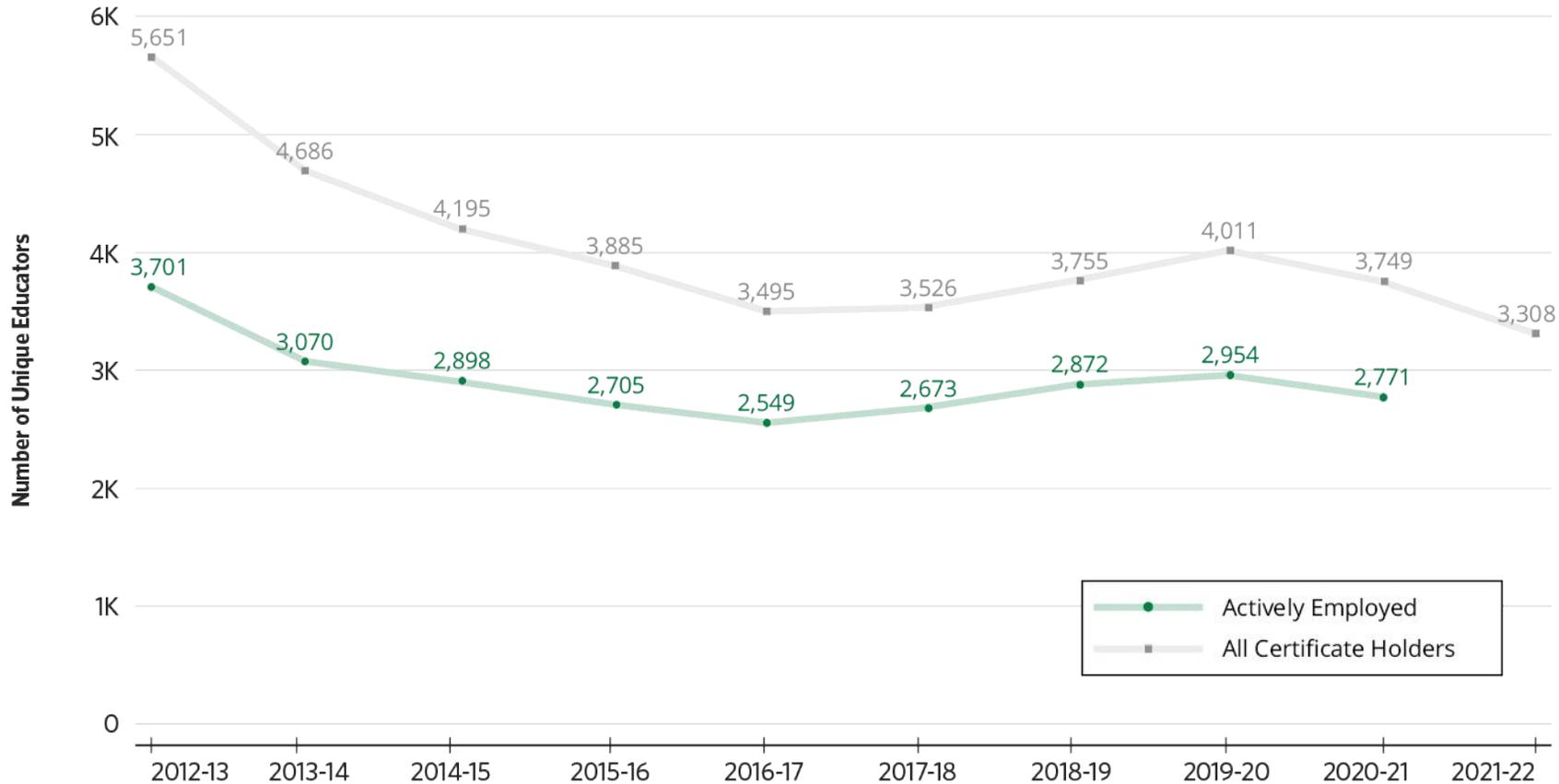


# Results: Teacher Preparation

# Teacher Preparation

In each year since the onset of the COVID-19 pandemic, Michigan has issued fewer initial teaching certificates in all grade ranges, subject areas, and educational settings.

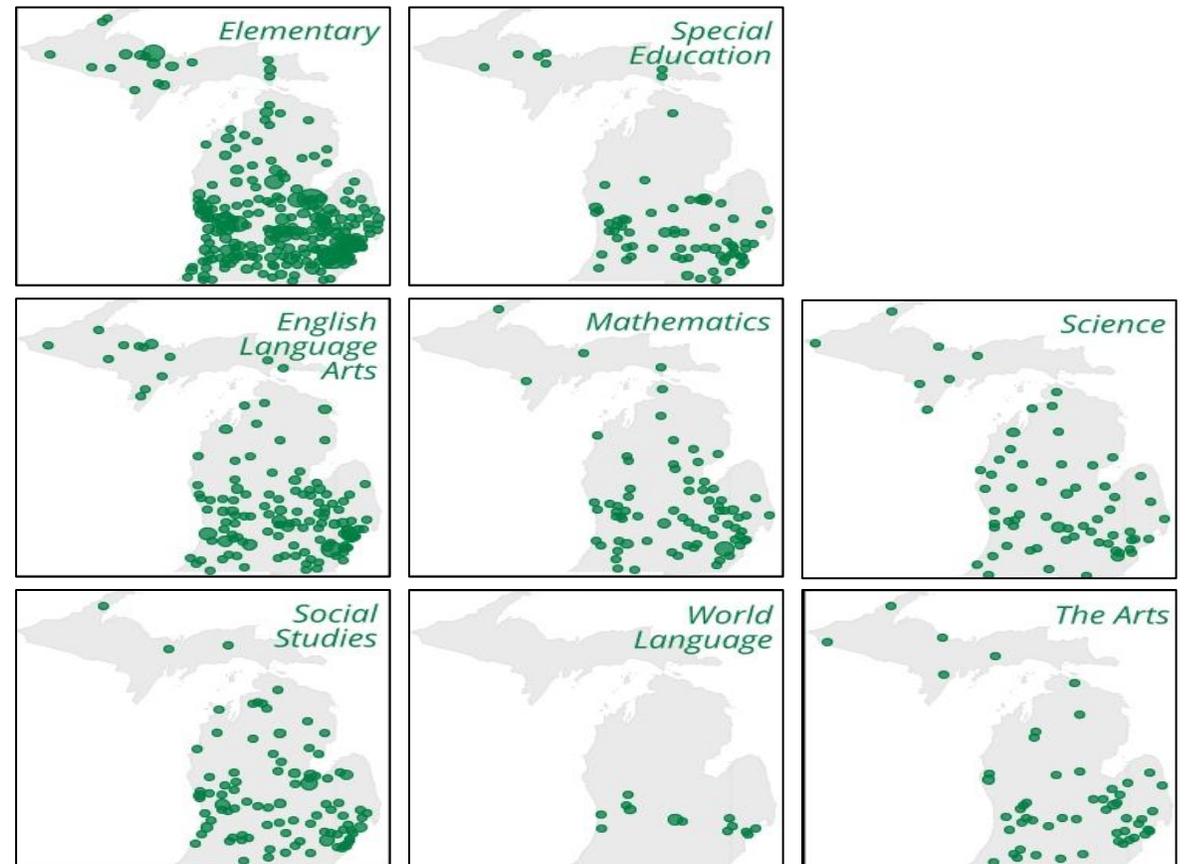
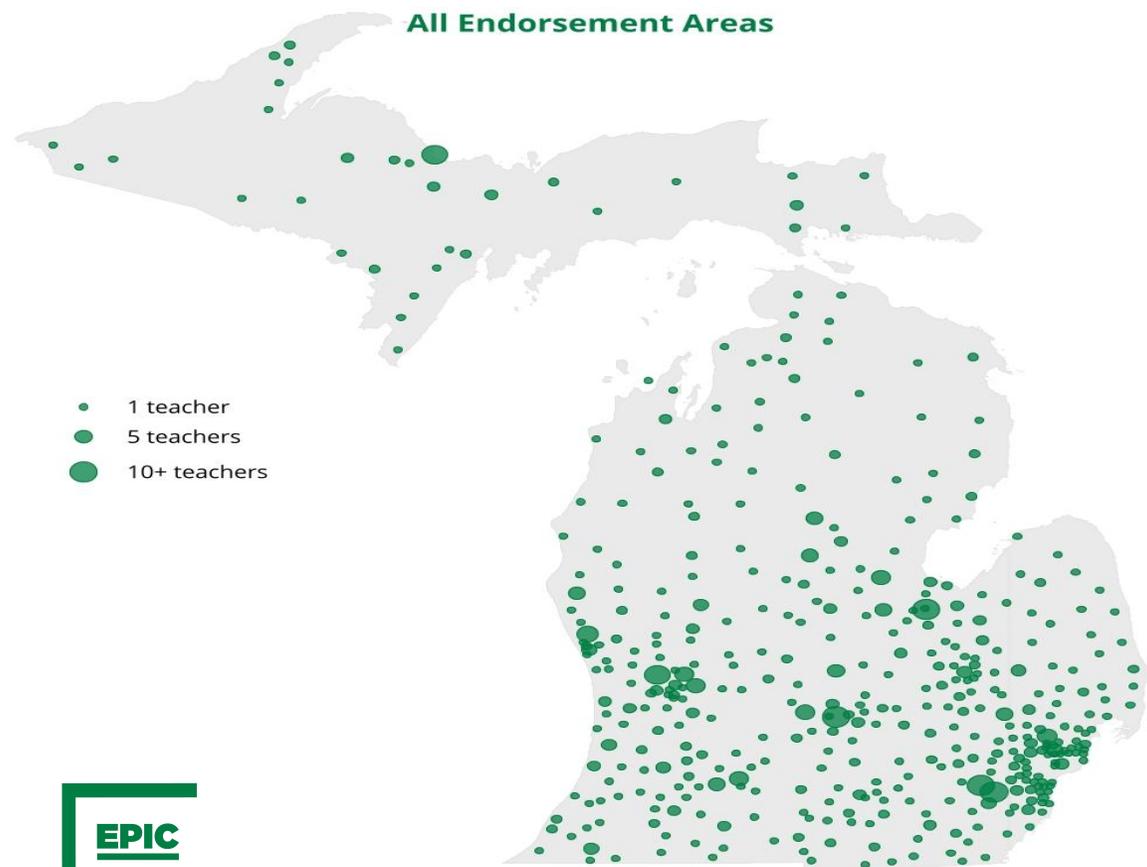
## Teachers issued initial certificates



# Teacher Preparation

Recent graduates from Michigan teacher preparation programs worked as first-year teachers throughout the state in 2021-22, but new graduates with some specializations were rare in some regions.

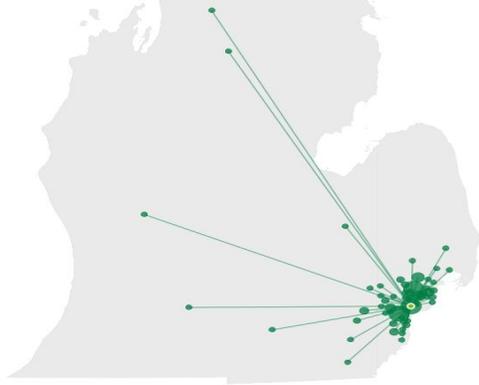
Locations of 2021-22 teacher preparation program graduates' first teaching jobs.



# Teacher Preparation

Most MI teachers take their first jobs in districts close to their postsecondary institutions, although this varies widely by program and by region.

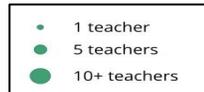
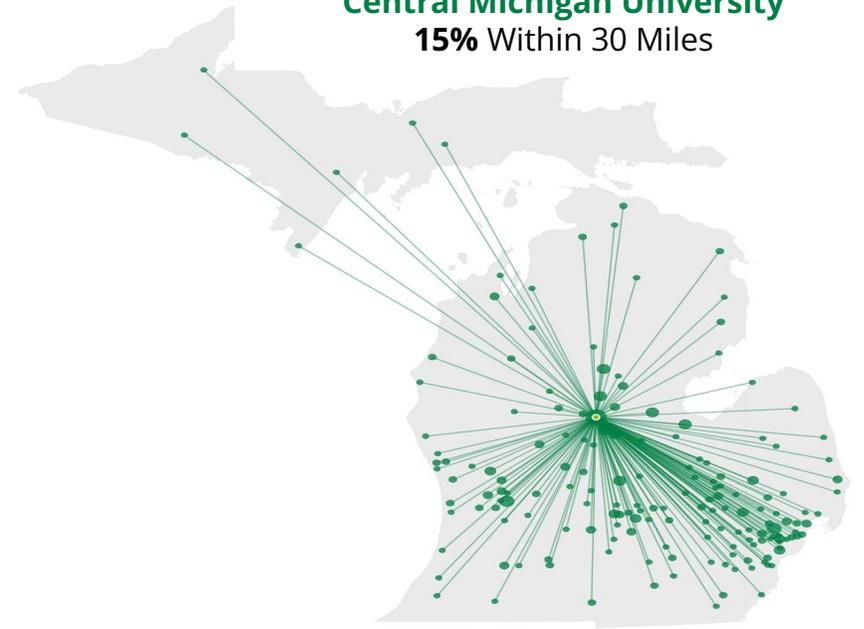
**Wayne State University**  
94% Within 30 Miles



**Grand Valley State University**  
52% Within 30 Miles



**Central Michigan University**  
15% Within 30 Miles

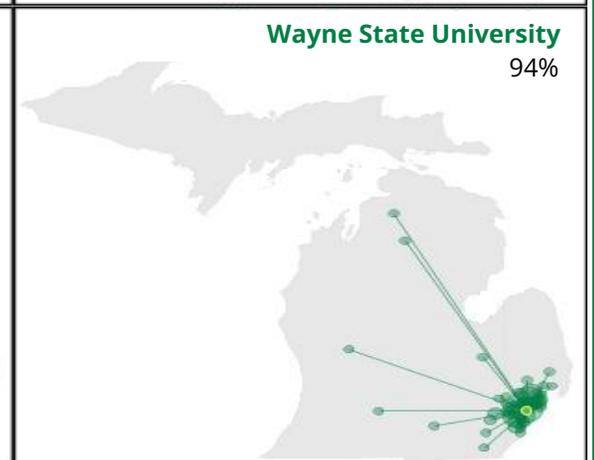
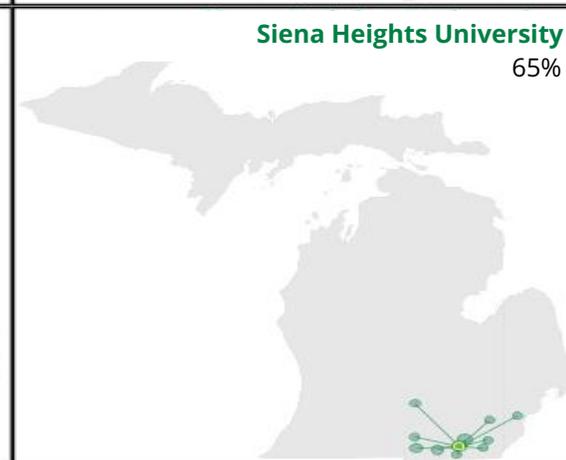
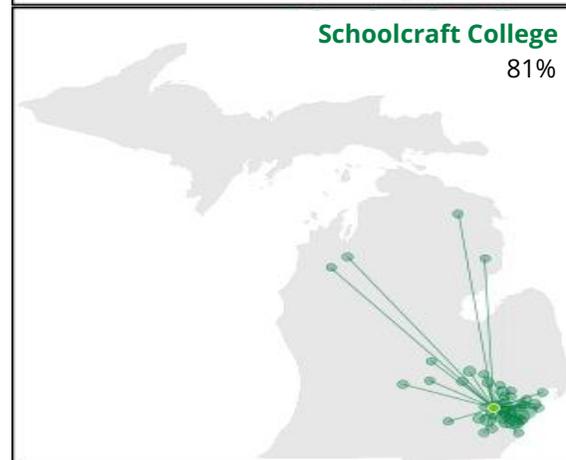
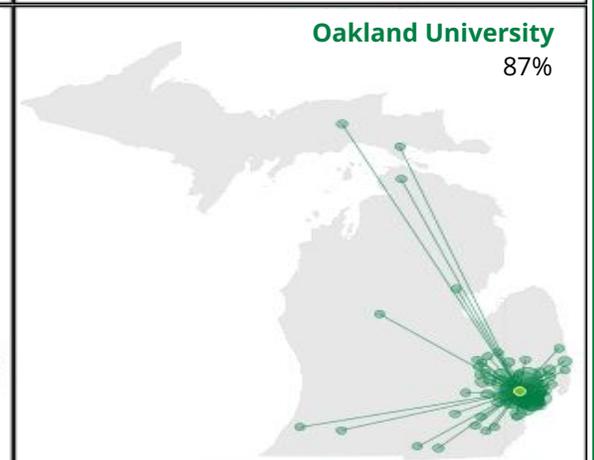
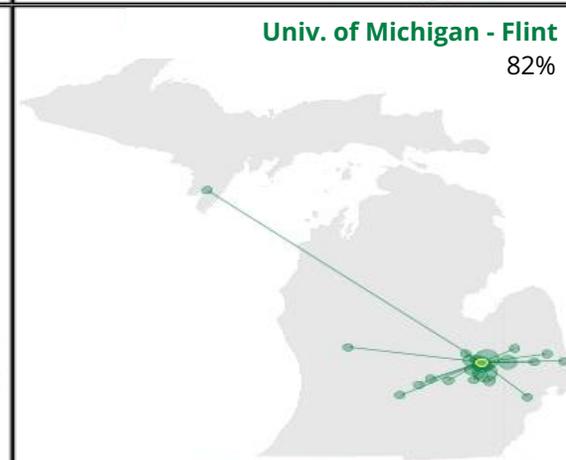
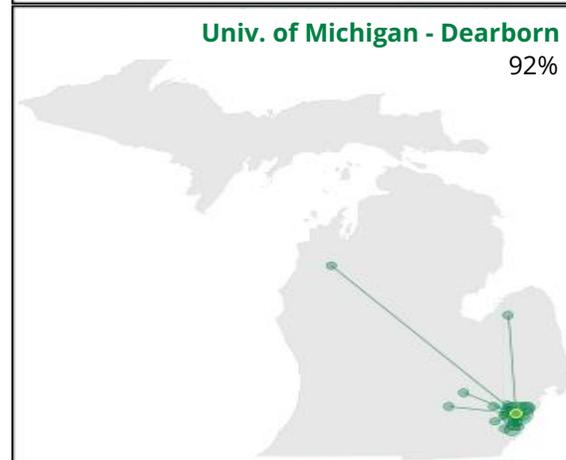
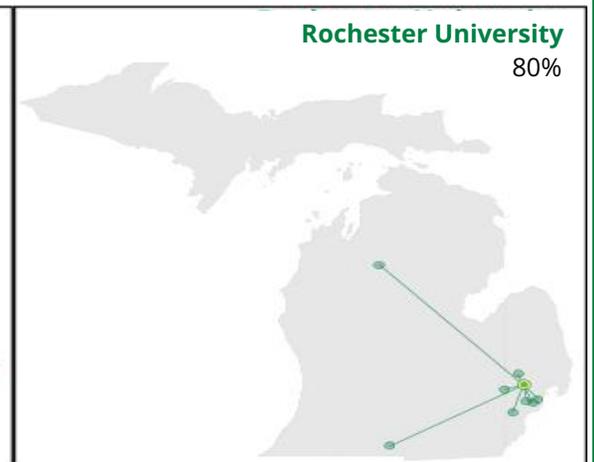
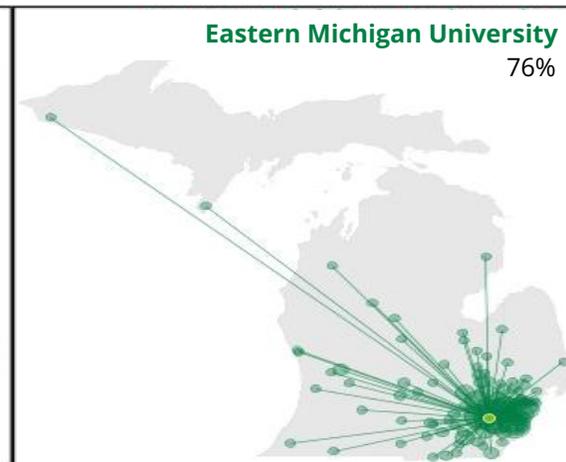
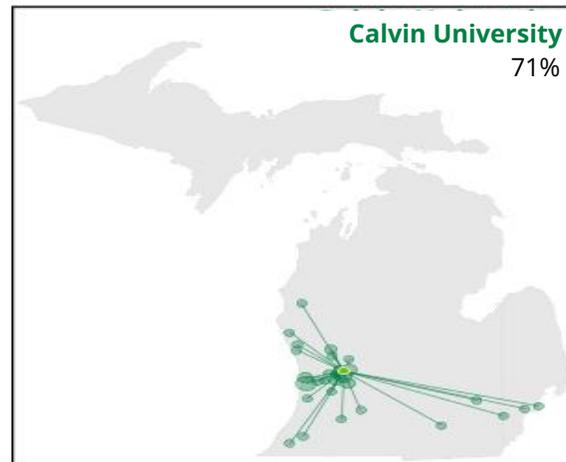


# Teacher Preparation

Graduates from these 9 teacher preparation providers are the most likely to stay within 30 miles for their first teaching jobs.

8 out of 9 are located in the southeastern part of the state, 1 is in Grand Rapids.

Very few first-year teachers from these institutions worked in the upper peninsula or northern half of the lower peninsula.

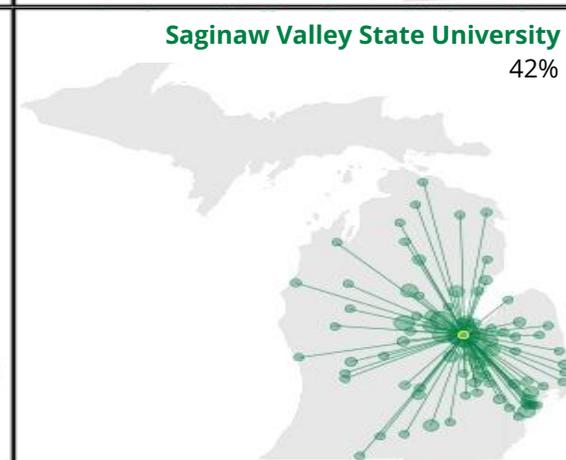
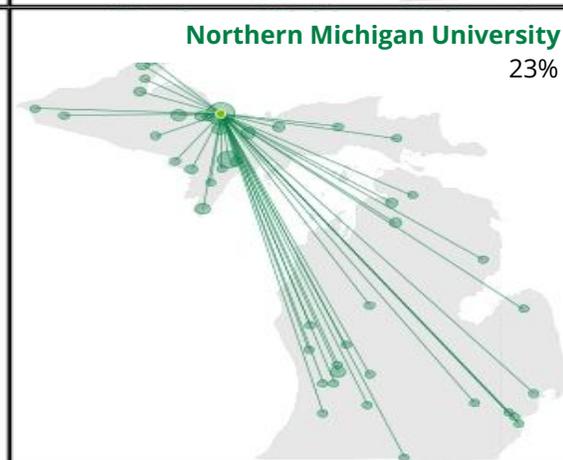
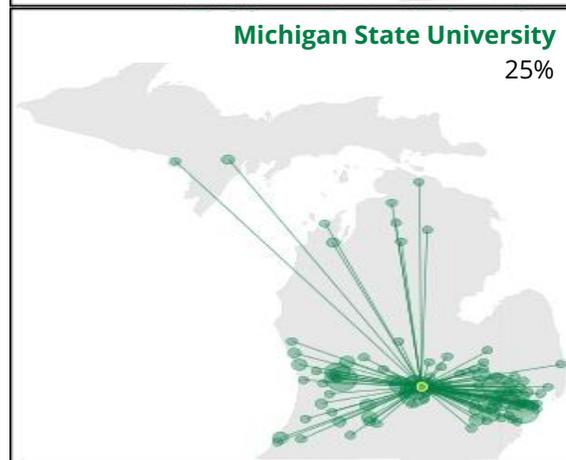
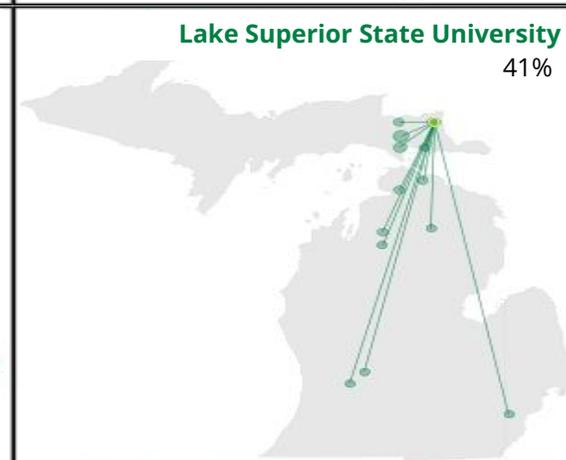
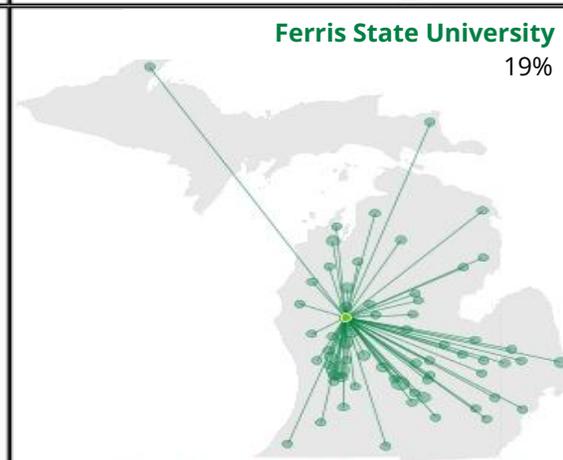
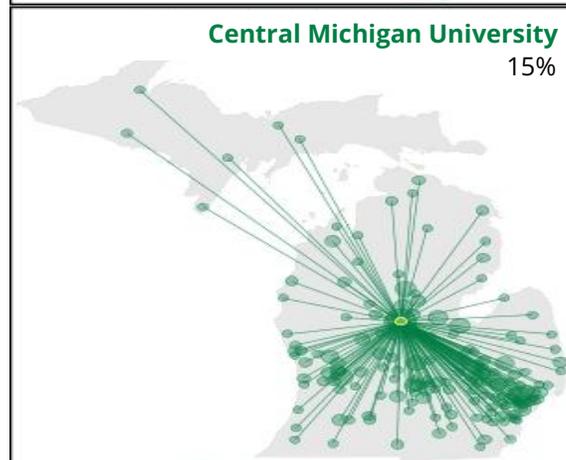
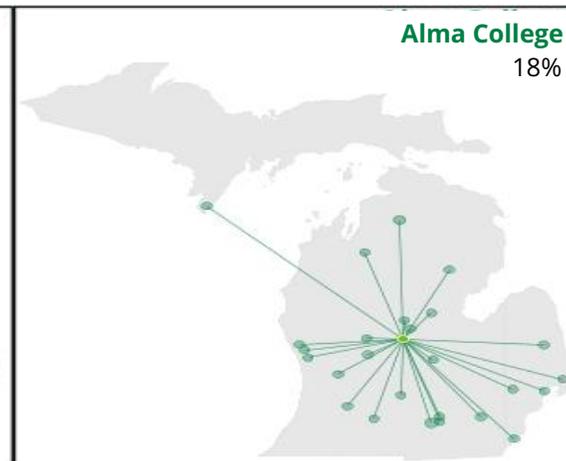
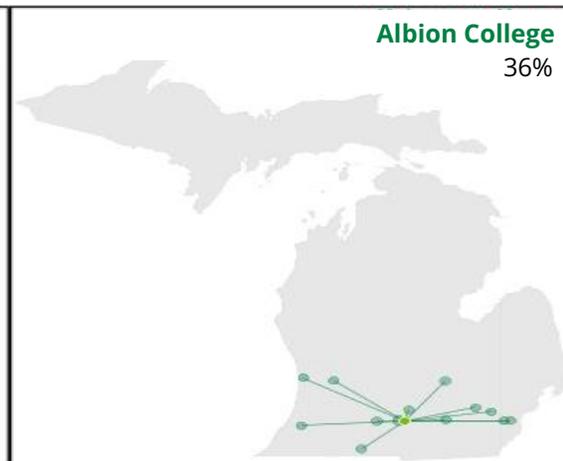
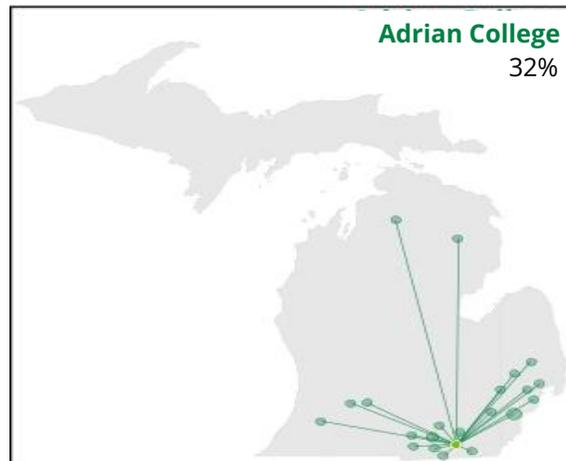


# Teacher Preparation

Graduates from these 9 teacher preparation providers are the *least* likely to stay within 30 miles for their first teaching jobs.

Many of these providers are located in central MI and the upper peninsula.

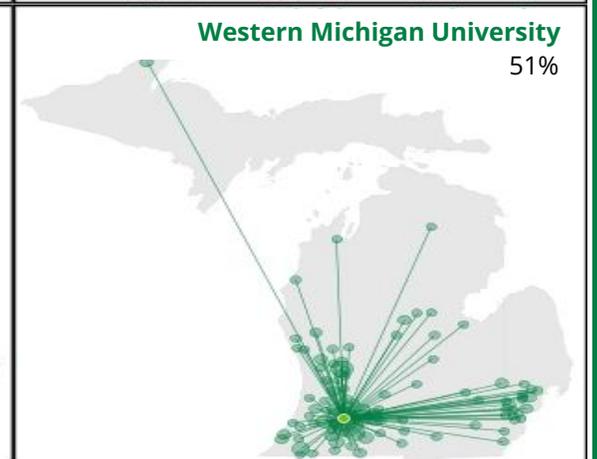
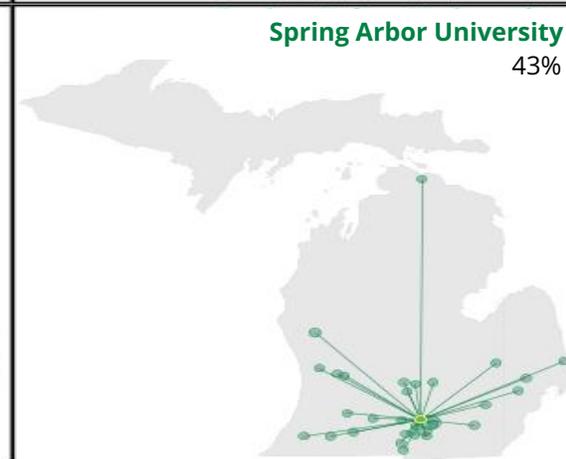
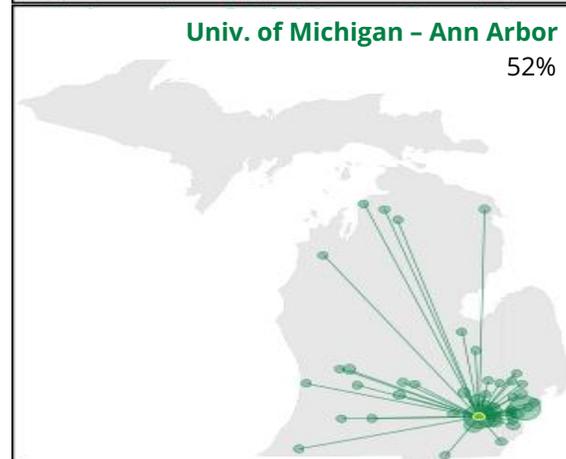
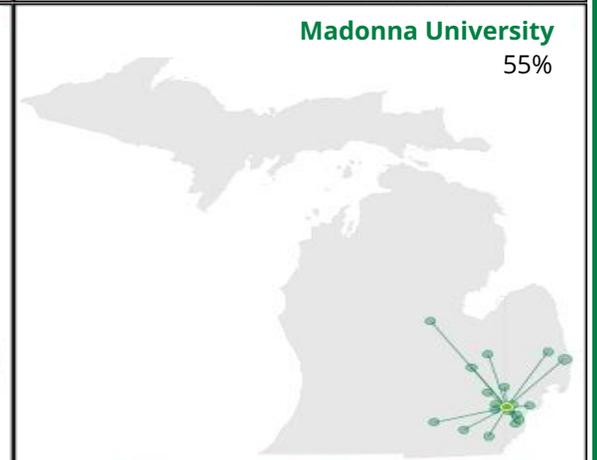
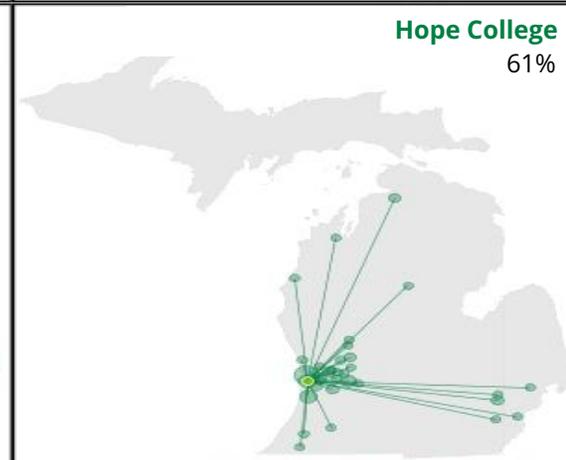
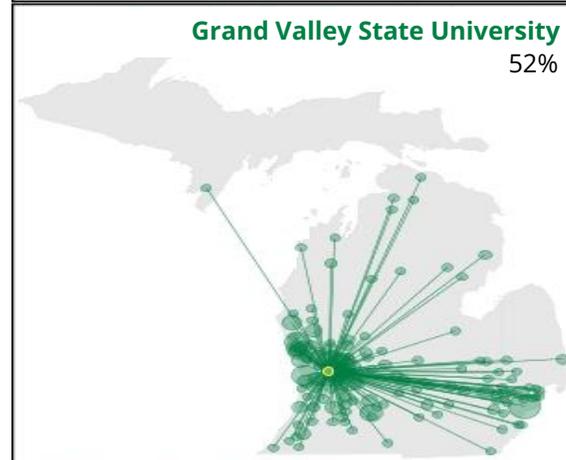
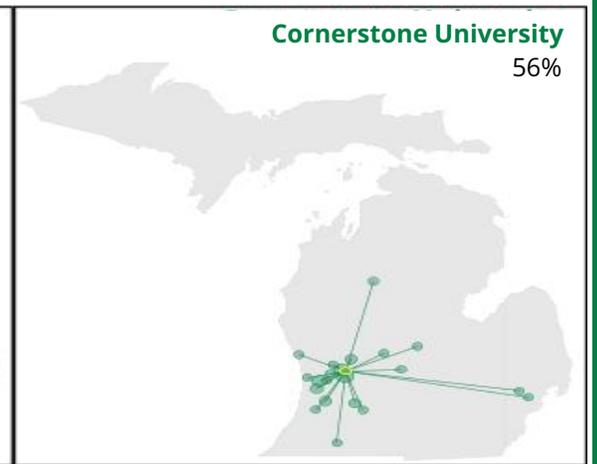
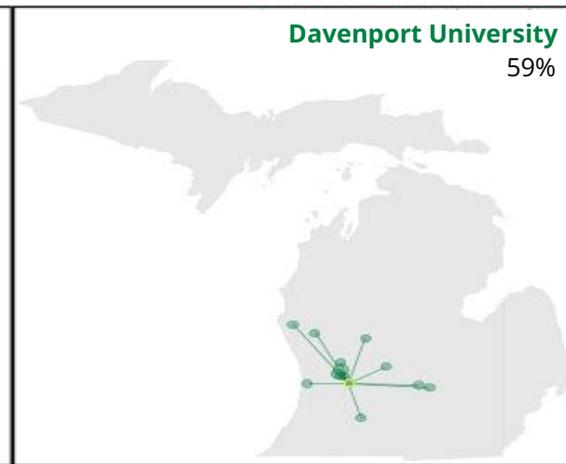
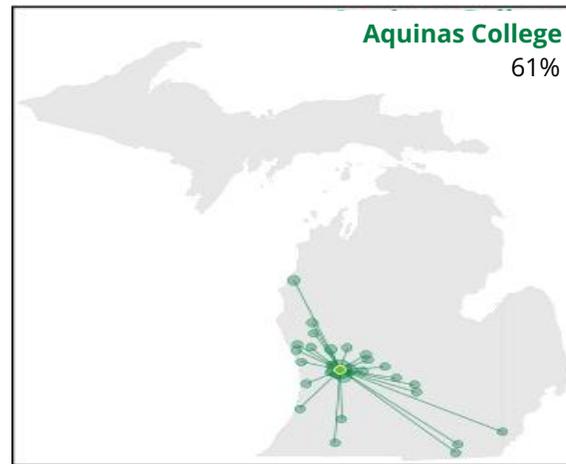
Even though most graduates left the local area, they did not always reach all areas of the state.



# Teacher Preparation

Graduates from these 9 teacher preparation providers taught in both nearby and distant areas.

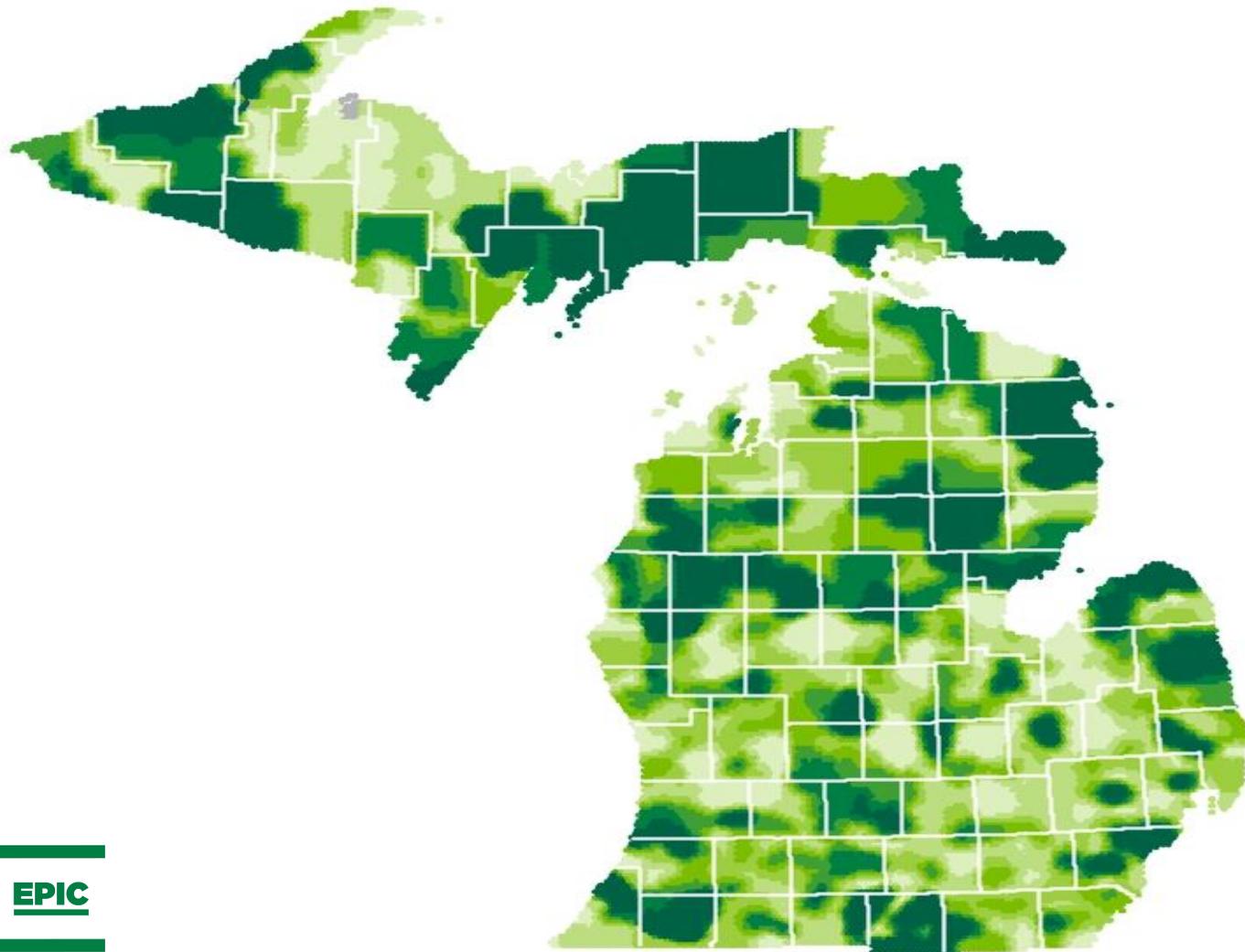
All 9 are in the southern half of the lower peninsula. Several are in the Grand Rapids area.



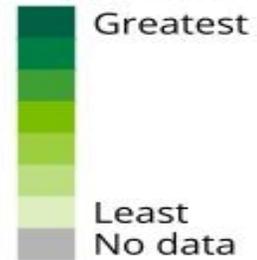
# Results: Highest-Need Regions

# Highest-Need Regions

Teacher shortages in Michigan vary widely at the local level, even between close neighboring districts

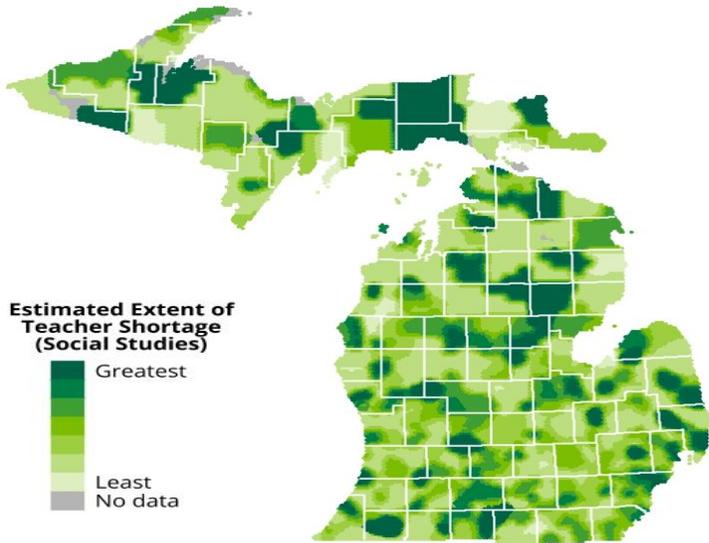
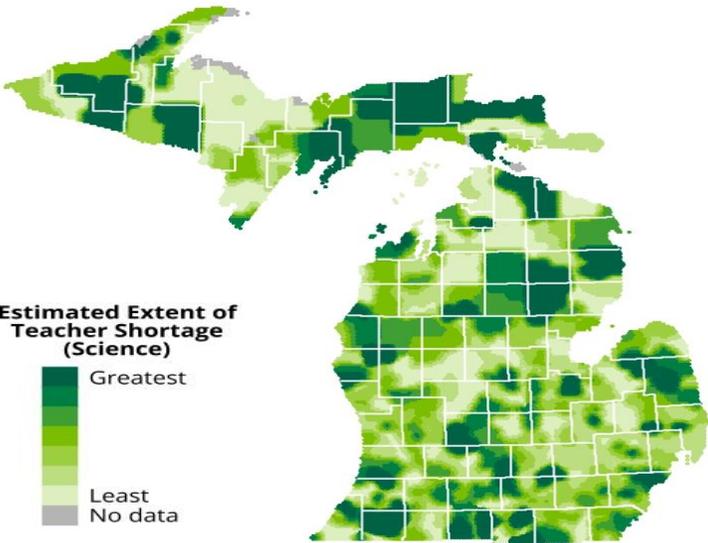
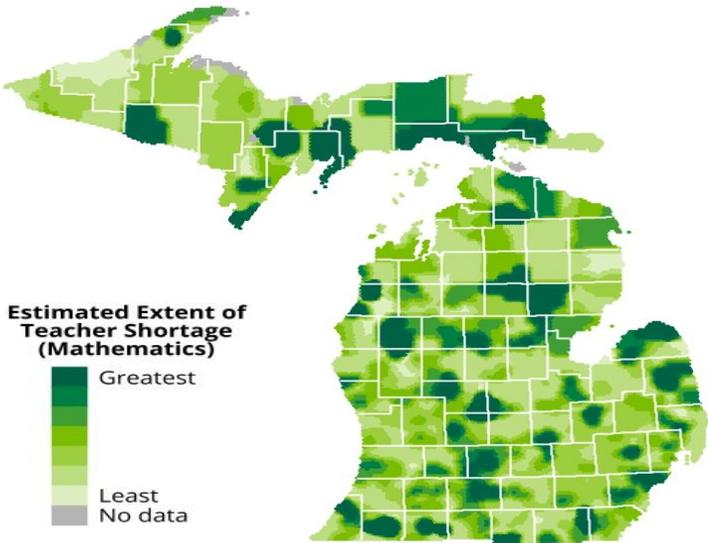
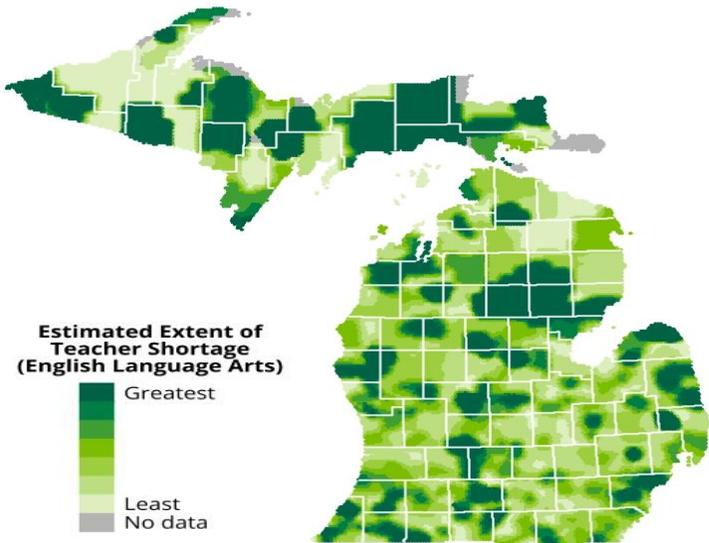
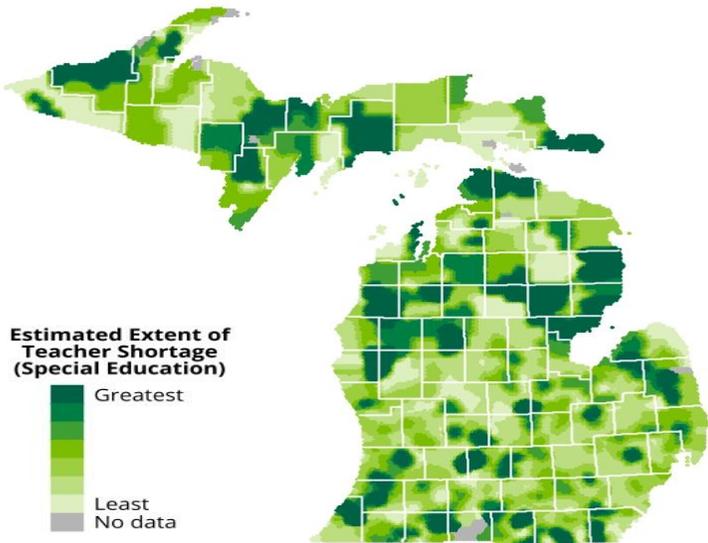
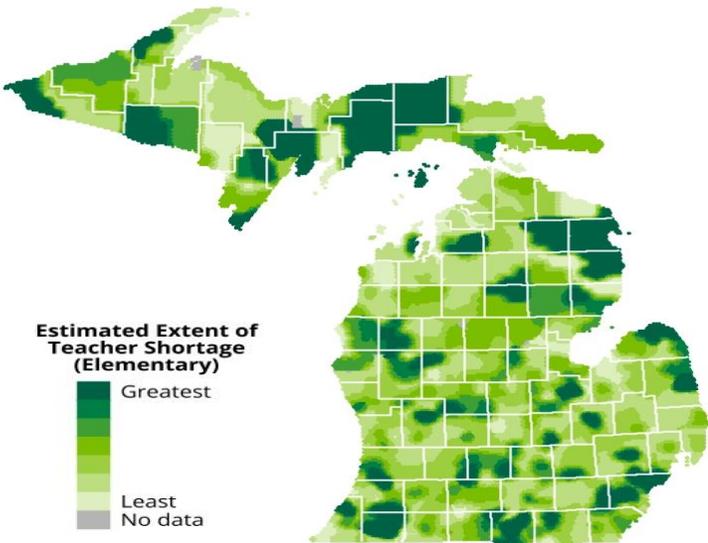


Estimated Extent of Teacher Shortage (Overall)



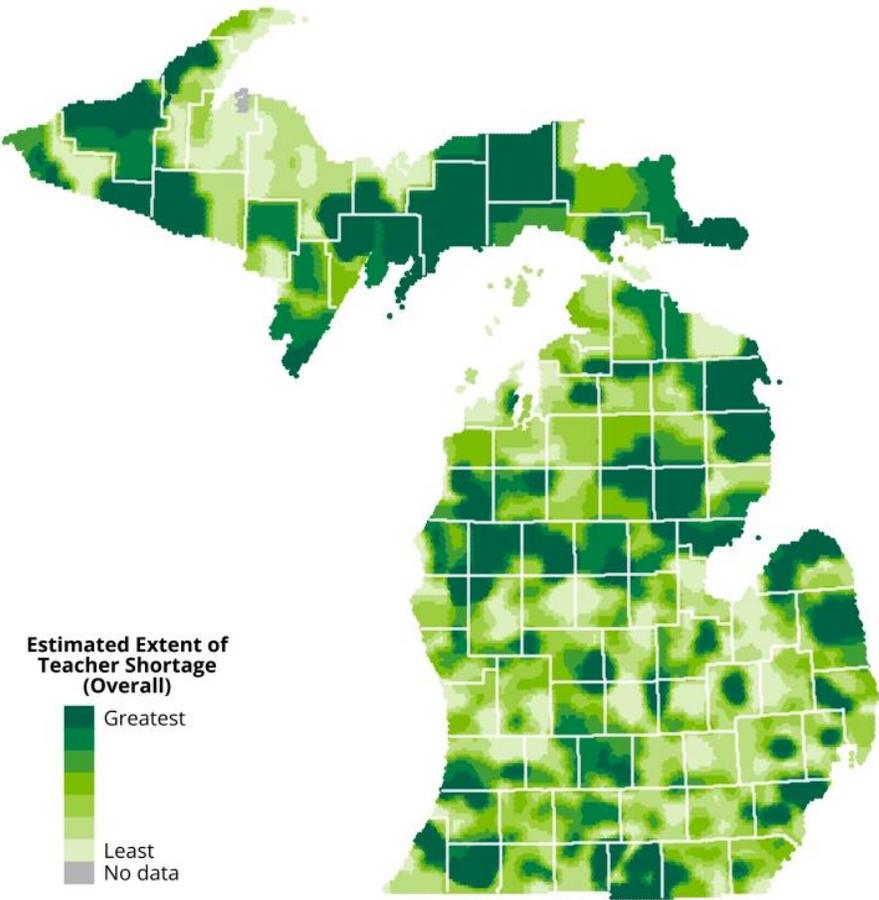
# Highest-Need Regions

Some areas of the state are facing subject-specific shortages while others are facing shortages of all types of teachers.



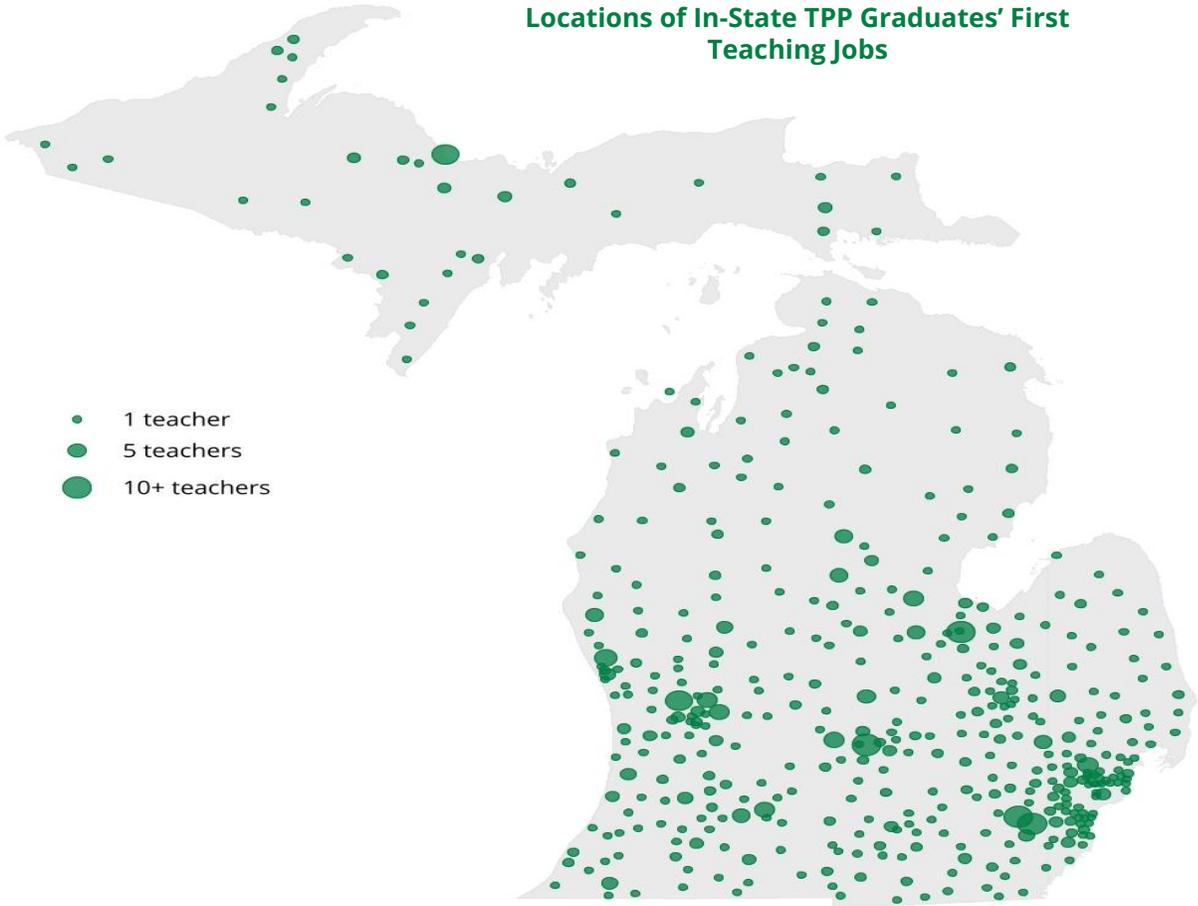
# Highest-Need Regions

Teacher preparation graduates are not choosing to teach in some of the highest-needs areas.



Estimated Extent of Teacher Shortage (Overall)

- Greatest
- Least
- No data



Locations of In-State TPP Graduates' First Teaching Jobs

- 1 teacher
- 5 teachers
- 10+ teachers

# Implications



A one-size-fits-all solution to the teacher shortage may not be appropriate given variations in staffing challenges by region, locality, and teacher type.



Increasing the statewide supply of new teachers may not be enough to alleviate shortages in high-needs areas

MDE has engaged in several strategies and initiatives to support school districts in addressing the unique shortages in their own local communities.

These include Grown Your Own initiatives, registered apprenticeships, and programs that help middle and high school students explore/pursue careers as educators.



**Tara Kilbride, Ph.D.**

Assistant Director for Research, EPIC

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# MDE Updates

# Marcie Melton



- *Administrative Assistant for Educator Preparation and Data & Accountability Units*
- [MeltonM@Michigan.gov](mailto:MeltonM@Michigan.gov)

# Jenni Dickens



- *Education Consultant, Future Proud Michigan Educator: GYO, Recruitment & Retention Unit*
- [DickensJ2@Michigan.gov](mailto:DickensJ2@Michigan.gov)

# Dante Watson



- *Manager, Recruitment & Retention Unit*
-

Issued quarterly, archived on the DARTEP website, and always valuable!



**Office of Educator Excellence**

**DARTEP Update**

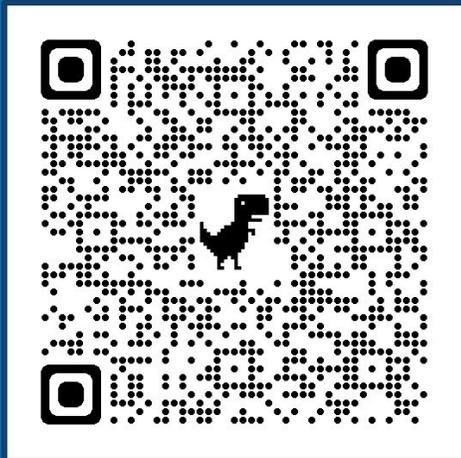
**February 3, 2023**

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# Legislative Update

- HB 4038 - Modify requirements to serve as a substitute teacher through 6/30/2024
- HB 4044 - Eliminate pay freezes during contract negotiations
- First budget proposals of Governor Whitmer's second term to be presented to lawmakers next week. Joint meeting of House & Senate Appropriations Committees on 2/8 at 11:00 am

# January Op-Ed from Dr. Rice



02/03/2023

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Guest Commentary

## Opinion | What Michigan must do, and stop doing, to rebuild education

January 12, 2023 | [Michael Rice](#) | [Guest Commentary](#)

[Michigan K-12 schools](#), [Michigan school opinions](#)

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With this new year comes a new legislative term, and with it a new opportunity to make a significant, positive impact on the lives of Michigan's students, staff, and schools.

For the new state legislature in Lansing, there is real urgency to correct poorly conceived education laws from the past 30 years and move Michigan education forward, aligned with the ambitious goals of the state's [Top 10 Strategic Education Plan](#). As any new education law often takes time to have an impact, this correction in course must be done quickly to help Michigan children.

I recently [wrote](#) to the new state legislature outlining legislative priorities necessary to rebuild student achievement and the honorable teaching profession.

The recommendations involve adding value by improving education through streamlining or other reductions (addition by subtraction), improving education through increases or other amendments (addition by addition), and several other important measures.



Michael Rice is Michigan's state superintendent. (Courtesy photo)

We can improve through subtraction by:

# GYO Grant Update

- Application window closed on 1/31
- 222 applications received
  - 90 for alternative routes
  - 61 for degree-granting programs
  - 71 included requests for both types of programs
  - Total amount requested: over \$235 million
- Applications undergoing preliminary administrative review
- Awardee announcement projection: April 6



## MI Future Educator

### FELLOWSHIP

### MI Future Educator Fellowship

The MI Future Educator Fellowship will offer \$10,000 scholarship to up to 2,500 **future educators** every year.

High school graduates must be admitted to an eligible educator preparation program and begin their first semester or term in Fall 2022 or after. Additional eligibility requirements apply.

[MI Future Educator Fellowship Information](#) >

## MI Future Educator

### STUDENT TEACHER STIPEND

### MI Future Educator Student Teacher Stipend

The MI Future Educator Student Teacher Stipend is a program to support Michigan's hardworking **student teachers** as they continue their journey to being in the classroom full-time.

Up to \$9,600 per semester will be available for use towards allowable student teaching expenses (tuition, living expenses, childcare, etc.).

[MI Future Educator Student Teacher Stipend Information](#) >

<https://www.michigan.gov/mistudentaid>

# Preparation Innovators at the SBE

December 2022

- Northern Michigan University
- Eastpointe Community Schools
- Saginaw Valley State University



January 2023

- Eastern Michigan University
- Washtenaw Intermediate School District
- Central Michigan University

# November 2022 Program Applications

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# Program Offerings Timeline Questions

Program Applications submitted during November 2022 window:

- Currently in team review phase
- Feedback to EPPs expected mid April

Next phase of submissions:

- April
- November

Considerations of delayed program offerings:

- Timeline of current MTTC sunset dates
- EPP specific factors

# Visual Art and Music Education Standards

Work begins early summer 23

We need:

- Faculty and/or program coordinators
- Cooperating teachers

Contact: Gina Garner  
([GarnerG1@Michigan.gov](mailto:GarnerG1@Michigan.gov))

# Reading/ Math Specialist Standards Development

- Currently on pause pending other MDE-wide initiatives in literacy & numeracy

## Contacts:

Ahlam Bazzi, Reading  
([BazziA3@Michigan.gov](mailto:BazziA3@Michigan.gov))

Darcy McMahon, Math  
([McMahonD2@Michigan.gov](mailto:McMahonD2@Michigan.gov))

# Supports for Science Program Revisions



- Michigan Science Education Leaders Association (MSELA) **Networking Opportunities** first happened in January and second February 17 (virtual meetings)
- MSELA and Michigan Mathematics and Science Leadership Network (MMSLN) collaborating with MSTA to provide **one-day symposium at MSTA: March 3, 2023**
- Professional learning **series: May 10-12 and September 15 & 22**
- **Reminder:** Send names/emails of Science Education Instructors and Science Instructors to Darcy ([McMahonD2@Michigan.gov](mailto:McMahonD2@Michigan.gov))

# Let's Talk Professional Practices



MDE will be developing EPP-specific technical assistance around criminal convictions, disclosure expectations, and best practices.

- What questions do you have?
- What would you like to see?

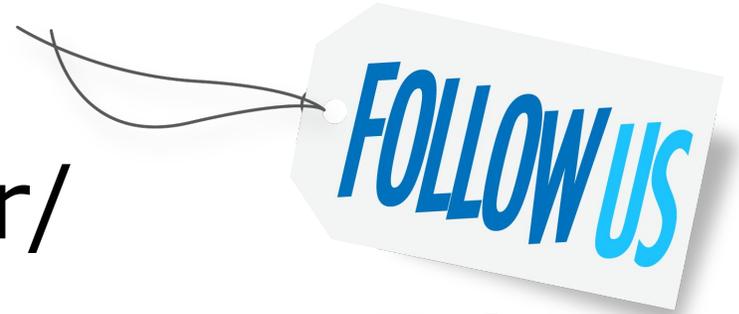
Email [MDE-Professional-Practice@Michigan.gov](mailto:MDE-Professional-Practice@Michigan.gov) using RE: Training Suggestions in the subject line

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# Q&A



*Break*

10 Minutes



# Job-Alike Sessions

- **Job - Alike**
  - Deans & Directors
  - Accreditation & Assessment
  - Clinical Placement Coordinators
  - Certification Officers
- Select your own breakout room

# Job-Alike Session Report Out

- Accreditation & Assessment
- Certification Officers
- Deans & Directors
- Field Placement Directors

# Wrap-Up & Questions

