

The logo features 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

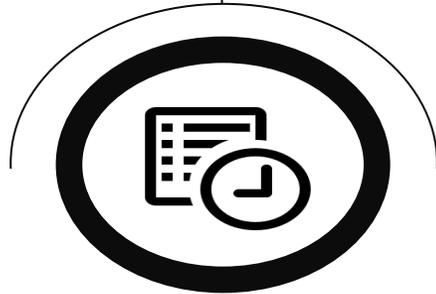
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Background: Public Act 316 of 2020

"... 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

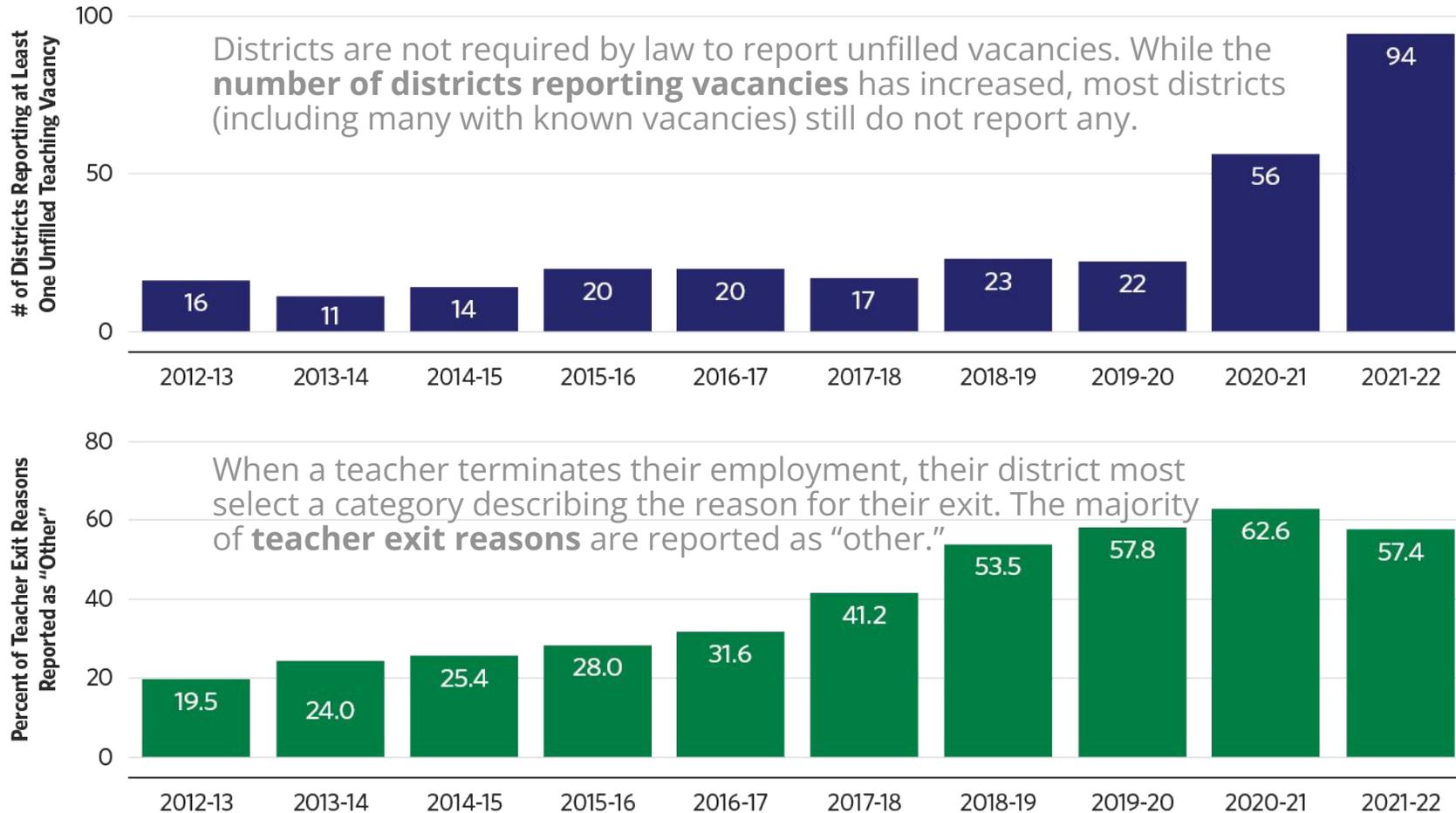
According to NCTQ, these data elements are essential for policymakers and education leaders to have the actionable information they need to address teacher shortages.

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 3rd-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.

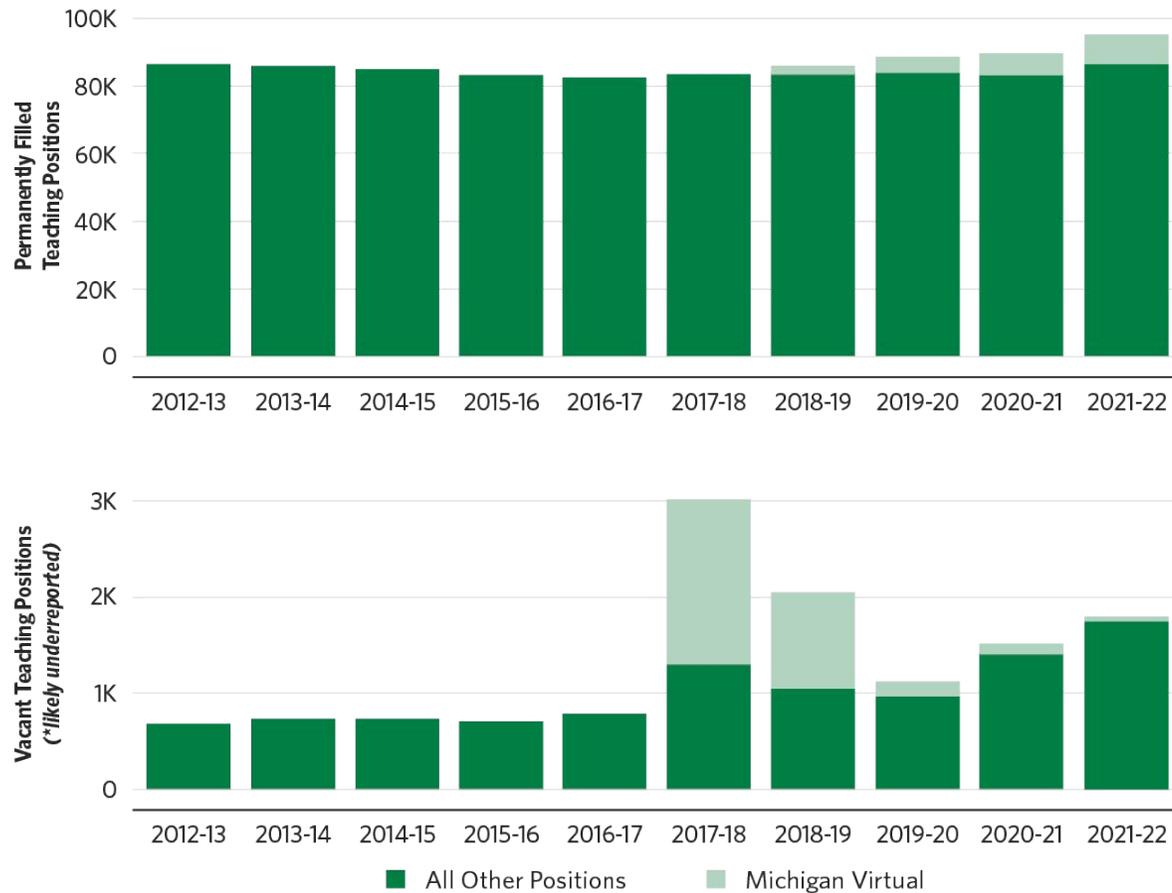
Results:

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 3rd-party virtual course providers to meet their staffing needs.

Percent change from 2018-19 to 2021-22

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

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

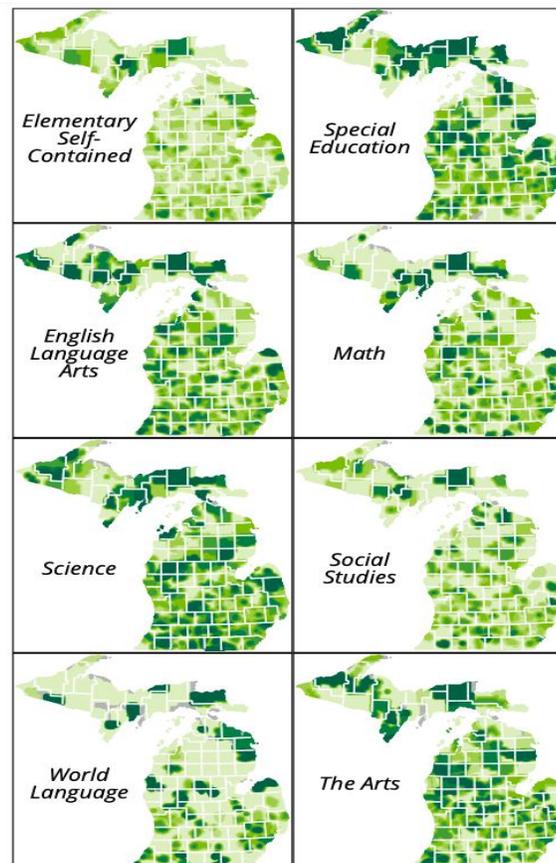
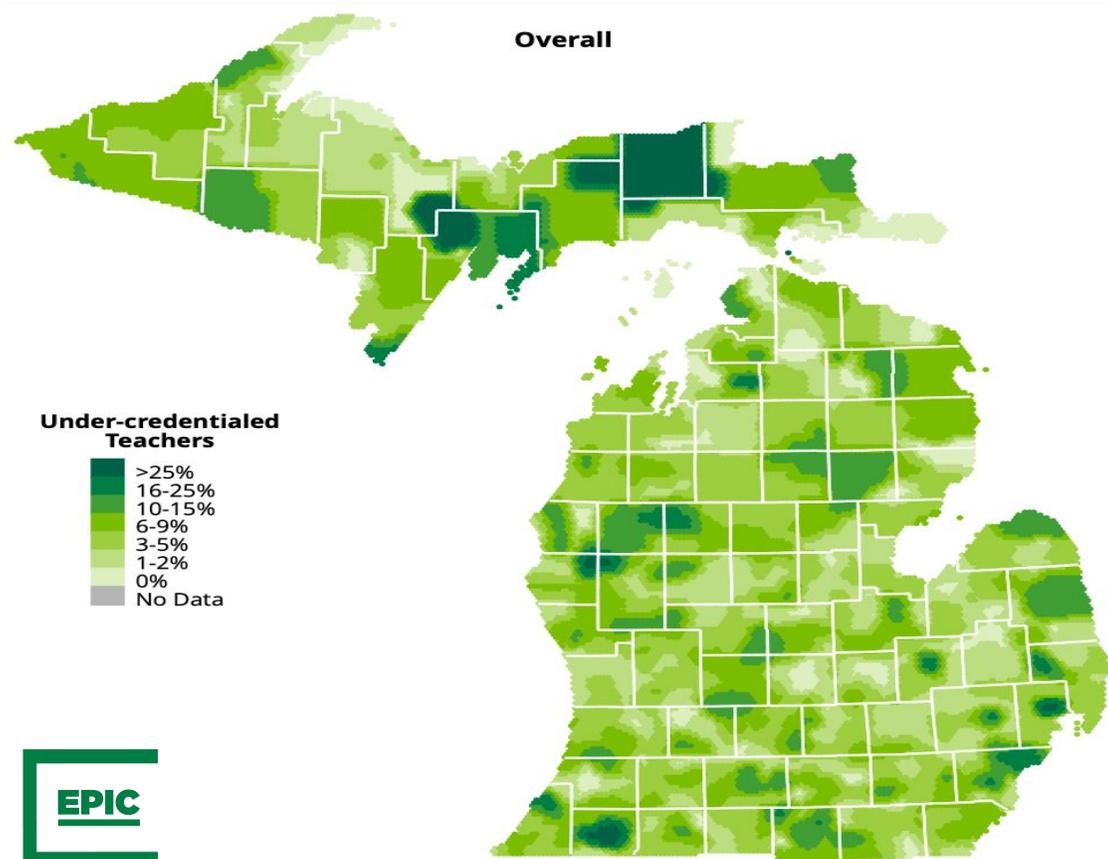
Multi-school teachers tend to be experienced, veteran teachers whereas multi-district teachers tend to be early in their careers.

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%**

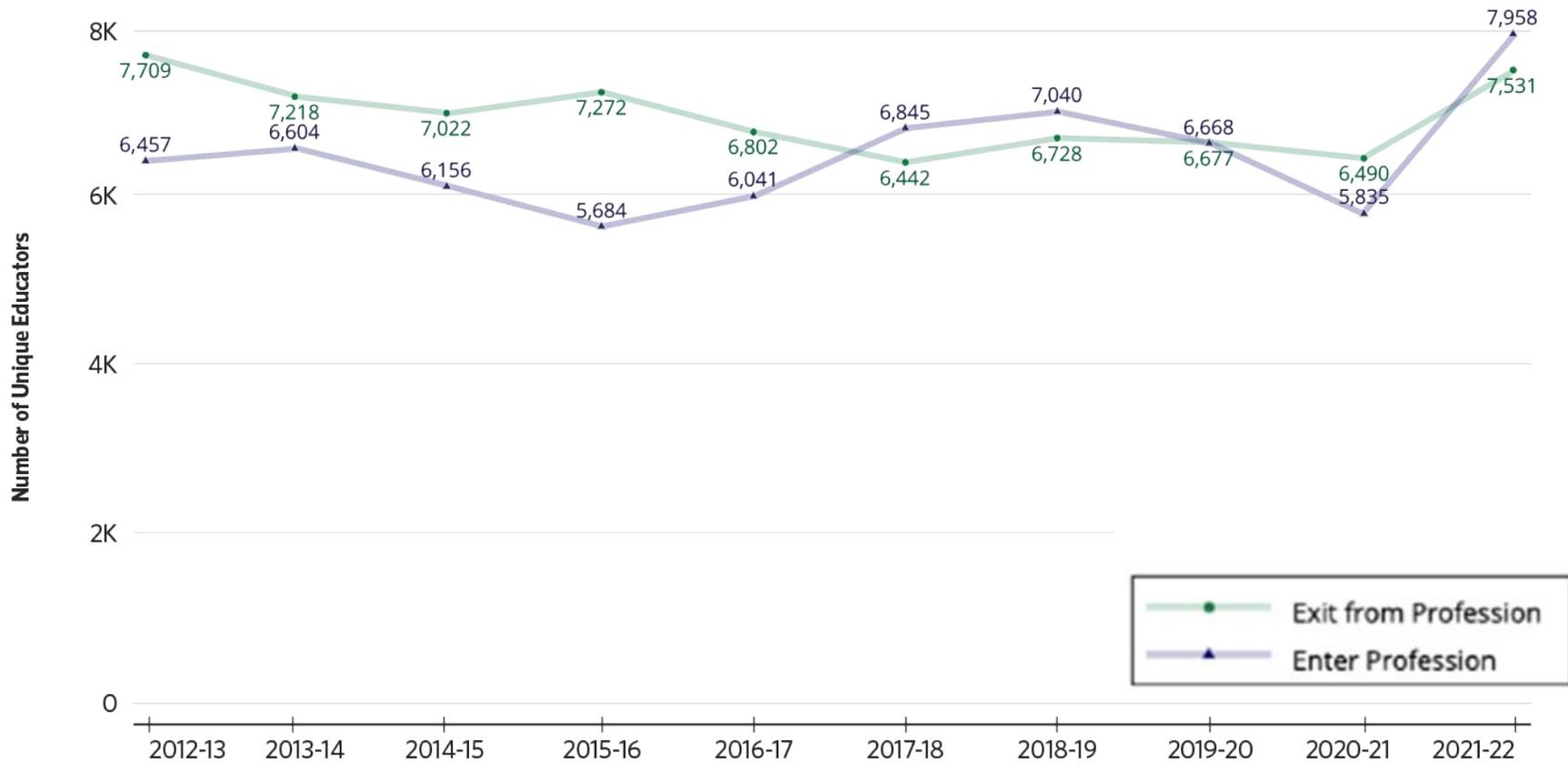
Science teachers, and in some areas of the state, **ELA** and **special education** teachers are the most likely to be under-credentialed.

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.

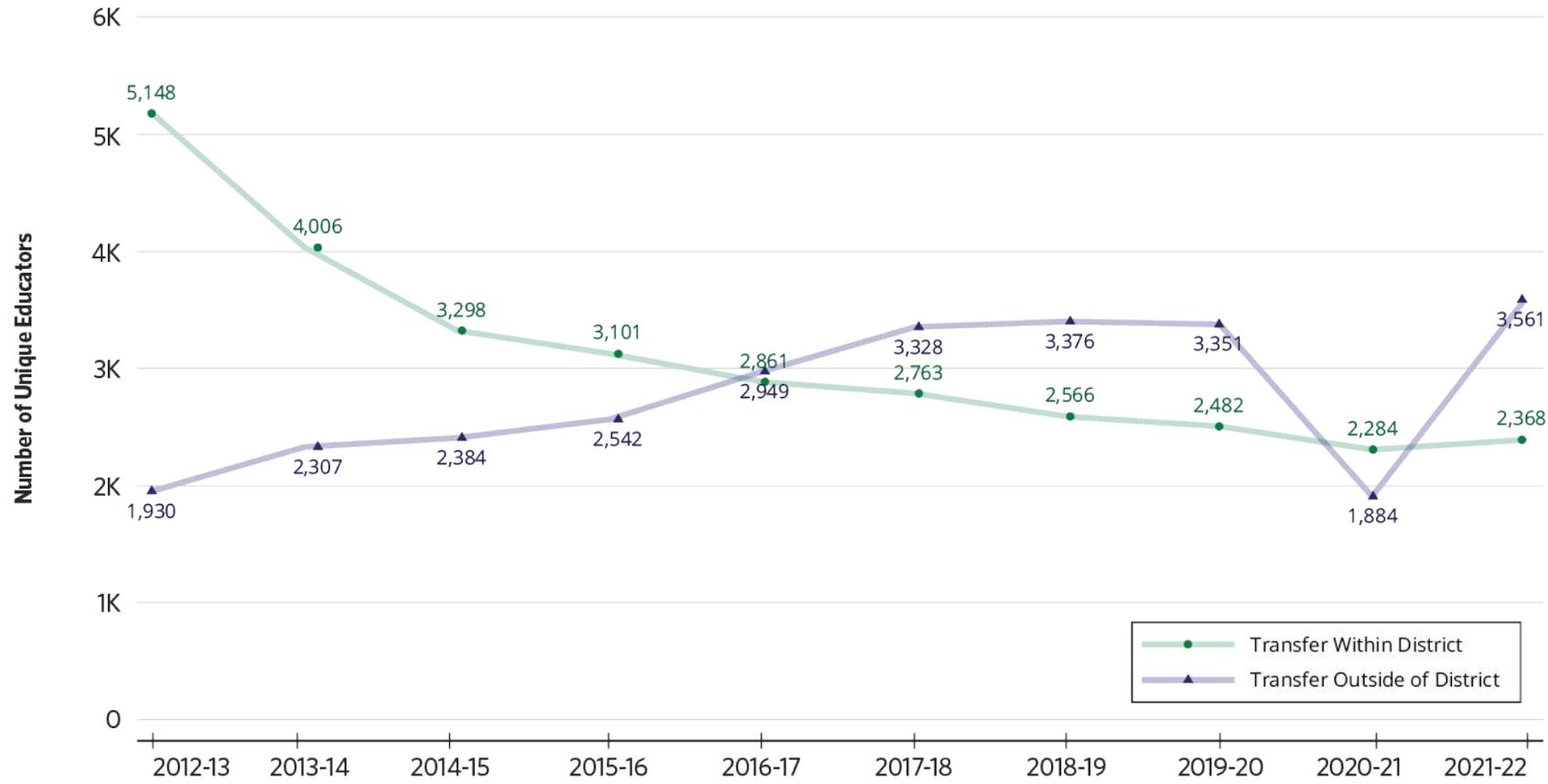
Entry into and exits From the teaching profession (fall-to-fall)



Retention, Mobility, and Attrition

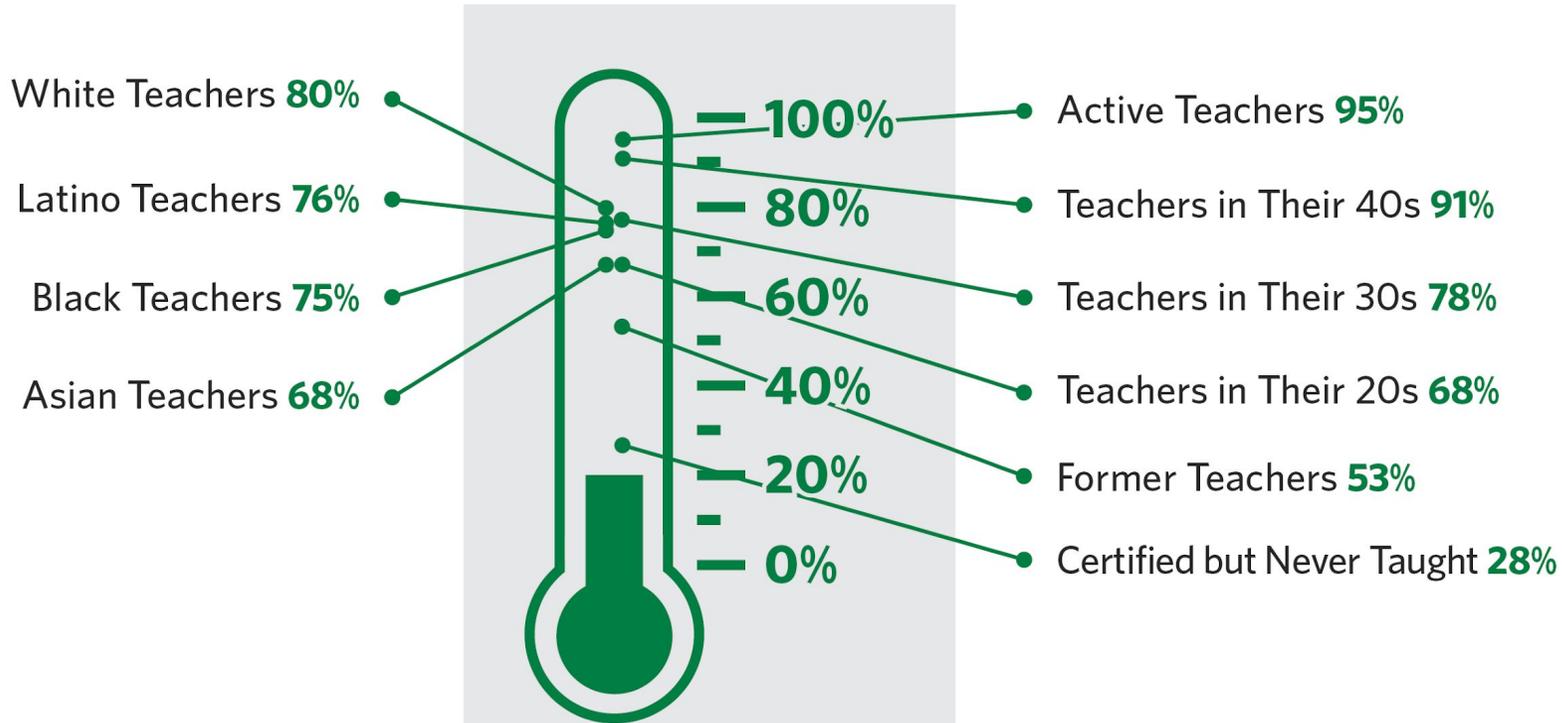
Mobility between districts dropped to a new low in 2020-21 then jumped to an all-time high in 2021-22.

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

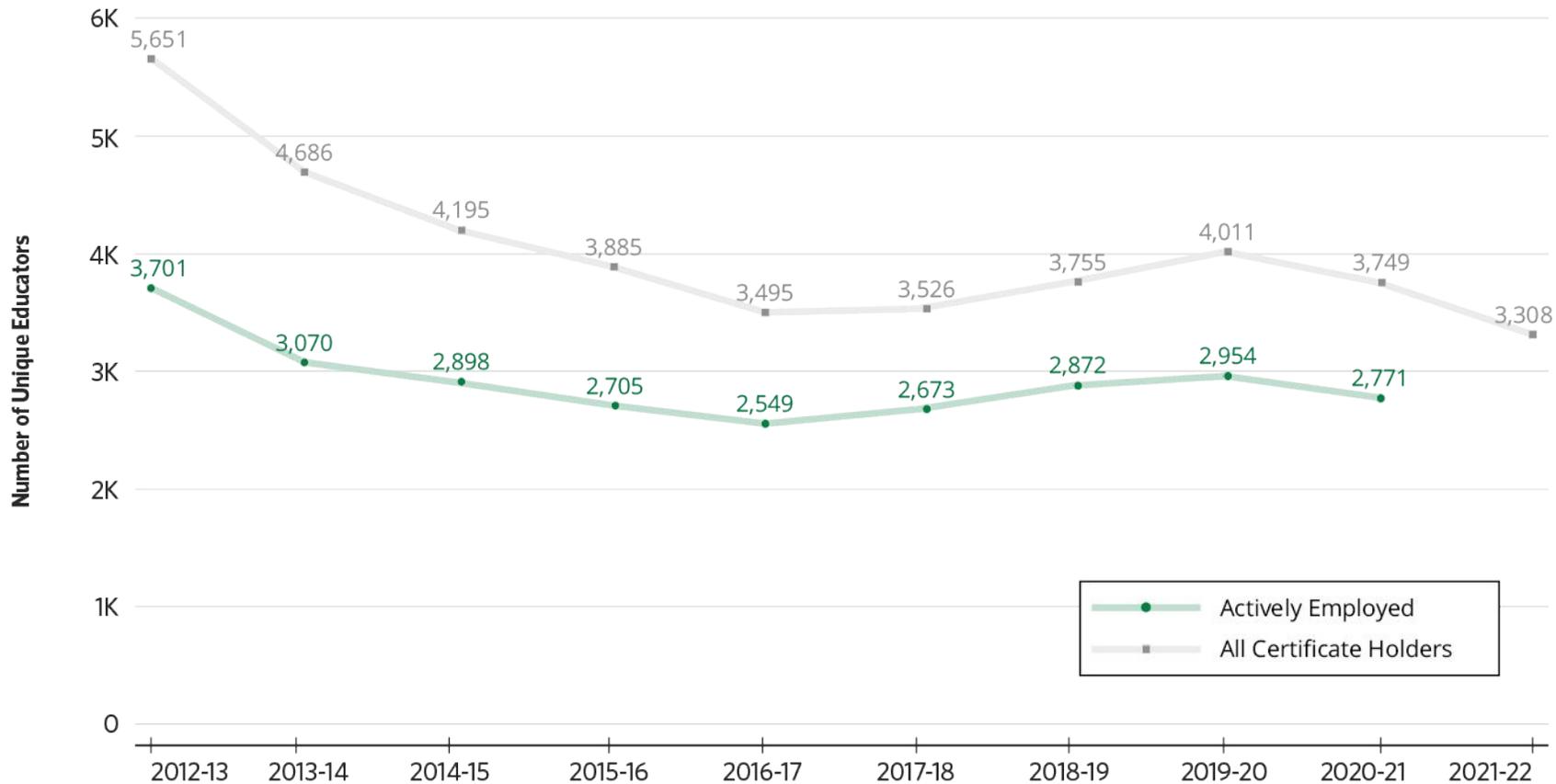


Results: **Teacher Preparation**

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.

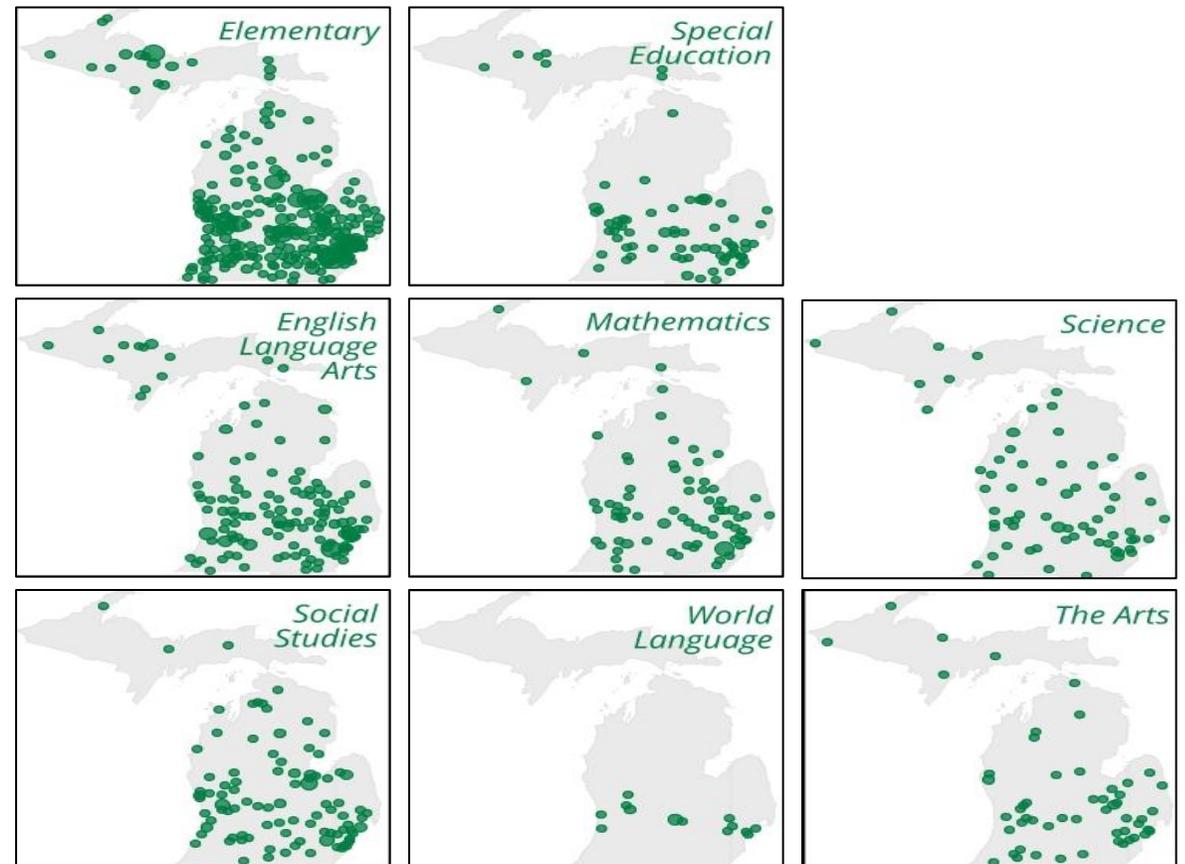
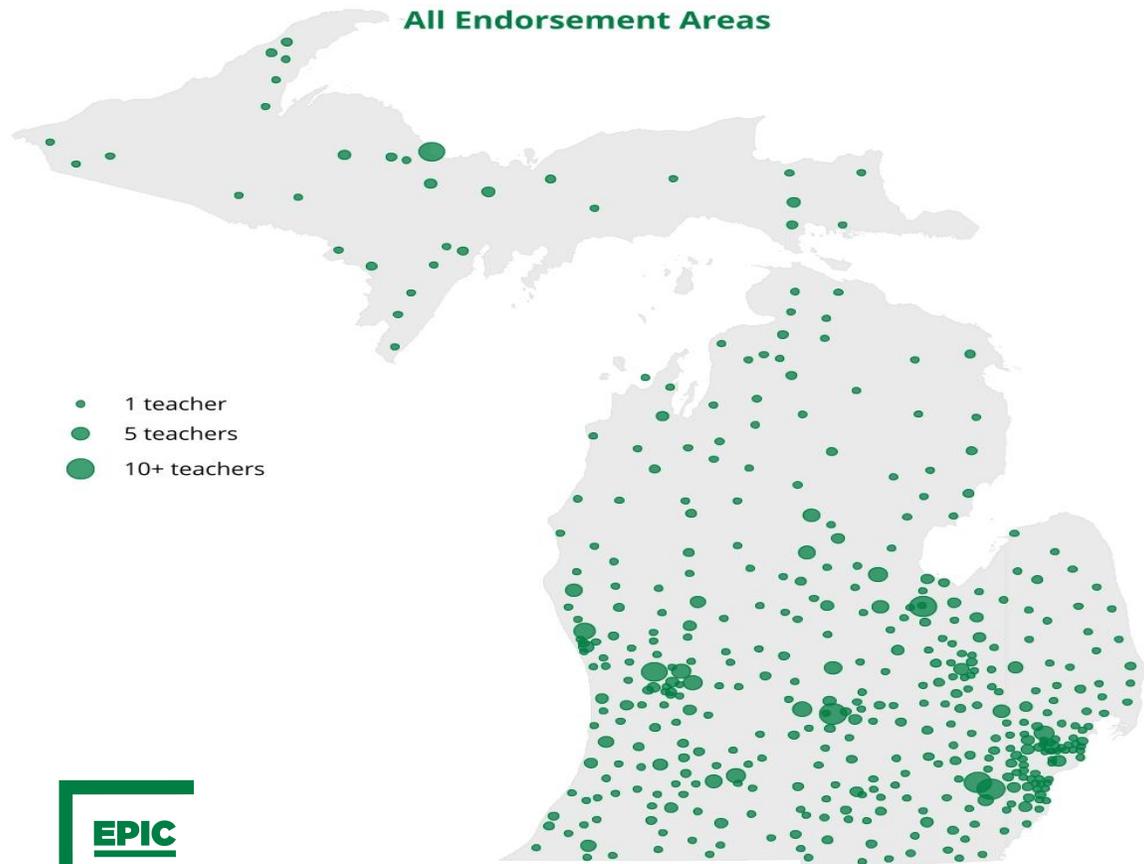
Teachers issued initial certificates



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.

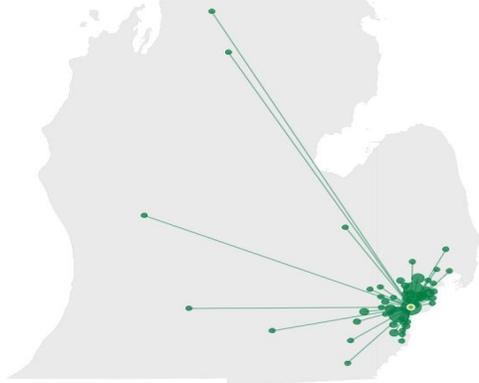
Locations of 2021-22 teacher preparation program graduates' first teaching jobs.



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.

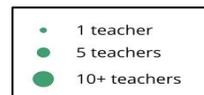
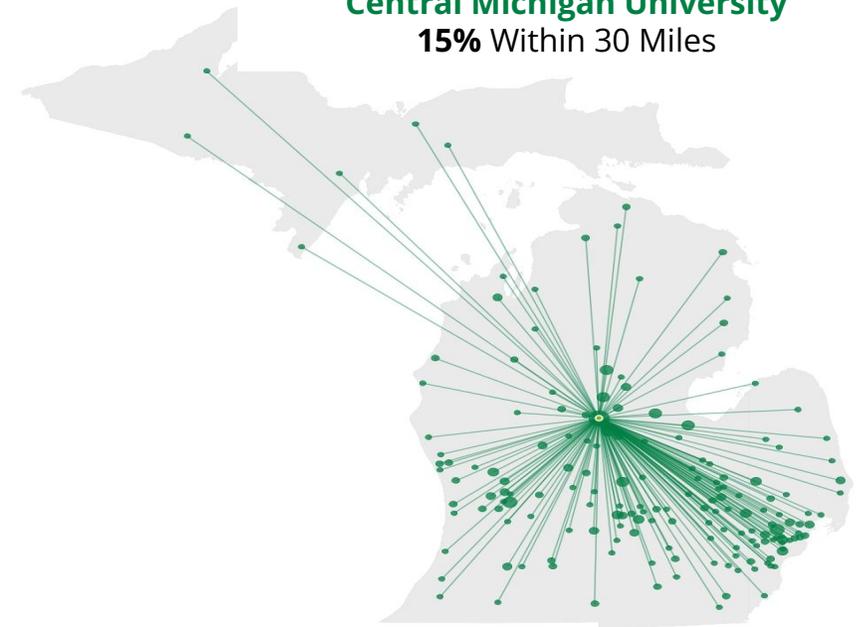
Wayne State University
94% Within 30 Miles



Grand Valley State University
52% Within 30 Miles



Central Michigan University
15% Within 30 Miles

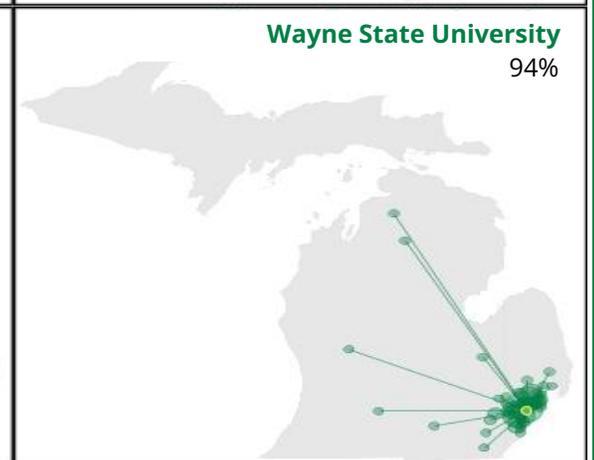
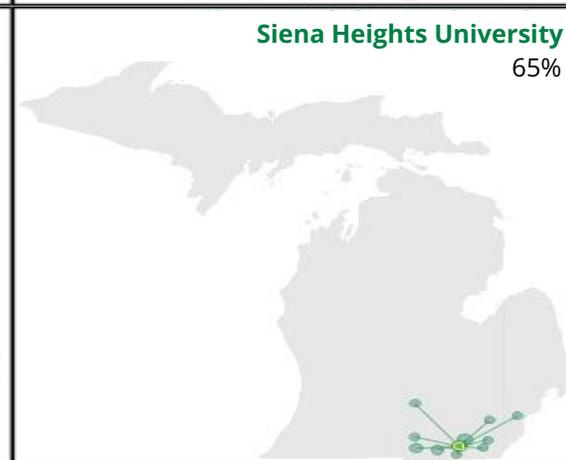
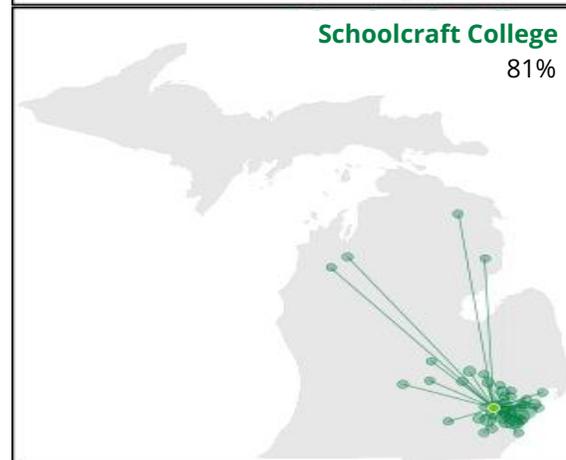
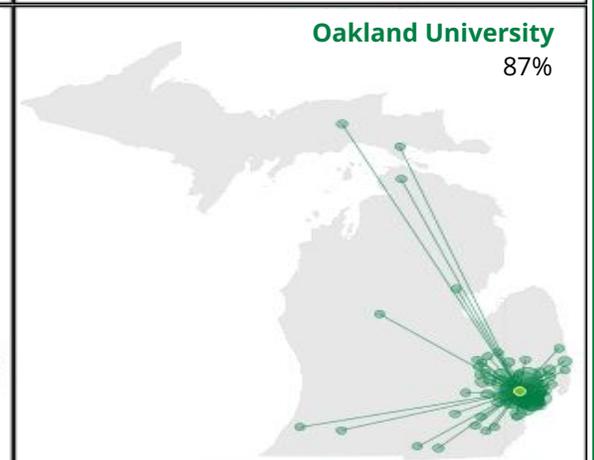
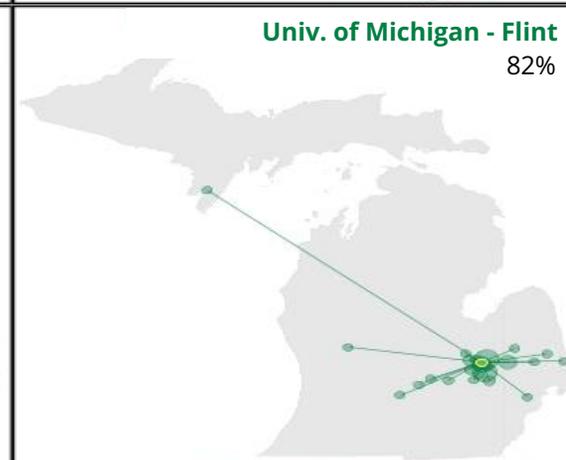
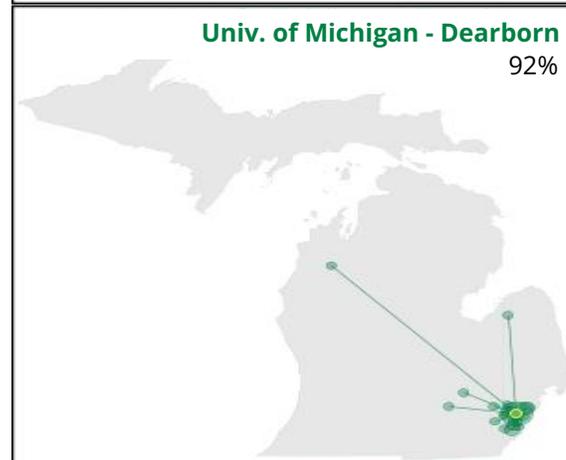
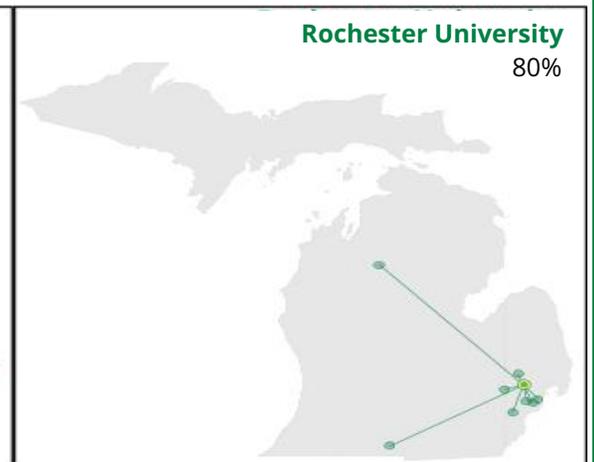
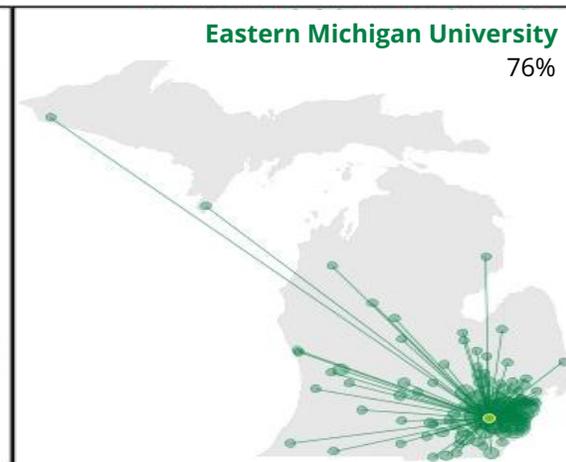
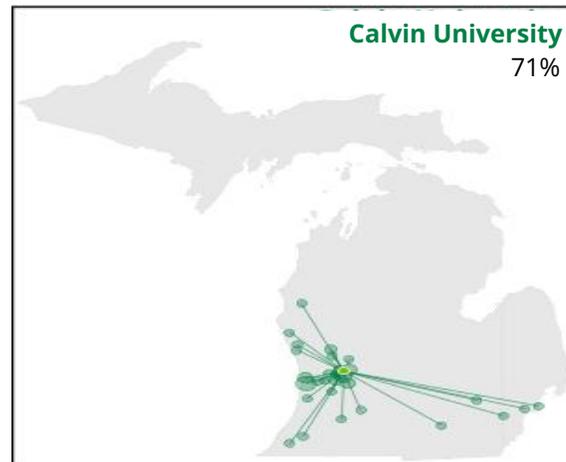


Teacher Preparation

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.

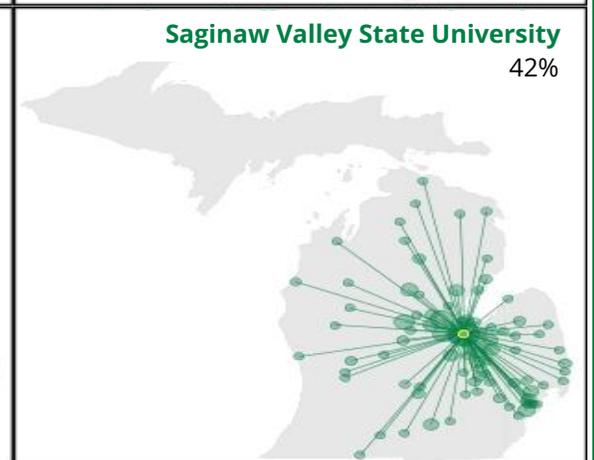
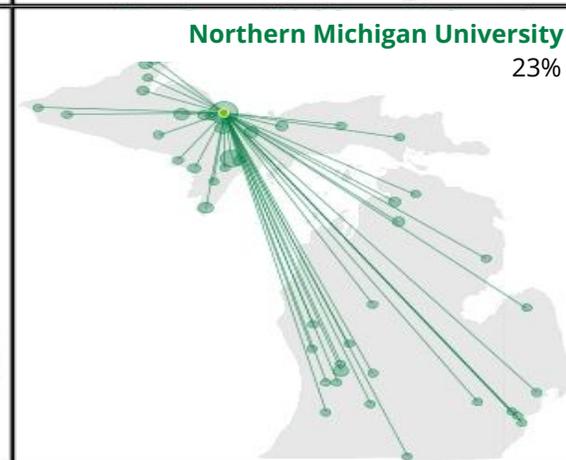
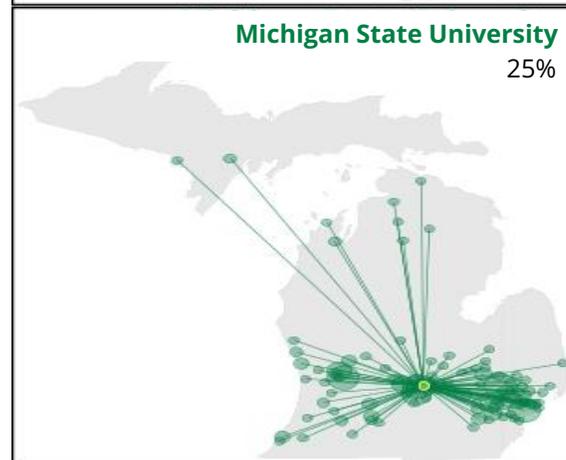
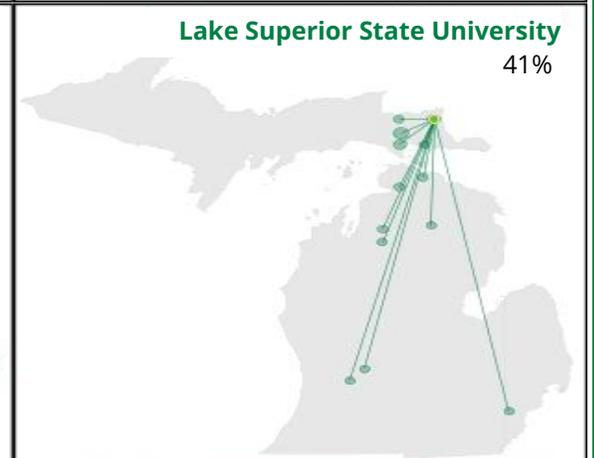
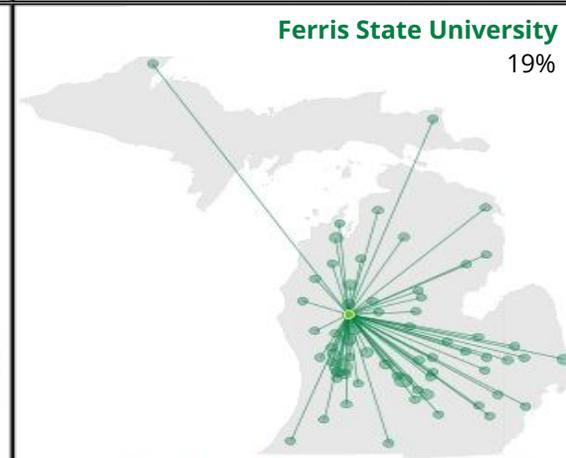
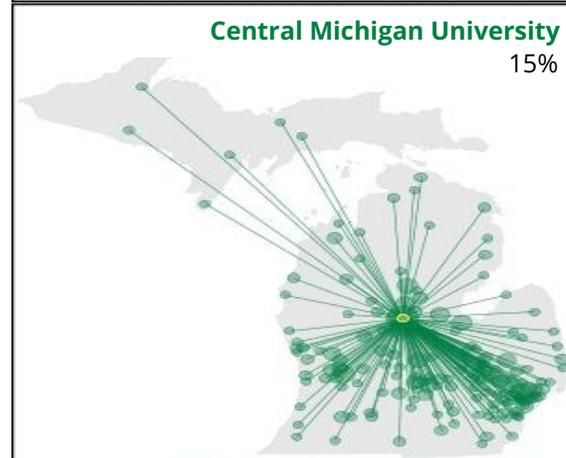
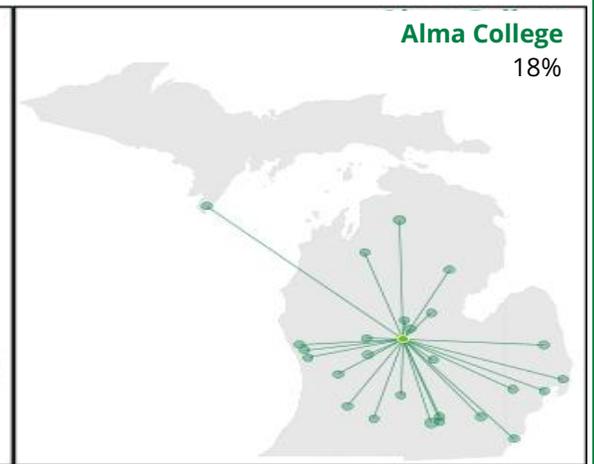
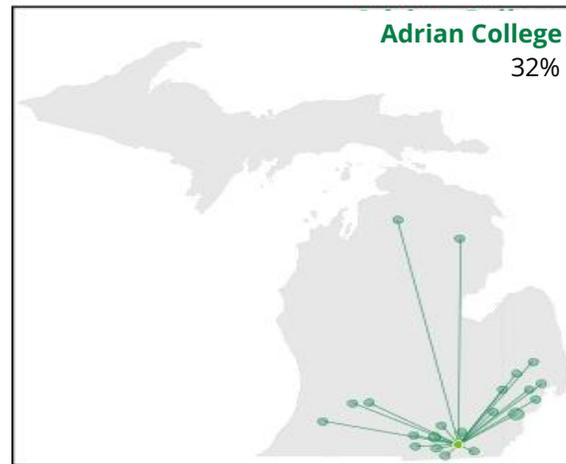


Teacher Preparation

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.

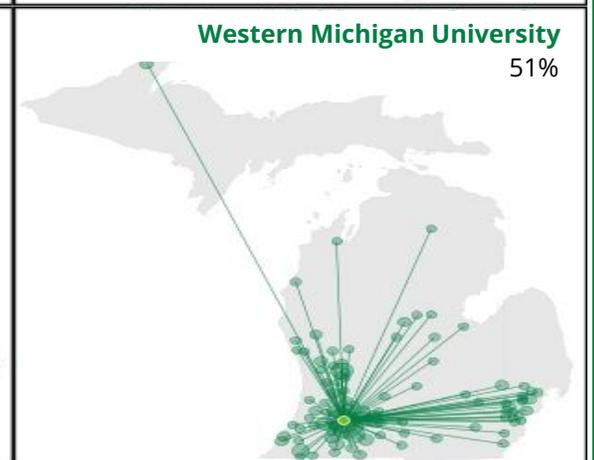
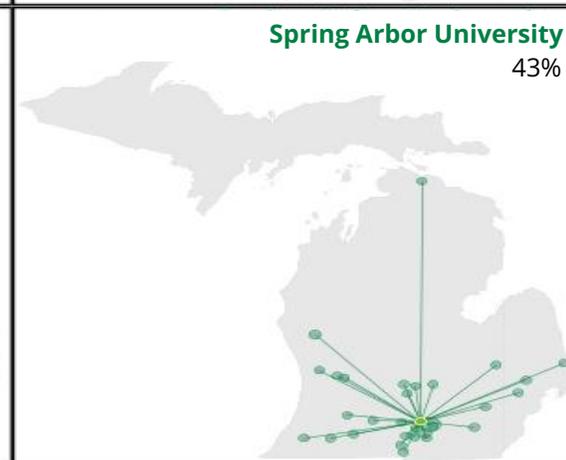
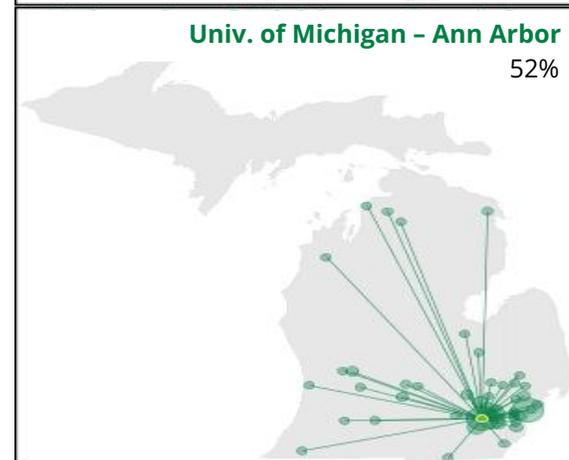
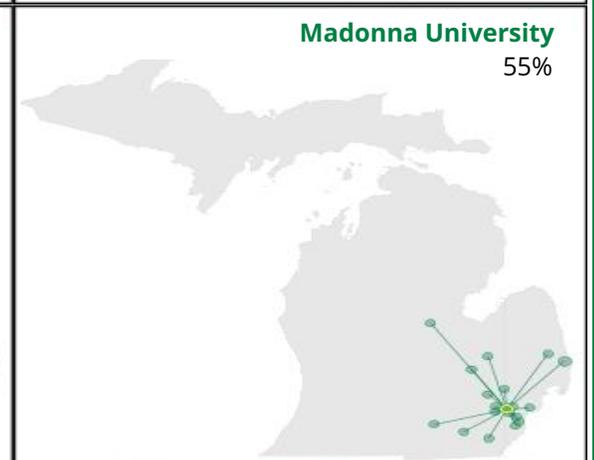
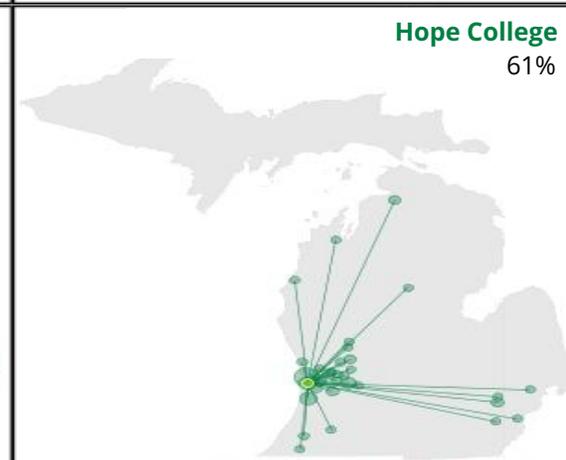
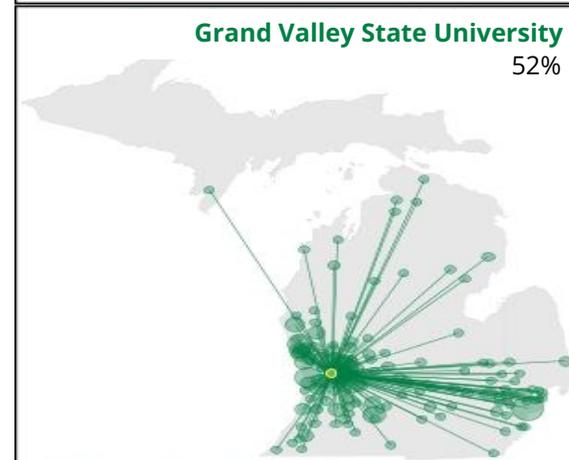
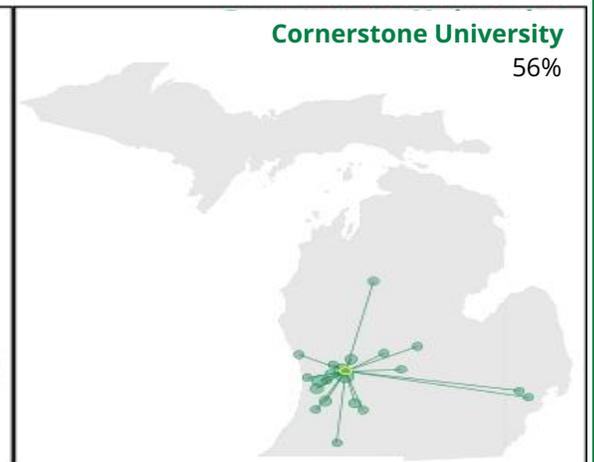
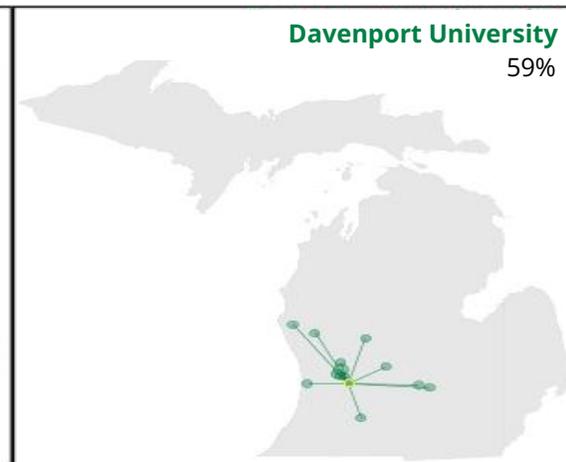
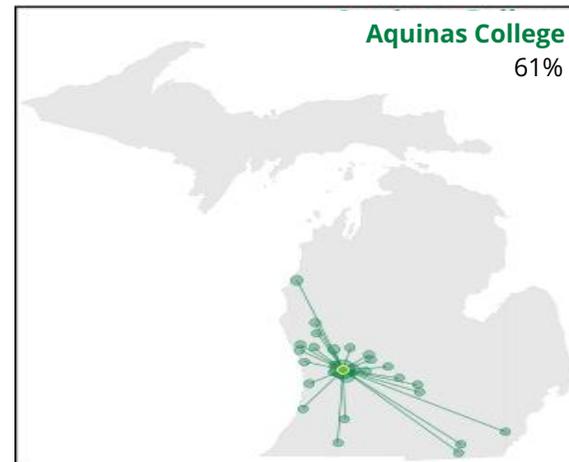
Even though most graduates left the local area, they did not always reach all areas of the state.



Teacher Preparation

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

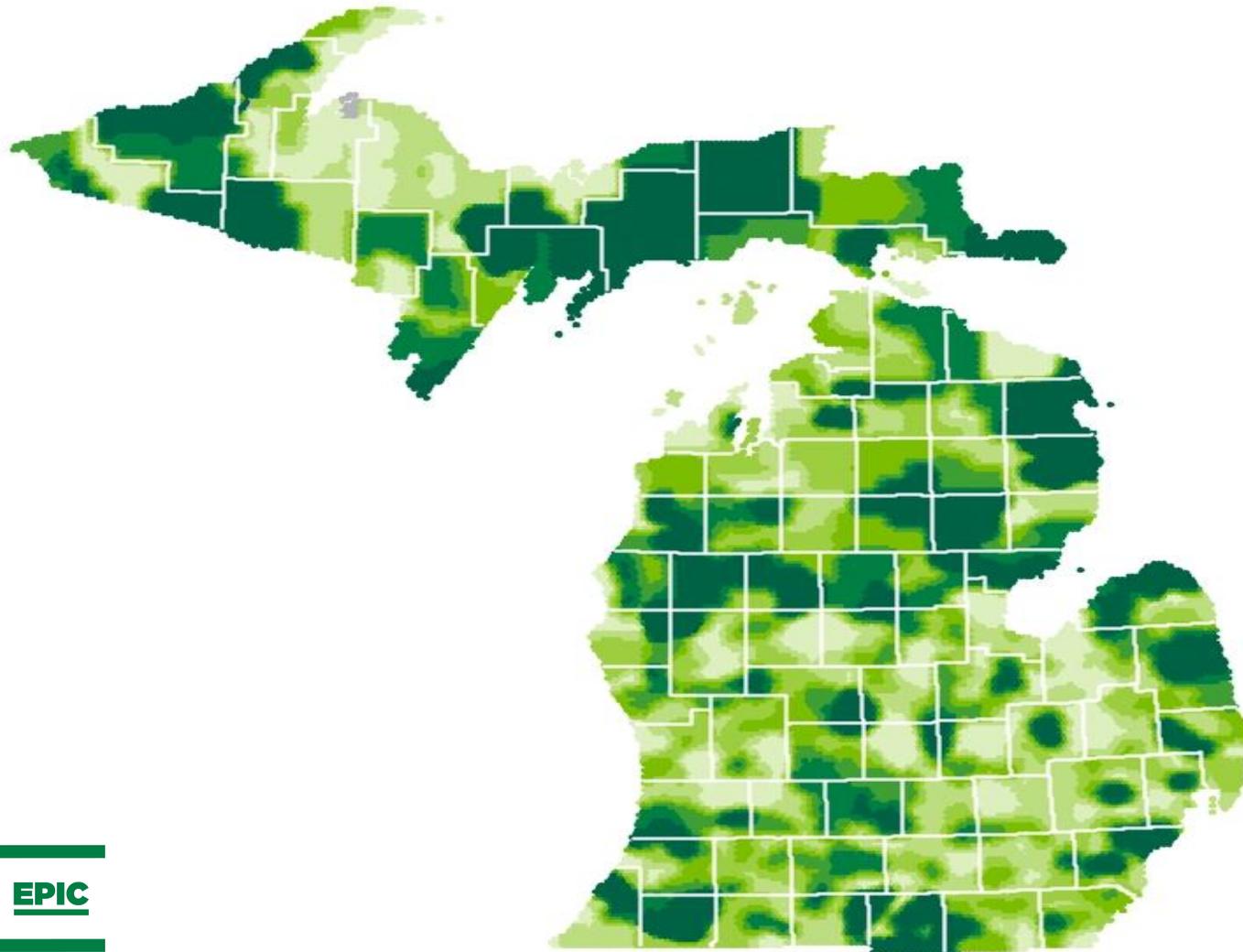
All 9 are in the southern half of the lower peninsula. Several are in the Grand Rapids area.



Results: Highest-Need Regions

Highest-Need Regions

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

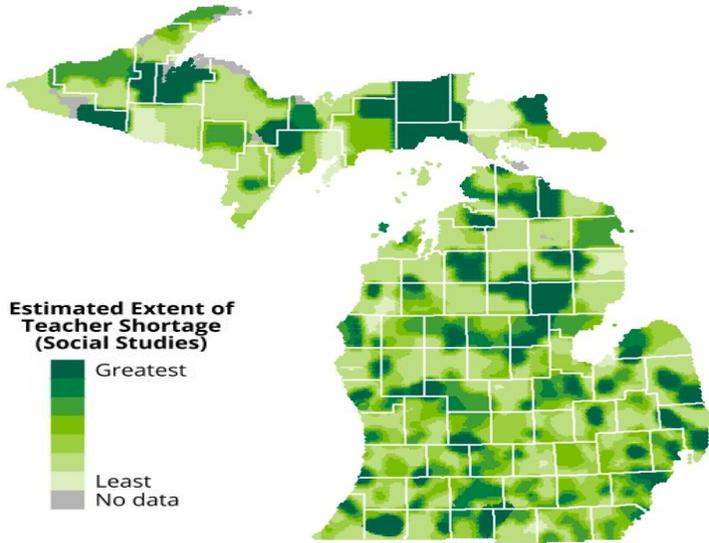
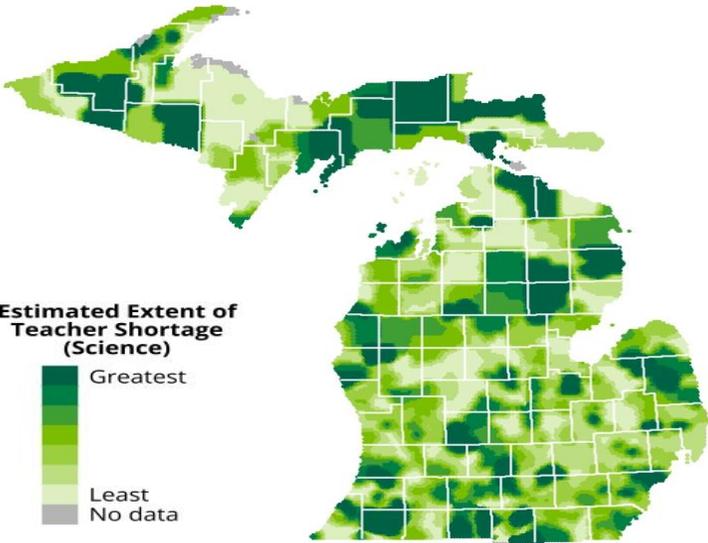
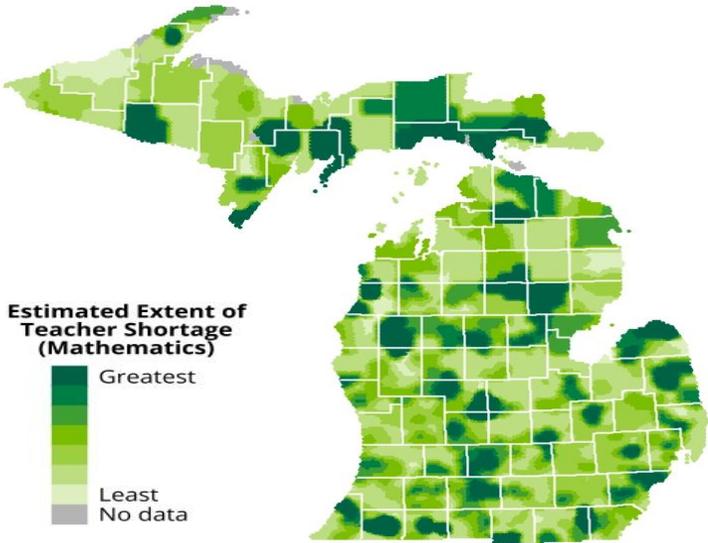
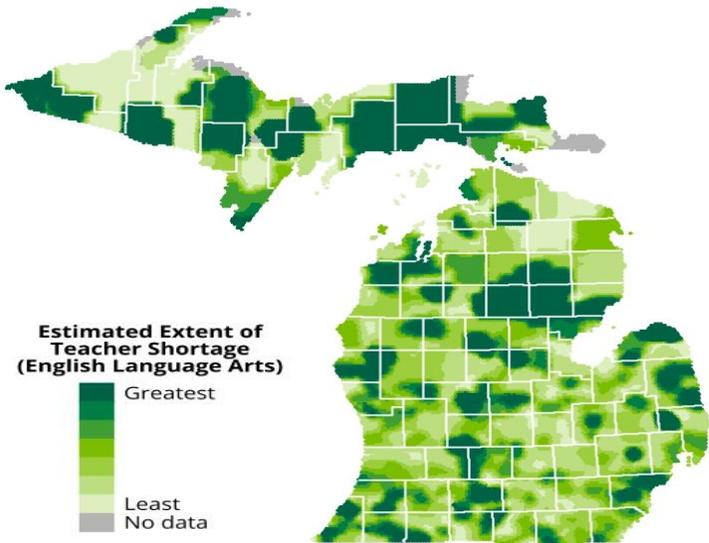
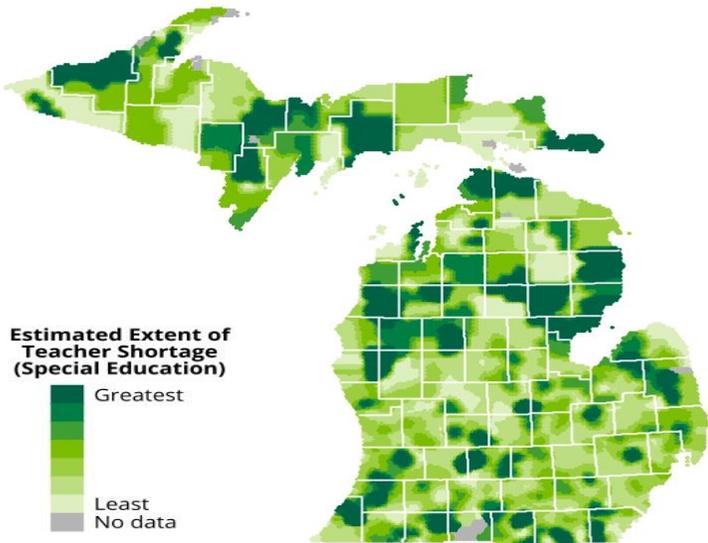
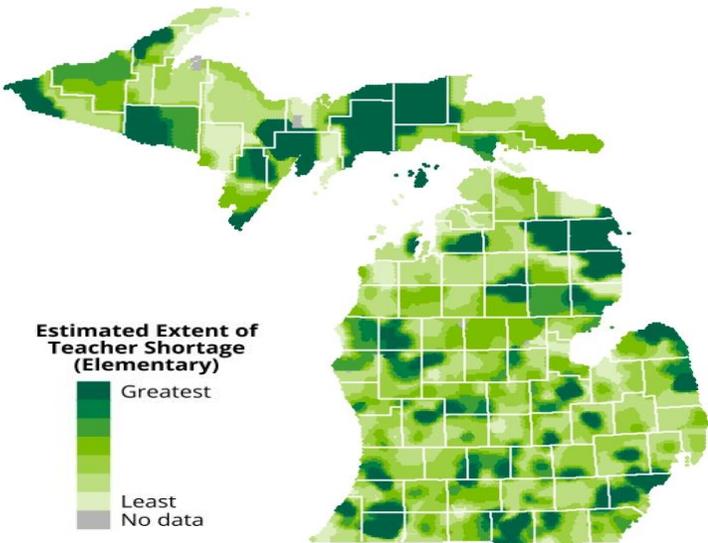


Estimated Extent of Teacher Shortage (Overall)



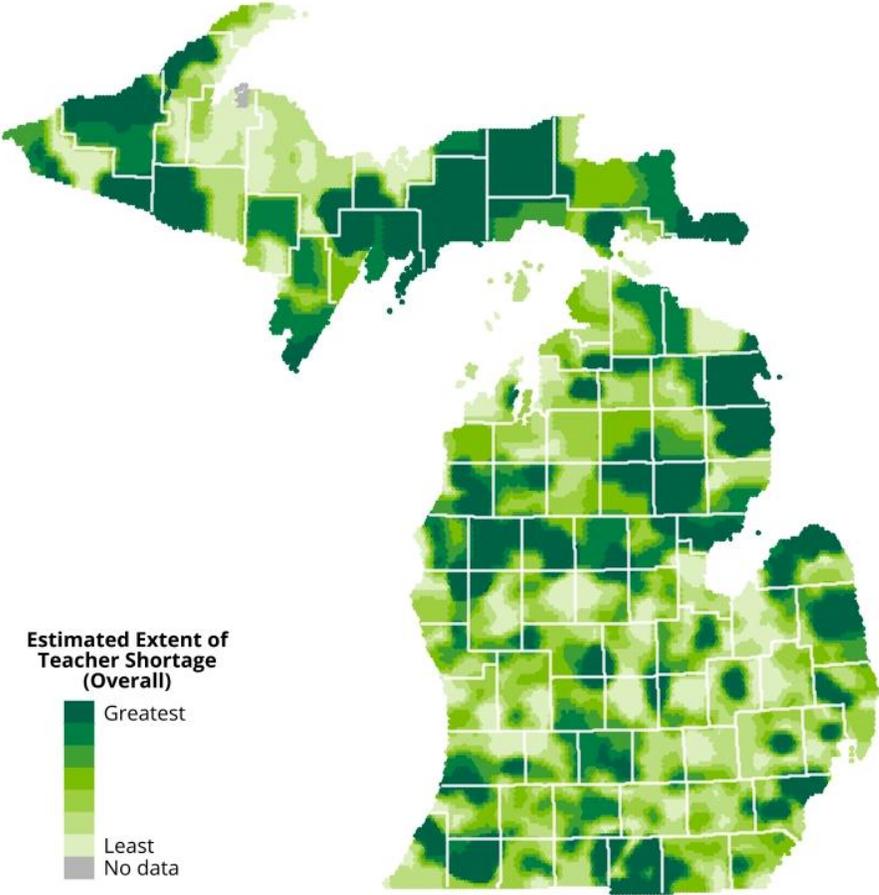
Highest-Need Regions

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



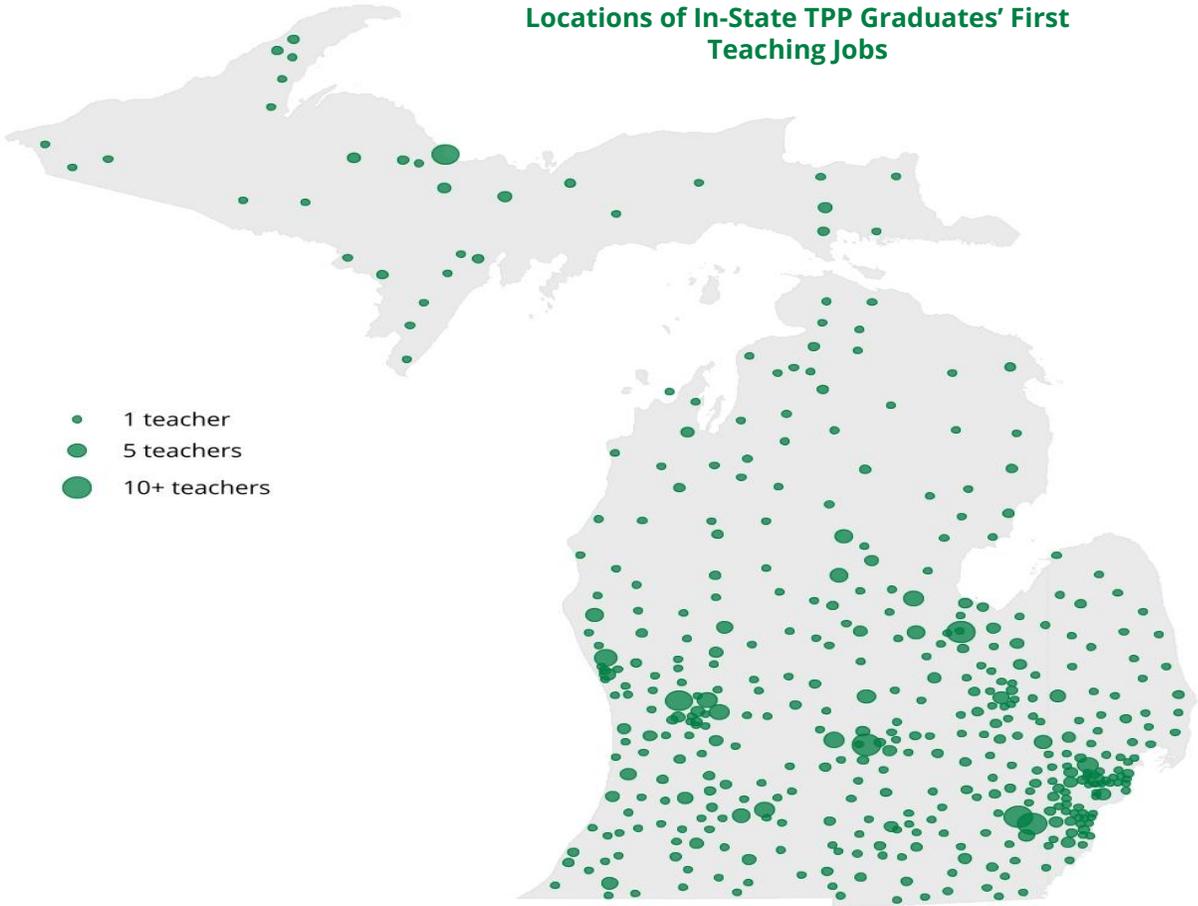
Highest-Need Regions

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.



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