



Michigan's Teacher Shortage: Initial Report

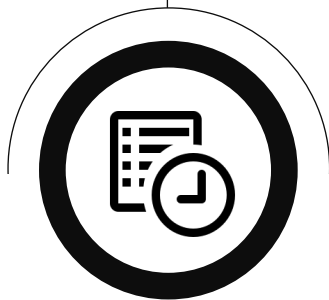
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Background:

MI Public Act 316 of 2020 & Overview of State Data

Public Act 316 of 2020

“CEPI, in consultation with the department, shall partner with 1 or more research university or universities in this state to conduct a research study and analysis on educator shortages in this state ...”



... by **January 1, 2022**, CEPI, with its partners under this subsection, shall submit an **initial report** to the governor and the chairs of the senate and house standing committees responsible for education legislation that ...

- summarizes **available state data**,
- provides a **baseline from which future comprehensive data analysis can begin**,
- and includes **recommendations to policymakers concerning data-gathering activities** that are necessary to complete the comprehensive report



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.



State Data Overview

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

Baseline Analyses: Teacher Vacancies, Retention, and Preparation

Teacher Vacancies

The number of district-reported vacancies is unrealistically low and conflicts with other information about teacher shortages in the state.

In the Fall 2020 REP Collection, Districts Reported...

81,700

total
teaching
FTEs.

80,825

(98.9%) were
permanently
filled,

while

875

FTEs (1.1%)
were
vacant.

This is only
about

1

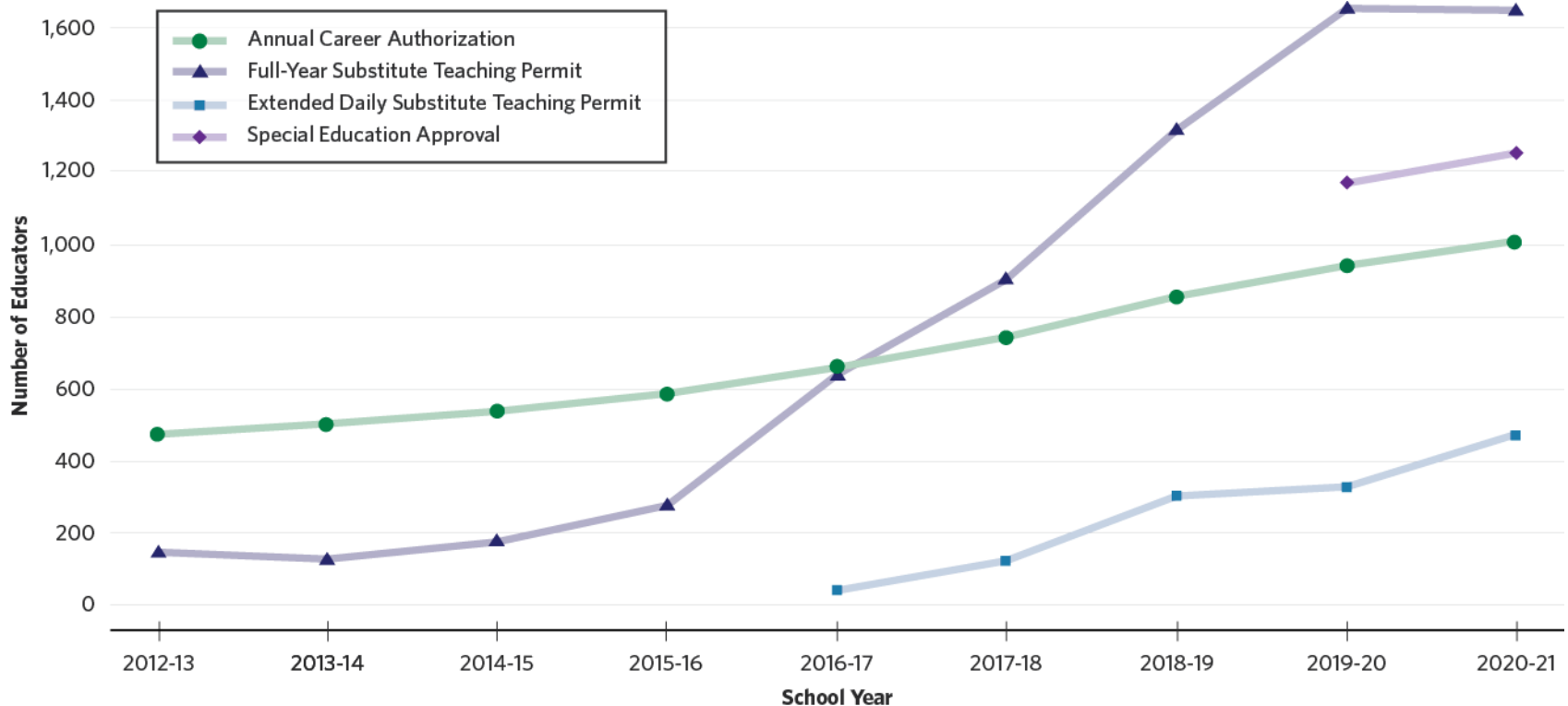
teaching
vacancy per
district.

Rather than rely only on district-reported vacancies, we also consider other recommended, though imperfect, indicators of teacher demand: teachers with temporary credentials (e.g., long-term substitute teaching permits) and positions filled by not-fully-certified and/or out-of-field teachers.

Teacher Vacancies

There are more and more teachers with temporary credentials each year, but this could mean that districts are successfully recruiting and training new teachers from their existing support staff.

Educators Employed with Temporary Teaching Credentials



Teacher Vacancies

There are more certified out-of-field teachers than there are non-certified long-term substitutes

Appropriate Placement of Teachers in Core Academic General Education Assignments (2020-21)

Certified teacher with an appropriate endorsement	93.0%
Certified teacher without an appropriate endorsement	5.3%
Long-term substitute with an appropriate endorsement	1.2%
Long-term substitute without an appropriate endorsement	0.4%
No teaching certificate or long-term substitute permit found	0.1%



93% of core academic general education assignments are filled by certified teachers with an appropriate endorsement for their assignment.



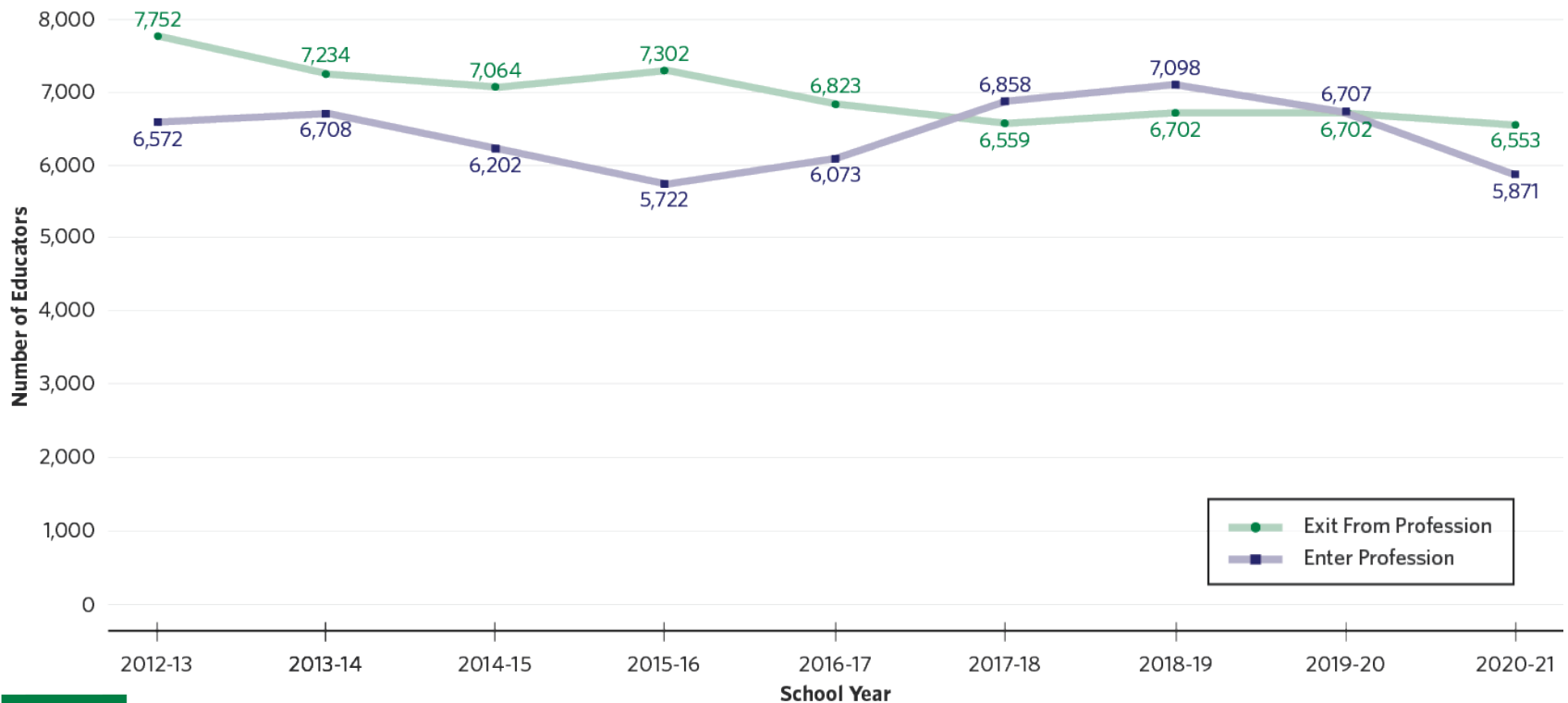
More than 98% are filled by certified teachers.

➤ **What about the other 2%?**
1,357 educators working without a teaching certificate.

Recruitment and Retention

In 2017-18, 2018-19, and 2019-20, more teachers entered the profession each year than exited. In 2020-21, the opposite was true.

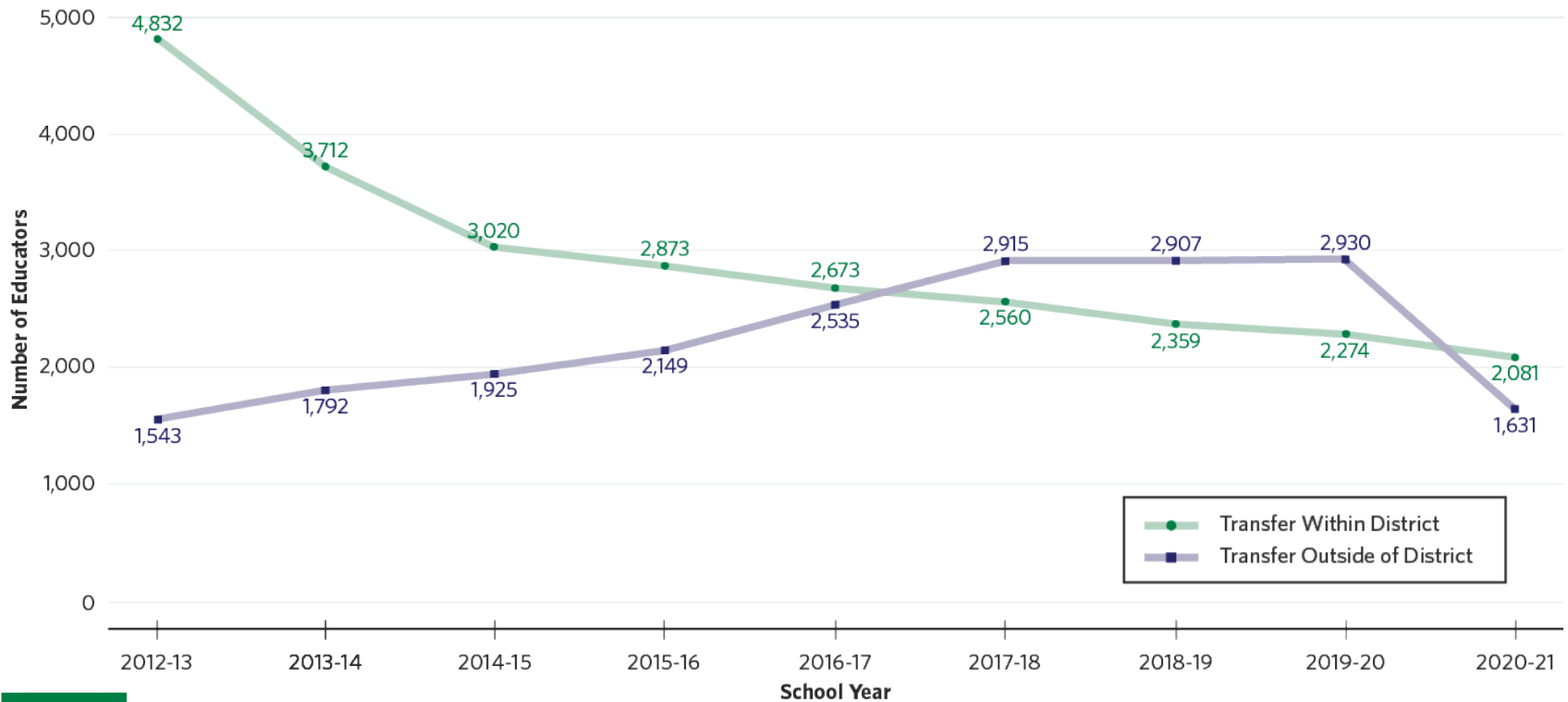
Mobility In and Out of the Teaching Profession (Fall-to-Fall)



Recruitment and Retention

Prior to the pandemic, between-district transfer rates increased for several years in every region of the state.

Teachers Transferring to Other Schools or Districts (Fall-to-Fall)



Recruitment and Retention

In 2019-20, teaching certificate renewal/progression rates were ...

Teachers who were actively teaching in a Michigan public or charter school

93%

Higher for
than for

80%

Teachers who were not actively teaching in a Michigan public or charter school

Teachers who previously renewed or progressed their certificates

78%
to
84%

65%

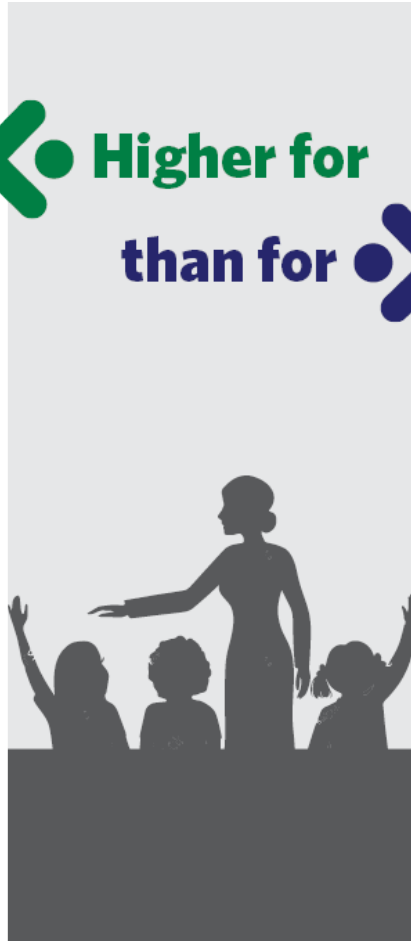
Teachers with an initial standard certificate up for its first renewal

Special education teachers

85%

78%
to
82%

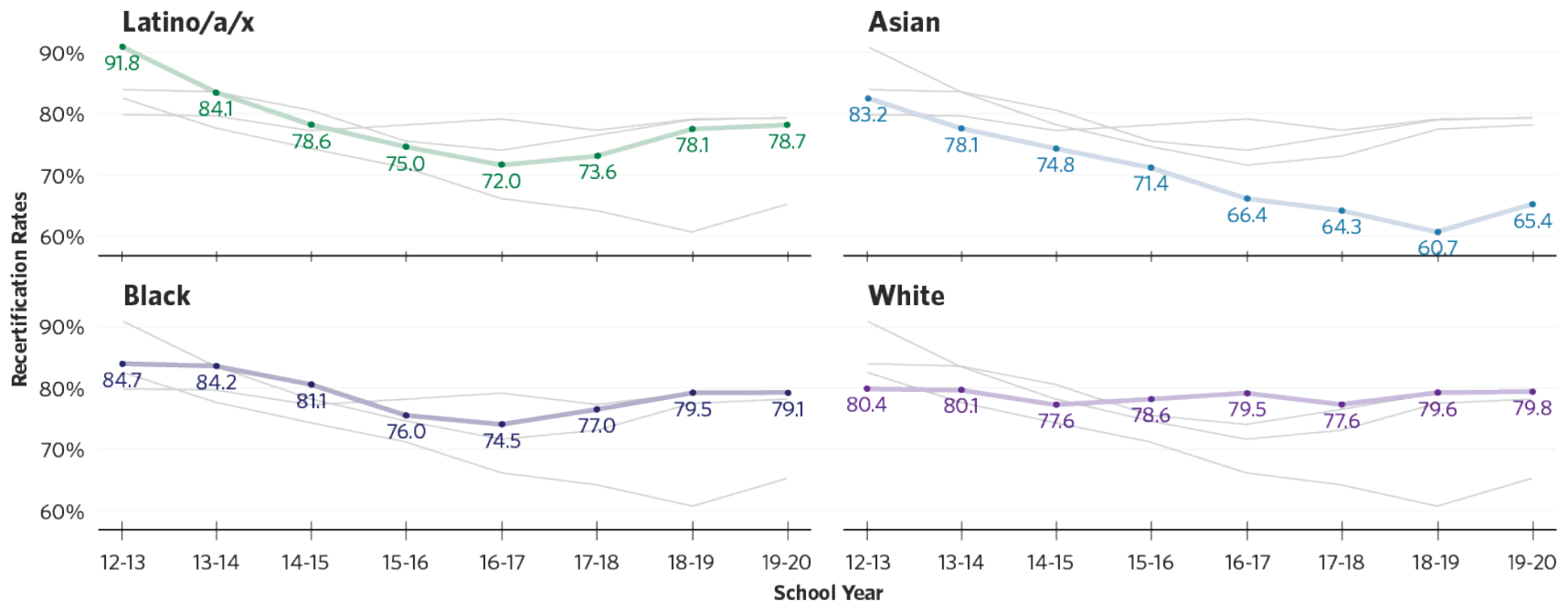
General education core subject area teachers



Recruitment and Retention

Certificate renewal rates for teachers of color decreased throughout much of the last decade but have been improving in recent years.

Teacher Recertification Rate by Race/Ethnicity



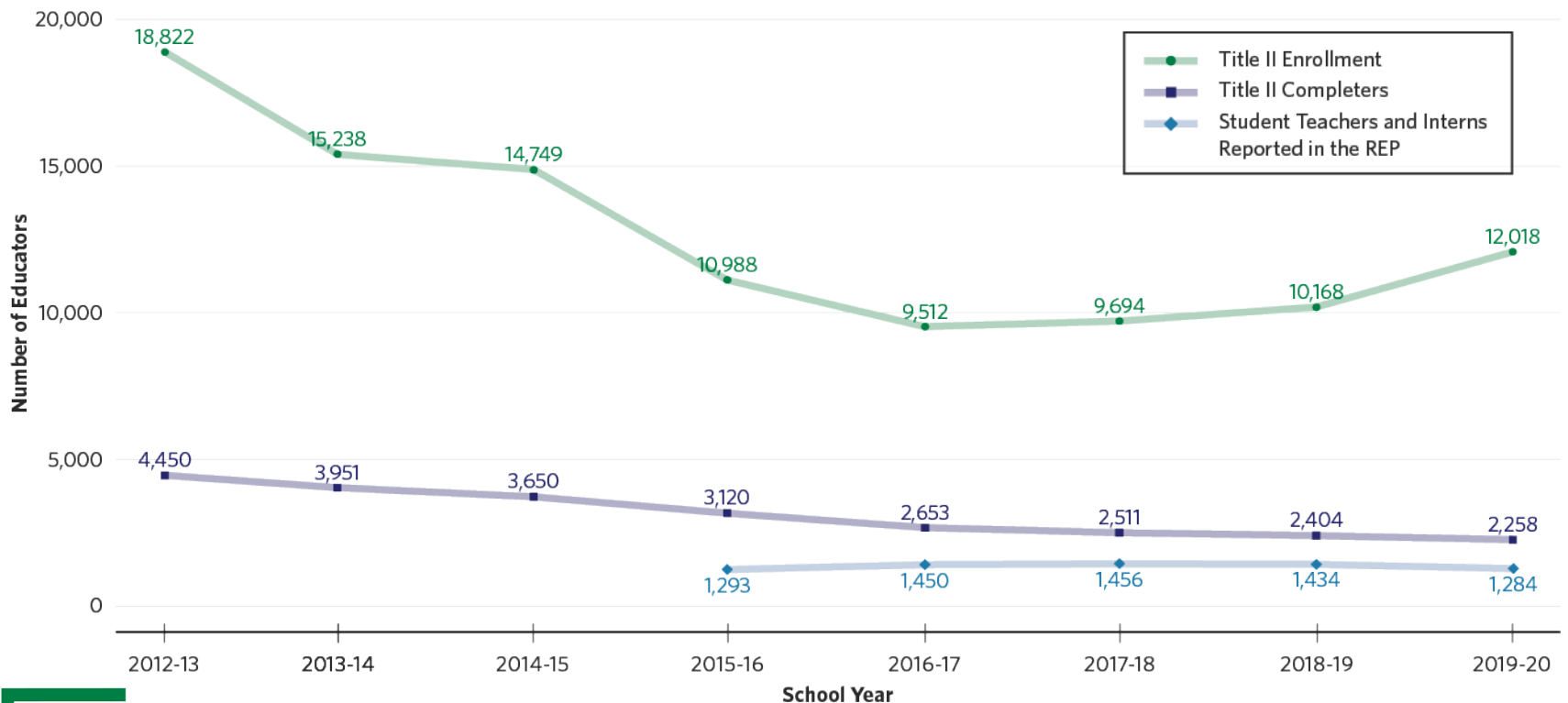
In 2012-13, recertification rates were higher for Asian, Latino/a/x, and Black teachers than for White teachers. By 2016-17, White teachers had the highest recertification rate.



Teacher Preparation

Following several years of decreasing enrollment in postsecondary teacher preparation programs, enrollment rates have started to increase.

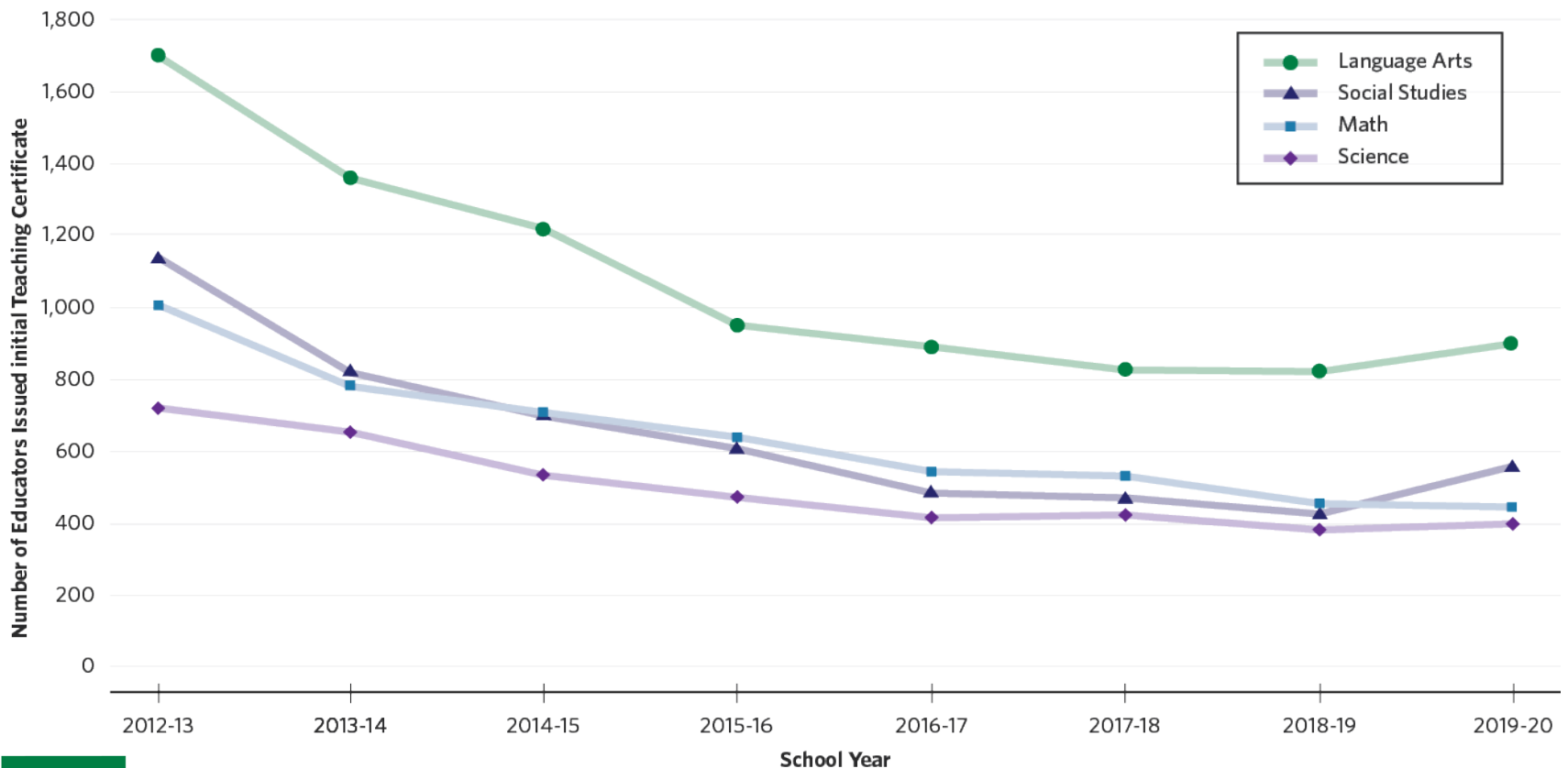
Teacher Preparation Program Enrollment/Completion, District-Reported Student Teaching Assignments



Teacher Preparation

The number of newly certified teachers has followed a similar overall trend, though patterns vary by subject area/educational setting.

Teachers Issued Initial Certificates



Recommendations: **Data Collection for Future Comprehensive Reports**

Data Recommendations: Teacher Vacancies

1. Improve reporting of vacancies, temporary placements, and long-term substitutes.

Legislatively require reporting of vacant positions (instead of just educational personnel), including start and end dates, reasons why positions are vacant, and reasons for terminating a vacant position.

Require that new hires, terminations, and changes in employees' assignments be reported within a set number of days.

2. Incorporate additional existing MDE data into researcher datasets.

Permit application data, e.g., reason for obtaining a permit, superintendent waivers.

3. Consider integrating data about job postings, job applicants, and substitute teachers from external sources.

Bureau of Labor Market Information and Strategic Initiatives, central application systems (e.g., Applitrack), substitute teacher staffing agencies (e.g., EDUSTAFF).

4. Supplement administrative data with surveys about districts' responses to vacancies and reasons for job openings.

First examine existing surveys, then identify topics and perspectives that are relatively uncovered or should be investigated more deeply.

Data Recommendations: Recruitment and Retention

1. Improve reporting of employee exit reasons, reevaluate categories, and update if necessary to match district needs and common reporting standards.

Do the current options for employee exit reasons adequately capture the reasons why Michigan teachers tend to terminate their employment? We recommend gathering feedback from districts about the types of exits they encounter.

2. Consider incorporating data from Michigan's Office of Retirement Services, Treasury Department, and/or Unemployment Insurance Agency.

Data regarding teachers' salary, years of service, retirement eligibility, retiree status would improve our ability to examine districts' abilities to recruit and retain teachers, approximate the financial factors that influence teachers' decisions about whether to remain in the profession, and disentangle exits due to retirement from other types of teacher edits.

3. Supplement administrative data with new and existing survey data about factors that affect recruitment and retention.

Identify topics about which more recent and/or more thorough survey data would be most valuable. Consider using a single, voluntary, statewide survey that covers all high-priority topics to minimize burden on educators, reduce administration costs, and increase response rates.

Data Recommendations: Teacher Preparation

1. Establish links between existing and available data sources.

Continue working to link data about prospective teachers from their time as PK-12 and postsecondary students in Michigan to their eventual employment in the state public school system.

This will improve our ability to study the experiences of and outcomes for potential teachers at different stages in the pipeline.



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