2026 Educator Preparation Provider Performance Score Report Manual

Prepared by Office of Educator Excellence

Note: The blue background applied to text indicates a significant change in the text for 2026 compared to prior years.

Purpose

This document describes the components that make up the annual Educator Preparation Provider Performance Score for both traditional and alternative route providers. It discusses the data sources and how they are used to measure the performance indicators in each accountability system.

The Performance Score

The Michigan Department of Education (MDE) maintains an accountability system to monitor the performance of Michigan's approved educator preparation providers (EPPs). Each year, MDE collects data to (1) measure EPP performance in alignment with the Higher Education Opportunity Act (Public Law 110-315) and (2) provide EPPs with information to support their continuous improvement efforts.

Each year, MDE uses the performance score to determine whether EPPs are meeting state standards. Performance is measured and tracked over time using a seven-point scale, with each point referred to as a "phase" that ranges from zero to six. All EPPs start at Phase 0 and will move up the scale if they fail to meet state standards in a given year (e.g., Phase 0 to Phase 1). If they meet standards the following year, the EPP returns to Phase 0; otherwise, they advance from Phase 1 to Phase 2.

This longitudinal tracking informs MDE whether a provider's performance is satisfactory (Phases 0/1), at risk (Phases 2/3), or low performing (Phases 4/5/6). MDE consults with EPPs who are determined to be either at-risk or low performing. Consultations allow MDE to share advice and best practices with EPPs to improve performance so that aspiring teachers receive high quality preparation. More details on these classifications and their implications are available in Appendix A.

The performance score takes two forms, depending on the type of EPP:

Traditional Route

A point system is used for traditional route providers. Each indicator is worth a designated number of points, with a total of 95 points available. A simple percentage is calculated and assigned to each provider. To achieve a satisfactory performance rating, providers must receive 77% of the available points (74 points).[1]

Smaller EPPs may have incomplete or insufficient data to inform all indicators described in this report. In those cases, MDE adjusts the total points and expected thresholds. For instance, if no data is available for an indicator that is worth five points, the total points available for that EPP is 90 rather than 95. The points needed for satisfactory performance becomes 70 rather than 74.

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[1] MDE conducted a reference panel in early 2021 to help establish the expectations for traditional route provider performance on the performance score. Volunteers from the EPPs were invited to participate in the discussion, with the group reaching a consensus at the 77% threshold.

Alternative Route

A flag system is used for alternative route providers. Indicators are grouped into critical or standard items. Each individual indicator is then rated as either satisfactory, at risk, or low performing. For the critical items, providers must maintain a satisfactory or at-risk rating for each of the indicators. For the standard items, two aggregate requirements must be met to maintain an overall satisfactory performance: (1) half of the standard items must be satisfactory, and (2) no more than one-third of the items can be low performing. Indicators with incomplete or insufficient data for individual EPPs are excluded from the performance score.

The indicators for the performance score were developed using the Key Effectiveness Indicators (KEI) as the guiding framework. Developed by Teacher Preparation Analytics, the framework is geared to help states and EPPs ensure continuous improvement in teacher preparation through the analysis of strategic data. Michigan adopted the KEI framework's four overarching categories – Candidate Selection & Completion, Knowledge & Skills for Teaching, Performance as Classroom Teachers, and Contribution to State Workforce Needs. In addition, a fifth category, Robust Clinical Experiences, was developed in collaboration with Michigan EPPs. Each category is then measured by a series of indicators to determine success of programs within the category (see Figure 1).

Figure 1: KEI Framework as applied to each EPP-type's performance score

Performance Category	Indicator of Performance	Traditional Route	Alternative Route
Candidate Selection & Completion	Teaching Promise	X	X
	Candidate/Completer Diversity	X	X
Knowledge & Skills For Teaching	Mastery of Teaching Subjects	X	X
	Subject-Specific Pedagogical Knowledge	X	X
	Candidate Teaching Skill	X	X
	Candidate Rating of Program	X	X
Performance as Classroom Teachers	Impact on K-12 Student Learning	X	X
	Demonstrated Teaching Skill	X	X
	K-12 Student Perceptions	X	X
Robust Clinical Experiences	Candidate Placement Diversity	X	X
	Candidate Rating of Opportunities	X	X
	All Survey Response Rates	X	X
	Program Partnership Strength	X	X
State Workforce Needs	Entry into teaching		X
	Retention in teaching		X
	Placement in high needs schools/ subject areas		X
	Retention in high needs schools/ subject areas		X

Note. The State Workforce Needs category applies only to the alternative route providers and is not yet implemented, as insufficient data exists given that many of the providers are still relatively new. Many of the indicators require MDE to look at data collected four to six years after candidates have completed a program. As more data becomes available for the more recently authorized EPPs, MDE will analyze the data to determine expectations for inclusion in the performance score.

Data Sources

The data used in the performance scores are a mix of original MDE survey collections, placement data, Michigan Test for Teacher Certification (MTTC) pass rate calculations, and educator effectiveness ratings.

Candidate Suite Surveys

Each year, MDE works with the EPPs to identify candidates eligible to participate in the Candidate Suite Surveys. For traditional route candidates, the candidates must have recently completed (or are in the final stages of completing) their final clinical placement. For alternative route candidates, the candidate must have received their interim teaching certificate and be in their first year of teaching.

The surveys are given to three respondents – the eligible candidates, the candidate's EPP-sponsored supervisor (traditional routes) or coach (alternative routes), and the candidate's school-sponsored cooperating teacher (traditional routes) or mentor (alternative routes). Each group is asked to complete the series of questions asking about the candidate's preparedness and the quality of support from the provider. See Appendices B and C for a full list of the questions.

Administrator Survey

Every spring, MDE identifies teachers who recently received their standard teaching certificate and are teaching at a Michigan public school for the first time during that ongoing academic year. The lead administrator of the school building in which the teacher works is identified and invited to participate in the survey, which asks about how well the new teacher is performing given their recent preparation. See Appendix D for a full list of the questions.

Educator Effectiveness Ratings

Michigan Compiled Laws (MCL) 380.1249 requires a performance evaluation system for teachers and administrators. Teacher performance evaluations, also known as educator effectiveness ratings, are of interest to this performance score. Educator effectiveness ratings are based on a mix of evaluation tool(s) as well as student growth and assessment data or student learning objectives metrics. For the purpose of this performance score, only educator effectiveness ratings of teachers employed by traditional public school districts and public school academies are considered.

Non-public school data are excluded from this performance score for two reasons. First, non-public schools who report educator effectiveness data do so on a different timeline than traditional public schools and public school academies, resulting in data

which lags by one year. Secondly, educator effectiveness data reported by non-public schools are not reported at the assignment-level, resulting in data which are not directly comparable to that reported by traditional public schools and public school academies.

Public Act 224 of 2023 amended MCL 380.1249 as it pertains to Michigan's educator performance evaluation system. Effective as of the 2024-25 academic year, teachers are assigned one of three ratings: effective, developing, or needing support.[2] Furthermore, at least 20% of the evaluation must be based on student growth and assessment data or student learning objectives metrics, a decrease from previous 40% requirement.

Ratings for public school teachers are reported annually to the Center for Educational Performance and Information (CEPI) by each individual school district through the Registry of Educational Personnel (REP) collection. More information on educator evaluations in Michigan may be found on MDE's educator evaluations webpage, as well as MDE's summary of the legal changes.

MTTC Pass Rates

Providers are required to ensure that candidates are knowledgeable of pedagogy and the subject matter they intend to teach in the classroom. To demonstrate that knowledge, aspiring teachers must then pass the appropriate MTTC test for the subject matter(s) they wish to teach.

Every fall, the contractor who operates MTTC testing centers provides MDE with a pass rate report that is disaggregated for each EPP. The provided data is cumulative over the last three years and represents the test-takers best attempt on the MTTC test.

Placement Data

Candidates should be prepared to teach all of Michigan's PK-12 students. Thus, the performance score includes a calculation as to whether candidates are exposed to a diverse student body during their placement.

To determine whether candidates are placed in a diverse school during their student teaching experience (traditional routes) or interim teaching phase (alternative routes), MDE matches candidate placement(s) with school-level K-12 student demographic data (e.g., percent of a school's student population that is diverse, economically disadvantaged). MDE uses school-level K-12 student demographic data available through MI School Data.

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[2]Prior to the 2024-25 AY, there were four ratings options: highly effective, effective, minimally effective, and ineffective. Before the change, MDE expectations for the performance score were that teachers maintain either a highly effective or effective rating. With the revised coding, MDE's expectation is that teachers are effective.

Business Rules for Score Calculation

Survey Efficacy

Survey items are rated by respondents using a 4-point Likert scale that includes the following options: *Not at all, to a minor extent, to a moderate extent*, and *to a great extent*. The Candidate Supervisor and Cooperating Teacher Surveys allow respondents to select *Not applicable/observable*. The Teacher Candidate Survey provides a *Not applicable/observable* response for only questions 37 through 46.

Respondents must complete the survey in order for their responses to be included in the final calculation. Efficacy for all survey questions is calculated by summing the number of respondents selecting *To a moderate extent* or *To a great extent* and dividing by the total number of responses to the question. All responses, even if *Not applicable/observable* was selected, are included in the denominator.[3] Efficacies are reported as percentages. All percentages are left as is and are not rounded.

<u>Administrator Survey exception</u>: the *Not applicable/observable* responses are not included in the denominator for the Administrator Survey.

Educator Effectiveness Ratings

This performance score only uses end-of-year ratings that have been reported as final after teacher appeals. Final reported ratings may include two special types of cases: teachers who are reported as exempt from evaluation due to lack of evaluation and teachers who are reported as exempt. In the first type of case, a teacher may be reported as exempt due to lack of evaluation for three reasons: extenuating circumstances; having worked for less than 60 days; or the rating was vacated due to a grievance. These teachers are excluded from the performance score analysis. In the second type of case, a teacher may be reported as exempt from evaluation due to a history of effective teaching. These teachers are treated as if they have an effective rating and are included in the performance score analysis.

Teachers may be placed in multiple assignments and/or school buildings. Thus, they may receive multiple ratings and appear in the unfiltered data more than once. The records are deduplicated with only the teacher's lowest effectiveness rating included in the analysis.

Eligible teachers for this calculation are those who were (1) issued their initial standard teaching certificated within the last five years, (2) have no more than 3 years of teaching experience, and (3) have an effectiveness rating in the most recent academic year.

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[3]An exception exists for questions 37 through 43 of the Teacher Candidate Survey for traditional route providers and questions 38, 44, 45, and 46 for the alternative route version. These questions are specific to program elements and may not be applicable to all EPPs and/or candidates.

For alternative route providers, some indicators use educator effectiveness ratings during their time teaching with an interim teaching certificate. For these indicators, the same filtering rules from above apply.

MTTC Test Codes

Each year MDE reviews the list of eligible tests. Pass rates for endorsements that are in the process of being eliminated or are associated with an advanced program are excluded from the calculation. See Appendix E for more details.

Placement Data

School diversity data is only available for Michigan public schools; however, providers are offered an opportunity to provide diversity data for private and out-of-state schools, if available. Candidates where no diversity data could be identified were excluded from the analysis.

For traditional route providers, candidates are allowed up to two placements. However, candidates who were placed in the same school building for both a primary and secondary assignment were only included once in the calculation. When data is unavailable for a specific school, the calculation "rolls up" to the district level to identify whether the placement was diverse.

For alternative route providers, some candidates may be placed at over two schools. In these cases, the number of placements was consolidated by rolling up to the next highest educational entity (district or intermediate school district) ~~district or ISD level~~ so as to reduce placements to two or fewer. For example, a candidate placed at two school buildings in District 1 and worked out of a third school building for District 2 had their District 1 schools consolidated so that one placement was considered diverse at the district level and the second placement's diversity was determined at the school level. As long as the candidate is still teaching with an interim teaching certificate, they are eligible to be included in the placement calculation.

In the event that MDE is unable to reduce the placements to two or fewer, MDE selects the two placements where the candidate spent the most time teaching (based on reported Full-Time Equivalency (FTE) in REP).

Additionally, candidates from alternative route providers must also have: (1) an FTE status in REP greater than zero and (2) should have worked in the school for more than 12 weeks.

Indicators within the Performance Score
Category: Candidate Selection & Completion

Indicator: Teaching Promise

Traditional Routes	*Alternative Routes*
Data Source: Candidate Suite Surveys	**Data Source:** Candidate Suite Surveys
Description: For each survey population, the efficacy percentage was calculated for the overall preparedness question (e.g., Question 57 for Teacher Candidates) and then averaged across the three groups (i.e., summed and divided by three).	**Description:** For each survey population, three overall preparedness questions (e.g., Questions 54 through 56 for Teacher Candidates) were pooled and an efficacy percentage was calculated; then, a final score was calculated by averaging across the three groups (i.e., summed and divided by three).
Points: 5	**Flag:** Standard Item

Percentage Efficacy	Points
90% – 100%	5
85% – 89%	4
80% – 84%	3
75% – 79%	2
70% – 74%	1
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Knowledge and Skills for Teaching

Indicator: Mastery of Teaching Subjects

Traditional Routes	*Alternative Routes*
Data Source: MTTC Pass Rates	**Data Sources:** (1) MTTC Pass Rates (2) Educator Effectiveness ratings

Description: (1) The contractor-produced EPP three-year cumulative report serves as the basis for this calculation. Each eligible candidate's best attempt within the three-year timeframe is included. The final efficacy calculation is the EPP's three-year cumulative pass rate across all valid MTTC tests.

(2) For *alternative route providers only*, a secondary measure uses the candidate's educator effectiveness ratings from the most recent REP collection. Teachers with more than 3 years of teaching experience are not included in the analysis. This indicator calculates the percent of candidates who have an effective rating from their school in the most recent academic year.

Points: 20   **Flag:** Critical item

Percentage Efficacy	Points	Percentage Efficacy	Category
90% – 100%	20	90% – 100%	Satisfactory
85% – 89%	17	85% – 89%	Satisfactory
80% – 84%	14	80% – 84%	At Risk
75% – 79%	11	75% – 79%	Low Performing
70% – 74%	8	70% – 74%	Low Performing
Less than 70%	0	Less than 70%	Low Performing

Category: Knowledge and Skills for Teaching

Indicator: Subject-Specific Pedagogical Knowledge

Traditional Routes	*Alternative Routes*
Data Source: MTTC Pass Rates	**Data Sources:** (1) MTTC Pass Rates and (2) Educator Effectiveness ratings

Description: (1) Utilizing the three-year cumulative report, each MTTC test subject was placed into one of 10 groups (see Appendix E). For each of the groups, the average MTTC pass rate is calculated as well as a standard error and a 95% confidence interval (CI) around each average. MDE selects the largest CI and then subtracts that amount from the state average from each group. This becomes the threshold that providers are expected to achieve for satisfactory performance for each group. For each EPP, MDE then calculates the percent of its groups that exceed this threshold.

- Not all EPPs offer each subject group. The fewest subject groups offered is 1 while a handful of institutions offer all groupings. The percent recorded is the number of subject groups for which the score was above the expected thresholds divided by the number of subject groups offered by the EPP. For example, if the EPP offered 6 subject groups and was below the expected threshold for 2 groups, the calculation would be 4/6 or 67%.

(2) For *alternative route providers only*, a secondary measure uses educator effectiveness ratings from candidates teaching with an interim teaching certificate. The teacher's endorsement code(s) associated with their interim teaching certificate are used to assign them into one or more of the test groups in Appendix E. Note, one grouping (Pedagogical Knowledge and Skills) is not used in this additional calculation. The calculation then looks at the percent of candidates who have an effective rating within each of those groups. The same procedures are then used as with the MTTC data where a state average and 95% CI are calculated to identify expected thresholds for each grouping.

Appendix F presents the expected thresholds for each of the 10 groups for both traditional and alternative route providers.

Points: 5   **Flag:** Critical item

Percentage Efficacy	Points		Percentage Efficacy	Category
90% – 100%	5		90% – 100%	Satisfactory
80% – 89%	4		80% – 89%	Satisfactory
70% – 79%	3		70% – 79%	At Risk
60% – 69%	2		60% – 69%	Low Performing
50% – 59%	1		50% – 59%	Low Performing
Less than 50%	0		Less than 50%	Low Performing

Category: Knowledge and Skills for Teaching

Indicator: Candidate Teaching Skill

Traditional Routes	*Alternative Routes*
Data Source: Candidate Suite Surveys	**Data Sources:** Candidate Suite Surveys

Description: For the candidate supervisors (provider coaches) and cooperating teachers (school mentors), the efficacy percentage was calculated for Questions 1 through 27 and then averaged across the two groups (i.e., summed and divided by two).

Points: 15   **Flag:** Standard Item

Percentage Efficacy	Points
90% – 100%	15
85% – 89%	13
80% – 84%	11
75% – 79%	9
70% – 74%	7
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Knowledge and Skills for Teaching

Indicator: Candidate Rating of Program

Traditional Routes	*Alternative Routes*
Data Source: Candidate Suite Surveys	**Data Source:** Candidate Suite Surveys
Description: For the teacher candidates, the efficacy percentage was calculated for Questions 1 - 34 and 37 - 43.	**Description:** For the teacher candidates, the efficacy percentage was calculated for Questions 1 - 34, 38, and 44 – 46.

Points: 10   **Flag:** Critical item

Percentage Efficacy	Points
90% – 100%	10
85% – 89%	8
80% – 84%	6
75% – 79%	4
70% – 74%	2
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Performance as Classroom Teachers

Indicator: Impact on PK-12 Student Learning

Traditional Routes	*Alternative Routes*
Data Source: Educator Effectiveness	**Data Sources:** Educator Effectiveness

Description: Eligible teachers for this calculation are those who were (1) issued their initial standard teaching certificated within the last five years, (2) have no more than 3 years of teaching experience, and (3) have an effectiveness rating in the most recent academic year.

Within this population, the number of teachers with an effective rating is summed for the most recent year, and this total is divided by the total number of eligible ratings during this time frame. Each individual is only counted once in the annual rating. The data for this calculation is a part of the data provided to EPPs in February or March each year.

Points: 15   **Flag:** Critical item

Percentage Efficacy	Points
90% – 100%	15
85% – 89%	13
80% – 84%	11
75% – 79%	9
70% – 74%	7
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Performance as Classroom Teachers

Indicator: Demonstrated Teaching Knowledge

Traditional Routes	*Alternative Routes*
Data Source: Administrator Survey	**Data Sources:** Administrator Survey

Description: Total efficacy was calculated across the 22 questions of the Administrator Survey. Unlike the other indicators, "n/a" responses are not included in the denominator of this calculation. MDE pools the data for smaller providers so that their total number of survey responses is ten (10) or greater. If the sample size does not exceed ten over the last three years for an individual EPP, the indicator is excluded from their performance score.

Points: 5   **Flag:** Standard Item

Percentage Efficacy	Points
90% – 100%	5
85% – 89%	4
80% – 84%	3
75% – 79%	2
70% – 74%	1
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Robust Clinical Experiences

Indicator: Candidate Placement Diversity

Traditional Routes	*Alternative Routes*
Data Source: Candidate Suite Surveys and school diversity data	**Data Sources:** REP collection and school diversity data

Description: Each PK-12 school within the state has been determined to be diverse (or not) based on the reporting of the following student demographics at individual schools: race/ethnicity, economic status, English language learner status, and disability status. Schools are considered diverse if their student population in any of these four groups exceeds the state average (e.g., a diverse school has a greater percentage of economically disadvantaged students than the state average for all Michigan students).

To set expectations, the statewide average diversity rate was used as the target. A 95% CI was then calculated around the state average. All providers within the lower band of the CI are awarded full points. Those below the identified threshold were assigned points according to the table below.

To illustrate, 73.1% of candidates at traditional route providers were placed in a diverse school. The 95% CI around this average was +/-1.5%. The lower band of the CI, then, is 71.6%. This becomes the threshold for full points.

Expected thresholds for prior years are displayed in Appendix G.

Points: 4   **Flag:** Standard Item

Percentage Efficacy	Points
71.6% - 100%	4
61.6% - 71.5%	3
51.6% - 61.5%	2
41.6% - 51.5%	1
Less than 41.6%	0

Percentage Efficacy	Category
87.6% - 100%	Satisfactory
77.6% - 87.5%	Satisfactory
67.6% - 77.5%	At Risk
57.6% - 67.5%	Low Performing
Less than 57.6%	Low Performing

Category: Robust Clinical Experiences

Indicator: Candidate Rating of Opportunities

Traditional Routes	*Alternative Routes*
Data Source: Candidate Suite Surveys	**Data Sources:** Candidate Suite Surveys

Description: The efficacy percentage was calculated and averaged for Questions 35 and 36 of the Teacher Candidate Survey.

Points: 4   **Flag:** Standard Item

Percentage Efficacy	Points
90% – 100%	4
85% – 89%	3
80% – 84%	2
75% – 79%	1
70% – 74%	1
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Robust Clinical Experiences

Indicator: Program Partnership Strength: Survey Questions

Traditional Routes	*Alternative Routes*
Data Source: Candidate Suite Surveys	**Data Sources:** Candidate Suite Surveys
Description: For the candidate supervisor and cooperating teacher surveys, the efficacy percentage was calculated for Questions 28 through 34 and then averaged between the two groups (i.e., summed and divided by two).	**Description:** For all three survey populations (including teacher candidates), the efficacy percentage was calculated for Questions 47 – 53 (teacher candidates) and Questions 28 - 34 (coaches/mentors), then averaged between the two groups (i.e., summed and divided by three).
Points: 6	**Flag:** Standard Item

Percentage Efficacy	Points
90% – 100%	6
85% – 89%	5
80% – 84%	4
75% – 79%	3
70% – 74%	2
Less than 70%	0

Percentage Efficacy	Category
90% – 100%	Satisfactory
85% – 89%	Satisfactory
80% – 84%	At Risk
75% – 79%	Low Performing
70% – 74%	Low Performing
Less than 70%	Low Performing

Category: Robust Clinical Experiences

Indicator: Program Partnership Strengths - Response Rates

Traditional Routes	*Alternative Routes*
Data Source: Educator Effectiveness	**Data Sources:** Educator Effectiveness

Description: Survey respondents must complete the survey, up to the relevant "overall" question for their specific survey, in order to be considered a complete response (Question 57 for traditional routes and Question 56 for alternative routes). The number of completed responses is divided by the number of individuals identified on the survey roster sheets provided to MDE.

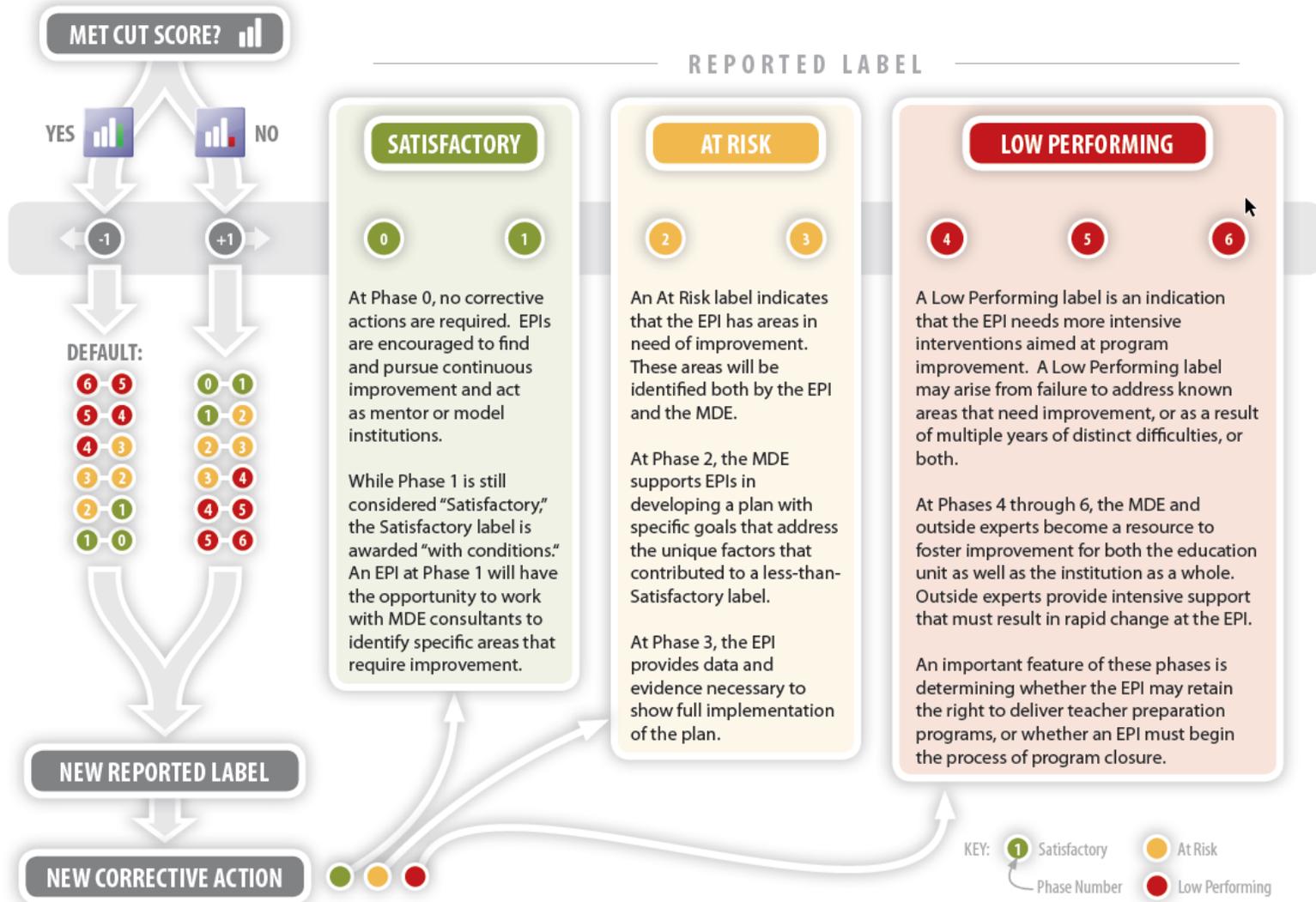| **Points:** Six total points, two points for each survey grouping.	**Flag:** Critical item for teacher candidates and coaches; non-critical for mentors.

Percentage Efficacy	Points
80% – 100%	2
60% – 79%	1
0% – 59%	0

Percentage Efficacy	Category
80% – 100%	Satisfactory
60% – 79%	At Risk
0% – 59%	Low Performing

Appendices

Appendix A

Corrective Action Details

MET CUT SCORE?

YES   NO

−1   +1

DEFAULT:

6 5
5 4
4 3
3 2
2 1
1 0

0 1
1 2
2 3
3 4
4 5
5 6

NEW REPORTED LABEL

NEW CORRECTIVE ACTION

REPORTED LABEL

SATISFACTORY

0   1

At Phase 0, no corrective actions are required. EPIs are encouraged to find and pursue continuous improvement and act as mentor or model institutions.

While Phase 1 is still considered "Satisfactory," the Satisfactory label is awarded "with conditions." An EPI at Phase 1 will have the opportunity to work with MDE consultants to identify specific areas that require improvement.

AT RISK

2   3

An At Risk label indicates that the EPI has areas in need of improvement. These areas will be identified both by the EPI and the MDE.

At Phase 2, the MDE supports EPIs in developing a plan with specific goals that address the unique factors that contributed to a less-than-Satisfactory label.

At Phase 3, the EPI provides data and evidence necessary to show full implementation of the plan.

LOW PERFORMING

4   5   6

A Low Performing label is an indication that the EPI needs more intensive interventions aimed at program improvement. A Low Performing label may arise from failure to address known areas that need improvement, or as a result of multiple years of distinct difficulties, or both.

At Phases 4 through 6, the MDE and outside experts become a resource to foster improvement for both the education unit as well as the institution as a whole. Outside experts provide intensive support that must result in rapid change at the EPI.

An important feature of these phases is determining whether the EPI may retain the right to deliver teacher preparation programs, or whether an EPI must begin the process of program closure.

KEY: 1 Satisfactory   At Risk

Phase Number   Low Performing

Appendix B

Candidate Suite Surveys: Teacher Candidate Survey

#	Survey Questions	Provider Type
As a beginning (early career) teacher entering the profession, to what extent can you…		
1	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	Both
2	support all students' socioemotional (e.g., social, emotional, psychological) development?	Both
3	communicate effectively with families/caregivers to promote individual student growth?	Both
4	build respectful relationships with every student?	Both
5	recognize individuals' potential as demonstrated by setting high expectations for each student?	Both
As a beginning (early career) teacher entering the profession, to what extent can you apply instructional strategies and resources to support…		
6	English learners?	Both
7	high performing students?	Both
8	low performing students?	Both
9	students from culturally diverse backgrounds?	Both
10	students with special needs or disabilities?	Both
11	each individual student's learning abilities and needs?	Both
As a beginning (early career) teacher entering the profession, to what extent can you…		
12	utilize available technology to enhance instruction?	Both
13	support student use of available technology?	Both
14	practice the ethical use of technology?	Both
15	support all students in making connections to prior knowledge and experiences?	Both
16	implement multiple strategies to present key content area(s) concepts?	Both
17	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	Both
18	organize the learning environment to guide student engagement during instructional time?	Both
19	design or select assessment tools to provide evidence of student learning?	Both
20	analyze assessment data to identify patterns and gaps in student learning?	Both
21	differentiate instruction based on student assessment data?	Both
22	implement research-based behavior management strategies to maximize student engagement?	Both
23	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	Both

24	be receptive to feedback to improve instruction?	Both
25	be a reflective educator who utilizes feedback to implement instructional improvements?	Both
26	maintain positive, collaborative relationships with colleagues?	Both
As a beginning (early career) teacher entering the profession, to what extent are you AWARE of...		
27	Michigan Code of Educational Ethics?	Both
28	professional teaching standards for your content area(s) and grade level(s)?	Both
29	PK-12 academic content standards?	Both
30	statewide and national teaching organizations and associations?	Both
31	laws and policies relevant to the teaching profession?	Both
32	current tools utilized for assessing student learning?	Both
33	tools used by districts to evaluate educator performance?	Both
34	professional learning requirements for certificate renewal and advancement?	Both
To what extent did your preparation program provide you with opportunities to work...		
35	with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?	Both
36	in a variety of school settings?	Both
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?		
37	Coursework in your content area(s).	Traditional
38	teaching methods coursework.	Both
39	Early clinical observational experiences (aka early exploratory clinical experiences).	Traditional
40	Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).	Traditional
41	Student teaching (aka internship).	Traditional
42	Support and feedback from the cooperating teacher(s) during student teaching.	Traditional
43	Support and feedback from the preparation program supervisor during student teaching.	Traditional
44	exploratory clinical experiences.	Alternative
45	support and feedback from your school-based mentor during your first teaching placement.	Alternative
46	support and feedback from your provider coach during your first teaching placement.	Alternative
During your first year of teaching, to what extent did your educator preparation program/provider...		
47	make clear to you the expectations for performance in the classroom?	Alternative
48	make clear the roles of coaches, mentors, and other support staff who will support you during your preparation?	Alternative

49	collaborate with your assigned school-based mentors and provider coaches?	Alternative
50	make appropriate resources available to you?	Alternative
51	regularly request feedback from you about the support you are receiving from your PK-12 school based teacher?	Alternative
52	regularly request feedback from you about the support you are receiving from your provider coach?	Alternative
53	support you overall as an early career teacher?	Alternative
54	Overall, to what extent do you believe you are ready to enter the teaching profession?	Traditional
55	Overall, to what extent do you believe you made progress as a developing teacher over the school year?	Alternative
56	Overall, to what extent do you believe you demonstrated the skills and aptitude of a well-prepared early career teacher over the school year?	Alternative
57	Overall, to what extent do you believe you reflect the desired temperament and characteristics of a professional teacher?	Alternative

Note. Aggregate survey results are available on the [Educator Workforce Data Report](#) under "Preparation: Statewide Preparation Satisfaction." Red text indicates subtle wording differences between the traditional and alternative route surveys.

Appendix C

Candidate Suite Surveys: Candidate Supervisor (Provider Coach Survey) and Cooperating Teacher (School Mentor)

#	Survey Questions	Provider Type
As a beginning (early career) teacher entering the profession, to what extent can you...		
Q1	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	Both
Q2	support all students' socioemotional (e.g., social, emotional, psychological) development?	Both
Q3	communicate effectively with families/caregivers to promote individual student growth?	Both
Q4	build respectful relationships with every student?	Both
Q5	recognize individuals' potential as demonstrated by setting high expectations for each student?	Both
As a beginning (early career) teacher entering the profession, to what extent can you apply instructional strategies and resources to support...		
Q6	English learners?	Both
Q7	high performing students?	Both
Q8	low performing students?	Both
Q9	students from culturally diverse backgrounds?	Both
Q10	students with special needs or disabilities?	Both
Q11	each individual student's learning abilities and needs?	Both
As a beginning (early career) teacher entering the profession, to what extent can you...		
Q12	utilize available technology to enhance instruction?	Both
Q13	support student use of available technology?	Both
Q14	practice the ethical use of technology?	Both
Q15	support all students in making connections to prior knowledge and experiences?	Both
Q16	implement multiple strategies to present key content area(s) concepts?	Both
Q17	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	Both
Q18	organize the learning environment to guide student engagement during instructional time?	Both
Q19	design or select assessment tools to provide evidence of student learning?	Both
Q20	analyze assessment data to identify patterns and gaps in student learning?	Both
Q21	differentiate instruction based on student assessment data?	Both
Q22	implement research-based behavior management strategies to maximize student engagement?	Both

Q23	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	Both
Q24	be receptive to feedback to improve instruction?	Both
Q25	be a reflective educator who utilizes feedback to implement instructional improvements?	Both
Q26	maintain positive, collaborative relationships with colleagues?	Both
Q27	positively impact the learning and development of PK-12 students	Both
During this teacher candidate's student teaching experience (the experience with this candidate), to what extent did the educator preparation program…		
Q28	make clear the expectations for this teacher candidate's performance?	Both
Q29	make clear the expectations for your role within this clinical experience?	Both
Q30	provide training and feedback on how you could best (supervisor / coach / mentor) this teacher candidate?	Both
Q31	make appropriate resources available to you?	Both
Q32	regularly request feedback from you regarding this candidate's performance?	Both
Q33	support you as a (candidate supervisor / provider coach / cooperating teacher / school-based mentor)?	Both
Q34	engage (the / your) PK-12 school as a partner in teacher preparation?	Both
During your first year of teaching, to what extent did your educator preparation program/provider…		
Q35	Overall, to what extent do you believe this candidate is ready to enter the teaching profession?	Traditional
Q36	Overall, to what extent do you believe this candidate made progress as a developing teacher over the school year?	Alternative
Q37	Overall, to what extent do you believe this candidate demonstrated the skills and aptitude of a well-prepared early career teacher over the school year?	Alternative
Q38	Overall, to what extent do you believe this candidate reflects the desired temperament and characteristics of a professional teacher?	Alternative

Note. Aggregate survey results are available on the Educator Workforce Data Report under "Preparation: Statewide Preparation Satisfaction." Red text indicates subtle wording differences between the traditional and alternative route surveys.

Appendix D

Administrator Survey (Traditional Route STEM Wording)

#	Survey Questions
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...	
Q1	support all students in making connections to prior knowledge and experiences?
Q2	implement multiple strategies to present key content area(s) concepts?
Q3	utilize available technology to enhance the learning experience of students?
Q4	implement strategies which maximize student engagement to support positive student behavior?
Q5	organize the learning environment to guide student engagement during instructional time?
Q6	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?
Q7	differentiate instruction based on student assessment data to support each student's academic achievement?
Q8	support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?
Q9	understand and make accommodations based on a student's IEP or Section 504 plan?
As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...	
Q10	English learners?
Q11	high performing students?
Q12	low performing students?
Q13	students experiencing trauma?
Q14	students from culturally diverse backgrounds?
Q15	students with special needs or disabilities?
Q16	each individual student's learning abilities and needs?
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .	
Q17	students?
Q18	families/caregivers?
Q19	colleagues?
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...	
Q20	demonstrate responsiveness and flexibility to unexpected situations which arise?
Q21	act in a manner consistent with ethical and professional educator expectations?
Q22	utilize constructive criticism to reflect upon and improve practice?

Appendix E

2022-25 MTTC Subject Area Classification

- ELA: English Language Arts
- SS: Social Studies
- SCI: Science
- MTH: Math
- SPED: Special Education
- WL: World Languages
- GL: Grade Level
- CRR: Career/Tech

- ARTPE: Arts, Physical Ed, Health
- PKS: Pedagogical Knowledge & Skills
- NOT: Not to be included; test is either part of advanced program or is being phased out

Subject Area Key

Active Tests	Subject Area	Notes
002 English	ELA	
004 Speech	ELA	
005 Reading	ELA	
007 Economics	SS	
008 Geography	SS	
009 History	SS	
010 Political Science	SS	
011 Psychology	SS	
017 Biology	SCI	
018 Chemistry	SCI	
019 Physics	SCI	
020 Earth/Space Science	SCI	
022 Mathematics (Secondary)	MTH	
023 French	WL	
024 German	WL	
026 Latin	WL	
028 Spanish	WL	
029 Italian	WL	
037 Agricultural Education	CRR	
040 Family & Consumer Science	CRR	
043 Health	ARTPE	Discontinued; replaced with #112/113
044 Physical Education	ARTPE	Discontinued; replaced with #112/113
048 Library Media	NOT	Additional endorsement only
051 School Counselor	NOT	Additional endorsement only

057 Speech/Lang. Impaired	SPED	
058 Physical & Other Health Impairment	SPED	
061 Visually Impaired	SPED	Discontinued, replaced with #127
062 Deaf and Hard of Hearing	SPED	Discontinued, replaced with #128
064 Autism Spectrum Dis.	SPED	
075 Bilingual Education	WL	Discontinued; replaced with #125
084 Social Studies (Secondary)	SS	
085 Middle Level	GL	
086 English as a Second Language	WL	Discontinued; replaced with #126
087 Industrial Technology Education	CRR	Discontinued; replaced with #129
089 Mathematics (Elementary)	MTH	
090 Language Arts (Elementary)	ELA	
092 Reading Specialist	NOT	
093 Integrated Science (Elementary)	SCI	
094 Integrated Science (Secondary)	SCI	
095 Visual Arts Education	ARTPE	
097 Physical Science	SCI	
098 Business, Management, Marketing & Technology	CRR	
099 Music Education	ARTPE	
100 Japanese	WL	
101 Chinese (Mandarin)	WL	
102 Arabic (Modern Std)	WL	
103 Elementary Education	GL	Phasing out 2026; replaced by Lower Elementary (PK-3) and Upper Elementary (3-6) Education grade bands
105 Social Studies (Elementary)	SS	
106 Early Childhood Education (General & Special Ed)	GL	Phasing out 2026; Replaced by #134
112 Health Education	ARTPE	
113 Physical Education	ARTPE	
114 Learning Disabilities	SPED	
115 Cognitive Impairment	SPED	
116 Emotional Impairment	SPED	
117 Lower Elementary (PK-3) Education (Professional Knowledge and Skills)	PKS	
118 Lower Elementary (PK-3) Education (Literacy)	GL	

119 Lower Elementary (PK-3) Education (Mathematics)	GL	
120 Lower Elementary (PK-3) Education (Science & Social Studies)	GL	
121 Upper Elementary (3-6) Education (Professional Knowledge & Skills)	PKS	
122 Upper Elementary (3-6) Education (Literacy)	GL	
123 Upper Elementary (3-6) Education (Mathematics)	GL	
124 Upper Elementary (3-6) Education (Science and Social Studies)	GL	
125 Bilingual Education	WL	
126 English as a Second Language	WL	
127 Visually Impaired	SPED	
128 Deaf or Hard of Hearing	SPED	
129 Industrial & Technology Education	CRR	
130 English Language Arts (7-12)	ELA	
131 Mathematics (7-12)	MTH	
132 English Language Arts (5-9)	ELA	
133 Mathematics (5-9)	MTH	
134 Early Childhood General & Special Education (Birth-K)	SPED	
135 Professional Knowledge and Skills (5-9)	PKS	
136 Professional Knowledge and Skills (7-12)	PKS	
138 Science (7-12)	SCI	
139 Elem. and Secondary PK-12 School Administrator	NOT	
140 Central Office School Administrator	NOT	
Discontinued Tests (no longer in the three-year cumulative file)	**Subject Area**	**Notes**
003 Journalism	NOT	Phased out
036 Marketing Education	CRR	Discontinued 1/23/22
046 Dance	NOT	Discontinued 1/23/22
050 Computer Science	NOT	Discontinued 1/23/22
053 Fine Arts	NOT	Discontinued 1/23/22
063 Learning Disabilities	SPED	Phased out
091 Communication (Sec)	NOT	Phased out

3-Year Cumulative MTTC Pass Rate by Subject-Specific Pedagogical Knowledge Groupings: Trad. Route Providers

Grouping	2022	2023	2024	2025	2026
ARTPE	90.2%	88.9%	89.7%	87.5%	87.3%
CRR	88.5%	83.6%	88.5%	81.7%	75.9%
ELA	82.3%	79.1%	81.1%	78.6%	77.4%
GL	81.6%	78.5%	81.3%	79.9%	81.5%
MTH	86.4%	84.6%	85.5%	82.0%	79.8%
PKS	-	-	-	87.9%	87.4%
SCI	80.2%	76.9%	78.8%	78.2%	75.2%
SPED	87.0%	85.0%	86.8%	86.9%	85.3%
SS	75.0%	72.3%	73.9%	68.6%	67.4%
WL	87.1%	86.3%	85.8%	80.7%	77.4%
95% CI Adjust.	5.6%	7.5%	6.0%	8.3%	9.8%

Note. Table displays the average MTTC three-year cumulative pass rate for each grouping, adjusted for the lower band of the 95% CI. PKS tests were not developed and required until the 2023-24 academic year.

3-Year Cumulative MTTC Pass Rate by Subject-Specific Pedagogical Knowledge Groupings: Alt. Route Providers

Grouping	2024 (MTTC)	2024 (ITC)	2025 (MTTC)	2025 (ITC)	2026 (MTTC)	2026 (ITC)
ARTPE	80.5%	87.7%	80.8%	89.7%	82.7%	85.6%
CRR	73.9%	83.7%	73.1%	88.3%	69.6%	90.2%
ELA	68.4%	82.3%	64.9%	85.1%	65.4%	80.7%
GL	63.9%	89.0%	66.6%	87.0%	73.8%	85.4%
MTH	59.2%	87.9%	57.7%	88.0%	56.8%	83.4%
SCI	60.2%	88.5%	55.8%	87.9%	56.5%	85.4%
SPED	77.1%	92.6%	82.4%	88.6%	83.9%	86.6%
SS	64.2%	79.4%	60.0%	84.9%	63.3%	82.7%
WL	71.4%	88.7%	67.3%	87.8%	67.9%	88.3%
95% CI Adjust.	6.9%	7.4%	7.2%	7.4%	8.0%	6.5%

Note. Table displays (1) the average MTTC three-year cumulative pass rate for each grouping and (2) the proportion of teachers receiving an effective (or highly effective) rating while teaching with an interim teaching certificate (ITC). Both percentages adjusted for the lower band of the 95% CI. PKS tests are not included in the alternative route indicators for subject-specific pedagogical knowledge.

Historical Thresholds for Candidate Placement Diversity

Performance Score Year	Traditional Route	Alternative Route
2022	71.1%	-
2023	70.9%	-
2024	71.5%	87.7%
2025	71.3%	89.4%
2026	71.6%	87.6%

Note. Table displays the percentage of candidates in a diverse placement for the given year, adjusted to the lower band of the 95% CI. EPPs exceeding this threshold receive the maximum available points (or highest rating).