

# EDUCATOR STAFFING STRATEGIC PLAN IN SUPPORT OF MICHIGAN'S TOP 10 IN 10

Maintaining a volume of teachers that represents a healthy education workforce requires a comprehensive set of initiatives by committed partners: the Michigan Department of Education (MDE), school districts, Educator Preparation Providers (EPPs), professional teaching organizations, and the communities and families they serve. Those initiatives must span the educator pipeline continuum: recruitment into the profession, preparation & certification and staffing & retention.

	What MDE is doing...	Schools are Encouraged to....	Education Preparation Programs are Encouraged to...	Communities are Encouraged to....
<b>Recruitment into the Profession</b>	<ul style="list-style-type: none"> <li>• Researching and publishing staffing trends to determine areas of greatest need currently and in the future</li> <li>• Encouraging Educator Preparation Programs (EPPs) to counsel teacher candidates effectively into content areas experiencing the greatest staffing challenges</li> <li>• Using positive language and promoting the profession through our #ProudMIEducator campaign and the Michigan Teacher Leader Advisory Council (MTLAC)</li> <li>• Inviting educators to be a part of the MDE Talent Pool for conferences, speaking engagements, research, and positive recruitment into the education field</li> <li>• Honoring the knowledge, culture and language of heritage language speakers (e.g., Anishinaabemowin) with unique endorsement programs and pathways</li> <li>• Facilitating Memorandums of Understanding (MOUs) with <a href="#">other countries and international agencies</a>, authorizing native language speakers to teach in Michigan schools on a J-1 visa</li> <li>• Seeking funds for a centralized job bank to make finding open positions easier for in-state and out-of-state candidates and gathering staffing trends to communicate with districts and Educator Preparation Programs</li> <li>• Reviewing internal policies/rules/legislation to streamline reciprocity of out-of-state certified teachers</li> <li>• Collaborating with districts and the legislature to remove barriers for retired teachers to return to the profession full or part-time</li> <li>• Connecting service organizations (i.e., Michigan Education Corps) with EPPs to provide reading interventions in K-12 schools while generating interest for a future in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language about the profession</li> <li>• Develop:               <ul style="list-style-type: none"> <li>○ cadet teaching opportunities for K-12 students</li> <li>○ paid residency programs or student teaching experiences</li> <li>○ positive marketing campaigns</li> </ul> </li> <li>• Consider creative compensation options</li> <li>• Advertise educator recognition programming and benefits</li> <li>• Systematize teacher leadership progression opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language about the profession</li> <li>• Create positive marketing campaigns</li> <li>• Counsel teacher candidates effectively into content areas experiencing the greatest staffing challenges</li> <li>• Communicate and partner with P-12 schools/districts to determine high needs areas.</li> <li>• Collaborate with P-12 partners to create experimental and accelerated programs to certify non-certificated staff (e.g., paraprofessionals) and broaden teachers' endorsement areas.</li> <li>• Develop plans and goals to recruit and support candidates from a broad range of backgrounds and diverse populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language about the:               <ul style="list-style-type: none"> <li>○ educators who serve the community</li> <li>○ schools that serve the community</li> <li>○ community educators live and work in</li> <li>○ profession of teaching</li> </ul> </li> <li>• Maintain housing and city centers attractive to teachers who will want to remain to raise families</li> <li>• Offer demonstrations of support such as local discounts for teachers, recognition awards, sponsorships, etc.</li> <li>• Develop strong relationships with schools to support educator and student initiatives</li> <li>• Be visible and present within the school system; volunteer to serve on stakeholder committees, at school sponsored events and programs (before and after school), and promote community participation in those events and programs</li> <li>• Vote in support of school funding</li> </ul>

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<b>Preparation, Certification, Placement</b>	<ul style="list-style-type: none"> <li>• Approving of additional alternative routes to certification and endorsement</li> <li>• Extending the ways for educators can be credited for professionally-relevant experiences gained from business and industry under the 2017 Executive Directive from MDE and the Department of Talent and Economic Development</li> <li>• Supporting educators who find employment through online or virtual positions—and for districts who employ those educators—through enhanced guidance regarding the certification and pupil accounting requirements for these educators</li> <li>• Hosting an annual statewide job fair to connect educators with employing districts</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure educators maintain valid certificates to prevent the need for emergency substitute teachers and costly state aid deductions</li> <li>• Partner with EPPs to provide opportunities for diverse clinical experiences including and prior to student teaching</li> <li>• Utilize the substitute permitting program to provide certification opportunities to staff committed to the school through a “grow your own” approach</li> <li>• Proactively manage human resources by creating mechanisms to track and stay apprised of openings being created through retirement or other attrition</li> <li>• Communicate and partner with EPPs to determine high needs areas.</li> <li>• Develop plans and goals to recruit and support candidates from a broad range of backgrounds and diverse populations.</li> <li>• Ensure safe and supportive school communities that are places teachers desire to work</li> <li>• Recognize skilled teachers/administrators by encouraging and supporting them to work in challenging placements</li> <li>• Offer incentives to recognized skilled educators who are placed or choose to work in challenging placements</li> <li>• Create strong mentoring programs to train educators to become quality mentors – work with EPPs, MDE, Associations for support with these programs</li> <li>• Place these mentors with student teachers, candidates in clinical experiences, new and veteran teachers, and administrators</li> <li>• Provide competitive pay and benefits</li> <li>• Develop and implement comprehensive recruitment and retention plans that take advantage of a wide array of creative strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Train advisors to help candidates choose endorsement areas likely to result in employment, i.e., high-needs areas</li> <li>• Teach candidates using research based methods</li> <li>• Coordinate placements and experiences in diverse settings so candidates are more likely to be flexible in jobs they will accept later</li> <li>• Provide 2-way feedback that results in programmatic changes in preparation to ensure K-12 needs are being met</li> <li>• Improve programs continuously using data and evidence</li> <li>• Create flexible programs to accommodate non-traditional students seeking certification</li> <li>• Develop endorsement program areas to meet P-12 high needs areas</li> <li>• Collaborate with schools to develop paid student teacher and residency programs</li> <li>• Cooperate with MDE to ensure alignment of programming to current needs in the field</li> <li>• Use positive language about the profession</li> <li>• Create positive marketing campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language about the:               <ul style="list-style-type: none"> <li>○ educators who serve the community</li> <li>○ schools that serve the community</li> <li>○ community educators live and work in</li> <li>○ profession of teaching</li> </ul> </li> <li>• Serve as a guest teacher</li> <li>• Attain certification through alternative routes to teach in high-need areas aligned to your professional expertise</li> </ul>

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## Professional Growth

### What MDE is doing...

- Approving of additional alternative routes to certification and endorsement
- Extending the ways for educators can be credited for professionally-relevant experiences gained from business and industry under the 2017 Executive Directive from MDE and the Department of Talent and Economic Development
- Administering technical assistance and professional development around best practices in educator evaluations – including ways to use the evaluation process as a key part of school retention strategies.
- Through 95a funds (one-time funding source from the legislature) providing:
  - guidance and technical assistance with the educator evaluation staffing and training grants
  - Regional Liaisons to help navigate the use of the educator evaluation tools and training in districts, regions, and state wide to sustain and retain educators
- Maintaining descriptive data around statewide staffing patterns to help schools and districts better understand their own patterns given state and national benchmarks
- Prioritizing partnership districts in funded grant opportunities, such as with Title II part A funds.
- Supporting educators who find employment through online or virtual positions—and for districts who employ those educators—through enhanced guidance regarding the certification and pupil accounting requirements for these educators

### Schools are Encouraged to....

- Ensure educators maintain valid certificates to prevent the need for emergency substitute teachers and costly state aid deductions
- Partner with EPPs to provide opportunities for diverse clinical experiences including and prior to student teaching
- Utilize the substitute permitting program to provide certification opportunities to staff committed to the school through a “grow your own” approach
- Recognize skilled teachers/administrators by encouraging and supporting them to work in challenging placements
- Offer incentives to recognized skilled educators who are placed or choose to work in challenging placements
- Create strong mentoring programs to train educators to become quality mentors – work with EPPs, MDE, Associations for support with these programs
- Place these mentors with student teachers, candidates in clinical experiences, new and veteran teachers, and administrators
- Equip teachers with sufficient teaching supplies and materials for students
- Offer shared planning time for teachers and allow for collegial learning opportunities
- Ensure opportunities for teachers to advance in a variety of teacher leader roles
- Engage in a fair evaluative process focused on continuous improvement
- Provide professional development (PD) that correlates to the educator evaluation tool the District uses
- Give high quality feedback throughout the evaluation process to support professional growth of the educator
- Supply teachers and other staff with benefits such as college credits that lead toward greater professional growth and opportunity, relocation, hiring bonuses, etc.

### Education Preparation Programs are Encouraged to...

- Teach candidates using research based methods
- Coordinate placements and experiences in diverse settings so candidates are more likely to be flexible in jobs they will accept later
- Provide 2-way feedback that results in programmatic changes in preparation to ensure K-12 needs are being met

### Communities are Encouraged to....

- Use positive language about the:
  - educators who serve the community
  - schools that serve the community
  - community educators live and work in
  - profession of teaching
- Serve as a guest teacher
- Attain certification through alternative routes to teach in high-need areas aligned to your professional expertise
- Partner with districts and provide support for programming and staffing (Expert Permit)
- Share experts for instructional time to support student learning
- Recognize high-quality educators formally and informally

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	What MDE is doing...	Schools are Encouraged to....	Education Preparation Programs are Encouraged to...	Communities are Encouraged to....
<b>Recognition &amp; Retention</b>	<ul style="list-style-type: none"> <li>Administering technical assistance and professional development around best practices in educator evaluations – including ways to use the evaluation process as a key part of school retention strategies.</li> <li>Through 95a funds (one-time funding source from the legislature) providing:               <ul style="list-style-type: none"> <li>guidance and technical assistance with the educator evaluation staffing and training grants</li> <li>Regional Liaisons to help navigate the use of the educator evaluation tools and training in districts, regions, and state wide to sustain and retain educators</li> </ul> </li> <li>Maintaining descriptive data around statewide staffing patterns to help schools and districts better understand their own patterns given state and national benchmarks</li> <li>Prioritizing partnership districts in funded grant opportunities, such as with Title II part A funds.</li> <li>Supporting educators who find employment through online or virtual positions—and for districts who employ those educators—through enhanced guidance regarding the certification and pupil accounting requirements for these educators</li> <li>Implementing a diverse and creative substitute permitting program that meets immediate needs and support a “grow-your-own” approach to staffing</li> <li>Encouraging districts to promote community experts to teach course content.</li> <li>Discussing with ISD, district, and organization staff creative staffing, placement, and scheduling options to maximize resources</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safe and supportive school communities that are places teachers desire to work</li> <li>Recognize skilled teachers/administrators by encouraging and supporting them to work in challenging placements</li> <li>Offer incentives to recognized skilled educators who are placed or choose to work in challenging placements</li> <li>Create strong mentoring programs to train educators to become quality mentors – work with EPPs, MDE, Associations for support with these programs</li> <li>Place these mentors with student teachers, candidates in clinical experiences, new and veteran teachers, and administrators</li> <li>Equip teachers with sufficient teaching supplies and materials for students</li> <li>Provide competitive pay and benefits</li> <li>Execute contracts in a timely manner</li> <li>Offer shared planning time for teachers and allow for collegial learning opportunities</li> <li>Ensure opportunities for teachers to advance in a variety of teacher leader roles</li> <li>Engage in a fair evaluative process focused on continuous improvement</li> <li>Provide professional development (PD) that correlates to the educator evaluation tool the District uses</li> <li>Give high quality feedback throughout the evaluation process to support professional growth of the educator</li> <li>Supply teachers and other staff with benefits such as college credits that lead toward greater professional growth and opportunity, relocation, hiring bonuses, etc.</li> <li>Develop and implement comprehensive recruitment and retention plans that take advantage of a wide array of creative strategies</li> </ul>	<ul style="list-style-type: none"> <li>Develop strong partnerships with K-12 school districts that offer quality professional learning programs for teachers</li> <li>Collaborate with schools to develop paid student teacher and residency programs</li> <li>Cooperate with MDE to ensure alignment of programming to current needs in the field</li> <li>Use positive language about the profession</li> <li>Create positive marketing campaigns</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language about the:               <ul style="list-style-type: none"> <li>educators who serve the community</li> <li>schools that serve the community</li> <li>community educators live and work in</li> <li>profession of teaching</li> </ul> </li> <li>Partner with districts and provide support for programming and staffing (Expert Permit)</li> <li>Share experts for instructional time to support student learning</li> <li>Communicate workforce needs with districts and EPPs</li> <li>Recognize high-quality educators formally and informally</li> </ul>

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<b>Recognition &amp; Retention (Cont.)</b>	<ul style="list-style-type: none"> <li>Honoring teachers and teacher leaders through:               <ul style="list-style-type: none"> <li>National Board Recognition Programs</li> <li>Teacher of the Year Programs (MTOY)</li> <li>#proudMIeducator programs</li> <li>Michigan Teacher Leader Advisory Council (MTLAC)</li> </ul> </li> <li>Developing educators through MDE Talent Pool</li> <li>Offering New Teacher Induction and Mentoring assistance through MTLAC and the MTOY programs</li> <li>Establishing memorandums of understanding with other countries to meet the need for diverse world language teachers</li> <li>Establishing memorandums of understanding with indigenous nations to meet the need for tribal language teachers</li> <li>Implementing the Innovative Educator Corps program</li> </ul>	<ul style="list-style-type: none"> <li>Maintain reasonable student/teacher ratios</li> <li>Hire high quality instructional leaders</li> <li>Serve as education advocates with legislators; watch pending legislation and use a persuasive voice for students</li> <li>Avoid school improvement strategies that rely primarily on staff turnover.</li> <li>Provide recognition for:               <ul style="list-style-type: none"> <li>All educators</li> <li>Educators who teach different populations</li> <li>Educators in different grade levels/cohorts</li> <li>Educators in different buildings</li> <li>Administrators in different buildings</li> <li>ALL STAFF, including paraprofessionals, cooking staff, janitorial staff, bus drivers, grounds keepers, etc. to show support across the district and within the community</li> </ul> </li> <li>Acknowledge and use positive language about the community you serve with your district</li> </ul>		



**Additionally, the Michigan Department of Education dedicates additional, targeted resources to support Partnership Districts.**

- **Providing on-site technical assistance meetings to examine and address specific needs of the school**
- **Assisting with examination and analysis of data**
- **Encouraging enhancing partnerships between Educator Preparation Providers (traditional and alternative route) and districts**
- **Connecting districts to share best practices, staffing highlights, and creative course design**
- **Aiding with building and reviewing professional learning schedules**
- **Providing Blueprint support for outlining district workforce practices and human resource policies**
- **Facilitating the mentoring and induction of staff**
- **Supporting teacher retention**