

EDUCATOR STAFFING STRATEGIC PLAN IN SUPPORT OF MICHIGAN'S STRATEGIC EDUCATION PLAN

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 Providers are Encouraged to...	Communities are Encouraged to...
Recruitment into the Profession	<ul style="list-style-type: none"> • Collaboration with the Center for Educational Performance and Information (CEPI) to publish educator workforce data that helps inform decision-making • Development of an Educator Workforce Diagnostic Tool into the Michigan Integrated Continuous Improvement Process (MICIP) • Encouragement of Educator Preparation Providers (EPPs) to develop innovative and expedited programs in collaboration with P-12 partners to support recruitment and enrollment in discipline areas and regions experiencing the greatest staffing challenges • Intentional use of positive language and promotion of the profession through the #ProudMIEducator campaign • Using the MDE Talent Pool for speaking engagements, research, policy voice, and positive recruitment into the profession • Honoring the knowledge, culture and language of heritage language speakers (e.g., Anishinaabemowin) with unique endorsement programs and pathways • Facilitating Memorandums of Understanding (MOUs) with other countries and international agencies, authorizing native language speakers to teach in Michigan schools on a J-1 visa • Reviewing internal policies/rules/legislation to streamline reciprocity of out-of-state certified teachers • Collaboration with districts and the legislature to remove barriers for retired teachers to return to the profession full or part-time • Connect 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 • Incentivizing P-12 districts and EPPs to collaborate on designing Grow-Your-Own programs that allow district staff to pursue certification or additional endorsements in high-need areas • Leveraging state and federal funds to grant financial support to district-designed Grow-Your-Own programs • Development of Welcome Back Proud Michigan Educator campaign to encourage teachers with expired certificates to return to the profession 	<ul style="list-style-type: none"> • Use positive language about the profession • Develop: <ul style="list-style-type: none"> ○ cadet teaching opportunities for K-12 students ○ paid residency programs or student teaching experiences ○ positive marketing campaigns • Consider creative compensation options • Advertise educator recognition programming and benefits • Systematize teacher leadership progression opportunities • Collaborate with EPPs to support non-certificated staff (e.g., paraprofessionals) and current teachers with grow-your-own and expedited programs to expand teacher pool and broaden endorsement areas • Communicate and partner with EPPs to determine high needs areas experiencing the greatest staffing challenges • Ensure data reported to the state around employment accurately reflect staffing trends (leave dates, leave reasons, vacancies) to better understand district and statewide retention needs • Recruit community experts to teach course content • Participate in the Welcome Back PME campaign and support educators with expired certificates in returning to the profession 	<ul style="list-style-type: none"> • Collaborate with P-12 partners to create expedited programs to certify non-certificated staff (e.g., paraprofessionals) and broaden teachers' endorsement areas. • Develop plans and goals to recruit and support candidates from a broad range of backgrounds and diverse populations. • Use positive language about the profession • Create positive marketing campaigns • Counsel teacher candidates effectively into content areas experiencing the greatest staffing challenges • Communicate and partner with P-12 schools/districts to determine high needs areas 	<ul style="list-style-type: none"> • Use positive language about the: <ul style="list-style-type: none"> ○ educators who serve the community ○ schools that serve the community ○ community educators live and work in ○ profession of teaching • Maintain housing and city centers attractive to teachers who will want to remain to raise families • Offer demonstrations of support such as local discounts for teachers, recognition awards, sponsorships, etc. • Develop strong relationships with schools to support educator and student initiatives • 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

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Preparation, Certification, Placement	<ul style="list-style-type: none"> • Approving and publicizing innovative and expedited pathways to certification and endorsement • Connecting P-12 districts with EPPs to support local grow your own initiatives • Extending the ways educators can be credited for professionally-relevant experiences gained from business and industry • 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 • Developing proactive training and increased guidance around certification, placement, and connecting districts to resources that will help ensure appropriate placement • Hosting annual statewide job fairs to connect educators with employing districts • Supporting implementation of alternative routes to special education teacher certification and endorsement • Non-compensatory lower and upper elementary Michigan Tests for Teacher Certification to ensure educators have deep content knowledge in literacy and mathematics instruction • Revised certification structure that will result in educators with deeper preparation and allow for earning additional endorsements (stacking credentials) more quickly • Collaboration with Center for Educational Performance and Information (CEPI) to improve processes and data collection systems to reduce data burden and increase access to data and key reports that may be used for decision making • Adding of a Professional Knowledge and Skills assessment that ensures educators demonstrate appropriate knowledge to address the needs of the whole-child and demonstrate the ethics necessary to support all students 	<ul style="list-style-type: none"> • Ensure educators maintain valid certificates to prevent the need for emergency solutions and costly state aid deductions • Utilize the flexible staffing solutions (e.g. substitute permits, authorizations and special education approvals) to provide certification opportunities to staff committed to the school through a grow-your-own approach • Partner with EPPs to provide opportunities for diverse clinical experiences including and prior to student teaching • Proactively manage human capital by creating mechanisms to track and stay apprised of openings being created through retirement or other attrition and ensure data reported to the state around employment and vacancies accurately reflect staffing needs • Develop plans and goals to recruit and support candidates from a broad range of backgrounds and diverse populations • Ensure safe and supportive school communities that are places teachers desire to work • Recognize skilled teachers/administrators by encouraging and supporting them to work in challenging placements • Offer incentives to recognize skilled educators who are placed or choose to work in challenging placements • Create strong mentoring programs to train educators to become quality mentors • Place mentors with student teachers, candidates in clinical experiences, new and veteran teachers, and administrators • Provide competitive pay and benefits • Develop and implement comprehensive recruitment and retention plans that take advantage of a wide array of creative strategies • Provide honest and reflective feedback to student teachers and EPPs to support high-quality preparation 	<ul style="list-style-type: none"> • Train advisors to help candidates choose endorsement areas likely to result in employment, i.e., high-needs areas • Teach candidates using research-based methods • Utilize Michigan's Clinical Experiences Requirements to expand clinically-centered teacher preparation programs and ensure candidates are well-prepared to support the needs of diverse students • Establish mutually beneficial partnerships with P-12 schools with feedback mechanisms that result in continuous improvement of preparation programming to ensure P-12 needs are being met • Utilize data on perceptions of program quality, employment outcomes, and testing performance to continuously improve programming • Create flexible and expedited programs to accommodate non-traditional students seeking certification • Develop expedited additional endorsement programs to support preparation and certification of teachers in high-needs areas • Collaborate with schools to develop paid student teacher and residency programs • Cooperate with MDE to ensure alignment of programming to current needs in the field • Use positive language about the profession • Create positive marketing campaigns 	<ul style="list-style-type: none"> • Use positive language about: <ul style="list-style-type: none"> ○ educators ○ schools ○ the community ○ the profession of teaching • Serve as a guest teacher • Attain certification through alternative routes to teach in high-need areas aligned to your professional expertise • Offer demonstrations of support such as local discounts for teachers, recognition awards, sponsorships, etc. • Develop strong relationships with schools to support educator and student initiatives • 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

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Professional Growth	<ul style="list-style-type: none"> Supporting EPPs with developing expedited and innovative programming to support teachers with earning additional endorsements Encouraging professionally-relevant experiences gained from business and industry as professional learning for certificate renewal Adding new educator evaluation tools to the state-approved list Provide technical assistance for to districts and educators to support compliance with educator evaluation legislation, including reporting of educator effectiveness ratings and the measurement of student growth for evaluation purposes. Establish a high-quality professional learning system Develop and publish standards of quality for mentoring and induction programs Transitioned the professional learning system to ensure that district provided professional development can be easily used by educators for certificate renewal and progression Curate list of free and low-cost online professional learning options for educators Deployed an MDE-developed online course for five continuing education clock hours of military content to fulfill the statutory requirements for school counselor credential renewal in a free, accessible manner 	<ul style="list-style-type: none"> Partner with EPPs to provide opportunities for diverse clinical experiences including and prior to student teaching and for supporting and growing veteran educators 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 Place mentors with student teachers, candidates in clinical experiences, new and veteran teachers, and administrators 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 that aligns to the educator evaluation framework and is informed by the educator's formal feedback Give high quality feedback throughout the evaluation process to support professional growth of the educator Create opportunities and pathways for educators to earn college credits and other credentials that lead toward greater professional growth and opportunity, relocation, hiring bonuses, etc. Ensure assignments are reported to the state accurately and understand the impacts of the reported data on growth and recertification 	<ul style="list-style-type: none"> Utilize data on perceptions of program quality and employment outcomes to develop targeted supports for program completers during their induction into the profession Develop expedited additional endorsement programs to support preparation and certification of teachers in high-needs areas Utilize Michigan's Clinical Experiences Requirements to increase capacity of mentor teachers to provide effective feedback and support to teacher candidates and novice teachers Collaborate with P-12 partner schools to develop professional learning programming that meets local needs Embed Michigan's educator evaluation models within all preparation programs 	<ul style="list-style-type: none"> Use positive language about the: <ul style="list-style-type: none"> educators who serve the community schools that serve the community community educators live and work profession of teaching Serve as a guest teacher Attain certification through alternative routes to teach in high-need areas that are aligned to professional expertise Partner with districts to 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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Recognition & Retention	<ul style="list-style-type: none"> 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. Implementing a diverse and creative substitute permitting program that meets immediate needs and support a “grow-your-own” approach to staffing Discussing with ISD, district, and organization staff creative staffing, placement, and scheduling options to maximize resources, including the use of permits Collaborate to support local education agencies with strategies to recruit, hire, place, and retain educators Establish a Diverse Education Workforce Advisory Group to support policies, procedures, and processes that reduce barriers to the recruitment, preparation, certification, and retention of diverse educators Support professional communities of practice for diverse educators by providing space and resources Support the educational community by recognizing and anticipating customer needs to develop and communicate services through MOECS, the website and social media Address bias in educator evaluation and school culture/climate to support racially diverse educators Establish memorandums of understanding with indigenous nations to meet the need for tribal language teachers Develop educators through MDE Talent Pool Offer New Teacher Induction and Mentoring assistance through MTLAC and the MTOY/RTOY program Establish memorandums of understanding with other countries to meet the need for diverse world language teachers 	<ul style="list-style-type: none"> Ensure safe and supportive school communities that are places teachers desire to work 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 Utilize quality mentors with student teachers, candidates in clinical experiences, new and veteran teachers, and administrators Equip teachers with sufficient teaching supplies and materials for students Provide competitive pay and benefits Execute contracts in a timely manner Offer shared planning time for teachers and allow for professional collegial learning opportunities Ensure opportunities for teachers to advance in a variety of teacher leader/mentor roles Provide professional development that correlates to the educator evaluation tool(s) the district uses Give high quality feedback throughout the evaluation process to support continuous improvement and professional growth of the educator Develop and implement comprehensive recruitment and retention plans that take advantage of a wide array of creative strategies (college credits, relocation costs, hiring bonuses, professional development stipends, utilization of permits and staffing flexibilities, etc.) Ensure data reported to the state around employment accurately reflect staffing trends (leave dates, leave reasons, vacancies) to better understand district and statewide retention needs 	<ul style="list-style-type: none"> Develop strong partnerships with P-12 school districts to offer quality professional learning programs for in-service educators Recognize excellence in P-12 mentor teachers and administrators who support educator preparation in clinical settings Recognize excellence in educator preparation faculty and program completers through participation in the #proudMeducator campaign Collaborate with schools to develop paid internship and residency programs Create positive marketing campaigns featuring program completers and educator preparation faculty Utilize data on perceptions of program quality and employment outcomes to develop targeted supports for program completers during their induction into the profession Collaborate with P-12 schools to identify and train quality mentors 	<ul style="list-style-type: none"> Use positive language about the: <ul style="list-style-type: none"> educators who serve the community schools that serve the community community educators live and work profession of teaching Partner with districts and provide support for programming and staffing (Expert Permit) Share experts for instructional time to support student learning Communicate workforce needs with districts and EPPs Recognize high-quality educators formally and informally Create positive marketing campaigns Recognize the role of non-school-based community partners in supporting positive educational experiences for students and educators Develop job-shadowing experiences for educators and students to better understand expectations of the post-secondary work environment

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Recognition & Retention (cont.)	<ul style="list-style-type: none"> • Honor educational personnel: <ul style="list-style-type: none"> ○ National Board Recognition Programs ○ Teacher of the Year Programs (MTOY) ○ Regional Teacher of the Year (RTOY) ○ Educational Support Staff Professional of the Year (ESSPOY) ○ Recognizing Inspirational School Employees Award (RISE) ○ #proudMeducator programs/videos ○ Michigan Teacher Leader Advisory Council (MTLAC) ○ Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) ○ Veterans, military, and their dependents 	<ul style="list-style-type: none"> • Maintain reasonable student/teacher ratios • Hire high-quality instructional leaders/educators • Serve as education advocates with legislators; watch pending legislation and use a persuasive voice for students, educators, staff • Provide recognition for: <ul style="list-style-type: none"> ○ All educators ○ Educators who teach different populations ○ Educators in different grade levels/cohorts ○ Educators in different buildings ○ Administrators in different buildings ○ ALL STAFF, including paraprofessionals, kitchen staff, custodial staff, transportation, maintenance, secretarial, etc. to show support across the district and within the community • Acknowledge and use positive language about the community where staff work and live 		