

State Policies on Human Capital Resource Management

Wisconsin



HUMAN CAPITAL RESOURCE MANAGEMENT Technical Brief | April 2010

State Policies on Human Capital Resource Management

Wisconsin

April 2010

Ellen Cushing

Monica Bhatt

Sara Wraight, J.D.

Ellen Behrstock, Ph.D.

Cassandra Meyer



REL Midwest at Learning Point Associates

1120 East Diehl Road, Suite 200

Naperville, IL 60563-1486

866-730-6735

<http://edlabs.ed.gov/RELmidwest/>

This report was prepared for the Institute of Education Sciences under contract ED-06-CO-0019 by Regional Educational Laboratory Midwest, administered by Learning Point Associates. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. The publication is in the public domain. Authorization to reproduce in whole or in part for educational purposes is granted.

Contents

	Page
Why This Brief?	1
Research Question and Approach	2
Scope of HCRM Policies	3
HCRM Policies in Wisconsin	7
Preparation and Licensure	7
Recruitment	15
Induction and Professional Development	18
Compensation and Working Conditions	22
Conclusion	25
Study Limitations	25
References	26
Appendix. Details on Method	27
Data Sources	27
Data-Collection Methods	27
Data-Analysis Strategies	28
Technical Notes	30

Why This Brief?

Training, recruiting, developing, and supporting talented and effective educators throughout their careers is known as human capital resource management (HCRM) in education. HCRM has been identified in recent literature as one of the ways in which districts and states may increase school effectiveness¹ and improve student learning (Heneman & Milanowski, 2004; Odden & Kelly, 2008; Wurtzel & Curtis, 2008). Often, however, HCRM policies are designed piecemeal, lacking alignment and cohesion (Odden & Kelly, 2008). This brief is part of a series that describes state-level policies in four key HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. Each brief in the series examines state-level HCRM policies in one of the seven states served by the Regional Educational Laboratory (REL) Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, or Wisconsin.

The impetus for this project emerged from a request by five of the seven REL Midwest chief state school officers (CSSOs). The CSSOs attended a regional meeting on HCRM in education during which they were presented with several frameworks taken from the HCRM literature describing ways in which states support educators. From these frameworks, the CSSOs identified the four focus areas mentioned above, each of which was deemed an area of high importance in their respective states. The CSSOs then requested that REL Midwest catalogue state-level policies in each of the areas. The two REL Midwest CSSOs absent from the regional meeting also requested a statewide report of HCRM policies.

The request for this descriptive snapshot stemmed from a need for state education agencies to understand policies for educators that are being implemented at the state level. Because HCRM policies often are created by multiple actors who may not always be working in tandem, the CSSOs expressed a consensus that establishing a baseline understanding of existing statewide policies is vital to informing future policy development. Although this brief describes state-level policies in Wisconsin specifically, policymakers in other state and local education agencies may benefit from learning what policies can be offered at the state level for HCRM and the channels through which states have implemented them.

¹ Although there is a growing literature on HCRM, the impact of these policies on school effectiveness has not been subjected to rigorous study.

Research Question and Approach

The study aimed to answer the following research question:

What are current state policies in Wisconsin in the human capital resource management areas of preparation and licensure, recruitment, induction and professional development, and compensation and working conditions?

To answer this question, researchers conducted a scan of publicly available information related to the four HCRM areas in Wisconsin. Publicly available information as it related to the HCRM areas in Wisconsin was found by reviewing a variety of sources, including legislation, administrative rules and code, and other formally adopted policies; state union contracts; relevant state or national standards for educators; peer-reviewed journal articles; state agency and organizational reports; and descriptions of and information about programs or initiatives that relate to HCRM topic areas.

To limit the scope of the study, only information relating to K–12 educators (that is, teachers, principals, and school leaders) was considered. In addition, policies were included only if they were supported by any personnel or monetary funds from a state-level board or agency at some stage of policy development.

The information collected was then codified by HCRM area and information type. Researchers defined policies as comprising three broad groups: (1) programs and initiatives, (2) legislation, and (3) statutes, administrative code, and other formally adopted policies. Programs and initiatives are defined as planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials. Legislation is defined as legislation passed by the General Assembly and signed into law by the governor in Wisconsin. The third category is defined as state statutes, administrative code, and other policies formally adopted by state agencies or governing boards.

The HCRM areas were defined as the four areas of the research question: preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. For convenience, the definitions used to categorize policies in these four areas are provided in each HCRM section. A more detailed description of the methodology and definitions used to code data are in the Appendix.

Scope of HCRM Policies

Many of the policies in Wisconsin that relate to HCRM address more than one HCRM component. Tables 1–3 show the distribution of these programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies among HCRM components. The policies are described in more detail in the sections that follow.

Table 1. Programs and Initiatives as They Relate to HCRM Areas

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Wisconsin Quality Educator Initiative	✓		✓	
Minority Student Participation and Retention Grants	✓	✓		✓
The Support for Mid-Career Advancement and Retention through Transition to Teaching (SMARTT) Project	✓	✓		
Learning for Leadership	✓			
Every Child a Graduate	✓			
Wisconsin Teacher Equity Plan	✓			
Wisconsin Standards for Administrator Development and Licensure	✓			
Wisconsin Standards for Educator Development and Licensure	✓			
Urban Schools Leadership Project	✓			
Wisconsin Improvement Program Teacher Internships	✓	✓		
Minority Teacher Loan Program		✓		✓
Wisconsin Mathematics and Science Partnership Program		✓	✓	
Teacher Education Loan Program		✓		✓
Characteristics of Successful Schools		✓	✓	✓
Teacher of the Visually Impaired Loan		✓		✓
Quality Educator Professional Development and Retention Grant		✓		

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
The Urban Teacher World Program		✓		
Supply and Demand Report		✓		
Wisconsin Induction Model-Promising Program			✓	
Wisconsin Peer Review and Mentoring Grant			✓	
Mentoring Grant for Initial Educators			✓	
Initial Educator Survey			✓	
Professional Development Plans			✓	
Wisconsin Cooperative Educational Service Agencies (CESAs)			✓	
Wisconsin Improvement Program Teacher Internship				✓
Ide@s				✓
BadgerLink				✓
Wisconsin Information Network for Successful Schools (WINSS)				✓
School Climate Survey				✓

Table 2. Legislation as It Relates to HCRM Areas

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
1963 Act 39			✓	
1971 Act 40	✓		✓	
1975 Act 189				✓
1989 Act 31		✓		✓
1991 Act 39	✓	✓		✓
1991 Act 108	✓			

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
1993 Act 334				✓
1997 Act 27		✓		✓
1997 Act 237			✓	
1997 Act 298	✓			
2005 Act 125				✓
2007 Act 20				✓
2007 Act 222	✓			
2009 Act 28				✓

Table 3. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to HCRM Areas

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Wisc. Stat. sec. 15.377(8)	✓			
Wisc. Stat. sec. 38.26	✓	✓		✓
Wisc. Stat. sec. 39.40		✓		✓
Wisc. Stat. sec. 39.395		✓		✓
Wisc. Stat. sec. 115.28(7)	✓		✓	
Wisc. Stat. sec. 115.405			✓	
Wisc. Stat. sec. 116.01			✓	
Wisc. Stat. sec. 118.19	✓			
Wisc. Stat. sec. 118.43				✓
Wisc. Stat. sec. 118.128				✓
Wisc. Stat. sec. 118.192	✓			
Wisc. Stat. sec. 120.18(1)(i)				✓

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Wisc. Admin. Code PI 34	✓		✓	
Wisc. Admin. Code PI 34.02	✓			
Wisc. Admin. Code PI 34.03(1)-(7)	✓			
Wisc. Admin. Code PI 34.14	✓			
Wisc. Admin. Code PI 34.15	✓			
Wisc. Admin. Code PI 34.17	✓		✓	
Chapter 111 of Wisconsin Statutes				✓
Chapter 121 of Wisconsin Statutes				✓

HCRM Policies in Wisconsin

The tables that follow list and describe all the state-level policies found that relate to the four HCRM areas of interest.

Preparation and Licensure

Tables 4–6 describe state-level policies in Wisconsin related to preparation and licensure. These policies are categorized as such because they relate either to (1) training educators (i.e., teachers and school leaders) to develop the knowledge and skills necessary to be effective professional educators, (2) defining the knowledge and skills necessary to be effective professional educators, or (3) establishing qualifications for obtaining and maintaining certification levels.

Table 4. Programs and Initiatives as They Relate to Preparation and Licensure

Policy	Description
Wisconsin Quality Educator Initiative	<ul style="list-style-type: none"> • Adopted in 2000, this initiative emerged from an education task force established by the state superintendent of public education in 1994. The task force’s mission was to research, develop, and implement a new system of educator preparation and licensure. • The Wisconsin Quality Educator Initiative describes the Wisconsin Standards for Educator Development and Licensure (see below), requirements for Wisconsin educator preparation programs, and requirements for teacher licensure in Wisconsin. It includes state requirements concerning induction, mentoring, and professional development. • This initiative installed a five-year on-site institutional review of preparation program providers focused on adherence to the Wisconsin Standards for Educator Development and Licensure as well as unit, program, and candidate performance. • Created the Professional Standards Council to help the state superintendent improve teacher preparation programs in Wisconsin, improve state licensure requirements for educators, and determine how these aspects of education should be regulated and therefore influenced the writing of Wisconsin Administrative (Wisc. Admin.) Code PI Sec. 34 (see Table 6). The range of stakeholders involved in the group going forward are described in that law.
Minority Student Participation and Retention Grants	<ul style="list-style-type: none"> • Wisconsin’s Minority Student Participation and Retention Grants provide districts funds for the purpose of: <ul style="list-style-type: none"> ▪ Creating or expanding programs that provide counseling and tutoring services to minority students ▪ Demonstrating innovative approaches to increase minority student placement and retention in technical education programs ▪ Providing internships that prepare minority students for teacher education programs ▪ Using community-based organizations to recruit, retain, and train minority teachers ▪ Providing programs that offer a combination of training and preparation to expedite the preparation process for minority students

Policy	Description
<p>The Support for Mid-Career Advancement and Retention through Transition to Teaching (SMARTT) Project</p>	<ul style="list-style-type: none"> • In June 2009, the Wisconsin Department of Public Instruction won funding from the U.S. Department of Education to implement the Support for Mid-Career Advancement and Retention through Transition to Teaching (SMARTT) Project throughout five years. • The grant is worth \$2.2 million, and 15 districts have agreed to partner with the Wisconsin Department of Public Instruction to train 100 mathematics, science, and special education teachers through an alternative certification process. • Participating districts nominate teachers that have an emergency license or permit to receive training in one of the three shortage areas to gain full certification. • Teachers that participate are expected to stay in the district for a minimum of three years after receiving full certification. • The program targets mid-career professionals, paraprofessionals, recent graduates, and military professionals.
<p>Learning for Leadership</p>	<ul style="list-style-type: none"> • In June 2009, Wisconsin received a two-year Learning for Leadership grant from The Wallace Foundation that will help align leadership development from preservice training through the state's three licensure levels for urban principals. The three licensure levels include initial, professional, and master. • The grant is administered by the Wisconsin Department of Public Instruction. • One purpose of the grant is to update the Wisconsin Standards for Administrator Development and Licensure (see below) for principal preparation in Wisconsin. These standards will be updated at the conclusion of the grant. • The grant allows the Wisconsin Department of Public Instruction to work on building effective professional development for principals and will work with the University of Wisconsin–Madison to develop principal evaluation tools.
<p>Every Child a Graduate</p>	<ul style="list-style-type: none"> • The Every Child a Graduate initiative seeks to align education improvement efforts in Wisconsin, focusing on recruiting and retaining good teachers, investing in innovations, making schools safe and respectful, creating truly accountable schools, and funding education in a way that is fair and sustainable. • The recruitment and retention of quality educators is described further as, “Strong teachers and school leaders are vital to the success of our students, schools, and communities. We need to recruit and retain talented educators for our children. Trained mentors are essential for our newest teachers and school leaders. We must expand incentives for our best educators to work in high-needs schools and engage in research and innovation. We should pilot new and innovative systems for educator compensation.”

Policy	Description
Wisconsin Teacher Equity Plan	<ul style="list-style-type: none"> • Pursuant to federal requirements, the Wisconsin Department of Public Instruction created the Wisconsin Teacher Equity Plan to help achieve equitable distribution of highly qualified teachers in the state. • The equity plan addresses nine strategies, including: <ol style="list-style-type: none"> 1. Refining and enhancing statewide data collection and analysis 2. Creating additional incentives to teach in high-poverty, low-performing schools 3. Giving priority funding to support initial educators in hard-to-staff contexts 4. Giving priority funding to Peer Review and Mentoring grants in high-need schools 5. Giving priority Title I (A) funding to support data-driven professional development for high-poverty, low-performing schools 6. Collecting and analyzing school climate data, including teacher dispositions, beliefs, and actions relative to school climate 7. Strengthening existing monitoring and technical assistance for educator preparation programs to ensure explicit preparation to work in diverse contexts 8. Strengthening assessments of candidate performance on the required human relations and diverse populations and context components of teacher preparation 9. Providing for continuing support and dissemination of existing models for the preparation of teachers in hard-to-staff contexts through collaboration
Wisconsin Standards for Administrator Development and Licensure	<ul style="list-style-type: none"> • The Wisconsin Standards for Administrator Development and Licensure require all school principals graduating from licensure programs to: <ul style="list-style-type: none"> ▪ Understand and demonstrate competency in the 10 teacher competencies (Wisconsin Standards for Educator Development and Licensure; see below). ▪ Facilitate the development, articulation, implementation, and stewardship of a school vision that also is supported by the community. ▪ Establish and maintain a school climate that promotes student and staff growth. ▪ Manage “the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.” ▪ Collaborate with the community and families in an effort to respond to a diverse student population. ▪ Act in an ethical manner. ▪ Understand the politics, community environment, and other outside factors that might influence student achievement at the school level to maximize student achievement.

Policy	Description
Wisconsin Standards for Educator Development and Licensure	<ul style="list-style-type: none"> • The Wisconsin Standards for Educator Development and Licensure identify 10 standards graduates from teacher preparation programs must demonstrate. Beginning teachers must: <ol style="list-style-type: none"> 1. Know the subjects they are teaching. 2. Know how children grow. 3. Understand that students learn differently. 4. Know how to teach. 5. Know how to manage a classroom. 6. Communicate well. 7. Be able to plan different kinds of lessons. 8. Know how to test for student progress. 9. Be able to evaluate themselves. 10. Be connected with other teachers and the community.
Urban Schools Leadership Project	<ul style="list-style-type: none"> • The Urban Schools Leadership Project is a collaborative effort among the Wisconsin Department of Public Instruction, the University of Wisconsin–Madison, the University of Wisconsin–Milwaukee, and Cardinal Stritch University and focuses on helping cohorts of urban principals attain master-level licensure. • To attain master-level licensure, principals must complete university coursework, provide evidence of reflection on their practice, offer support to their peers, and work in collaborative groups to assess and improve their schools. • The project was funded by The Wallace Foundation in 2004 with 30 principals in the state participating in the initial cohort.
Wisconsin Improvement Program Teacher Internships	<ul style="list-style-type: none"> • The Wisconsin Department of Public Instruction collaborated with teacher preparation programs to create the Wisconsin Improvement Program. The teacher internship program allows promising preservice teachers to be placed in school districts with cooperating teachers for a semester. The program benefits both the intern and cooperating teacher, both of whom receive professional development. School districts are required to apply to participate in the program.

Table 5. Legislation as It Relates to Preparation and Licensure

Policy	Description
1971 Act 40	<ul style="list-style-type: none"> Amends Wisc. Stat. sec. 115.28(7), which gives the state superintendent the authority to make rules concerning teacher licensure (see Table 6). Used by the state superintendent as the source of authority (and that provided by other statutes) to create Chapter 34 of the Wisconsin Administrative Code concerning Public Instruction (see Table 6, Wisc. Admin. Codes PI 34.17, 34, 34.02, 34.15, and 34.03(1)-(7)).
1991 Act 39	<ul style="list-style-type: none"> Creates Wisc. Stat. sec. 38.26 (see Table 6), which describes the Minority Student Participation and Retention Grants (see Table 4).
1991 Act 108	<ul style="list-style-type: none"> Creates Wisc. Stat. sec. 118.192 (see Table 6), requiring the state superintendent to provide professional teaching permits or alternative teacher training programs for teachers in music, art, foreign language, computer science, mathematics, and science.
1997 Act 298	<ul style="list-style-type: none"> Creates Wisc. Stat. sec. 15.377(8) (see Table 6), establishing the Professional Standards Council Authorizing Statute.
2007 Act 222	<ul style="list-style-type: none"> Amends Wisc. Stat. sec. 118.19 (see Table 6), the section of statute establishing the criteria for teachers to receive a teaching permit.

Table 6. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Preparation and Licensure

Policy	Description
Wisc. Stat. sec. 15.377(8)	<ul style="list-style-type: none"> Establishes the Professional Standards Council Authorizing Statute, which identifies who should be a member of the Council, why the Council was established, guidelines for Council member recommendations, term limits, and meeting requirements.
Wisc. Stat. sec. 38.26	<ul style="list-style-type: none"> Outlines the requirements and guidelines for the Minority Student Participation and Retention Grants, regulating: <ul style="list-style-type: none"> Who is eligible for participation Rules for the use of the funds, which are identified in Table 4 Application requirements for district boards Evaluation requirements for the use of the grant
Wisc. Stat. sec. 115.28(7)	<ul style="list-style-type: none"> Gives the state superintendent the authority to make rules concerning teacher education program approval and different levels of teacher licenses (see Table 6). States that the state superintendent of public instruction shall “license all teachers for the public schools of the state, make rules establishing standards of attainment and procedures for the examination and licensing of teachers ... prescribe by rule standards and procedures for the approval of teacher preparatory programs leading to licensure, file in the state superintendent’s office all papers relating to state teachers’ licenses, and register each such license.”

Policy	Description
Wisc. Stat. sec. 118.19	<ul style="list-style-type: none"> • Establishes criteria for new teachers receiving a teaching permit. Criteria include: <ul style="list-style-type: none"> ▪ To receive a license or renew a license, teachers must provide their social security number and must complete a background check. ▪ Teachers must have a high school diploma and a minimum of two years of pedagogy experience before receiving a license. ▪ All teachers must complete coursework in minority-group relations, including classes on history, culture, and tribal sovereignty. ▪ Administrators must demonstrate competency in resolving student conflicts between other students and school staff, helping students implement methods for resolving conflicts between other students and school staff, and dealing with violent or potentially violent conflicts. ▪ Teachers out of state or teachers deemed necessary by the superintendent are subject to being fingerprinted. ▪ PK-6 teachers must complete courses on instructional methods for reading and language arts. • Teachers that teach an online course must complete 30 hours of professional development on the topic prior to teaching.
Wisc. Stat. sec. 118.192	<ul style="list-style-type: none"> • Requires the state superintendent to establish alternative teacher training programs for teachers in music, art, foreign language, computer science, mathematics, and science. • Requires program participants have a bachelor's degree and a minimum of five years of professional experience in the subject in which they are receiving their teaching permit. • Requires program participants to acquire 100 hours of formal instruction. The initial permit is valid for two years.
Wisc. Admin. Code PI 34	<ul style="list-style-type: none"> • Implemented in 2000 as part of a comprehensive education reform initiative, including the areas of teacher preparation, teacher licensure, and professional development opportunities. • Holds teacher preparation programs, districts, and the Wisconsin Department of Public Instruction accountable for the full implementation of the administrative code. • Requires teacher preparation programs to provide: <ul style="list-style-type: none"> ▪ Inservice training for new and current cooperating teachers ▪ Professional development support for district personnel implementing the administrative code ▪ Faculty support for the development of Professional Development Plan teams • Requires districts to provide ongoing orientation, support seminars and a mentor for beginning teachers, and an administrator for the Professional Development Plan team. • Requires the Wisconsin Department of Public Instruction to: <ul style="list-style-type: none"> ▪ Provide oversight of the implementation of PI 34 and hold districts accountable for its implementation. ▪ Approve and monitor Wisconsin's educator preparation programs. ▪ Oversee educator licensing. • Based on the Wisconsin Standards for Educator Development and Licensure (see Table 4), it requires beginning teachers to be evaluated based on these standards to receive a professional license.

Policy	Description
Wisc. Admin. Code PI 34.02	<ul style="list-style-type: none"> • Establishes the Wisconsin Standards for Educator Development and Licensure (see Table 4). • Requires teachers to demonstrate the required skills, knowledge, and dispositions, including: <ul style="list-style-type: none"> ▪ Teachers can establish meaningful learning experiences for all students. ▪ Teachers understand the range of abilities of their students and can teach to each of them. ▪ Teachers can adapt instruction to meet the various needs of their students. ▪ Teachers can employ a variety of instructional methodologies. ▪ Teachers acknowledge individual and group motivation and behavior and can implement strategies in the classroom that acknowledge these behaviors. ▪ Teachers use verbal and nonverbal communication. ▪ Teachers are able to use formal and informal individual assessments for students in their classroom to ensure continuous growth. ▪ Teachers use self-reflection as a mode of evaluating and continually enhancing their practice. ▪ Teachers collaborate with their colleagues, parents, and the community to maximize student learning.
Wisc. Admin. Code PI 34.03(1)-(7)	<ul style="list-style-type: none"> • Establishes the Wisconsin Standards for Administrator Development and Licensure to ensure that administrators have the necessary skills, knowledge, and dispositions. These standards include: <ul style="list-style-type: none"> ▪ The administrator understands the Wisconsin Standards for Educator Development and Licensure (see Table 4). ▪ The administrator establishes and shares a common vision of learning. ▪ The administrator facilitates a school culture that is conducive to student learning and staff growth. ▪ The administrator can manage the operations, finances, and resources of the school. ▪ The administrator establishes a communication network with the community. ▪ The administrator demonstrates fairness and acts in an ethical manner. ▪ The administrator understands the social and political factors that influence the school and acts appropriately.

Policy	Description
Wisc. Admin. Code PI 34.14	<ul style="list-style-type: none"> • Establishes qualifications for participants entering a teacher preparation program as well as regulations for the institutions of higher education offering the program. These include: <ul style="list-style-type: none"> ▪ Students must complete the necessary standardized tests and demonstrate technology literacy prior to entry. ▪ Students must provide the appropriate letters of recommendation, must have completed the necessary coursework, and must have prior experience working with children. In addition, students must complete a background check. ▪ Students must have a minimum cumulative GPA of 2.5 or 2.75 for an advanced program. ▪ Teacher preparation programs may not accept more than 10 percent of applicants with the minimum GPA into the program. ▪ Students in an initial and advanced program must receive appropriate support from their teacher preparation program to complete the program successfully.
Wisc. Admin. Code PI 34.15	<ul style="list-style-type: none"> • Requires the conceptual framework for teacher preparation programs to enable all students completing the programs to demonstrate knowledge and understanding of minority-group relations, assessing and educating students with disabilities, and modifying curriculum for students with disabilities.
Wisc. Admin. Code PI 34.17	<ul style="list-style-type: none"> • Outlines the district requirements for educators receiving an initial license and identifies the services a district must provide to initial educators. • States that initial educators should establish a Professional Development Plan team that includes a pupil services professional in the same licensing category and an administrator. • Requires teachers to design and complete a Professional Development Plan to move from an initial license to a professional license (see Table 10).

Recruitment

Tables 7–9 describe state-level policies related to recruitment in Wisconsin. State-level policies on recruitment were identified from information related to attracting educators to the field, particularly recruitment for subject areas, geographical locations, schools, and districts, as well as recruitment of candidates with certain demographic characteristics.

Table 7. Programs and Initiatives as They Relate to Recruitment

Policy	Description
Minority Student Participation and Retention Grants	<ul style="list-style-type: none"> • Wisconsin’s Minority Student Participation and Retention Grants provide districts funds for the purpose of: <ul style="list-style-type: none"> ▪ Creating or expanding programs that provide counseling and tutoring services to minority students ▪ Demonstrating innovative approaches to increase minority student placement and retention in technical education programs ▪ Providing internships that prepare minority students for teacher education programs ▪ Using community-based organizations to recruit, retain, and train minority teachers ▪ Providing programs that offer a combination of training and preparation to expedite the preparation process for minority students
The Support for Mid-Career Advancement and Retention through Transition to Teaching (SMARTT) Project	<ul style="list-style-type: none"> • This alternative certification program targets mid-career professionals to teach in mathematics, science, or special education (see Table 4).
Wisconsin Improvement Program Teacher Internships	<ul style="list-style-type: none"> • The Wisconsin Department of Public Instruction collaborated with teacher preparation programs to create the Wisconsin Improvement Program. The teacher internship program allows promising preservice teachers to be placed in school districts with cooperating teachers for a semester. The program benefits both the intern and cooperating teacher, both of whom receive professional development. School districts are required to apply to participate in the program. Districts can work to recruit the interns placed in their schools.
Minority Teacher Loan Program	<ul style="list-style-type: none"> • The Minority Teacher Loan Program was established for minority college students preparing to be teachers (see Table 9, Wisc. Stat. sec. 39.40). • Loan recipients must agree to teach in a Wisconsin school district with at least 29 percent minority students. • One fourth of loans and interest will be forgiven for each year the recipient teaches in designated districts, and loan awards are not to exceed \$2,500 per academic year.

Policy	Description
Wisconsin Mathematics and Science Partnership Program	<ul style="list-style-type: none"> • The Wisconsin Mathematics and Science Partnership Program was awarded funding in February 2004 and was run by the Wisconsin Department of Public Instruction. • Through this program, five districts focused on teachers in Grades 5–8 in mathematics and science. • Participating teachers were provided support in content knowledge and pedagogy skills. • Eligible districts must have been designated as high need and have established a partnership with a science, technology, engineering, or mathematics faculty member at an institution of higher education. • High-need districts were identified as: <ul style="list-style-type: none"> ▪ A minimum of 10 percent of the students came from low-income families. ▪ At least one school within the district was in need of improvement under the No Child Left Behind law of 2001. ▪ Student achievement on the Grade 8 WKCE mathematics test was 65 percent or less or 10 or more mathematics teachers worked in middle or high schools in the district.
Teacher Education Loan Program	<ul style="list-style-type: none"> • The Teacher Education Loan Program provides a minimum loan of \$250 to Wisconsin residents enrolled in the teacher education program at the Milwaukee Teacher Education Center. • The loan was established through Wisc. Stat. sec. 39.395 (see Table 9). • Students who receive the award must agree to teach in Milwaukee Public Schools. • After the recipient of the loan has completed the teacher education program, 50 percent of the loan is forgiven as is 50 percent of the interest on the loan for each school year that the recipient of the loan is employed as a full-time teacher in an eligible school district.
Characteristics of Successful Schools	<ul style="list-style-type: none"> • The Wisconsin Department of Public Instruction created the Characteristics of Successful Schools website, guide, and resources to provide districts with information on what makes a school successful; five characteristics are identified with four to five standards that further describe each characteristic. • Under the characteristic Professional Development and Staff Quality, the guide identifies the standard “district recruitment and retention of highly qualified, experienced teachers,” demonstrating the importance of these educator supports in school and district improvement. The site further emphasizes the importance of securing high-quality school leaders and specifies what such leadership entails.
Teacher of the Visually Impaired Loan	<ul style="list-style-type: none"> • The Teacher of the Visually Impaired Loan is awarded to potential teachers studying to be licensed as teachers of the visually impaired or as orientation and mobility instructors. • The maximum award per year is \$10,000 with an overall maximum of \$40,000. • The student who participates in this program must agree to be a licensed teacher or an orientation or mobility instructor in a Wisconsin school district, the Wisconsin Center for the Blind and Visually Impaired, or a cooperative educational service agency.

Policy	Description
Quality Educator Professional Development and Retention Grant	<ul style="list-style-type: none"> The 2006–07 Title I Quality Educator Professional Development and Retention Grant is part of Wisconsin’s efforts to ensure that minority and economically disadvantaged students have equitable access to experienced teachers. Districts can use the funds to improve the recruitment and retention of effective, experienced teachers in high-need schools. The Quality Educator Professional Development and Retention Grant is one of the strategies outlined in Wisconsin’s Teacher Equity Plan (see Table 4).
The Urban Teacher World Program	<ul style="list-style-type: none"> The Urban Teacher World Program, housed in the Wisconsin Department of Public Instruction, is designed to expose students to careers in education by: <ul style="list-style-type: none"> Hosting conferences focused on teaching Facilitating college visits Hosting education fairs Supporting students who participate in future educators clubs The program especially is geared toward students of color who currently are attending high-need schools. The goal of the program is to create a homegrown and comprehensive system to recruit, develop, and support a diverse educator applicant pool.
Supply and Demand Report	<ul style="list-style-type: none"> The annual Supply and Demand Report is generated by the Wisconsin Department of Public Instruction, and it summarizes data collected from districts. The report includes data on: <ul style="list-style-type: none"> School vacancies Perceived subject areas of shortage Other pertinent information for assessing whether a sufficient number of teachers are being recruited to the profession

Table 8. Legislation as It Relates to Recruitment

Policy	Description
1989 Act 31	<ul style="list-style-type: none"> Creates Wisc. Stat. sec. 39.40 (see Table 9), which creates the Minority Teacher Loan Program (see Table 7).
1991 Act 39	<ul style="list-style-type: none"> Creates Wisc. Stat. sec. 38.26 (see Table 9), which describes the Minority Student Participation and Retention Grants (see Table 4).
1997 Act 27	<ul style="list-style-type: none"> Creates Wisc. Stat. sec. 39.395 (see Table 9), which establishes the Teacher Education Loan Program (see Table 7).

Table 9. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Recruitment

Policy	Description
Wisc. Stat. sec. 38.26	<ul style="list-style-type: none"> Outlines the requirements and guidelines for the Minority Student Participation and Retention Grants (see Table 6).
Wisc. Stat. sec. 39.40	<ul style="list-style-type: none"> Establishes the Minority Teacher Loan Program. This program is designed to assist in the recruitment of minority teachers into the teaching profession (see Table 7).
Wisc. Stat. sec. 39.395	<ul style="list-style-type: none"> Establishes the Teacher Education Loan Program (see Table 7).

Induction and Professional Development

Tables 10–12 describe policies found in Wisconsin related to educator induction and professional development. Evidence of policies that support educator induction and professional development consisted of activities designed to transition educators from preparation programs to a particular position within the school system and activities designed to develop and maintain the knowledge and skills necessary to be effective educators, as well as the standards for what knowledge and skills are necessary to be effective educators.

Table 10. Programs and Initiatives as They Relate to Induction and Professional Development

Policy	Description
Wisconsin Quality Educator Initiative	<ul style="list-style-type: none"> This initiative sets the requirements for the Wisconsin Standards for Educator Development and Licensure (see Table 4).
Wisconsin Mathematics and Science Partnership Program	<ul style="list-style-type: none"> This program provides Grades 5–8 mathematics and science teachers in five districts content knowledge and pedagogy skills to support their development as teachers (see Table 7).
Characteristics of Successful Schools	<ul style="list-style-type: none"> The Wisconsin Department of Public Instruction created the Characteristics of Successful Schools website, guide, and resources to provide districts with information on what makes a school successful; five characteristics are identified with four to five standards that further describe each characteristic. Under the characteristic Professional Development and Staff Quality, the guide identifies the standards “district support of initial educators” and “district professional development model,” demonstrating the importance of these educator supports in school and district improvement (see Table 7).
Wisconsin Induction Model-Promising Program	<ul style="list-style-type: none"> Wisconsin requires all districts to provide a series of services to new teachers at the beginning of their teaching career. These services include: <ul style="list-style-type: none"> A qualified mentor. The mentor must be trained to provide formative evaluation to the beginning teacher. Ongoing orientation. Support seminars. An administrator who is familiar and knowledgeable about the Professional Development Plan team process. Developed in June 2007 in a collaborative effort between the Wisconsin Department of Public Instruction and Great Lakes West Comprehensive Center, the Wisconsin Induction Model-Promising Program highlights 16 districts and their induction programs. The districts selected represent small, medium, and large districts and are geographically representative of the state. The goal of the program is to share promising induction practices with other districts. The program is run through the Teacher Education Professional Development and Licensing Department at the Wisconsin Department of Public Instruction.

Policy	Description
Wisconsin Peer Review and Mentoring Grant	<ul style="list-style-type: none"> • Wisconsin provides competitive grants to cooperative educational service agencies (CESAs) to implement peer review and mentoring programs in their districts (see Table 10). Districts that are given priority include programs that: <ul style="list-style-type: none"> ▪ Provide an induction program that works to improve student achievement in high-need schools. ▪ Provide differentiated professional development and support for teachers and administrators. ▪ Offer mentoring services on the Professional Development Plan process. ▪ Have no previous funding. ▪ Implement two or more of the Wisconsin Induction Guidelines. ▪ Include an evaluation. • The maximum award for districts is \$25,000; however, the average award during the 2008–09 school year was \$17,000. • This grant was established under Wisc. Stat. sec. 115.405.
Mentoring Grant for Initial Educators	<ul style="list-style-type: none"> • Beginning in the 2006–07 school year, the Mentoring Grant for Initial Educators provides districts with \$375 per new teacher to provide mentoring support for new teachers. • The goal of the grant is to assist beginning teachers to move from an initial license to a professional license. • Districts must demonstrate how they are complying with the induction and mentoring guidelines established in Wisc. Admin. Code PI 34 (see Table 6). • Further, districts also must provide a list of the mentors and mentees they are serving.
Initial Educator Survey	<ul style="list-style-type: none"> • Developed in collaboration with Great Lakes West Comprehensive Center, Wisconsin created the Initial Educator Survey to track district implementation of Wisc. Admin. Code PI 34 (see Table 6) or the Wisconsin Quality Educator Initiative (see Table 4). • The survey is conducted annually, and the results are published by the Teacher Education Professional Development and Licensing Department at the Wisconsin Department of Public Instruction. • The anonymous survey asks mentors and mentees about their experiences. • Information gathered from the surveys is used to develop toolkits and resource documents for district induction programs, to inform the Wisconsin Induction Model-Promising Program (see Table 10), and to inform teacher preparation institutions.

Policy	Description
Professional Development Plans	<ul style="list-style-type: none"> • Under Wisc. Admin. Code PI 34 (see Table 6), all teachers are required to create Professional Development Plans unless the teacher completed a preparation program prior to September 2004 where participation is optional. • Professional Development Plans are required to move from one teacher license to another. • Professional Development Plans also must show evidence of student learning. • When writing the plan, the following five components are required: <ul style="list-style-type: none"> ▪ A description of school and teaching, administrative, or pupil services situation ▪ A description of goal(s) to be addressed ▪ A rationale for the goal(s) ▪ A plan for assessing and documenting the goal(s) ▪ All objectives, activities, timeline, and collaboration for meeting the plan's goal(s)
Wisconsin Cooperative Educational Service Agencies (CESAs)	<ul style="list-style-type: none"> • Wisconsin created 12 cooperative educational service agencies (CESAs) throughout the state that serve different regions and districts. • CESAs provide an interactive network of high-quality services and partnership opportunities to promote cost effective and equalized educational results across diverse school districts. • CESAs provide educational leadership, professional development for all staff, and other direct and indirect services to support districts in increasing student achievement. • Wisc. Stat. sec. 116.01 (see Table 12) established the 12 CESAs currently operating.

Table 11. Legislation as It Relates to Induction and Professional Development

Policy	Description
1963 Act 39	<ul style="list-style-type: none"> • Creates Wisc. Stat. sec. 116.01 (see Table 12).
1971 Act 40	<ul style="list-style-type: none"> • Amends Wisc. Stat. sec. 115.28(7), which gives the state superintendent the authority to make rules concerning teacher licensure (see Table 6). • The state superintendent used this authority (and that provided by other statutes) to create Chapter 34 of the Wisconsin Administrative Code concerning Public Instruction (see Table 6, Wisc. Admin. Codes PI 34.17 and 34).
1997 Act 237	<ul style="list-style-type: none"> • Amends Wisc. Stat. sec. 115.405 (see Table 12).

Table 12. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Induction and Professional Development

Policy	Description
Wisc. Stat. sec. 115.28(7)	<ul style="list-style-type: none"> • Gives the state superintendent the authority to make rules concerning teacher education program approval and different levels of teacher licenses and support districts are required to provide for teachers at each level of licensure (see Table 6).
Wisc. Stat. sec. 115.405	<ul style="list-style-type: none"> • Creates the Wisconsin Peer Review and Mentoring Grant program for CESAs (see Table 10). Under this program: <ul style="list-style-type: none"> ▪ CESAs must offer support and training for licensed teachers. ▪ Grant applicants must identify the district and CESA that will participate in the program and detail how the money will be spent. ▪ CESAs must provide 20 percent in matching grant funds. ▪ No award will be more than \$25,000 per fiscal year. • Beginning in the 2006–07 school year, every initial educator will receive up to \$375 for mentor expenses.
Wisc. Stat. sec. 116.01	<ul style="list-style-type: none"> • Establishes the Wisconsin cooperative educational service agencies (CESAs) (see Table 10), requiring them to: <ul style="list-style-type: none"> ▪ Provide support and assistance to districts. ▪ Coordinate and provide assistance to the University of Wisconsin system institutions and colleges. ▪ Serve as a mediator of communication between public and private schools, organizations, and agencies.
Wisc. Admin. Code PI 34	<ul style="list-style-type: none"> • Requires districts to: <ul style="list-style-type: none"> ▪ Provide orientation for beginning teachers that is ongoing. ▪ Offer support seminars for beginning teachers. ▪ Provide a mentor for new teachers. ▪ Provide an administrator for the Professional Development Plan team (see Table 6).
Wisc. Admin. Code PI 34.17	<ul style="list-style-type: none"> • This statute requires beginning teachers to complete a Professional Development Plan prior to receiving a professional license (see Table 6).

Compensation and Working Conditions

Tables 13–15 describe state-level policies related to compensation and working conditions in Wisconsin. State-level policies on compensation and working conditions were identified from information related to educator salaries and benefits, incentives used to attract and retain high-quality educators, and the environment in which educators carry out their duties.

Table 13. Programs and Initiatives as They Relate to Compensation and Working Conditions

Policy	Description
Minority Student Participation and Retention Grants	<ul style="list-style-type: none"> The Minority Student Participation and Retention Grants provide districts funds for the purpose of creating or expanding programs that, among other things, award internships to minority students enrolled in programs that prepare their graduates for admission to a teacher education program within the University of Wisconsin system (see Table 4).
Minority Teacher Loan Program	<ul style="list-style-type: none"> The Minority Teacher Loan Program is for minority college students enrolled in programs leading to teaching. Loan recipients must agree to teach in a Wisconsin school district with at least 29 percent minority students (see Table 7).
Teacher Education Loan Program	<ul style="list-style-type: none"> The Teacher Education Loan Program provides loans to Wisconsin residents enrolled in the teacher education program of the Milwaukee Teacher Education Center (MTEC) (see Table 7).
Characteristics of Successful Schools	<ul style="list-style-type: none"> The Wisconsin Department of Public Instruction created the Characteristics of Successful Schools website, guide, and resources to provide districts with information on what makes a school successful; five characteristics are identified with four to five standards that further describe each characteristic. Under the characteristic Vision, Values, and Culture, the guide identifies the standards “district promotion of positive school culture” and “district promotion of positive school culture,” demonstrating the importance of these educator supports in school and district improvement (see Table 7).
Teacher of the Visually Impaired Loan	<ul style="list-style-type: none"> The Teacher of the Visually Impaired Loan is awarded to potential teachers studying to be licensed as teachers of the visually impaired or as orientation and mobility instructors. The maximum award per year is \$10,000 with an overall maximum of \$40,000. The student who participates in this program must agree to be a licensed teacher or an orientation or mobility instructor in a Wisconsin school district, the Wisconsin Center for the Blind and Visually Impaired, or a cooperative educational service agency.
Wisconsin Improvement Program Teacher Internship	<ul style="list-style-type: none"> Wisconsin Improvement Program Teacher Internship is designed for Wisconsin college students preparing to enter the teaching profession. Eligible students receive a stipend of \$4,500 for working in a classroom for one semester. This program is not limited to students at Wisconsin colleges; students from other state institutions of higher learning also may be eligible to participate in this program. This program is administered through the Wisconsin Department of Public Instruction.

Policy	Description
Ide@s	<ul style="list-style-type: none"> • Ide@s is a Web-based search engine containing educational resources and providing information on how the resources are aligned with Wisconsin state standards. • Teachers (PK-16) can review lesson plans and other resource materials on the website as examples. • The website also provides teacher reviews of the materials to ensure the quality and relevance of the materials provided.
BadgerLink	<ul style="list-style-type: none"> • BadgerLink is a site created by Wisconsin's Division for Libraries, Technology, and Community Learning where educators can link to and search a number of educational publications. • BadgerLink is a cooperative agreement with all of the libraries in the state that allows for access to a comprehensive set of resources.
Wisconsin Information Network for Successful Schools (WINSS)	<ul style="list-style-type: none"> • The Wisconsin Information Network for Successful Schools (WINSS) is a Web-based resource developed through a partnership between the North Central Regional Educational Laboratory, the Office of the Governor, and the Wisconsin Department of Public Instruction. • WINSS provides information on Wisconsin's students and schools, including: <ul style="list-style-type: none"> ▪ What students should know ▪ How students are performing ▪ How schools are staffed ▪ How schools are funded ▪ A description of the seven characteristics of successful schools (see Table 7) ▪ Resources for successful schools, including professional development, teacher planning tools, leadership, and a link to the community
School Climate Survey	<ul style="list-style-type: none"> • The School Climate Survey is administered to students and assists schools in understanding the aspects of school climate that may need to be addressed through building- and district-level policies. • There are elementary and high school surveys, and they inquire about several aspects of the school climate and culture, including school safety and student interactions with teachers, administrators, and peers.

Table 14. Legislation as It Relates to Compensation and Working Conditions

Policy	Description
1975 Act 189	<ul style="list-style-type: none"> • Amends Wisc. Stat. sec. 120.18(1)(i) (see Table 15).
1989 Act 31	<ul style="list-style-type: none"> • Creates Wisc. Stat. sec. 39.40 (see Table 9).
1991 Act 39	<ul style="list-style-type: none"> • Creates Wisc. Stat. sec. 38.26 (see Table 9).
1993 Act 334	<ul style="list-style-type: none"> • Creates Wisc. Stat. sec. 118.128 (see Table 15).
1997 Act 27	<ul style="list-style-type: none"> • Amends Wisc. Stat. sec. 118.43, which describes agreement guarantee contracts (see Table 15).

Policy	Description
2005 Act 125	<ul style="list-style-type: none"> Amends Wisc. Stat. sec. 118.43, which describes agreement guarantee contracts (see Table 15).
2007 Act 20	<ul style="list-style-type: none"> Amends sections of Chapter 121 of Wisconsin statutes concerning school finance (see Table 15).
2009 Act 28	<ul style="list-style-type: none"> Amends sections of Chapter 111 of Wisconsin statutes concerning Wisconsin laws on collective bargaining, including the definition of a collective bargaining unit in school districts in Wisc. Stat. sec. 111.70(1)(b) (see Table 15).

Table 15. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Compensation and Working Conditions

Policy	Description
Wisc. Stat. sec. 38.26	<ul style="list-style-type: none"> Establishes guidelines for the Minority Student Participation and Retention Grants (see Table 6).
Wisc. Stat. sec. 39.40	<ul style="list-style-type: none"> Mandates the creation of the Minority Teacher Loan Program (see Table 9).
Wisc. Stat. sec. 39.395	<ul style="list-style-type: none"> Mandates the creation of the Teacher Education Loan Program (see Table 9).
Wisc. Stat. sec. 118.43	<ul style="list-style-type: none"> Establishes the Student Achievement Guarantee in Education (SAGE), which requires grantee districts to enter into a five-year achievement guarantee contract with one requirement being an agreement to reduce class sizes. Any district with 50 percent of its student enrollment categorized as low-income is eligible to participate.
Wisc. Stat. sec. 118.128	<ul style="list-style-type: none"> States that districts that identify a student who causes harm to another individual, engages in a pattern of harmful behavior, or is believed to potentially cause harm to another individual may share this information with district officials, the student's teachers, or any other relevant staff.
Wisc. Stat. sec. 120.18(1)(i)	<ul style="list-style-type: none"> Requires school districts to report in the Annual School District Report on the use of technology, costs of technology, and the number of teachers and/or students who are able to use the technology.
Chapter 111 of Wisconsin Statutes	<ul style="list-style-type: none"> Governs employee relations; Wisconsin is a collective bargaining state. States that the Employee Relations Commission has issued rules governing collective bargaining for "school district professional employees," including teachers (Chapter ERC 33). States that many aspects of educator working conditions are established at the local level through the collective bargaining process, in which the employee representative negotiates employment terms with the district.
Chapter 121 of Wisconsin Statutes	<ul style="list-style-type: none"> Governs school finance. Includes rules concerning local property taxes and other sources of education funding to ensure that all schools have adequate funding for resources and a quality education for all students.

Conclusion

This technical brief identified and briefly summarized all policies in the state of Wisconsin found in this study that relate to four main HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. In addition, the brief presented the extent to which specific policies affect more than one HCRM area. These descriptions of HCRM policies in Wisconsin provide a snapshot of state-level policies available to support the training, recruitment, and development of educators.

For state policymakers in Wisconsin, this brief can serve as a starting point for examining existing state policy in the four areas to inform future policy development. For state policymakers outside Wisconsin, this brief provides insight on some state-level options that currently exist for supporting strategic human resource management in education. Further areas of inquiry that build on this descriptive study may include examining the effectiveness of these state policies, the alignment of these policies within the state, and the comparison of these attributes between states.

Study Limitations

The primary limitation of this study is that the search protocol used may have led to the exclusion of programs, initiatives, legislation, statutes, rules, or formally adopted policies. For example, the term “school leaders” may have excluded policies for educators who have similar responsibilities but are identified differently within the state. A second limitation is that state policies frequently are modified. Consequently, the information presented in this report may be out of date by the time of publication.

References

Heneman, H., & Milanowski, A. (2004). Alignment of human resource practices and teacher performance competency. *Peabody Journal of Education*, 79(4), 108–125.

Odden, A. R., & Kelly, J. R. (2008). *Strategic management of human capital in public education*. Madison, WI: Consortium for Policy Research in Education. Retrieved January 5, 2010, from <http://www.smhc-cpre.org/wp-content/uploads/2008/08/what-is-smhc-final.pdf>.

Wurtzel, J., & Curtis, R. (2008). *Human capital framework for K–12 urban education: Organizing for success*. Washington, DC: Aspen Institute.

Appendix. Details on Method

Data Sources

To answer the research question posed, researchers relied on publicly available information, which included the following sources:

- State laws, administrative rules and code, and other formally adopted policies
- State union contracts with professional organizations for educators (e.g., teachers unions)
- State standards for educators
- Peer-reviewed journal articles on HCRM topic areas
- Reports issued by governmental and nongovernmental groups
- Other documents

Data-Collection Methods

To collect data on programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies, researchers searched the following sources for publicly available information:

- The Wisconsin Department of Public Instruction (<http://dpi.wi.gov/>) website
- The state legislature website (<http://www.legis.state.wi.us/>)
- The governor's website (<http://www.wisgov.state.wi.us/>)
- The U.S. Department of Education website (<http://www.ed.gov/>)
- The National Comprehensive Center for Teacher Quality (TQ Center) state policy databases (<http://www2.tqsource.org/resources/policy.asp>), which provide information on state policies on teacher preparation, recruitment and retention, certification and licensure, and professional development in all 50 states, the District of Columbia, and the four U.S. territories (Guam, Puerto Rico, the U.S. Virgin Islands, and the Northern Mariana Islands), as well as information on legislation and Wisconsin State Board of Education rules and regulations
- The Education Commission of the States (ECS) legislative database (<http://www.ecs.org>), which provides Web links to statutes and administrative codes for each state
- The National Comprehensive Center for Teacher Quality (TQ Center) Tips and Tools Key Issue documents (<http://www.tqsource.org/>)
- Professional education organization websites in the state: the Wisconsin Education Association (<http://www.weac.org/Home.aspx>), the Wisconsin Association of School Boards (<http://www.wasb.org/cms/>), and the Association of Wisconsin School Administrators (<http://www.awsa.org/>)

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Wisconsin + HCRM area*, *Wisconsin + HCRM area + teachers*, *Wisconsin+ HCRM area + principals*, *Wisconsin + HCRM area + school leaders*, *Wisconsin + HCRM area + educators*. A Boolean search was conducted, meaning that results were found for singular terms even if the plural was entered in the search field. The Boolean search yielded results for any variation of the search term order (e.g. “Wisconsin + Compensation and Working Conditions” and “Wisconsin + Working Conditions and Compensation”).

To limit the scope of the study, information was included in the scan only if it met the following three criteria:

- The document or resource references K–12 schools, K–12 staff, or K–12 education.
- The document or resource indicates funding, authorization, or staff support from at least one of the following state-level boards or agencies: the Wisconsin Department of Public Instruction, the Wisconsin State Board of Education, the Wisconsin General Assembly, or the Educator Standards Board.
- The document or resource indicates that the program, initiative, legislation, statute, rule, or other formally adopted policy was in effect at the time data were collected

Data-Analysis Strategies

When researchers searched for and reviewed publicly available policy information, they examined it to determine which of the four HCRM areas it pertained to—preparation and licensure, recruitment, induction and professional development, or compensation and working conditions—using the guiding definitions in Table A1. They also classified information as representing (1) a program or initiative, (2) legislation, or (3) statute, administrative code, or other formally adopted policy using the definitions in Table A2. Data that belonged to more than one HCRM area were double-coded when necessary.

To ensure consistency in coding, multiple coders were assigned to code and review collected data. Four coders separately coded documents as they were collected according to the guiding definitions. Then all coded data were reviewed by at least one other coder to review “fit” with HCRM area and classification with information type. Any discrepancies in coding were resolved by discussion with a team of researchers. In doing so, researchers were able to maintain a high level of consistency in categorizing collected data.

Table A1. Guiding Definitions for Classification of HCRM Area

Code	Description
Preparation and licensure	<ul style="list-style-type: none"> Information related to programs that train potential educators (teachers and school leaders) and develop the knowledge and skills necessary to be effective professional educators (programs can be administered by a variety of program providers, such as institutions of higher education, nonprofit agencies, and state agencies) Information (such as standards and requirements) related to certification and licensure of educators Standards or definitions of the knowledge and skills necessary to be effective professional educators Policies that establish qualifications for educators to obtain and maintain particular certification levels
Recruitment	Information related to attracting educators or potential educators to the field in general, as well as for particular subject areas, geographical locations, schools, and districts and attracting educators with certain demographic characteristics
Induction and professional development	Information related to facilitating the transition of educators from preparation programs to a particular position within the school system; also information related to developing and maintaining the knowledge and skills necessary to be an effective educator, as well as the standards for what knowledge and skills are necessary to be an effective educator
Compensation and working conditions	Information related to the environment in which educators carry out their duties; also information related to educator salaries and benefits and incentives used to attract and retain high-quality educators

Table A2. Guiding Definitions for Classification of Information Type

Code	Description
Programs and initiatives	Planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials
Legislation	Legislation passed by the General Assembly and signed into law by the governor
Statutes, rules, and other formally adopted policies	State statutes, administrative code and rules developed by state agencies, and other policies formally adopted by state agencies or governing boards

Technical Notes

1. The separate coding of “legislation” and “statutes, administrative code, and other formally adopted policies” is intentional. Although the authors concede that there is overlap between the two types of policies, the separation of the two policy typologies was necessary to ensure technical accuracy and consistency in referring to policies. For example, because legislation either creates, amends, repeals, or otherwise modifies statutes, referring to legislation only may not present the most current form of the policy. Conversely, presenting only the statute or administrative code would not provide the reader with a chronology of when the statute was last modified, nor would it present the reader with a comprehensive picture of the package of policies in which the statute was bundled. For these reasons, the categories of “legislation” and “statutes, administrative code, and other formally adopted policies” remain separate throughout the brief.
2. Policies are cross-referenced by table number and row name. For example, the Minority Teacher Loan Program is codified in a statute, and the authors reference this statute in Table 7 as follows: “See Table 9, Wisc. Stat. sec. 39.40.”
3. The authors used the following guidelines to determine when and how policies were cross-referenced in the brief:
 - a. Policies always are described in most detail when they first appear in the brief.
 - b. Additional mentions of policies that have been described previously refer the reader to the first long description.
 - c. Additional details are added only if they pertain specifically to a particular HCRM area.
 - d. If a piece of legislation created a statute that has since been modified, the legislative description references only the creation of a statute or program/initiative. Then the statute or the program/initiative table holds more detail because it is the most current and technically accurate way to describe a policy.