

# State Policies on Human Capital Resource Management

## Michigan



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## 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 effectiveness<sup>1</sup> 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. Since 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 Michigan 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.

<sup>1</sup> 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 Michigan 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 Michigan. Publicly available information as it related to the HCRM areas in Michigan 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 Michigan. 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 Michigan 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
Michigan Teacher Equity Plan	✓	✓	✓	✓
Professional Standards for Michigan Teachers	✓			
Program Standards for the Preparation of School Principals	✓			
Program Standards for the Preparation of Central Office Administrators	✓			
Special Education Scholarships		✓		✓
Teacher Induction and Mentoring Program Standards			✓	
Advocating Strong Standards-based Induction Support for Teachers (ASSIST)			✓	
Mathematics and Science Partnership Program			✓	
Michigan Mathematics and Science Centers Network			✓	
Professional Development Vision and Standards for Michigan Educators			✓	
Title II Part A(3) Improving Teacher Quality Grant			✓	
Standards for the Emergency Use of Seclusion and Restraint				✓

**Table 2. Legislation as It Relates to HCRM Areas**

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Act 451 of 1976	✓			
Act 335 of 1993	✓		✓	
Act 202 of 2009	✓			
Act 335 of 2006	✓			
Act 205 of 2009	✓	✓		
Act 300 of 1980		✓		
Act 156 of 1966		✓		✓
Act 4 of 1937			✓	✓
Act 59 of 1993			✓	
Act 118 of 1991			✓	
Act 205 of 2009				✓
Act 379 of 1965				✓
Act 306 of 1937				✓
Act 451 of 1976				✓

**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
Michigan Compiled Laws 380.1531	✓			
Michigan Compiled Laws 380.1531b	✓			
Michigan Compiled Laws 380.1531i	✓			
Michigan Compiled Laws 380.1536	✓	✓		
Michigan Administrative Code R 390.1111	✓			
Michigan Administrative Code R 390.1151	✓			
Michigan Compiled Laws 38.1361		✓		
Michigan Compiled Laws 388.1051		✓		✓
Michigan Compiled Laws 380.1526			✓	
Michigan Compiled Laws 38.81			✓	
Michigan Compiled Laws 38.83a			✓	
Michigan Compiled Laws 38.91			✓	
Michigan Compiled Laws 388.1699			✓	
Michigan Compiled Laws 38.71-38.141				✓
Michigan Compiled Laws 380.1250				✓
Michigan Compiled Laws 423.211				✓
Michigan Compiled Laws 388.85				✓
Michigan Compiled Laws 380.1312				✓



## HCRM Policies in Michigan

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 Michigan 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
Michigan Teacher Equity Plan	<ul style="list-style-type: none"> <li>• Pursuant to federal regulations, the Michigan Department of Education submitted a Teacher Equity Plan to the U.S. Department of Education in September 2006; this plan is a policy framework used to guide the Michigan Department of Education in recruiting and retaining high-quality teachers. The Michigan Teacher Equity Plan continues to be revised and updated by the Michigan Department of Education and was most recently revised in November 2009.</li> <li>• The Michigan Teacher Equity Plan includes information on eight elements related to teacher equity that are divided into smaller substrategies. The eight elements are as follows:               <ol style="list-style-type: none"> <li>1. Data reporting systems</li> <li>2. Teacher preparation</li> <li>3. Out-of-field teaching</li> <li>4. Recruitment and retention</li> <li>5. Professional development</li> <li>6. Specialized skills and knowledge</li> <li>7. Working conditions</li> <li>8. Policy coherence</li> </ol> </li> <li>• The teacher preparation goal has the outcome of the creation of a pipeline of teachers to schools that are high poverty and low performing.</li> <li>• The out-of-field teaching goal has the outcome of reducing out-of-field teaching in high-poverty, low-performing schools, especially in the subjects of mathematics, science, social studies, and special education. It is related to the specialized knowledge and skills goal with the outcome of ensuring “that teachers have the specialized skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk).”</li> </ul>

Policy	Description
Professional Standards for Michigan Teachers	<ul style="list-style-type: none"> <li>• Approved by the State Board of Education in 2008, these standards describe what a certified teacher should know and be able to do upon completion of a teacher certification program and what professional practices a certified teacher should grow toward.</li> <li>• The Professional Standards for Michigan Teachers include the following seven standards:               <ol style="list-style-type: none"> <li>1. “Subject matter knowledge base in general and liberal education;</li> <li>2. “Instructional design and assessment;</li> <li>3. “Curricular and pedagogical content knowledge aligned with state resources;</li> <li>4. “Effective learning environments;</li> <li>5. “Responsibilities and relationships to the school, classroom and student;</li> <li>6. “Responsibilities and relationships to the greater community; and</li> <li>7. “Technology operations and concepts.”</li> </ol> </li> <li>• Each of these standards is divided into a range of six to 11 substandards. Each substandard is described at five developmental levels: developing, emerging, applying, integrating, and innovating levels of professional practice.</li> </ul>
Program Standards for the Preparation of School Principals	<ul style="list-style-type: none"> <li>• Approved by the State Board of Education in February 2004, these standards describe what a principal should know and be able to do upon completion of a principal certification program.</li> <li>• The Program Standards for the Preparation of School Principals include the following eight standards:               <ol style="list-style-type: none"> <li>1. “Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;</li> <li>2.. “Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;</li> <li>3. “Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;</li> <li>4. “Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;</li> <li>5. “Acting with integrity, fairness, and in an ethical manner;</li> <li>6. “Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;</li> <li>7. “Understands and comprehensively applies technology to advance student achievement; and</li> <li>8. “Synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement.”</li> </ol> </li> <li>• Each of these standards is divided into up to 41 substandards that describe the knowledge, dispositions, and performances a school principal would need to demonstrate competency in each standard.</li> </ul>

Policy	Description
Program Standards for the Preparation of Central Office Administrators	<ul style="list-style-type: none"> <li>Approved by the State Board of Education in March 2009, these standards describe what a central office administrator should know and be able to do upon completion of a certification program.</li> <li>The Program Standards for the Preparation of Central Office Administrators include the following seven standards: <ol style="list-style-type: none"> <li>“Facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community, as represented by the State Board of Education ‘Universal Education Vision and Principles’;</li> <li>“Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff;</li> <li>“Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment;</li> <li>“Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;</li> <li>“Acting with integrity, fairness, and in an ethical manner that is consistent with the ‘Michigan Professional Educator’s Code of Ethics’;</li> <li>“Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context”; and</li> <li>“Understand and comprehensively apply technology to advance student achievement, aligning with Michigan’s Curriculum Framework, Merit Curriculum requirements, and Educational Technology Standards.”</li> </ol> </li> <li>Each of these standards is divided into a range of 19 to 33 substandards that describe the knowledge, dispositions, and performances a central office administrator would need to demonstrate competency in each standard. The document also includes characteristics of a central office administrator internship.</li> </ul>

**Table 5. Legislation as It Relates to Preparation and Licensure**

Policy	Description
Act 451 of 1976	<ul style="list-style-type: none"> <li>Enacts the Revised School Code (part of Michigan Compiled Laws), including Section 380.1531, which describes the superintendent of public instruction’s responsibility for identifying the requirements for teacher certification in Michigan and describes testing requirements for teacher certification (see Table 6).</li> </ul>
Act 335 of 1993	<ul style="list-style-type: none"> <li>Added Section 380.1531b, which discusses requirements for student teaching, to Michigan Compiled Laws (see Table 6).</li> </ul>
Act 202 of 2009	<ul style="list-style-type: none"> <li>Added Section 380.1531i, concerning requirements for the alternative routes to certification of teachers, to Michigan Compiled Laws (see Table 6).</li> </ul>
Act 335 of 2006	<ul style="list-style-type: none"> <li>Added Section 380.1536, concerning administrator certification, to Michigan Compiled Laws (see Table 6).</li> </ul>
Act 205 of 2009	<ul style="list-style-type: none"> <li>Amended Section 380.1536 of Michigan Compiled Laws, which requires certification for school administrators, including superintendents, principals, and assistant principals and allows this certification to come through an alternative route (see Table 6).</li> </ul>

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

Policy	Description
Michigan Compiled Laws 380.1531	<ul style="list-style-type: none"> <li>• States that the superintendent of public instruction is responsible for identifying the requirements for as well as issuing teacher licenses and certificates.</li> <li>• Describes state testing requirements for teacher certification. Michigan secondary teachers are required to pass a basic skills test and a subject-area test in the appropriate subject in order to obtain a secondary level teaching certificate. Michigan elementary teachers are required to pass a basic skills test and an elementary certification exam, and any subject-area examination if required, to obtain an elementary level teaching certificate.</li> </ul>
Michigan Compiled Laws 380.1531b	<ul style="list-style-type: none"> <li>• Establishes that preservice teachers in preparation programs must have high academic achievement, knowledge of instructional strategies that are research based, knowledge of computers, and demonstrated success in working with children before student teaching.</li> </ul>
Michigan Compiled Laws 380.1531i	<ul style="list-style-type: none"> <li>• Gives the superintendent of public instruction the responsibility to establish an alternative route to teacher certification that will earn a teacher an interim teaching certificate that can lead to a Michigan teaching certificate.</li> <li>• Stipulates that the process the superintendent of public instruction develops is not permitted for an interim teaching certificate in special education.</li> <li>• Requires that alternative teaching certification programs provide participants with at least 12 credit hours of training that includes the areas of child development/ psychology, family and community relationships, instructional strategies, diverse learners, and “a form of field-based experience in a classroom setting.”</li> <li>• Requires entrants into alternative teaching certification programs to have a bachelor’s degree (or higher) and a grade point average of at least 3.0.</li> <li>• Requires teachers certified through an alternative certification program to meet the state testing requirements for teacher certification (see Michigan Compiled Laws 380.1531 above).</li> </ul>

Policy	Description
Michigan Compiled Laws 380.1536	<ul style="list-style-type: none"> <li>• Requires the State Board to develop mandatory certification for school administrators and certificate endorsements for central office, elementary, and secondary administrators.</li> <li>• Requires the Department of Education to “recognize alternative pathways to earning the basic school administrator’s certificate based on experience or alternative preparation, or both, if the alternative certification program is submitted by an established state professional organization and meets criteria set forth by State Board approved school administrator program preparation standards.”</li> <li>• States that “the State Board shall develop standards, and the superintendent of public instruction shall develop procedures, to implement this section. The standards and procedures shall address at least all of the following: <ul style="list-style-type: none"> <li>a) “The educational and professional experience requirements for a certificate or endorsement under this section.</li> <li>b) “Continuing education requirements for periodic recertification. These requirements shall be consistent with the continuing education requirements under Section 1246.</li> <li>c) “Procedures for application for and issuance of certificates and endorsements under this section.</li> <li>d) “Standards and procedures for suspension and revocation of a certificate.”</li> </ul> </li> <li>• The Michigan State Board of Education passed Program Standards for the Preparation of School Principals in February 2004 and Program Standards for the Preparation of Central Office Administrators in March 2009 (see Table 4).</li> </ul>
Michigan Administrative Code R 390.1111	<ul style="list-style-type: none"> <li>• Requires teacher preparation programs at institutions of higher education “to provide an opportunity for prospective teachers to understand the effect of discrimination on the basis of race, religion, color, national origin or ancestry, age, sex, marital status, or handicap and to be educated in integrated teacher education programs so that in their professional careers they will be able to further achievement of the equal opportunity guarantees of this state.”</li> </ul>
Michigan Administrative Code R 390.1151	<ul style="list-style-type: none"> <li>• States that the State Board is responsible for approving teacher preparation institutions; to do this, the State Board can ask teacher education institutions to report on the required curriculum and to define each major and minor degree offered. Approved teacher education programs “are subject to periodic review by the State Board.”</li> </ul>

## Recruitment

Tables 7–9 describe state-level policies related to recruitment in Michigan. 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
Michigan Teacher Equity Plan	<ul style="list-style-type: none"> <li>Pursuant to federal regulations, the Michigan Department of Education submitted a Teacher Equity Plan to the U.S. Department of Education in September 2006; this plan is a policy framework used to guide the Michigan Department of Education in recruiting and retaining high-quality teachers (see Table 4).</li> <li>The section on the recruitment and retention of experienced teachers seeks to fulfill the outcome of building a “critical mass of qualified, experienced teachers willing to work in hard-to-staff schools.” One strategy in this section notes that Michigan’s Teacher Retirement Act was altered to allow retired teachers to teach in shortage areas without a limitation on their earnings (see Section 38.1361 of Michigan Compiled Laws in Table 9). The Department of Education mails letters to each school district, identifying shortage areas that allow retirees to teach without this earnings limitation. Another strategy says that the state should encourage high-priority districts to take advantage of this law to empty positions by recruiting highly effective retired teachers.</li> </ul>
Special Education Scholarships	<ul style="list-style-type: none"> <li>Special Education Scholarships are available for up to 200 part-time or full-time students who are committed to teaching special education. Each grantee may receive up to \$3,000, and the scholarship is administered by the Michigan Department of Education. Information on the scholarship is included in Section 388.1051 of Michigan Compiled Laws (see Table 9).</li> </ul>

**Table 8. Legislation as It Relates to Recruitment**

Policy	Description
Act 205 of 2009	<ul style="list-style-type: none"> <li>Amended Section 380.1536 of Michigan Compiled Laws, which requires certification for school administrators including superintendents, principals, and assistant principals and allows this certification to come through an alternative route (see Table 6).</li> </ul>
Act 300 of 1980	<ul style="list-style-type: none"> <li>Enacts the Public School Employees Retirement Act of 1979 (part of Michigan Compiled Laws), which includes Section 38.1361 that describes under what conditions retired educators can return to teaching and how that affects their pension (see Table 9).</li> </ul>
Act 156 of 1966	<ul style="list-style-type: none"> <li>Enacts Sections 388.1051–388.1055 of Michigan Compiled Laws to provide state scholarships administered by the Michigan Department of Education for students studying to work in special education (see Table 9). The act includes an appropriation for the scholarship.</li> </ul>

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

Policy	Description
Michigan Compiled Laws 380.1536	<ul style="list-style-type: none"> <li>• Requires the State Board to develop mandatory certification for school administrators and certificate endorsements for central office, elementary, and secondary administrators.</li> <li>• Allows administrators from outside of education to enter the profession more quickly by requiring the Department of Education to “recognize alternative pathways to earning the basic school administrator’s certificate based on experience or alternative preparation, or both, if the alternative certification program is submitted by an established state professional organization and meets criteria set forth by State Board approved school administrator program preparation standards” (see Table 6).</li> </ul>
Michigan Compiled Laws 38.1361	<ul style="list-style-type: none"> <li>• Allows retired educators to return to work after being retired for one month.</li> <li>• States that there is no limit on the earnings a retired educator returning to work can earn if:               <ul style="list-style-type: none"> <li>▪ The educator is teaching in a district identified as being in an approved emergency situation (if the individual has been retired for 12 months or more) or the educator is teaching in one of the critical shortage disciplines identified annually by the superintendent of public instruction (if the individual has been retired for 12 months or more) or the educator is working “in a teaching or research capacity by a university that is considered a reporting unit.”</li> <li>▪ It is before July 1, 2011, and the educator has worked in the qualified position for less than six years.</li> </ul> </li> <li>• Requires that retired educators who have returned to work and earn over the annual limit pay one pension dollar back to the retirement system for every dollar earned over that limit.</li> </ul>
Michigan Compiled Laws 388.1051	<ul style="list-style-type: none"> <li>• States that the Department of Education can award up to 200 traineeship or fellowship grants each year to full-time or part-time students enrolled in special education programs.</li> <li>• To be eligible for a traineeship, a student needs to have at least 60 college credit hours; to be eligible for a fellowship, a student must have graduated from college.</li> <li>• The traineeship may be worth up to \$1,500 annually, and the fellowship may be worth up to \$3,000 annually.</li> <li>• Recipients of a traineeship or fellowship grant are required to teach special education beginning within a year of completion of their program and must teach for half of a year for each year the recipient received the grant; failure to do so will require the recipient to refund the grant funds.</li> </ul>

## Induction and Professional Development

Tables 10–12 describe policies found in Michigan 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
Michigan Teacher Equity Plan	<ul style="list-style-type: none"> <li>Pursuant to federal regulations, the Michigan Department of Education submitted a Teacher Equity Plan to the U.S. Department of Education in September 2006; this plan is a policy framework used to guide the Michigan Department of Education in recruiting and retaining high-quality teachers (see Table 4).</li> <li>The professional development goal has the outcome of building a group of teachers who are willing to work in hard-to-staff schools and are both qualified and experienced.</li> </ul>
Teacher Induction and Mentoring Program Standards	<ul style="list-style-type: none"> <li>In 2004, the Michigan Board of Education adopted six Teacher Induction and Mentoring Program Standards that can help districts and schools create and implement quality induction and mentoring programs for new teachers, as required by Michigan Compiled Laws 380.1526 (see Table 12).</li> <li>These standards state that a quality induction and mentoring program must have the following characteristics:               <ol style="list-style-type: none"> <li>Be aligned with state and local standards;</li> <li>Include only professional development for mentors and new teachers that meets professional development standards;</li> <li>Include administrative policy that provides time and divides responsibility for the design and implementation of the program;</li> <li>“Is comprised of, and functions through, a well-informed community of learners”;</li> <li>Include cultural proficiency; and</li> <li>Include ongoing evaluation of the program.</li> </ol> </li> </ul>
Advocating Strong Standards-based Induction Support for Teachers (ASSIST)	<ul style="list-style-type: none"> <li>Advocating Strong Standards-based Induction Support for Teachers (ASSIST) is a Web-based tool that provides resources (e.g., sample forms, lessons and rubrics, and lists of questions, guidelines, and additional sources) for new teachers, mentors, and administrators to help develop high-quality induction programs for new teachers by implementing the Michigan Teacher Induction and Mentoring Program Standards. It includes information for these audiences organized around three areas: organizing induction, improving practice, and continuing to learn.</li> <li>The tool was developed through collaboration between the Michigan State Board of Education, the Michigan Department of Education, Michigan State University, the University of Michigan, Wayne State University, and the professional associations the Michigan Education Association, the Michigan Federation of Teachers and School Related Personnel, the Michigan Elementary and Middle School Principals Association, and the Michigan Association of Secondary School Principals. Site development was funded by a U.S. Department of Education grant.</li> </ul>



Policy	Description
Mathematics and Science Partnership Program	<ul style="list-style-type: none"> <li>The Michigan Department of Education uses federal Title II Part B funds to operate the Mathematics and Science Partnership Program.</li> <li>To be eligible for a grant, a science, technology, engineering, or mathematics department at an institution of higher education must partner with a high-need school district. The Michigan Department of Education also requires that the partnership include a member of the Michigan Mathematics and Science Centers Network (see below).</li> </ul>
Michigan Mathematics and Science Centers Network	<ul style="list-style-type: none"> <li>The Michigan Mathematics and Science Centers Network consists of 33 regional centers that seek to improve mathematics and science education by supporting local districts, schools, teachers, and students; providing professional development and resources; and encouraging community involvement. Michigan Compiled Laws Section 388.1699 describes the requirements for members of the Michigan Mathematics and Science Centers Network (see Table 12).</li> </ul>
Professional Development Vision and Standards for Michigan Educators	<ul style="list-style-type: none"> <li>In 2003, the State Board of Education in Michigan approved an updated vision for professional development in the state. The vision states: “It is the vision of the Michigan Department of Education that quality professional development results in the improvement of student learning. Quality professional development is characterized by meaningful, collegial dialogue that: Explores current content knowledge, inquiry learning processes, and student thinking; Contributes to a school culture that promotes learning at high levels for both students and educators.”</li> <li>At the same time, the State Board of Education approved the 2001 National Staff Development Council’s 12 standards for quality professional development as the state professional development standards. These twelve standards state that quality professional development: <ol style="list-style-type: none"> <li>Creates learning communities;</li> <li>Relies on leaders to guide the improvement of instruction;</li> <li>Includes appropriate resources for educator collaboration and learning;</li> <li>Draws on student achievement data to guide professional development;</li> <li>Gauges impact by drawing on several information sources;</li> <li>“Prepares educators to apply research to decision making”;</li> <li>Applies appropriate learning strategies;</li> <li>Considers research on learning and change;</li> <li>Teaches skills necessary to collaborate;</li> <li>“Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement”;</li> <li>Increases educator knowledge of content, research-based instructional strategies and assessments; and</li> <li>Helps teachers engage parents and stakeholders.</li> </ol> </li> </ul>

Policy	Description
Title II Part A(3) Improving Teacher Quality Grant	<ul style="list-style-type: none"> <li>• The Michigan Department of Education is awarding \$2.3 million in competitive grants through the Improving Teacher Quality Competitive Grants Program in 2009–10 funded by Title II Part A(3) funds. Grants are available to partnerships that include the teacher preparation department of an institution of higher education, a content area department (in arts or sciences) of an institution of higher education, and a high-poverty school district. The partnership must work to provide professional development to teachers, principals, and/or paraprofessionals. All applications are required to align professional development with Michigan Content Expectations.</li> <li>• The Michigan Department of Education requires applicants to apply for the grant using the online Michigan Electronic Grants System (MEGS). Applicants must conduct an internal or external evaluation annually, providing the Michigan Department of Education with information on participation and programming, assessing the program’s progress toward the identified outcomes, and providing evidence of this progress.</li> <li>• One round of funding already has been awarded during the 2009–10 school year, where nine sites received funding.</li> </ul>

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

Policy	Description
Act 335 of 1993	<ul style="list-style-type: none"> <li>• Adds Section 380.1526 to Michigan Compiled Laws, requiring new teachers to receive support from a mentor and professional development induction (see Table 12).</li> </ul>
Act 4 of 1937	<ul style="list-style-type: none"> <li>• Commonly known as the “Teachers’ Tenure Act.”</li> <li>• Adds Sections 38.81 and 38.91 to Michigan Compiled Laws (see Table 12).</li> </ul>
Act 59 of 1993	<ul style="list-style-type: none"> <li>• Adds Section 38.83a to Michigan Compiled Laws, which discusses what support districts are required to provide to new teachers (see Table 12).</li> <li>• Amends Section 38.81 of Michigan Compiled Laws, which defines who is considered a probationary teacher (see Table 12).</li> </ul>
Act 118 of 1991	<ul style="list-style-type: none"> <li>• Adds Section 388.1699 to Michigan Compiled Laws, creating the mathematics and science centers (see Table 12).</li> </ul>

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

Policy	Description
Michigan Compiled Laws 380.1526	<ul style="list-style-type: none"> <li>Requires that schools assign at least one mentor to each new teacher during the first three years of employment. That mentor can be a master teacher, retired teacher, or college professor.</li> <li>States that “during the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan ... including classroom management and instructional delivery. During the 3-year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors.”</li> </ul>
Michigan Compiled Laws 38.81	<ul style="list-style-type: none"> <li>Added by Act 4 of 1937 and most recently amended by Act 59 of 1993.</li> <li>Defines a probationary teacher as one who is under contract in a district but is not tenured and has been teaching less than two years.</li> </ul>
Michigan Compiled Laws 38.83a	<ul style="list-style-type: none"> <li>Draws on the definition of probationary teacher from Section 38.81 of Michigan Compiled Laws (see above).</li> <li>States that a probationary teacher employed by a school district is required to have an individualized professional development plan, to be developed by school administrators and the teacher.</li> <li>Requires that each probationary teacher receive an annual year-end performance evaluation that is based on at least two classroom observations conducted and on the progress toward the goals identified in the teacher’s individualized professional development plan.</li> </ul>
Michigan Compiled Laws 38.91	<ul style="list-style-type: none"> <li>Draws on the definition of probationary teacher from Section 38.81 of Michigan Compiled Laws (see above).</li> <li>States that “after the satisfactory completion of the probationary period, a teacher shall be employed continuously by the controlling board under which the probationary period has been completed, and shall not be dismissed or demoted except as specified in this act.”</li> </ul>
Michigan Compiled Laws 388.1699	<ul style="list-style-type: none"> <li>Describes regulations for mathematics and science centers, stating that “within a service area designated locally, approved by the department, and consistent with the comprehensive master plan for mathematics and science centers developed by the department and approved by the State Board, an established mathematics and science center shall provide 2 or more of the following 6 basic services, as described in the master plan, to constituent districts and communities: leadership, pupil services, curriculum support, community involvement, professional development, and resource clearinghouse services.”</li> <li>Appropriates \$2,515,000 for mathematics and science centers during the 2009–10 school year and states that an allocation of \$5,249,300 of federal funds from Title II Part B mathematics and science partnership grants also will go to the mathematics and science centers; the most recent amendment of this law was Act 121 of 2009.</li> </ul>

## Compensation and Working Conditions

Tables 13–15 describe state-level policies related to compensation and working conditions in Michigan. 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
Michigan Teacher Equity Plan	<ul style="list-style-type: none"> <li>Pursuant to federal regulations, the Michigan Department of Education submitted a Teacher Equity Plan to the U.S. Department of Education in September 2006; this plan is a policy framework used to guide the Michigan Department of Education in recruiting and retaining high-quality teachers (see Table 4).</li> <li>The working conditions section describes how to “improve the conditions of hard-to-staff schools that contribute to excessively high rates of teacher turnover.”</li> </ul>
Special Education Scholarships	<ul style="list-style-type: none"> <li>Special Education Scholarships are available for up to 200 part-time or full-time students who are committed to teaching special education. Each grantee may receive up to \$3,000, and the scholarship is administered by the Michigan Department of Education. Information on the scholarship is included in Section 388.1051 of Michigan Compiled Laws (see Table 9).</li> </ul>
Standards for the Emergency Use of Seclusion and Restraint	<ul style="list-style-type: none"> <li>The State Board of Education adopted standards for disciplinary actions involving the emergency use of seclusion or restraint of students in December 2006; the standards are titled Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint. The standards describe acceptable kinds of and instances for the use of seclusion and restraint as part of a schoolwide positive behavior support system, time and duration, staff requirements, and documentation and reporting.</li> <li>The Board of Education authority for writing these guidelines comes from Michigan Compiled Laws 380.1312 (see Table 15).</li> </ul>

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

Policy	Description
Act 156 of 1966	<ul style="list-style-type: none"><li>Enacts Sections 388.1051-388.1055 of Michigan Compiled Laws to provide state scholarships administered by the Michigan Department of Education for students studying to work in special education (see Table 9). The act includes an appropriation for the scholarship.</li></ul>
Act 4 of 1937	<ul style="list-style-type: none"><li>Commonly known as the “Teachers’ Tenure Act.”</li><li>Adds Sections 38.71-38.141 to Michigan Compiled Laws (see Table 15).</li></ul>
Act 205 of 2009	<ul style="list-style-type: none"><li>Amends Section 380.1250 to require that school districts consider job performance in the determination of compensation for teachers and school administrators (see Table 15).</li></ul>
Act 379 of 1965	<ul style="list-style-type: none"><li>Added Section 423.211 to Michigan Compiled Laws as part of the section titled Public Employment Relations, which discusses collective bargaining and labor relations (see Table 15).</li></ul>
Act 306 of 1937	<ul style="list-style-type: none"><li>Added Section 388.85 to Michigan Compiled Laws and is titled Construction of School Buildings Act (see Table 15).</li></ul>
Act 451 of 1976	<ul style="list-style-type: none"><li>Added Section 380.1312 to Michigan Compiled Laws, describing under what circumstances a school employee is allowed to use physical force (see Table 15).</li></ul>

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

Policy	Description
Michigan Compiled Laws 388.1051	<ul style="list-style-type: none"> <li>States that the Department of Education can award up to 200 traineeship or fellowship grants each year to full-time or part-time students enrolled in special education programs (see Table 9).</li> </ul>
Michigan Compiled Laws 38.71-38.141	<ul style="list-style-type: none"> <li>Describes aspects of teachers’ tenure, a topic that affects both working conditions and compensation.</li> <li>Includes sections on the following topics: Article II describing the probationary period; Article III on continuing tenure; Article IV on discharge, demotion, or retirement; Article V on resignation and leave of absence; Article VI on a teacher’s right to appeal; and Article VII on the state tenure commission.</li> </ul>
Michigan Compiled Laws 380.1250	<ul style="list-style-type: none"> <li>Requires school districts to “implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher’s or school administrator’s performance at least in part based upon data on student growth as measured by assessments and other objective criteria.”</li> </ul>
Michigan Compiled Laws 423.211	<ul style="list-style-type: none"> <li>States that representatives of a collective bargaining unit that represent the majority of public employees “shall be the exclusive representatives of all the public employees in such unit for the purposes of collective bargaining in respect to rates of pay, wages, hours of employment or other conditions of employment, and shall be so recognized by the public employer.”</li> <li>Allows individuals to present grievances and have them adjusted by the employer in a manner consistent with the collective bargaining agreement as long as a bargaining representative is able to be present at the adjustment.</li> </ul>
Michigan Compiled Laws 388.85	<ul style="list-style-type: none"> <li>Describes requirements for the construction of school buildings in a way that is safe for students and adults, requiring that certain conditions are met during the construction, remodeling, or addition to public or private school buildings.</li> </ul>
Michigan Compiled Laws 380.1312	<ul style="list-style-type: none"> <li>States that a school employee “may use reasonable physical force upon a pupil as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning. In maintaining that order and control, the person may use physical force upon a pupil as may be necessary for 1 or more of the following:             <ol style="list-style-type: none"> <li>“To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district or public school academy functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.</li> <li>“For self-defense or the defense of another.</li> <li>“To prevent a pupil from inflicting harm on himself or herself.</li> <li>“To quell a disturbance that threatens physical injury to any person.</li> <li>“To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.</li> <li>“To protect property.”</li> </ol> </li> </ul>

## Conclusion

This technical brief identified and briefly summarized all policies in the state of Michigan 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 Michigan provide a snapshot of state-level policies available to support the training, recruitment, and development of educators.

For state policymakers in Michigan, this brief can serve as a starting point for examining existing state policy in the four areas in order to inform future policy development. For state policymakers outside Michigan, 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.

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## 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 Michigan Department of Education (<http://www.michigan.gov/mde>) and State Board of Education (<http://www.michigan.gov/mde/0,1607,7-140-5373---,00.html>) websites
- The state legislature website (<http://www.legislature.mi.gov/>)
- The governor's website (<http://www.michigan.gov/gov>)
- 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 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 Michigan Education Association (<http://www.mea.org/>), the American Federation of Teachers Michigan (<http://aftmichigan.org/>), the Michigan Association of School Boards (<http://www.masb.org/>), the Michigan Association of School Administrators (<http://www.gomasa.org/>), the Michigan Elementary and Middle School Principals Association (<http://www.memspa.org/>), the Michigan Association of Secondary School Principals (<http://mymassp.com/>), and the Michigan Association of Intermediate School Administrators (<http://www.gomaisa.org/>)

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Michigan + HCRM area*, *Michigan + HCRM area + teachers*, *Michigan + HCRM area + principals*, *Michigan + HCRM area + school leaders*, *Michigan + 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., “Michigan + Compensation and Working Conditions” and “Michigan + 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 Michigan Department of Education, the State Board of Education, or the Michigan Legislature.
- 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"> <li>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)</li> <li>Information (such as standards and requirements) related to certification and licensure of educators</li> <li>Standards or definitions of the knowledge and skills necessary to be effective professional educators</li> <li>Policies that establish qualifications for educators to obtain and maintain particular certification levels</li> </ul>
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, administrative code, 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 Michigan Special Education Scholarship is codified in a statute, and the authors reference this statute in Table 7 as follows: “Information on the scholarship is included in Section 388.1051 of Michigan Compiled Laws (see Table 9).”
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.