

# Michigan ESSA: Feedback Report Teacher and Leader Quality



## Team Lead

**Abbie Groff-Blaszak**, Director, Office of Educator Talent, [groff-blaszaka@michigan.gov](mailto:groff-blaszaka@michigan.gov)

## Information

[Teacher Leader Quality Action Team web page](#)

## Overview

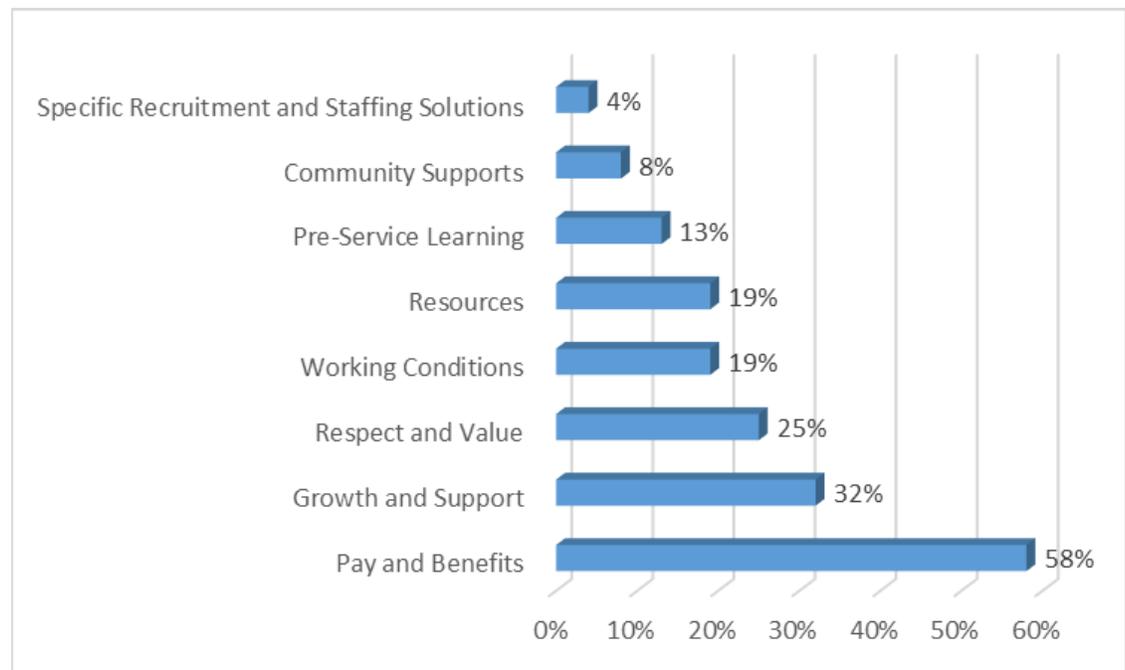
Based on initial work, the Teacher and Leader Quality Action Team proposed that Michigan’s approach to teacher and leader quality through its ESSA State Plan should focus on four areas: equity, educator recruitment and retention, career pathways for teachers, and educator evaluations. Each of these focus areas is specifically addressed in the MDE’s Top 10 in 10 State Plan as well as through various activities in ESSA. Please read the Teacher and Leader Quality Action Team’s concept paper for additional information on these focus areas. The concept paper can be accessed at [http://www.michigan.gov/documents/mde/TLQ.Concept.Paper\\_530404\\_7.pdf](http://www.michigan.gov/documents/mde/TLQ.Concept.Paper_530404_7.pdf).

## Key Question 1

**How could Michigan specifically attract, prepare, and retain teachers and leaders in high-needs and/or low-performing schools and districts?**

### Number of responses: 208

## Response Distribution



## Analysis

Within each of the major themes identified in the response distribution, comments tended to focus on the following topics:

- Pay and Benefits
- higher/competitive wages, benefits, and/or financial incentives
- loan forgiveness/tuition reimbursement
- pay/tenure portability
- housing assistance
- Growth and Support
- ongoing professional learning, including context-specific professional learning
- strong mentors/coaches/induction for new teachers
- leadership quality
- evaluation as professional learning
- leadership opportunities for teachers
- learning from successful educators in high-needs schools
- Respect and Value of the Professions
- appreciate and value educators
- solicit and use teacher voice
- Working Conditions
- less stressful work environment
- more autonomy in the classroom
- time to learn, plan, and collaborate
- move away from testing focus
- Resources
- additional funding and resources for high-needs districts
- smaller class sizes
- more classroom resources
- librarian/media specialists
- more support personnel
- Pre-Service Learning
- changes to educator preparation
- educator preparation program/district partnerships
- Community Supports
- wrap-around services for students
- support programs for parents
- enrichment opportunities for students
- Specific Recruitment and Staffing Solutions
- strategic recruitment of a diverse workforce
- reciprocity/out-of-state recruitment
- regional staffing structures
- recruitment from school support staff
- recruitment from the community

The highest number/percentages of comments regarded:

- higher/competitive wages, benefits, and/or financial incentives (94 comments/45% of comments)
- appreciate and value educators (42 comments/20% of comments)
- ongoing professional learning, including context-specific professional learning (26 comments/13% of comments)
- changes to educator preparation (25 comments/12% of comments)

**Sample  
Comments**

“Teachers aren’t looking to make tons of money, but they do need a livable wage.”

“A teacher with 15 years of experience, years of highly effective status in evaluations, and an advanced degree may be willing to move to teach in a high-needs area, but cannot economically sustain a substantial decline in salary to do so.”

“Show respect to all teachers, but highlight teachers in high-needs, low-performing districts as the heroes they are, rather than using them as the scapegoats for existing problems.”

“After working in a high-needs school for several years, I felt attacked and unsupported ... I was exhausted after six years.”

“All courses in teacher prep programs should include work around equity and access for all students. I feel strongly that this shouldn’t be presented as a stand-alone piece. It should be a common thread in everything we talk about and prepare for as educators.”

“Until Michigan is willing to invest in developing skilled teachers and leaders, the issue of low retention of teachers and administrators in the neediest schools will continue.”

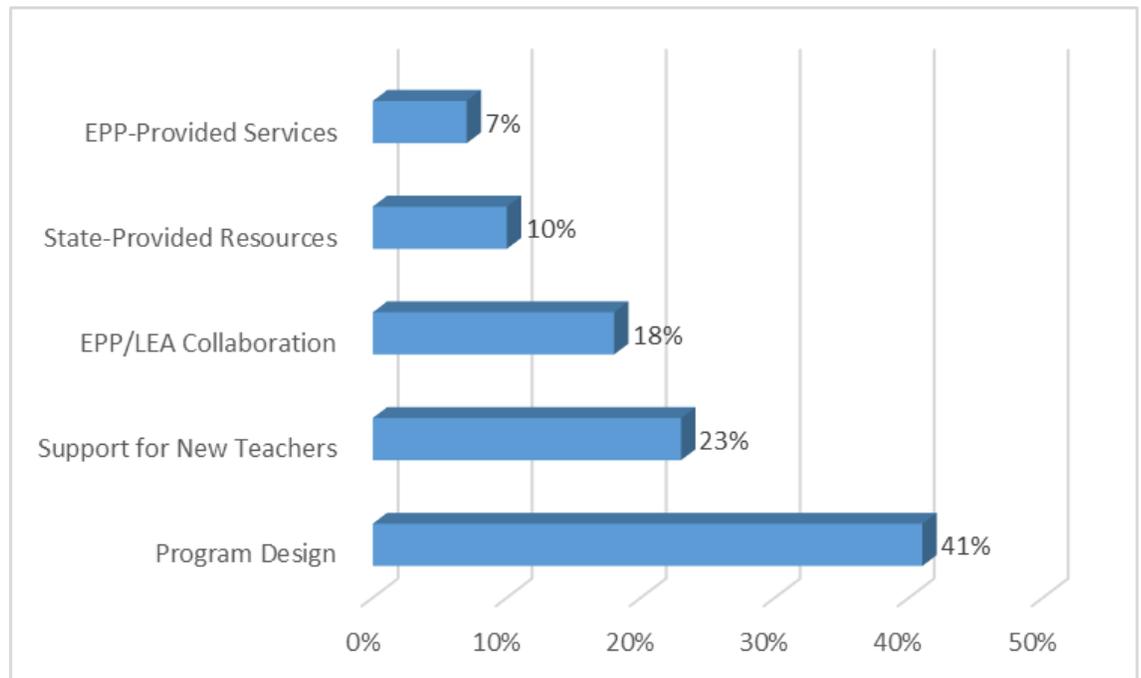
“Specific programs, such as the Woodrow Wilson Teaching Fellowship attract and prepare teachers to teach in high-needs schools.”

**Key Question 2**

**Number of  
responses: 198**

**How could high-quality partnerships between local school districts and educator preparation programs (EPP) be established and supported to improve the transition from pre-service to experienced teacher and/or leader?**

**Response  
Distribution**



## Analysis

Within each of the major themes identified in the response distribution, comments tended to focus on the following topics:

- Program Design
- earlier and more pre-service experience in K-12 schools
- embedded methods/lab courses inside K-12 schools
- programs tailored to specific districts or contexts
- stronger standards for preparation and student teaching
- long-term/paid internship or residency
- Support for New Teachers
- strong mentorship programs
- incentivize and prepare experienced teachers to serve as mentors
- strong new teacher induction programs
- program-provided support for teachers in the first three years
- EPP/LEA Collaboration
- more time/dialogue between EPPs and K-12 districts and schools
- involve K-12 educators in program design
- involve ISDs/RESAs
- State-Provided Resources
- fixing other problems is more important
- more funds and/or flexible use of existing funds
- include library/media specialists
- EPP-Provided Services
- EPP-provided professional learning for K-12 educators
- university-provided programming for K-12 students
- pre-service teachers serve as substitutes or paraprofessionals

The highest number/percentages of comments regarded:

- earlier and more pre-service experience in K-12 schools (30 comments/15% of comments)
- more time/dialogue between EPPs and K-12 districts and schools (26 comments/13% of comments)
- strong mentorship programs (26 comments/13% of comments)
- long-term/paid internship or residency (18 comments/9% of comments)

### Sample Comments

“Pre-service teachers need to be involved in all areas of teaching. They need to see set-up of classrooms, before- and after-school commitments, different times of the school year, etc.”

“It’s not that teacher preparation content is necessarily inadequate. But sequence, source, and delivery mode may be less effective than available alternatives.”

“I was lucky to be part of a program that allowed me to take all my education classes at a local high school. I learned so much more practical information than classmates who were taught in the university.”

“Require prep programs to spend time in LEAs so they understand what we are asking of new teachers and the environment in which they will be living.”

“Educator programs need to continue to be invested in their graduates as they proceed through their career.”

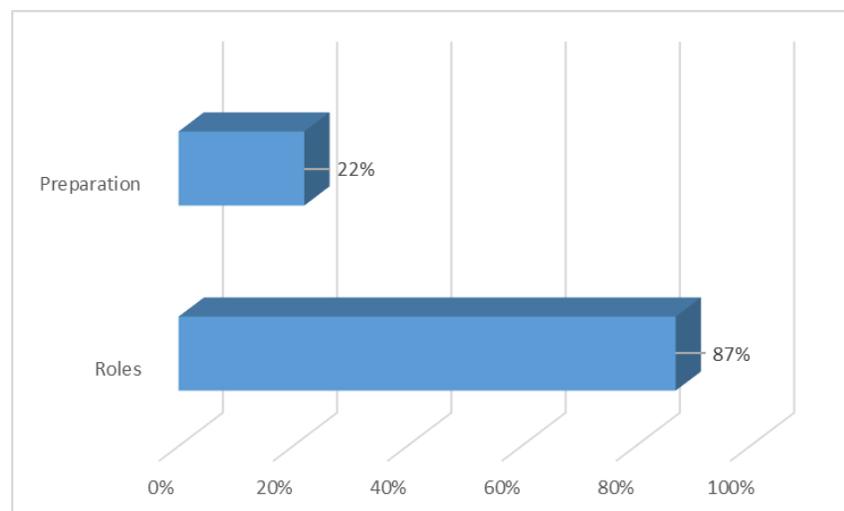
“Paid internships would be a great idea. Teaching interns would spend a year working closely with an experienced, dedicated teacher.”

### Key Question 3

Number of responses: 159

**What career pathways should be available to teachers? How should teachers be prepared to move into these roles?**

### Response Distribution



## Analysis

Within each of the major themes identified in the response distribution, comments tended to focus on the following topics:

- Roles
- lead teachers
- education consultants
- instructional coaches
- learning community leaders
- teacher leaders
- school/district committee leaders
- master teacher
- curriculum specialist/director
- professional development facilitator/developer
- grade level/department coordinators
- teacher mentors/mentor teachers
- administration
- university teaching
- education policy leadership
- counselor
- professional organization roles
- librarian/media specialist
- Preparation
- job shadowing
- mentorships
- internships
- college coursework
- specialized professional development/training
- National Board Certification
- job-embedded learning

The highest number/percentages of comments regarded:

- administration as a career pathway (27 comments/17% of comments)
- mentor teacher/teacher mentoring as a career pathway (21 comments/13% of comments)
- teacher leader as a career pathway (18 comments/11% of comments)

## Sample Comments

“To really offer pathways would be exciting as most teachers want to expand and grow and would accept new challenges if given the opportunity.”

“Career pathways could and should vary. Career pathways are case-by-case dependent upon the desires and talents of individual educators.”

“Experienced master teachers are the best chances that we have in improving our current system, but they have to be able to work beyond the classroom and be given ample opportunity to do so.”

“It is crucial to elevate teacher leadership. Teacher leaders can help professionalize teaching, create opportunities for teacher career advancement, facilitate school improvement, and lead professional learning for educator and student success.”

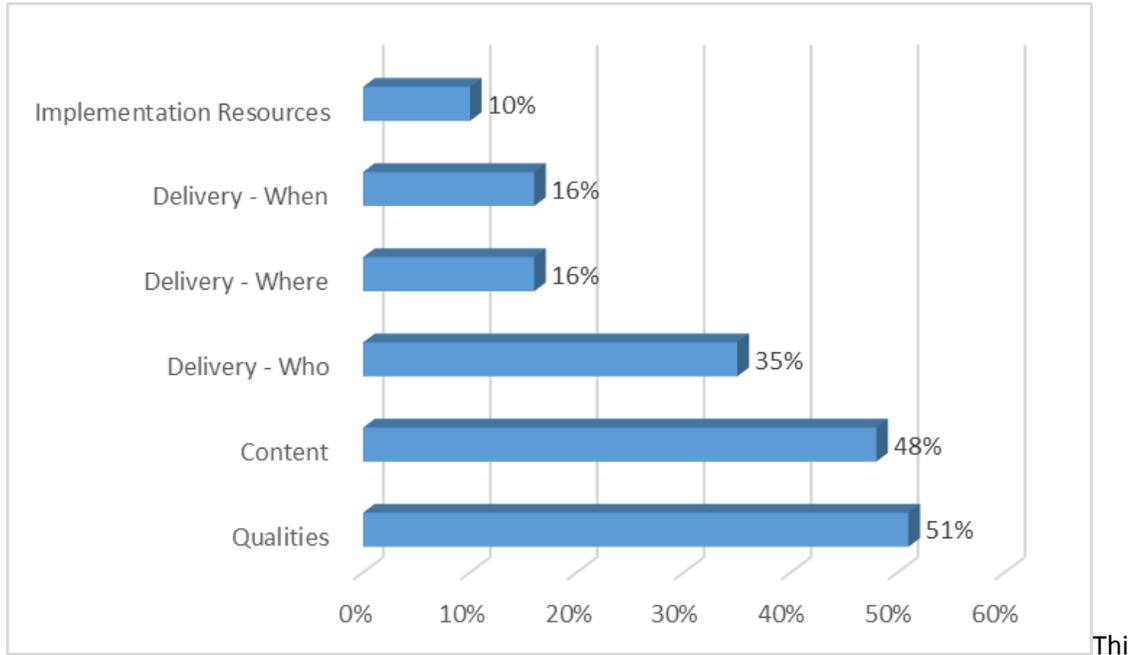
“Teacher leadership preparation is best job-embedded with opportunities to apply leadership to real school issues.”

**Key Question 4**

**Number of responses: 200**

**What is high-quality professional learning for teachers and administrators? How should it be developed, delivered, and supported?**

**Response Distribution**



## Analysis

Within each of the major themes identified in the response distribution, comments tended to focus on the following topics:

- qualities
- evidence/research-based/data-driven
- support for implementation/follow-up
- collaborative
- job-embedded
- immediately applicable
- evaluated
- reflective
- hands-on
- vision/mission/school improvement-aligned
- tied to teacher evaluation
- affordable
- content
- individualized
- context-specific/relevant
- content/pedagogy-specific
- action research/inquiry-based
- specific named programs
- delivery - who
- library/media specialist-provided
- peer learning
- instructional coaching/teacher mentoring
- developed and delivered locally
- delivered by outside agencies/experts, including universities
- supported by retired educators
- delivery - Where
- professional learning communities/subject or grade-level teams
- technology-based
- in person
- conferences/workshops
- delivery - When
- ongoing/long-term
- non-instructional time
- implementation Resources
- expenses covered
- resources for training
- release time

The highest number/percentages of comments regarded:

- administration as a career pathway (27 comments/17% of comments)
- mentor teacher/teacher mentoring as a career pathway (21 comments/13% of comments)
- teacher leader as a career pathway (18 comments/11% of comments)
- individualized content (35 comments/18% of comments)
- context-specific content (33 comments/17% of comments)
- ongoing/long-term in duration (24 comments/12% of comments)

**Sample  
Comments**

“Professional development for teachers should be thought of the same way as differentiated instruction; rather than offering the same thing to every teacher regardless if it is meeting each teacher’s professional needs, tailor the approach so every person receives the education they need and deserve.”

“High-quality professional learning for teachers and administrators is providing professional development needed for the specific needs of the student population being instructed.”

“I enjoy the PLCs at our district and find them useful, informative, and necessary for our schools’ development.”

“Some of the best high-quality professional learning comes from highly qualified teachers teaching teachers ‘best practice.’”

“High-quality professional learning demands longevity. One-shot activities need to be a thing of the past.”

“High-quality professional learning gives teachers and administrators tools and resources that they can use immediately with students.”

“Professional learning should happen as close to the classroom as possible.”