

# State Policies on Human Capital Resource Management

## Minnesota



HUMAN CAPITAL RESOURCE MANAGEMENT Technical Brief | May 2010

# State Policies on Human Capital Resource Management

---

## Minnesota

**May 2010**

Monica Bhatt

Ellen Behrstock, Ph.D.

Ellen Cushing

Sara Wraight, J.D.



### **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 Minnesota . . . . .	5
Preparation and Licensure . . . . .	5
Recruitment . . . . .	9
Induction and Professional Development . . . . .	10
Compensation and Working Conditions . . . . .	14
Conclusion . . . . .	17
Study Limitations . . . . .	17
References . . . . .	18
Appendix. Details on Method . . . . .	19
Data Sources . . . . .	19
Data-Collection Methods . . . . .	19
Data-Analysis Strategies . . . . .	20
Technical Notes . . . . .	22

## 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. 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 Minnesota 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 Minnesota 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 Minnesota. Publicly available information as it related to the HCRM areas in Minnesota 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 Minnesota. 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 Minnesota 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
Alternative Paths to Licensure	✓			
The Minnesota Association of Colleges for Teacher Education	✓			
Mandarin Chinese Project		✓		
Minnesota Teacher Recruitment Center		✓		
Math and Science Teacher Academies			✓	
The Minnesota Principals' Academy			✓	
Quality Compensation Program (Q Comp)			✓	✓
Teacher Support Partnership			✓	
The Minnesota School Safety Center				✓
Safe and Healthy Learners Team				✓

Source: Programs and initiatives categorized according to guidelines are in the Appendix.

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

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Minnesota Laws 1988, Chapter 718, Article 3, Section 9		✓		
Minnesota Laws 2005, Chapter 5, 1st Special Session (1 Sp 2005 c 5)			✓	✓
Minnesota Laws 2009, Chapter 96, Article 2, Section 19 (2009 c 96 art 2 s 19)	✓			✓

Source: Legislation categorized according to guidelines is in the Appendix.

**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
Minnesota Statute 122A.18	✓			
Minnesota Statute 122A.24	✓			
Minnesota Statute 122A.27	✓			
Minnesota Statute 122A.413			✓	✓
Minnesota Statute 122A.414				✓
Minnesota Statute 122A.415				✓
Minnesota Statute 122A.4155				✓
Minnesota Statute 122A.50				✓
Minnesota Statute 122A.51				✓
Minnesota Statute 122A.55			✓	
Minnesota Statute 122A.56	✓		✓	
Minnesota Statute 122A.57	✓			
Minnesota Statute 122A.60			✓	
Minnesota Statute 122A.63		✓		✓
Minnesota Statute 122A.68			✓	
Minnesota Statute 122A.70			✓	
Minnesota Statute 122A.72			✓	
Minnesota Statute 122A.74			✓	
Minnesota Statute 124D.77		✓		
Minnesota Statute 127A.05		✓		
Minnesota Rule Chapter 3512	✓			
Minnesota Rule 3512.0800	✓			
Minnesota Rule 8700.7600	✓	✓		
Minnesota Rule 8710.0300	✓			
Minnesota Rule 8710.2000	✓			

Source: Statutes, administrative code, and other formally adopted policies categorized according to guidelines are in the Appendix.

## HCRM Policies in Minnesota

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 Minnesota 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
Alternative Paths to Licensure	<ul style="list-style-type: none"><li>• The Minnesota State Colleges and Universities (MnSCU) system offers several programs that are alternative pathways to licensure (see Table 6, Minnesota Statute 122A.24).</li><li>• The alternative programs feature online learning coursework, field experience, and weekend and evening classes.</li><li>• The system currently features 18 programs.</li></ul>
The Minnesota Association of Colleges for Teacher Education	<ul style="list-style-type: none"><li>• The Minnesota Association of Colleges for Teacher Education (MACTE) is a voluntary group of providers of teacher preparation programs in Minnesota.</li><li>• The group works with the Minnesota Department of Education and the Minnesota Board of Teaching to develop preparation program approval processes for teacher preparation program providers.</li></ul>

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

Policy	Description
Minnesota Laws 2009, Chapter 96, Article 2, Section 19 (2009 c 96 art 2 s 19)	<ul style="list-style-type: none"><li>• Amended Minnesota Statute 122A.18 (see Table 6).</li><li>• Also created Minnesota Statute 122A.4155, which established assistance for rural districts applying for alternative compensation programs (see Table 15).</li><li>• Required teachers who were applying for relicensure to present evidence of showing growth in the following areas to the local relicensure review committee:<ul style="list-style-type: none"><li>▪ Support for and use of best practices for student learning</li><li>▪ Collaborative work with colleagues</li><li>▪ Job-embedded professional development</li></ul></li></ul>



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

Policy	Description
Minnesota Statute 122A.18	<ul style="list-style-type: none"> <li>• Authorizes the Minnesota Board of Teaching to license teachers.</li> <li>• Authorizes the Minnesota Board of School Administrators to license supervisory personnel.</li> <li>• Requires teachers to complete a basic skills examination of reading, writing, and mathematics for initial licensure.</li> <li>• Requires all teachers to learn research-based best practices in reading through their respective teacher preparation programs.</li> <li>• Requires the Minnesota Board of Teaching to offer alternative continuing licensure options for teachers who complete National Board for Professional Teaching Standards certification.</li> </ul>
Minnesota Statute 122A.24	<ul style="list-style-type: none"> <li>• Establishes requirements for alternative preparation programs for teachers and for program participants.</li> <li>• Requires the Minnesota Board of Teaching to approve alternative preparation programs.</li> <li>• Requires alternative programs to include the following: staff development; instruction phase of intensive preparation; formal instruction and peer coaching during the school year; assessment, supervision, and evaluation of candidates to ensure successful completion of the program; research-based approach to conveying skills of effective teachers; integration of education theory and classroom practices; and joint design and delivery between school district personnel and personnel from institutions of higher education.</li> <li>• Requires participants in alternative teacher certification programs to: <ul style="list-style-type: none"> <li>▪ Hold a bachelor's degree</li> <li>▪ Successfully complete a basic skills examination in reading, writing, and mathematics</li> <li>▪ Have a teaching job offered in a school district or consortia of districts</li> <li>▪ Have a college major in the subject to be taught or at least five years of experience in the field</li> <li>▪ Provide documentation of working with children</li> </ul> </li> </ul>
Minnesota Statute 122A.27	<ul style="list-style-type: none"> <li>• Establishes alternative preparation licensing for administrators.</li> <li>• Requires alternative programs to have the same characteristics as alternative preparation programs for teachers (see above, Minnesota Statute 122A.24).</li> <li>• Requires participants in alternative administrator certification programs to: <ul style="list-style-type: none"> <li>▪ Have a master's degree in an administrative area</li> <li>▪ Have a teaching job offered in a school district or consortia of districts</li> <li>▪ Have at least five years of experience in a field related to administration</li> <li>▪ Provide documentation of working with children</li> </ul> </li> </ul>

Policy	Description
Minnesota Statute 122A.56	<ul style="list-style-type: none"> <li>Establishes the Faculty Exchange and Temporary Assignment Program.</li> <li>Allows personnel from school districts and postsecondary institutions to arrange for temporary placements in each other's institutions.</li> <li>Specifies the purpose of the program to use personnel time to “promote understanding of the needs of each educational system or institution,” such as assisting in the preparation of future educators by teaching courses, providing counseling or tutoring, etc.</li> </ul>
Minnesota Statute 122A.57	<ul style="list-style-type: none"> <li>Authorizes the Board of Trustees of the Minnesota State Colleges and Universities and the Board of Regents of the University of Minnesota to develop programs to exchange faculty between schools of education and school districts.</li> <li>Specifies the program must be utilized to “assist in improving teacher education by involving current teachers in education courses and placing postsecondary faculty in elementary and secondary classrooms.”</li> <li>Authorizes state funding for the program if needed.</li> </ul>
Minnesota Rule Chapter 3512	<ul style="list-style-type: none"> <li>Outlines requirements for the licensure of school personnel, including superintendents, principals, and directors.</li> <li>Establishes an initial and continuing license, renewable every five years.</li> <li>Requires superintendents, principals, and directors of special education to hold a license.</li> <li>Requires applicants for licensure—including superintendents, principals, and special education directors—to have: <ul style="list-style-type: none"> <li>At least three years of teaching experience or demonstration of knowledge of teaching via portfolio, presentation, or examination</li> <li>A specialist or doctoral program or a program approved by the Board of School Administrators in educational administration</li> <li>Field experience of at least 320 hours (40 eight-hour days) to be completed within a year in elementary, middle, and high schools as an aide to a licensed professional in the field of desired licensure</li> <li>Teaching internship of 1,050 hours, only for those candidates lacking teaching experience</li> </ul> </li> <li>Authorizes the Board of School Administrators to approve administrator preparation programs based on the inclusion of the following requirements: <ul style="list-style-type: none"> <li>At least 320 hours of field experiences</li> <li>Demonstration of licensure candidates of mastery of program knowledge, skills, and dispositions in the areas of leadership, organizational management, diversity leadership, policy and law, political influence and governance, communication, community relations, curriculum planning and development, instructional management, human resource management, values and ethics, judgment and problem analysis, and safety and security</li> </ul> </li> </ul>

Policy	Description
Minnesota Rule 3512.0800	<ul style="list-style-type: none"> <li>• Establishes alternative licensure for school superintendents.</li> <li>• Requires applicants for an alternative license to “demonstrate that the applicant has substantive experience and education in administration, supervision, management, and executive leadership, in education, health care, business or industry, labor, or government.”</li> <li>• Requires applicants to have a master’s degree.</li> <li>• Requires applicants to submit a written application, a written description of qualifications, an official college transcript, documentation of competence, a professional resume, and letters of recommendation and portfolio examples.</li> <li>• Specifies that applications will be reviewed by a credential review committee consisting of a licensed administrator, personnel from a postsecondary administration preparation program, and a member of the local school board.</li> <li>• Allows successful applicants to be issued a two-year initial license.</li> </ul>
Minnesota Rule 8700.7600	<ul style="list-style-type: none"> <li>• Outlines requirements for approval of teacher preparation programs with respect to professional and pedagogical studies, general and content studies, clinical and field studies, candidate qualifications, and candidate monitoring and evaluation.</li> <li>• Authorizes the Minnesota Board of Teaching to approve teacher preparation programs.</li> <li>• Requirements include: <ul style="list-style-type: none"> <li>▪ Institutions to evaluate and assess teacher candidate performance and effectiveness</li> <li>▪ Candidates to have diverse field experiences, including those with diverse populations and students with disabilities and with different ages</li> <li>▪ Institutions to use multiple criteria and assessments to identify teacher candidates</li> </ul> </li> </ul>
Minnesota Rule 8710.0300	<ul style="list-style-type: none"> <li>• Authorizes the Minnesota Board of Teaching to issue the following full-time teacher licenses: professional, entrance, nonrenewable, temporary limited, and limited intern.</li> </ul>
Minnesota Rule 8710.2000	<ul style="list-style-type: none"> <li>• Outlines the Standards of Effective Practice for Teachers that candidates for teacher licensure must learn before obtaining certification.</li> <li>• Requires candidates for licensure to verify completion of standards in an approved teacher preparation program in order to obtain licensure.</li> <li>• The standards address the knowledge and skills teachers must understand and acquire as they relate to subject matter, student learning, diverse learners, instructional strategies, learning environment, planning instruction, assessment, reflection and professional development, and collaboration, ethics, and relationships.</li> </ul>

## Recruitment

Tables 7–9 describe state-level policies related to recruitment in Minnesota. 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
Mandarin Chinese Project	<ul style="list-style-type: none"> <li>The Mandarin Chinese Project is a partnership between the Minnesota Department of Education, the Minnesota Legislature, the Office of the Governor, institutions of higher education, and business, along with the Hanban (Chinese Language Council International) in Beijing, China.</li> <li>The purpose of the initiative is to improve the quality and depth of Chinese language and cultural education for Minnesota students.</li> <li>The project aims to accomplish this goal by recruiting up to 10 Chinese-speaking teachers per year through international partnerships to teach in Minnesota schools through the Visiting Teacher Program.</li> <li>The Minnesota Department of Education, in partnership with Hanban, coordinates the screening and selection of candidates, sponsoring visiting teachers, and teacher placement.</li> </ul>
Minnesota Teacher Recruitment Center	<ul style="list-style-type: none"> <li>The Minnesota Teacher Recruitment Center (MTRC) is an online recruiting system designed to match potential employees with job openings throughout the state.</li> <li>The website allows potential employees to post resumes and search vacancies using a virtual recruiter that searches the database for matches for the candidate's skills and knowledge and then e-mails the candidate.</li> <li>The website also allows school districts to post positions and search teachers' resumes using a virtual headhunter that searches the database for exact profile matches and then e-mails the district.</li> <li>MTRC is funded through a Teacher Quality Enhancement Grant from the U.S. Department of Education.</li> </ul>

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

Policy	Description
Minnesota Laws 1988, Chapter 718, Article 3, Section 9	<ul style="list-style-type: none"> <li>Also known as the American Indian Education Act of 1988.</li> <li>Established a grant program to assist American Indians to become teachers (see Table 9, Minnesota Statute 122A.63).</li> <li>Required school boards of districts with at least 10 American-Indian children enrolled to actively recruit American-Indian teachers (see Table 9, Minnesota Statute 124D.77).</li> </ul>

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

Policy	Description
Minnesota Statute 122A.63	<ul style="list-style-type: none"> <li>Establishes a grant program to assist American Indians to become teachers (see Table 8, Minnesota Laws 1988, Chapter 718, Article 3, Section 9).</li> <li>Allows particular school districts and institutions of postsecondary education to apply for joint grants.</li> <li>Allows students to apply for scholarship and loan forgiveness programs.</li> <li>Authorizes the Minnesota Office of Higher Education to administer the program and approve the loan forgiveness program.</li> </ul>
Minnesota Statute 124D.77	<ul style="list-style-type: none"> <li>Requires school boards of districts with at least 10 American-Indian children enrolled to actively recruit American-Indian teachers.</li> </ul>
Minnesota Statute 127A.05	<ul style="list-style-type: none"> <li>Requires the commissioner of education to survey state school district and teacher preparation programs in order to determine teacher supply and demand.</li> <li>Requires the commissioner to submit a report detailing this information to the education committees of the legislature on January 15 every two years.</li> <li>Requires the report to specify how districts are making progress in hiring teachers and substitutes in shortage areas and a five-year projection of teacher demand per district.</li> </ul>
Minnesota Rule 8700.7600	<ul style="list-style-type: none"> <li>Establishes guidelines for teacher preparation program approval (see Table 6).</li> <li>Subpart 5(D) requires institutions of higher education to actively recruit and have plans, policies, and practices for admission and retention of a diverse candidate population.</li> </ul>

## Induction and Professional Development

Tables 10–12 describe policies found in Minnesota 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
Math and Science Teacher Academies	<ul style="list-style-type: none"> <li>The Math and Science Teacher Academies were established by the legislature in the nine regional teacher centers (see Table 12, Minnesota Statute 122A.72).</li> <li>The Math and Science centers are designed to assist in the implementation of the Minnesota Academic Standards in mathematics and science.</li> <li>Academies provide technical assistance to schools and districts and professional development to teachers by developing modules for teaching mathematics standards.</li> </ul>

Policy	Description
The Minnesota Principals' Academy	<ul style="list-style-type: none"> <li>• The Minnesota Principals' Academy is an executive development program for K-12 principals focused on instructional leadership.</li> <li>• The Academy is modeled after the National Institute for School Leadership (NISL) and was established by the legislature (see Table 12, Minnesota Statute 122A.74).</li> <li>• Program content is delivered in two- and three-day workshops throughout the course of a school year. Content includes standards-based instructional systems, literacy, mathematics, science, professional knowledge, ethics, and reform.</li> <li>• The Academy relies on the NISL train-the-trainer delivery model to expand knowledge of research-based instructional leadership throughout Minnesota.</li> </ul>
Quality Compensation Program (Q Comp)	<ul style="list-style-type: none"> <li>• The Quality Compensation Program (Q Comp) was established by the legislature in 2005 (see Tables 12 and 15, Minnesota Statute 122A.413).</li> <li>• School districts, intermediate school districts, or charter schools can design a plan that meets five components of the law to submit to the Minnesota Department of Education for review: <ul style="list-style-type: none"> <li>▪ Career ladder/advancement options</li> <li>▪ Job-embedded professional development</li> <li>▪ Teacher evaluation and observation</li> <li>▪ Performance pay</li> <li>▪ Alternative salary structures</li> </ul> </li> <li>• A rubric for applications developed by the Minnesota Department of Education requires job-embedded professional development to align with the district staff development plan as well as a district and/or school improvement plan, to be delivered in team format, and to align with student achievement goals. In addition, teachers should have time within their workdays for coaching and mentoring and teacher learning.</li> </ul>
Teacher Support Partnership	<ul style="list-style-type: none"> <li>• The Teacher Support Partnership (TSP) is a joint initiative between the Minnesota Department of Education, Education Minnesota, Minnesota State Colleges and Universities, and the College of Education and Human Development at the University of Minnesota-Twin Cities, established in 2006.</li> <li>• The purpose of the partnership is to support teachers as they transition from teacher preparation programs to help districts develop and sustain multiyear induction programs geared toward “accelerating initial educators’ professional growth.”</li> <li>• TSP created the “Minnesota Educator Induction Guidelines,” which is a document that serves as a framework for designing induction programs in Minnesota.</li> </ul>

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

Policy	Description
Minnesota Laws 2005, Chapter 5, 1st Special Session (1 Sp 2005 c 5)	<ul style="list-style-type: none"> <li>Established the Quality Compensation Program (Q Comp) through Minnesota Statutes 122A.413, 122A.414, and 122A.415 (see Tables 12 and 15).</li> <li>Allowed districts and charter schools to apply to develop and implement a program that incorporated the following five elements for teachers: <ul style="list-style-type: none"> <li>Career ladder/advancement options</li> <li>Job-embedded professional development</li> <li>Teacher evaluation and observation</li> <li>Performance pay</li> <li>Alternative salary structures</li> </ul> </li> </ul>

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

Policy	Description
Minnesota Statute 122A.413	<ul style="list-style-type: none"> <li>Also known as the Q Comp (see Table 10).</li> <li>Allows districts or intermediate school districts to develop an educational improvement plan to qualify the alternative teacher pay system under Minnesota Statute 122A.414 (see Table 15).</li> <li>Requires plans to be approved by school boards and to contain the following elements: assessment and evaluation tools for student performance, performance goals and benchmarks, student attendance and completion measures, research-based professional development system, teacher induction and mentoring for probationary teachers, teacher involvement in plan development, community satisfaction, and parental communication.</li> </ul>
Minnesota Statute 122A.55	<ul style="list-style-type: none"> <li>Establishes a staff exchange program to allow temporary and voluntary exchanges among K-12 staff in order to provide an “understanding of the educational concerns of other local school districts, including concerns of class organization, curriculum development, instructional practices, and characteristics of the student population.”</li> <li>Requires district school boards to decide voluntarily to participate in the staff exchange program.</li> <li>Requires participants to apply to participating districts in order to exchange with other staff members.</li> </ul>
Minnesota Statute 122A.56	<ul style="list-style-type: none"> <li>Establishes the Faculty Exchange and Temporary Assignment Program (see Table 6, Minnesota Statute 122A.56).</li> <li>Allows participating school districts and postsecondary institutions to arrange temporary placements for various purposes, including professional development.</li> </ul>

Policy	Description
Minnesota Statute 122A.60	<ul style="list-style-type: none"> <li>Establishes the staff development program, which requires school boards to establish a staff development committee to plan and develop site professional development teams that develop site plans and evaluate staff development efforts.</li> <li>Requires staff development activities to: <ul style="list-style-type: none"> <li>Focus on the classroom and implementing research-based strategies for improved student learning</li> <li>Allow teachers to practice and improve instructional skills</li> <li>Focus on using data to increase student achievement</li> <li>Augment teacher knowledge and skills</li> <li>Align with state and local standards</li> <li>Build a professional community and encourage collaboration</li> <li>Align with district or site plans for alternative teacher professional pay systems, if applicable</li> </ul> </li> <li>Requires staff development plans to support professional learning communities, coaching, and classroom-action research focused on students' learning goals.</li> </ul>
Minnesota Statute 122A.68	<ul style="list-style-type: none"> <li>Establishes the Teaching Residency Program.</li> <li>Allows school districts to hire graduates of approved Minnesota teacher preparation programs as teaching residents, to be employed for one year.</li> <li>Requires district programs to include training for mentors of teaching residents, team mentorship, ongoing peer coaching and assessment, collaboration with teacher education institutions, and assistance in professional development planning.</li> <li>Specifies that teaching residents are to spend only 80 percent of time spent by a full-time teacher in the classroom as a supervisor.</li> <li>Allows teacher residents to participate in other nonsupervisory activities with the school's mentoring team, including observing and collaborating with other teachers and teaching residents.</li> </ul>
Minnesota Statute 122A.70	<ul style="list-style-type: none"> <li>Encourages school districts to develop teacher mentoring programs for new teachers or teachers new to the district, including "teaching residents, teachers of color, teachers with special needs, or experienced teachers in need of peer coaching."</li> <li>Requires districts to apply to the Minnesota Board of Teaching to obtain a teacher mentorship program grant.</li> <li>Establishes criteria for selection based on staff participation, assessment of skills, leadership, cooperation of higher education institutions, the provision of resources, etc.</li> <li>Requires the Minnesota Board of Teaching to provide resources such as planning, planning guides, media, training, conferences, institutes, and regional and statewide networking meetings.</li> </ul>
Minnesota Statute 122A.72	<ul style="list-style-type: none"> <li>Establishes regional teacher centers, which are designed to assist teachers, assess staff development needs and plans, and "teach school personnel about effective pedagogical approaches," among other development activities (see Table 10, Math and Science Teacher Academies).</li> </ul>



Policy	Description
Minnesota Statute 122A.74	<ul style="list-style-type: none"> <li>• Authorizes the University of Minnesota and the commissioner of education to establish a Principals' Leadership Institute to provide professional development to school principals.</li> <li>• Requires the program to create a network of leaders, build a vision for schools aligned with district and community priorities, and develop strategies to retain qualified teachers.</li> <li>• Requires participants to attend a four-week summer institute.</li> <li>• Specifies that participants will be selected based on recommendation of the district's superintendent and leadership potential.</li> </ul>

## Compensation and Working Conditions

Tables 13–15 describe state-level policies related to compensation and working conditions in Minnesota. 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
Quality Compensation Program (Q Comp)	<ul style="list-style-type: none"> <li>• The Quality Compensation Program (Q Comp) was established by the legislature in 2005 (see Tables 12 and 15, Minnesota Statute 122A.413, and also Table 10).</li> <li>• School districts, intermediate school districts, or charter schools can design a plan that meets five components of the law to submit to the Minnesota Department of Education for review: <ul style="list-style-type: none"> <li>▪ Career ladder/advancement options</li> <li>▪ Job-embedded professional development</li> <li>▪ Teacher evaluation and observation</li> <li>▪ Performance pay</li> <li>▪ Alternative salary structures</li> </ul> </li> <li>• A rubric for applications developed by the Minnesota Department of Education requires the alternative pay programs to be effectively communicated to teachers, to take into account schoolwide student achievement, and to be aligned with teacher observations and student achievement gains.</li> </ul>
The Minnesota School Safety Center	<ul style="list-style-type: none"> <li>• The Minnesota School Safety Center (MnSSC) is a division of the Department of Public Safety Division of Homeland Security and Emergency Management.</li> <li>• MnSSC provides resources and assistance on school safety issues with a focus on school violence.</li> <li>• MnSSC also supports an annual Minnesota School Safety Conference.</li> </ul>

Policy	Description
Safe and Healthy Learners Team	<ul style="list-style-type: none"> <li>The Safe and Healthy Learners Team is an initiative through the Minnesota Department of Education that partners with organizations throughout Minnesota to improve the safety and security of K–12 students.</li> <li>The Minnesota Department of Education has partnered with the Department of Public Safety to issue a series of reports through the initiative to discuss the safety and habits of students.</li> </ul>

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

Policy	Description
Minnesota Laws 2005, Chapter 5, 1st Special Session (1 Sp 2005 c 5)	<ul style="list-style-type: none"> <li>Established the Quality Compensation Program (Q Comp) through Minnesota Statutes 122A.413, 122A.414, and 122A.415 (see Tables 12 and 15).</li> <li>Allowed districts and charter schools to apply to develop and implement a program that incorporated the following five elements for teachers: <ul style="list-style-type: none"> <li>Career ladder/advancement options</li> <li>Job-embedded professional development</li> <li>Teacher evaluation and observation</li> <li>Performance pay</li> <li>Alternative salary structures</li> </ul> </li> </ul>
Minnesota Laws 2009, Chapter 96, Article 2, Section 19 (2009 c 96 art 2 s 19)	<ul style="list-style-type: none"> <li>Created Minnesota Statute 122A.4155, which established assistance for rural districts applying for alternative compensation programs (see Table 15).</li> <li>Also amended Minnesota Statute 122A.18 to introduce requirements for relicensure (see Table 6).</li> </ul>

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

Policy	Description
Minnesota Statute 122A.413	<ul style="list-style-type: none"> <li>Also known as Q Comp (see Table 10).</li> <li>Allows districts or intermediate school districts to develop an educational improvement plan to qualify the alternative teacher pay system under Minnesota Statute 122A.414 (see below).</li> <li>Requires plans to be approved by school boards and to contain the following elements: assessment and evaluation tools for student performance, performance goals and benchmarks, student attendance and completion measures, research-based professional development system, teacher induction and mentoring for probationary teachers, teacher involvement in plan development, community satisfaction, and parental communication.</li> </ul>

Policy	Description
Minnesota Statute 122A.414	<ul style="list-style-type: none"> <li>Establishes a restructured alternative teacher professional pay system that allows districts, intermediate school districts, and charter schools to implement such a system at a local level.</li> <li>States the goals of the system are to: <ul style="list-style-type: none"> <li>Provide incentives to encourage teachers to improve their knowledge and instructional skills</li> <li>Recruit and retain highly qualified teachers</li> <li>Encourage qualified teachers to undertake challenging assignments</li> <li>Support teachers in improving student achievement</li> </ul> </li> <li>Requires interested sites to provide a letter of intent to the department of education outlining the program one year before implementation; departments are responsible for granting approval.</li> <li>Requires alternative teacher professional pay systems to meet the following requirements: <ul style="list-style-type: none"> <li>Establish a career ladder outlining how additional compensation will be awarded, including opportunities to stay in the classroom while furthering professional development opportunities</li> <li>Reform the traditional salary schedule, with at least 60 percent of a teacher's compensation increase to be based on performance using student achievement measures and objective evaluations</li> </ul> </li> </ul>
Minnesota Statute 122A.415	<ul style="list-style-type: none"> <li>Allows schools and districts that are implementing an alternative teacher professional pay system to be eligible for alternative teacher compensation revenue.</li> <li>Specifies that the amount of money approved schools and districts can receive from alternative teacher compensation revenue is at most \$260 per pupil.</li> </ul>
Minnesota Statute 122A.4155	<ul style="list-style-type: none"> <li>Authorizes school districts located in the rural equity region that intend to apply for alternative teacher professional pay systems (see Minnesota Statute 122A.414 above) to receive alternative compensation application assistance, including: <ul style="list-style-type: none"> <li>Multidistrict technical assistance such as networking, training, and professional development</li> <li>Model alternative compensation plans for rural districts</li> <li>The facilitation of multidistrict consortia</li> </ul> </li> </ul>
Minnesota Statute 122A.50	<ul style="list-style-type: none"> <li>Requires all collective bargaining agreements for teachers to include provisions for preparation time.</li> <li>Requires at least five additional minutes of preparation time to be provided for each licensed teacher per every 25 minutes of assigned classroom instruction time.</li> <li>Requires preparation to be provided in no more than two uninterrupted blocks during the student day.</li> </ul>
Minnesota Statute 122A.51	<ul style="list-style-type: none"> <li>Requires teachers to be provided with a duty-free lunch period.</li> </ul>
Minnesota Statute 122A.63	<ul style="list-style-type: none"> <li>Establishes a grant program to assist American Indians to become teachers (see Table 9, Minnesota Statute 122A.63).</li> <li>Allows students to apply for scholarship and loan forgiveness programs. One fourth of the principal of the outstanding loan amount is forgiven for each year of eligible employment in a school or program in Minnesota.</li> <li>Allows for loans of \$2,500 or less to be forgiven in a minimum of two years.</li> </ul>

## Conclusion

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

For state policymakers in Minnesota, 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 Minnesota, 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, administrative code, or other 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 Minnesota Department of Education (<http://education.state.mn.us/mde/index.html>) website
- The state legislature website (<http://www.leg.state.mn.us/>)
- The governor's website (<http://www.governor.state.mn.us/>)
- The U.S. Department of Education website (<http://www.ed.gov/>)
- The National Comprehensive Center on 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 on Teaching Quality (TQ Center) Tips and Tools Key Issue documents (<http://www.tqsource.org/>)
- Professional education organization websites in the state: Education Minnesota (<http://www.educationminnesota.org/>), the Minnesota Association of School Administrators (<http://www.mnasa.org/masa/site/default.asp>), and the Minnesota Elementary School Principals Association (<http://www.mespa.net/>)
- Higher education organization websites in the state: the Office of Higher Education (<http://www.ohe.state.mn.us/>), the University of Minnesota (<http://www1.umn.edu/twincities/index.php>), and Minnesota State Colleges and Universities (<http://www.mnscu.edu/index.php>)

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Minnesota + HCRM area*, *Minnesota + HCRM area + teachers*, *Minnesota + HCRM area + principals*, *Minnesota + HCRM area + school leaders*, *Minnesota + 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. “Minnesota + Compensation and Working Conditions” and “Minnesota + 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 Minnesota Department of Education, the Minnesota Board of Teaching, the Minnesota State Legislature, Minnesota State Colleges and Universities, or the Minnesota Office of Higher Education.
- The document or resource indicates that the program, initiative, legislation, statute, administrative code 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 Quality Compensation (Q Comp) Program is codified in statute that relates to induction and professional development as well as compensation and working conditions. The authors reference this statute in Table 10, describing the professional development program, as follows: “See Tables 12 and 15, Minnesota Statute 122A.413.”
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.