



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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MEMORANDUM

To: State Board of Education

From: Michael P. Flanagan, Chairman 

Subject: Presentation on Draft State Professional Learning Strategic Plan

The State Board of Education (SBE) adopted its vision and standards for professional learning in August 2003. Using these standards as the guide, a core team from various educational entities (Attachment A) drafted a strategic plan for realizing that vision and implementing use of the standards to enhance the quality of professional learning opportunities throughout Michigan. On September 22, 2005 a broad array of stakeholders (Attachment B) came together to engage in a dialogue about the preliminary draft. Their suggestions for strengthening the plan were incorporated resulting in the following outcomes, indicators and strategies to guide the decisions, policies and activities of the Michigan Department of Education (MDE) relevant to professional learning in Michigan.

The term **professional learning** rather than "adult learning" or "professional development" is being used for the purpose of this document. It was the desire of the drafters of this plan to convey the continuous learning professionals and support professionals engage in to improve their knowledge, and ultimately, student achievement. It is important to understand, however, that all references to professional learning in this document should be interpreted to mean "the continued learning, necessary for all adults in a child's and student's life, to ensure the child's academic achievement and developmental success." This includes parents and other early childhood educators, postsecondary educators, and community members who support the learning of children and students.

Although this plan is targeted to the SBE and MDE staff to accomplish the vision, it will require the collaborative efforts of our many partners throughout the state. As such, MDE staff will work with intermediate school districts, local districts, institutions of higher education, professional organizations, and associations to implement the strategies contained herein.

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**Michigan Department of Education
Office of Professional Preparation Services**

STATE PROFESSIONAL LEARNING PLAN FOR 2006-2010

Drafted October 29, 2005

In August 2003, the State Board of Education (SBE) approved an updated vision of professional learning and the *National Staff Development Council Standards (2001)** as guidelines for adult learning experiences that would have a positive impact on child development and student achievement.

Vision - Professional Development through Learning Communities: Ensuring Cultures in Michigan Schools in Which All Learners Learn at High Levels.

Quality professional learning results in the improvement of student learning and 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.

Now that the SBE has adopted its vision and standards for professional learning, it is the responsibility of the Michigan Department of Education (MDE) to work with a broad array of stakeholders to implement a strategic plan that will provide step-by-step strategies to realize the vision of increasing student achievement and child development through the context, process and content of professional learning opportunities.

This plan was created through the commitment of MDE staff in collaboration with partners representing intermediate school districts, local districts, institutions of higher education, and professional organizations and associations. It will ultimately be approved by the SBE as a set of department outcomes, indicators, and strategies, upon which priorities will be established to increase the impact of professional learning in Michigan. The National Staff Development Council's *Innovation Configurations* for the State Education Agency, 2005**, will provide valuable insights for assessing progress toward implementing this plan.

**National Staff Development Council (NSDC) Standards, NSDC, (2001)*

***Innovation Configurations for the State Education Agency, NSDC, 2005. www.nsd.org*

The term **professional learning** rather than “adult learning” or “professional development” is being used for the purpose of this document. It was the desire of the designers of this plan to convey the learning in which professionals and support professionals engage, as characterized by many formats beyond the traditional lecture-style delivery of programs. Thus, the term “professional learning” is used throughout the plan. It is important to understand, however, that all references to professional learning in this document should be interpreted to mean: “the continued learning, necessary for all adults in a child’s and student’s life, to ensure the child’s academic achievement and developmental success.” This includes parents and other early childhood educators, postsecondary educators and community members who support the learning of children and students.

In order for the State Board’s vision of professional learning to be realized, a cultural shift must occur from closed classrooms, isolated educators, distrust and defeat, to one of renewing learning communities in which trusting adults come together in the spirit of collective learning for the purpose of ensuring every child’s success. A cultural shift is only possible through the concerted effort of a majority of stakeholder partners, striving toward a mutual vision. The MDE relies on many partners to help hold the vision aloft. While the MDE is hopeful that it will receive strong support from its many partners, this plan is created to guide the work of the MDE staff.

The components in this plan do not stand alone. They overlap, support, and are enhanced and guided by, the SBE/MDE Strategic Plan 2005-2010, the five SBE Task Force Reports, the National Education Association (NEA) Foundation grant awarded to the Michigan Education Association (MEA), and the Education Alliance of Michigan. The demands of education reform are too numerous, and organizational energy is spread too thin to duplicate efforts. Therefore, the strategies in this plan reflect, and in some cases supplement the activities and actions articulated in those plans. In actuality, many of the strategies here connect directly to these other initiatives, to build on the impressive progress underway and to attain a shared vision of professional learning in Michigan.

With the vision and standards in mind, the SBE expects to see educators and support professionals:

- Embrace the responsibility for and commitment to their own learning;
- Recognize that choices must be made based on reliable, relevant research about adult learning, and on what approaches are most likely to have an impact or contribute to child/student learning;
- Learn with and from one another through study, reflection, and collegial conversation to improve child/student learning and strive to improve their practice throughout their careers;
- Use data about teaching practices and child/student learning to guide their choices of professional learning;
- Analyze child/student-learning data to evaluate the effectiveness of professional learning;

- Participate in professional learning activities that occur as a part of the workday, and relate to the work they do;
- Think creatively about time and resources to ensure relevant, work embedded, professional learning; and
- Recognize that educators in administrative roles and those new to the profession have unique professional learning needs.

Again, with that vision in mind the SBE and the MDE commit to the four following outcomes:

- 1. Broad-based Understanding and Commitment to the State Board of Education's Vision and Standards of High Quality Professional Learning.**
- 2. Professional Learning Based on Data.**
- 3. A System That Supports and Implements Effective Professional Learning.**
- 4. Resources to Support and Provide Effective Professional Learning.**

What follows is an organizing framework for the work that needs to be done internally and externally to the MDE in order to realize these outcomes.

OUTCOMES, INDICATORS AND STRATEGIES

OUTCOME I

**BROAD-BASED UNDERSTANDING & COMMITMENT TO THE STATE BOARD OF EDUCATION'S
2003 VISION AND STANDARDS OF HIGH QUALITY PROFESSIONAL LEARNING**

Professional learning that serves the development and achievement needs of all children and students, is individualized and customized. In order for that to occur routinely in Michigan, a systemic change is required in how we provide and participate in professional learning experiences. Educators, support professionals and the public must understand and commit to the concept of adults learning from and with one another to deepen the knowledge of what students are taught, rethink how it is taught, and assess both.

Indicator A:

A shared vision of effective professional learning and identification of whether there is a role for MDE stakeholders and which SBE/MDE policies, initiatives, and partnerships are supported by the strategies.

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
<p>1. Create a customized and individualized marketing plan for Michigan's educational system to convey the vision and standards of effective professional learning which serves child development and student achievement;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Coordinated School Health ➤ Michigan Behavior and Learning Support Initiative (MI-BLSI) ➤ Early Education and Family Services (ECC)-Early On-Training and Technical Assistance ➤ ECC- Standards of Quality for Pre-Kindergarten (ECC for SQ) ➤ ECC- Preschool Program Quality Assessment (PPQA) ➤ Office of School Improvement (OSI)-School Improvement Framework <p align="right">---Continued on Next Page---</p>

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
		<ul style="list-style-type: none"> ➤ OSI-Michigan Curriculum Framework ➤ OSI-MI-Plan ➤ OSI-MI-MAP ➤ National Education Association (NEA) Foundation Grant
<p>2. Demonstrate through example and research, that effective professional learning does not always require additional funds;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-Grade Level/Grade Span Content Expectations ➤ OSI - Field Services and Curriculum Units ➤ Michigan Learnport ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ NEA Foundation Grant ➤ MDE's Multiple Web Resources
<p>3. Identify those professional learning models that are most likely to result in improvement of child/student learning;</p>	<p>MDE staff responsibility with input from our partners.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ Cherry Commission Recommendations
<p>4. Assist stakeholders in distinguishing the difference between models of professional learning for technical assistance to communicate areas of compliance and that for educator growth to increase child and student development and achievement;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ Office of Special Education/Early Intervention Services (OSE/EIS) Centers for Medicare and Medicaid Services Training <p>---Continued on Next Page---</p>

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
		<ul style="list-style-type: none"> ➤ OSI-Field Services and Curriculum Units ➤ Cherry Commission Recommendations
<p>5. Identify roles, responsibilities, and purpose to change the culture around professional learning, using in part, the position paper of the Michigan Staff Development Council's (MSDC) Collaborative for Quality Professional Development and the support of partners who have participated in the development of this plan;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ Vision of Universal Education ➤ NEA Foundation Grant
<p>6. Encourage Michigan's professional learning providers (institutions of higher education, intermediate school districts, local school districts, professional associations, and public and private organizations) to use Michigan's Professional Development Vision and Standards as a benchmark for their work;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OSE/EIS Partnership ➤ OSI- Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport
<p>7. Provide research-based examples of what works in professional learning and disseminate them to institutions of higher education, intermediate school districts, local school districts, professional associations, public and private organizations, and families and communities;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
8. Provide information to the state legislature regarding what constitutes effective professional learning and why it contributes to a positive impact on the improvement in schools;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport ➤ ArtServe Michigan ➤ Education Updates ➤ Michigan Collaborative for Quality Professional Learning
9. Design and/or identify models of educators' Individual Professional Development Plans (IPDPs) for use in identifying appropriate professional learning activities that will result in better serving the learning needs of children and students;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ NEA Foundation Grant
10. Design and/or identify models of needs assessments as a resource for schools, intermediate school districts, local districts and professional associations to use to identify appropriate professional learning activities for their constituents; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Coordinated School Health's Healthy School Action Tool ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ NEA Foundation Grant
11. Select and train a cadre of key partners who understand and are able to communicate the State Board of Education's 2003 vision of professional learning.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS Partnership ➤ OSI-School Improvement Framework ➤ ArtServe Michigan

Indicator B: Professional and public awareness, understanding, acceptance and involvement in the State Board of Education's 2003 Updated Vision and Standards of Professional Learning.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Conduct professional and public information sessions that develop shared language about professional learning and link its value and purpose to their own experience with professional development;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OSE/EIS -IDEA Partnership ➤ OSI-School Improvement Framework ➤ OSI- Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Cherry Commission Recommendations
2. Develop strategies educators and support professionals can use to communicate the value and characteristics of effective professional learning with parents and the broader school community;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Integrating Communities and Schools Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework
3. Use a variety of communication tools to collect input about this plan from a broad range of people affected by it; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ Implicit to Michigan Learnport

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
4. Using the input referred to in number three, develop strategies to communicate with and engage stakeholders with the professional learning plan.	MDE staff responsibility with input from our partners.	➤ OSI – School Improvement Framework.
<p><u>OUTCOME II</u></p> <p>PROFESSIONAL LEARNING BASED ON DATA</p> <p>Professional learning that seeks to increase child development and student learning starts with data about student’s strengths and needs and are correlated with the needs of the adults responsible for their education.</p>		
<p>Indicator A: Identification of appropriate data and its use to identify child/student’s strengths and needs, and the educators’ professional learning needs.</p>		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Create a sample student profile by identifying student data from multiple sources (such as Michigan Literacy Progress Profile (MLPP), Single Record Student Database (SRSD), Registry of Educational Personnel (REP), Annual Yearly Progress (AYP), school report cards, public health/medical, local employment options, transience, and US census) that might be used to make decisions about type and purpose of professional learning opportunities for the adults responsible for their education; and	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Coordinated School Health-Health Assessment Program ➤ Coordinated School Health-Youth Risk Behavior Survey ➤ Coordinated School Health-Michigan Profile for Healthy Youth ➤ Coordinated School Health-State Collaborative on Assessment of Student Standards <p>---Continued on Next Page---</p>

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
		<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I Schoolwide ➤ OSI-MI-MAP ➤ OSI-Michigan Literacy Progress Profile (MLPP) ➤ OSI-Michigan Curriculum Framework ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ NEA Foundation Grant ➤ Center for Educational Performance and Information (CEPI)- Registry of Educational Personnel and Single Record Student Database ➤ ArtServe Michigan
<p>2. Conduct work sessions on types of data and how to use it.</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ OSE/EIS' Continuous Improvement & Monitoring System Self Review ➤ OSE/EIS' Leadership Institute ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ OSI-Title I Schoolwide ➤ NEA Foundation Grant ➤ OSE/EIS-IDEA Partnership ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Implicit to Michigan Learnport

Indicator B: Development of a system that understands and uses data to determine and support the professional learning needs of educators and support professionals.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Create a tool that identifies the instructional skills that research says are most likely to result in increased child/student achievement;	MDE Staff Responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ Vision of Universal Education ➤ State of Michigan Educational Technology Plan 2006-2010
2. Create a model educator portfolio that will demonstrate how to use multiple forms of evidence to inform an Individual Professional Development Plan (IPDP); and	MDE staff responsibility	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ Implicit to Michigan Learnport
3. Establish the expectation that child/student data is the basis for decisions about professional learning by requiring child/student data analysis prior to formula or competitive professional development funding.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Coordinated School Health-Michigan Profile for Healthy Youth ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ OSI-Title I Schoolwide ➤ Vision of Universal Education ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant

Indicator C: Development of a system to measure the impact and effectiveness of professional learning.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Routinely and systematically require the evaluation of impact of professional learning activities on child development and student achievement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I Schoolwide ➤ Cherry Commission Recommendations
2. Identify data and universally-acceptable assessments of professional learning needs and impacts;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ OSI-Title I Schoolwide ➤ Cherry Commission Recommendations
3. Pilot use of assessments in a representative sample of schools to measure the impact of a variety of high quality professional learning formats;	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
4. Continuously review evaluation data of the MDE-provided professional learning to indicate ways to improve impact;	MDE staff responsibility	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I Schoolwide
5. Promote policy that enables professional learning data to be correlated to “broad stroke” child development and student achievement; and	MDE staff responsibility	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework
6. Make annual public reports of professional learning evidence to reinforce policies that support effective professional learning resources.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OSI-School Improvement Framework ➤ Michigan Collaborative for Quality Professional Learning

OUTCOME III

**A SYSTEM THAT SUPPORTS AND IMPLEMENTS
EFFECTIVE PROFESSIONAL LEARNING**

A system (with MDE as convener) that supports and implements effective professional learning requires the creation of structures that foster understanding of, commitment to, and evaluation of professional learning consistent with the State Board of Education’s 2003 Vision of Professional Learning including the National Staff Development Council’s Staff Development Standards (2001). These structures include policies, procedures, and models at the state level.

Indicator A:

Alignment of MDE policies, partnerships, and structures to be consistent with the State Board of Education’s 2003 Vision of Professional Learning including the National Staff Development Council Standards (2001).

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Ensure that the following initiatives/partnerships align with the SBE 2003 Vision and Standards of Professional Learning: a. MDE’s Grade Level/Grade Span Content Expectation b. Michigan Curriculum Framework c. MDE’s School Improvement Framework d. MI-MAP e. Michigan Alternate Assessment (MI-Access) f. MI-Plan g. Michigan Learnport h. Michigan High School Initiative i. Certification Rules of Michigan’s Teachers ---Continued on Next Page---	MDE staff responsibility	➤ Ensuring Excellent Educators Task Force Report ➤ Ensuring Early Childhood Literacy Task Force Report ➤ Embracing the Information Age Task Force Report ➤ Elevating Educational Leadership Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-Title I Schoolwide Comprehensive Needs Assessment

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
<ul style="list-style-type: none"> j. MDE’s implementation of No Child Left Behind (NCLB) k. MDE’s implementation of Individuals with Disabilities Education Improvement Act (IDEA) l. Early Childhood Education m. Early Childhood Investment Corporation (ECIC) n. MDE’s Educational Technology Plan o. Principal Academies p. Other relevant initiatives and partnerships as they emerge 		
<p>2. Align partnerships that MDE has with its stakeholders to reflect the 2003 Vision and Standards in areas such as the:</p> <ul style="list-style-type: none"> a. Individuals with Disabilities Education Act (IDEA) Partnership b. Michigan Staff Development Council (MSDC) Collaborative c. National Education Association (NEA) Foundation grant d. Curriculum Advisory Council e. Higher education partnerships f. Professional associations, etc. 	<p>There is a role for our partners in fulfilling this strategy</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ State of Michigan Educational Technology Plan 2006-2010
<p>3. Create and implement policy that ties the required use of an IPDP for all educators and support professionals, to the learning needs of students; and</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
<p>4. Develop a professional development “crediting” system that supports/reflects quality professional learning (in lieu of a “seat time” State Board Continuing Education Units (SB-CEU) structure).</p>	<p>MDE staff responsibility</p>	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ Michigan Learnport

Indicator B: Implementation of policies and practices that support the development of educators and support professionals who understand and commit to effective professional learning.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Develop shared leadership that understands and is committed to educator access to research-based effective professional learning opportunities, with special emphasis on principals in high priority schools;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ Coordinated School Health-Michigan Behavior and Learning Support Initiative ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant
2. Require local districts to assure that the professional development they provide is determined by data-based needs determined at the building level with special emphasis on specific academic skills, and content-based pedagogy;	MDE staff responsibility	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ OSI-Grade Level/Grade Span Content Expectations

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
3. Require school districts to provide relevant professional learning for early childhood, alternative education educators, and support professionals;	MDE staff responsibility	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Early Childhood Literacy Task Force Report ➤ ECC-Standards of Quality ➤ ECC-Preschool Program Quality Assessment ➤ OSI-Joint Task Force on Creativity
4. Encourage greater numbers of teachers to apply for and obtain the National Board for Professional Teaching Standards (NBPTS) certification; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report
5. Formally recognize schools and providers that demonstrate an inquiry-based culture in which the educators and support professionals are actively engaged in improving their knowledge and skills.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report

Indicator C: Development of support structures to ensure and sustain effective professional learning throughout Michigan.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Create a diverse, representative, state-level Professional Learning Advisory Body that exists for the purpose of: <ol style="list-style-type: none"> a. Implementing the professional learning plan; b. Integrating the strategies in this plan with other state-level initiatives with implications for professional learning; and c. Advocating for equitable access to quality professional learning opportunities for all Michigan educators and support professionals across content areas and grade levels. 	There is a role for our partners in fulfilling this strategy	➤ NEA Foundation Grant
2. Create a protocol for rolling out information and providing training in a timely fashion to Michigan educators and support professionals (Example: The dissemination and training for the grade-level and course content expectations).	MDE staff responsibility with input from our partners.	➤ Michigan High School Initiative ➤ Serves all Offices of the MDE
3. Foster support of professional learning for educators and support professionals through nontraditional experiences such as: <ol style="list-style-type: none"> a. Internet-based learning communities; b. Content-focused internships in industry and community; c. Immersion experiences in world languages; d. International exchanges; and e. Volunteering. 	There is a role for our partners in fulfilling this strategy.	➤ Embracing the Information Age Task Force Report ➤ Integrating Communities and Schools Task Force Report ➤ Michigan High School Initiative ➤ Coordinated School Health's Health Assessment Program Distance Learning ➤ DLEG-Career and Technical Education ---Continued on Next Page---

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
		<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-MI-MAP ➤ OSI's Curriculum Unit-Electronic Learning Communities ➤ Freedom to Learn ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Cherry Commission Recommendations ➤ Michigan Learnport
4. Establish a system for regular updating of educator profiles.	There is a role for our partners in fulfilling this strategy	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
Indicator D: Accessibility to professional learning opportunities that are designed to improve child/student learning.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Provide opportunities for teachers and other leaders to learn skills for facilitating learning communities;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Elevating Educational Leadership Task Force Report ➤ Vision of Universal Education ➤ OPPS-ASSIST Induction and Mentoring Resource <p>---Continued on Next Page---</p>

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
		<ul style="list-style-type: none"> ➤ OSI-Title I Schoolwide ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
<p>2. Identify current professional learning opportunities, or develop new ones aligned with adult learning characteristics to provide for educator needs; including but not limited to the areas of:</p> <ul style="list-style-type: none"> a. The School Improvement Framework; b. The Grade Level and Course Content Expectations; c. School Leadership; and d. Teaching with Higher Expectations for High School Students. 	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Cherry Commission Recommendations
<p>3. Design delivery systems that allow all educators and support professionals equitable, easy access to technologies such as the professional development portal (Michigan Learnport), state networks, etc.</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Excellent Educators Task Force Report ➤ Embracing the Information Age Task Force Report ➤ CSH-Healthy School Action Tool ➤ CSH-Health Assessment Program Distance Learning and Searchable Database ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI's Curriculum Unit Listservs ➤ State of Michigan Educational Technology Plan 2006-2010

Indicator E: Targeted professional learning opportunities in areas and populations most in need of improvement.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
1. Increase the participation of principals and other administrators from high priority schools/districts in targeted professional learning that focuses on improving child development and student achievement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE's 2005-2010 Strategic Plan ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant
2. Collaborate with education partners to develop and provide research-based activities and targeted professional learning opportunities to school leaders that focus on continuous school improvement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Elevating Educational Leadership Task Force Report ➤ Vision of Universal Education ➤ Michigan High School Initiative ➤ Coordinated School Health -Safe & Drug Free Schools Evaluation Tool Kit ➤ Coordinated School Health-Michigan Behavior and Learning Support Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource

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Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
		<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ Michigan Learnport ➤ NEA Foundation Grant ➤ Cherry Commission Recommendations
<p>3. Support the data-based professional learning needs of veteran teachers in high priority schools with special emphasis on content and content-related pedagogy;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan Learnport
<p>4. Support the professional learning needs of new teachers through continued training of the Advocating Strong Standards-based Induction Support for Teachers (ASSIST) website and policies that ensure the implementation of Section 1526 of the Michigan School Code;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
<p>5. Collaborate with partners to provide professional learning opportunities that assist educators to prepare students for post high-school learning;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Michigan High School Initiative
<p>6. Systematically engage institutions of higher education with the pre-K-12 system to provide a seamless support in preparing and supporting teachers from pre-service through their first three years of work in the classroom;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Vision of Universal Education ➤ OPPS-ASSIST Induction and Mentoring Resource

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
7. Collaborate with and support professional organizations and institutions of higher education to develop programs to assist paraprofessionals to meet the NCLB/IDEA requirements;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan Learnport
8. Make the WorkKeys Assessment 2.0 and the Educational Testing Service (ETS) ParaPro Assessment readily available; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Implicit to Michigan Learnport
9. Develop local assessments that can be used by paraprofessionals to demonstrate that they are qualified to assist students in reading, writing and mathematics.	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ OSI-Grade Level/Grade Span Content Expectations ➤ Implicit to Michigan Learnport

OUTCOME IV		
RESOURCES TO SUPPORT AND PROVIDE EFFECTIVE PROFESSIONAL LEARNING		
<p>“Time and money” are the two most frequently identified challenges to more effective professional learning. However, maximizing professional learning opportunities may not always require more of either. Sometimes it is a matter of re-prioritizing the use of existing funds available to each district and the legislation¹ that provides for time.</p>		
Indicator A:		
A resource network of partners for implementation of effective professional learning in Michigan.		
Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
<p>1. Maximize partnerships with intermediate school districts, institutions of higher education, professional and private organizations and associations to provide effective professional learning so that it is work-embedded and of low cost;</p>	<p>There is a role for our partners in fulfilling this strategy.</p>	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OSI-School Improvement Framework ➤ Coordinated School Health-Michiana Leadership Institute ➤ Coordinated School Health-Priority Schools ➤ Coordinated School Health-Healthy School Action Tool ➤ Coordinated School Health-Higher Education Forum ➤ ArtServe Michigan ➤ Cherry Commission Recommendations ➤ Implicit to Michigan Learnport

¹ Michigan law now allows 51 hours of student instructional time to be used for professional learning.

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
2. Collaborate with professional development providers particularly at ISDs to target programs on high need content areas;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ Cherry Commission Recommendations ➤ Implicit to Michigan Learnport
3. Post (on the MDE’s website) resources available to fund professional learning and, when possible, the websites of our partners;	MDE staff responsibility	<ul style="list-style-type: none"> ➤ Coordinated School Health-Healthy School Action Tool ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport
4. Identify and disseminate resources for universal design for instruction to meet the needs of educators of diverse learners who are at risk for not meeting targeted achievement standards;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Michigan High School Initiative ➤ Vision of Universal Education ➤ ECC- Standards of Quality and Preschool Program Quality Assessment
5. Post on the MDE website the identity of schools, local school districts, intermediate school districts, and states that have successful, high quality professional learning systems/programs;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OSI-Title I Professional Development Requirement ➤ Michigan Collaborative for Quality Professional Development

Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
6. Identify models and disseminate template language from state administrative and educational employee associations that address time and resources for high quality professional learning;	There is a role for our partners in fulfilling this strategy.	➤ Ensuring Excellent Educators Task Force Report
7. Work in partnership with institutions of higher education, intermediate school districts and/or educational organizations to develop an information warehouse of current, nationally-accepted research to guide the design of professional learning;	There is a role for our partners in fulfilling this strategy.	➤ Ensuring Excellent Educators Task Force Report ➤ NEA Foundation Grant
8. Create a tool(s) or identify existing tools that demonstrate how to use resources creatively and strategically for professional learning (as a resource in the MI-MAP toolkit);	There is a role for our partners in fulfilling this strategy.	➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-MI-MAP ➤ OSI-Title I Schoolwide ➤ Michigan Collaborative for Quality Professional Development
9. Make all grant criteria consistent with the SBE's Professional Learning Vision and Standards;	MDE staff responsibility	➤ Grants Coordination and School Support: Grants Unit
10. Establish policies that foster resources and time for implementation of IPDPs; and	MDE staff responsibility	➤ NEA Foundation Grant
11. Advocate for sufficient resources for quality professional learning opportunities for all Michigan educators.	There is a role for our partners in fulfilling this strategy.	➤ Michigan Collaborative for Quality Professional Development

State Professional Development Planning Core Team

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**State Professional Development
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September 22, 2005**

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