



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 27, 2006

MEMORANDUM

To: State Board of Education

From: Michael P. Flanagan, Chairman

Subject: Approval of the State Professional Learning Strategic Plan

The Office of Professional Preparation Services presented the Draft State Professional Learning Strategic Plan to the State Board of Education (SBE) on February 14, 2006. SBE members discussed the plan and recommended revisions that would improve it. An executive summary (Attachment A) and Outcomes and Indicators (Quick Reference) (Attachment B) have been added to explain the purpose of the plan and to provide an overview of the contents. The overall comprehensive plan (Attachment C) includes the strategies to accomplish each of the outcomes. These strategies have been prioritized to guide implementation of the plan in a more focused manner. Attachment D is the list of core planning team members and Attachment E is the list of the strategic plan field review participants.

It is recommended that the State Board of Education approve the State Professional Learning Strategic Plan, as attached to the Superintendent's memorandum dated March 27, 2006.

STATE BOARD OF EDUCATION

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Michigan Professional Learning Strategic Plan 2006-2010

Executive Summary

March 2006

A team of Michigan educators has developed this Professional Learning Strategic Plan to guide the work of the Michigan Department of Education (MDE) from 2006-2010.

The primary goals of this plan are:

- To support the State Board's Strategic Goal: *Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.*
- To accomplish Objective #3 of the Michigan State Board of Education (SBE)/MDE's Strategic Plan 2005-2010: *Demonstrate that Michigan classrooms are staffed with highly qualified teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.*
- To provide leadership and support for excellence and equity in education by identifying the structures and activities needed to support other SBE's vision, mission, and goal.

The purpose of the plan is to create, support, and sustain Michigan educators as they work to change the culture of teaching and learning in the classroom. It is proposed that this be accomplished through four broad outcomes.

- Broad-based Understanding and Commitment to the SBE's Vision and Standards of High Quality Professional Learning.
- Professional Learning Based on Data.
- A System That Supports and Implements Effective Professional Learning.
- Resources to Support and Provide Effective Professional Learning.

The strategies supporting these outcomes fall into three phases; each being approximately 18 months in length. Those strategies determined to be first priority will be accomplished within the first 18 month period.

Strategies are listed in order of priority. First-priority strategies are greater in number because they are interdependent; they must occur simultaneously to initiate and support the development of a more effective professional learning system in Michigan beginning with concentrated work to convey the expectation of a different kind of professional learning experience for Michigan educators.

The detailed Professional Learning Strategic Plan will be used as the operational guideline for the implementation of the new vision for professional growth in Michigan.

OUTCOMES AND INDICATORS (QUICK REFERENCE)

OUTCOME I

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

Professional learning that changes how we do our work as educators and serves the development and achievement needs of all children and students is relevant and customized for the participant. For that kind of professional learning to be an expectation in Michigan, we need to change how we design, provide and participate in professional learning experiences. Educators, support professionals, and the public must come together to understand and commit to the concept of adults learning together to come to a shared meaning of how we ensure high levels of learning for all children and students.

- 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.
- Indicator B: Professional and public awareness, understanding, acceptance and involvement in the State Board of Education's 2003 Vision and Standards of Professional Learning.

OUTCOME II

PROFESSIONAL LEARNING BASED ON DATA

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 the education of children and students.

- Indicator A: Development of a system that understands and uses data to determine and support the professional learning needs of educators and support professionals.
- Indicator B: Identification of appropriate data and its use to identify child/student's strengths and needs, and the educators' professional learning needs.
- Indicator C: Development of a system to measure the impact and effectiveness of 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 the 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).
- Indicator B: Implementation of policies and practices that support the development of educators and support professionals who understand and commit to effective professional learning.
- Indicator C: Development of support structures to ensure and sustain effective professional learning throughout Michigan.
- Indicator D: Accessibility to professional learning opportunities that are designed to improve child/student learning.
- Indicator E: Targeted professional learning opportunities in areas and populations most in need of improvement.

OUTCOME IV**RESOURCES TO SUPPORT AND PROVIDE EFFECTIVE PROFESSIONAL LEARNING**

"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 legislation that provides for time.

- Indicator A: A resource network of partners for implementation of effective professional learning in Michigan.

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

STATE PROFESSIONAL LEARNING PLAN FOR 2006-2010

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 professional 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.

VISION OF PROFESSIONAL LEARNING ADOPTED BY THE SBE, AUGUST 2003

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 the MDE staff in collaboration with partners representing intermediate school districts (ISDs), REGIONAL EDUCATIONAL MEDIA CENTERS (REMCS), 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, support professionals and staff 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 SBE’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~~ SHARED learning for ~~the purpose of~~ SHARED MEANING TO ensure 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 NO CHILD LEFT BEHIND ACT OF 2001, 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 professional 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 organized 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 AND COMMITMENT TO THE STATE BOARD OF EDUCATION'S 2003 VISION AND STANDARDS OF HIGH QUALITY PROFESSIONAL LEARNING

Professional learning THAT CHANGES HOW WE DO OUR WORK AS EDUCATORS and serves the development and achievement needs of all children and students, is ~~individualized~~ RELEVANT and customized. ~~In order for that to occur routinely in Michigan, a systematic change is required in how we~~ FOR THE PARTICIPANT. FOR THAT KIND OF PROFESSIONAL LEARNING TO BE AN EXPECTATION IN MICHIGAN, WE NEED TO CHANGE HOW WE DESIGN, provide and participate in professional learning experiences. Educators, support professionals and the public must COME TOGETHER to 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.~~ TOGETHER TO COME TO A SHARED MEANING OF HOW WE ENSURE HIGH LEVELS OF LEARNING FOR ALL CHILDREN AND STUDENTS.

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.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	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;	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 Behavior and Learning Support Initiative (MI-BLSI) ➤ Early Education and Family Services (ECC)-Early On-Training and Technical Assistance <p style="text-align: center;">--Continued on Next Page--</p>

Phase	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"> ➤ ECC-Standards of Quality for Pre-Kindergarten (ECC for SQ) ➤ ECC- Preschool Program Quality Assessment (PPQA) ➤ Office of School Improvement (OSI)- School Improvement Framework ➤ OSI-Michigan Curriculum Framework ➤ OSI-MI-Plan ➤ OSI-MI-MAP ➤ National Education Association (NEA) Foundation Grant
First	Demonstrate through example and research, that effective professional learning does not always require additional funds;	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 ➤ 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
First	Identify those professional learning models that are most likely to result in improvement of child/student learning;	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST (Advocating Strong Standards-based Induction Support for <p>--Continued on Next Page--</p>

Phase	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"> ➤ Teachers) Induction and Mentoring Resource ➤ Cherry Commission Recommendations
First	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;	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 ➤ Vision of Universal Education ➤ NEA Foundation Grant
First	Encourage Michigan's professional learning providers (institutions of higher education, intermediate school districts, REGIONAL EDUCATION MATERIALS CENTERS, 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;	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 ➤ OSE/EIS Partnership ➤ OSI-Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport
First	Design and/or identify models of educators' Individual Professional Development Plans (IPDP) 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

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	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;	There is a role for our partners in fulfilling this strategy.	<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 ➤ OSI-Field Services and Curriculum Units ➤ Cherry Commission Recommendations
Second	Provide research-based examples of what works in professional learning and disseminate them to ENGAGE IN FORMAL CONVERSATION WITH institutions of higher education, intermediate school districts, regional education materials centers, local school districts, professional associations, public and private organizations, families and communities about research-based professional learning models;	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-Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport
Second	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

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Design and/or identify models of needs assessments as a resource for schools, intermediate school districts, REGIONAL EDUCATION MATERIALS CENTERS, local SCHOOL 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
Third	Select and train a cadre of key partners who understand and are able to communicate the State Board of Education's (SBE) 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.**

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Develop strategies educators and support professionals can use to communicate the value OF CHANGING HOW TEACHING OCCURS 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-Individuals with Disabilities Education Improvement Act (IDEA) Partnership ➤ OSI-School Improvement Framework
First	Use a variety of communication tools to collect input about this plan from a broad range of people affected by it;	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
Second	Using the input referred to in number three, COLLECTED ABOUT THE PLAN, develop strategies to communicate with and engage stakeholders with the professional learning plan; and	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework. ➤ OSI-MI-MAP
Second	Conduct professional and public information sessions that develop shared language MEANING 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

OUTCOME II**PROFESSIONAL LEARNING BASED ON DATA**

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~~ THE EDUCATION OF CHILDREN AND STUDENTS.

Indicator A:

Development of a system that understands and uses data to determine and support the professional learning needs of educators and support professionals.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	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
First	Create a model educator portfolio that will demonstrate how to use multiple forms of evidence to REGULARLY inform an IPDP; and	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ Implicit to Michigan Learnport

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Establish the expectation that child/student CHILD AND STUDENT data is ARE 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"> ➤ Elevating Educational Leadership Task Force Report ➤ 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 School-wide ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant

Indicator B:

Identification of appropriate data and its use to identify child/student's strengths and needs, and the educators' professional learning needs.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Create DEVELOP 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 --Continued on Next Page--	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 --Continued on Next Page--

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
	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 THE EDUCATION OF CHILDREN AND STUDENTS; and		<ul style="list-style-type: none"> ➤ Coordinated School Health-State Collaborative on Assessment of Student Standards ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I School-wide ➤ 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 (REP) and Single Record Student Database (SRSD) ➤ ArtServe Michigan
Second	Conduct work sessions on types of data and how to use it.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ ELEVATING EDUCATIONAL LEADERSHIP TASK FORCE REPORT ➤ 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 <p>--Continued on Next Page--</p>

Phase	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"> ➤ OSE/EIS-IDEA Partnership ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Implicit to Michigan Learnport

Indicator C:

Development of a system to measure the impact and effectiveness of professional learning.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	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 School-wide ➤ Cherry Commission Recommendations
Second	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 School-wide ➤ Cherry Commission Recommendations

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	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 School-wide
Third	Pilot PROMOTE use of assessments BEGINNING 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
Third	Promote policy that enables professional learning data to be correlated to “broad stroke” BROADLY BETWEEN EDUCATOR PARTICIPATION AND child development and student achievement TO ASSESS IMPACT; and	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework
Third	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 the 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).

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Ensure that the following initiatives/partnerships align with the SBE 2003 Vision and Standards of Professional Learning ESPECIALLY IN THE AREA OF IMPACT ASSESSMENT: <ul style="list-style-type: none"> • MDE's Grade Level/Grade Span Content Expectation • Michigan Curriculum Framework • MDE's School Improvement Framework • MI-MAP • Michigan Alternate Assessment (MI-Access) --Continued on Next Page--	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ 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 School-wide Comprehensive Needs Assessment

Phase	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"> • MI-Plan • Michigan Learnport • Michigan High School Initiative • Certification Rules of Michigan's Teachers • MDE's implementation of No Child Left Behind (NCLB) • MDE's implementation of IDEA • Early Childhood Education • Early Childhood Investment Corporation (ECIC) • MDE's Educational Technology Plan • Principal Academies • Other relevant initiatives and partnerships as they emerge 		
First	<p>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"> • Individuals with Disabilities Education Act (IDEA) Partnership • Michigan Staff Development Council (MSDC) Collaborative • National Education Association (NEA) Foundation grant • Curriculum Advisory Council • Higher Education Partnerships • Professional Associations, etc. 	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 ➤ State of Michigan Educational Technology Plan 2006-2010

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Create and implement policy that ties the required use of an IPDP for all educators and support professionals, to the learning needs of children and students; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
First	Develop a EXTEND THE CURRENT professional development LEARNING “crediting” system (in lieu of a “seat time” State Board Continuing Education Units (SB-CEU) structure) TO PROMOTE MEASURABLE CRITERIA BEYOND SEAT TIME TO INCLUDE LEARNING PROCESSES SUCH AS APPLICATION, REFLECTION, ASSESSMENT, RE-APPLICATION, ETC.	MDE staff responsibility.	<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.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	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 AND CHANGING THE WAY THEY TEACH;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	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 ➤ 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
Second	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 KNOWLEDGE, content-based pedagogy, TECHNOLOGY AND INSTRUCTIONAL STRATEGIES TO REACH EACH LEARNER;	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
Second	Require school districts to provide relevant professional learning for early childhood, alternative education educators, and support professionals; and	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 --Continued on Next Page-- ➤ ECC-Preschool Program Quality Assessment ➤ OSI-Joint Task Force on Creativity

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Encourage greater numbers of teachers to apply for and obtain the National Board for Professional Teaching Standards (NBPTS) certification.	There is a role for our partners in fulfilling this strategy.	➤ Ensuring Excellent Educators Task Force Report

Indicator C:

Development of support structures to ensure and sustain effective professional learning throughout Michigan.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	<p>Create IDENTIFY a diverse, representative, state-level Professional Learning Advisory Body GROUP TO ACT AS AN ACTIVE MDE PARTNER that exists for the purpose of:</p> <ul style="list-style-type: none"> • Implementing the professional learning plan; • Integrating the strategies in this plan with other state-level initiatives with implications for professional learning; and • 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

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Create a IDENTIFY protocols 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.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Serves all Offices of the MDE
Third	<p>Foster support of professional learning PROMOTE PROFESSIONAL LEARNING EXPERIENCES for educators and support professionals through nontraditional experiences such as:</p> <ul style="list-style-type: none"> • Internet-based learning communities; • Content-focused, REAL-WORLD EXPERIENCES INCLUDING internships in industry and community; • Immersion experiences in world languages OR TECHNOLOGY; • International exchanges; and • Volunteering. 	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ 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 ➤ 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 <p>--Continued on Next Page--</p>

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
	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.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	<p>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"> • The School Improvement Framework; • The Grade Level and Course Content Expectations; • School Leadership; and • Teaching with Higher Expectations for High School Students. 	There is a role for our partners in fulfilling this strategy.	<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 ➤ VISION OF UNIVERSAL EDUCATION

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Design delivery systems that allow all educators and support professionals equitable, easy AND CONVENIENT access to technologies such as the professional development portal (Michigan Learnport), state networks, etc; and	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 ➤ 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
Second	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 ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-Title I Schoolwide ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport

Indicator E:

Targeted professional learning opportunities in areas and populations most in need of improvement.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	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 THAT NEW TEACHERS RECEIVE THE MENTORING AND INDUCTION AS REQUIRED IN THE Michigan School Code;	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 ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
First	Collaborate with partners to provide professional learning opportunities that assist educators to prepare students for post high school, REAL-WORLD learning;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative
Second	Increase the participation of principals and other administrators from high priority schools 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

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	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 ➤ CSH-Safe & Drug Free Schools Evaluation Tool Kit ➤ CSH-Michigan Behavior and Learning Support Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ Michigan Learnport ➤ NEA Foundation Grant ➤ Cherry Commission Recommendations
Second	Support the data-based professional learning needs of veteran teachers in high priority schools with special emphasis on content, content-related pedagogy, TECHNOLOGY, AND NEW INSTRUCTIONAL STRATEGIES THAT REACH ALL 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 Learnport ➤ VISION OF UNIVERSAL EDUCATION
Second	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;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Vision of Universal Education ➤ OPPS-ASSIST Induction and Mentoring Resource

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Make the WorkKeys Assessment 2.0 and the Educational Testing Service (ETS) ParaPro Assessment readily available;	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
Third	Collaborate with and support professional organizations and institutions of higher education to develop programs to assist paraprofessionals to meet the NCLB/IDEA requirements; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ NO CHILD LEFT BEHIND ACT OF 2001 ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan Learnport
Third	Develop local assessments that can be used by paraprofessionals to demonstrate that they are qualified to assist children and students in reading, writing and mathematics.	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ NO CHILD LEFT BEHIND ACT OF 2001 ➤ 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**

“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.

Indicator A:

A resource network of partners for implementation of effective professional learning in Michigan.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Maximize partnerships with intermediate school districts (ISD), REGIONAL EDUCATION MATERIALS CENTERS (REMC), institutions of higher education (IHE), professional and private organizations and associations to provide effective professional learning so that it is work-embedded and of low cost;	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 ➤ Coordinated School Health-Michiana Leadership Institute ➤ CSH-Priority Schools ➤ CSH-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.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Collaborate with professional development learning providers particularly at ISDs AND REMCS 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
First	Make all grant criteria consistent with the SBE's Professional Learning Vision and Standards;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ Grants Coordination and School Support: Grants Unit
First	Establish policies that foster resources and time for implementation of IPDPs;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ NEA Foundation Grant
Second	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.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-MI-MAP ➤ OSI-Title I Schoolwide ➤ Michigan Collaborative for Quality Professional Development
Second	Post (on the MDE's website and, when possible, the websites of our partners) resources available to fund professional learning;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ CSH-Healthy School Action Tool ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	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 TO HELP TEACHERS TEACH DIFFERENTLY IN ORDER TO REACH ALL THE CHILDREN IDENTIFIED IN THE VISION OF UNIVERSAL EDUCATION;	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
Second	Post on the MDE's AND PARTNERS' WEBSITES the identity of schools, local school districts, ISDs, REMCS , and OTHER states that have successful, high-quality EFFECTIVE 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
Third	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.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report
Third	Work in partnership with institutions of higher education, ISDs, REMCS and/or educational organizations to develop an information warehouse of current, nationally-accepted research to guide the design of professional learning; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ NEA Foundation Grant
Third	Advocate for sufficient resources for quality professional learning opportunities for all Michigan educators.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Michigan Collaborative for Quality Professional Development

State Professional Development Planning Core Team

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