

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:

Identifiication of appropriate STUDENT ACHIEVEMENT data and its use to identify THE child'S/student's ACADEMIC strengths and WEAKNESSES needs, and LINK THOSE NEEDS TO 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	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Coordinated School Health-Health Assessment Program <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
	<p>Student Database (SRSD), Registry of Educational Personnel (REP), Annual Yearly Progress (AYP), school report --Continued on Next Page-- 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</p>		<ul style="list-style-type: none"> ➤ 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 ➤ 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	<p>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"> ➤ ELEVATING EDUCATIONAL LEADERSHIP TASK FORCE REPORT ➤ OSE/EIS' Continuous Improvement & Monitoring System Self Review ➤ OSE/EIS' Leadership Institute ➤ OSI-School Improvement Framework <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"> ➤ 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 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 <u>child development</u> and student achievement HELPS STUDENTS TO BE INDEPENDENT AND LEARNING HOW TO MAKE GOOD DECISIONS ABOUT LEARNING;	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 <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"> ➤ OSI-Title I School-wide ➤ Cherry Commission Recommendations
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	<p>Ensure that the following initiatives/partnerships align with the SBE 2003 Vision and Standards of Professional Learning ESPECIALLY IN THE AREA OF IMPACT ASSESSMENT:</p> <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) <p>--Continued on Next Page--</p>	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

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