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.	➢ 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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

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 SUCH AS ISDS, REMCS, AND PROFESSIONAL ASSOCIATIONS 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	~~Create~~ IDENTIFY a diverse, representative, state-level ~~P~~professional ~~L~~learning ~~Advisory Body~~ GROUP TO ACT AS AN ACTIVE MDE PARTNER that exists for the purpose of: • 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

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