



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

April 28, 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 and April 11, 2006. SBE members discussed the plan and recommended additional editorial revisions. The most significant revisions are on page 3 of the document. Other minor revisions are on pages 4, 6, 7, and 9.

There was a concern that the reference to child and students had been deleted in several places. Upon closer review of the document, it was discovered that the reference had been changed to "children and students" and permeates the document. There was also a concern that the document didn't specifically reference principals with the exception of the reference to principals in high priority schools on page 23. The document references leadership, which includes principals and other administrators throughout. However, the Michigan Department of Education and the Board are committed to placing special emphasis on working with high priority schools to improve academic achievement.

It is recommended that the State Board of Education approve the State Professional Learning Strategic Plan, as attached to the Superintendent's memorandum dated April 28, 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 PRACTICE IN THEIR VARIOUS ROLES ~~and~~ serves the development and achievement needs of all children and students, AND 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. ALL Educators, INCLUDING TEACHERS, PARAPROFESSIONALS, ADMINISTRATORS, AND OTHER STAFF MUST WORK WITH THE PUBLIC TO ENSURE HIGH LEVELS OF PROFESSIONAL LEARNING LINKED TO SUCCESSFUL STUDENT OUTCOMES. ~~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~~ SUCCESSFUL child development and student learning starts with data about THE student's ACADEMIC strengths and needs ~~and~~ THAT are correlated with the PROFESSIONAL LEARNING needs of the adults responsible for the education of children and students.

Indicator A: ~~Development of~~ a system that understands and uses STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT data to determine and support the professional learning needs of PROFESSIONAL educators and SCHOOL support ~~professionals~~ PERSONNEL.

Indicator B: ~~Identification~~ 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 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 SUCH AS ISDS, REMCS, AND PROFESSIONAL ASSOCIATIONS 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~~ THE plan to conveyS the CONCEPT OF learning in which professionals, support professionals and OTHER staff engage, ~~as characterized by THAT OCCURS IN~~ many formats beyond the traditional lecture-style MODE OF 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, K-12 AND postsecondary educators AND ADMINISTRATORS, 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 thEse AFOREMENTIONED INITIATIVES 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;

Recognizethat MAKE 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~~INGs is an organized framework for the work that needs to be done ACCOMPLISHED internally and externally ~~to the MDE~~ in order to realize these outcomes AS STATED IN THE PLAN.

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; AND RECOGNIZE THAT EFFECTIVE PROFESSIONAL LEARNING MODELS NEED CONTINUOUS REVIEW AND IMPROVEMENT;	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 ➤ OPPTS-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 STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT data to determine and support the professional learning needs of PROFESSIONAL educators and SCHOOL support professionals 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

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