



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

June 1, 2012

**MEMORANDUM**

TO: State Board of Education

FROM: John C. Austin, President and Michael P. Flanagan, Chairman

SUBJECT: Approval of State Board of Education/Michigan Department of Education Goal and Reform Priorities for 2012-2013

The attached State Board of Education/Michigan Department of Education Goal and Reform Priorities for 2012-2013 document was developed based on discussion at the Board's May 24, 2012, Retreat.

It is recommended that the State Board of Education approve the State Board of Education/Michigan Department of Education Goal and Reform Priorities for 2012-2013, as attached to the Superintendent's memorandum dated June 1, 2012.

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**MICHIGAN STATE BOARD OF EDUCATION  
AND MICHIGAN DEPARTMENT OF EDUCATION  
GOAL AND REFORM PRIORITIES  
2012-2013**

**GOAL**

Continue developing an effective and equitable performance-based system that achieves academic growth and successful outcomes for all students.

**REFORM PRIORITIES**

**1. Improved Student Achievement Through Innovation**

- a) Initiate a study on education finance and innovation.
- b) Support “any time, any place, any way, any pace” initiatives that help schools to personalize learning for every student.
- c) Increase access to quality distance and blended learning options.
- d) Support and remove barriers for every student to participate in early post-secondary learning opportunities, including dual enrollment, early college, advanced placement, technical and career learning.
- e) Identify and support successful interventions for turning around low-performing schools.
- f) Close academic achievement gaps, with an initial focus on rapidly improving the academic outcomes of African-American males for whom data show are Michigan’s persistently lowest achieving subgroup.
- g) Implement the Common Core Career and College Ready Standards.

**2. Student Achievement-based System of Schools**

- a) Implement a system of State Board of Education rewards for High Performing and High Progressing Schools.
- b) Develop policies that incent and reward school performance on outcomes, including improved student achievement proficiency and growth and reduced need for post-secondary remediation.
- c) Implement a single statewide accountability system as described in Michigan’s Elementary and Secondary Education Act Flexibility Request to the U.S. Department of Education.

**3. Preparation and Training for Effective Educators**

- a) Refashion teacher certification to reflect teachers’ ability to deliver the Career and College Ready Standards.
- b) Refashion teacher preparation leading to teacher certification including increased requirements for admission into teacher preparation programs, admission into student teaching, and recommendation for teacher licensure.
- c) Support the development and use of fair, effective evaluations of teacher and administrator performance that focus on improvement and that are based on multiple measures, including school improvement plan goals, instructional delivery, and student growth. Such development should involve teachers, administrators, and other appropriate stakeholders.

- d) Revise continuing education requirements to align with individual teacher and administrator development needs, school improvement goals, and areas identified through analysis of student academic outcomes.
- e) Implement alternative routes to certification for teachers and administrators.
- f) Implement a performance-based credential, such as the National Board for Professional Teaching Standards, to reward instructional effectiveness and afford satisfying careers for teachers as mentors and instructional leaders.
- g) Seek legislative authority and funding for the Michigan Department of Education to monitor district compliance with existing legislative requirements for mentoring, induction, and professional development for new teachers.

#### **4. Early Childhood Education and Care**

- a) Continue the consolidation of early childhood education and care programs and resources into the Office of Great Start as well as advocate for enhanced early childhood opportunities.
- b) Implement the Great Start to Quality, a system of progressive standards that identifies higher standards and higher levels of quality for all licensed early learning and development programs and unlicensed subsidized providers.
- c) Initiate a Kindergarten Entry Status assessment to identify children's learning and developmental levels at kindergarten entry.
- d) Increase access to high quality early learning and development programs for those children with the highest needs prior to kindergarten entry.