

Michigan Department
of Education
Professional Learning
Policy:
Supporting Guidance

[November 2011]

Summary

This policy and corresponding guidance were developed to assist educators in successfully implementing a system of effective professional learning that supports school improvement, develops skills necessary to raise academic achievement for students, and improves the effectiveness of staff and leaders in the educational system. Professional learning must directly impact teacher practice to ensure all students attain proficiency in rigorous content that prepares them for career and college. Professional learning for other personnel in the system should support student outcomes through a focus on increasing student engagement, improving student behavior, and improving school culture and operations. Effective leaders who support effective professional learning create environments that result in the growth, development and proficiency of all students.

Professional Learning Defined

Professional Learning is a planned, purposeful and sustained system designed by workplace teams and individuals. Educators engage in Professional Learning in order to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Professional Learning as defined by Learning Forward (formerly the National Staff Development Council) means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. This definition focuses on the staff that has the most direct impact on students and learning and is consistent with the emphasis of work funded and supported by the United States Department of Education.

A Transition from Professional Development to Professional Learning

Historically, Michigan policies and statutes have emphasized the importance of providing continuous support and professional development opportunities to educators designed to improve job performance so that schools operate efficiently and all students have access to effective teachers. (See Appendix A for specific State Board of Education policies and Michigan laws that evidence this ongoing support.) The resultant professional development activities, however, have tended to be episodic and unconnected to school goals, improvement plans, and the learning needs of the educators working within the system.

In this era of changes and reform that permeate all aspects of the education field, a redesign of the systems that recruit, prepare, select, develop, retain, evaluate, advance and compensate teachers, leaders, other school personnel is essential to achieving the goals of graduating students that are career and college ready and reducing the inequity in learning outcomes for students. There must likewise be a paradigm shift in the way that schools approach professional learning, moving away from the old concept of professional *development* and embracing the concept of professional *learning* for which this specifications document provides support.

The following table demonstrates the necessary conceptual and practical transitions to support a system of quality professional learning.

| AN ESSENTIAL SHIFT IN PROFESSIONAL LEARNING | |
|---|---|
| Moving Away From Professional Development | Moving Toward Professional Learning |
| Providing professional development based on current interests, unconnected to a career path or growth plan over time. | Building from learning goals and objectives established during educator preparation and developed throughout the educator's career. |
| Providing professional development that is not aligned with standards or connected to local improvement plans. | Aligning with all state and national standards and local school improvement plans to improve job performance and student growth and proficiency. |
| Engaging personnel in professional development unrelated to both real data and the continuous improvement process. | Engaging personnel in a process of continuous improvement, in which evidence and data are used to assess needs, define learning goals, design learning opportunities, and evaluate the effectiveness of professional learning in achieving identified learning goals. |
| Providing professional development for individuals that takes place outside of school, away from students, and is centered on issues of theoretical practice. | Facilitating sustained, collaborative, job-embedded professional learning that includes opportunities to participate in communities of practice. |
| Providing one-time or short-term professional development with little or no support for transfer to the work place. | Providing continuous learning to support and sustain the transfer of new knowledge and skills to the work place. |
| Individual stakeholders leading and providing professional development. | Providing increased opportunities among stakeholder organizations for collaboration and shared leadership for learning. |
| Limiting professional development based on scarce resources and discrete funding sources. | Utilizing and leveraging the necessary resources for continuous professional learning and ensuring that local, state and |

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|--|--|
| | federal funds are aligned and in compliance with professional learning policy. |
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Professional Learning Policy Statement

Purpose

Michigan's vision of a quality professional learning system will contribute to the achievement of career and college readiness for all students. The goal of this policy is to support a professional learning system that engages people throughout the entire educational community in continuous learning and improvement. The purpose of this policy is to outline seven key indicators that define Michigan's approach to professional learning under which other related policies and specifications can be understood and interpreted.

Note: This policy replaces and updates the August 2003 State Board of Education "Professional Development Vision and Standards for Michigan Educators" that included the National Staff Development Council's "Standards of Staff Development" (2001) and the April 2006 "Michigan's Professional Learning Strategic Plan."

Scope

This policy applies to all teachers, ancillary and non-teaching staff, and administrators in local and intermediate school districts; family and community members; higher education institutions; and professional education associations. Special attention is paid to the professional learning of teachers and school leaders. While the policy recognizes that all personnel in the school community share responsibility for supporting the education and welfare of its learners, research indicates that teachers and school leaders have the greatest influence on achievement in schools.

The policy draws on knowledge of professional learning practices gained from current research and is intended to result in the implementation of a comprehensive coordinated system of professional learning. It recognizes the participation of teams and individuals in workplace learning and in the wider professional context as essential to the development of effective professional practice.

This policy promotes a system of professional learning in Michigan that will enhance the preparation of children, youth and adults for academic achievement, continuing education, and success in work and life.

All education agencies have a responsibility to undertake and support the professional learning of teachers, leaders, and other education and support personnel. Professional learning programs and activities should be coordinated with other improvement efforts; communicated throughout the education system; and

evaluated for effectiveness in improving the knowledge, skills and abilities of all education and support personnel in the system.

Policy

The success of Michigan's students in achieving career and college readiness by the end of high school is dependent on the ability of the education community to build, support, and sustain a highly effective corps of educators. The education community must develop local systems of Professional Learning, grounded in policy and standards, to support program planning and evaluation that meet the needs of local educators.

Professional learning experiences range from awareness building to in-depth application of knowledge and skills, with each of these experiences including problem solving and reflection on the effectiveness of the teaching and learning process in order to improve student outcomes and job performance. Professional learning can occur in a variety of settings, including face-to-face sessions, online courses, and combinations thereof. It provides opportunities for professional discourse, analysis, application, and reflection. It is relevant learning that is essential to ongoing improvements in professional practice and job effectiveness.

The design, development, and implementation of an effective professional learning system must:

- Build from learning goals and objectives established during pre-service preparation and developed throughout the educator's career;
- Align with national and state standards and local school improvement plans to improve job performance and student growth and proficiency;
- Engage personnel in a process of continuous improvement in which evidence and data are used to assess needs, define learning goals, design learning opportunities, and evaluate the effectiveness of the professional learning in meeting identified learning goals;
- Facilitate sustained, collaborative, job embedded professional learning, including opportunities to participate in communities of practice;
- Provide continuous learning to support and sustain the transfer of new knowledge and skills to the work place;
- Provide increased opportunities among stakeholder organizations for collaboration and collective responsibility for the learning of children, youth, and adults; and
- Utilize and leverage the necessary resources for continuous professional learning, ensuring that local, state, and federal funds are aligned and in compliance with professional learning policy.

The State Board of Education recommends that each Michigan school and district establish sustained, job embedded professional learning opportunities for all school and district staff based on this Professional Learning Policy.

Coordination, Communication, and Evaluation

As stated above, professional learning programs and activities should be coordinated with other improvement efforts, communicated throughout the system, and evaluated for effectiveness. Each education stakeholder has a responsibility for each of these key components to varying degrees. Such involvement increases collaboration and investment in creating a system perceived as responsive, effective and efficient in improving job performance and student proficiency and growth.

Communication and Dissemination Planning

The Michigan Department of Education (MDE) has involved representatives of stakeholder groups in the design and development of the Michigan Professional Learning Policy. As a foundational part of this process, these stakeholders developed a shared understanding of effective professional learning, contributed their expertise, and defined stakeholder roles and responsibilities needed to implement and sustain a system of professional learning.

The MDE Stakeholder Team created a communication and dissemination plan for the Michigan Professional Learning System intended to actively support and sustain implementation of the policy. The plan is grounded in the beliefs that communication is two-way and on-going, and dissemination is focused on utilization and implementation.

In considering the communication and dissemination needs of the “users” of professional learning, the plan addresses the following outcomes:

- A common understanding of professional learning
- An accurate understanding of how the communication dissemination process works
- Shared focus, clear objectives, practical benefits, and target audiences for communication dissemination efforts
- A common set of resources and media to support the efforts
- Technical assistance and key activities to support readiness, rollout and reinforcement of the professional learning system
- Ways of monitoring the effectiveness of communication dissemination efforts and opportunities for sharing successes and lessons learned

The development of communication resources and technical assistance activities is underway. While this plan will enable the MDE to actively communicate and disseminate the professional learning policy, the MDE Stakeholder Team recognizes that one of the most effective ways to increase utilization is to involve users in their own communication dissemination planning and implementation. Stakeholders at

their sites and with their constituents can best tailor elements of the general process to fit their unique context, needs and strengths.

Program Evaluation Planning

The Michigan Professional Learning Policy moves away from the use of single isolated events to programs that are “planned, coherent actions and support systems designed and implemented to develop educators’ knowledge, skills, attitudes, aspirations, and behaviors to improve student achievement” (Killion, 2008, p. 213). As established earlier, the most effective programs engage participants in sustained, collaborative professional learning. This vision of professional learning reflects a substantial investment of resources. A well-designed and administered program evaluation enables program managers and participants to make data-based decisions about the program and provide solid evidence of reasonable returns on a district’s or school’s investment.

Program evaluation is defined here as a systematic, purposeful review and analysis of multiple sources of data to make informed decisions about the nature and impact of a program (Killion, 2008). The main benefits and considerations for conducting a rigorous evaluation follow.

There are several reasons given for conducting program evaluations (Archibald, 2011; Haslam, 2010; Killion, 2008). They:

1. Provide evidence of effectiveness and efficiency.
2. Ensure that the time and investment spent were beneficial and not wasted.
3. Facilitate program improvements or decisions to scale up or discontinue the program.
4. Guide resource allocation decisions.
5. Advance the field when findings are shared with others.
6. Influence decisions about policy and practice.

Districts and schools will benefit from having an evaluation plan—a design that details data collection, analysis, and reporting strategies. Such planning typically begins early as an important part of the overall planning of professional learning, and it reflects the professional learning as designed by the facilitators or designers. There is no one “best” approach to evaluation, however, there is general agreement that an effective program evaluation (The Evaluation Stakeholder Committee, 2011; Haslam, 2010; Killion, 2008):

- Includes a variety of qualitative and quantitative measures
- Aligns with stated goals found in individual, school and district improvement plans
- Incorporates local periodic needs assessments
- Is carried out at both the local and statewide levels
- Takes into account the context in which professional learning is delivered
- Investigates the process by which professional learning is delivered
- Examines the content of what professional learning delivers

- Includes a cost-benefit analysis to determine to what extent the benefits of a program outweigh the costs
- Engages all involved education stakeholders in some aspect of the evaluation process
- Is itself routinely evaluated
- Disseminates interim or final findings with the expectation that they will be used in a timely manner for planning and decision-making

Evaluation plans are often organized around a set of broad questions: It is suggested that questions for a professional learning evaluation include the following:

1. In what ways have education stakeholders been affected by their participation in professional learning activities (on their knowledge, skills and dispositions)?
2. In what ways have students been affected by professional learning at the local level (learning, attitudes, behaviors, opportunities to learn)?
3. What is the nature and extent of implementation of the Michigan Professional Learning System at the local level? What is the relationship of professional learning to individual, school and district improvement efforts?
4. What are the strengths and limitations of professional learning efforts? What is working and what is not?

These questions are answered through both formative and summative evaluations. Each promotes understanding in several important ways.

Formative evaluation involves ongoing monitoring of the program as it is being implemented. It helps identify and assess:

- Participant satisfaction
- Whether participants have mastered the new knowledge and skills and whether both are being applied in the work place
- Whether the professional learning was implemented as planned and if midterm changes are necessary to achieve intended results

Summative evaluation of the professional learning program:

- Determines whether the program achieved the intended outcomes, as reflected in various measures, including improved job performance and increased student learning
- When appropriate, change in school organization and culture

Finally, program evaluation necessarily requires use of human and financial resources at the local and state level. To maximize use of resources—time, expertise, money -- evaluation activities need to be prioritized, focusing on those activities that will best address individual, school and district improvement needs. Additional resources that provide guidance and tools for conducting a rigorous professional learning program evaluation can be found in Appendix D.

The Role of Professional Learning in Teacher and Leader Licensure, Evaluation, and Ongoing Certification

As the Michigan Professional Learning Policy states, professional learning programs and activities should be coordinated with other improvement efforts, communicated throughout the system, and evaluated for effectiveness in improving knowledge, skills and abilities of teachers, leaders, and other education and support personnel in the system. Professional learning is inherently tied to the process of educator evaluations, which in turn inform ongoing certification and professional learning needs.

Induction and Mentoring

Michigan law (MCL 380.1526) requires that novice teachers who are in their first three years of classroom teaching be assigned by the local district to one or more master teachers, college professors, or retired master teachers who shall act as a mentor or mentors. During these first three years of teaching the novice teacher is to be provided with 15 days of intensive professional learning and induction into teaching based on an individual development plan (IDP). The professional learning should include classroom management, instructional delivery, use of technology, cultural competence, family engagement, and other areas identified in the IDP.

Implementing a successful mentoring and induction program requires purposeful design by assessing and meeting identified needs within a local context. Once in place, effective mentor and induction programs require planned reflection, data gathering and analysis, and program revision to enhance positive results. Resources in effective mentor and induction programs should be invested for both short-term results and enhancing leadership capacity across roles at the local level to achieve long-term gains in educator effectiveness and student academic outcomes.

Educator Evaluations

Michigan law (380.1249) requires “rigorous, transparent, and fair” annual performance evaluations for all teachers and administrators. The evaluations must include multiple rating categories for job performance, including data on student growth as a “significant factor.” These evaluations are intended to identify areas of development and improvement, including specific performance goals, for educators that should be addressed through professional learning. Evaluation outcomes, inclusive of the educator’s improvement through professional learning, are also a determining factor in licensure, certification, and the renewals thereof, as described below. While professional learning opportunities and activities are tied to all educators’ evaluations, those educators who receive an annual rating of “minimally effective” or “ineffective” must be provided more intensive professional learning supports through the development and progress monitoring of an IDP.

Licensure Renewal Requirements

Professional learning plays a key role in Michigan’s new Three-Tiered Teacher Certification System. The purpose of Michigan’s three-tiered certification is to provide a continuum of teacher development beginning with the formal professional preparation program and continuing throughout the entire career of a teacher. The

three-tiered certification system establishes a career ladder for teachers so they can advance within the teaching profession. The new system moves away from basing certification solely on inputs such as degrees, college credits completed, and years of service to basing it on outcomes such as effective teaching performance and leadership.

Currently, Michigan issues two levels of certificates: Provisional (the initial teaching certification based on completion of an approved preparation program) and Professional (the continuing teaching certification based on completion of 18 semester hour credits since the issuance of the Provisional certificate). The three-tiered certification system will add a voluntary third level of certification, the Advanced Professional license, which requires the teacher to demonstrate proven performance as an effective teacher and the impact of that performance on student learning.

In addition to annual evaluation outcomes and the professional learning tied to teacher evaluations described above, renewal of the professional education certificate requires that the teacher earn 6 semester credit hours or 18 State Board Continuing Education Units (see below) or participate in 25 days of district-provided professional learning over the 5-year validity period of the certificate. Michigan's Professional Learning Policy will help educators and the districts in which they teach ensure that these continuing education and professional learning opportunities are meaningful, purposeful, and tied to the professional learning needs of the educator as identified in the annual year-end performance evaluation.

State Board Continuing Education Units

SB-CEUs are State Board approved in-service, workshop, training, or conference credits that may be used for the renewal of the Professional Education certificate, school counselor certificate, school counselor license, school psychologist certificate, and school administrator certificate. These certificates are renewed on a five-year cycle. The renewal of these certificates requires completion of 6 semester credit hours or 18 State Board-Continuing Education Units (SB-CEUs) or a combination of the two with 3 SB-CEUs being equivalent to 1 semester credit hour. SB-CEUs should be relevant to the individual's professional learning needs based on an individual professional learning plan or needs that are linked to the school improvement plan or annual year-end performance evaluation.

SB-CEUs can also be earned for non-traditional activities such as serving as a mentor, supervising/cooperating teacher for student teachers, supervising school psychologist or counselor, or serving on school committees or completion of the National Board for Professional Standards portfolio or certification.

Professional Learning Indicators and Outcomes

The seven quality indicators in Michigan's Professional Learning Policy define the elements of an effective professional learning system that contribute most directly to student achievement. These indicators delineate the outcomes as observable behaviors of individuals in their roles. These behaviors exemplify the highest commitment to the delivery of quality instruction, demonstrate the processes of continuous improvement emblematic of the most successful schools, and endorse existing standards of professional learning from state and national organizations. Appendix B details the research base that supports each of the policy indicators below.

INDICATOR 1: Build from learning goals and objectives established during pre-service preparation and developed throughout the educator's career.

- ❖ **Outcome: 1.A.** Develop an individual development plan aligned with student needs and improvement plans.
- ❖ **Outcome: 1.B.** Support and engage in professional learning consistent with research and best practice.
- ❖ **Outcome: 1.C.** Maintain licensure through continuous professional learning.

INDICATOR 2: Align with national and state standards and local school improvement plans to improve job performance and student growth and proficiency.

- ❖ **Outcome 2.A.** Align improvement plans with student content standards and adult performance standards in order to improve job performance and student proficiency and growth.
- ❖ **Outcome 2.B.** Align professional learning with standards for adult learning in order to improve job performance and student proficiency and growth.

INDICATOR 3: Engage personnel in a process of continuous improvement in which evidence and data are used to assess needs, define learning goals, design learning opportunities, and evaluate the effectiveness of professional learning in meeting identified learning goals.

- ❖ **Outcome 3.A.** Utilize multiple types of evidence and data for decision-making.
- ❖ **Outcome 3.B.** Design and provide professional learning consistent with data analysis.
- ❖ **Outcome 3.C.** Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth.

- ❖ **Outcome 3.D.** Support the continuous improvement process.

INDICATOR 4: Facilitate sustained, collaborative, job-embedded professional learning, including opportunities to participate in communities of practice.

- ❖ **Outcome 4.A.** Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.
- ❖ **Outcome 4.B.** Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.

INDICATOR 5: Provide continuous learning to support and sustain the transfer of new knowledge and skills to the work place.

- ❖ **Outcome 5A:** Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.
- ❖ **Outcome 5B:** Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.

INDICATOR 6: Provide increased opportunities among stakeholder organizations for collaboration and collective responsibility for the learning of children, youth, and adults.

- ❖ **Outcome 6.A.** Collaborate regularly with education stakeholders and organizations to support professional learning to improve job performance and student proficiency and growth.
- ❖ **Outcome 6.B.** Establish collective responsibility for leadership in support of professional learning to improve job performance and student proficiency and growth.

INDICATOR 7: Utilize and leverage the necessary resources for continuous professional learning, ensuring that local, state, and federal funds are aligned and in compliance with professional learning policy.

- ❖ **Outcome 7.A.** Support the use of resources to maintain continuous professional learning.
- ❖ **Outcome 7.B.** Collaborate with stakeholders to identify and provide resources.
- ❖ **Outcome 7.C.** Align and use local, state and federal resources to support continuous professional learning.

Professional Learning Roles and Responsibilities

Michigan’s Professional Learning Policy, inclusive of the indicators and outcomes outlined above, applies to education stakeholders who have a responsibility to undertake and support the professional learning of teachers, leaders and other education and support personnel.

The quality indicators of a professional learning system depend on the efforts of individuals and teams in the fourteen roles defined and outlined below. These roles are considered to be the fourteen areas of adult professional work within the field of education that have an observable effect on student achievement. The roles encompass the range of direct and indirect impact on student academic outcomes, including teachers who work directly with students on a daily basis, school and district administrators who maintain positive academic environments where students can achieve, family and community members who support student learning and participate in the school improvement process, and organizations and associations that enhance the process of educating students in a more general sense.

The description of each of the fourteen roles below includes a table demonstrating the Professional Learning Indicators and Outcomes for which the stakeholders in that role are responsible. A detailed matrix that translates each indicator and outcome into specific actions for the role group follows this section.

1. Teacher

Teachers are licensed professionals, such as pre-K-12 general and special education teachers, bilingual instructors, career and technical instructors, and lead teachers (coaches, mentors, department heads) who have primary responsibility for the learning process and academic outcomes of students. They advocate, nurture, and sustain a classroom culture and instructional program conducive to student learning. They engage in continuous professional learning that improves professional practice to support the learning needs of all students.

| | | Professional Learning Indicators and Outcomes | | | | | | | | | |
|----------------|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | 1.A | 1.B | 1.C | 2.A | 2.B | 3.A | 3.B | 3.C | 3.D | |
| Teacher | | X | X | X | X | X | X | X | X | | |
| | | 4.A | 4.B | 4.C | 5.A | 5.B | 6.A | 6.B | 7.A | 7.B | 7.C |
| | | X | X | X | X | X | X | X | X | X | X |

2. Paraprofessional

| | | | | | | | | | | |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Administrator | 4.A | 4.B | 4.C | 5.A | 5.B | 6.A | 6.B | 7.A | 7.B | 7.C |
| | X | X | X | X | X | X | X | X | X | X |

5. District Administrator

District administrators include the superintendent and central office leadership staff who are responsible for advocating, supporting, and sustaining a district culture conducive to student learning and staff professional growth. They are engaged in continuous professional learning that improves professional practice in support of district and school improvement efforts.

| | | Professional Learning Indicators and Outcomes | | | | | | | | | |
|-------------------------------|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | 1.A | 1.B | 1.C | 2.A | 2.B | 3.A | 3.B | 3.C | 3.D | |
| District Administrator | | X | X | X | X | X | X | X | X | X | X |
| | | 4.A | 4.B | 4.C | 5.A | 5.B | 6.A | 6.B | 7.A | 7.B | 7.C |
| | | X | X | X | X | X | X | X | X | X | X |

6. Support Personnel

Support personnel include administrative assistants, transportation and food service personnel, library aides, building and grounds security staff, and custodians. Support personnel interact with students, families, community members, and organizations on a regular, but non-instructional basis, including the supervision of children during non-instructional times. Their professional learning impacts the school and district educational environment, improves their job performance, and aligns with district and school improvement efforts.

| | | Professional Learning Indicators and Outcomes | | | | | | | | | |
|--------------------------|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | 1.A | 1.B | 1.C | 2.A | 2.B | 3.A | 3.B | 3.C | 3.D | |
| Support Personnel | | X | X | X | X | X | X | X | X | | |
| | | 4.A | 4.B | 4.C | 5.A | 5.B | 6.A | 6.B | 7.A | 7.B | 7.C |
| | | X | X | X | X | X | X | X | X | X | |

7. Local School Board

The Local School Board includes community members who promote learning and achievement within the district and throughout the community. Local school boards adopt policy and allocate resources to support and sustain continuous professional learning to meet district improvement goals.

10. Community

Community includes businesses, social services agencies, health care providers, advocacy groups, museums, libraries, and individual volunteers. The community works with schools to provide support for both staff and students by removing obstacles to learning, encouraging high academic achievement, and empowering students to stay in school and achieve in life. They also work with school systems to provide needed resources to support student achievement and staff professional learning.

| | | Professional Learning Indicators and Outcomes | | | | | | | | | |
|------------------|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | 1.A | 1.B | 1.C | 2.A | 2.B | 3.A | 3.B | 3.C | 3.D | |
| Community | | | X | | X | X | X | X | X | X | X |
| | | 4.A | 4.B | 4.C | 5.A | 5.B | 6.A | 6.B | 7.A | 7.B | 7.C |
| | | X | X | X | X | X | X | X | X | X | X |

11. Michigan Department of Education

The Michigan Department of Education (MDE) includes state level decision-makers who develop and implement policy, specifications and programs; provide information, assistance, and professional learning resources; and evaluate programs to support academic achievement in Michigan's educational system. The MDE collaborates with stakeholders to develop, implement, and sustain an effective system of professional learning. MDE staff engage in continuous professional learning to support school improvement efforts throughout the state.

| | | Professional Learning Indicators and Outcomes | | | | | | | | | |
|---|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | 1.A | 1.B | 1.C | 2.A | 2.B | 3.A | 3.B | 3.C | 3.D | |
| Michigan Department of Education | | X | X | X | X | X | X | X | X | X | X |
| | | 4.A | 4.B | 4.C | 5.A | 5.B | 6.A | 6.B | 7.A | 7.B | 7.C |
| | | X | X | X | X | X | X | X | X | X | X |

12. Institutions of Higher Education

Institutions of Higher Education (IHE) include community colleges, universities, and other public and private postsecondary schools that focus on educator preparation and continuing professional learning. These institutions contribute to the educational research base and provide a variety of programs that develop content, leadership, and instructional expertise. IHEs collaborate with districts and schools to ensure research is relevant and practical to the field. IHEs engage in relevant and timely professional

Professional Learning Indicators and Outcomes: Roles and Responsibilities

| INDICATOR 1: Build from learning goals and objectives established during pre-service preparation and developed throughout the educator's career. | | | |
|---|---|---|--|
| | Outcome 1.A: Develop an individual development plan aligned with student needs and improvement plans. | Outcome 1.B: Support and engage in professional learning consistent with research and best practice. | Outcome 1.C: Maintain licensure through continuous professional learning. |
| Teacher | T.1.A.i: Develop a yearly individual development plan (IDP) that aligns to district and school improvement plans and student proficiency and growth needs. | T.1.B.i: Select and engage in multiple designs of professional learning consistent with research that supports the IDP. T.1.B.ii: Support colleagues in the transfer of professional learning to the classroom. | T.1.C.i: Maintain licensure through required continuous professional learning. |
| Paraprofessional | P.1.A.i: Develop a yearly individual development plan, in collaboration with the classroom teacher and other supervisory staff, that aligns to district and school improvement plans and student proficiency and growth needs. | P.1.B.i: Select and engage in multiple designs of professional learning consistent with research and best practices that supports their individual professional learning plans. P.1.B.ii: Support colleagues in the transfer of their professional learning to the classroom. | N/A |
| Academic Support Staff | SS.1.A.i: Develop a yearly individual professional learning plan that aligns to district and school improvement plans and student proficiency and growth needs. | SS.1.B.i: Select and engage in multiple designs of professional learning consistent with research and best practices that supports their individual professional learning plans. SS.1.B.ii: Support colleagues in the transfer of their professional learning as it relates to their job-related responsibilities. | SS.1.C.i: Maintain licensure through required continuous professional learning. |

| | Outcome 1.A: Develop an individual development plan aligned with student needs and improvement plans. | Outcome 1.B: Support and engage in professional learning consistent with research and best practice. | Outcome 1.C: Maintain licensure through continuous professional learning. |
|------------------------|--|--|---|
| Building Administrator | <p>BA.1.A.i: Develop a yearly individual professional learning plan that aligns to district and school improvement plans and student proficiency and growth needs.</p> <p>BA.1.A.ii: Support building staff in the development of professional learning plans.</p> | <p>BA.1.B.i: Select and engage in multiple designs of professional learning consistent with research and best practices that supports their individual professional learning plans.</p> <p>BA.1.B.ii: Support colleagues in the transfer of their professional learning to their job-related responsibilities.</p> <p>BA.1.B.iii: Ensure that all building staff are engaged in professional learning consistent with research and best practices.</p> | <p>BA.1.C.i: Maintain licensure through required continuous professional learning.</p> |
| District Administrator | <p>DA.1.A.i: Develop a yearly individual professional learning plan that aligns to district and school improvement plans and student proficiency and growth needs.</p> <p>DA.1.A.ii: Support district staff and building administrators in the development of professional learning plans.</p> | <p>DA.1.B.i: Select and engage in multiple designs of professional learning consistent with research and best practices that supports their individual professional learning plans.</p> <p>DA.1.B.ii: Support colleagues in the transfer of their professional learning to their job-related responsibilities.</p> <p>DA.1.B.iii: Ensure all district staff and building administrators are engaged in professional learning consistent with research and best practices.</p> | <p>DA.1.C.i: Maintain licensure through required continuous professional learning.</p> |

| | | | |
|--------------------|---|--|---|
| | Outcome 1.A: Develop an individual development plan aligned with student needs and improvement plans. | Outcome 1.B: Support and engage in professional learning consistent with research and best practice. | Outcome 1.C: Maintain licensure through continuous professional learning. |
| Support Personnel | SP.1.A.i: Develop a yearly individual learning plan, in collaboration with supervisory staff, to support specific job responsibilities and align with district and school improvement plans. | SP.1.B.i: Select and engage in multiple designs of professional learning consistent with research and best practices that supports their individual professional learning plans. SP.1.B.ii: Support colleagues in the transfer of their professional learning as it relates to the role of the support personnel. | SP.1.C.i: Maintain job specific certification through required continuous professional learning. |
| Local School Board | LSB.1.A.i: Affirm through policy and board communications the value of professional learning consistent with research and best practices for all staff throughout their careers in support of student proficiency and growth. | N/A | N/A |
| Regional Provider | RP.1.A.i: Identify, develop and disseminate resources to support the development of individual professional learning plans of district and school staff aligned with student needs and improvement plans. | RP.1.B.i: Identify, develop and provide multiple designs of professional learning consistent with research and best practices that support individual professional learning plans of district and school staff. | RP.1.C.i: Provide cohesive programs of professional learning aligned with Michigan requirements for continuing education certification. |

| Outcome 1.A: Develop an individual development plan aligned with student needs and improvement plans. | Outcome 1.B: Support and engage in professional learning consistent with research and best practice. | Outcome 1.C: Maintain licensure through continuous professional learning. | |
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| Family | N/A | <p>F.1.B.i: Support the implementation of staff individual professional learning plans.</p> <p>F.1.B.ii: Collaborate with staff to identify and participate in professional learning consistent with research and best practices where appropriate.</p> <p>F.1.B.iii: Collaborate with education stakeholders to support and provide professional learning about the cultural context of students and families in the school community.</p> | N/A |
| Community | N/A | <p>C.1.B.i: Support the implementation of staff individual professional learning plans.</p> <p>C.1.B.ii: Collaborate with staff to identify and participate in professional learning consistent with research and best practices where appropriate.</p> <p>C.1.B.iii: Collaborate with education stakeholders to support and provide professional learning about workplace needs and the cultural context of students and families in the school community.</p> | N/A |

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| | <p>Outcome 1.A: Develop an individual development plan aligned with student needs and improvement plans.</p> | <p>Outcome 1.B: Support and engage in professional learning consistent with research and best practice.</p> | <p>Outcome 1.C: Maintain licensure through continuous professional learning.</p> |
| Michigan Department of Education | <p>MDE.1.A.i: Identifies, develops and disseminates resources to support the development of individual professional learning plans of district and school staff aligned with student needs and improvement plans.</p> <p>MDE.1.A.ii: Establishes policy and guidance to support the development of individual professional learning plans.</p> | <p>MDE.1.B.i: Develops and revises policy, guidance, and standards that align with federal policy and support a professional learning system consistent with research and best practices.</p> <p>MDE.1.B.ii: Identifies, develops and disseminates resources to support a professional learning system.</p> | <p>MDE.1.C.i: Determines the requirements for licensure for district and school staff throughout their careers.</p> <p>MDE.1.C.ii: Establishes specifications and standards for preparation and continuing education programs consistent with the MI professional learning system.</p> <p>MDE.1.C.iii: Issues licenses and certificates, where appropriate, based upon engagement in professional learning consistent with research and best practices.</p> |
| Institutions of Higher Education | <p>IHE.1.A.i: Establish expectations and provide support for aspiring and practicing educators to demonstrate proficiency in the development of professional learning plans aligned student proficiency and growth needs.</p> <p>IHE.1.A.ii: Identify, develop and disseminate resources to support the development of individual professional learning plans.</p> | <p>IHE.1.B.i: Conduct and disseminate research to identify best practices to support professional learning.</p> <p>IHE.1.B.ii: Identify and provide professional learning consistent with research and best practices to support Michigan policy and guidance.</p> | <p>IHE.1.C.i: Provide cohesive programs aligned with Michigan requirements, specification and standards for initial and continuing licensure.</p> |

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| | Outcome 1.A: Develop an individual development plan aligned with student needs and improvement plans. | Outcome 1.B: Support and engage in professional learning consistent with research and best practice. | Outcome 1.C: Maintain licensure through continuous professional learning. |
| Alternate Route Provider | <p>ARP.1.A.i: Establish expectations and provide support for aspiring and practicing educators to demonstrate proficiency in the development of professional learning plans aligned student proficiency and growth needs.</p> <p>ARP.1.A.ii: Identify, develop and disseminate resources to support the development of individual professional learning plans.</p> | <p>ARP.1.B.i: Conduct and disseminate research to identify best practices to support professional learning.</p> <p>ARP.1.B.ii: Identify and provide professional learning consistent with research and best practices to support Michigan policy and guidance.</p> | <p>ARP.1.C.i: Provide cohesive programs aligned with Michigan requirements, specification and standards for initial and continuing licensure.</p> |
| Professional Organization | <p>PO.1.A.i: Identify, develop and disseminate resources to support the development of individual professional learning plans of district and school staff aligned with student needs and improvement plans.</p> | <p>PO.1.B.i: Identify, develop and provide multiple designs of professional learning consistent with research and best practices that support individual professional learning plans of district and school staff.</p> | <p>PO.1.C.i: Provide cohesive programs of professional learning aligned with Michigan requirements for continuing education certification.</p> |
| External Provider | <p>EP.1.A.i: Identify, develop and disseminate resources to support the development of individual professional learning plans of district and school staff aligned with student needs and improvement plans.</p> | <p>EP.1.B.i: Identify, develop and provide multiple designs of professional learning consistent with research and best practices that support individual professional learning plans of district and school staff.</p> | <p>EP.1.C.i: Provide cohesive programs of professional learning aligned with Michigan requirements for continuing education certification.</p> |

INDICATOR 2: Align with national and state standards and local school improvement plans to improve job performance and student growth and proficiency

Outcome 2.A: Align improvement plans with student content standards and adult performance standards in order to improve job performance and student proficiency and growth.

Outcome 2.B: Align professional learning with standards for adult learning in order to improve job performance and student proficiency and growth.

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| Teacher | <p>T.2.A.i: Collaboratively align improvement plans with national and state student standards, including career and college readiness, and teaching standards in order to improve job performance and student proficiency and growth.</p> | <p>T.2.B.i: Select or design professional learning aligned with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Paraprofessional | <p>P.2.A.i: In collaboration with teachers and other supervisory staff, align improvement plans with national and state student standards, including career and college readiness, and teaching standards in order to improve job performance and student proficiency and growth.</p> | <p>P.2.B.i: In collaboration with teachers and other supervisory staff, select or design professional learning aligned with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Academic Support Staff | <p>SS.2.A.i: Collaboratively align improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> | <p>SS.2.B.i: Select or design professional learning aligned with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Building Administrator | <p>BA.2.A.i: Collaboratively align school improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> | <p>BA.2.B.i: Select or design school professional learning aligned with adult learning standards in order to improve job performance and student proficiency and growth.</p> |

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| | <p>Outcome 2.A: Align improvement plans with student content standards and adult performance standards in order to improve job performance and student proficiency and growth.</p> | <p>Outcome 2.B: Align professional learning with standards for adult learning in order to improve job performance and student proficiency and growth.</p> |
| District Administrator | <p>DA.2.A.i: Collaboratively align district improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> <p>DA.2.A.ii: Ensure that school improvement plans are aligned with standards.</p> | <p>DA.2.B.i: Select or design district professional learning is aligned with adult learning standards in order to improve job performance and student proficiency and growth.</p> <p>DA.2.B.ii: Ensure that school professional learning is aligned with adult learning standards.</p> |
| Support Personnel | <p>SP.2.A.i: In collaboration with supervisory staff, align improvement plans with national and state job-related standards in order to improve job performance and student proficiency and growth.</p> | <p>SP.2.B.i: In collaboration with supervisory staff, select or design professional learning aligned with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Local School Board | <p>LSB.2.A.i: Affirm through policy and board communications the importance of aligning improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> | <p>LSB.2.B.i: Affirm through policy and board communications the importance of aligning professional learning with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Regional Provider | <p>RP.2.A.i: Advocate for and/or facilitate the alignment of improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> <p>RP.2.A.ii: Disseminate changes in standards.</p> <p>RP.2.A.iii: Align products and services with standards.</p> | <p>RP.2.B.i: Select and develop professional learning opportunities that align with adult learning standards in order to improve job performance and student proficiency and growth.</p> <p>RP.2.B.ii: Develop the capacity of district and school staff to select and develop professional learning aligned with adult learning standards.</p> |

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| | <p>Outcome 2.A: Align improvement plans with student content standards and adult performance standards in order to improve job performance and student proficiency and growth.</p> | <p>Outcome 2.B: Align professional learning with standards for adult learning in order to improve job performance and student proficiency and growth.</p> |
| Family | <p>F.2.A.i: Advocate for the alignment of improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> | <p>F.2.B.i: Advocate for the alignment of professional learning with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Community | <p>C.2.A.i: Advocate for the alignment of improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> | <p>C.2.B.i: Advocate for the alignment of professional learning with adult learning standards in order to improve job performance and student proficiency and growth.</p> |
| Michigan Department of Education | <p>MDE.2.A.i: Affirm through policy, guidance and communications the importance of aligning improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> <p>MDE.2.A.ii: Disseminate changes in standards.</p> <p>MDE.2.A.iii: Align products and services with standards.</p> | <p>MDE.2.B.i: Affirm through policy, guidance and board communications the importance of aligning professional learning with adult learning standards in order to improve job performance and student proficiency and growth.</p> <p>MDE.2.B.ii: Develop the capacity of district and school staff to select and develop professional learning aligned with adult learning standards.</p> |

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| | <p>Outcome 2.A: Align improvement plans with student content standards and adult performance standards in order to improve job performance and student proficiency and growth.</p> | <p>Outcome 2.B: Align professional learning with standards for adult learning in order to improve job performance and student proficiency and growth.</p> |
| Institutions of Higher Education | <p>IHE.2.A.i: Collaborate in the development of national and state standards, including career and college readiness, and job-related standards in order to support improvement planning and job performance and student proficiency and growth.</p> <p>IHE.2.A.ii: Conduct and/or share research that supports alignment of standards and improvement planning.</p> | <p>IHE.2.B.i: Develop course work aligned with national and state student and job-related standards and standards for adult learning in order to improve job performance and student proficiency and growth.</p> <p>IHE.2.B.ii: Ensure that aspiring and practicing educators are proficient in the application of all relevant standards to improvement planning, including the selection and/or development of professional learning.</p> |
| Alternate Route Provider | <p>ARP.2.A.i: Collaborate in the development of national and state student standards, including career and college readiness, and job-related standards in order to support improvement planning and job performance and student proficiency and growth.</p> <p>ARP.2.A.ii: Conduct and/or share research that supports alignment of standards and improvement planning.</p> | <p>ARP.2.B.i: Develop course work aligned with national and state student and job-related standards and standards for adult learning in order to improve job performance and student proficiency and growth.</p> <p>ARP.2.B.ii: Ensure that aspiring and practicing educators are proficient in the application of all relevant standards to improvement planning, including the selection and/or development of professional learning.</p> |
| Professional Organization | <p>PO.2.A.i: Advocate for and/or facilitate the alignment of improvement plans with national and state student standards, including career and college readiness, and job-related standards in order to improve job performance and student proficiency and growth.</p> <p>PO.2.A.ii: Disseminate changes in standards.</p> <p>PO.2.A.iii: Align products and services with standards.</p> | <p>PO.2.B.i: Select and develop professional learning opportunities that align with adult learning standards in order to improve job performance and student proficiency and growth.</p> <p>PO.2.B.ii: Develop the capacity of district and school staff to select and develop professional learning aligned with adult learning standards.</p> |

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| <p>Outcome 2.A: Align improvement plans with student content standards and adult performance standards in order to improve job performance and student proficiency and growth.</p> | <p>Outcome 2.B: Align professional learning with standards for adult learning in order to improve job performance and student proficiency and growth.</p> |
| <p>External Provider</p> | <p>EP.2.A.i: Advocate for and/or facilitate the alignment of improvement plans with national and state student standards, including career and college readiness, and with job-related standards in order to improve job performance and student proficiency and growth.</p> <p>EP.2.A.ii: Align products and services with standards.</p> |
| <p>EP.2.B.i: Select and develop professional learning opportunities that align with adult learning standards in order to improve job performance and student proficiency and growth.</p> <p>EP.2.B.ii: Develop the capacity of district and school staff to select and develop professional learning aligned with adult learning standards.</p> | |

INDICATOR 3: Engage personnel in a process of continuous improvement in which evidence and data are used to assess needs, define learning goals, design learning opportunities, and evaluate the effectiveness of professional learning in meeting identified learning goals.

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| Outcome 3.A: Utilize multiple types of evidence and data for decision-making. | Outcome 3.B: Design and provide professional learning consistent with data analysis. | Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth. | Outcome 3.D: Support the continuous improvement process. |
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| Teacher | <p>T.3.A.i: Identify, review, and analyze multiple types of evidence and data, including disaggregated data, to determine needs and develop individual professional learning and school improvement plans.</p> | <p>T.3.B.i: Identify, design, provide, and participate in professional learning aligned with plans.</p> | <p>T.3.C.i: Regularly monitor evidence of effectiveness of professional learning on job performance and student proficiency and growth and revise plans based on reflections and evidence.</p> <p>T.3.C.ii: Evaluate evidence of effectiveness of professional learning on job performance and student proficiency and growth.</p> | N/A |
| Paraprofessional | <p>P.3.A.i: In collaboration with the teacher, identify, review, and analyze multiple types of evidence and data, including disaggregated data, to determine needs and develop individual professional learning and school improvement plans.</p> | <p>P.3.B.i: In collaboration with the teacher, identify, design, provide, and participate in professional learning aligned with improvement plans.</p> | <p>P.3.C.i: In collaboration with the teacher, regularly monitor evidence of effectiveness of professional learning on job performance and student proficiency and growth and revise plans based on reflections and evidence.</p> <p>P.3.C.ii: In collaboration with the teacher, evaluate evidence of effectiveness of professional learning on job performance and student proficiency and growth.</p> | N/A |

| | Outcome 3.A: Utilize multiple types of evidence and data for decision-making. | Outcome 3.B: Design and provide professional learning consistent with data analysis. | Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth. | Outcome 3.D: Support the continuous improvement process. |
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| Academic Support Staff | SS.3.A.i: In collaboration with the teacher, identify, review, and analyze multiple types of evidence and data, including disaggregated data, to determine needs and develop individual professional learning and school improvement plans. | SS.3.B.i: In collaboration with the teacher, identify, design, provide, and participate in professional learning aligned with improvement plans. | SS.3.C.i: In collaboration with the teacher, regularly monitor evidence of effectiveness of professional learning on job performance and student proficiency and growth and revise plans based on reflections and evidence. SS.3.C.ii In collaboration with the teacher, evaluate evidence of effectiveness of professional learning on job performance and student proficiency and growth. | N/A |
| Building Administrator | BA.3.A.i: Develop and sustain a collaborative culture where all building staff assume responsibility for and leadership of analysis of multiple forms of data, including disaggregated data, to determine needs and develop individual professional learning and school improvement plans. | BA.3.B.i: Identify, design, provide, and participate in professional learning aligned with plans. | BA.3.C.i: Regularly monitor evidence of effectiveness of professional learning on job performance and student proficiency and growth and revise plans based on reflections and evidence. BA.3.C.ii: Evaluate evidence of effectiveness of professional learning on job performance and student proficiency and growth. | BA.3.D.i: Present the school improvement plan to family and community members for feedback and support. |

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| | <p>Outcome 3.A: Utilize multiple types of evidence and data for decision-making.</p> | <p>Outcome 3.B: Design and provide professional learning consistent with data analysis.</p> | <p>Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth.</p> | <p>Outcome 3.D: Support the continuous improvement process.</p> |
| District Administrator | <p>DA.3.A.i: Develop and sustain a collaborative culture where all district and school staff assume responsibility for and leadership of analysis of multiple types of data, including disaggregated data, to determine needs and develop individual professional learning, school and district improvement plans.</p> <p>DA.3.A.ii: Ensure timely access by district and building staff to multiple types of data at district, school, and classroom levels where appropriate.</p> <p>DA.3.A.iii: Identify district-wide goals that are based on student proficiency and growth needs to be included in the individual professional development plan.</p> | <p>DA.3.B.i: Identify, design, provide, and participate in professional learning aligned with plans.</p> | <p>DA.3.C.i: Regularly monitor evidence of effectiveness of professional learning on job performance and student proficiency and growth and revise plans based on reflections and evidence.</p> <p>DA.3.C.ii: Evaluate evidence of effectiveness of professional learning on job performance and student proficiency and growth.</p> | <p>DA.3.D.i: Present the district improvement plan to the local school board, family and community members for feedback and support.</p> |

| | Outcome 3.A: Utilize multiple types of evidence and data for decision-making. | Outcome 3.B: Design and provide professional learning consistent with data analysis. | Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth. | Outcome 3.D: Support the continuous improvement process. |
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| Support Personnel | SP.3.A.i: In collaboration with supervisor, identify, review, and analyze multiple types of evidence and data, including disaggregated data, to determine needs and develop individual professional learning plan, aligned with school and district improvement plans. | SP.3.B.i: In collaboration with supervisor, identify, design, provide, and participate in professional learning aligned with plans. | SP.3.C.i: In collaboration with supervisor, regularly monitor evidence of effectiveness of professional learning on job performance and student proficiency and growth and revise plans based on reflections and evidence. SP.3.C.ii In collaboration with the supervisor, evaluate evidence of effectiveness of professional learning on adult performance and student proficiency and growth. | N/A |
| Local School Board | LSB.3.A.i: Support a collaborative culture where all district and school staff assume responsibility for and leadership of analysis of multiple types of data, including disaggregated data, to determine needs and develop individual professional learning, schools and district improvement plans. | LSB.3.B.i: Identify and participate in professional learning that supports district improvement plans. | LSB.3.C.i: Reflect upon evidence of effectiveness of professional learning related to job performance and district improvement plans. | N/A |

| | Outcome 3.A: Utilize multiple types of evidence and data for decision-making. | Outcome 3.B: Design and provide professional learning consistent with data analysis. | Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth. | Outcome 3.D: Support the continuous improvement process. |
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| Regional Provider | RP.3.A.i: Support development of a collaborative culture where all district and school staff assume responsibility for and leadership of analysis of multiple types of data, including disaggregated data, to determine needs and to inform school and district improvement plans. | RP.3.B.i: Identify, design, and provide in professional learning aligned with plans. | RP.3.C.i: Support district and school staff in monitoring evidence of effectiveness of professional learning on adult performance and student proficiency and growth and revising plans based on reflections and evidence. RP.3.C.ii Evaluate effectiveness of professional learning provided and revise as needed. | RP.3.D.i : Develop the capacity of district and school staff to engage in the continuous improvement process, with an emphasis on monitoring and evaluation of the impact of professional learning. |
| Family | F.3.A.i: Family member representatives participate in the district and school improvement process, beginning with data analysis. F.3.A.ii: Provide data and input (e.g., school-community climate survey) that informs the continuous improvement process. | F.3.B.i: Where appropriate, advocate for, identify, design, provide, and participate in professional learning aligned with improvement plans. | F.3.C.i: Reflect and provide feedback on the effectiveness of professional learning engaged in. | F.3.D.i: Understand, provide feedback and support district and school improvement plans. |

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| | <p>Outcome 3.A: Utilize multiple types of evidence and data for decision-making.</p> | <p>Outcome 3.B: Design and provide professional learning consistent with data analysis.</p> | <p>Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth.</p> | <p>Outcome 3.D: Support the continuous improvement process.</p> |
| Community | <p>C.3.A.i: Community member representatives participate in the district and school improvement process, beginning with data analysis.</p> <p>C.3.A.ii: Provide data and input (e.g. demographic data) that informs the continuous improvement process.</p> | <p>C.3.B.i: Where appropriate, advocate for, identify, design, provide, and participate in professional learning aligned with improvement plans.</p> | <p>C.3.C.i: Reflect and provide feedback on the effectiveness of professional learning engaged in.</p> | <p>C.3.D.i: Understand, provide feedback, and support district and school improvement plans.</p> |
| Michigan Department of Education | <p>MDE.3.A.i: Develops and disseminates policies and guidance for the provision and analysis of multiple types of data to support the continuous improvement process.</p> <p>MDE.3.A.ii: Develops and disseminates processes, examples and tools to support school, district, and regional analysis of multiple types of data, to determine needs and develop individual development, school and district improvement plans.</p> | <p>MDE.3.B.i: Collaborates with education stakeholders to identify professional learning opportunities.</p> | <p>MDE.3.C.i: Develops and disseminates processes, examples and tools for evaluating the effectiveness of professional learning.</p> <p>MDE.3.C.ii: Monitors effectiveness of district and school improvement plans on adult performance and student proficiency and growth.</p> | <p>MDE.3.D.i. Develops the capacity of regional, district and school staff to engage in the continuous improvement process, with an emphasis on monitoring and evaluation of the impact of professional learning.</p> |

| | Outcome 3.A: Utilize multiple types of evidence and data for decision-making. | Outcome 3.B: Design and provide professional learning consistent with data analysis. | Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth. | Outcome 3.D: Support the continuous improvement process. |
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| Institutions of Higher Education | <p>IHE.3.A.i: Develop aspiring and practicing educators’ skills for collaborative analysis and use of multiple sources of data, including disaggregated data, for the purposes of improvement.</p> <p>IHE.3.A.ii: Require demonstration of expertise in data use and analysis for improvement as a requirement of certification and endorsement.</p> | <p>IHE.3.B.i: Identify, design and provide professional learning consistent with needs of educators and students.</p> | <p>IHE.3.C.i: Engage aspiring and practicing educators in self-reflection to identify areas for professional growth and learning.</p> <p>IHE.3.C.ii: Engage aspiring and practicing educators in self-reflection on the effectiveness of professional learning on adult performance and student proficiency and growth.</p> <p>IHE.3.C.iii: Evaluate effectiveness of professional learning provided and revise as needed.</p> | <p>IHE.3.D.i: Support aspiring and practicing educators in developing the skills to engage in the process of continuous improvement.</p> |
| Alternate Route Provider | <p>ARP.3.A.i: Develop educators’ skills for analysis and use of multiple sources of data, for the purposes of improvement.</p> <p>ARP.3.A.ii: Require demonstration of expertise in data use and analysis for improvement as a requirement of certification and endorsement.</p> | <p>ARP.3.B.i: Identify, design and provide professional learning consistent with needs of educators and students.</p> | <p>ARP.3.C.i: Engage aspiring and practicing educators in self-reflection to identify areas for professional growth and learning.</p> <p>ARP.3.C.ii: Engage educators in self-reflection on the effectiveness of professional learning on adult performance and student proficiency and growth.</p> <p>ARP.3.C.iii: Evaluate effectiveness of professional learning provided and revise as needed.</p> | <p>ARP.3.D.i: Support aspiring and practicing educators in developing the skills to engage in the process of continuous improvement.</p> |

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| | Outcome 3.A: Utilize multiple types of evidence and data for decision-making. | Outcome 3.B: Design and provide professional learning consistent with data analysis. | Outcome 3.C: Evaluate and reflect on the effectiveness of professional learning on job performance and student proficiency and growth. | Outcome 3.D: Support the continuous improvement process. |
| Professional Organization | PO.3.A.i: Support development of a collaborative culture where stakeholders, especially district and school staff, assume responsibility for analysis of multiple forms of data, including disaggregated student data, to determine needs and inform school and district improvement plans. | PO.3.B.i: Advocate for, identify, design, and provide professional learning aligned with plans. | PO.3.C.i: Support education stakeholders, especially district and school staff, in monitoring evidence of effectiveness of professional learning on adult performance and student proficiency and growth and revising plans based on reflections and evidence. PO.3.C.ii. Evaluate effectiveness of professional learning provided and revise as needed. | PO.3.D.i: Develop the capacity of education stakeholders, especially members, to engage in the continuous improvement process, with an emphasis on monitoring and evaluation of the impact of professional learning. |
| External Provider | EP.3.A.i: Support development of a collaborative culture where education stakeholders, especially district and school staff, assume responsibility for and leadership of analysis of multiple forms of data, including disaggregated student data, to determine needs and to inform school and district improvement plans. | EP.3.B.i: Advocate for, identify, design, and provide professional learning aligned with plans. | EP.3.C.i: Support education stakeholders in monitoring evidence of effectiveness of professional learning on adult performance and student proficiency and growth and revising plans based on reflections and evidence. EP.3.C.ii Evaluate effectiveness of professional learning provided and revise as needed. | EP.3.D.i: Develop the capacity of education stakeholders to engage in the continuous improvement process, with an emphasis on monitoring and evaluation of the impact of professional learning. |

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| | INDICATOR 4: Facilitate sustained, collaborative, job-embedded professional learning, including opportunities to participate in communities of practice. | | |
| | Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement. | Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth. | Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth. |
| Teacher | <p>T.4.A.i: Establish and sustain a team-based collaborative culture that promotes collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>T.4.A.ii: Meet regularly in teams during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>T.4.A.iii: Develop an agreement about how the team will accomplish and document its work, including collaborative processes and resulting products.</p> | <p>T.4.B.i: Share in leadership, including coordination and facilitation of the team’s work to improve job performance and student proficiency and growth.</p> <p>T.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>T.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, action research, that support achievement of improvement goals.</p> | <p>T.4.C.i Access and use expertise within the team, school and district first to build collective understanding, including content and instructional knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>T.4.C.ii Access and use external expertise only when the necessary knowledge and skills are unavailable within the team, school and district.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Paraprofessional | <p>P.4.A.i: Participate in and sustain a team-based collaborative culture that promotes collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>P.4.A.ii: Meet regularly in teams during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>P.4.A.iii: Develop an agreement about how the team will accomplish and document its work, including collaborative processes and resulting products.</p> | <p>P.4.B.i: Share in leadership, including coordination and facilitation of the team’s work to improve job performance and student proficiency and growth.</p> <p>P.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>P.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, action research, that support achievement of improvement goals.</p> | <p>P.4.C.i Access and use expertise within the team, school and district first to build collective understanding, including content and instructional knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>P.4.C.ii Access and use external expertise only when the necessary knowledge and skills are unavailable within the team, school and district.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Academic Support Staff | <p>SS.4.A.i: Establish and sustain a team-based collaborative culture that promotes collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>SS.4.A.ii: Meet regularly in teams during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>SS.4.A.iii: Develop an agreement about how the team will accomplish and document its work, including collaborative processes and resulting products.</p> | <p>SS.4.B.i: Share in leadership, including coordination and facilitation of the team’s work to improve job performance and student proficiency and growth.</p> <p>SS.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>SS.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, action research, that support achievement of improvement goals.</p> | <p>SS.4.C.i Access and use expertise within the team, school and district first to build collective understanding, including content and instructional knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>SS.4.C.ii Access and use external expertise only when the necessary knowledge and skills are unavailable within the team, school and district.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| <p>Building Administrator</p> | <p>BA.4.A.i: Establish and sustain a school-wide team-based collaborative culture that promotes collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>BA.4.A.ii: Encourage and recognize staff engagement in job-embedded professional learning.</p> <p>BA.4.A.iii: Meet regularly with staff teams, as well as in administrative teams, during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>BA.4.A.iv: Develop an agreement about how a team will accomplish and document its work, including its collaborative processes and artifacts of practice.</p> | <p>BA.4.B.i: Share in leadership, including coordination and facilitation of the team’s work to improve job performance and student proficiency and growth.</p> <p>BA.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>BA.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research, that support achievement of improvement goals.</p> | <p>BA.4.C.i Identify and use expertise within the school and district first to respond to teams’ professional learning needs to improve job performance and student proficiency and growth.</p> <p>BA.4.C.ii: Identify and use external expertise only when the necessary knowledge and skills are unavailable within the school and district.</p> <p>BA.4.C.iii: Access and use expertise to build collective understanding, including content and instructional knowledge and skills.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| District Administrator | <p>DA.4.A.i: Establish and sustain a district-wide team-based collaborative culture that promotes collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>DA.4.A.ii: Encourage and recognize staff engagement in job-embedded professional learning.</p> <p>DA.4.A.iii: Meet regularly with staff teams, as well as in administrative teams, during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>DA.4.A.iv: Develop an agreement about how a team will accomplish and document its work, including its collaborative processes and artifacts of practice.</p> | <p>DA.4.B.i: Share in leadership, including coordination and facilitation of the team’s work to improve job performance and student proficiency and growth.</p> <p>DA.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>DA.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research, that support achievement of improvement goals.</p> | <p>DA.4.C.i Identify and use expertise within the school and district first to respond to teams’ professional learning needs to improve job performance and student proficiency and growth.</p> <p>DA.4.C.ii: Identify and use external expertise only when the necessary knowledge and skills are unavailable within the school and district.</p> <p>DA.4.C.iii: Access and use expertise to build collective understanding, including content and instructional knowledge and skills.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Support Personnel | <p>SP.4.A.i: Participate in and sustain a team-based collaborative culture that promotes collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>SP.4.A.ii: Meet regularly in teams during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>SP.4.A.iii: Develop an agreement about how the team will accomplish and document its work, including collaborative processes and resulting products.</p> | <p>SP.4.B.i: Share in leadership, including coordination and facilitation of the team’s work to improve job performance and student proficiency and growth.</p> <p>SP.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>SP.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as communities of practice or study groups, that support achievement of improvement goals.</p> | <p>SP.4.C.i Access and use expertise within the team, school and district first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>SP.4.C.ii Access and use external expertise only when the necessary knowledge and skills are unavailable within the team, school and district.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Local School Board | <p>LSB.4.A.i: Establish policy to support ongoing, collaborative, job-embedded professional learning throughout the district for continuous improvement.</p> <p>LSB.4.A.ii: Meet regularly in teams to solve real problems related to continuous improvement and other job responsibilities.</p> <p>LSB.4.A.iii: Develop an agreement about how the team will accomplish and document its work, including collaborative processes and resulting products.</p> | <p>LSB.4.B.i: Share in leadership, including coordination and facilitation of the team's work to improve job performance and student proficiency and growth.</p> <p>LSB.4.B.ii: Invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>LSB.4.B.iii: Select and engage in a variety of evidence-based professional learning experiences, such as communities of practice, data-driven dialogues or study groups that support achievement of improvement goals.</p> | <p>LSB.4.C.i: Identify and use the expertise of education stakeholders within and outside of the team to build collective understanding, including knowledge and skills needed to improve job performance and student proficiency and growth.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Regional Provider | <p>RP.4.A.i: Advocate for and/or develop the capacities of school and district personnel to establish team-based collaborative cultures that promote collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>RP.4.A.ii: Advocate for and/or develop the capacities of school and district personnel to support job-embedded professional learning where teams meet regularly during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>RP.4.B.iii: Identify, develop and disseminate research and best practices that support the development, implementation, and sustaining of job-embedded professional learning.</p> | <p>RP.4.B.i: Develop the capacities of school and district personnel to share leadership, including coordination and facilitation, of the team’s work to improve job performance and student proficiency and growth</p> <p>RP.4.B.ii: Develop the capacities of school and district personnel to invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>RP.4.B.iii: Develop the capacities of school and district personnel to select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research that support achievement of improvement goals.</p> | <p>RP.4.C.i: Advocate for the identification and use of expertise within the team, school and district first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>RP.4.C.ii: Identify and provide expertise only when the necessary knowledge and skills are unavailable within the team, school and district.</p> |

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| | Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement. | Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth. | Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth. |
| Family | F.4.A.i: Advocate for team-based job embedded professional learning through the use of meeting time regularly during the work day to solve real problems related to job performance and student proficiency and growth. | F.4.B.i: Engage in job-embedded profession learning, when appropriate, in order to establish collective responsibility for job performance and student proficiency and growth. | F.4.C.i: Provide expertise to teams, when appropriate, to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth. |
| Community | C.4.A.i: Advocate for team-based job embedded professional learning through the use of meeting time regularly during the work day to solve real problems related to job performance and student proficiency and growth. | C.4.B.i: Engage in job-embedded profession learning, when appropriate, in order to establish collective responsibility for job performance and student proficiency and growth. | C.4.C.i: Provide expertise to teams, when appropriate, to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth. |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Michigan Department of Education</p> | <p>MDE.4.A.i: Develops policy and guidance, including grant criteria, to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> <p>MDE.4.A.ii: Advocates for team-based collaborative cultures in school and districts that promote collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>MDE.4.A.iii: Advocates for job-embedded professional learning where school and district teams meet regularly during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>MDE.4.B.iv: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of job-embedded professional learning.</p> | <p>MDE.4.B.i: Engages in job-embedded professional learning to build their capacity to develop policy and guidance, including grant criteria, to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>MDE.4.C.i: Advocates for the identification and use of expertise within teams first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>MDE.4.C.ii: Identifies and provides expertise only when the necessary knowledge and skills are unavailable within the teams.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| <p>Institutions of Higher Education</p> | <p>IHE.4.A.i: Advocate for and/or develop the capacities of school and district personnel to establish team-based collaborative cultures that promote collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>IHE.4.A.ii: Advocate for and/or develop the capacities of school and district personnel to support job-embedded professional learning where teams meet regularly during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>IHE.4.B.iii: Identify, develop and disseminate research and best practices that support the development, implementation, and sustaining of job-embedded professional learning.</p> | <p>IHE.4.B.i: Develop the capacities of school and district personnel to share leadership, including coordination and facilitation, of the team’s work to improve job performance and student proficiency and growth</p> <p>IHE.4.B.ii: Develop the capacities of school and district personnel to invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>IHE.4.B.iii: Develop the capacities of school and district personnel to select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research that support achievement of improvement goals.</p> | <p>IHE.4.C.i: Advocate for the identification and use of expertise within teams first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>IHE.4.C.ii: Identify and provide expertise only when the necessary knowledge and skills are unavailable within the teams.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Alternate Route Provider | <p>ARP.4.A.i: Advocate for and/or develop the capacities of school and district personnel to establish team-based collaborative cultures that promote collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>ARP.4.A.ii: Advocate for and/or develop the capacities of school and district personnel to support job-embedded professional learning where teams meet regularly during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>ARP.4.B.iii: Identify, develop and disseminate research and best practices that support the development, implementation, and sustaining of job-embedded professional learning.</p> | <p>ARP.4.B.i: Develop the capacities of school and district personnel to share leadership, including coordination and facilitation, of the team’s work to improve job performance and student proficiency and growth</p> <p>ARP.4.B.ii: Develop the capacities of school and district personnel to invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>ARP.4.B.iii: Develop the capacities of school and district personnel to select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research that support achievement of improvement goals.</p> | <p>ARP.4.C.i: Advocate for the identification and use of expertise within teams first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>ARP.4.C.ii: Identify and provide expertise only when the necessary knowledge and skills are unavailable within the teams.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| Professional Organization | <p>PO.4.A.i: Advocate for and/or develop the capacities of education stakeholders to establish team-based collaborative cultures that promote collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>PO.4.A.ii: Advocate for and/or develop the capacities of education stakeholders to support job-embedded professional learning where teams meet regularly during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>PO.4.B.iii: Identify, develop and disseminate research and best practices that support the development, implementation, and sustaining of job-embedded professional learning.</p> | <p>PO.4.B.i: Develop the capacities of education stakeholders to share leadership, including coordination and facilitation, of the team’s work to improve job performance and student proficiency and growth</p> <p>PO.4.B.ii: Develop the capacities of education stakeholders to invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>PO.4.B.iii: Develop the capacities of education stakeholders to select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research that support achievement of improvement goals.</p> | <p>PO.4.C.i: Advocate for the identification and use of expertise within teams first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>PO.4.C.ii: Identify and provide expertise only when the necessary knowledge and skills are unavailable within teams.</p> |

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| | <p>Outcome 4.A: Create the conditions to support ongoing, collaborative, job-embedded professional learning for continuous improvement.</p> | <p>Outcome 4.B: Engage in job-embedded professional learning in order to establish collective responsibility for job performance and student proficiency and growth.</p> | <p>Outcome 4.C: Access and use expertise to improve job performance and student proficiency and growth.</p> |
| External Provider | <p>EP.4.A.i: Advocate for and/or develop the capacities of education stakeholders to establish team-based collaborative cultures that promote collegiality, trust and respect to support professional learning for continuous improvement.</p> <p>EP.4.A.ii: Advocate for and/or develop the capacities of education stakeholders to support job-embedded professional learning where teams meet regularly during the work day to solve real problems related to job performance and student proficiency and growth.</p> <p>EP.4.B.iii: Identify, develop and disseminate research and best practices that support the development, implementation, and sustaining of job-embedded professional learning.</p> | <p>EP.4.B.i: Develop the capacities of education stakeholders to share leadership, including coordination and facilitation, of the team’s work to improve job performance and student proficiency and growth</p> <p>EP.4.B.ii: Develop the capacities of education stakeholders to invite, explore, and apply diverse perspectives as part of professional learning.</p> <p>EP.4.B.iii: Develop the capacities of education stakeholders to select and engage in a variety of evidence-based professional learning experiences, such as learning communities, communities of practice, lesson study, examining student work, and/or action research that support achievement of improvement goals.</p> | <p>EP.4.C.i: Advocate for the identification and use of expertise within teams first to build collective understanding, including knowledge and skills, needed to improve job performance and student proficiency and growth.</p> <p>EP.4.C.ii: Identify and provide expertise only when the necessary knowledge and skills are unavailable within teams.</p> |

INDICATOR 5: Provide continuous learning to support and sustain the transfer of new knowledge and skills to the work place.

Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.

Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.

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| Teacher | <p>T.5.A.i: Engage in initial and follow-up professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>T.5.A.ii: Engage in follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new instructional strategy.</p> <p>T.5.A.iii: Share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>T.5.B.i: Document and share knowledge, skills, and resources acquired from professional learning with other teams and education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> |
| Paraprofessional | <p>P.5.A.i: Engage in initial and follow-up professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>P.5.A.ii: Engage in follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new instructional strategy.</p> <p>P.5.A.iii: Share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>P.5.B.i: Document and share knowledge, skills, and resources acquired from professional learning with other teams and education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| Academic Support Staff | <p>SS.5.A.i: Engage in initial and follow-up professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application to job-related responsibilities.</p> <p>SS.5.A.ii: Engage in follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new skill.</p> <p>SS.5.A.iii: Share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>SS.5.B.i: Document and share knowledge, skills, and resources acquired from professional learning with other teams and education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> |
| Building Administrator | <p>BA.5.A.i: Engage in and provide school staff with initial and follow-up professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>BA.5.A.ii: Engage in and provide school staff with follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new instructional strategy.</p> <p>BA.5.A.iii: Share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>BA.5.B.i: Document and share knowledge, skills, dispositions, and resources acquired from professional learning with other teams and education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> <p>BA.5.B.ii: Encourage and recognize staff for documenting and sharing knowledge, skills, dispositions, and resources with other teams and education stakeholders.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| District Administrator | <p>DA.5.A.i: Engage in and provide district staff with initial and follow-up professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>DA.5.A.ii: Engage in and provide district staff with follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new instructional strategy.</p> <p>DA.5.A.iii: Share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>DA.5.B.i: Document and share knowledge, skills, dispositions, and resources acquired from professional learning with other teams and education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> <p>DA.5.B.ii: Encourage and recognize staff for documenting and sharing knowledge, skills, dispositions, and resources with other teams and education stakeholders.</p> |
| Support Personnel | <p>SP.5.A.i: Engage in initial and follow-up professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application to job-related responsibilities.</p> <p>SP.5.A.ii: Engage in follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new skill.</p> <p>SP.5.A.iii: Share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>SP.5.B.i: Document and share knowledge, skills, and resources acquired from professional learning with other teams and education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> |

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| <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Local School Board</p> | <p>LSB.5.A.i: Establish policy to support opportunities for follow-up, feedback and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> <p>LSB.5.A.ii: Engage in initial and follow-up professional learning of sufficient duration to impact depth of understanding, transfer of new learning and application to job responsibilities.</p> <p>LSB.5.A.iii: Share and use regular feedback and reflections to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>LSB.5.B.i: Document and share knowledge, skills, dispositions, and resources acquired from professional learning with education stakeholders in order to improve and sustain job performance and student proficiency and growth.</p> <p>LSB.5.B.ii: Encourage and recognize district and school personnel for documenting and sharing knowledge, skills, dispositions, and resources with other teams and education stakeholders.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Regional Provider</p> | <p>RP.5.A.i: Identify, design and provide professional learning opportunities of sufficient duration (a minimum of 40 hours) that include follow-up, feedback and reflection to support transfer of knowledge and skills into practice.</p> <p>RP.5.A.ii: Advocate for and/or develop the capacities of school and district personnel to provide professional learning of sufficient duration to impact depth of understanding and application in the classroom.</p> <p>RP.5.A.iii: Advocate for and/or develop the capacities of school and district personnel to provide follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>RP.5.A.iv: Advocate for and/or develop the capacities of school and district personnel to share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> <p>RP.5.A.v: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of professional learning opportunities for follow-up, feedback and reflection.</p> | <p>RP.5.B.i: Encourage and provide local and regional opportunities for schools and districts to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| Family | <p>F.5.A.i: Advocate for and support professional learning opportunities for school and district personnel of sufficient duration (a minimum of 40 hours) that include follow-up, feedback and reflection to support transfer of knowledge and skills into practice.</p> | <p>F.5.B.i: Document and share knowledge, skills, dispositions, and resources acquired from professional learning with education stakeholders in order to improve practice and student proficiency and growth.</p> |
| Community | <p>C.5.A.i: Advocate for professional learning opportunities for school and district personnel of sufficient duration (a minimum of 40 hours) that include follow-up, feedback and reflection to support transfer of knowledge and skills into practice</p> <p>C.5.A.ii: Identify and provide school and district personnel with follow-up experiences, such as job shadowing, internships and externships, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>C.5.A.iii: Engage school and district personnel in the sharing and use of regular feedback and reflections with colleagues to support transfer of knowledge and skills into practice.</p> <p>C.5.A.iv: Engage in initial and follow-up professional learning, when appropriate, of sufficient duration to impact depth of understanding, transfer of new learning and application to practice.</p> | <p>C.5.B.i: When appropriate, provide and/or engage in local opportunities for schools and districts to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| <p>Michigan Department of Education</p> | <p>MDE.5.A.i: Develops policy and guidance, including grant criteria, to support the provision of opportunities for follow-up, feedback and reflection in order to transfer knowledge and skills into practice as part of ongoing professional learning.</p> <p>MDE.5.A.ii: Advocates for school and district personnel to provide professional learning of sufficient duration (a minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>MDE.5.A.iii: Advocate for school and district personnel to provide follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>MDE.5.A.iv: Advocate for school and district personnel to share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge.</p> <p>MDE.5.A.v: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of professional learning opportunities for follow-up, feedback and reflection.</p> | <p>MDE.5.B.i: Encourage and provide local and regional opportunities for schools and districts to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Institutions of Higher Education</p> | <p>IHE.5.A.i: Identify, design and provide professional learning for aspiring and practicing educators with opportunities of sufficient duration that include field experiences, follow-up, feedback, and reflection to support transfer of knowledge and skills into practice.</p> <p>IHE.5.A.ii: Advocate for and /or develop the capacities of school and district personnel to provide professional learning of sufficient duration (minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>IHE.5.A.iii: Advocate for and /or develop the capacities of school and district personnel to provide follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>IHE.5.A.iv: Advocate for and/or develop the capacities of school and district personnel to share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> <p>IHE.5.A.v: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of professional learning opportunities for field experiences, follow-up, feedback and reflection.</p> | <p>IHE.5.B.i: Encourage and provide opportunities for school and district personnel to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| <p>Alternate Route Provider</p> | <p>ARP.5.A.i: Identify, design and provide professional learning for aspiring and practicing educators with opportunities of sufficient duration that include field experiences, follow-up, feedback, and reflection to support transfer of knowledge and skills into practice.</p> <p>ARP.5.A.ii: Advocate for and/or develop the capacities of school and district personnel to provide professional learning of sufficient duration (minimum of 40 hours) to impact depth of understanding and application in the classroom.</p> <p>ARP.5.A.iii: Advocate for and/or develop the capacities of school and district personnel to provide follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>ARP.5.A.iv: Advocate for and/or develop the capacities of school and district personnel to share and use regular feedback and reflections from colleagues and supervisors to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> <p>ARP.5.A.v: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of professional learning opportunities for field experiences, follow-up, feedback, and reflection.</p> | <p>ARP.5.B.i: Encourage and provide opportunities for school and district personnel to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Professional Organization</p> | <p>PO.5.A.i: Identify, design and provide professional learning opportunities of sufficient duration (a minimum of 40 hours) that include follow-up, feedback and reflection to support transfer of knowledge and skills into practice.</p> <p>PO.5.A.ii: Advocate for and/or develop the capacities of school and district personnel to provide professional learning of sufficient duration to impact depth of understanding and application to practice.</p> <p>PO.5.A.iii: Advocate for and/or develop the capacities of school and district personnel to provide follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>PO.5.A.iv: Advocate for and/or develop the capacities of school and district personnel to share and use regular feedback and reflections from colleagues and education stakeholders to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> <p>PO.5.A.v: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of professional learning opportunities for follow-up, feedback and reflection.</p> | <p>PO.5.B.i: Encourage and provide local and regional opportunities for schools and districts to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

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| | <p>Outcome 5.A: Engage in and provide opportunities for follow-up, feedback, and reflection to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> | <p>Outcome 5.B: Share knowledge, skills, and resources acquired from professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">External Provider</p> | <p>EP.5.A.i: Identify, design and provide professional learning opportunities of sufficient duration (a minimum of 40 hours) that include follow-up, feedback and reflection to support transfer of knowledge and skills into practice.</p> <p>EP.5.A.ii: Advocate for and/or develop the capacities of school and district personnel to provide professional learning of sufficient duration to impact depth of understanding and application to practice.</p> <p>EP.5.A.iii: Advocate for and/or develop the capacities of school and district personnel to provide follow-up experiences, such as mentoring or coaching, to support transfer of new learning, including multiple opportunities to practice a new strategy.</p> <p>EP.5.A.iv: Advocate for and/or develop the capacities of school and district personnel to share and use regular feedback and reflections from colleagues and education stakeholders to support transfer of knowledge and skills into practice as part of ongoing professional learning.</p> <p>EP.5.A.v: Identifies and disseminates research and best practices that support the development, implementation, and sustaining of professional learning opportunities for follow-up, feedback and reflection.</p> | <p>EP.5.B.i: Encourage and provide local and regional opportunities for schools and districts to share with education stakeholders the knowledge, skills, and resources acquired while engaged in professional learning in order to improve and sustain job performance and student proficiency and growth.</p> |

INDICATOR 6: Provide increased opportunities among stakeholder organizations for collaboration and collective responsibility for the learning of children, youth, and adults.

Outcome 6.A: Collaborate regularly with education stakeholders and organizations to support professional learning to improve job performance and student proficiency and growth.

Outcome 6.B: Establish collective responsibility for leadership in support of professional learning to improve job performance and student proficiency and growth.

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| Teacher | <p>T.6.A.i: Collaborate regularly with education stakeholders and organizations external to the school and district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>T.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> |
| Paraprofessional | <p>P.6.A.i: Collaborate regularly with education stakeholders and organizations external to the school and district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>P.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> |
| Academic Support Staff | <p>SS.6.A.i: Collaborate regularly with education stakeholders and organizations external to the school and district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>SS.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> |
| Building Administrator | <p>BA.6.A.i: Collaborate regularly with education stakeholders and organizations external to the school and district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> <p>BA.6A.ii: Encourage and recognize staff's regular collaboration with education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning.</p> | <p>BA.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> <p>BA.6B.ii: Encourage and recognize staff's leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning.</p> |

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| | <p>Outcome 6.A: Collaborate regularly with education stakeholders and organizations to support professional learning to improve job performance and student proficiency and growth.</p> | <p>Outcome 6.B: Establish collective responsibility for leadership in support of professional learning to improve job performance and student proficiency and growth.</p> |
| District Administrator | <p>DA.6.A.i: Collaborate regularly with education stakeholders and organizations external to the district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> <p>DA.6A.ii: Encourage and recognize staff’s regular collaboration with education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning.</p> | <p>DA.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> <p>DA.6B.ii: Encourage and recognize staff’s leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning.</p> |
| Support Personnel | <p>SP.6.A.i: Collaborate regularly with education stakeholders and organizations external to the school and district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>SP.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> |
| Local School Board | <p>LSB.6.A.i: Collaborate regularly with education stakeholders and organizations external to the district to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> <p>LSB.6A.ii: Encourage and recognize staff’s regular collaboration with education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning.</p> | <p>LSB.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> <p>LSB.6B.ii: Encourage and recognize staff’s leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning.</p> |

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| | <p>Outcome 6.A: Collaborate regularly with education stakeholders and organizations to support professional learning to improve job performance and student proficiency and growth.</p> | <p>Outcome 6.B: Establish collective responsibility for leadership in support of professional learning to improve job performance and student proficiency and growth.</p> |
| Regional Provider | <p>RP.6.A.i: Engage with stakeholders outside the regional organizations to build their capacity to collaborate and lead professional learning to improve job performance and student proficiency and growth.</p> <p>RP.6.A.ii: Collaborate regularly with education stakeholders and organizations outside the regional organizations to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>RP.6.B.i: Initiate, coordinate and facilitate shared leadership among education stakeholders and organizations in the design and implementation of professional learning to improve job performance and student proficiency and growth, including state-sponsored opportunities.</p> <p>RP.6.B.ii: Share leadership with education stakeholders and organizations to coordinate and leverage the use of knowledge and resources based upon analysis of needs in order to minimize redundancy and maximize the impact of professional learning.</p> |
| Family | <p>F.6.A.i: Establish relationships and build partnerships with education stakeholders and organizations to identify adult learning needs that align with job performance and student proficiency and growth.</p> <p>F.6.A.ii: Collaborate regularly with education stakeholders to identify and provide professional learning that addresses identified needs.</p> | <p>F.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> |
| Community | <p>C.6.A.i: Establish relationships and build partnerships with education stakeholders and organizations to identify adult learning needs that align with job performance and student proficiency and growth.</p> <p>C.6.A.ii: Collaborate regularly with education stakeholders to identify and provide professional learning, including community programs, that addresses identified needs.</p> | <p>C.6.B.i: Assume leadership roles with education stakeholders and organizations to initiate, advocate for, coordinate, model, and/or facilitate professional learning to improve job performance and student proficiency and growth.</p> |

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| | <p>Outcome 6.A: Collaborate regularly with education stakeholders and organizations to support professional learning to improve job performance and student proficiency and growth.</p> | <p>Outcome 6.B: Establish collective responsibility for leadership in support of professional learning to improve job performance and student proficiency and growth.</p> |
| Michigan Department of Education | <p>MDE.6.A.i: Affirm through guidance and Department communications the importance of collaboration among stakeholders to support professional learning to improve job performance and student proficiency and growth.</p> <p>MDE.6.A.ii: Collaborate regularly with education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>MDE.6.B.i: Affirm through guidance and Department communications the importance of shared leadership among stakeholders to support professional learning to improve job performance and student proficiency and growth.</p> <p>MDE.6.B.ii: Initiate, coordinate and facilitate shared leadership among education stakeholders and organizations in the implementation of professional learning to improve job performance and student proficiency and growth, including state-sponsored opportunities.</p> <p>MDE.6.B.iii: Share leadership with education stakeholders and organizations to coordinate and leverage the use of knowledge and resources based upon analysis of needs in order to minimize redundancy and maximize the impact of professional learning.</p> |
| Institutions of Higher Education | <p>IHE.6.A.i: Collaborate with education stakeholders and organizations to conduct and disseminate research on professional learning to improve job performance and student proficiency and growth.</p> <p>IHE.6.A.ii: Engage with education stakeholders and organizations to build their capacity to collaborate and lead professional learning to improve job performance and student proficiency and growth.</p> <p>IHE.6.A.iii: Collaborate regularly with education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>IHE.6.B.i: Initiate, coordinate and facilitate shared leadership among education stakeholders and organizations in the design and implementation of professional learning to improve job performance and student proficiency and growth, including state-sponsored opportunities.</p> <p>IHE.6.B.ii: Share leadership with education stakeholders and organizations to coordinate and leverage the use of knowledge and resources based upon analysis of needs in order to minimize redundancy and maximize the impact of professional learning.</p> |

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| | <p>Outcome 6.A: Collaborate regularly with education stakeholders and organizations to support professional learning to improve job performance and student proficiency and growth.</p> | <p>Outcome 6.B: Establish collective responsibility for leadership in support of professional learning to improve job performance and student proficiency and growth.</p> |
| Alternate Route Provider | <p>ARP.6.A.i: Engage with other education stakeholders and organizations to build capacity to collaborate and lead professional learning to improve job performance and student proficiency and growth.</p> | <p>ARP.6.B.i: Initiate, coordinate and facilitate shared leadership among education stakeholders and organizations in the design and implementation of professional learning to improve job performance and student proficiency and growth, including state-sponsored opportunities.</p> |
| Professional Organization | <p>PO.6.A.i: Engage with other education stakeholders and organizations to build capacity to collaborate and lead professional learning to improve job performance and student proficiency and growth.</p> <p>PO.6.A.ii: Collaborate regularly with other education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>PO.6.B.i: Initiate, coordinate and facilitate shared leadership among education stakeholders and organizations in the design and implementation of professional learning to improve job performance and student proficiency and growth, including state-sponsored opportunities.</p> <p>PO.6.B.ii: Share leadership with education stakeholders and organizations to coordinate and leverage the use of knowledge and resources based upon analysis of needs in order to minimize redundancy and maximize the impact of professional learning.</p> |
| External Provider | <p>EP.6.A.i: Engage with other education stakeholders and organizations to build capacity to collaborate and lead professional learning to improve job performance and student proficiency and growth.</p> <p>EP.6.A.ii: Collaborate regularly with other education stakeholders and organizations to identify, develop, and/or disseminate resources for professional learning that support job performance and student proficiency and growth.</p> | <p>EP.6.B.i: Initiate, coordinate and facilitate shared leadership among education stakeholders and organizations in the design and implementation of professional learning to improve job performance and student proficiency and growth.</p> <p>EP.6.B.ii: Share leadership with education stakeholders and organizations to coordinate and leverage the use of knowledge and resources based upon analysis of needs in order to minimize redundancy and maximize the impact of professional learning.</p> |

INDICATOR 7: Utilize and leverage the necessary resources for continuous professional learning, ensuring that local, state, and federal funds are aligned and in compliance with professional learning policy.

Outcome 7.A: Support the use of resources to maintain continuous professional learning.

Outcome 7.B: Collaborate with stakeholders to identify and provide resources.

Outcome 7.C: Align and use local, state, and federal resources to support continuous professional learning.

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| Teacher | <p>T.7.A.i: Advocate for a percentage of the district budget and time during the work day to be dedicated exclusively for continuous professional learning.</p> <p>T.7.A.ii: Support flexible scheduling to promote job-embedded professional learning.</p> | <p>T.7.B.i: Collaborate with school, district, and education stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>T.7.C.i. Collaborate with administrators and education stakeholders to maximize the use of local, state, and federal resources to support continuous professional learning.</p> |
| Paraprofessional | <p>P.7.A.i: Advocate for a percentage of the district budget and time during the work day to be dedicated exclusively for continuous professional learning.</p> <p>P.7.A.ii: Support flexible scheduling to promote job-embedded professional learning.</p> | <p>P.7.B.i: In collaboration with teachers and supervisors, identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | N/A |
| Academic Support Staff | <p>SS.7.A.i: Advocate for a percentage of the district budget and time during the work day to be dedicated exclusively for continuous professional learning.</p> <p>SS.7.A.ii: Support flexible scheduling to promote job-embedded professional learning.</p> | <p>SS.7.B.i: Collaborate with school, district, and education stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>SS.7.C.i. Collaborate with administrators and education stakeholders to maximize the use of local, state, and federal resources to support continuous professional learning.</p> |

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| | Outcome 7.A: Support the use of resources to maintain continuous professional learning. | Outcome 7.B: Collaborate with stakeholders to identify and provide resources. | Outcome 7.C: Align and use local, state, and federal resources to support continuous professional learning. |
| Building Administrator | <p>BA.7.A.i: Advocate for a percentage of the district and school budgets and time during the work day to be dedicated exclusively for continuous professional learning.</p> <p>BA.7.A.ii: Advocate for and establish flexible school schedules to promote job-embedded professional learning.</p> | <p>BA.7.B.i: Collaborate with school, district, and education stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>BA.7.C.i: Allocate, prioritize, and monitor resources to support job-embedded professional learning.</p> <p>BA.7.C.ii: Align the use of local, state and federal funding to support continuous professional learning.</p> |
| District Administrator | <p>DA.7.A.i: Advocate for a percentage of the district budgets and time during the work day to be dedicated exclusively for continuous professional learning.</p> <p>DA.7.A.ii: Establish guidelines for district and school allocation of resources to maintain continuous professional learning.</p> <p>DA.7.A.iii: Advocate for and establish flexible school schedules to promote job-embedded professional learning.</p> | <p>DA.7.B.i: Collaborate with building and district administrators, and education stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>DA.7.C.i: Allocate, prioritize, and monitor resources to support job-embedded professional learning.</p> <p>DA.7.C.ii: Align the use of local, state and federal funding to support continuous professional learning.</p> |

| | Outcome 7.A: Support the use of resources to maintain continuous professional learning. | Outcome 7.B: Collaborate with stakeholders to identify and provide resources. | Outcome 7.C: Align and use local, state, and federal resources to support continuous professional learning. |
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| Support Personnel | <p>SP.7.A.i: Advocate for a percentage of the district budgets and time during the work day to be dedicated exclusively for continuous professional learning.</p> <p>SP.7.A.ii: Advocate for flexible school schedules to promote job-embedded professional learning.</p> | <p>SP.7.B.i: In collaboration with supervisors, identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | N/A |
| Local School Board | <p>SP.7.A.i: Approve a percentage of the district budget and time during the work day to be dedicated exclusively for continuous professional learning.</p> | <p>SP.7.B.i: Collaborate with district administrators, and education stakeholders to identify various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>SP.7.C.i: Ensure the alignment and use of local, state and federal resources supports continuous professional learning.</p> |
| Regional Provider | <p>RP.7.A.i: Leverage resources for maintaining continuous professional learning.</p> | <p>RP.7.B.i: Collaborate with stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>RP.7.C.i: Align resources including local, state and federal funding to support continuous professional learning.</p> <p>RP.7.C.ii: Allocate resources to meet local, state, and federal priorities.</p> |

| | Outcome 7.A: Support the use of resources to maintain continuous professional learning. | Outcome 7.B: Collaborate with stakeholders to identify and provide resources. | Outcome 7.C: Align and use local, state, and federal resources to support continuous professional learning. |
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| Family | F.7.A.i: Advocate for and support the use of resources to be dedicated exclusively for continuous professional learning. | F.7.B.i: Identify resources (i.e., people, money, technology, print and non-print materials) to support continuous professional learning. | N/A |
| Community | C.7.A.i: Advocate for and support the use of resources to be dedicated exclusively for continuous professional learning. | C.7.B.i: Collaborate with education stakeholders to identify, leverage and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning. | C.7.C.i: Collaborate with education stakeholders to align community resources with local, state and federal resources to support continuous professional learning. |
| Michigan Department of Education | MDE.7.A.i: Ensures that grant recipients are required to integrate continuous professional learning consistent with adult learning standards into their programs. | MDE.7.B.ii: Collaborate with stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to support continuous professional learning. | MDE.7.C.i: Support the effective alignment, coordination and utilization of state and federal resources for continuous professional learning. |

| | Outcome 7.A: Support the use of resources to maintain continuous professional learning. | Outcome 7.B: Collaborate with stakeholders to identify and provide resources. | Outcome 7.C: Align and use local, state, and federal resources to support continuous professional learning. |
|----------------------------------|--|---|---|
| Institutions of Higher Education | <p>IHE.7.A.i: Leverage institutional resources to support continuous professional learning.</p> | <p>IHE.7.B.i: Collaborate with stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to support continuous professional learning.</p> <p>IHE.7.B.ii: Seek grant opportunities to conduct research and/or develop programs that contribute to identification and dissemination of best practices for continuous professional learning.</p> | <p>IHE.7.C.i: Collaborate with education stakeholders to align institutional resources with local, state and federal resources to support continuous professional learning.</p> <p>IHE.7.C.ii: Support the effective utilization of state and federal resources for continuous professional learning.</p> |
| Alternate Route Provider | <p>ARP.7.A.i: Leverage institutional resources to support continuous professional learning.</p> | <p>ARP.7.B.i: Collaborate with stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to support continuous professional learning.</p> <p>ARP.7.B.ii: Seek grant opportunities to conduct research and/or develop programs that contribute to identification and dissemination of best practices for continuous professional learning.</p> | <p>ARP.7.C.i: Collaborate with education stakeholders to align institutional resources with local, state and federal resources to support continuous professional learning.</p> <p>ARP.7.C.ii: Support the effective utilization of state and federal resources for continuous professional learning.</p> |

| | | | |
|---------------------------|---|---|--|
| | Outcome 7.A: Support the use of resources to maintain continuous professional learning. | Outcome 7.B: Collaborate with stakeholders to identify and provide resources. | Outcome 7.C: Align and use local, state, and federal resources to support continuous professional learning. |
| Professional Organization | <p>PO.7.A.i: Advocate for and support the use of resources to be dedicated exclusively for continuous professional learning.</p> <p>PO.7.A.ii: Leverage resources for maintaining continuous professional learning.</p> | <p>PO.7.B.i: Collaborate with stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>PO.7.C.i: Support the effective alignment and use of state and federal resources for continuous professional learning.</p> |
| External Provider | <p>EP.7.A.i: Advocate for and support the use of resources to be dedicated exclusively for continuous professional learning.</p> <p>EP.7.A.ii: Leverage resources for maintaining continuous professional learning.</p> | <p>EP.7.B.i: Collaborate with stakeholders to identify and provide various programs, services, time and/or resources (i.e., people, money, technology, print and non-print materials) to enhance continuous professional learning.</p> | <p>EP.7.C.i: Support the effective alignment and use of state and federal resources for continuous professional learning.</p> |

Appendix A: Historical Context: Michigan Statutes and Policies Related to Professional Learning

Adopted State Board of Education Policy:

- Goal and Priorities supporting the Excellent Educator Quality Continuum (2010-11),
- Education Improvement and Reform Priorities of ensuring excellent educators (February 2011).
- Updated Professional Development Vision and Standards for Michigan Educators (August 2003) This policy was based on the 1996 Michigan Curriculum Framework that included a professional development vision and corresponding standards. This vision included the adoption of the 2001 National Staff Development Council's standards of staff development.
- In collaboration with MDE, released Standards for Educator Excellence (February 2005). Michigan School Improvement Framework that included Standards and Benchmarks for Personnel and Professional Learning to support school improvement efforts (November 2005).

In April 2006, the State Board of Education approved the State Professional Learning Strategic Plan April 2006.

State Statute

In the Michigan Revised School Code/Michigan Compiled Law (MCL) Section 380 there are four sections that address professional learning.

Section 380.1526 and 380.1527 specify requirements for the professional learning of teachers. Section 380.1246 specifies continuing education requirements for school administrators. Section 388.1701/Section 101(10) enables schools to schedule up to 38 hours of professional learning and count it as part of the required 1,098 hours of instructional time.

Sections 1526 and 1527 require school districts to provide professional learning time for their teachers. The sections are as follows:

- Section 1526 states: "For the first three years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the three-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the three year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional

development schools, and regional seminars conducted by master teachers and other mentors."

- Section 1527 states: "The board of each school district, intermediate school district, or public school academy shall provide:
 - at least five days of teacher professional development each school year after the 2001-2002 school year,
 - professional development days provided under this Section shall not be counted toward the professional development required under Section 1526."

Appendix B: Research that Guides Implementation

According to research, teachers and leaders have the most influence on student learning (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Haycock, 1998; Sanders & Rivers, 1996). The most powerful strategy school systems and educational organizations have at their disposal to improve teacher and leader effectiveness is professional development.

“To meet federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching” (Wei, Darling-Hammond, & Adamson, 2010, p. 3). When professional development is planned, implemented and evaluated systematically, it ensures that educators meet these challenges.

In the last two decades, researchers have focused a great deal of attention on professional development. Rigorous research highlights the limitations of the occasional one-shot workshops that many educators have experienced throughout their careers and provides the reader with a new vision of professional learning that can provide guidance and inform decisions about the context, content and process of professional learning that impacts educator practice and student performance. Findings from the research have direct implications for policy, practice and resource allocation. They support the international Standards for Professional Development (Learning Forward, 2011), recommended for adoption by the Michigan Department of Education, and the inclusion of seven indicators of a quality professional learning system in the Michigan Professional Learning Policy Statement (also identified in Table 1, right-hand column).

Content of Professional Learning: Research Base for Policy Indicators 1, 2, 3

Content refers to “what” of professional learning. Professional learning improves educator effectiveness by meeting performance standards, focusing on the teaching of specific content, and ensuring coherence – strategies that address the Standard of guaranteeing outcomes (Learning Forward, 2011).

Meeting performance standards. Professional learning that improves educator effectiveness focuses on clear student and educator performance outcomes as defined by educator performance standards and student content standards (Learning Forward, 2011). Student content standards set equitable expectations for all students. For example, the adopted U.S. Common Core State Standards for English Language Arts and Mathematics articulate expectations students are to reach by the end of high school in order to be college and career ready. Educator performance standards include expectations about deep understanding of the content they teach and the knowledge, skills and dispositions needed to teach the content (Learning Forward, 2011). When standards guide a school systems’ professional learning: educator and student expectations are clear; the link

between teaching and learning is easy to identify; and educator and student performance is likely to improve.

Focusing on core content, instructional practices, and student learning. Recent studies find that student achievement improves most when teachers are engaged in sustained, collaborative, professional development that moves away from a focus on generic teaching methods and abstract principles of teaching and moves toward a focus on specific curriculum content and the pedagogical skills needed to teach that content effectively (Wei et al., 2010; Hill et al., 2005; Garet, Porter, Desimone, Birman, & Yoon, 2001; Saxe, Gearheart, & Nasi, 2001).

The most effective professional learning experiences for deepening teachers' conceptual understanding and improving instructional practices:

- Focus on specific curriculum content and the pedagogical skills needed to teach that content effectively (Wei et al., 2010; Hill et al., 2005; Saxe, Gearheart, & Nasi, 2001)
- Focus on concrete, everyday challenges involved in teaching and learning specific subject matter (Saxe et al., 2001)
- Provide opportunities for "hands-on" work that builds teachers' content knowledge and pedagogical skills (Garet et al., 2001)
- Include the application of knowledge to teachers' planning and instruction (Weiss & Pasley, 2006; Knapp, 2003; Cohen & Hill, 2001; Garet et al., 2001)
- Model teaching practices (Snow-Renner & Lauer, 2005)
- Spend extended periods of time engaged in the cumulative study of the content and the practice of new strategies in their classroom (Garet et al., 2001)
- Address issues regarding student learning by engaging teachers in defining what concepts and skills they want students to learn and identifying with which outcomes students might have the most difficulty (Wei et al., 2010)
- Engage teachers in the actual study of the same material their students are using (Mereck & Methven, 1991)
- Regular analysis of multiple sources of student data with conversations about how to use the information to improve their instructional practice (Strahan, 2003)

Ensuring coherence. Professional learning experiences are more likely to be effective if they are part of a coherent program of ongoing professional development (Penuel et al., 2007, Garet et al., 2001; Cohen & Hill, 2000). In a national study of mathematics and science teachers, teachers reported greater enhancement of their knowledge and skills when they believed professional learning experiences were (Garet et al., 2001):

- Consistent with their professional learning content goals
- Built upon what was learned in earlier professional learning experiences
- Aligned with other reform efforts, including school goals, district curriculum frameworks, national, state and district standards, and assessments

Context for Professional Learning: Research Base for Policy Indicators 4, 6, 7

Context refers to the organizational cultures, structures and environment in which educators work -- the "who, when, where, and why" of professional learning. Learning in communities, ensuring leadership, and prioritizing resources are powerful Standards and strategies whereby organizations can establish an environment for professional learning that impacts job performance and student growth and proficiency (Learning Forward, 2011).

Learning in communities. Educators, as learners themselves, "...can and should be constantly learning with and from their knowledgeable colleagues. They can and should model for their students the collaborative learning and knowledge construction that is at the core of 21st century competencies" (Carroll, Fulton, & Doerr, 2010, p.4). This enables staff to engage in professional learning that moves away from isolation and fragmentation and moves toward the implementation and sustaining of powerful learning teams and communities of practice (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Blank & de las Alas, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, et al., 2001).

Learning teams, often called professional learning communities (PLCs) or communities of practice, can be newly established or repurposed from existing teams, including grade level, departmental and data teams. Regardless of structure, learning teams and PLCs that lead to improved student learning, changes in teacher practice, and changes in the professional culture of a school are characterized by (Learning Forward, 2011; Gallimore, Ermeling, Saunders, & Goldenberg, 2009; Vescio, Ross, & Adams, 2008; Bolam, 2005; DuFour, 2004; Hord, 1997):

- Shared vision, values, and goals tightly connected to improving student learning
- Collective responsibility for student learning
- Use of a facilitator – often a peer – and protocols and other tools to guide conversation and find solutions
- Assistance by knowledgeable others, within and outside the team
- Use of meaningful indicators to measure progress and perseverance until there is progress on indicators
- Individual and collective professional learning for all members, closely aligned with the continuous improvement process
- Reflective on-going professional inquiry
- Inclusive membership
- A culture of mutual trust, respect and support
- Stable settings in which meetings occur
- Shared leadership, including teacher authority

One of the most important research findings regarding impact of learning teams and PLCs is that they are most effective when persistent and structured work is highly focused on connections between instructional practice, student work and student learning. A rigorous five-year study of Title I schools found that "...achievement rose by 41 percent overall, and by 54 percent for Hispanic students,

after schools converted routine meetings into teacher learning teams focused on what students were struggling to learn” (Gallimore & Ermeling, p. 1, 2009).

While job-alike teams of three to seven instructors who teach the same grade level or subject draw their strength from common ground (Gallimore et al, 2009), whole grade levels, departments, and schools are effective in promoting change that extends beyond the single classroom to benefit all students in a school (Wei et al., 2009).

Ensuring leadership. When teachers experience a positive school climate and feel supported by their administrators, they are much more likely to persevere through tough times (Coggshall, Ott, Behrstock, & Lasagna,2009). In order for this kind of professional culture to take root in an organization, leaders have to hold learning as a top priority and seek to build capacity in individuals, teams, and the organization to be both learners and leaders (Learning Forward, 2011).

Skillful leaders build capacity and provide support when they serve as (Learning Forward, 2011):

- Instructional leaders who realize that high expectations for students may require substantive changes in curriculum, instruction, assessment, leadership practices, and support systems
- Facilitators and supervisors of professional learning who...
 - implement effective learning designs to meet staff learning needs, including learning communities with the characteristics described above
 - involve staff in evaluating the effectiveness of professional learning
 - participate in constructive conversations about adult and student performance, using data to support feedback
- Advocates who make their own career-long learning visible to others and ensure that all staff engage in effective professional learning to meet individual, team, school, and district goals throughout their careers
- Agents of change, artfully combining pressure and support to accomplish goals

Skillful leaders share leadership and distribute responsibility for student learning by (Learning Forward, 2011):

- Holding themselves and others accountable for the quality and outcomes of professional learning
- Collaborating with staff to develop a vision for success, set goals based upon data, and use a continuous improvement process, monitoring progress and making data-based instructional decisions
- Ensuring that all stakeholders understand the importance of professional learning and advocate for effective professional learning for all staff
- Engaging with policy makers and decision makers to ensure that...
 - connections are made among preparation programs, induction, mentoring, and professional development across the career continuum (Laine, Behrstock-Sherratt, & Lasagna, 2011)

- policies, structures, technical assistance, and resources support professional learning that improves job performance and student growth and proficiency

Prioritizing resources. “Professional learning may be viewed as either an investment that will pay future dividends in improved job performance and student learning or an expense that diminishes a school district’s ability to meet its other financial obligations” (NSDC, 2001, p.12). The Michigan Department of Education (MDE) recognizes the cost benefit of ensuring that its educators are well prepared for changing demands, such as their responsibility to ensure high school students reach the new and rigorous Common Core standards needed to succeed in college and careers. To ensure a positive return on investments, schools and districts need to methodically prioritize and coordinate resources and regularly monitor and evaluate the cost-benefit of resource allocation for educator and student learning.

Resources associated with professional learning include people, money, time, technology, print and non-print materials (Learning Forward, 2011). The current trend in the United States shows that teachers are receiving far less time than the recommended 40 to 100 hours of intensive, sustained professional learning (Wei et al., 2010, Yoon, Duncan, Lee, Scarloss, & Shapley, 2007) (). Yet, the American Federation of Teachers recognizes that professional learning “...occurs continually within a school day as teachers work together to plan, implement, and reflect on their instruction and student progress. The most effective way to ensure all teachers experience powerful collaborative learning is to alter the way school schedules are designed and embed learning time for educators into every teacher’s daily schedule” (2010, p. 31). In order to move away from one-time or short-term professional learning, Learning Forward (2011) recommends that 25% of educators’ workweek be invested in professional learning.

Investments for professional learning in public schools range from less than 1% of the general fund to as high as 12%. Learning Forward (2011) recommends that 10% of a school system’s general fund be allocated to professional learning.

There are many different activities at the school and district level that are funded from different sources and for different purposes which makes coordination, monitoring and evaluation of district resources challenging (Learning Forward, 2011). However, coordination of resources is essential. It helps eliminate existing gaps and redundancies in resource allocations. Furthermore, without an effective and consistent way to track and monitor funds, it will be impossible to evaluate the effective allocation of resources for determining what programs to maintain, expand or eliminate (Archibald et al., 2011).

Odden, Archibald, Fermanich, and Gallagher (2002) provide a cost framework for professional development that “provides a way to identify, calculate, and analyze the professional development resources that districts or schools make available to teachers at a given school site; the framework can also be used to identify the full costs of any specific professional development program” (p. 4).

Process and Design of Professional Learning: Research Base for Policy Indicators 3, 4, 5

Process refers to the “how” of professional learning, including Standards and strategies of using data, applying learning designs, and supporting implementation (Learning Forward, 2011). Special attention is being paid to job-embedded professional development because it clearly moves away from one-time events, loosely connected to practice, and moves toward continuous and sustained learning, focused on real problems and the transfer of solutions and practices to the workplace.

Job-embedded professional development (JEPD) is defined as educator learning that is grounded in day-to-day practice and designed to enhance content-specific practices with the intent of improving student learning (NSDC, 2010; Hirsh, 2009; Hawley & Valli, 1999; Darling-Hammond & McLaughlin, 1995). It is:

- Integrated into the workday
- School or classroom based
- Educators assessing and finding solutions to authentic and immediate problems
- Part of a cycle of continuous improvement

JEPD can be undertaken alone, with one-on-one guidance, and in teams or communities (Croft, Coggshall, Dolan, Powers, & Killion, 2010).

Using data. The research base consistently identifies the importance of aligning professional learning with the cycle of continuous improvement. The improvement process relies upon educator’s strategic use of data throughout its phases to: assess needs and define learning goals; select or design learning opportunities; and evaluate the effectiveness of professional learning in meeting identified goals.

Data analysis, particularly when examining student work and engaging in the continuous improvement cycle, can also become a powerful design for professional learning (Learning Forward, 2011).

Applying learning designs. Using research about learning and instructional design to plan and implement professional learning contributes to the achievement of its intended outcomes. Six design features, with varying degrees of influence, have been identified in the literature (Darling-Hammond et al., 2009; Desimone et al., 2002; Garet, et al., 2001; Parsad, 2001; Porter, 2000).

Establishing and maintaining a focus on *content* and the fostering of *coherence* and alignment are two highly influential design features discussed earlier. A third feature, also highly influential, is *duration*: spending enough hours in professional learning over a span of time. Recent studies reported significant gains in student achievement in professional development programs that continued for six months or more and in which contact time with teachers ranged from an average of 91 hours (Blank and de las Alas, 2009) to an average of 49 hours (Yoon et al., 2007).

Other features that make a difference in the design of effective professional learning are:

- Opportunity for *active learning* including meaningful analysis of teaching and learning
- *Collective participation* of individuals from the same district, school, department, or grade level in meaningful collaboration and reflection
- *Form* or format of professional learning such as action research or lesson study rather than a traditional workshop or conference

Professional learning occurs in multiple forms. Though traditional forms are still the most common professional learning experiences, teachers report greater changes in their instructional practice as a result of activities that involve their active participation and collaboration (Desimone et al., 2002; Garet et al., 2001). Jo facilitates ongoing communications about learning, builds a collaborative culture, and supports transfer of knowledge and skills to practice in ways that nontraditional designs alone do not (Learning Forward, 2011). There are many recognized designs or formats for job-embedded professional learning, including action research, coaching, examining student work, lesson study, constructing and scoring assessments, critical friends groups (Learning Forward, 2011; Croft et al., 2010; Easton, 2004). It is recommended that educators have an active role in selecting and constructing learning designs (Learning Forward, 2011).

JEPD often uses protocols or conversation guides to facilitate learning. In nine of the Title I schools that made achievement gains of 41 percent (described earlier), learning teams used an inquiry-based protocol that aligned with the continuous improvement process. (Gallimore et al., 2009).

Supporting implementation. The primary indicators of success of professional development are improvements in job performance and student proficiency and growth. It takes time to realize these results. Recognition of the complexity of results-based professional learning and support for educators engaging in the process of change and growth are needed by all education stakeholders.

Though many of the qualities of professional learning recur in the research, what follows is a list of the necessary conditions that school and system leaders, including teacher leaders, must provide in order to implement and sustain effective professional learning (Learning Forward, 2011; Croft et al., 2010).

- Culture of continuous learning and collaboration
- Understanding of change theory
- Ongoing common collaborative learning time
- Alignment and integration of professional learning with curriculum, instruction and assessment as well as continuous improvement processes
- Opportunities to build collective knowledge & expertise in effective instructional practices
- Opportunities to build skill in collaboration & facilitation
- Structures to reinforce norms and guide conversations
- Models of effective learning designs, especially those that align with job-embedded professional development

A key finding in the study of Title I schools was that principal support was necessary to implement successful teams and that principals needed to balance

supportive trust and collaboration with appropriate pressure to ensure that teams continue to evolve and improve.

Another key finding was that teachers in the nine schools using the inquiry-based protocol were more likely to attribute gains in student learning to improved instructional practice rather than to external factors such as socio-economic status or student traits. "It is empowering for teachers to know that they can overcome external factors to increase student achievement when they use collaborative inquiry protocols to improve their instruction" (Gallimore et al., 2009, p.71).

In light of the research base for the indicators, the State Board of Education and the Michigan Department of Education (MDE) will continue to review and revise as appropriate the Professional Learning Standards and Policies for Michigan Educators as it works with education programs with various education organizations, colleges and universities to ensure that Michigan's educators and school and district support staff are highly qualified, prepared, and effective in meeting the needs of students.

Appendix C: Resources to Guide the Development of Professional Learning Program Evaluation

The following sources provide additional guidance and tools for conducting a rigorous professional learning program evaluation:

- Gusky, T.R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press
- Killion, J. (2008). *Assessing Impact: Evaluating Staff Development*. A joint public with National Staff Development Council and Corwin Press.
- Haslam, M.B. (2010). *Teacher Professional Development Evaluation Guide*. <http://www.learningforward.org/advancing/recentresearch.cfm>