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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

June 2, 2006

MEMORANDUM

TO: Jeremy Hughes, Ph. D.
Chief Academic Officer

From: Flora L. Jenkins, Ph. D.
Director
Office of Professional Preparation Services

Cheryl L. Poole
Education Consultant
Program Preparation & Development.

The Professional Learning Team was led by Cheryl L. Poole and Flora L. Jenkins of the Office of Professional Preparation Services. We solicited members from various organizations and the response was overwhelming. Over 100 people responded with interest in joining. We selected 30 individuals as members. Some individuals left the group and a core team of 20 kept their commitment to the group.

The first few meetings were devoted to exploring our role, the high school initiative, and identifying subcommittees to develop proposed charges from the original Michigan High School Initiative. The team ended up with 3 subcommittees: Professional Preparation, Professional Learning Standards and Resources and Regional Partners and Associations.

Attached is the final report that includes the charges, deliverables, recommendations and references from each of the subcommittees.

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INTRODUCTION:

The Professional Learning Team was formed out of a recommendation from the original Michigan High School Initiative. The original group identified the following charges for the Professional Learning Action Team:

- Identify and promote meaningful professional development activities for schools, teachers and administrators.
- Initiate workshops and learning opportunities centered on the use of classroom-based, data driven curriculum and instruction, in conjunction with regional partners and professional associations.
- Analyze current teacher preparation requirements and certification to determine the appropriateness to today's schools and students, and make recommendation to higher education for improvement.

These charges are each very comprehensive and initially the Professional Learning Team was concerned about the enormity of the work to be accomplished. The team revised the charges to be more realistic and then divided into subgroups to develop plans to address each charge. The revised charges are:

- Define professional development processes and content necessary to support rigorous high schools that are consistent with the recommendations of the National Governors' Report, the American Diploma Project and the Cherry Commission Report;
- Identify regional partners and associations to assess and provide the professional learning that is needed locally and regionally to fulfill the vision of our guiding documents; and
- Assure that educators complete programs that prepare them to be accountable for the success of all students through their knowledge of diverse student populations, integration of technology and instruction and the need for continuous professional learning.

The three subcommittees and members are as follows:

1. Professional Preparation

Barbara Stork	Michigan Association of Non-public Schools
Catherine Smith	Michigan Department of Education
Christa Wise	Saugatuck Public Schools
Cindy Van Lieu	Loy Norrix, Kalamazoo
David Squires	Central Michigan University
Jan Farmer	Kirtland Community College and COOR ISD
Joanne Mahony	Michigan Department of Education
Michelle Johnston	Ferris State University
Susanne Chandler	University of Michigan - Flint

2. Professional Learning Standards and Resources

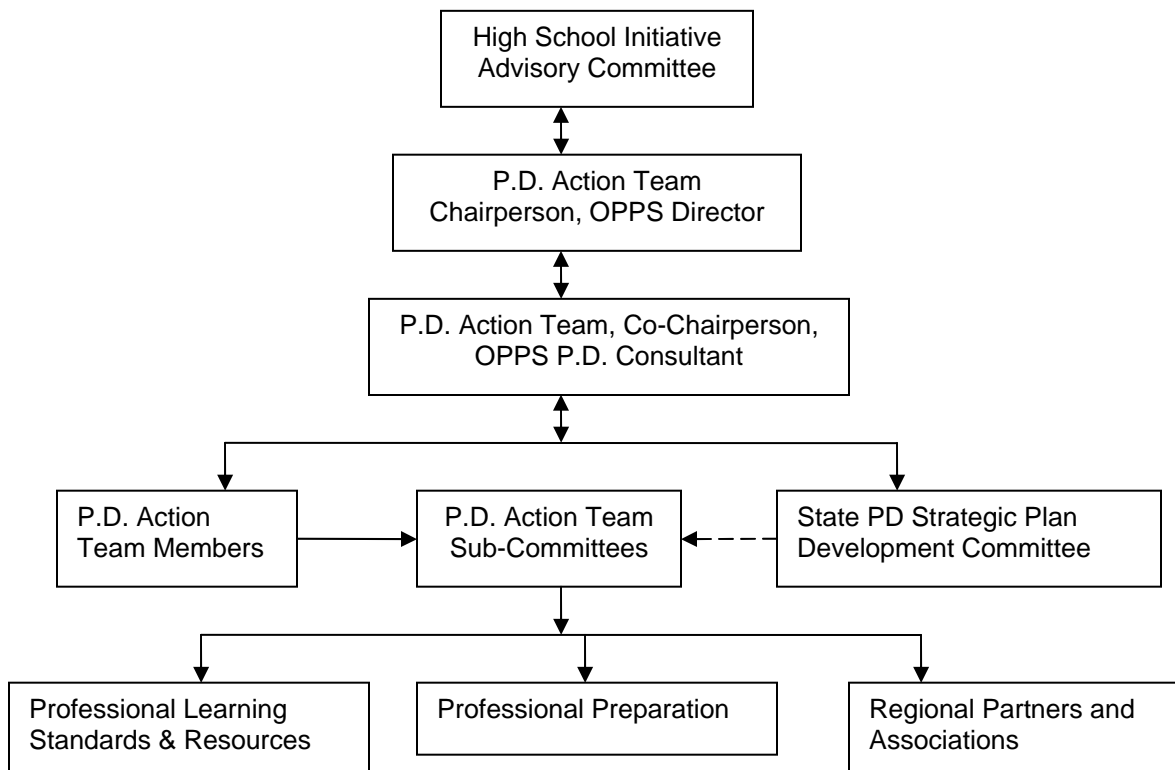
Brad Baltensperger	Michigan Technological University
Chet Francke	Quality Learning Systems
Deb Dunbar	Gratiot-Isabella RESD
Irma Hamilton	Formerly of Detroit Public Schools
Kathleen McBroom	Dearborn Public Schools
Mary Ann Sheline	Grand Valley State University
Randy Monday	Monroe Public Schools
Shug Brandel	Coalition of Essential Schools

3. Regional Partners and Associations

Bonnie Rockafellow	Michigan Department of Education
Corky Fisher	Comstock Public Schools
Debbie Squires	Parent Teacher Student Association
Mary Anne Adams	Michigan Education Association
Naomi Singer	Charlevoix-Emmet ISD
Rick Trainor	Michigan Education Association

The Professional Learning Action Team realized that their work was co-dependent on the work of the other action teams. The team developed a metaphor of the overall initiative as being several different trains leaving the station headed in the same direction, but at different speeds. It seemed like the Professional Learning Action Team was the last train leaving the station, but would eventually arrive with the other trains at the same destination, which is to reform high school education in Michigan.

Our work structure is shown on the following diagram.



The process followed by the Professional Learning Action Team occurred as a series of all-day work sessions from August 4, 2005 through May 19, 2006 during which the background of the action teams were updated, the charges were analyzed and revised and the deliverables evolved. Three subcommittees formed to focus their attention on three very separate aspects of the ability of teachers to provide rigorous and relevant instruction for all of Michigan's high school students.

Our work sessions were held as follows:

June 3, 2005

August 4, 2005

October 14, 2005

December 5, 2006

January 3, 2006- Conference Call

January 11, 2006 - Conference Call

January 27, 2006

February 10, 2006

March 13, 2006

March 21, 2006 – Conference Call

March 29, 2006 – All Action Team Meeting

April 21, 2006

May 19, 2006

Rigor, relevance and relationship formed the basis of all of our meetings, discussions and recommendations. We were certain that once everyone knew exactly what the new high school curriculum was going to be, we would be able to begin to work with local districts and teachers to identify what their professional learning needs would be to implement the new curriculum and with higher education in the preparation appropriate for high school teachers. In addition to the legislature passing the Michigan High School Merit Curriculum bill, the State Board of Education also approved Michigan's Strategic Professional Learning Plan. With these two major components/initiatives in place the work of the Professional Learning Action Team became more relevant and real. The information contained in the attachments lays the groundwork for implementing professional learning activities and resources to advance the goals of the High School Initiative.

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http://www.michigan.gov/documents/ITEM_I_112428_7.pdf
2. Michigan High School Initiative –attached
3. Rising to the Challenge: Are High School Graduates Prepared for College and Work? [http://www.achieve.org/dstore.nsf/Lookup/poll/\\$file/poll.ppt](http://www.achieve.org/dstore.nsf/Lookup/poll/$file/poll.ppt)
4. National Governor's Association – Action Agenda for Improving America's High Schools:
http://www.nga.org/center/divisions/1,1188,T_CEN_EDS%5EC_ISSUE_BRIEF%5ED_8035,00.html
5. www.achieve.org for the 13-state network to strengthen the high school diploma and Michigan's Profile:
[http://www.achieve.org/dstore.nsf/Lookup/ADPNetworkRelease/\\$file/ADPNetworkRelease.pdf](http://www.achieve.org/dstore.nsf/Lookup/ADPNetworkRelease/$file/ADPNetworkRelease.pdf)
6. Michigan's Profile from Achieve:
http://www.2005summit.org/en_US/interactive/stateProfile_content.html
7. CCSSO's High School Redesign Monthly:
<http://www.ccsso.org/content/pdfs/HSRedesignApril05.pdf>
8. PD Vision and Standards:
http://www.michigan.gov/documents/ProfDevStdsvISWStrategies_4_9_03_C61067_A62638_12_09_02_62686_7.pdf
9. CCSSO High School Redesign Monthly:
<http://www.ccsso.org/content/pdfs/HSRedesignApril05.pdf>
10. Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom, Lorraine Monroe, 1999

1. Professional Learning Action Team - Professional Preparation Subgroup Recommendations

CHARGE

- Assure that educators complete programs that prepare them to be accountable for the success of all students through their knowledge of diverse student populations, integration of technology and instruction and the need for continuous professional learning.

DELIVERABLES

- Analysis of current teacher preparation requirements and certification to determine the appropriateness to today's schools and students, and make recommendations to higher education for improvement.

ESSENTIAL QUESTIONS

- How does Michigan prepare Educators for High School that demand more rigor, relevance, and relationships?
- How does the MDE work with their university/college partners to assure that teacher preparation programs meet these expectations?
- Will changes in teacher preparation be sufficient if there are no commensurate changes in administrator preparation?
- What are the implications of teacher retirement and the efficient recruitment of new teachers to support the new high school reform?
- How can current Michigan teacher salary in high need areas match the market?
- In what way will the successes and/or failures of the high school reform initiative consider the fiscal funding accountability?
- How can high school student support efforts be enhanced enough by staff to create a student culture of success in the present limited fiscal environment?

Regardless of how the SBE defines what a Michigan graduate should look like, we are confident that Michigan educators will need:

1. Deep content knowledge
2. Expertise on a broad array of teaching strategies to meet the needs of ALL learners
3. Facilitation skills to assist with learning beyond the classroom.

RATIONALE

The recommendations in this document of the Professional Preparation Subgroup were formed from a theoretical foundation of research-based syntheses and practices.

What we know to be true about teaching and learning is that: Teaching is a multifaceted activity. Kennedy (2006) states, *teachers do not merely coordinate multiple things, such as materials, time and students, but [are] actually thinking simultaneously about different things* (p. 205). Grant & Gillette (2006) add to this by specifically addressing what beginning teachers need to know in order to successfully handle a multifaceted activity. They state that teachers need to be culturally responsive by:

- a) *believing that all students can achieve and hold high expectations for all learners;*
- b) *building a community of learners in the classroom and connect with students' families;*
- c) *be learners themselves and vary instruction to meet the needs of students;*
- d) *know that students have a wealth of skills and knowledge and use these in teaching; and*
- e) *be willing to be introspective about themselves and their teaching, monitor their beliefs and actions for bias and prejudice* (p. 294).

Rigor is important, but isn't enough. Ball & Bass (2000), in a restatement of a Dewey argument (1904/1964) state that *the separation of substance from method is fundamentally distorted knowledge* (p. 85). Learning subject matter, in other words, depends on both the level of content knowledge of the teacher as well as the teacher's pedagogical knowledge to express/share that content. Haycock (1998) strongly supports this stance, stating that *good teaching matters....a lot*. She adds that a critical aspect to student achievement is that of the teacher. Both Haycock and Darling-Hammond conclude that while demographic variables certainly influence student achievement, teacher quality holds the most influence by a wide margin. So, while content and content rigor are vital, the content specific pedagogical knowledge of the teacher is equally as vital.

Because teaching is a profession that requires unending multifaceted demands, teacher retention is an issue of concern – approximately one-quarter of all beginning teachers leave teaching within four years (Benner, 2000; Rowan et al, 2002). Add to this issue that in the classrooms most beginning teachers will enter, at least 25% of students live in poverty and many of them lack basic food, shelter, and health care; from 10% to 20% have identified learning differences; 15% speak a language other than English as their primary language (many more in urban settings); and about 40% are members of racial/ethnic minority groups, many of them recent immigrants from countries with different educational systems and cultural traditions (Darling-Hammond, 2006). These statistics speak to the need for a more culturally aware and broadly experienced classroom teacher.

Induction and mentoring for new teachers will be needed. New teacher education relationships with schools will also be needed (Darling-Hammond & J. Bransford, 2005). In order to provide teacher education programs that are responsive to all the high-needs of K-12 public schools, three elements are needed: a) stronger and more effective teacher education programs that provide a cohesive integration between and among course work and clinical experiences; b) extensive and intensely supervised clinical work using pedagogies that link theory and practice; and c) closer relationships with schools that serve diverse learners (Darling-Hammond, 2006). Another indication of the need for mentoring lies in the fact that the nation's highest quality teachers typically don't teach in the high poverty schools; rather, the reverse is true. In general, *the more likely a school is to contain high poverty students, the less likely it is to contain high quality teachers* (Reeves, 2006; p.18).

Mentoring is vital for even more reasons. Teaching effectively requires a deep commitment to a student's achievement, which within itself requires a passion, or caring (Noddings – e.g., 1992; 1993; 1995) that helps to provide significant adult connections for every student along with providing a foundation for transformational change. Careful and thoughtful induction and mentoring of teachers is vital to help ensure deep understandings of pedagogy, student needs, content, the effects of poverty on student achievement, and how pedagogy interrelated with deep and rich content provides effective and motivational teaching.

The following recommendations are offered to increase the ability of Michigan's high school teachers to deliver content and provide the necessary instruction that every Michigan high school student achieves.

Preparation of the Professional

The preliminary set of recommendations is grounded in the following beliefs expressed by action team members:

- Teaching with a passion: Teaching students and teaching content with a passion builds and confirms the relationships that are a key to rigor and relevance
- Teaching content devoid of pedagogy provides distorted content
- Real-world relevance is an imperative to provide the 'why this important knowledge' for high school students
- Integrated knowledge is critical to issues of relevancy and relationship
- Teachers need a wider world view to be effective and in order to provide curriculum that enhances relationships, rigor and relevancy
- Teacher candidates need a wider world view prior to student teaching
- Preservice teachers must be prepared for cross-curriculum teaming in schools in order to enhance curriculum/content relationships, rigor and relevancy
- Preservice teachers need more K-12 field experiences including experience with diverse populations
- Methods courses taught in the K-12 schools must provide stronger links between content and knowledge
- Administrator preparation should require close attention to rigor, relevance and relationships that support their teachers

Recommendations

Critical Recommended Actions/Supports

Rigor: Assure rigorous content preparation in one content area for each high school teacher.

Strategies

- Provide pathways toward ELSMT and eventual National Board Certification.
- Expand pre-service internships to real-world contexts for the specific content (e.g., industry; service).
- Address and redraft the Social Studies Standards, by level.
- Increase knowledge/background in content-based literacy for adolescents.
- Increase depth/understanding/use of classroom management skills in teacher preparation programs.
- Prepare teacher candidates to support HS seniors in capstone projects and other real world synthesis and applications.
- Assure that Community Colleges understand their Teacher Preparation role in regard to content rigor.

- Recommend that the basic skills test (BST) be passed prior to the Teacher Preparation program admission.
- Prepare teacher candidates to design and use assessments that incorporate writing and reflection into all student projects.
- Maintain content rigor throughout the professional career by requiring deeper content and content-related pedagogy [Note: Teacher preparation programs will need to consider how to provide this for rigor and relevance].
- Assure that teacher preparation programs follow up on content rigor of their graduates as part of their periodic review.
- Strengthen the practices related to adaptive pedagogies (including technology) in the Entry Level Standards for Michigan Teachers, consistent with the universal education policy.
- Encourage teacher preparation institutions to ensure that faculty (including Arts & Science faculty) have significant K-12 experience.
- Promote with university Provosts and Presidents the value of teacher preparation as a university-wide academic endeavor.
- Recommend to MDE that all new teacher preparation standards incorporate a real-world component and a technology integration component.

Relevance: Secondary Teachers need an expansive repertoire of experiences in order to provide relevant, real-world content (understanding their content as not just-in-school content).

Strategies

- Recommend teacher proficiency and experience in a Second-language.
- Provide opportunities to pre-service and in-service secondary teachers to use their discipline in a non-teaching context, and application of content to real-problems and real-world contexts.
- Recommend preparation for content-to-community relevancy and advocacy through high school student projects and internships.
- Provide administrative support for teachers to join and attend their state and national professional content organizations (personally and/or electronically).
- Prepare teachers to help students understand they need global experiences.
- Provide content relevant professional development for administrators.

Relationship: Prepare Secondary Teachers to be truly collegial, with a world-wide view, and open to student needs and connections.

Strategies

- Provide longer-term meaningful relationships between 1st year teachers and their teacher preparation institutions (e.g., electronically) to support induction and increase retention.
- Provide earlier structured and diversified field experiences for candidates in the teacher preparation programs.
- Build more formal connections between school districts, teacher preparations programs and the business community (local, state and international).
- Recommend that teacher preparations programs simplify community college transfer, with full credit for pre-approved courses and programs.
- Recommend that teacher preparation programs connect more purposefully to K-12 schools to increase real-school experiences and connections of candidate and higher education faculty.

- Create learning community opportunities for K-12 teacher instructional discussions.
- Foster collegiality and cultivate relationships among and across teachers, administrators, and teacher preparation institutions.
- Prepare teacher and administrator candidates for community inclusion in the academic enterprise.

Indicators of success

- Student achievement gains.
- Increased student entry into higher education institutions.
- Reduced need of higher education remediation by entry level students.
- Increased high school internships/service learning participation.
- Increased candidate achievement/scores/pass rates on Basic Skills test.
- Increased high school graduation rate.
- Increased used of technology in/through the disciplines.
- Evidence of diverse and meaningful field placements for all candidates.
- Increased high school teacher retention.
- Increased high school teacher application to National Board Certification.
- Increased evidence of teacher preparation's contact with new teacher over time.
- Increased indication of high school teacher use of content related internships and language immersion experiences as professional development.
- Increased higher education connections to K-12 (e.g., interactions with graduates; relationships with K-12 for student teachers) across education, arts and science areas.

Opportunities and Challenges

Innovative Opportunities	Possible Barriers	Possible Solutions
Increased focus on math, world language and science curricula	Teacher shortage in key areas (e.g., math/science and rural/urban) Teacher salaries in high need areas don't match market Cost to teacher preparation institutions for developing potentially low-enrolled programs Timing of LEAs may push new teachers out-of-state.	Incentives for high-need teachers
Workforce-HS student authentic connections through increased HS internships and projects	Need for more classroom engagement can limit the outside/work force possibilities	Institutionalized liaison positions to foster ongoing/long-term connections

Innovative Opportunities	Possible Barriers	Possible Solutions
Discipline capstone experiences that have direct connections to real-world assessments and knowledge	Need for Liaison connections between community and high schools to sustain long-term availabilities Teacher lack of knowledge/interest	Requirement of digital student portfolios might provide authentic link between schools and work-force Pre-service internship with new teachers provide experience.
Increased student engagement with the curriculum	Assess/review current teaching practices	Incentives for successful and innovative teaching practices
All Teacher Preparation Institutions/agencies/ and ISDS connect, support and move forward to/in the community	Required increase of teaching resources (e.g., funding for ISDs/MDE/Teacher preparation to increase induction)	Funding Increased technology use in lieu of face-to-face.
Increased authentic/purposeful/content connection between high schools and teacher preparation institutions	No institutionalized position between the institutions to ensure stable communications and relationships	Recognition of liaison needed across institutions; MDE and ISDs encourage communication
Extend, more explicitly, 7 th Standard (technology) into the Disciplines	Technology capability in some high schools Administration understanding of discipline needs	Grants Added State Funding Administrative preparation and professional development
Increased communication and connections between high schools and community	Current structures cannot support sustained connections	Provide a new specialization in Community-based education through ISD
Demonstrate that the connection between pre-service and in-service professional learning is seamless	Professional Development focus of teacher/ school	State resources for induction and ISD personnel trained to use such resources State Funding
Increased career-path focus for students	Time for counselors to counsel students toward achievement and higher learning Counseling preparation Teacher awareness of career path	Emphasize Counselor tasks on student career paths Professional development for teachers careers
Every student in high school connected to an adult in the school	Time/staffing/quantities of students Inequities in such connections (e.g. athletes)	Refocus/redesign of home room for the purpose of positive relationships Use of cohort approach
Content depth of high school teachers	Data availability on major/minor patterns of high school science and social studies teachers	Provide state funding for increased data support through the MDE as the central data agency

Innovative Opportunities	Possible Barriers	Possible Solutions
Increasing student achievement and continuation into higher education	<p>Further development of teachers' content knowledge, especially assignments to teach in minor areas</p> <p>Lack of clarity of expectations for <i>all</i> students</p>	<p>Reduce use of minors, especially group minor for secondary teaching. Develop a common understanding of <i>all</i> students as it applies to course selection and achievement</p> <p>Increasing student achievement through rigor and relevance in preparation and professional development</p>

[This chart was developed by the Professional Learning Action Team for the High School Reform. May, 2006.]

UNANSWERED QUESTIONS

- How will this be funded in high-poverty and/or high-need districts and teacher preparation institutions?
- For teachers who are teaching with a group minor and are teaching a high rigor high school course (e.g., physics), lack of deep preparation leads to a gap for students and a need for focused professional development.
- What incentives can be used and distributed to encourage and retain equitable distribution of teachers across high-needs areas (e.g., urban; rural; math; science; world languages).
- How do we work effectively with union agreements to hire, assign, support, and retain new teachers to the point their student achievement is maximized?
- For teacher preparation institutions and with the growing demand of increased diverse placements, how do we coordinate the placements so that all candidates get good placement experiences in diverse settings without disrupting school instruction?
- How quickly can this reasonably occur, with a secure success factor?
- Administrative leadership endorsements are not currently required, which provides a gap between required teacher certification and teacher accountability. This gap could also point toward a reason for the poor retention of K-12 administration. How can Michigan move to require rigorous administrator certification that supports new approaches to high school teaching?
- How much of what these teachers need can be preloaded before their certification and how much can be development unfolded as they encounter these problems?

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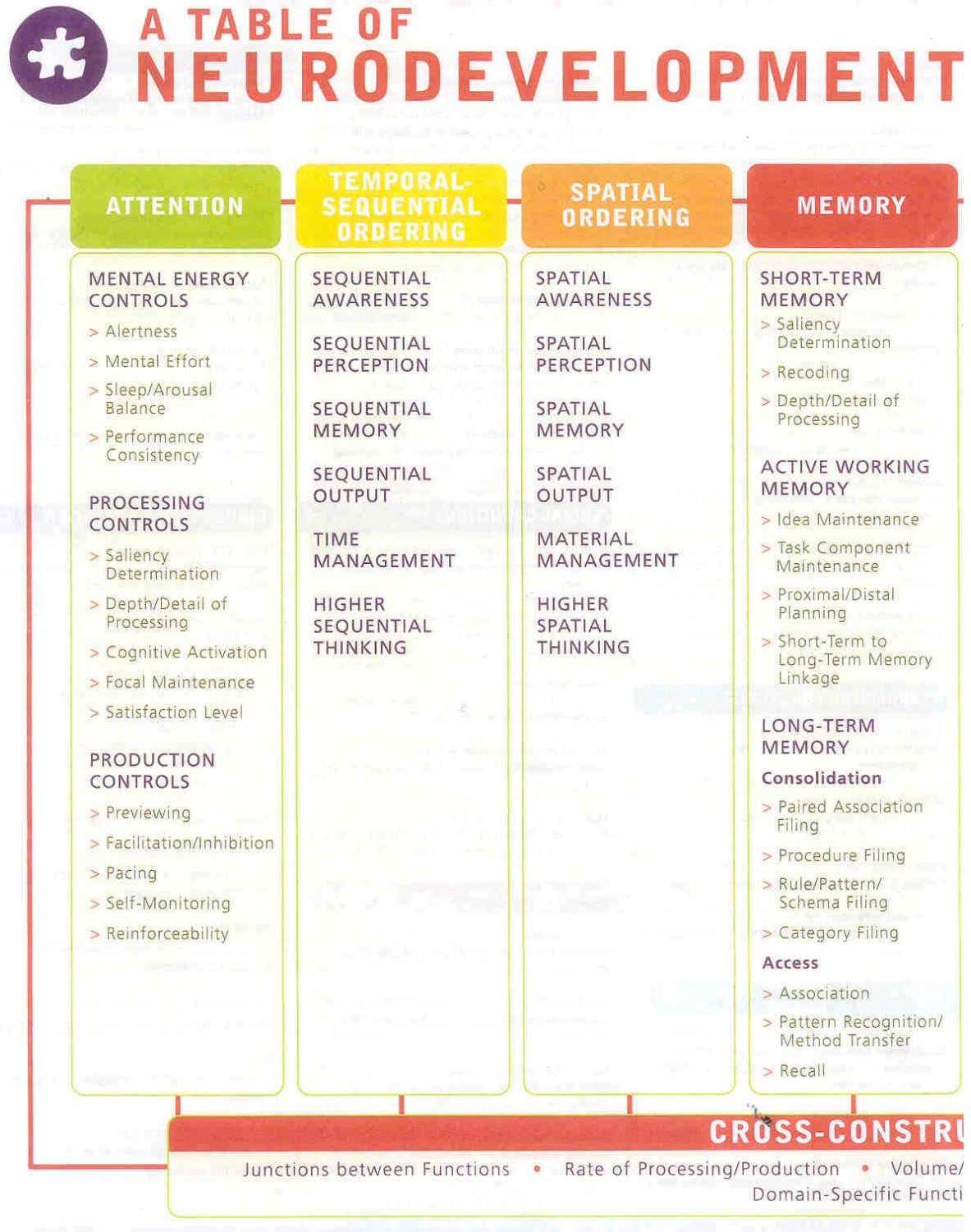
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APPENDICES

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Appendix 1- Table of Neurodevelopmental Constructs

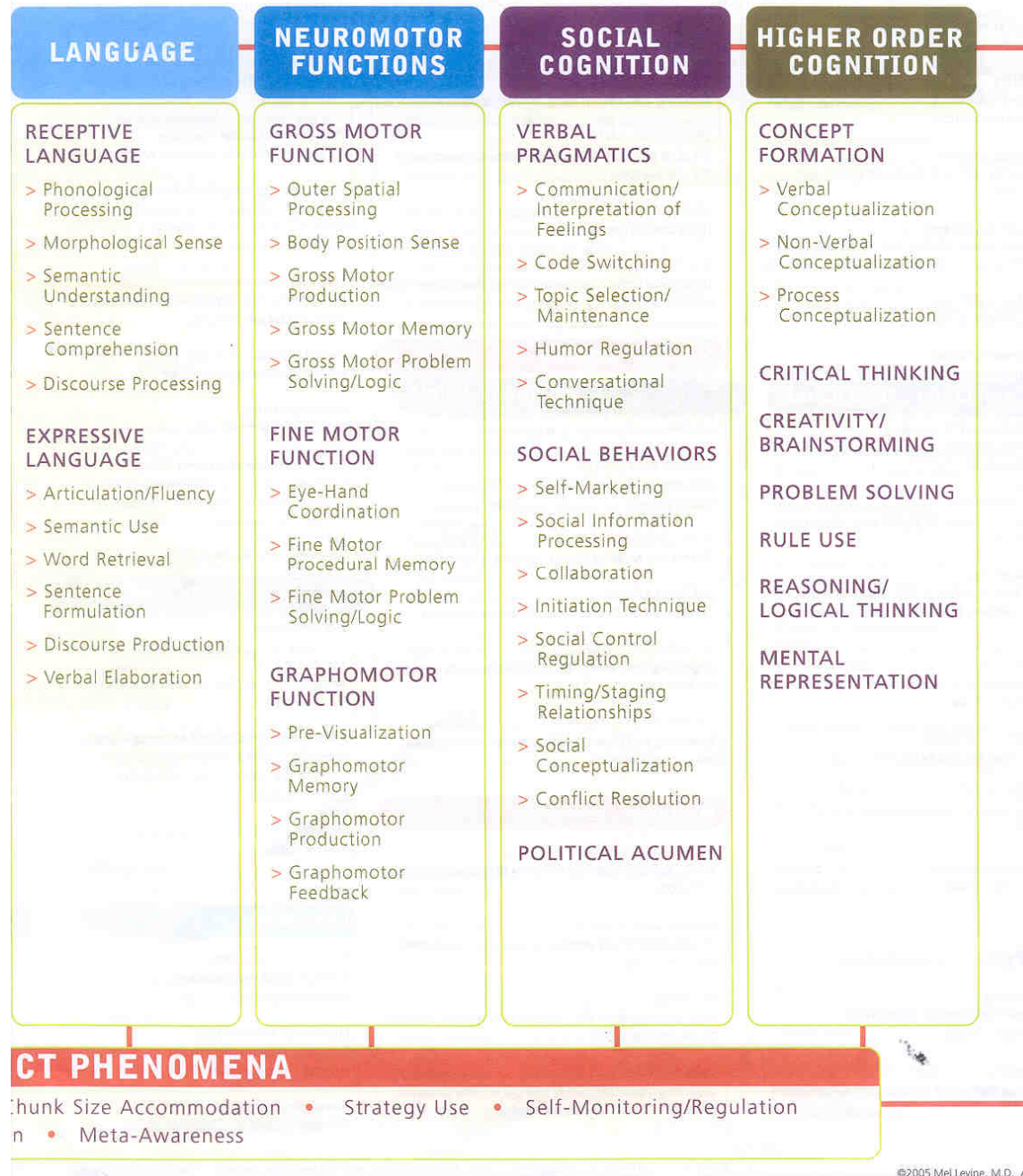


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EXPLANATION OF NEUF

ATTENTION

MENTAL ENERGY CONTROLS

Initiating and maintaining the energy level needed for optimal learning and behavior

Alertness

Attaining an effective level of focused listening and watching

Mental Effort

Initiating and maintaining the flow of energy needed for cognitive work output

Sleep-Arousal Balance

Sleeping well at night and being sufficiently alert during the day

Performance Consistency

Maintaining a steady, reliable, and predictable flow of the mental energy needed for dependable functioning

PROCESSING CONTROLS

Regulating the use of incoming information

Saliency Determination

Discriminating between important and unimportant information (also known as "selective attention")

Depth and Detail of Processing

Focusing with sufficient intensity to capture specific information

Cognitive Activation

Linking incoming information with prior knowledge and experience

Focal Maintenance

Sustaining concentration for the appropriate period of time (also known as attention span or sustained attention)

Satisfaction Level

Focusing sufficiently on activities or topics of moderate or low levels of interest

PRODUCTION CONTROLS

Regulating academic and behavioral output

Previewing

Anticipating likely outcomes of actions, events, and problems

Facilitation/Inhibition

Selecting the best option before acting or starting a task

Pacing

Doing tasks at the most appropriate speed

Self-Monitoring

Watching one's own output and making necessary modifications

Reinforceability

Using previous experience to guide current behavior and output

TEMPORAL-SEQUENTIAL ORDERING

SEQUENTIAL AWARENESS

Being alert to the presence of and identifying an incoming sequence or array

SEQUENTIAL PERCEPTION

Processing the order of the parts of incoming information

SEQUENTIAL MEMORY

Retaining the order of steps, events, or other sequences

SEQUENTIAL OUTPUT

Creating products in which the content is arranged in the optimal order

TIME MANAGEMENT

Using time efficiently

HIGHER SEQUENTIAL THINKING

Using serial order to enhance concept development and problem solving

SPATIAL ORDERING

SPATIAL AWARENESS

Being alert to the presence of and identifying an incoming configuration or array

SPATIAL PERCEPTION

Interpreting relationships within and between spatial patterns

SPATIAL MEMORY

Storing and recalling shapes, symbols, and images

SPATIAL OUTPUT

Creating products that have spatial characteristics

MATERIAL MANAGEMENT

Organizing the various resources and supplies needed for a task

HIGHER SPATIAL THINKING

Reasoning and conceptualizing without language by using mental imagery

MEMORY

SHORT-TERM MEMORY

Briefly registering new information that is used, stored, or forgotten

Saliency Determination

Quickly determining whether or not new information is worth storing

Recoding

Transforming information to fit into Short-Term Memory by condensing or shortening it

Depth and Detail of Processing

Capturing important, newly introduced information at the level or depth needed for retention

MEMORY CONTINUED

ACTIVE WORKING MEMORY

Mentally suspending information while using or manipulating it

Idea Maintenance

Keeping prior information in mind while continuing to take in new information

Task Component Maintenance

Holding onto different parts of a task while undertaking it

Proximal and Distal Planning

Balancing immediate objectives with long-term goals

Short-Term to Long-Term Memory Linkage

Holding incoming information in Short-Term Memory while activating prior knowledge or skills stored in Long-Term Memory

LONG-TERM MEMORY CONSOLIDATION

Permanently storing information, including knowledge, skills, and experiences

Paired Association Filing

Linking and storing two related data bits

Procedure Filing

Storing new skills and processes

Rule, Pattern, and Schema Filing

Filing recurring sets of information as they fit with rules common patterns, or systems of organization

Category Filing

Classifying information in meaningful groupings

LONG-TERM MEMORY ACCESS

Retrieving information, including knowledge, skills, and experiences

Association

Remembering one half of a pair after seeing or hearing the other half

Pattern Recognition and Method Transfer

Detecting a familiar pattern and transferring the methods that have worked with that pattern in the past

Recall

Recovering information or skills with only minimal cueing

LANGUAGE

RECEPTIVE LANGUAGE

Processing and understanding incoming oral and written information

Phonological Processing

Receiving, distinguishing, and manipulating the sounds in words

Morphological Sense

Interpreting parts of words that convey some meaning

DEVELOPMENTAL TERMS

LANGUAGE CONTINUED

Semantic Understanding
Knowing the meanings of words

Sentence Comprehension
Understanding sentences and sentence structures

Discourse Processing
Interpreting language beyond the boundaries of a sentence

EXPRESSIVE LANGUAGE

Communicating and producing ideas orally and in writing

Articulation and Fluency
Using mouth muscles effectively, generating smooth and intelligible speech

Semantic Use
Properly utilizing word meanings

Word Retrieval
Finding the right words quickly and easily

Sentence Formulation
Expressing thoughts in complete sentences when speaking and writing

Discourse Production
Communicating information in a cohesive chain of sentences

Verbal Elaboration
Extending and developing ideas through language production

NEUROMOTOR FUNCTIONS

GROSS MOTOR FUNCTION

Using the body's large muscles in a coordinated, effective manner

Outer Spatial Processing
Interpreting and using spatial information when implementing motor activities

Body Position Sense
Keeping track of one's body while balancing or moving

Gross Motor Production
Mobilizing the right muscles in the best order to achieve a motor goal

Gross Motor Memory
Remembering how to engage in specific motor procedures or skills

Gross Motor Problem Solving and Logic
Responding to the challenges of gross motor activities with appropriate plans

FINE MOTOR FUNCTION

Demonstrating effective manual dexterity

Eye-Hand Coordination
Using visual information efficiently when working with one's hands

NEUROMOTOR FUNCTIONS, CONTINUED

Fine Motor Procedural Memory
Remembering how to do things with one's hands

Fine Motor Problem Solving and Logic
Knowing how to meet the challenges of manipulating objects

GRAPHOMOTOR FUNCTION

Maneuvering a utensil to produce handwriting

Pre-Visualization
Picturing a letter or number symbol before creating it

Graphomotor Memory
Recalling letter and number forms rapidly and accurately

Graphomotor Production
Implementing the act of handwriting; coordinating the motor actions needed for each aspect of the handwriting task

Graphomotor Feedback
Knowing where the writing utensil is during letter formation

SOCIAL COGNITION

VERBAL PRAGMATICS

Using and understanding language within social contexts

Communication/Interpretation of Feelings
Conveying and discerning true or intended feelings through language

Code Switching
Being able to speak somewhat differently depending on the context and people involved

Topic Selection and Maintenance
Knowing what to talk about, when, with whom, and for how long

Humor Regulation
Making use of tasteful humor at appropriate times and responding to others' jokes

Conversational Technique
Engaging in the give-and-take of verbal interaction

SOCIAL BEHAVIORS

Acting in a way that fosters optimal relationships with others

Self-Marketing
Building and displaying an image that is appealing to others

Social Information Processing
Figuring out the true meaning or agenda in a social encounter

Collaboration
Working and playing in a cooperative manner with others

SOCIAL COGNITION CONTINUED

Initiation Technique
Knowing how to begin a relationship or enter into a social activity

Social Control Regulation
Maintaining the optimal level of personal choice and will when relating to others

Timing and Staging Relationships
Knowing how to pace a relationship (i.e., when it is okay to do what)

Social Conceptualization
Understanding the meaning of different kinds of relationships

Conflict Resolution
Resolving interpersonal disagreement without aggression

POLITICAL ACUMEN

Nurturing positive relationships with important people, particularly adults

HIGHER ORDER COGNITION

CONCEPT FORMATION

Integrating a series of features that often go together to form a class of ideas or objects

Verbal Conceptualization
Forming concepts using language

Non-Verbal Conceptualization
Forming concepts without using language

Process Conceptualization
Forming concepts that explain a mechanism or how something works

CRITICAL THINKING

Evaluate products, ideas, and opinions

CREATIVITY AND BRAINSTORMING

Thinking independently and producing self-generated thoughts or other products

PROBLEM SOLVING

Applying a systematic stepwise approach to complex questions or challenges

RULE USE / SENSING IRREGULARITY

Learning, developing, and applying rules and principles

REASONING/LOGICAL THINKING

Coming up with sensible, thoughtful answers to complex issues

MENTAL REPRESENTATION

Portraying new ideas in one's mind so they are most meaningful and lasting

For more about All Kinds of Minds and the Schools Attuned professional development program, visit WWW.ALLKINDSOFMINDS.ORG

2. Professional Learning Action Team - *Standards and Resources* Subgroup Recommendations

CHARGES

- Define professional development processes and content necessary to support rigorous high schools that are consistent with the recommendations of the National Governors' Report, the American Diploma Project and the Cherry Commission Report.
- Identify and promote meaningful professional development activities for schools, teachers, and administrators.
- Initiate workshops and learning opportunities centered on the use of classroom-based, data-driven curriculum and instruction, in conjunction with regional partners and professional associations.

DELIVERABLES

- Professional learning processes and content that will strengthen educators to enable them to fulfill their roles in implementing required state graduation requirements and the recommendations of the Cherry Commission Report, the National Governors' Association Report and the American Diploma Project.
- Characteristics of effective professional learning opportunities consistent with the State of Michigan School Improvement Framework and the NSDC Staff Development Standards adopted by the SBE in August 2003.
- Resources for identifying professional learning opportunities that are forward thinking, future focused and consistent with the Updated Vision and Standards of Professional Learning in Michigan.

ESSENTIAL QUESTIONS

1. What effective professional learning best practices, standards and guidelines currently exist?
2. What are the disconnects between current professional learning activities and identified, data supported best practices?
3. How will resources to enhance and provide additional systemic and meaningful professional learning opportunities for teachers and administrators be made available?
4. Is there sufficient leadership at the building, district and state level to support systemic professional learning and the development of learning communities? How can this leadership be fostered?
5. How can we insure that all professional learning is aligned with and meets the expectations of state and national mandates regarding content, delivery, rigor and relevance?

6. Is there teacher buy-in and understanding of the need to take individual responsibility for on-going professional learning? What incentives can be offered?
7. Are there sufficient resources to develop professional learning to support deeper and articulated content understanding?
8. What professional learning opportunities must be provided to assist teachers in meeting highly qualified status as identified by No Child Left Behind legislation?
9. How can teachers be prepared to teach deeper content to all students?
10. How can professional learning links to real world applications, careers and the global economy be strengthened?
11. How can professional learning efforts incorporate and improve the use of technology, both in the delivery of content and in practical usage applications?
12. What additional innovative information delivery systems are available to facilitate individual professional learning?

RATIONALE

Federal mandates, state high school graduation requirements, current research, and the changing nature of the work place demand that high school students be educated to higher standards. These innovations will require major changes in curricula and pedagogy. It will be necessary to ensure that all educators are prepared to implement these changes. Professional learning will be a crucial component in achieving meaningful reform.

PROCESS OF THE STANDARDS AND RESOURCES SUB-COMMITTEE

Meeting as an entire group, the subcommittee conducted, reviewed and evaluated pertinent research, data, and professional literature. The subcommittee then collaborated in developing belief statements and recommendations, creating a concept map for a building-level professional learning process, and identifying support materials and resources. The subcommittee also insured that all work was consistent with research-based best practices and aligned with existing state and federal standards and policies. Through email, the subcommittee participated in an ongoing and fluid system of editing and enhancing documents.

RECOMMENDATIONS

Based on research findings, the Professional Learning Standards and Resources Subcommittee developed the following belief statements:

Professional Learning that supports the High School Reform Initiative must:

- Reflect existing criteria identified in the:
 - Michigan School Improvement Framework
 - Michigan High School Graduation Requirements
 - Michigan Standards for Excellent Educators

- Vision and Standards of Professional Learning in Michigan
- National Staff Development Council Standards
- Highly Qualified Teacher specifications (No Child Left Behind)
- Address content standards and benchmarks as identified in the Michigan Curriculum Framework
- Link to student learning, affect daily classroom instruction, and be directly connected to content
- Be building-based and incorporate a learning community model
- Align with the needs of the school and the district, and be linked to existing structures such as mandated professional learning time, CEUs or credits to maintain certification, Individual Development Plans's, etc.
- Include unions, teachers and administrators in developing individual professional learning plans and facilitating their implementation
- Require teachers to be accountable for their professional learning
- Reflect current best practices, technology applications and other innovative delivery system

Based on these beliefs, the Subcommittee makes the following recommendations:
Every high school must:

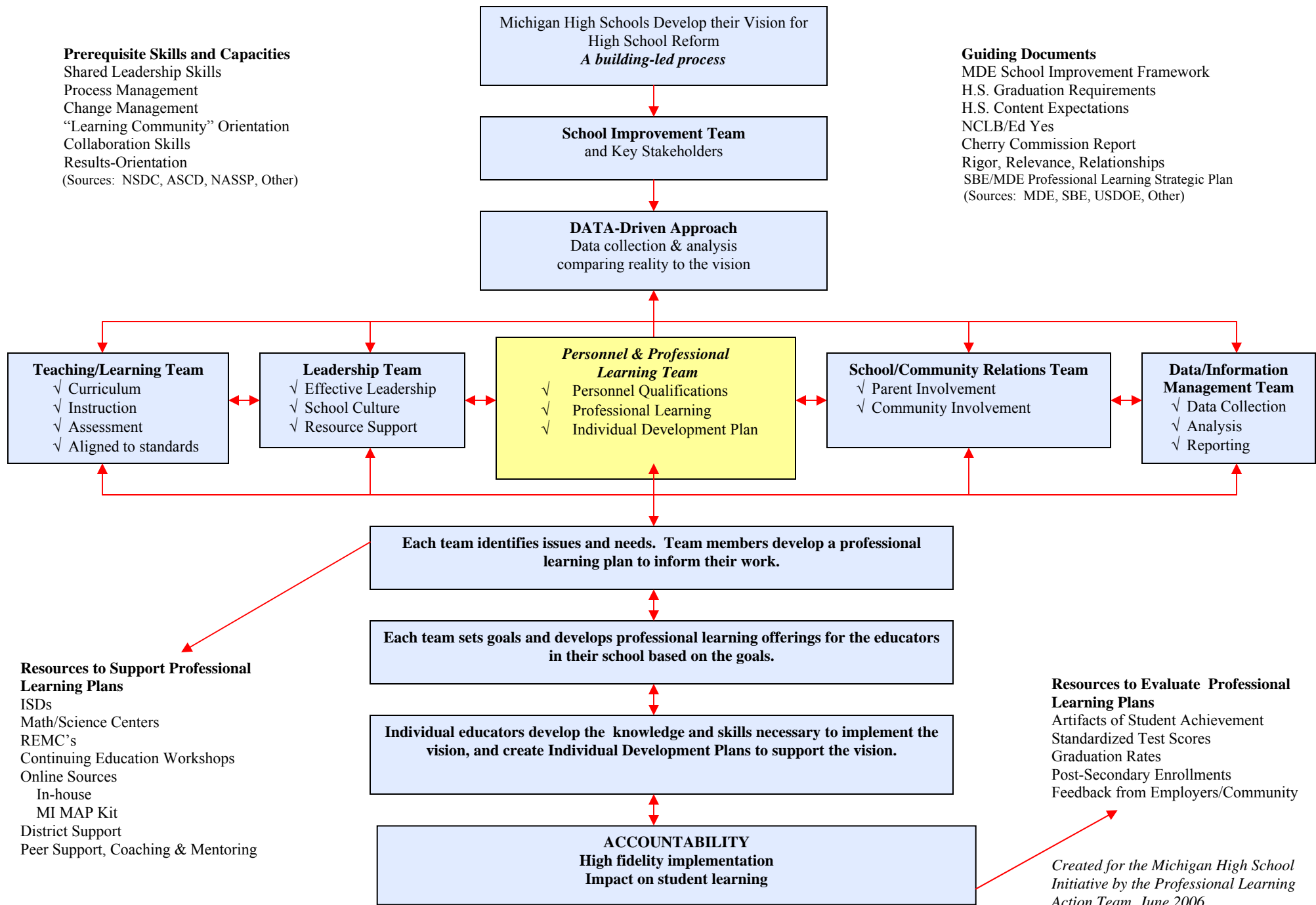
- Focus on professional learning that supports and addresses the Michigan High School Reform Initiative
- Establish a school improvement team consisting of representative stakeholders that determines a school reform vision for the building
- Take a data-driven approach to establishing school reform goals and priorities
- Tailor initial professional learning to instill prerequisite skills and capacities, in areas such as shared leadership, process management, change management, collaboration skills, a results orientation, etc.
- Ensure that school reform efforts reflect and align with guiding documents including the MDE School Improvement Framework, state high school graduation requirements, state High School Content Expectations, state and federal mandates (No Child Left Behind and Education!Yes), the Cherry Commission Report)
- Address and incorporate rigor, relationships and relevance
- Establish a **Personnel and Professional Learning Team** charged with addressing personnel qualifications, professional learning, and individual teacher professional learning development plans
- Establish a **Teaching/Learning Team**, charged with monitoring curriculum, instruction, assessment, and alignment with standards
- Establish have a **Leadership Team**, charged with Effective Leadership, School Culture, and Resource Support
- Establish a **School and Community Relations Team**, charged with ensuring parent and community involvement
- Establish a **Data/Information Management Team**, charged with data collection, analysis and reporting
- Require that each of these action teams identifies building issues and needs, and then develops a professional learning plan to inform their work
- Require that each team sets goals and develops professional learning offerings for the educators in their buildings based on these goals

- Ensure that individual educators develop the knowledge and skills necessary to implement the building vision, and create **Individual Development Plans** to support this vision
- Rely on resources that support the development of professional learning plans, such as services provided through ISDs and REMCs, Math and Science Centers, continuing education workshops and in-services, online resources (Michigan School Improvement Framework, ACCESS, MiMap, etc.), district support resources, and building level reinforcement, such as peer support, coaching and mentoring
- Develop and implement a process to ensure accountability, both to encourage high fidelity implementation of professional learning and to measure the impact of professional learning initiatives on student learning, employing such resources as artifacts as student achievement, standardized test scores, retention and graduation rates, post-secondary enrollments and feedback from employers and the community

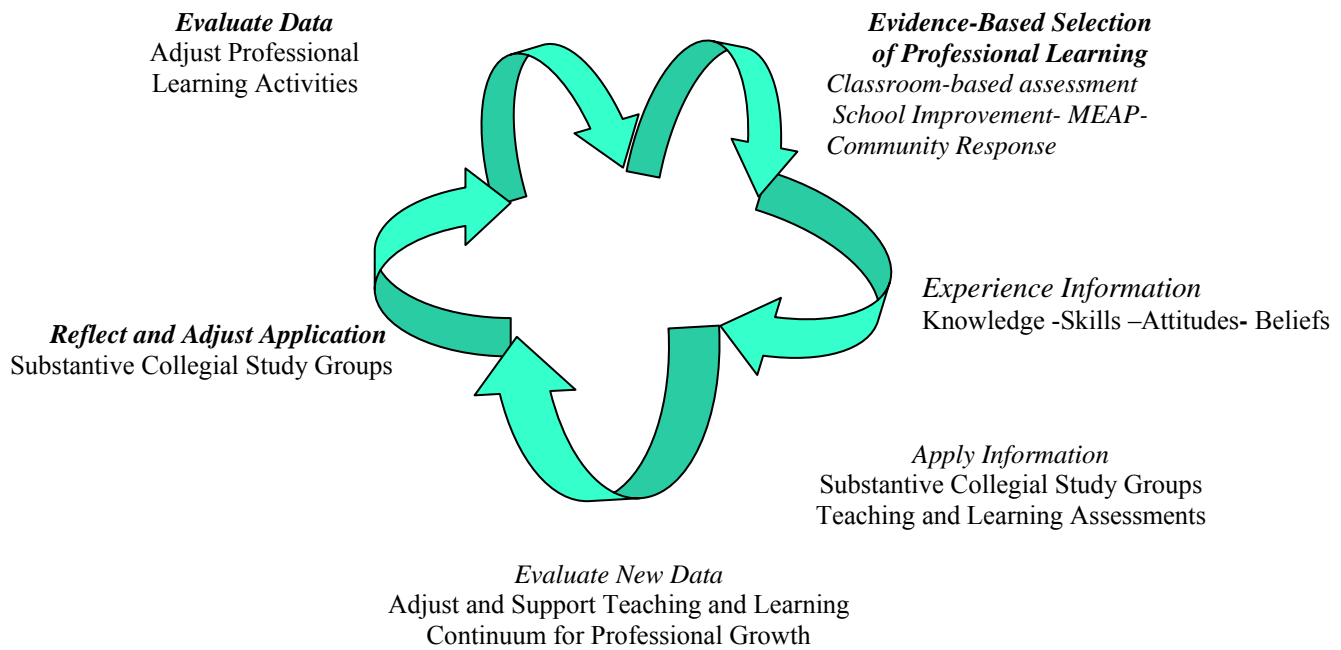
APPENDICES

Appendices include a concept map for building-based professional learning that incorporates the Subcommittee's recommendations, and a list of current support resources. These materials will also be posted on a website (TBD).

Professional Learning Concept Map for Supporting High School Reform at the Building Level



Professional Learning Reflection Cycle



Recommended Professional Learning Resources

to support the
Michigan High School Initiative
(Aligns with Concept Map)

Prerequisite Skills and Capacities

Barth, Roland S., Darnell, Bob, Lipton, Laura, & Wellman, Bruce. (2002). *Guide for Instructional Leaders (1) and Guide for Instructional Leaders (2)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Blankstein, Alan. (2004). *Failure is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools*. Corwin Press.

Building Blocks of High Performing Schools. (2005). www.masb.org

Carter, Samuel Casey. (2001). *No Excuses: Lessons from 21 High-performing, High-poverty Schools*. Washington, DC: Heritage Foundation.

Collins, J. (2001). *Good to Great*. New York: Harper Collins.

DuFour, Richard & Eaker, Robert. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.

DuFour, Richard, Eaker, Robert, & DuFour, Rebecca. (2002). *Getting Started: Reculturing schools to Become Professional Learning Communities*. Bloomington, IN: National Educational Service.

DuFour, Richard, Eaker, Robert, DuFour, Rebecca & Karhanek, Gayle. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. National Education Service. Bloomington.

English, F.W. & Steffy, B.E. (2001). *Deep Curriculum Alignment*. Lanham, MD: Scarecrow Press.

Failure is not an option, Video Set, available at www.communitiesofhope.org

Fullan, Michael. (2001). *Leading in a Culture of Change*. San Francisco: Jossey Bass (A Wiley Imprint).

Furhman, Susan H. & Elmore, Richard F. (eds.). (2004). *Redesigning Accountability Systems for Education*. Critical Issues in Educational Leadership Series, Joseph Murphy (series editor). New York: Teachers College Press.

Kline, E, Kukulis, R, & Zmuda, A. (2004). *Transforming Schools: Creating a Culture of Continuous Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Lezotte, Lawrence W. & McKee, Kathleen M. (2002). *Assembly Required: A Continuous School Improvement System*. Okemos, MI: Effective Schools Products, Ltd.

Nine Characteristics of High-Performing Schools: A Research-based resource for school leadership teams to assist with the School Improvement Process. (2003). Office of the State Superintendent of Public Instruction, State of Washington.
<http://www.k12.wa.us/research/pubdocs/pdf/9charactfor%20SIP.pdf#search='high%20performing%20schools'>

Reeves, Douglas B. (2004). *Leadership for Learning: Transforming Theory into Action for Improved Achievement and Educational Equity*. Engelwood, CO: Center for Performance Assessment.

Guiding Documents

Michigan Department of Education, School Improvement Framework. (2006)
www.michigan.gov/schoolimprovement

Michigan High School Graduation Requirements (2006).
www.michigan.gov/highschool

Michigan High School Resources including Cherry Commission Report, Content Expectations, Articles.
www.michigan.gov/highschool

Michigan's Vision and Standards for Professional Learning -
http://www.michigan.gov/documents/ProfDevStdsVISWStrategies_4_9_03_C61067_A62638_12_09_02_62686_7.pdf

Michigan's Standards for Teaching and Learning-
http://michigan.gov/documents/Teaching_and_Learning_142494_7.pdf

Michigan Curriculum Framework, 1996, Michigan Department of Education -
http://michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Michigan Professional Development Q and A -
http://michigan.gov/documents/Q&A_Revised_Sept_2004_A_100964_7.doc

Michigan Collaborative for Quality PD Position Statement -
http://www.michigan.gov/documents/PDCollaborativePositionPaper2_86552_7.doc

Developing a Vision for High School Reform

Breaking Ranks II: Strategies for Leading High School Reform. (2005). NASSP.
www.principals.org

Dufour, Richard, Eaker, Robert, DuFour, Rebecca. (2005). *On Common Ground: The Power of Professional Learning Communities*. National Education Service.

Failure is Not an Option: How High Achieving Schools Succeed with All Students (Video Set). Available from: www.communitiesofhope.org

High Schools That Work. <http://www.sreb.org/programs/hstw/hstwindex.asp>

Marzano, Robert J. (2002). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nine Characteristics of High-Performing Schools: A Research-based resource for school leadership teams to assist with the School Improvement Process. (2003). Office of the State Superintendent of Public Instruction, State of Washington.
<http://www.k12.wa.us/research/pubdocs/pdf/9charactfor%20SIP.pdf#search='high%20performing%20schools'>

Reeves, Douglas B. (2004). *Leadership for Learning: Transforming Theory into Action for Improved Achievement and Educational Equity*. Englewood, CO: Center for Performance Assessment.

Revisioning Professional Development: What learner-centered professional development looks like, A report of the National Partnership for Excellence and Accountability in Teaching (NPEAT), 2000. To access: (800) 727-7288 or www.nsdc.org/bookstore.htm

Zmuda, Allison, Kuklis, Robert, & Kline, Everett. (2004). *Transforming Schools: Creating a Culture of Continuous Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Data-Driven Decision Making

Baldrige National Quality Program: Education Criteria for Performance Excellence, Measurement, Analysis and Knowledge Management. (2004).
http://www.quality.nist.gov/PDF_files/2004_Education_Criteria.pdf, page 22.

Bernhardt, Victoria L. (1998). *Data Analysis for Comprehensive School-wide Improvement*. Larchmont, NY: Eye on Education.

Berhardt, Victoria L. (1999). *The School Portfolio: A Comprehensive Framework for School Improvement*. Larchmont, NY: Eye on Education.

Comprehensive Data Retreat Materials: HIGH SCHOOL MODULE. (2006). Developed by Judy Sargent, Ph.D., CESA 7, Cooperative Service Agency 7, Green Bay, WI. Contact information: Phone: 920-617-5631.

Conzemius, Anne, & O'Neill, Jan. (2002). *The Handbook for SMART School Teams*. National Education Service.

Senge, Peter. (2000). *Schools that learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York: Doubleday.
<http://www.fieldbook.com>

Wahlstrom, Deborah (1999, 2002). *Using Data to Improve Student Achievement*. Suffolk, VA: Successline, Inc.

Using Data to Improve Schools: What's Working. Washington, DC: Publication of the Office of Educational Research and Improvement, U.S. Department of Education, Award # R215 U990019. (2002).

Teaching and Learning

Curriculum

ASCD – Association for Supervision and Curriculum Development. www.ascd.org

Michigan Curriculum Framework, 1996, Michigan Department of Education -
http://michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Michigan Department of Education, Office of School Improvement www.michigan.gov/osi

Erickson, H.L. (1998). *Concept-based Curriculum and Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, Hedi Hayes (1997a). *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, Hedi Hayes (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Instruction

Danielson, Charlotte. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Erickson, H.L. (1998). *Concept-based Curriculum and Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Langer, Georgea M., Colton, Amy B., & Goff, Loretta S. (2003). *Collaborative Analysis of Student Work: Improving Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J., Pickering, Debra J. & Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2003). *What Works in Schools: Translating Research Into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Assessment

Baldrige National Quality Program: Education Criteria for Performance Excellence, Measurement, Analysis and Knowledge Management. (2004).

http://www.quality.nist.gov/PDF_files/2004_Education_Criteria.pdf, page 22.

Downey, C., Frase, L., Poston Jr., W., Steffy, B., English, F., & Melton, R. (2003). *Leaving No Child Behind: 50 Ways to Close the Achievement Gap*. Johnston, IA: Curriculum Management Systems.

Michigan Department of Education, www.michigan.gov/meap

Payne, Ruby K. (2005). Meeting Standards and Raising Test Scores (Video Set). Available at: www.ahaprocess.com.

Reeves, Douglas B. (2002). *Holistic Accountability: Serving Students, Schools, and Community*. Experts in Assessment Series. Thomas R. Guskey and Robert J. Marzano (series editors). Thousand Oaks, CA: Corwin Press, Inc. (A SAGE Publications Company).

Reeves, Douglas B. (2004). *Accountability for Learning: How Teachers and School Leaders can Take Charge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Roeber, Edward & Mastie, Marjorie. (1999). *Steps in the Right Direction: A Guide to Using and Reporting Assessment Results*. Dover, NH: Advanced Systems in Measurement & Evaluation, Inc.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Leadership

Effective Leadership

Balanced Leadership Framework. (2005). MCREL

<http://www.mcrel.org/topics/topics.asp?topicsid=7>

School Leadership that Works. (2005). MCREL

<http://www.mcrel.org/topics/topics.asp?topicsid=7>

Barth, Roland S., Darnell, Bob, Lipton, Laura, & Wellman, Bruce. (2002). *Guide for Instructional Leaders (1) and Guide for Instructional Leaders (2)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Costa, A.L. & Garmston, R.J. (2000). *Habits of Mind: A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard, Sparks, Dennis. (Ed.). (1991). *The Principal as Staff Developer*. Bloomington, IN: National Education Service.

Fullan, Michael. (2001). *Leading in a Culture of Change*. San Francisco: Jossey Bass (A Wiley Imprint).

Glickman, C. (2003b). *Holding Sacred Ground: Essays on Leadership, Courage, and Endurance in Our Schools*. San Francisco: Jossey Bass (A Wiley Imprint).

Green, Reginald Leon. (2001). *Practicing the Art of Leadership: A Problem-based Approach to Implementing the ISLLC Standards*. Upper Saddle River, NJ: Merrill Prentice Hall.

National Association of Secondary School Principals. (1998). Alexandria, VA. Interstate School Leaders Licensure Consortium Standards.

Kouzes, James M. & Posner, Barry Z. (2002). *Leadership Challenge*. San Francisco: Jossey Bass (A Wiley Imprint). <http://www.leadershipchallenge.com>.

Lambert, Linda. (2003). *Leadership Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, Douglas B. (2004). *Leadership for Learning: Transforming Theory into Action for Improved Achievement and Educational Equity*. Engelwood, CO: Center for Performance Assessment.

School Culture/Climate

Lessons for Life: How Smart Schools Boost Academic, Social, and Emotional Intelligence. (1999). National Center for Education and Innovation. Bloomington, IN. Phone: 812-355-6000.

Comprehensive Data Retreat Materials: SAFE & HEALTHY SCHOOLS MODULE. (2006). Developed by Judy Sargent, Ph.D., CESA 7, Cooperative Service Agency 7, Green Bay, WI. Contact information: Phone: 920-617-5631.

Deal, Terrence E. & Peterson, Kent D. (1999). *Shaping School Culture: The Heart of Leadership*. San Francisco: Jossey Bass (A Wiley Imprint).

Downey, C., Frase, L., Poston Jr., W., Steffy, B., English, F., & Melton, R. (2003). *Leaving No Child Behind: 50 Ways to Close the Achievement Gap*. Johnston, IA: Curriculum Management Systems.

Personnel and Professional Learning

Personnel Qualifications

Michigan Department of Education, Office of Professional Preparation.

http://michigan.gov/mde/0,1607,7-140-6530_5683---,00.html

Professional Learning

Revisioning Professional Development: What learner-centered professional development looks like, A report of the National Partnership for Excellence and Accountability in Teaching (NPEAT), 2000.

To access: (800) 727-7288 or www.nsd.org/bookstore.htm

Teachers Who Learn, Kids Who Achieve, WestED, 2000.

To access: (415) 565-3000 or www.wested.edu

Ideas that Work-Science Professional Development, Eisenhower National Clearinghouse for Mathematics and Science Education, pages 8-9.

To access: (800) 621-5785 or www.goenc.org

Professional Development: Learning from the Best, A Toolkit for Schools and Districts Based on Professional Development Award Winners, North Central Regional Educational Laboratory, 1999.

To access: (800) 356-2735 or <http://www.ncrel.org/info/pd/>

Promising Practices: New Ways to Improve Teacher Quality, U.S. Department of Education, September, 1998.

To access: (800) 877-8339 or www.ed.gov/inits/teachers/teach.html

"Powerful Designs" Journal of Staff Development, National Staff Development Council, Summer, 1999, pages 9-60.

To access: (800) 727-7288 or www.nsd.org

Promising Practices: Progress Toward the Goals, 1999-Lessons from the States, The National Education Goals Panel, 1999

To access: (202) 724-0015 or www.negp.gov

The Power of Collaboration, a fifty-minute video showing 5 models of collegial professional development

To access: (517) 241-4546 or PooleCL@michigan.gov

X- Images of Professional Development in Mathematics and Science, produced by WGBH in Boston, supported by an Annenberg grant. Videotape series showing a repertoire of professional development strategies with comments from the professional development providers as well as the participating teachers.

To access: Chris Dick, WGBH, 125 Western Avenue, Boston, MA 02134

(617) 300-2000, chrisdick@wgbh.org

Blueprints: A Practical Toolkit for Designing and Facilitating Professional Development.

To access: (800) 356-2735 or <http://www.learningpt.org/msc/bp/act/act.htm>

Guide to Working with External Providers

<http://www.ncrel.org/csri/tools/gwep.pdf>

School/Community Relations

Epstein, Joyce. (2002). *School, Family and Community Partnerships*. Thousand Oaks, CA: Corwin Press.

Michigan Department of Education. Lansing, MI. (2002). *Parent Involvement Toolkit*.

National PTA. (2000). Bloomington, IN: National Educational Service Publishing. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*.

Payne, Ruby K. (2006). *Working With Parents: Building Relationships for Student Success*. Aha! Process, Inc., Highlands, TX.

Wittreich, Yvonne, Jacobi, Evelyn, Hogue, Iris. (2003). *Getting Parents Involved: A Handbook of Ideas for Teachers, Schools and Communities*. Christopher-Gordon Publishers, Inc., Norwood, Massachusetts.

Resources to Support Professional Learning Plans

Michigan Intermediate School Districts

<http://www.michigan.gov/mde/0,1607,7-140--78090--,00.html>

Michigan REMCs

www.remc.org

Michigan Math/Science Centers

Michigan's Vision and Standards for Professional Learning -

http://www.michigan.gov/documents/ProfDevStdsvISWStrategies_4_9_03_C61067_A62638_12_09_02_62686_7.pdf

Michigan's Standards for Teaching and Learning-

http://michigan.gov/documents/Teaching_and_Learning_142494_7.pdf

Michigan Curriculum Framework, 1996, Michigan Department of Education -

http://michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Michigan Professional Development Q and A -

http://michigan.gov/documents/Q&A_Revised_Sept_2004_A_100964_7.doc

Michigan School Improvement Framework – Strand II, Personnel and Professional Learning -

http://michigan.gov/documents/9-16-05_STRAND_III_Personnel_Professional_Learning_139029_7.xls

MI-MAP – Michigan's Toolkit for School Improvement -

http://michigan.gov/mde/0,1607,7-140-28753_33424---,00.html

Michigan's ASSIST Website for resources relative to school improvement, mentoring and induction - <http://assist.educ.msu.edu/ASSIST/>

Michigan Staff Development Council -

Merit Teacher Network PD Events - <http://mtn.merit.edu/pdevents/search>

Michigan Association of Curriculum Development - <http://www.edzone.net/~mascd/>

Michigan Collaborative for Quality PD Position Statement -
http://www.michigan.gov/documents/PDCollaborativePositionPaper2_86552_7.doc

Resources to Evaluate Professional Learning Plans

Evaluating Professional Growth and Development –
<http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500.htm>

Guskey, Thomas R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

Killion, Joellen. (2002). *Assessing Impact: Evaluating Staff Development*. Oxford, OH: National Staff Development Council.

Millman, Jason (editor.). (1997). *Grading Teachers, Grading Schools: Is student achievement a valid evaluation measure?* Thousand Oaks, CA: Corwin Press, Inc. (A SAGE Publication).

Additional Web Sites and Miscellaneous Resources for Professional Development

www.wested.org - One of the nation's [Regional Educational Laboratories](#), WestEd serves Arizona, California, Nevada, and Utah. WestEd specializes in professional development.

www.ed.gov - The United States Department of Education website.

www.edtrust.gov - The Education Trust works for the high academic achievement of all students at all levels, kindergarten through college, and forever closing the achievement gaps that separate low-income students and students of color from other youth.

www.te-mat.org - Teacher Education Materials Project – Site developed to support professional development providers as they design and implement programs for pre-service and in-service K – 12 mathematics and science teachers.

www.aera.net - Website for the American Education Research Association.

www.nctaf.org - The National Commission on Teaching & America's Future (NCTAF) is a nonpartisan and nonprofit group dedicated to improving the quality of teaching nationwide as a means of meeting America's educational challenges. This site has changing quotes on the home page.

A National Plan for Improving Professional Development, NSDC

To access: (800) 727-7288 or www.nsdc.org

Educational Leadership, monthly publication of the Association of Supervision and Curriculum Development

To access: (800) 933-2723

Horizon Research, Chapel Hill, NC, -putting together a national electronic database of expert-reviewed professional development materials in science and mathematics.

For more information: Horizon Research, Inc. 111 Cloister Court, Suite 220, Chapel Hill, NC 27154. (919) 489-1725

National Professional Resources, Inc.

To access: (800) 453-7461 or www.nprinc.com

3. Professional Learning Action Team - *Regional Partners and Professional Associations Subcommittee Recommendations*

CHARGE

- Identify regional partners and associations and provide a tool by which to assess professional learning needs and design opportunities to address these needs.

DELIVERABLES

- Develop a survey to distribute through our professional partners to determine the professional learning needs of high school teachers and other leaders.
- Develop comprehensive list of professional and regional partners, contact people, web addresses and annual conferences to serve as vehicles for distribution of high school reform information, content knowledge and development of instructional skills.
- Solicit participation of partners through the Education Alliance.
- Provide a recommended structure for use by the professional associations and regional partners for determining professional learning opportunities.

RATIONALE

The needs of individual professionals are best determined by the individual and at the building-level. Effective professional learning becomes job embedded and all opportunities are made available to address professional learning needs. Realizing that the implementation of the High School Initiative will take collaboration on the parts of all educational partners, this subcommittee focused on essential regional partners and associations.

Commitment to Collaboration and partnership has been a consistent objective of the MDE in developing the high school initiative. In chapter 7 of The leadership Challenge by Jim Kouzes and Barry Posner the authors focus on getting the job done through teamwork and collaboration. Kouzes and Barry state: "In the more than 550 original cases that we studied we didn't encounter a single example of extraordinary achievement that occurred without the active involvement & support of many people. And this hasn't changed with our subsequent research. In thousands of additional stories, from all professions and from around the globe, people continue to tell us, "you can't do it alone. It's a team effort."

In order to assure the successful implementation of the Professional Learning component of the High School Initiative the action team was keenly aware of the need to rely on the many stakeholders and educational associations. Kouzes and Barry label "collaboration" as their "Commitment Number 5". Following is an exhibit of the seven elements that are essential to forming successful collaboration.

FOSTER COLLABORATION

Promoting Cooperative Goals and Mutual Trust

Commitment Number 5

- ▶ Always say we.
- ▶ Increase interactions.
- ▶ Focus on gains, not losses.
- ▶ Make a list of alternative currencies.
- ▶ Form planning and problem-solving partnerships.
- ▶ Conduct a collaboration audit.
- ▶ Go first.

Source: The Leadership Challenge by James M. Kouzes and Barry Z. Posner. Copyright© 1995.

ESSENTIAL QUESTIONS

- How do we determine what the professional learning needs are?
- How do we involve educators in the identification of their professional learning needs?
- How do we design activities to address needs?
- How do we design activities that balance needs perceived by educators and needs identified by independent research?
- What information must be distributed to local education agencies (LEAs) and Professional Associations?
- How do we effectively disseminate accurate and timely information to LEAs and Professional Associations?
- What resources and professional learning programs and opportunities are available to LEAs and Professional Associations?
- How do we conduct post-delivery assessment of professional learning?

RECOMMENDATIONS

1. Ask partners, LEAs and Professional Associations, higher education institutions, intermediate school districts, and online learning providers to assess, or assist in the assessment of building or department level needs using the survey developed by this action team.
2. MDE makes specific requests of our partners – LEAs and Professional Associations- to provide professional development as indicated by the survey.
3. Ask LEAs and Professional Associations to provide, on their websites and other electronic formats, web links to the High School Initiative information and resources available from MDE.
4. Utilize existing LSA and Prof. Assoc. infrastructure (conferences, communications systems, meetings at the district or regional levels etc.) to provide opportunities identified in action 1 above.
5. Partners, LEAs, and ISDs need to be reminded of funds available for professional learning, i.e., Title I, Title II, state aid, competitive grants, etc.

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APPENDICES FOR PROFESSIONAL ASSOCIATIONS AND REGIONAL PARTNERS' SUBCOMMITTEE

1. Letter to Education Alliance, Fall 2005
2. High School Initiative Professional Learning Survey developed for use by local districts, professional associations and regional partners, 2006.
3. List of Professional Associations, contact people, web addresses and annual conferences.
4. MDE's document on "Characteristics of Quality Professional Learning".
5. State Board of Education/MDE Professional Learning Strategic Plan.

Appendix 1

TO: Members of the Education Alliance

FROM: The "Regional Partners and Associations" Subcommittee of the Michigan Department of Education's Professional Development Action Team of the Michigan High School Initiative

RE: Identifying Educators Professional Learning Needs

DATE: November 15, 2005

The Michigan Department of Education's Professional Development Action Team of the Michigan High School Initiative is one of several work groups which have been established in order to support the recommendations of the Cherry Commission.

The "Regional Partners and Associations" subcommittee of the "PD Action Team" is focusing its work on identifying what educators believe their professional learning needs are, as related to Michigan's vision of restructured high schools.

The first step in meeting this expectation is to establish a network of contacts from the various educational associations within the state.

To this end, the subcommittee would like each organization within the "Education Alliance" to name a liaison to work with the subcommittee in the design and dissemination of a survey which educators will be asked to complete, with regards to their professional learning needs related to process and content essential to rigorous high schools.

If your organization is willing to partner with the subcommittee on this plan, please send the name and e-mail address of your liaison to Naomi Singer, Director of Instructional Services, at Charlevoix-Emmet ISD. Naomi's email is singern@charemisd.org.

Thank you for your willingness to partner with the subcommittee, as we contribute to realizing the vision of providing educators innovative professional development that catalyzes and sustains high school reform.

HIGH SCHOOL INITIATIVE PROFESSIONAL DEVELOPMENT TEAM

SURVEY QUESTIONS (Building Level or Department Level)

1. Are you currently teaching in your major area of preparation? Yes/No
2. Prioritize your professional learning needs with 1 being the highest priority:
 - a. More training in my content
 - b. classroom management techniques
 - c. instructional strategies
 - d. meeting the needs of all learners
 - e. assessment strategies
 - f. use of assessment data and other forms of data to plan instruction around student needs
3. Do you have an individualized professional learning plan? Yes/No
4. How familiar or comfortable are you with: Very Somewhat Not at all
 - a. The Michigan Curriculum Frameworks
 - b. The High School Reform Initiative
 - c. The Cherry Commission Report
 - d. The New 3 "Rs" (Rigor, Relevance, and Relationships)
 - e. Michigan Vision and Standards for Professional Development
 - f. Michigan Vision and Priorities for Universal Education
5. Have you ever participated in an online professional learning session? Yes/No
6. If so, how did you hear about the session?
7. How often have you participated in online professional learning sessions?
 - a. Five sessions or more
 - b. Three or four sessions
 - c. Less than three sessions
8. Do you currently use technology as an instructional resource? Yes/No
9. If so, how often do you use it?
 - a. Daily
 - b. Two or three times a week
 - c. Once a week
 - d. Once or twice a month
 - e. Rarely do I use technology in my classroom

Appendix 3

List of Professional Associations, Contact People and Dates of Annual Conference

Association Name	Key Contact Person	Website Address/Phone #	Annual Conference
American Association of University Professors	Robert C. Grosvenor	www.miaaup.org	39179
American Association of University Women of Michigan	Ruth Brown	www.aauw-michigan.org	
ArtServe Michigan	Barbara Kratchman	www.artservemichigan.org	Arts Education Leadership Conference-- Aug. 3-4, 2006
Association of Independent Michigan Schools	Richard Halsey	www.aims-mi.org	
Center for the Teaching of Michigan History	Larry J. Wagenaar	www.hsmichigan.org	UP History Conference-- June 23-25, 2006 State History Conference-- Sept. 22-24, 2006 Mulling Over Michigan -- Oct. 26, 2006
Coalition of Michigan Subject Matter Education Organizations	Roger Ashley	www.mame.gen.mi.us	MAME Summer Workshop-- July 11, 2006 MAME Creating Connections -- Oct. 25-27, 2006
Directors and Representatives of Teacher Education Programs	David G. Hamilton	(517) 750-6418	International Conference-- May 1-4, 2007
High/Scope Educational Research Foundation	Lawrence Schweinhart	www.highscope.org	May 1-4, 2007
Learning Institute for Technology Education/LITE	Jeffrey W. Bush	(248) 209-2376	
Merit Network, Inc.	Hunt Williams	www.merit.edu	Multicast Hands-On Workshop -- May 31-June 2, 2006 Merit Annual Meeting-- June 22-23, 2006
Metropolitan Detroit Board of Jewish Educators	Marcia Leibson	(248) 967-4023	
MI Assoc. for Bilingual Education	Manuel Brenes	(269) 337-0199	
MI Assoc. for Children with Emotional Disorders	Susan McParland	www.michkids.org	
MI Assoc. for College Admission Counseling	Linda Sioen	www.macac.org	Promoting the Publics-- Sept. 15, 2006
MI Assoc. for Computer Users in Learning	Ric Wiltse	www.macul.org	MACUL Conference--Mar. 14-16, 2007
MI Assoc. for Health, Physical Educ., Recreation & Dance	Anne Ramsby	www.mimahperd.org	MAHPED Convention-- Nov. 9-11, 2006
MI Assoc. for Media in Education	Roger S. Ashley	www.mame.gen.mi.us	Creating Connections-- Oct. 25-27, 2006
MI Assoc. for Pupil Transportation	Karen Losch	www.mapt.org	
MI Assoc. for Supervision & Curriculum Development	Olga Moir	www.michiganascd.org	

MI Assoc. for the Education of Young Children	Keith E. Myers	www.miaeyc.org	Infant Toddler Conference-- Sept. 29, 2006 Early Childhood Conference-- Mar. 29-31, 2007
MI Assoc. of Administrators of Special Education	Larry L. Campbell	www.maase.org	A Model for Teachers and Student Support-- June 13-14, 2006 Rebuilding..BeYond Bricks & Mortar-- July 30- Aug. 2, 2006
MI Assoc. of Colleges of Teacher Education	Jerry H. Robbins	(734) 487-1414	
MI Assoc. of Community and Adult Education	Ken Walsh	www.macaе.org	MACAE Fall Conference-- Oct. 11-13, 2006
MI Assoc. of Honor Societies	Kathleen Judd	michiganprincipals.org/mahs	Honor Society Advisor Training and Legal Update-- Oct. 12, 2006
MI Assoc. of Intermediate School Administrators	Michael P. Flanagan	www.gomaisa.org	Summer Conference-- June 20-23, 2006 Fall Meetings-- Oct. 26-27, 2006 Spring Meetings-- Mar. 22-23, 2007 Summer Conference-- June 19-22, 2007
MI Assoc. of Middle School Educators	Thomas N. Barris	www.mamse.org	Coming Together in the Middle-- Mar. 15-16, 2007
MI Assoc. of Nonpublic Schools	Glen Walstra	www.m-a-n-s.org	MANS Convention-- Oct. 19-20, 2006
MI Assoc. of Public School Academies	Dan Quisenberry	www.charterschools.org	MI Charter Schools Conference-- Oct. 26-27, 2006
MI Assoc. of Retired School Personnel	Bonnie J. Carpenter	www.marsp.org	
MI Assoc. of School Administrators	Michael P. Flanagan	www.gomasa.org	Fall Conference-- Sept. 27-29, 2006
MI Assoc. of School Boards	Justin King	www.masb.org	MASB Annual Conference-- Nov. 9-11, 2006
MI Assoc. of School Nurses	Susan Zacharski	michiganschoolnurses.org	MASN Annual Conference-- May 3-4, 2007
MI Assoc. of School Personnel Administrators	Richard Higginbotham	www.maspa.org	AASPA National Conference-- Oct. 18-21, 2006
MI Assoc. of School Social Workers	Jon Wurdock	www.massw-mi.org	MASSW Fall Conference-- Oct. 26-28, 2006
MI Assoc. of Secondary School Principals	Jim Ballard	michiganpricipals.org	The Emerging Leaders Program-- June 20-22, 2006 Annual Summer Retreat-- June 26-28, 2006
MI Assoc. of State & Federal Program Specialists	Harmon E. Beekman	masfps.org	Annual Fall Director's Institute-- Nov. 13-14, 2006
MI Assoc. of Student Councils	Kathleen Judd	michiganpricipals.org/masc/	New Student Council Advisors Training-- Sept. 14, 2006
MI Assoc. of Teacher Educators	Jo-Ann Snyder	www.MiATE.org	Conference on Excellence in Teaching and Learning-- Oct. 27-28, 2006
MI Business Education Association	Barbara Bartosiewicz	www.mbea-online.org	Annual Convention-- Oct. 26-28, 2006
MI Center for Civic Education	Linda Start	www.miciviced.org	Educating for Citizenship-- Dec. 7, 2006
MI Coalition of Essential Schools	S. Brandell & N. Fenton	www.michigances.org	

Characteristics of Quality Professional Development
April 12, 2001

Michigan Department of Education, Michigan Education Association, Michigan Association of School Administrators and Michigan Federation of Teachers and School Related Personnel agree that the following criteria should be considered when designing professional development in response to the requirements in Sections 1526 and 1527, Section 95 and Section 101 (11).

Quality professional development

- Is for the purpose of enhancing teaching and learning.
- Is consistent with building and district school improvement plans and, when available, NCA goals and district strategic plans.
- Is part of an ongoing comprehensive professional development plan that addresses the long-term professional needs of the individual as well as the long-term change of practice in the building and district.
- Is characterized by the knowledge of educational needs of students, the study of proven research and inclusive of the best use of new technologies.
- Includes best principles of adult learning that includes design by the educators and non-teaching staff for whom the professional development is intended.
- Occurs when educators and non-teaching staff collaborate and share knowledge with each other.
- Requires ongoing reflection.
- Is helpful to all school staff as they work to meet the needs of students who learn in different ways and come from diverse backgrounds.
- Is no less than one hour in length.



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 24, 2006

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the State Professional Learning Strategic Plan

The Office of Professional Preparation Services presented the Draft State Professional Learning Strategic Plan to the State Board of Education (SBE) on February 14, 2006 and April 11, 2006. SBE members discussed the plan and recommended additional editorial revisions. The most significant revisions are on page 3 of the document. Other minor revisions are on pages 4, 6, 7, and 9.

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

It is recommended that the State Board of Education approve the State Professional Learning Strategic Plan, as attached to the Superintendent's memorandum dated April 24, 2006.

Michigan Professional Learning Strategic Plan 2006-2010

Executive Summary

March 2006

A team of Michigan educators has developed this Professional Learning Strategic Plan to guide the work of the Michigan Department of Education (MDE) from 2006-2010.

The primary goals of this plan are:

- To support the State Board's Strategic Goal: *Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.*
- To accomplish Objective #3 of the Michigan State Board of Education (SBE)/MDE's Strategic Plan 2005-2010: *Demonstrate that Michigan classrooms are staffed with highly qualified teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.*
- To provide leadership and support for excellence and equity in education by identifying the structures and activities needed to support other SBE's vision, mission and goal.

The purpose of the plan is to create, support and sustain Michigan educators as they work to change the culture of teaching and learning in the classroom. It is proposed that this be accomplished through four broad outcomes.

- Broad-based Understanding and Commitment to the SBE's Vision & Standards of High Quality Professional Learning.
- Professional Learning Based on Data.
- A System That Supports and Implements Effective Professional Learning.
- Resources to Support and Provide Effective Professional Learning.

The strategies supporting these outcomes fall into three phases; each being approximately 18 months in length. Those strategies determined to be first priority will be accomplished within the first 18 month period.

Strategies are listed in order of priority. First-priority strategies are greater in number because they are interdependent; they must occur simultaneously to initiate and support the development of a more effective professional learning system in Michigan beginning with concentrated work to convey the expectation of a different kind of professional learning experience for Michigan educators.

The detailed Professional Learning Strategic Plan will be used as the operational guideline for the implementation of the new vision for professional growth in Michigan.

OUTCOMES AND INDICATORS (QUICK REFERENCE)

OUTCOME I

BROAD-BASED UNDERSTANDING AND COMMITMENT TO THE STATE BOARD OF EDUCATION'S 2003 VISION AND STANDARDS OF HIGH QUALITY PROFESSIONAL LEARNING

Professional learning that changes how educators practice in their various roles serves the development and achievement needs of all children and students, and is relevant and customized for the participant. For that kind of professional learning to be an expectation in Michigan, we need to change how we design, provide and participate in professional learning experiences. All educators, including teachers, paraprofessionals, administrators, and other staff must work with the public to ensure high levels of professional learning linked to successful student outcomes.

Indicator A: A shared vision of effective professional learning and identification of whether there is a role for MDE stakeholders and which SBE/MDE policies, initiatives, and partnerships are supported by the strategies.

Indicator B: Professional and public awareness, understanding, acceptance and involvement in the State Board of Education's 2003 Updated Vision and Standards of Professional Learning.

OUTCOME II

PROFESSIONAL LEARNING BASED ON DATA

Successful child development and student learning starts with data about the student's academic strengths and needs that are correlated with the professional learning needs of the adults responsible for the education of children and students.

Indicator A: Develop a system that understands and uses student achievement and school improvement data to determine and support the professional learning needs of professional educators and school support personnel.

Indicator B: Identify appropriate student achievement data and its use to identify the child's/student's academic strengths and weaknesses, and link those needs to educators' professional learning needs.

Indicator C: Develop a system to measure the impact and effectiveness of professional learning.

OUTCOME III

A SYSTEM THAT SUPPORTS AND IMPLEMENTS EFFECTIVE PROFESSIONAL LEARNING

A system (with MDE as convener) that supports and implements effective professional learning requires the creation of structures that foster understanding of, commitment to, and evaluation of professional learning consistent with the State Board of Education's 2003 Vision of Professional Learning including the National Staff Development Council's Staff Development Standards (2001). These structures include policies, procedures, and models at the state level

Indicator A: Alignment of the MDE policies, partnerships and structures to be consistent with the State Board of Education's 2003 Vision of Professional Learning including the National Staff Development Council Standards (2001).

Indicator B: Implementation of policies and practices that support the development of educators and support professionals who understand and commit to effective professional learning.

Indicator C: Development of support structures such as ISDs, REMCs and professional associations to ensure and sustain effective professional learning throughout Michigan.

Indicator D: Accessibility to professional learning opportunities that are designed to improve child/student learning.

Indicator E: Targeted professional learning opportunities in areas and populations most in need of improvement.

OUTCOME IV

RESOURCES TO SUPPORT AND PROVIDE EFFECTIVE PROFESSIONAL LEARNING

“Time and money” are the two most frequently identified challenges to more effective professional learning. However, maximizing professional learning opportunities may not always require more of either. Sometimes it is a matter of re-prioritizing the use of existing funds available to each district and the legislation that provides for time.

Indicator A: A resource network of partners for implementation of effective professional learning in Michigan.

**Michigan Department of Education
Office of Professional Preparation Services**

STATE PROFESSIONAL LEARNING PLAN FOR 2006-2010

In August 2003, the State Board of Education (SBE) approved an updated vision of professional learning and the *National Staff Development Council Standards (2001)** as guidelines for professional learning experiences that would have a positive impact on child development and student achievement.

Professional Development through Learning Communities: Ensuring Cultures in Michigan Schools in Which All Learners Learn at High Levels.

Quality professional learning results in the improvement of student learning and is characterized by meaningful, collegial dialogue that:

- **Explores current content knowledge, inquiry learning processes, and student thinking.**
- Contributes to a school culture that promotes learning at high levels for both students and educators.

Vision of Professional Learning adopted by the SBE, August 2003

Now that the SBE has adopted its vision and standards for professional learning, it is the responsibility of the Michigan Department of Education (MDE) to work with a broad array of stakeholders to implement a strategic plan that will provide step-by-step strategies to realize the vision of increasing student achievement and child development through the context, process and content of professional learning opportunities.

This plan was created through the commitment of the MDE staff in collaboration with partners representing intermediate school districts (ISDs), regional educational media centers (REMCs), local districts, institutions of higher education (IHEs), and professional organizations and associations. It will ultimately be approved by the SBE as a set of department outcomes, indicators, and strategies, upon which priorities will be established to increase the impact of professional learning in Michigan. The National Staff Development Council's *Innovation Configurations* for the State Education Agency, 2005**, will provide valuable insights for assessing progress toward implementing this plan.

**National Staff Development Council (NSDC) Standards, NSDC, (2001)*

***Innovation Configurations for the State Education Agency, NSDC, 2005. www.nsd.org*

The term professional learning rather than “adult learning” or “professional development” is being used for the purpose of this document. The plan conveys the concept of learning in which professionals, support professionals and other staff engage, that occurs in many formats beyond the traditional lecture-style mode of delivery. It is important to understand, that all references to professional learning in this document should be interpreted to mean: “the continued learning, necessary for all adults in a child’s and student’s life, to ensure academic achievement and developmental success.” This includes parents and other early childhood educators, K-12 and postsecondary educators and administrators, and community members who support the learning of children and students.

In order for the SBE’s vision of professional learning to be realized, a cultural shift must occur from closed classrooms, isolated educators, distrust and defeat, to one of renewing learning communities in which trusting adults come together in the spirit of shared learning for shared meaning to ensure every child’s success. A cultural shift is only possible through the concerted effort of a majority of stakeholder partners, striving toward a mutual vision. The MDE relies on many partners to help hold the vision aloft. While the MDE is hopeful that it will receive strong support from its many partners, this plan is created to guide the work of the MDE staff.

The components in this plan do not stand alone. They overlap, support, and are enhanced and guided by, the No Child Left Behind Act of 2001, SBE/MDE Strategic Plan 2005-2010, the five SBE Task Force Reports, the National Education Association (NEA) Foundation grant awarded to the Michigan Education Association (MEA), and the Education Alliance of Michigan. The demands of education reform are too numerous, and organizational energy is spread too thin to duplicate efforts. The strategies in this plan reflect, and in some cases supplement the activities and actions articulated in the aforementioned initiatives. Many of the strategies connect directly to these other initiatives, to build on the impressive progress underway and to attain a shared vision of professional learning in Michigan.

With the vision and standards in mind, the SBE expects to see educators and support professionals:

- Embrace the responsibility for and commitment to their own learning;
- Make choices based on reliable, relevant research about professional learning, and on what approaches are most likely to have an impact or contribute to child/student learning;
- Learn with and from one another through study, reflection, and collegial conversation to improve child/student learning and strive to improve their practice throughout their careers;
- Use data about teaching practices and child/student learning to guide their choices of professional learning;

- Analyze child/student learning data to evaluate the effectiveness of professional learning;
- Participate in professional learning activities that occur as a part of the workday, and relate to the work they do;
- Think creatively about time and resources to ensure relevant, work embedded, professional learning; and
- Recognize that educators in administrative roles and those new to the profession have unique professional learning needs.

Following is an organized framework for the work that needs to be accomplished internally and externally in order to realize these outcomes as stated in the plan.

OUTCOMES, INDICATORS AND STRATEGIES

OUTCOME I

BROAD-BASED UNDERSTANDING AND COMMITMENT TO THE STATE BOARD OF EDUCATION'S 2003 VISION AND STANDARDS OF HIGH QUALITY PROFESSIONAL LEARNING

Professional learning that changes how we do our work as educators and serves the development and achievement needs of all children and students, is relevant and customized for the participant. For that kind of professional learning to be an expectation in Michigan, we need to change how we design, provide and participate in professional learning experiences. Educators, support professionals and the public must come together to understand and commit to the concept of adults learning together to come to a shared meaning of how we ensure high levels of learning for all children and students.

Indicator A:

A shared vision of effective professional learning and identification of whether there is a role for MDE stakeholders and which SBE/MDE policies, initiatives, and partnerships are supported by the strategies.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Create a customized and individualized marketing plan for Michigan's educational system to convey the vision and standards of effective professional learning which serves child development and student achievement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Coordinated School Health ➤ Michigan Behavior and Learning Support Initiative (MI-BLSI) ➤ Early Education and Family Services (ECC)-Early On-Training and Technical Assistance ➤ ECC-Standards of Quality for Pre-Kindergarten (ECC for SQ) ➤ ECC- Preschool Program Quality Assessment (PPQA) ➤ Office of School Improvement (OSI)- School Improvement Framework --Continued on Next Page--

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
			<ul style="list-style-type: none"> ➤ OSI-Michigan Curriculum Framework ➤ OSI-MI-Plan ➤ OSI-MI-MAP ➤ National Education Association (NEA) Foundation Grant
First	Demonstrate through example and research, that effective professional learning does not always require additional funds;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-Grade Level/Grade Span Content Expectations ➤ OSI - Field Services and Curriculum Units ➤ Michigan Learnport ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ NEA Foundation Grant ➤ MDE's Multiple Web Resources
First	Identify those professional learning models that are most likely to result in improvement of child/student learning and recognize that effective professional learning models need continuous review and improvement;	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST (Advocating Strong Standards-based Induction Support for Teachers) Induction and Mentoring Resource ➤ Cherry Commission Recommendations
First	Identify roles, responsibilities, and purpose to change the culture around professional learning, using in part, the position paper of the Michigan Staff Development Council's (MSDC) Collaborative for Quality Professional Development and the support of partners who have participated in the development of this plan;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ Vision of Universal Education ➤ NEA Foundation Grant

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Encourage Michigan's professional learning providers (institutions of higher education (IHE), intermediate school districts (ISD), regional educational media centers (REMC), local school districts, professional associations, and public and private organizations) to use Michigan's Professional Development Vision and Standards as a benchmark for their work;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OSE/EIS Partnership ➤ OSI-Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport
First	Design and/or identify models of educators' Individual Professional Development Plans (IPDP) for use in identifying appropriate professional learning activities that will result in better serving the learning needs of children and students;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ NEA Foundation Grant
Second	Assist stakeholders in distinguishing the difference between models of professional learning for technical assistance to communicate areas of compliance and that for educator growth to increase child and student development and achievement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ Office of Special Education/Early Intervention Services (OSE/EIS) Centers for Medicare and Medicaid Services Training ➤ OSI-Field Services and Curriculum Units ➤ Cherry Commission Recommendations
Second	Engage in formal conversation with IHE, ISD, REMC, local school districts, professional associations, public and private organizations, families and communities about research-based professional learning models;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Provide information to the state legislature regarding what constitutes effective professional learning and why it contributes to a positive impact on the improvement in schools;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport ➤ ArtServe Michigan ➤ Education Updates ➤ Michigan Collaborative for Quality Professional Learning
Second	Design and/or identify models of needs assessments as a resource for schools, ISDs, REMCs, local school districts and professional associations to use to identify appropriate professional learning activities for their constituents; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Coordinated School Health's Healthy School Action Tool ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ NEA Foundation Grant
Third	Select and train a cadre of key partners who understand and are able to communicate the State Board of Education's (SBE) 2003 vision of professional learning.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS Partnership ➤ OSI-School Improvement Framework ➤ ArtServe Michigan

Indicator B:

Professional and public awareness, understanding, acceptance and involvement in the State Board of Education's 2003 Updated Vision and Standards of Professional Learning.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Develop strategies educators and support professionals can use to communicate the value of changing how teaching occurs and characteristics of effective professional learning with parents and the broader school community;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Integrating Communities and Schools Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-Individuals with Disabilities Education Improvement Act (IDEA) Partnership ➤ OSI-School Improvement Framework
First	Use a variety of communication tools to collect input about this plan from a broad range of people affected by it;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ Implicit to Michigan Learnport
Second	Using the input collected about the plan, develop strategies to communicate with and engage stakeholders with the professional learning plan; and	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework. ➤ OSI-MI-MAP
Second	Conduct professional and public information sessions that develop shared meaning about professional learning and link its value and purpose to their own experience with professional development.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ OSI-Field Services and Curriculum Units ➤ NEA Foundation Grant ➤ Cherry Commission Recommendations

OUTCOME II
PROFESSIONAL LEARNING BASED ON DATA

Professional learning that seeks to increase child development and student learning starts with data about student's strengths and needs and are correlated with the needs of the adults responsible for the education of children and students.

Indicator A:

Develop a system that understands and uses student achievement and school improvement data to determine and support the professional learning needs of professional educators and school support professionals.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Create a tool that identifies the instructional skills that research says are most likely to result in increased child/student achievement;	MDE Staff Responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ Vision of Universal Education ➤ State of Michigan Educational Technology Plan 2006-2010
First	Create a model educator portfolio that will demonstrate how to use multiple forms of evidence to regularly inform an IPDP; and	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ Implicit to Michigan Learnport

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Establish the expectation that child and student data are the basis for decisions about professional learning by requiring child/student data analysis prior to formula or competitive professional development funding.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ Coordinated School Health-Michigan Profile for Healthy Youth ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ OSI-Title I School-wide ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant

Indicator B:

Identify appropriate student achievement data and its use to identify the child's/student's academic strengths and weaknesses, and link those needs to the educators' professional learning needs.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Develop a sample student profile by identifying student data from multiple sources (such as Michigan Literacy Progress Profile (MLPP), Single Record Student Database (SRSD), Registry of Educational Personnel (REP), Annual Yearly Progress (AYP), school report cards, public health/medical, local employment options, transience, and US census) that might be --Continued on Next Page--	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative ➤ Coordinated School Health-Health Assessment Program ➤ Coordinated School Health-Youth Risk Behavior Survey ➤ Coordinated School Health-Michigan Profile for Healthy Youth ➤ Coordinated School Health-State Collaborative on Assessment of Student Standards

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
	used to make decisions about type and purpose of professional learning opportunities for the adults responsible for the education of children and students; and		<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I School-wide ➤ OSI-MI-MAP ➤ OSI-Michigan Literacy Progress Profile (MLPP) ➤ OSI-Michigan Curriculum Framework ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ NEA Foundation Grant ➤ Center for Educational Performance and Information (CEPI)- Registry of Educational Personnel (REP) and Single Record Student Database (SRSD) ➤ ArtServe Michigan
Second	Conduct work sessions on types of data and how to use it.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Elevating Educational Leadership Task Force Report ➤ OSE/EIS' Continuous Improvement & Monitoring System Self Review ➤ OSE/EIS' Leadership Institute ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ OSI-Title I School-wide ➤ NEA Foundation Grant ➤ OSE/EIS-IDEA Partnership ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Implicit to Michigan Learnport

Indicator C:**Develop a system to measure the impact and effectiveness of professional learning.**

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Routinely and systematically require the evaluation of impact of professional learning activities on <u>child development</u> and student achievement helps students to be independent and learning how to make good decisions about learning;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I School-wide ➤ Cherry Commission Recommendations
Second	Identify data and universally-acceptable assessments of professional learning needs and impacts;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ OSI-Title I School-wide ➤ Cherry Commission Recommendations
Second	Continuously review evaluation data of the MDE-provided professional learning to indicate ways to improve impact;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Coordinated School Health ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-Title I School-wide

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Third	Promote use of assessments beginning in a representative sample of schools to measure the impact of a variety of high quality professional learning formats;	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework
Third	Promote policy that enables professional learning data to be correlated broadly between educator participation and child development and student achievement to assess impact; and	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework
Third	Make annual public reports of professional learning evidence to reinforce policies that support effective professional learning resources.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OSI-School Improvement Framework ➤ Michigan Collaborative for Quality Professional Learning

OUTCOME III**A SYSTEM THAT SUPPORTS AND IMPLEMENTS
EFFECTIVE PROFESSIONAL LEARNING**

A system (with MDE as convener) that supports and implements effective professional learning requires the creation of structures that foster understanding of, commitment to, and evaluation of professional learning consistent with the State Board of Education's 2003 Vision of Professional Learning including the National Staff Development Council's Staff Development Standards (2001). These structures include policies, procedures, and models at the state level

Indicator A:

Alignment of the MDE policies, partnerships and structures to be consistent with the State Board of Education's 2003 Vision of Professional Learning including the National Staff Development Council Standards (2001).

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	<p>Ensure that the following initiatives/partnerships align with the SBE 2003 Vision and Standards of Professional Learning especially in the area of impact assessment:</p> <ul style="list-style-type: none"> • MDE's Grade Level/Grade Span Content Expectation • Michigan Curriculum Framework • MDE's School Improvement Framework • MI-MAP • Michigan Alternate Assessment (MI-Access) • MI-Plan • Michigan Learnport <p>--Continued on Next Page--</p>	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Ensuring Early Childhood Literacy Task Force Report ➤ Embracing the Information Age Task Force Report ➤ Elevating Educational Leadership Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-Title I School-wide Comprehensive Needs Assessment

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
	<ul style="list-style-type: none"> • Michigan High School Initiative • Certification Rules of Michigan's Teachers • MDE's implementation of No Child Left Behind (NCLB) • MDE's implementation of IDEA • Early Childhood Education • Early Childhood Investment Corporation (ECIC) • MDE's Educational Technology Plan • Principal Academies • Other relevant initiatives and partnerships as they emerge 		
First	<p>Align partnerships that MDE has with its stakeholders to reflect the 2003 Vision and Standards in areas such as the:</p> <ul style="list-style-type: none"> • Individuals with Disabilities Education Act (IDEA) Partnership • Michigan Staff Development Council (MSDC) Collaborative • National Education Association (NEA) Foundation grant • Curriculum Advisory Council • Higher Education Partnerships • Professional Associations, etc. 	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan High School Initiative ➤ State of Michigan Educational Technology Plan 2006-2010
First	Create and implement policy that ties the required use of an IPDP for all educators and support professionals, to the learning needs of children and students; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Extend the current professional learning “crediting” system (State Board Continuing Education Units (SB-CEU) structure) to promote measurable criteria beyond seat time to include learning processes such as application, reflection, assessment, re-application, etc.	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ Michigan Learnport

Indicator B:

Implementation of policies and practices that support the development of educators and support professionals who understand and commit to effective professional learning.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Formally recognize schools and providers that demonstrate an inquiry-based culture in which the educators and support professionals are actively engaged in improving their knowledge and skills and changing the way they teach;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report
Second	Develop shared leadership that understands and is committed to educator access to research-based effective professional learning opportunities, with special emphasis on principals in high priority schools;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ Coordinated School Health-Michigan Behavior and Learning Support Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource <p>--Continued on Next Page--</p>

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
			<ul style="list-style-type: none"> ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant
Second	Require local districts to assure that the professional development they provide is determined by data-based needs determined at the building level with special emphasis on content knowledge, content-based pedagogy, technology and instructional strategies to reach each learner;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ OSI-Grade Level/Grade Span Content Expectations
Second	Require school districts to provide relevant professional learning for early childhood, alternative education educators, and support professionals; and	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Early Childhood Literacy Task Force Report ➤ ECC-Standards of Quality ➤ ECC-Preschool Program Quality Assessment ➤ OSI-Joint Task Force on Creativity
Second	Encourage greater numbers of teachers to apply for and obtain the National Board for Professional Teaching Standards (NBPTS) certification.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report

Indicator C:

Development of support structures such as ISDs, REMCs, and professional associations to ensure and sustain effective professional learning throughout Michigan.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Identify a diverse, representative, state-level professional learning group to act as an active MDE partner that exists for the purpose of: <ul style="list-style-type: none"> • Implementing the professional learning plan; • Integrating the strategies in this plan with other state-level initiatives with implications for professional learning; and • Advocating for equitable access to quality professional learning opportunities for all Michigan educators and support professionals across content areas and grade levels. 	There is a role for our partners in fulfilling this strategy.	➤ NEA Foundation Grant
First	Identify protocols for rolling out information and providing training in a timely fashion to Michigan educators and support professionals (Example: The dissemination and training for the grade-level and course content expectations);	MDE staff responsibility with input from our partners.	➤ Michigan High School Initiative ➤ Serves all Offices of the MDE
Third	Promote professional learning experiences for educators and support professionals through nontraditional experiences such as: <ul style="list-style-type: none"> • Internet-based learning communities; • Content-focused, real-world experiences including internships in industry and community; --Continued on Next Page--	There is a role for our partners in fulfilling this strategy.	➤ Embracing the Information Age Task Force Report ➤ Integrating Communities and Schools Task Force Report ➤ Michigan High School Initiative ➤ Coordinated School Health's Health Assessment Program Distance Learning --Continued on Next Page--

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
	<ul style="list-style-type: none"> • Immersion experiences in world languages or technology; • International exchanges; and • Volunteering. 		<ul style="list-style-type: none"> ➤ DLEG-Career and Technical Education ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-MI-MAP ➤ OSI's Curriculum Unit- Electronic Learning Communities ➤ Freedom to Learn ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Cherry Commission Recommendations ➤ Michigan Learnport

Indicator D:

Accessibility to professional learning opportunities that are designed to improve child/student learning.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	<p>Identify current professional learning opportunities, or develop new ones to provide for educator needs; including but not limited to the areas of:</p> <ul style="list-style-type: none"> • School Improvement Framework; • Grade Level and Course Content Expectations; • School Leadership; and • Teaching with Higher Expectations for High School Students. 	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Cherry Commission Recommendations ➤ Vision of Universal Education

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Design delivery systems that allow all educators and support professionals equitable, and convenient access to technologies such as the professional development portal (Michigan Learnport), state networks, etc; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Excellent Educators Task Force Report ➤ Embracing the Information Age Task Force Report ➤ CSH-Healthy School Action Tool ➤ CSH-Health Assessment Program Distance Learning and Searchable Database ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI's Curriculum Unit Listservs ➤ State of Michigan Educational Technology Plan 2006-2010
Second	Provide opportunities for teachers and other leaders to learn skills for facilitating learning communities.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Elevating Educational Leadership Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-Title I School-wide ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport

Indicator E:

Targeted professional learning opportunities in areas and populations most in need of improvement.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Support the professional learning needs of new teachers through continued training of the Advocating Strong Standards-based Induction Support for Teachers (ASSIST) website and policies that ensure that new teachers receive the mentoring and induction as required in the Michigan School Code;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ State of Michigan Educational Technology Plan 2006-2010 ➤ Michigan Learnport
First	Collaborate with partners to provide professional learning opportunities that assist educators to prepare students for post high school, real-world learning;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Michigan High School Initiative
Second	Increase the participation of principals and other administrators from high priority schools in targeted professional learning that focuses on improving child development and student achievement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE's 2005-2010 Strategic Plan ➤ Elevating Educational Leadership Task Force Report ➤ Michigan High School Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSE/EIS-IDEA Partnership ➤ OSI-School Improvement Framework ➤ Cherry Commission Recommendations ➤ NEA Foundation Grant

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Collaborate with education partners to develop and provide research-based activities and targeted professional learning opportunities to school leaders that focus on continuous school improvement;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Elevating Educational Leadership Task Force Report ➤ Vision of Universal Education ➤ Michigan High School Initiative ➤ CSH-Safe & Drug Free Schools Evaluation Tool Kit ➤ CSH-Michigan Behavior and Learning Support Initiative ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ OSI-MI-MAP ➤ Michigan Learnport ➤ NEA Foundation Grant ➤ Cherry Commission Recommendations
Second	Support the data-based professional learning needs of veteran teachers in high priority schools with special emphasis on content, content-related pedagogy, technology, and new instructional strategies that reach all students;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan Learnport ➤ Vision of Universal Education
Second	Systematically engage institutions of higher education with the pre-K-12 system to provide a seamless support in preparing and supporting teachers from pre-service through their first three years of work in the classroom;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ Vision of Universal Education ➤ OPPS-ASSIST Induction and Mentoring Resource

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Make the WorkKeys Assessment 2.0 and the Educational Testing Service (ETS) ParaPro Assessment readily available;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Implicit to Michigan Learnport
Third	Collaborate with and support professional organizations and institutions of higher education to develop programs to assist paraprofessionals to meet the NCLB/IDEA requirements; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ No Child Left Behind Act of 2001 ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Ensuring Excellent Educators Task Force Report ➤ Michigan Learnport
Third	Develop local assessments that can be used by paraprofessionals to demonstrate that they are qualified to assist children and students in reading, writing and mathematics.	MDE staff responsibility with input from our partners.	<ul style="list-style-type: none"> ➤ No Child Left Behind Act of 2001 ➤ SBE/MDE 2005-2010 Strategic Plan ➤ OSI-Grade Level/Grade Span Content Expectations ➤ Implicit to Michigan Learnport

OUTCOME IV
RESOURCES TO SUPPORT AND PROVIDE
EFFECTIVE PROFESSIONAL LEARNING

“Time and money” are the two most frequently identified challenges to more effective professional learning. However, maximizing professional learning opportunities may not always require more of either. Sometimes it is a matter of re-prioritizing the use of existing funds available to each district and the legislation¹ that provides for time.

Indicator A:

A resource network of partners for implementation of effective professional learning in Michigan.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Maximize partnerships with ISD, REMC, IHE, professional and private organizations and associations to provide effective professional learning so that it is work-embedded and of low cost;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OSI-School Improvement Framework ➤ Coordinated School Health-Michiana Leadership Institute ➤ CSH-Priority Schools ➤ CSH-Healthy School Action Tool ➤ Coordinated School Health-Higher Education Forum ➤ ArtServe Michigan ➤ Cherry Commission Recommendations ➤ Implicit to Michigan Learnport

¹ Michigan law now allows 51 hours of student instructional time to be used for professional learning.

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
First	Collaborate with professional learning providers particularly at ISDs and REMCs to target programs on high need content areas;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-School Improvement Framework ➤ Cherry Commission Recommendations ➤ Implicit to Michigan Learnport
First	Make all grant criteria consistent with the SBE's Professional Learning Vision and Standards;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ Grants Coordination and School Support: Grants Unit
First	Establish policies that foster resources and time for implementation of IPDPs;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ NEA Foundation Grant
Second	Create a tool(s) or identify existing tools that demonstrate how to use resources creatively and strategically for professional learning (as a resource in the MI-MAP toolkit);	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ OSI-MI-MAP ➤ OSI-Title I School-wide ➤ Michigan Collaborative for Quality Professional Development
Second	Post (on the MDE's website and, when possible, the websites of our partners) resources available to fund professional learning;	MDE staff responsibility.	<ul style="list-style-type: none"> ➤ CSH-Healthy School Action Tool ➤ OPPS-ASSIST Induction and Mentoring Resource ➤ NEA Foundation Grant ➤ Implicit to Michigan Learnport
Second	Identify and disseminate resources to help teachers teach differently in order to reach all the children identified in the Vision of Universal Education;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ SBE/MDE 2005-2010 Strategic Plan ➤ Michigan High School Initiative ➤ Vision of Universal Education ➤ ECC-Standards of Quality and Preschool Program Quality Assessment

Phase	Strategies:	A Role for Our Partners or MDE Staff Responsibility	Supports the Following SBE/MDE Policies, Initiatives and/or Partnerships
Second	Post on the MDE's and partners' websites the identity of schools, local school districts, ISDs, REMCs, and other states that have effective professional learning systems/programs;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ OSI-Title I Professional Development Requirement ➤ Michigan Collaborative for Quality Professional Development
Third	Identify models and disseminate template language from state administrative and educational employee associations that address time and resources for high quality professional learning;	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report
Third	Work in partnership with IHE, ISDs, REMCs and/or educational organizations to develop an information warehouse of current, nationally-accepted research to guide the design of professional learning; and	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Ensuring Excellent Educators Task Force Report ➤ NEA Foundation Grant
Third	Advocate for sufficient resources for quality professional learning opportunities for all Michigan educators.	There is a role for our partners in fulfilling this strategy.	<ul style="list-style-type: none"> ➤ Michigan Collaborative for Quality Professional Development

Attachment D

State Professional Development Planning Core Team

<u>Name</u>	<u>Organization</u>
Mary Anne Adams	Michigan Education Association
Ben Boerkel	Michigan Staff Development Council
Amy Colton	Michigan Staff Development Council
Ana Luisa Cardona	MDE, Office of School Improvement
Jan Ellis	MDE, Office of School Improvement
Barbara Fardell	MDE, Office of Grants
Mary Alice Galloway	MDE, Superintendent's Office
Candace Garbacz	Lake Orion Schools
Ted Gardella	Saginaw Intermediate School District
Marion Ginopolis	MI Gates - Leading the Future
Bob Harris	Michigan Education Association and NEA Foundation Grant
Flora L. Jenkins	MDE, Office of Professional Preparation Services
Lois Lofton-Doniver	Michigan Federation of Teachers and School Related Personnel
Fran Loose	MDE, Office of Special Education and EIS
Sam LoPresto	Michigan Association of Intermediate School Administrators
Deb McMillan	Lansing Public Schools
Nancy Mincemoyer	MDE, Superintendent's Office
Olga Moir	Mich. Association of Supervision and Curriculum Development
David Myers	Michigan LearnPort
Megan Phaneuf	MDE, Former Intern with Superintendent's Office
Cheryl Poole	MDE, Office of Professional Preparation Services
Chris Reimann	Michigan State University, Office of K-12 Outreach
Bonnie Rockafellow	MDE, Office of Professional Preparation Services
Marilyn Schlieff	Int'l Society for Technology in Education (ISTE) Institutes
Catherine Smith	MDE, Office of Professional Preparation Services
Leslie Wilson	Michigan's Freedom to Learn
Malverne Winborne	Eastern Michigan University, Office of Charter Schools

Attachment E

**State Professional Development
Planning Participants
September 22, 2005**

<u>Name</u>	<u>Organization</u>
Sandy Alber	Michigan Association of Teacher Educators
Chuck Allan	Michigan Council of Teachers of Mathematics
Joyce Beasley	Roegan Enterprises
Sharalyn (Shug) Brandell	Michigan Coalition of Essential Schools
Lauren Childs	Oakland Schools
Harry Clay	Michigan School Counselor Association
Robby Cramer	Michigan Science Teachers Association
Robert Currie	Michigan Virtual University
Constance L. Donovan	Clinton County Regional Educational Service Area
Donna Edwards	ArtServe Michigan
Nancy M. Fahner	Ingham Intermediate School District
Jamey Fitzpatrick	Michigan Virtual University
Jodi Gabert	Instruction and Professional Development Commission
Bettie L. Goodman	Michigan Business Education Association
Irma J. Hamilton	New Vision Consulting Services, LLC
Steve Hecker	Association for Computer Users in Learning (MACUL)
Pat Keller	Parent Training and Information Center
Joan Mapson	Michigan Education Association
William Mayes	Michigan Association of School Administrators
Madeline Milidonis-Fritz	Michigan Art Education Association
Joyce Miller	Berrien Intermediate School District
Sharon Petty	Michigan Association of School Psychologists
Walter Rathkamp	Saginaw Valley State University, Math and Science Center
Richard Repicky	Tri-County Alliance for Public Education
Joanne Richardson	National Staff Development Council
Shelley Yorke Rose	Michigan School Public Relations Association
Laurie Schmitt	Ottawa Area Intermediate School District
Christine Schram	Michigan Education Research Association
Sara Shriver	Mich. Association of State and Federal Program Specialists
Naomi Singer	Charlevoix-Emmet Intermediate School District
Bob Steeh	Michigan Association of Community and Adult Education
Sue Stephens	Shiawassee Regional Education Service District
Lizbeth Stevens	Michigan Speech-Language-Hearing Association
Jon Tomlanovich	Mich. Association of Intermediate School Administrators
Roger Verhey	Michigan Council of Teachers of Mathematics
Laurie Wagner	Reading/Language Arts Centers, Inc.
Gloria Waters	Michigan Staff Development Council
Richard W. Wilson	School Equity Caucus
Brian Wood	Lewis Cass Intermediate School District

Name

Jon Wurdock
Michael Yocum
Kimberly Young

Organization

Michigan Association of School Social Workers
Oakland Intermediate School District
Ionia Intermediate School District

Appendix 6

Flora was going to have Michael finalize this.

