

PROFESSIONAL DEVELOPMENT CATEGORIES (This is not intended to be an exclusive list of categories. These are meant to serve as examples.)

1. **Sustained, work-embedded, focused on teacher growth, directly related to student achievement.** This category must include activities that focus on the work that educators do and that is related to the learning of students in the school or district. This category is distinguished because the activities are sustained and are aligned with the School Improvement Plan. The activities may be individual but may also include small groups of colleagues who gather for planned activities.
 - Curriculum alignment for 4th grade social studies standards
 - Assessment practices to assess visual arts learning of all 3rd through 6th graders
 - Best practices in reading instruction
 - Study groups to learn recent developments in hands-on science instruction
 - Action research to determine if new instructional approaches are yielding higher achievement
 - Designing & implementing staff presentations
 - Analysis of student work to assess samples of writing across the curriculum
2. **Mentoring and being mentored: The number of hours of professional development acquired for the purpose of advancing mentoring skills or advancing classroom skills of a new teacher during his/her first three years in the profession.**
 - Sessions between mentor and mentee
 - Professional development for the mentor
 - Collaborative learning with other mentors
3. **Workshops or Conferences: The number of hours of participation in one-day or short-term professional development provided by LEAs, ISDs, higher education institutions, regional Math/Science Centers, professional organizations, etc.**
 - Annual content conference
 - Inspirational speakers
 - Summer academies
 - Preschool-year professional development
 - Blood-borne pathogen training
 - Curriculum training
 - Software training
 - New teacher workshops
 - New developments in MEAP assessment
 - Title I information sessions
 - National, state, or regional association conferences such as those provided by Michigan Education Association, National Art Education Association, Michigan Association of School Administrators, etc.
4. **Coursework: The number of hours of professional development acquired through continuing education courses taken for semester credit at a college or university.**
5. **Highly qualified status: The number of hours of content-specific professional development acquired for the purpose of documenting Highly Qualified status.**
 - Grade level content expectations in English Language Arts
 - Mathematics for middle school students
 - Biology standards for secondary students
6. **State-level or institution of higher education content-specific service or committee: The number of hours of professional development acquired through state-level or institution of higher education content-specific service or committee.**
 - Student teacher supervision or cooperating teacher to a student teacher
 - Grant review for competitive grant programs
 - Presentation at state level conference
 - Review of educator preparation program
 - Development of state level content standards
7. **Virtual learning: The number of hours of content-specific professional development acquired through online delivery or other distance learning experiences.**
 - Grade level standards in mathematics delivered by Michigan Virtual University
 - Problem based social studies workshop by teleconference
 - Multiple sessions relying primarily on videos of reading instruction
 - Weekly audio-conference sessions on lesson development in elementary science
 - Web-based course on foreign language standards
8. **Administrator Continuing Education: The number of hours of leadership professional development acquired for the purpose of fulfilling the continuing education requirements of administrators.** This category represents the graduate courses or State Board Continuing Education Units (SB-CEUs) required in five-year cycles for administrator qualification.
9. **Instructional Technology: The number of hours of professional development acquired for the purpose of planning, designing, using and evaluating technology-enhanced methods and strategies to maximize student learning.**
 - Curriculum training that highlights effective technology-enhanced methods and strategies to maximize student learning.
 - Best practices for evaluating technology options for quality, objectivity and reliability.
 - Strategies for teaching in an on-line environment.
 - Review of options for using technology for effective assessment and evaluation of student learning.

Note: Professional development is characterized by **new learning for professional growth**. Only a portion of most in-service days is actually dedicated to new learning. For example, a day of in-service might include breakfast, lunch, introduction of new teachers, welcome by the superintendent and curriculum development. Only those hours dedicated to new learning (curriculum development) should be counted as professional development.

If the number of professional development hours is .49 or below, round down to the nearest whole number of hours. If the number of hours is .5 or above, round up to the nearest whole number of hours. Further professional development can be found at: www.michigan.gov/mde/0,1607,7-140-5234_5703---,00.html