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**MMSCN Strategic Plan      2010 – 2013**  
**Adopted December 2010**

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## Michigan Mathematics and Science Centers Network

### Strategic Plan 2010-2013

#### **MMSCN VISION STATEMENT:**

*Building a 21<sup>st</sup> century workforce by inspiring and nurturing excellence in mathematics and science for all Michigan schools, students, teachers, and communities.*

#### **MMSCN MISSION STATEMENT:**

*There are 33 regional Centers in the Michigan Mathematics and Science Centers Network. These centers provide leadership, curriculum support, professional development, and student services to educators in local school districts. The centers also serve as a resource clearinghouse for educational materials and information, and work to foster community involvement in the areas of mathematics and science. The Mathematics and Science Centers Network supports the delivery of high quality mathematics and science education for the students of Michigan.*

#### **NEED FOR THE MMSCN:**

Network members see the need for an organized entity to engage in activities that will:

- Support Michigan Mathematics and Science Centers as essential leaders in the state for mathematics and science education.
- Provide leadership and infrastructure to deliver services that address the needs of local districts equitably.
- Advocate for mathematics and science education excellence as defined by state and national standards.
- Facilitate continuous improvement of Centers through evaluation (self-assessment, data-analysis, external review, and compliance).
- Seek support (financial, legislative, and programmatic) for Center efforts to provide six basic services.
- Communicate with stakeholders and educational partners about MS Network programs and initiatives.
- Provide mentoring of new Mathematics and Science Center Directors.

## **MMSCN PURPOSES**

### **Purpose 1—Membership and Partnerships**

- The Network coordinates the delivery of board approved programs through its 33 member centers.
- The Network provides support to member centers in complying with the State Board approved master plan.
- The Network explores and maintains partnerships to support excellence in mathematics and science education.

### **Purpose 2—Statewide Infrastructure**

- The Network provides a statewide infrastructure for mathematics and science education by planning, designing, disseminating, and sharing resources in partnership with the Michigan Department of Education, local and regional educational agencies, institutions of higher education, business, and/or civic and professional organizations.
- The Network vigorously communicates the impact of services provided through member centers to diverse audiences within state government, education constituents and the larger community.

### **Purpose 3—Leadership**

- The Network provides and develops leadership for excellence in mathematics and science education by providing professional development that enhances the ability of Center directors and staff to support effective and high quality instruction in mathematics and science.
- The Network advocates for the improvement and evaluation of mathematics and science teaching and learning based on state and national standards.
- The Network, in partnership with Michigan Department of Education, develops a long-range Master Plan to continuously improve mathematics and science education.
- The Network participates in internal and external evaluation of its activities and initiatives to insure continuous improvement and demonstrate accountability to all stake holders.
- The Network creates and supports high-quality collaborative professional development opportunities for teachers and administrators.

### **Purpose 4—Communication**

- The Network facilitates communication among Centers by keeping members informed about the status of current and emerging statewide initiatives and Centers' programs, solutions to practical problems, new program ideas, strategies for evaluation, and findings of research in mathematics and science education.
- The Network facilitates communication and interaction among concerned stakeholders such as local and intermediate school districts, professional organizations, universities and colleges, business and industry, governmental bodies and other educational or community-based organizations providing current and relevant information and resources.

### **Purpose 5—Resources**

- The Network identifies and shares information regarding financial, physical, and human resources to assist in and support the improvement of mathematics and science education.
- The Network continuously seeks opportunities to maximize effective use of human and financial resources.

**GOAL I: Sustainability**

The Network will secure the human and financial resources (including operating funds) and will establish an effective organizational (personnel) structure necessary to conducting business as a sustainable 501c3 organization.

**Key Questions:**

- \*What personnel are needed to effectively advance the goals of the organization?
- \*What financial resources are necessary for sustainability of the Network?
- \*What key partnerships are needed?
- \*What fund development assistance /strategies are required to move toward sustainability?
- \*What level of financial support do Centers need to remain within the Network?

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
1) Hire a Chief Executive Officer.	a. Develop job description, job posting protocol, procedure around hiring personnel; interview questions and reference check procedures, employment agreement, and evaluation process.  b. Develop revenue and expense budgets for this position.  c. Establish prioritized list of responsibilities from a larger more comprehensive list of responsibilities for the Chief Executive Officer based on financial resources available that would support a part time, half time, three quarter time, or full time person.  d. Set timeline for posting, reviewing applications, interviewing applicants and hiring the Chief Executive Officer.  e. Post the Chief Executive Officer position on the MMSCN website. Further announce the position through appropriate organizations.	Items a through f: Executive Committee or task force appointed by Executive Committee advised by Policy & Procedures as needed.  Item b: The above task force plus the Finance Committee	Job description  Posting protocol  Interview questions  Contract  Revenue/Expense Budget

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
	<p>f. Conduct review of applications, and conduct reference check. Contact candidates for interviews and those who will not be advanced to the interview level. Conduct interviews of candidates. Select candidate to be hired for the ED position.</p> <p>Evaluate the Chief Executive Officer regarding job performance as specified in the contract.</p>	<p>Item g: The above task force in conjunction with the Evaluation Committee</p> <p>Actual evaluation comes from Board of Directors and/or Executive Committee</p>	<p>Tools &amp; Process used to evaluate the Chief Executive Officer</p> <p>Completed evaluation of Chief Executive Officer</p>
<p>2) Pursue partnerships that contribute to the sustainability of the organization (including STEM coalitions at the state and national level; director representation with other related organizations; foundations; informal science organizations including museums and zoos).</p>	<p>a. Work through individual Centers in the Network to identify organizations, foundations, informal science organizations and businesses to be approached as possible partners.</p> <p>b. Directors will work collaboratively with the Chief Executive Officer to cultivate partnerships consistent with the direction and the mission of the MMSCN.</p> <p>c. Continue to evaluate projects with existing partnerships.</p> <p>d. Seek new partnerships within the State of Michigan.</p> <p>e. Explore partnerships with organizations outside the state of Michigan.</p>	<p>a. Executive Committee or task force appointed by the Executive Committee</p> <p>b. Chief Executive Officer in collaboration with Directors</p> <p>c. Evaluation Committee</p> <p>d. Executive Committee and/or Chief Executive Officer using rubrics from Evaluation Committee</p> <p>e. Same as d</p>	<p>Sustainable partnerships with other organizations</p> <p>Network representation on boards of related organizations</p> <p>Data concerning partnerships available for use by Network committees</p>

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
<p>3) Create a comprehensive fund development plan.</p>	<p>a. Establish a Fund Development Task Force to create a fund development strategy to include identification potential benefactors / donors (foundations and businesses), grant solicitation strategies, and establishment of an endowed fund.</p> <p>b. Create required policies and procedures for procurement of funds by a 501c3.</p> <p>c. Execute the strategies developed by the task force.</p> <p>d. Evaluate strategies on an ongoing basis and make modifications that may be necessary.</p>	<p>Items a through d: Executive Committee, Fund Development Task Force and Chief Executive Officer</p> <p>Item a: The above in conjunction with the Finance and Communications Committees</p> <p>Item b: The above in conjunction with Policy and Procedures Committee (reference Board Source)</p> <p>Item d: The above in conjunction with the Evaluation Committee.</p>	<p>Fund Development Plan</p> <p>Policy &amp; Procedures in place to guide Fund Development</p>

**GOAL II: Governance**

The Network will establish a governance structure that enhances its organizational and programmatic purposes resulting in the effective and efficient operation of the organization.

**Key Questions:**

- \*Who is responsible?
- \*How do we define governance?
- \*What are the key elements to a non-profit governance plan?
- \*Are the appropriate policies and procedures in place?
- \*What board development and/or governance activities are appropriate for our organization?
- \*What committee structure really serves us best?

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
1) Ongoing MMSCN board development.	<ul style="list-style-type: none"> <li>a. Determine training that needs to be provided to the Board on an ongoing basis including the development of a structure for bringing new directors up to par on serving on a non-profit board (needs to be included in New Directors as well).</li> <li>b. Ascertain level of training needed by board members.</li> <li>c. Determine best platform for delivery of Board training.</li> <li>d. Keep record of past trainings.</li> </ul>	<p>Items a through d: Governance recommends topic to Executive Committee and possible presenters for approval in conjunction with the Evaluation Committee.</p> <p>Item c: The above in conjunction with the Communications Committee</p>	<p>Board Development Plan that includes:</p> <ul style="list-style-type: none"> <li>• SAMPI &amp; MEGS Training in spring</li> <li>• New Directors' Training</li> <li>• Directors' Training in Technology, RtI, or other topics based on need</li> <li>• Checklist of 501c3 Responsibilities</li> </ul> <p>Effective platforms for delivery of training</p> <p>Record of past trainings</p>

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
2) Committee structure and purpose with respect to governance (organizational structure)	<ul style="list-style-type: none"> <li>a. Define MMSCN committee structure purpose of each committee, and timeline for implementation of structure.</li> <li>b. Identify and acquire appropriate resources as needed.</li> <li>c. Develop plan for ongoing evaluation of structure.</li> </ul>	<ul style="list-style-type: none"> <li>Items a and b: Executive Committee</li> <li>c. Evaluation Committee</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of committee structure and purpose</li> <li>Structure for committee evaluation</li> </ul>
3) Solidify new MLT/SLT structure (programmatic structure).	<ul style="list-style-type: none"> <li>a. Determine which directors are on MLT / SLT; identify partnerships needed to do the work; determine process for soliciting partnerships / liaisons. Clarify process for seeking out / being sought out for projects; generating projects of "our own".</li> <li>b. Create list of needed organizational liaisons; selects/solicits representatives.</li> </ul>	<ul style="list-style-type: none"> <li>a. Professional Development Committee (Science Leadership Team &amp; Mathematics Leadership Team)</li> <li>b. The above in conjunction with the Communications Committee</li> </ul>	<ul style="list-style-type: none"> <li>MLT/SLT structure is well-established</li> <li>MLT / SLT structure is communicated to stakeholders and MMSCN representatives to other organizations selected</li> </ul>
4) Review and possibly revise Accountability Matrix (in Master Plan).	<ul style="list-style-type: none"> <li>a. Review accountability matrix and submit rationale to Executive board for any revisions to the executive committee.</li> <li>b. Provide recommendations to the team established to review/re-write master plan.</li> <li>c. Develop rubric (checklist) for monitoring adherence to matrix.</li> </ul>	<ul style="list-style-type: none"> <li>a. Evaluation Committee</li> <li>b. Executive Committee</li> <li>c. Executive Committee &amp; Evaluation Committee</li> </ul>	<ul style="list-style-type: none"> <li>Updated Accountability Matrix (in Master Plan) with rubric for monitoring adherence</li> <li>Recommendations in place for master plan development team</li> </ul>
5) Policy and Procedure Manual	<ul style="list-style-type: none"> <li>a. Determine matrix for manual and timeline for completion.</li> <li>b. Develop and distribute manual.</li> <li>c. Develop system for revisions / updates where needed.</li> </ul>	Policy & Procedure Committee	<ul style="list-style-type: none"> <li>Policy and Procedure Manual</li> <li>Guidelines for revision and updates in place</li> </ul>

**GOAL III: Communication**

The Network will implement a high quality, comprehensive communications plan with internal and external audiences that furthers the mission and enhances the sustainability of the corporation.

**Key Questions:**

- Who are our stakeholders?
- What are their needs?
- What do they value?
- What are their perceptions of K-12 math and science education, the importance of STEM Education, the MMSCN?
- What messages do they need to hear?
- What communication methods do they prefer?

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
1) Develop external communications plan	<ul style="list-style-type: none"> <li>a. Identify key audiences.</li> <li>b. Develop specific messages and best methods for delivering those messages.</li> <li>c. Determine critical data needed for powerful communications; review current data collected for inclusion of critical data.</li> <li>d. Gather critical communications data.</li> <li>e. Review current communication tools for inclusion key messages and critical data.</li> <li>f. Identify new tools needed.</li> </ul>	Items a through h: Communications Committee	Comprehensive communication plan  Elevator Speech  Marketing Plan Development  Marketing Plan Implementation  Communication Toolkit to Include: <ul style="list-style-type: none"> <li>• accomplishments and benefits of the Network</li> <li>• 5 minute elevator speech to be used when approaching potential partners</li> </ul>

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables
	<ul style="list-style-type: none"> <li>g. Identify/acquire/hire resources needed to revise old communication tools and/or design new ones.</li> <li>h. Develop a communication toolkit for Centers.</li> </ul>		
2) Launch Communication Plan	<ul style="list-style-type: none"> <li>a. Design/Develop methods for evaluating the success (by stakeholder group) of the new plan.</li> <li>b. Implement Communications Plan.</li> <li>c. Evaluate implementation of plan.</li> <li>d. Revise and redesign as necessary.</li> </ul>	Communications Committee with support of Evaluation Committee	<ul style="list-style-type: none"> <li>Toolkit available for implementation by all Centers.</li> <li>Evaluation Rubric</li> </ul>
3) Evaluate and improve internal communications plan	<ul style="list-style-type: none"> <li>a. Develop uniform guidelines/format for each site.</li> <li>b. Plan for ongoing maintenance and review of web-based communication tools. Make changes as needed to accommodate changes in technology and personnel.</li> </ul>	Communications Committee in conjunction with appropriate users	<ul style="list-style-type: none"> <li>Evaluation results</li> <li>Revised plan</li> <li>Plan for training directors on new communications technology as needed</li> </ul>

**GOAL IV: Professional Development and Related Services**

**Goal Statement:** Network professional learning programs developed for educators are based on annually identified needs, aligned with Michigan’s standards for professional learning, and delivered across regions or statewide.

**Key Questions:**

Who are the target audiences?

What are their professional learning needs?

What do they value?

What student achievement data will be referenced?

What revenue sources/partnerships will be necessary?

How will we choose among projects?

What region(s) will be targeted?

What timelines?

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables (Potential)
<p>1) Development and delivery of professional development programs identified in collaboration with the MDE.</p>	<p>a. Identify the need.</p> <p>b. Evaluate potential projects using established rubric.</p> <p>c. Establish work groups, management team, planning teams, etc.</p> <p>d. Develop evaluation plan.</p> <p>e. Implementation of statewide project including data collection and evaluation of network project, including impact, outcomes and measurement.</p>	<p>Items a through e: MLT/SLT</p> <p>Item d: Project management Team with consultation from Evaluation Committee</p>	<p>Specific Project / Programs such as:</p> <ul style="list-style-type: none"> <li>• Biology For All</li> <li>• Algebra for All</li> <li>• Section 99.6</li> </ul> <p>Evaluation tools specific to project</p> <p>Evaluation plan to be developed by the Project Management Team</p>
<p>2) Development and delivery of professional development programs selected by the MMSCN Board of Directors.</p>	<p>a. Identify through needs assessment what PD is needed statewide; Analysis of data. Design of project based on assessment.</p> <p>b. Evaluate potential projects using established rubric.</p> <p>c. Establish work groups, management team, planning teams, etc.</p>	<p>Items a through f: MLT/SLT</p>	<p>NMSI</p> <p>Assessment Training</p> <ul style="list-style-type: none"> <li>• Assessment Literacy</li> <li>• ELAR</li> </ul> <p>Science HSCE Priority Expectations</p> <p>Evaluation tools specific to project</p>

Outcomes / Objectives	Activities / Tasks	Who (develop project Plan)	Deliverables (Potential)
	<ul style="list-style-type: none"> <li>d. Develop evaluation plan.</li> <li>e. Implementation of statewide project including data collection and evaluation of network project, including impact, outcomes and measurement.</li> </ul>	Item d: Project Management Team with consultation from Evaluation Committee	Evaluation plan to be developed by the Project Management Team
3) Incorporate 21st Century skills and STEM into Network PD Programs	<ul style="list-style-type: none"> <li>a. Clarify 21<sup>st</sup> Century learning Skills and STEM (STEM Plus).</li> <li>b. Survey individual Centers to share what skills they have implemented into their programs and do a gap analysis.</li> <li>c. Decide if this item (21st Century Skills/STEM Plus Skills) should be added as part of the evaluation rubric for projects.</li> </ul>	<ul style="list-style-type: none"> <li>a. SLT/MLT</li> <li>b. Evaluation Committee</li> <li>c. SLT / MLT</li> </ul>	<p>List of Center based STEM Plus resources with gaps identified</p> <p>Resource clearinghouse for STEM Plus resources available to individual centers and the Network for inclusion in professional learning programs</p>
4) Develop an effective archival system for the materials and resources for PD programs.	<ul style="list-style-type: none"> <li>a. Develop a procedure/protocol for revising materials based on lessons learned and archiving for centers to use as they see fit.</li> <li>b. Maintain archive.</li> </ul>	<ul style="list-style-type: none"> <li>a. SLT/MLT</li> <li>b. Archivist and/or AMR</li> </ul>	Access to PD materials and resources (revised as necessary) through the Networks Archives

### III. COMMITTEE STRUCTURE

Committee	Descriptions/Goals
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Implement a comprehensive internal and external communications plan.</li> <li>• Communicate Purpose, leadership, and accomplishments of Michigan Mathematics/Science Centers.</li> <li>• Access and share information within the Network.</li> <li>• Support the Network’s ability to communicate virtually.</li> <li>• Continued Network presence in external agencies.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Ensure that reliable and valid data are available about the effectiveness of the Centers in assisting educators to improve achievement of students.</li> <li>• Recommend methods of evaluation and data collection and provide technical assistance to Centers.</li> <li>• Ensure that SAMPI completes reports about Centers’ progress toward delivery of the six basic services defined by the Master Plan.</li> <li>• Gather teacher professional development need data to go to the Professional Development Committee (MLT/ SLT)</li> <li>• Identify, on a regular basis, the professional development needs of center directors, staff, or contractors</li> <li>• Work on procedures to link Centers’ efforts to student achievement data.</li> </ul>
<b>Executive Committee</b>	<ul style="list-style-type: none"> <li>• Support the Centers in their work as the infrastructure for mathematics/science/technology reform in Michigan.</li> <li>• Ensure that Network meetings are designed to build a common vision for mathematics and science education excellence.</li> <li>• Develop leadership capacity to assist Center directors to deliver the six basic services within the context of the shared vision.</li> <li>• Develop/implement the Master Plan in collaboration with the Michigan Department of Education.</li> <li>• Monitor Center funding cycle and facilitate Network management and budgetary procedures and processes.</li> <li>• Act as the conduit through which existing and future partners collaborate with the Centers.</li> <li>• Improve the financial status of the Centers.</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>• Maintain a consistent budget process for the Network.</li> <li>• Review and prioritize the budget allocations within the spending categories.</li> <li>• Establish, develop, and manage endowment funds</li> <li>• Oversee 501c3 processes (990 tax form, directors’ insurance, etc.)</li> <li>• Respond to findings from the Internal Audit Committee.</li> </ul>

<p><b>Governance</b></p>	<ul style="list-style-type: none"> <li>• Assist new Directors through mentors, orientation program, and other resources.</li> <li>• Provide Network Board self-assessment.</li> <li>• Provide professional development opportunities for Network members at quarterly meetings.</li> <li>• Provide a description of responsibilities for officers.</li> <li>• Recruit prospective nominees for Executive Committee officers.</li> <li>• Create and communicate to members a statement of Board member responsibilities.</li> </ul>
<p><b>Internal Audit</b></p>	<p>Work with the internal auditor to:</p> <ul style="list-style-type: none"> <li>• Oversee an annual audit in December of the financial records of MMSCN</li> <li>• Prepare a preliminary report of findings for the January Executive Committee meeting and a final report and recommendations for the February Board meeting.</li> <li>• Check to see that director’s insurance for MMSCN Treasurer and Executive Secretary is in effect.</li> <li>• Maintain records of activities that give an accurate description of past practices and procedures to pass on to successor.</li> </ul>
<p><b>Policy and Procedures</b></p>	<ul style="list-style-type: none"> <li>• Make recommendations to the Board regarding actions required to revise the Network By-Laws and Policies and Procedures.</li> <li>• Provide oversight services to assist the Network in governance and conducting business in compliance with its by-laws (Parliamentarian responsibility).</li> <li>• Annually facilitates a board review / revision of the Policy &amp; Procedures manual</li> </ul>
<p><b>Professional Development (MLT / SLT)</b></p>	<ul style="list-style-type: none"> <li>• Provide effective leadership in science and mathematics education through professional development in curriculum, assessment, and instruction to increase achievement for all students.</li> </ul>
<p><b>Visioning</b></p>	<p>Moving the network to be proactive rather than reactionary by:</p> <ul style="list-style-type: none"> <li>• Monitoring the deliverables of the strategic plan with feedback to the board</li> <li>• Revising the Strategic Plan</li> <li>• Educating key stakeholders and seeking new partnerships</li> </ul>

#### IV. APPENDICES

##### A. Acronyms

<b>Michigan Mathematics &amp; Science Centers Network Acronyms</b>		
<b>Acronym</b>	<b>Meaning</b>	<b>Description</b>
501c3	Non-profit organization	The network is organized under this section of the tax code.
AFA	Algebra for All	Statewide professional develop project developed and delivered by the Network in conjunction with Michigan Virtual University and the Michigan Department of Education.
CCSSO	Council of Chief State School Officers	Nonprofit organization of public officials who head departments of elementary and secondary education.
GLCE	Grade Level Content Expectation	Michigan’s structure for elementary and middle grades content standards.
HSCE	High School Content Expectation	Michigan’s structure for high school level content standards.
HS-MASS	High School – Math and Science Success	Series of professional development sessions offered by Centers funded through Section 99.6 that included topics such as strategies for success on the ACT, balanced assessment, inquiry-based teaching and learning, and writing in science.
MSP	Mathematics and Science Partnership Program	A federal grant program established through No Child Left Behind that funds math- or science-related professional development projects within Michigan.
MAISA	Michigan Association of Intermediate School Administrators	The Michigan Association of Intermediate School Administrators is comprised of Superintendents and administrators representing the 57 ISDs in the State of Michigan. ISD Superintendents and administrators provide and coordinate essential services to their constituent school districts to facilitate teaching and learning.
MASCD	Michigan Association for Supervision and Curriculum Development	MASCD is a state affiliate of the Association from Supervision and Curriculum Development, a national organization of diverse educators committed to excellence in teaching and learning.
MACUL	Michigan Association of Computers Users in Learning	A non-profit organization dedicated to bringing educators from all level together to share their knowledge and concerns regarding educational uses of computers and technology.

<b>Acronym</b>	<b>Meaning</b>	<b>Description</b>
MASB	Michigan Association of School Boards	A non-profit organization to provide quality educational leadership services.
MCTM	Michigan Council of Teachers of Mathematics	State professional association for mathematics teachers
MCF	Michigan Curriculum Framework	Resource to help Michigan's public and private schools design, implement, and assess their core content area curricula
MEECS	Michigan Environmental Education Curriculum Support	Resources for 4 <sup>th</sup> -9 <sup>th</sup> grade students with the opportunity to learn more about Air Quality, Ecosystems & Biodiversity, Land Use, Energy and Resources, and Water Quality. Many Centers sponsor MEECS trainings.
M-GLAnCE	Michigan Grade Level Assessment and Content Expectations	Professional development workshops and materials for K-8 mathematics teachers that link the GLCEs to classroom instruction and embedded assessments; 6-10 3 hour modules per grade level cover all the expectations.
MMSCN	Michigan Mathematics and Science Center Network	There are 33 regional Centers in the Michigan Mathematics and Science Centers Network. These centers provide leadership, curriculum support, professional development, and student services to educators in local school districts. The centers also serve as a resource clearinghouse for educational materials and information, and work to foster community involvement in the areas of mathematics and science. The Mathematics and Science Centers Network supports the delivery of high quality mathematics and science education for the students of Michigan.
MMSTLC	Michigan Mathematics and Science Teacher Leadership Collaborative	Multi-year grant to support the development of teacher leaders in middle school math and science, and to enhance the capacity of Centers to both provide and support leadership within regions around the state
M <sup>2</sup> C <sup>2</sup>	Michigan Mathematics Coordinators and Consultants	Outgrowth of partnership among Mathematics and Science Centers, MCTM, and MDE. Promotes student understanding and skill in mathematics through professional networking.
MSTA	Michigan Science Teachers Association	State professional association for science teachers
MVU	Michigan Virtual University	Michigan Virtual University® (MVU®) is a private, not-for-profit Michigan corporation established in that delivers online education and training opportunities.

Acronym	Meaning	Description
MSLT (formerly MSLA)	Michigan Science Leadership Team (formerly Michigan Science Leadership Academy)	Partnership among Mathematics and Science Centers, MSTA, and MDE. Promotes student understanding and skill in science through professional development, curriculum rejuvenation, and professional networking. OR Network task force to develop professional development with collaboration from: MSTA, MSELA, MDE, ISDs and BaP.
MMLT (formerly MMLA)	Michigan Mathematics Leadership Team (formerly Michigan Mathematics Leadership Academy)	Partnership among Mathematics and Science Centers, MCTM and MDE. Promotes student understanding and skill in mathematics through professional development, curriculum rejuvenation, and professional networking. OR Network task force to develop professional development with collaboration from: MCTM, ISDs, MDE, M <sup>2</sup> C <sup>2</sup>
NMSI	National Math and Science Initiative	This math and science initiative was formed to address the nation's growing concern with the declining number of students that are taking rigorous courses in high school to prepare them for college.
Pace & Partners		Marketing Communications agency that provides communications support to the network with funding from the WK Kellogg Foundation.
SAMPI	Science and Mathematics Program Improvement	Science and Mathematics Program Improvement (SAMPI) is a center within the Mallinson Institute for Science Education, College of Arts and Sciences, Western Michigan University which provides program evaluation, technical assistance, materials development, dissemination, and research for mathematics and science education.
STEM(M)	Science Technology Engineering Mathematics (Medical)	Refers to programs, initiatives, faculty, etc. related to these fields of study.

## **B. Michigan Professional Development Standards**

### **National Staff Development Council Standards of Staff Development**

These standards were revised in 2001 to reflect current understanding of human development and adult learning. They remain in the three categories (context, process and content) in which they were divided in 1996, and are found in the earlier professional development section of the *Michigan Curriculum Framework*.

#### **Context Standards**

**LEARNING COMMUNITIES:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**LEADERSHIP:** Staff development that improves the learning of all students requires skillful schools and district leaders who guide continuous instructional improvement.

**RESOURCES:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

#### **Process Standards**

**DATA-DRIVEN:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**EVALUATION:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**RESEARCH-BASED:** Staff development that improves the learning of all students prepares educators to apply research to decision-making.

**DESIGN:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**LEARNING:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**COLLABORATION:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

#### **Content Standards**

**EQUITY:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

**QUALITY TEACHING:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies (to assist students in meeting rigorous academic standards), and prepares them to use various types of classroom assessments appropriately.

**FAMILY INVOLVEMENT:** Staff development that improves the learning of all students provides educators with the knowledge and skills to involve families and other stakeholders appropriately.

As Approved by State Board of Education August 28, 2003 (8/28/03)

**C. MMSCN Strategic Planning Process**

The development of this strategic plan began in May 2008. The full Board of Directors participated in a planning session, facilitated by PACE and Partners, which included a full SWOT analysis and the development of the initial goals. Due to a variety of issues that needed immediate attention, including the formation of the Network as a 501c3, the process was suspended until May 2010. The Executive Committee designated a task force to continue the work begun earlier. The work of this task force resulted in the existing focus on four main goal areas for the next three years: Sustainability, Governance, Communication, and Professional Development.

At the August 2010 Executive Committee Retreat, the task force submitted a draft strategic plan for review and comment. Edits were made based on recommendations from the Executive Board; the resulting draft was presented to the full Board at the September 2010 Quarterly Board Meeting for review and comment. The final form of the resulting plan was adopted at the December 2010 Board Meeting.

The Visioning Committee will review the Strategic Plan on a regular basis to assure that tasks are being completed in a timely manner. Planning for the fiscal / academic year done at the Executive Committee Retreat will be informed by progress made on the Strategic Plan to date.

**D. SWOT Analysis**

**SWOT Analysis from Network Quarterly Meeting, May 2008**

Members of the Network (Centers in attendance at the May quarterly meeting) participated in an assessment of the Network in the form of a SWOT analysis. Following is brief synopsis of the key issues contained in the SWOT:

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>Network infrastructure of Centers across the state that serve all districts and all students</li> <li>Network has the potential to serve all students and all teachers in the state given adequate resources</li> <li>Systematic approach to PD</li> <li>Visionary thinking</li> <li>First line of information and assistance</li> <li>Some impact evidence (MSPs)</li> <li>Culture of collaboration</li> <li>Diverse relationships and customers</li> <li>MDE values and demonstrates confidence in the Network to develop and implement professional development programs</li> <li>Capacity to Leverage internal and external resources</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Network communications plan results in inconsistent perceptions of the Network and Centers (staffing, funding, etc.)</li> <li>Lack of stability due to inadequate operating resources (money, staff)</li> <li>Reactive vs. proactive planning</li> <li>Lack of strategic planning for our services as a Network</li> <li>Lack of Chief Executive Officer</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>National, state and regional focus on STEM education as an economic development priority</li> <li>501(c)(3) status</li> <li>SBoE adoption of the State Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>Public apathy</li> <li>Lack of Chief Executive Officer</li> <li>Competing work from outside organizations</li> <li>Effects of funding reduction</li> <li>Reduction in innovative programs vs. drive to meet NCLB</li> </ul>