

Figure 3 Classification of Visions

Triggering Question: "What do you visualize an ideal model of what the Michigan Department of Education's School for the Deaf 'ought to be' to deliver an extraordinary educational experience that leads to successful career and college-ready student outcomes?"

Cluster 1: Talent Recruitment Selection

2: My vision is to increase the number of deaf teachers

7: A school staff with highly qualified teachers with sign language proficiency in a positive learning environments which allows opportunities for integration in public schools

26: MSD partners with area colleges to meet certification needs in ASL interpreting

53: Conduct the hiring processes of teachers of the deaf with a better collaboration with the MSD with the MDE to be a part of the review and hiring process

63: MDE will work with MSD on how to recruit and provide incentives to staff

Cluster 2: Language Competency

1: My dream would be to revolutionize MSD as an elite ASL/English bilingual school in the United States of America.

21: MSD will raise the bar in teaching literacy

34: Create bilingual educational instructors

40: Bolstering of requirements of teachers' ASL fluency thru MDEs expectations.

41: Increase certified deaf interpreters in the deaf community and at the MSD

Cluster 3: Early Language Acquisition

3: I want a state of the art ASL/English bilingual early childhood program for deaf children for the age of 0-3 encompassing the entire state of Michigan

4: MSD elevates literacy

24: MDE will transform EHDI (early hearing detection and intervention) to include MSD in literacy development

27: Birth to 3 opportunities for families on MSD campus

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Cluster 4: Student Experience

- 5: Create extensive mentorship programs
- 20: My vision is to make the deaf community more equal, more standard
- 25: Provide continual exposure and nurturing environment for residential students
- 30: MDE will help MSD improve transition services.
- 31: Large enrollment better fit in the classroom
- 46: Focus on students as students not just as a number
- 64: MSD will provide residential opportunities on weekends for students
- 67: MSD as a resource center to provide expertise regarding soft skills, how to communicate and socialize with others as well as employment
- 73: MSD will provide opportunities for students to be involved in community service.
- 74: MSD shall provide excellent vocational services through collaboration with schools

Cluster 5: Leverage Expertise

- 14: MSD will provide leadership for educators across the state to ensure that all deaf and hard of hearing students have access to language from birth thru high school. ASL is the natural language of deaf students.
- 15: MSD will share their expertise in ASL and deaf culture to support deaf and hard of hearing children and their families throughout Michigan
- 19: MSD students have the ability to influence and impact the outside world and improve opportunities for the deaf in Michigan
- 23: MSD monitor and give academic, social and emotional support to all deaf and hard-of-hearing children in Michigan
- 36: MSD will be the center of expertise on deaf education in Michigan
- 69: MSD will create opportunities to hear student ideas of how they think their education could be enhanced
- 71: MSD develops a speaker bureau that educates communities across the state

Cluster 6: Collaboration

- 8: Outreach collaborations with ISD/RESA, school districts, universities and agencies
- 33: Collaborate with local school districts with site visits, use of technology and consultation
- 45: Create more online opportunities for course sharing
- 47: Annual meetings with other mainstream programs
- 48: Enhancement of collaboration of teachers or staff at MSD DODBHH (division on deaf, deaf blind and hard-of-hearing) and MDE low incidence outreach has promoted more professional development for all
- 49: MSD will participate as IEP team members at local districts
- 59: MDE office of special education should work close with deaf professionals such as educators, specialists in the field of deaf education
- 62: MSD and MDE should work closely with Gallaudet, NTID, CSUN, and the Clerc Center for recruitment, training and PD
- 72: MSD will develop a relationship with the Division on Deaf, deaf blind, and hard-of-hearing in educating students on their civil rights

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Cluster 7: Evaluate Impact

9: Increase the amount of data for all deaf and hard-of-hearing children across the entire state to compare programming

11: MSD redefines language acquisition with education implementation model

Cluster 8: Options

16: Allow parents of deaf and hard of hearing children to make the decision where a student is placed for school, freedom to make that decision

52: Opportunities for deaf students to be able to share their culture and language with deaf and hearing peers around the state

Cluster 9: Access to Curriculum

6: MSD supports DHH programs across the state with satellite center, workshops and visits

12: Balanced school year

13: MSD students are utilizing state of the art technology to access general education curriculum

32: Bolstering of students educational expectation and the use of the latest best practice methods has created an increase in student achievement on statewide assessments

42: MSD revolutionize the visual learning tools in the classroom

43: MSD offer practicum experiences for deaf educators across the state

56: MSD enhances american sign language communication skills and visual core content strategies by webcam, facetime and skype in deaf education classrooms across the state

61: MSD should follow Michigan's common core

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Cluster 10: Awareness/Visibility

- 22: Increase the public relations of the MSD
- 35: Learning from the deaf community enhances communication for all
- 37: MSD is known as a historical and cultural center for deaf culture
- 38: MSD needs to better recognize deaf students in Michigan and provide better enrollment to education all over Michigan
- 51: Increased public awareness of the continuum of need and services within the MSD

Cluster 11: Leadership

- 28: Transform leadership and oversight on campus
- 39: MSD shall see Deaf leaders in the administrative level
- 68: MDE and MSD will walk the talk
- 70: MDE will ensure that MSD follows through with their vision, mission and belief statement

Cluster 12: Family Engagement

- 29: MSD improve the ASL capabilities of the hearing family members of deaf children
- 55: Expand shared reading program for parents
- 66: MSD will develop a strong family involvement

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Cluster 13: Infrastructure

10: MSD become a statewide network of deaf schools

17: Upper peninsula students engaged with the MSD

18: Broaden the capacity of MSD to support the educational needs of all students who are deaf and hard-of-hearing statewide

44: MSD-high expectations and standards for all staff and students

50: Most deaf schools around the country have a board and I would recommend a board be set up for the MSD

54: Instead of MDE having their own teacher consultant we should have a state teacher consultant at MSD instead

57: MSD will improve seeking increased funding through grants, pilot programs, etc.

58: To set up a new campus for MSD

60: MSD should become a school district

65: Establish learning community of 500+ pupils