



# **2016 - 2017**

## **ISD 199 District Staff Development Plan**

**May 2016**

**Inspire. Innovate. Excel.**  
*A Community Commitment*



# **Inver Grove Heights Community Schools**

## **District Staff Development Plan**

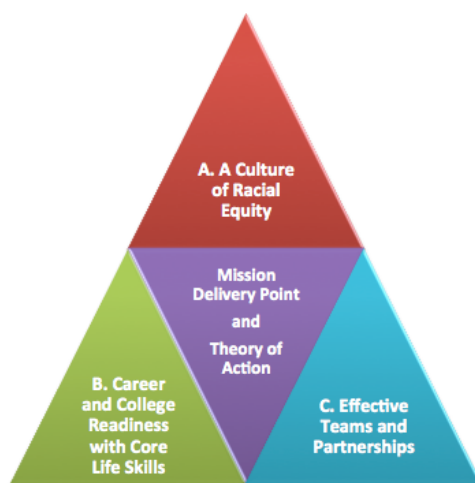
As required by MN State Statute 122A.60 Staff Development Program, an annual plan developed by the ISD 199 District Staff Development Committee will include opportunities for staff to build upon their professional skills, capacity, and knowledge with the primary goal of improving student achievement.

The annual ISD 199 District Staff Development Plan priorities are based on available state and district data, including demographic trends and achievement gaps, with measurable goals aligned to the District's Strategic Plan. The annual plan must include opportunities for staff to meet re-licensure requirements.

During the 2015 – 2016 school year, the District engaged in a strategic planning process to establish a coherent set of strategic directions to guide the District's future. The strategic directions that emerged in this process are:

- A: A Culture of Racial Equity
- B: Career and College Readiness with Core Life Skills
- C: Effective Teams and Partnerships

Using a variety of professional development activities, staff will be afforded opportunities to improve their professional skills in these areas and imbed their skills into their professional practice with students.



## **2015 - 2016 Staff Development Committee Members**

Wayne Anderson	Simley Classroom Teacher
Michelle Austin	Elementary Enrichment and Equity Coach
Penny Baker	Director of Curriculum and Instruction
Pat Blazick-Peterson	Special Education Student Support
Sally Dietzenbach	IGHMS Classroom Teacher
Carol Ellison	Assistant Principal, Simley
Jessica Goodwin	Hilltop Elementary Teacher
Sue Grados	Salem Hills Elementary Teacher
Jessica Hallin	IGHMS Teacher on Special Assignment
Ben Kissling	IGHMS Teacher on Special Assignment
Andrea Koch	Pine Bend, Elementary Specialist
Lora Lambert	Early Learning Programs Coordinator
Erin Kylo	Pine Bend Teacher
Sally McHenry	Pine Bend Paraprofessional
Linda Potts	District-Wide Special Education
Genesee Rasmussen	Elementary Reading Coach
Abel Riordique	Assistant Director of Special Education
Kim Sievert-Disanto	Simley Special Education Teacher
Sonja Steele	Pine Bend Elementary Teacher
Mindy Tavernier	Elementary Math Coach
Jason Voss	IGHMS Assistant Principal
Tina Willette	Principal, Salem Hills Elementary
Tera Woltjer	Hilltop Elementary Teacher

The purpose of the District Staff Development Committee is to collaborate in the construction of a staff development program that will include opportunities for staff to build upon their professional skills, capacity, and knowledge with the primary goal of improving student achievement.

The District Staff Development Committee will:

- develop and define Site Staff Development Committee roles and responsibilities;
- annually develop the District Staff Development Plan for the upcoming school year;
- participate and assist at the building and/or site level in the construction of Site Staff Development plans to ensure they are aligned with district staff development goals, school improvement plans (currently in the development stages as part of the District Strategic Plan), and the District Strategic Plan;
- help in the completion of the annual Staff Development Report by October 15;
- communicate staff development information and decisions to all staff at the building and/or site level;
- collect data after district staff development days in order to evaluate teacher engagement, satisfaction, and potential future needs in the targeted area ;
- provide input from staff or building liaison meetings at the building level and/or site so that individual needs are taken into consideration when developing the district staff development plan;
- provide updates to the School Board, Education MN Local 1718 Executive Council, and Building Liaison committees;
- be aware of budget constraints when developing the District Staff Development Plan;
- be committed to adding parent representatives to the District Staff Development Committee;
- and stay advised of state legislation regarding staff development requirements.

## **Strategic Direction:**

### **A Culture of Racial Equity**

#### **Goal 1:**

District-wide assessment data will show that the gap between student groups is decreasing at a rate that will decrease academic achievement gaps by 50% by 2017.

#### **Goal 1 Staff Development Strategies:**

1. Forty K - 12 teachers (Cohort II) begin year two of instructional excellence site coaching based on the principles of The Pedagogy of Confidence. Site coaching provided by certified regional trainers from the National Urban Alliance (NUA).
2. District teacher leaders attend year one of Advanced NUA training with the goal of regional certification in the 2017-2018 school year.
3. District staff will be certified and deliver professional development in areas that are research-proven to reduce academic disparities (ex. Elementary Responsive Classroom).

#### **Goal 2:**

A District Equity Team, including stakeholders from each level, will be established with the goal of formalizing a framework for conversations and action in support of a culture of racial equity.

#### **Goal 2 Staff Development Strategies:**

1. Establish District Equity Team including stakeholders from each level.
2. Provide a dedicated time and support for the District Equity Team to formalize a framework.

## **Strategic Direction:**

### **Career and College Readiness with Core Life Skills**

#### **Goal 1:**

Kindergarten readiness for all district students will improve annually.

#### **Goal 1 Staff Development Strategies:**

1. Preschool and Kindergarten teachers will attend Formative Assessment System for Teachers (FAST) training and pilot FAST in Fall 2016.
2. One day transition meeting between preschool and kindergarten district teachers facilitated by elementary principals, Early Childhood Special Education representative, and Early Learning Coordinator.
3. Coaching support will be provided to preschool teachers to improve classroom instruction and alignment to best practice.

#### **Goal 2:**

Grade 3 reading proficiency will increase annually.

#### **Goal 2 Staff Development Strategies:**

1. Coaching support will be provided to preschool and elementary teachers to improve classroom instruction and alignment to best practice.
2. All staff will have opportunities to improve understanding of English Language Arts standards, best practice in reading and writing instruction, and provide differentiation, enrichment and intervention for students.
3. All elementary classroom teachers will have intensive collaborative team training focused on core reading instruction and provided by the Minnesota Center for Reading Research - UMN.

#### **Goal 3:**

A core curriculum, vertically aligned and based on state or other standards, will be delivered with fidelity in each district classroom with a goal of at least 80% proficiency.

#### **Goal 1 Staff Development Strategies:**

1. PreK-12 vertical, grade level, and department teams will follow the District's curriculum review process to review, evaluate, and align a standards-based scope and sequence of core instruction for each student.
2. Coaching support will be provided to preschool and elementary teachers to improve classroom instruction and alignment to best practice.
3. The Teacher Development and Evaluation Plan and process will be refined to improve observation and feedback opportunities enabling continuous improvement in instruction.

# Career and College Readiness with Core Life Skills Continued

## **Goal 4:**

Individual student needs will be met through differentiation in the core with increasing access to intervention and enrichment.

### **Goal 4 Staff Development Strategies:**

1. District Staff Development days will offer teachers the choice of a variety of workshops including differentiation, student mental health issues, strategies for meeting the needs of English language learners, and best practices for providing services to students with behavioral issues.
2. Secondary staff will participate in staff development to improve differentiation and increase rigor through implementation of AVID strategies including AVID site team training and AVID Path training.
3. Coaching support will be provided to preschool and elementary teachers to improve classroom instruction and alignment to best practice.
4. The Teacher Development and Evaluation Plan and process will be refined to improve observation and feedback opportunities enabling continuous improvement in instruction.

## **Goal 5:**

District graduation rate will increase annually.

### **Goal 5 Staff Development Strategies:**

1. Grade 6 - 12 benchmarks for Career and/or College Readiness will be finalized and implemented in the 2016-2017 school year.

## **Goal 6:**

All students will graduate prepared for college and career including academic, financial, core life skills preparedness.

### **Goal 6 Staff Development Strategies:**

1. Grade 6 - 12 benchmarks for Career and/or College Readiness will be finalized and implemented in the 2016-2017 school year.
2. A committee will define Core Life Skills for each level of student development.
3. Year 1 of Schoology exploration will be supported with a trained group of Site Support Team members who will provide building level support and district-wide professional development.

## **Strategic Direction:** **Effective Teams and Partnerships**

### **Goal 1:**

All teachers, and instructional paraprofessionals when appropriate, will participate in Professional Learning Communities (PLCs) with a focus on student learning and equity and aligned with the ISD 199 Effective Teams Manual.

#### **Goal 1 Staff Development Strategies:**

1. Staff will have the opportunity to unpack standards, identify student learning targets, and create common formative assessments during designated PLC time at each site and utilizing the ISD 199 Effective Teams Manual.
2. Dedicated collaborative team meeting time in each building, differentiated to meet the needs of various professional groups.
3. A new cohort of teachers, Cohort VI, will attend the Solution Tree PLC Summer Institute as the foundational professional development for effective collaborative teams.

### **Goal 2:**

Professional Learning Community activities will include peer review activities generated by teachers during the development of Individual Growth and Development Plans.

#### **Goal 2 Staff Development Strategies:**

1. The Teacher Development and Evaluation Plan includes time throughout the year for teachers to engage in peer review in a PLC of their choice.

### **Goal 3:**

New teachers will engage in multiple professional cohort sessions dedicated to enhancing their teaching strategies and reflecting upon their practice to best meet the needs of each student.

#### **Goal 3 Staff Development Strategies:**

1. First year teachers will have a series of professional development sessions designed to support the initial year of employment is ISD 199.
2. Coaching and/or mentoring support will be provided to non-tenured teachers to provide continued support for improving foundational skills and reaching classroom instruction and other professional goals identified in the Individual Growth and Development Plan.



## Planning for Staff Development

In planning for staff development, the District considers both Minnesota Statute 122A.60; Staff Development Plan, Minnesota Statute 120B.11 School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce, and Learning Forward's Standards for Professional Learning.

### **Key legislative components include:**

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student demographic groups;
- (2) a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
- (3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations, and teacher evaluations;
- (4) strategies for improving instruction, curriculum, and student achievement;
- (5) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- (6) an annual budget for continuing to implement the district plan.

### **Key Learning Forward Standards for Professional Learning include:**

- (1) Professional learning within communities with a focus on continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and system goals with a focus on data and evidence.
- (2) continual development of leadership and learning capacity throughout the system (preK – 12) with a focus on norms of high expectations, constructive conversations about the alignment of student and educator performance, and an understanding of the link between student achievement and educator professional learning;
- (3) an allocation of resources to implement the plan including staff (including staff collaboration time and dedicated job-embedded learning time), materials, technology, all within a realistic availability of such resources in the District's budget;
- (4) use of a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
- (5) careful selection of learning designs with common features such as active engagement, modeling, reflection, meta-cognition, application, feedback, ongoing



support, and formative and summative assessment, that support change in knowledge, skills dispositions, or practice;

(6) in order to bridge the knowing-doing gap, sustained support for three to five years in the form of ongoing workshops, coaching, reflection, review of results, both individually and in collaborative teams;

(7) and an alignment between outcomes for educator performance standards and student curriculum standards.

The ISD 199 District Staff Development Plan was developed by members of the Inver Grove Heights Community Schools' learning community. The plan is based on Minnesota statute and focuses on effective practice and overall outcomes.

The plan includes three strategic directions aligned with the strategic plan adopted by the school board, identified staff development needs based on input from the District Staff Development Committee, input from instructional staff through formal and informal surveys, and strategies to provide job-embedded staff development to meet those needs, thereby improving student outcomes.

### Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

**This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.**



“Professional learning embedded into educators' workdays increases the opportunity for all educators to receive individual, team, or school-based support within the work setting to promote continuous improvement. Dedicated job-embedded learning time elevates the importance of continuous, career long learning as a professional responsibility of all educators and aligns the focus of their learning to the identified needs of students they serve.” – *Learning Forward (formerly the National Staff Development Council) Standards for Professional Learning*

## Glossary of Acronyms and Terms

**AVID:** [Advancement Via Individual Determination](#)

**AVID Path:** [AVID training for teachers to deepen knowledge of strategies](#)

**Blooms's Taxonomy:** [Thinking skills organized from basic to complex](#)

**CCR:** [College and Career Readiness](#)

**Common Formative Assessments (CFA):** [Assessments for learning](#)

**Cognitive Coaching:** [Research-based coaching model](#)

**Cohort:** [A group of instructional staff who participate in a training together, typically for one or two years](#)

**Collaborative Inquiry:** [Bridge between data and results](#)

**District Literacy Plan:** [District's guide to ensure all students are reading well by the end of third grade](#)

**EL:** [English Learner](#)

**ELA:** [English Language Arts](#)

**Equity Alliance MN:** Formerly known as the [East Metro Integration District](#)

**ESL:** [English as a Second Language](#)

**IGDP:** [Individual Growth and Development Plan](#)

**iObservation:** [District teacher evaluation model online platform](#)

**Job-Embedded Professional Development:** [Professional development within schools focused on quality instruction and student achievement](#)

**Learning Forward:** [Formerly the National Council for Staff Development](#)

**Learning Targets:** [What will students know and be able to do?](#)

**LEP:** [Limited English Proficiency](#)

**MTSS:** [Multi-Tiered Systems of Supports](#)

**Naviance:** [College and Career Readiness Platform](#)

**NUA:** [National Urban Alliance](#)

**PBIS:** [Positive Behavioral Interventions and Supports](#)

**PEG:** [Pacific Educational Group](#)

**PLC:** [Professional Learning Community, collaborative learning teams](#)

**PRESS:** [Path to Reading Excellence in School Sites](#)

**Ramp-Up to Readiness:** [Advisory program based on five pillars of college readiness](#)

**RC:** [Responsive Classroom](#)

**RtI:** [Response to Intervention](#)

**SIOP:** [Sheltered Instruction Observation Protocol](#)

**SMART Goals:** [Specific, Measureable, Attainable, Realistic, Time-bound](#)

**Summative Assessments:** [Assessments of learning](#)

**TDE:** [ISD 199 Teacher Development and Evaluation Plan](#)

**TIES:** [Technology and Information Education Services](#)

**WBWF:** [Minnesota's World's Best Workforce Legislation](#)

**WICOR:** [AVID strategies in writing, inquiry, collaboration, organization, and reading](#)

## **Links to MN Statutes**

The statutes below served as guidance for the District Staff Development Committee during development of the District Staff Development Plan.

[122A.06 Definitions](#): Reading Instruction

[122A.18 Board to Issue Licenses](#)

[122A.40 Employment; Contracts; Termination](#): Guidance on the Teacher Development and Evaluation program

[122A.41 Teacher Tenure Act; Cities of the First Class; Definitions](#): Guidance on the Teacher Development and Evaluation program

[122A.60 Staff Development Program](#)

[122A.61 Reserved Revenue for Staff Development](#)

[120B.22 Violence Prevention Education](#)

[122A.61 Reserved Revenue for Staff Development](#)

[120B.021 Required Academic Standards](#)

[120B.023 Benchmarks](#)

[120B.11 School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#)

[120B.12 Reading Proficiently No Later Than End of Grade 3](#)

[120B.125 Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans](#)

[120B.15 Gifted and Talented Students Program](#)

[120B.30 Statewide Testing and Reporting System](#)

[123B.147 Principals](#)

[124D.861 Achievement and Integration for Minnesota](#)