

2017–18 Professional Development Report to the School Board



March 5, 2018

Mankato Area Public Schools

District Strategic Roadmap



MISSION STATEMENT <i>(Our core purpose)</i> Assuring learning excellence and readiness for a changing world	CORE VALUES <i>(What drives our actions and words)</i> • Integrity <i>Doing the “right thing” at all times with honesty and authenticity</i> • Respect <i>Embracing of our differences, treating others as we wish to be treated</i> • Excellence <i>High expectations for all and in all we do and the courage to challenge for it</i> • Adaptability <i>Engaging in flexible, continuous and purposeful change grounded in data</i> • Responsibility <i>Shared stewardship of and accountability for our words, acts, choices and results</i> • Engagement <i>Actively participating with a mission-focus and values-driven attitude</i> • Collaboration <i>Operating with a preference and capacity for partnership across our community</i>
VISION <i>(What we commit to create)</i> <u>Learner Success</u> through • Aligned and relevant curriculum meeting individual needs • Learner excellence and readiness <u>Sustainable Systems & Structures</u> through • Sustainable resources for continued growth; freedom from scarcity • Quality, professional and respected staff • Sustainable leadership philosophy, practice, and culture <u>Community Culture of Excellence</u> through • Recognizing who we are and embracing who we may become • Collaboration and communication as core competencies	STRATEGIC DIRECTIONS <i>(Our focus for continuous improvement)</i> A. Student learning and engagement B. Developing district culture and practices of partnership and connectedness between staff, students, families and community for student learning C. Increase readiness for all students to ensure options for life D. Management of financial resources E. Develop staff capacity, accountability and skills to empower our Strategic Directions

Strategic Direction E Supports A–D

Mankato Area Public Schools

VISIONCARD E: Develop staff capacity, accountability and skills to empower our strategic directions.

	Measure	Wt	Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Score
01	LCCI Survey	10%	Teachers	One or more dimension(s) of PLC Assessment are scored at lower than 6	All dimension(s) of PLC Assessment are scored at a 6 or higher.	All dimension(s) of PLC Assessment are scored at a 7 or higher.	All dimension(s) of PLC Assessment are scored at an 8 or higher.	All dimension(s) of PLC Assessment are scored at a 9 or higher.	14-15: 2 15-16: N/A 16-17: 3
02	Professional Development Surveys (Needs Assessment and Feedback Points)	30%	District	Less than 60% participation by all district staff	60 – 69% participation by all district staff	70 - 79% participation by all district staff	80 - 90% participation by all district staff	Greater than 90% participation by all district staff	15-16:4 16-17: 4
03	90 Day Feedback Points on District-Wide Professional Development	30%	District	Less than 50% of staff surveyed implemented their professional learning within 90 days	50 - 59% of staff surveyed implemented their professional learning within 90 days	60 - 69% of staff surveyed implemented their professional learning within 90 days	70 - 80% of staff surveyed implemented their professional learning within 90 days	Greater than 80% of staff surveyed implemented their professional learning within 90 days	14-15: 3 15-16 :3 16-17: 4
04	% of Hours Spent in Job-Embedded PD	30%	DEMH	Less than 60% of PD is embedded in the job	60 - 69% of PD is embedded in the job	70 - 79% of PD is embedded in the job	80 - 90% of PD is embedded in the job	Greater than 90% of PD is embedded in the job	15-16:4 16-17: 4
VisionCard E Score									15-16: 3.7 16-17: 3.9

Job Embedded Professional Development

Job-embedded professional development is a real-time part of a teacher's daily work. It includes both ongoing collaboration and reflection focused on improving instructional practices.

Takes place in the classroom, in real time, with current students, and is centered on issues of actual practice	Takes place in the classroom, nearly real time, away from students, and is centered on issues of actual practice	Takes place in the school, shortly before or after instruction, away from students, and is centered on issues of actual practice
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Takes place in or outside the school, removed from instruction, away from students, and is centered on issues or likely practice

What Drives our PD

STRATEGIC DIRECTIONS

(Our focus for continuous improvement)

- A. Student learning and engagement
- B. Developing district culture and practices of partnership and connectedness between staff, students, families and community for student learning
- C. Increase readiness for all students to ensure options for life
- D. Management of financial resources
- E. Develop staff capacity, accountability and skills to empower our Strategic Directions

Building Visioncards

Department Visioncards

Grade-Level Goals

Team Goals

How is PD Delivered?

District & Building Level Integration

- Collaborative Teams (PLCs)
- Continuous Improvement Process
 - Instructional Leadership
 - Data acquisition & analysis
 - Continuous Improvement Coaching
- Learning Academies
- Professional Development Committees

Attendance Data

Building Level PD

~100%

Learning Academies

Total Attendees by Season



Total Attendees by Season



Total Attendees by Season

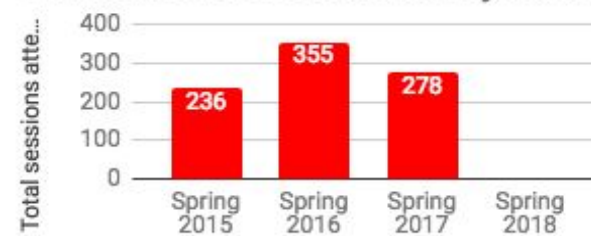


Season

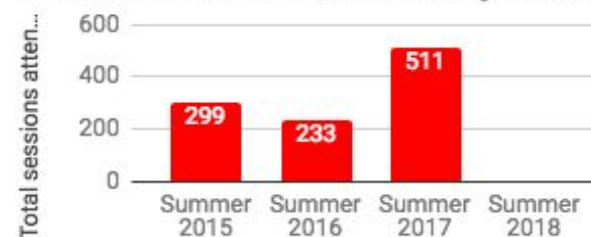
Total sessions attended by sea...



Total sessions attended by sea...



Total sessions attended by sea...



Season

WHY?

1. Learning Growth and Development aligned to supporting our students, families, and community to realize our strategic directions
2. Provide training requirements for Continuing Education Units required for relicensure
3. Grow, improve, develop

Questions?