District Staff Development Committee

Tuesday, November 14, 2017

7:00 a.m. Secondary Staff – Main Office Conference Room at the High School

3:15 p.m. Elementary Staff – Board Room at Probstfield Center for Education

Mission Statement: "The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world."

Norms:

We will seek input and stand by the decisions of the team and will refer back vision and mission.

* We will value each others' expertise.

* We will be on time for the meetings.

* We will pay attention and not interrupt.

* We will be professional, trustworthy and maintain confidentiality.

* We will be present and actively involved and view differing opinions as essential.

AGENDA

1. Minutes from September 29 meeting
2. Review of Norms
3. Review of Results from Committee Survey
   a. Activity 1: Describe possible professional development options
   b. Activity 2: Prioritize your top three
4. Discuss September 29, October 18 and November 10 PD/PLC
   a. By building
      i. I value…
      ii. I wonder if …..
5. District PBIS
   a. Tier I Building Survey Summary
   b. Peacemakers

Upcoming District Staff Development Committee meetings: February 16 & April 27

a) Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices			
Well	Adequately	Inconsistently	Not At All
	11	19	1

b) Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings			
Well	Adequately	Inconsistently	Not At All
	3	28	

c) Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity rule and the district's education diversity plan			
Well	Adequately	Inconsistently	Not At All
	1	24	6

d) Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;			
Well	Adequately	Inconsistently	Not At All
	17	15	

e) Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution			
Well	Adequately	Inconsistently	Not At All
	2	26	5

f) Effectively deliver digital and blended learning and curriculum and engage students with technology			
Well	Adequately	Inconsistently	Not At All
	2	28	3

g) Provide teachers and other members of site-based management teams with appropriate management and financial management skills			
Well	Adequately	Inconsistently	Not At All
	16	6	10

a) Focus on the school Classroom and research-based strategies that improve student learning	24
b) Provide opportunities for teachers to practice and improve their instructional skills over time	28
c) Provide opportunities for teachers to use student data as part of their daily work to increase student achievement	13
d) Enhance teacher content knowledge and instructional skills, including accommodating the delivery of digital and blended learning and curriculum and engaging students with technology	4
e) Align with state and local academic standards	1
f) Provide opportunities to build professional relationships, foster collaboration among building administrators and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring	15
g) Align with the plan, if any, of the district or site for an alternative teacher professional pay system	2
h) Provide teachers of English learners, including English as a second language, and content teacher with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum	13
i) Provide opportunities for staff to learn about current workforce trends, the connection between workforce trends and postsecondary education, and training options, including career and technical education options	1

Staff Development / PBIS Committee Meeting
September 29, 2017

Minutes from the April 4, 2017 meeting were reviewed and accepted as presented.

Committee Membership
Missy would like each building represented at the staff development meetings and will leave it up to the buildings to work through who will representing from their buildings. Two board members will serve on the committee.

The schedule for the year is as follows:
October 18 - Full day - Conferences in the morning PD in the afternoon
November 10 - Full day - K-6 Level 1 or level 2 trauma training
January 15 - Full day - Morning trauma K-6 - middle school & high school
February 16 - Half-day PD in the morning and then staff development meeting
March 7 - Conferences in the morning and PD in the afternoon
April 27 - Half-day PD in the morning and then staff development meeting

Missy would like to elect a teacher to be a co-chair to meet one or two times ahead of the staff development meetings. Craig Fahrendorf and Diana Cobbs volunteered and were selected.

Missy's department has been restructured to work more on staff development for secondary, elementary and early childhood. All staff development is entered in the conference system so staff need to sign up to receive their certificate. Staff will have to fill out a survey to receive their certificates. The personal reflection will have to be entered, and it will automatically go on the certificate. The certificate will be complete with conference information so they will just have to fill in the license expiration date, sign the form and submit it to the CEU committee. Missy asked committee members to share the new CEU information with other staff at their schools.

Needs Assessment
- Planning and implementation of staff development and PLC practices need to improve.
- Current standardized test have been stable and below the state average.
- Graduation rates (4-year rate) are below the state goal of 90% (currently at 74% for all students).

State priorities have not changed. Each district must develop a plan that addresses the following five goals:
1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

Thirty-one high school staff took the needs assessment survey, and their top requests were:
- Required by MDE
- Differentiation
- 4Cs/World's Best Workforce

Thirty Horizon staff took the survey, and their top requests were:
- Required by MDE
- Curriculum Mapping
- 4Cs/World's Best Workforce
- Technology

Fifty elementary staff took the survey, and their top requests were:
- Literacy
- Math
- Writing
- Differentiation

A total of 143 staff members took the survey.

Budget
Missy reviewed the staff development budget for the 2017-18 school year, which is $978,322.

Building allocations: Reminder: Building dollars need to be spent by May 30, 2017, unless the building staff development committee submits a written plan to spend dollars in June.

District Staff Building Budget for 2017-18
Robert Asp $15,345.00
Ellen Hopkins $15,277.50
S.G. Reinertsen $15,412.50
Dorothy Dodds $15,480.00
Horizon West $20,254.00
Horizon East $18,715.00
Moorhead High $34,086.00
Red River ALC $7,000.00

Mentorship - Two to four outside mentors to make sure things are covered with each new teacher. Each building is allocated dollars to customize support for new teachers at their site.

Note: Please remember we need to have written documentation for curriculum writing (a product is preferred). Audited - We have to fill out a writing form; need to have evidence of the product.

Committee members completed two activities - Results (Attachment A & B)

PBIS Committee

Duane Borgeson talked about Positive Behavioral Intervention & Supports (PBIS) and why the committee was created.

The committee is meeting due to:
- Increased concerns about student behavior and mental health
- Need to standardize procedures and definitions around behaviors across the district
- Need to guide building teams and processes

PBIS is:
- A framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
- Teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors.

The PBIS leadership team is needed to lead the assessment and action planning process. The objective of the team is to increase capacity in four primary areas:
1. Training Capacity
2. Coaching Capacity
3. Evaluation Capacity
4. Coordination Capacity

The major responsibilities and focus of the leadership team are:
- Completing a self-assessment
- Establishing regularly scheduled meetings
- Creating a 3-5 year action plan
- Oversight over definitions of behaviors

Committee members completed Tier I building self-evaluations.