



Professional Development School Partnership

Faribault Public Schools, LeSueur-Henderson Public Schools, Mankato Area Public Schools, Owatonna Public Schools, Sibley East Public Schools, St. Peter Public Schools, Waseca Public Schools, and Minnesota State University, Mankato

Strategic Planning:
PDS 2012 Blueprint

A Report of Focus Group Findings from the September 20, 2007 PDS All-Hands Meeting
Presented to the PDS Governance Council on October 16, 2007

**Professional Development School “All-Hands Meeting”
September 20, 2007**

Focus Group Questions/Responses – Theme Compilation

1. What are the most urgent needs facing our children and families today and tomorrow?

Global-Centered	Technology	Home/Family	Economic Disparity	Mental Health/Health Care	Tomorrow’s Dynamics in Teaching & Learning	Education Advocacy
<ul style="list-style-type: none"> • World competitiveness • Globalization: the world has expanded→ need different teaching methods • Cultural competence – global proficiency; student-student; parent-student; community-student-parent • Cultural Understanding • Cultural competence – global proficiency; student-student; parent-student; community-student-parent • Global Citizenship • Hope: ability to succeed 	<ul style="list-style-type: none"> • Communications and technologies • Poverty and technology • Home-school technological disparity • Teach students how to find answers <ul style="list-style-type: none"> ○ Technology ○ Family → time/work issue • Misuse of technology – computers and on-line should not replace good teaching • Learning how to adapt and make use of technology changes • Equal access to tech “greater divide” • Tech Skills • Hope: ability to succeed 	<ul style="list-style-type: none"> • More home-school connections <ul style="list-style-type: none"> ○ What happens at home affects school • Family dynamics • Mobility of families • Erosion of the family system • Staying connected with the schools • Involvement of father (research-based) • Importance of “support” by family and how that is defined (research-based) • Families need safety nets and supports so students are ready to learn when they enter our school systems • Global families, children that are raising themselves • Families/students to take education/learning seriously • Connections to support network (missing extended families) • Lack of “other” adult relationships • Responsible parenting • Child care • Hope: ability to succeed 	<ul style="list-style-type: none"> • Finances: struggle by family – affects education • Financial pressures on family. (45% of H.S. kids are working) • Gap in economic disparity <ul style="list-style-type: none"> ○ closing the gap ○ provisions to address gap reduce the impact of disparity • Hope: ability to succeed 	<ul style="list-style-type: none"> • Healthcare • Children’s needs (psychological, etc.) outside of school: eg. Poverty, ELL • Mental health issues are huge (p-16), needs in this area should be addressed • Culture of stress exists in our world • Nutrition/physical/social focus is adversely affected Health care/obesity • Mental health <ul style="list-style-type: none"> ○ Stress management problems • Mental health <ul style="list-style-type: none"> ○ Bullying ○ Internet ○ Interrelationship skills ○ Coping skills ○ Substance abuse • Mental Health <ul style="list-style-type: none"> ○ Recovering from war ○ Family make-up • Effective interpersonal relationship skills • Resilience • Social/emotional competencies • Addiction • Hope: ability to succeed 	<ul style="list-style-type: none"> • Need for school readiness • Individual learning needs/differentiated instruction • Making instruction relevant • Alternative to all-day everyday kindergarten • Wider range of ability level • Dramatic increase in ELL populations in MN – is erosion (above) impacted by limitations in language issues? → this is not just immigrant related but includes children born here • Information is more complex; students need to be more powerful and critical thinkers, processors, and consumers, this is also important for teachers • Informed citizenship and lifelong learning/ critical thinking • Balancing good teaching; mandates vs. the rest of the curriculum • Customized education – teach to specific students’ needs <ul style="list-style-type: none"> ○ Reform system to accommodate ○ Bring families into partnership • Cognitive abilities <ul style="list-style-type: none"> ○ “ready for school” p-12 ○ critical thinking • Post-Sec. Ed. is not optional! Life-long learner • Changing career skills <ul style="list-style-type: none"> ○ Transferable and adaptable • Money management and life skills • Hope: ability to succeed 	<ul style="list-style-type: none"> • Role of politics in education <ul style="list-style-type: none"> ○ Understanding/ handle on politics ○ Educate politicians/community • Needs for programs → funding • Funding/costs • How can we move the process along more quickly? Also keep the human involvement <ul style="list-style-type: none"> ○ Budget, approval, implement • Look at system as a whole <ul style="list-style-type: none"> ○ need to develop perspective of profession rather than PR problems • Establish trust <ul style="list-style-type: none"> ○ integrity ○ get away from competitive view ○ have to be results-oriented • Breaking down structures and open to other structures • Hope: ability to succeed

2. Recognizing the dramatic changes within the 21st century, what are the needs of our school communities in developing capacity to effectively serve our children?

Community	Resources	Technology	Professional Development	Global Awareness/ Global Skills	Revisoning School Structures	Teacher Recruitment and Preparation	Revisoning School Curricula	Leadership Development
<ul style="list-style-type: none"> • Family-school partnerships <ul style="list-style-type: none"> ○ Establish mutual community ○ School reach out to community ○ Maximum use of resources • Need to understand community paradigm of support is shifting • Look for more ways to develop relationships with community: “branding” • Inform community about how we need to change to meet our learners needs • Be aware of what future employers of our students need in terms of skill and how do we develop those skills • Maintaining parental involvement • Community really in the schools • Mental health issues; identifying and supporting 	<ul style="list-style-type: none"> • Competing for resources with infrastructure needs • Resources • Sharing resources between school districts 	<ul style="list-style-type: none"> • Technology – prof. dev. • Figure out how technology and curricula can help (enhance) what we do <ul style="list-style-type: none"> • Technology <ul style="list-style-type: none"> ○ Training for educators ○ Hardware ○ How to work with/incorporate technology in classroom • Focus on technology to solve problems 	<ul style="list-style-type: none"> • Staff needs: complete innovations (evaluate effectiveness) • Effective professional development tied to data (evaluated consistently) • Intensive professional dev’t for teaching and learning • Expectation of professional development • Instill greater work ethic – develop competitiveness in learners • Thinking (education vs. training) • Teamwork • Develop new/improved ways to teach and reach learners of today: match their style • Teachers doing action research 	<ul style="list-style-type: none"> • Develop skills and understanding about diverse learners and cultures. • Knowing how to communicate and work with other countries • Teaching foreign languages earlier – immersion experiences • Be global • Cultural diversity and keeping perspective 	<ul style="list-style-type: none"> • Clarify educational mission/expectations: ways to follow through with expectations • Being efficient with time: e.g. collaboration, PLC concept, ‘our’ rather than ‘my’ responsibility • Time: early out and late start • Need dedicated specific time for responsibilities • Networking with other professionals (e.g. principals) for ideas, especially for core content teachers • Use of time • Smaller class sizes <15 every age • More time on process, collaboration, independent learning, using information • Less time on content • Integrated curriculum • Changing competencies from content to integrated learning • Change school calendar • PLCS • Redesigned high schools • Time without kids for teachers • Optional class times for kids • Increased collaboration • Schools accepting of change 	<ul style="list-style-type: none"> • Strength in advocacy: importance of teacher learning • Be creative about how we prepare our teachers – go into the high need areas to teach and learn • Find master teachers to share their passion and skill to nurture development of others. • Find ways to “ignite” passion in our youth to become teachers • Teacher training, but honoring and valuing individual styles • Continuing to attract good quality teachers to the field and keeping them as well • Deepened content expertise 	<ul style="list-style-type: none"> • Curriculum debate – how we will shape our instruction • Balance between academics and arts tested vs. intangibles • More comprehensive way to determine success • Define “ what are we preparing kids for in the future” • Capacity to develop a pedagogy; individualize education/ use strategies to help close achievement gaps – accelerator models • Develop capacity to measure critical thinking • Develop a responsive system – to individual needs, school needs • Focus schools on academics and increase support for social needs • Individualized programming for all 	<ul style="list-style-type: none"> • Leadership development institute • Leadership development (teachers, families, students) • More instructional leadership, teach leaders

3. What role should the PDS Partnership play in assisting our schools/communities in meeting these needs?

Professional Development	Evaluation	Facilitation/Convening	Modeling Best “Partnership” Practices/Behaviors	Action Research
<ul style="list-style-type: none"> • Helping schools get started RTI, with intervention (extreme differentiation) • Promote opportunities for educators to experience and learn from other cultures and “their way” of doing things • Help facilitate change within districts • Training about how to work with one another <ul style="list-style-type: none"> ○ Relationship responsibility ○ Building relationships 	<ul style="list-style-type: none"> • Need for external evaluators 	<ul style="list-style-type: none"> • Administrators PLC for networking: e.g. video-conferencing • Priority areas to collaborate/share <ul style="list-style-type: none"> ○ PLCs and guiding prof dev ○ Technology and differentiated instruction ○ Secondary networking possibilities ○ Technology • Nurture development of PLC’s as a way of being and learning together • Continue meetings/gatherings that bring us together for common purposes • Provide professional development and opportunities for sharing what’s working with each other • Share success stories • Get people together! Allow them opportunities for professionals to communicate with each other • Colleague to colleague interactions (not only experienced teachers with news teachers; also peers) • Share with school districts, collaborative • Helping people “tap” in to the expertise of information • Integrated PLCs <ul style="list-style-type: none"> • Family • Mental health • Technology • Diverse populations • High school redesign • Early childhood • Legislative presence • Professional development 	<ul style="list-style-type: none"> • Re-learning paradigm • Univ., schools, and family partnerships • Model <ul style="list-style-type: none"> ○ Collaboration ○ Resource sharing • Not have monopoly anymore • Maintain “Passion” for the work – include the “passionate professionals” • Model the “be the best you can be” attitude and approach. • Maintain understanding and compassion for all partners (including us) that have “LIFE” happening (many challenges) • Recognize different futures for different students and focus on what they need in order to be successful there (not all kids are college-bound) (Value the differences) • Good modeling from PDS about “community building and using that to tap into areas outside the school building 	<ul style="list-style-type: none"> • Focus on research and what is happening • Action research- pilot programs • Quick feedback about results (blog) • Bridge gap from research to action practice, become informed about and infuse best practice

Trends in the Literature, Research, and Practice that may be Influencing/Informing PDS All-Hands Responses

7 Revolutions: Global Trends and Grand Strategy (Erik R. Peterson, Center for Strategic and International Studies)

1. Revolution in Population and Demographics
2. Revolution in Resource Management
3. Revolution in Technological Innovation and Diffusion
4. Revolution in Information and Knowledge
5. Revolution in Economic Integration
6. Revolution in Conflict
7. Revolution in Governance

16 Trends...That Will Profoundly Impact Education and the Whole of Society in the 21st Century (Gary Marx, Center for Public Outreach)

- Trend 1: For the First Time in History, the Old Will Outnumber the Young. (Younger Older)
- Trend 2: The United States Will Become a Nation of Minorities. (Majority/Minority Minority/Minority)
- Trend 3: Social and Intellectual Capital will become the Primary Economic Value in Society.(Industrial Age Global Knowledge/Information Age)
- Trend 4: Education Will Shift from Averages to Individuals. (Standardization Personalization)
- Trend 5: The Millennial Generation Will Insist on Solutions to Accumulated Problems and Injustices. (Silents, Boomers, and Xers Millennials, Generation E)
- Trend 6: Continuous Improvement and Collaboration Will Replace Quick Fixes and Defense of the Status Quo. (Quick Fixes and Status Quo Continuous Improvement)
- Trend 7: Technology Will Increase the Speed of Communication and the Pace of Advancement or Decline. (Atoms Bits) (Macro Micro Nano)
- Trend 8: Knowledge Creation and Breakthrough Thinking Will Stir a New Era of Enlightenment. (Information Acquisition Knowledge Creation)
- Trend 9: Scientific Discoveries and Societal Realities Will Force Difficult Ethical Choices (Pragmatic Ethical)
- Trend 10: Competition Will Increase as Industries and Professions Intensify Their Efforts to Attract and Keep Talented People. (Unemployment, Hyperemployment)
- Trend 11: Common Opportunities and Threats Will Intensify a Worldwide Demand for Planetary Security.
- Trend 12: Understanding Will Grow That Sustained Poverty is Expensive, Debilitating, and Unsettling.
- Trend 13: Polarization and Narrowness Will Bend Toward Reasoned Discussion, Evidence, and Consideration of Varying Points of View.
- Trend 14: As Nations Vie for Understanding and Respect in An Interdependent World, International Learning, Including Diplomatic Skills, Will Become Basic.
- Trend 15: Greater Numbers of People Will Seek Personal Meaning in Their Lives in Response to an Intense, High Tech, Always On, Fast-moving Society.
- Trend 16: Pressure will Grow for Society to Prepare People for Jobs and Careers that may not Currently Exist.