Responsive and Customized Professional Development

What Might It Look Like?

1. Educators take a single course or a certificate from MSU that increases skills in district priority areas.
   a. Educators pay for courses themselves, or
   b. District pays for courses for selected educators, or
   c. District develops contract policies for lane changes or pay that require educators to engage in specific courses with MSU, or
   d. District pay for performance policies require taking courses/training, applying learning, peer coaching, and reflection on the impact of the learning on students.

2. Purchase professional development for selected educators/leaders in specific courses to increase their capacity to train or coach other educators/leaders.
   a. District pays for training of a cohort of up to 20 educators. These teachers plan follow-up training/coaching for other district educators, or
   b. District pays for MSU faculty to do some larger group training in collaboration with a educator/leader cohort that is learning and applying the learning during the training period. The large group is exposed to training with MSU faculty and the educator/leader cohort members extend learning and application in smaller groups in an ongoing way.

3. Request and contract for customized training for educators in areas not covered in depth by existing courses at MSU.
   a. District defines needs for area such as training in culturally responsive instructional techniques for ELL or Math, increasing the quality of differentiation or teacher questions in the classroom, or developing effective core assessments.
   b. District and MSU plan and develop training opportunity together.
   c. Customized training requires both instruction and follow-up application/reflection with a minimum of 15 hours of contact time with instructors.

4. MSU faculty work with learning community leaders (this might be administrators, teacher leaders, or teachers) to plan, monitor, coach, and evaluate professional growth based upon data-driven decisions.
How Does It Work?

1. **What can we learn?** The district and/or educators/leaders determine what needs to be learned and then course options or customized training is planned to meet those needs. Learning can be customized to the districts’ specific goals and assessment of learning can be customized to measure the impact on those goals.

2. **How many educators/leaders can learn?** Typically, we work with from 15 to 25 educators or leaders at a time. Any number of groups can be accommodated.

3. **When would this happen?** Learning calendars are determined by the needs of the learners. We can deliver instruction in any number of ways:
   a. Job embedded during the work day (release days or prep/PLC times)
   b. Weeknights or weekends
   c. Online or partially online
   d. Summer

4. **Where would this happen?** Courses/training can take place in the district, at the MSU, Mankato campus, at the 7700 France Avenue campus, or online.

5. **Who would be the instructors?** MSU can provide effective instructors or employ district educators or leaders as instructors when appropriate. District instructors will work in partnership with MSU course managers to assure quality instruction and coordination of services.

6. **How much time will it take?** Effective learning for sustainable change requires new learning, application, coaching and reflection to refine practices. The needs of the learners will determine the type, length and frequency of instruction or interactions.

7. **How much does it cost?** This depends on the time needed for instruction. Individual participants taking a course would pay normal tuition rates. Districts may purchase instruction by contracting with MSU for instructor time. Rates in the past have followed this schedule of purchasing direct instructional time: $3500 for 15 hours; $7000 for 30 hours; and $10,500 for 45 hours of direct instruction.

8. **What will educators and leaders gain?** Learning will be aligned to increasing educator/leader competence to increase student achievement in line with district identified needs or goals. Credits (either college or district credits) may help participants in movement on the salary schedule. Participants may also earn certificates or degrees (Master, Specialist, or Doctoral degrees).

9. **Will you be available as speakers on district professional development days?** We do not believe that presentations to large audiences result in effective adult learning and change and do not engage in contracting for professional development day presentations unless they are part of a larger plan to engage in sustainable learning.