


Professional Development Committee Meeting
Tuesday, April 4, 2017 3:00 PM
ESU No. 3
6949 South 110th Street
Omaha, NE 68128

1. Call to Order
2. Roll Call
3. Agenda Item
Chair of Committee
 - 3.1. PDO Meetings
Committee Chair - Lofquist
 - 3.1.1. May 3-4, 2017 PDO
Committee Chair - Lofquist
 - 3.2. NDE Strategic Plan
Russ Masco
 - 3.3. ESSA Update
Janine Theiler
 - 3.4. Virtual Support Team (VST)/EAP Update
Russ Masco
 - 3.5. Crisis Training for Fall 2017
Committee Chair Lofquist
4. Next Meeting Agenda Items
5. Executive Session
6. Adjournment



*To lead and support the preparation of all
Nebraskans for learning, earning, and living.*

2017-2026 STRATEGIC VISION AND DIRECTION

Nebraska State Board of Education and Nebraska
Department of Education

12/02/16

Nebraska State Board of Education

The State Board of Education is an elected, constitutional body that is the policy forming and evaluative body for the state school program (79-301 (2) R.R.S.) in addition to ensuring the State Department of Education functions effectively within the framework developed by the state Legislature and the Board. The Board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms.

District 3: Rachel Wise, President

District 1: Lillie Larsen, Vice President

District 2: Glen Flint

District 4: John Witzel

District 5: Patricia Timm

District 6: Maureen Nickels

District 7: Molly O 'Holleran

District 8: Patrick McPherson

Nebraska Department of Education

The Nebraska Department of Education (NDE) is a constitutional agency comprised of services, programs, Vocational Rehabilitation (Nebraska VR), and Disabilities Determination Section (DDS). The NDE operates under the authority of an elected State Board of Education (Board) and the Commissioner of Education (Commissioner). The NDE is organized into teams that carry out the duties assigned by state and federal statutes and the policy directions of the Board. Teams are organized around distinct functions and responsibilities that encompass leadership and support for Nebraska's system of early childhood, primary, secondary, and postsecondary education; direct services to clients; and internal support to the agency.

The NDE carries out its duties on behalf of Nebraska students and parents involved in public and nonpublic school systems. The NDE staff interacts with schools, parents, businesses, community partners, and institutions of higher education to develop, coordinate, and improve educational programs and services.

Commissioner of Education: Matthew L. Blomstedt, Ph.D.

Strategic Vision and Direction – 2017-2026

Introduction

In January of 2016, the Board and the NDE initiated the development of a Strategic Plan to guide the vision and direction of education in Nebraska for the next ten years. Nebraska's Strategic Plan to be known as **Nebraska Quality Education Systems for Today and Tomorrow (NEQuESTT)** represents the evolution of a philosophical and practical approach to supporting education in Nebraska. This commitment unifies and strengthens positive outcomes for each and every Nebraskan through bold and achievable goals. **NEQuESTT** not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life. **NEQuESTT** is the educational journey that puts forth a new vision and bold agenda for the system of education in Nebraska. This vision will require new and different ways of working together, stretching beyond the status quo, and engaging stakeholders through collaborative processes. The strategic plan defines a direction for accountability and a system of services and supports without losing sight of the importance of ensuring compliance with state and federal policies.

NEQuESTT guides the Board and the NDE to address some of the most urgent priorities within Nebraska. With an intentional and comprehensive focus on ensuring a reduction in educational inequities for the most vulnerable populations, this strategic plan directs focus on student- or client-centered outcomes, high quality opportunities, and a strong system of support **for every student, every day**.

NEQuESTT and AQuESTT

NEQuESTT aligns with Nebraska's accountability system, Accountability for a Quality Education System Today and Tomorrow (**AQuESTT**). The six critical tenets of **AQuESTT** holistically address accountability and quality education in Nebraska. Originally designed to meet statutory accountability requirements, **AQuESTT** has quickly grown beyond and guides the NDE and its work.

AQuESTT provides a fundamental focus on achievement and opportunity gaps and ensures strategies produce equitable outcomes for each and every learner. As a result, **NEQuESTT** includes goals with benchmarks that measure disaggregated data to ensure equity and access.

Roles:

In order to support strategic priorities, a suite of approaches is utilized that reflects the nuance of the work and the many stakeholders, systems, and partners that intersect to support a state education system. The various roles are:

Champion - NDE actively leads the strategic vision, goals, and policy direction to support learning, earning, and living by:

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues
- Advocating for necessary resources to meet needs and/or address issues to execute the vision

Regulator - NDE leverages policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:

- Assuring access to fair, equitable, and high-quality education and services
- Monitoring school and districts to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

Capacity Builder - NDE directs technical assistance and professional development opportunities and promotes the sharing of best practices by:

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective educational practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education and community partners to extend and enhance capacity across the state

Connector - NDE helps bridge the divide between learning, earning, and living, connecting schools, families, business, and communities by:

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to education and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

Change Agent - NDE explores and supports promising new innovations by:

- Researching, promoting, and providing support for promising new initiatives and innovations in education across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education)
- Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

Strategic Direction:

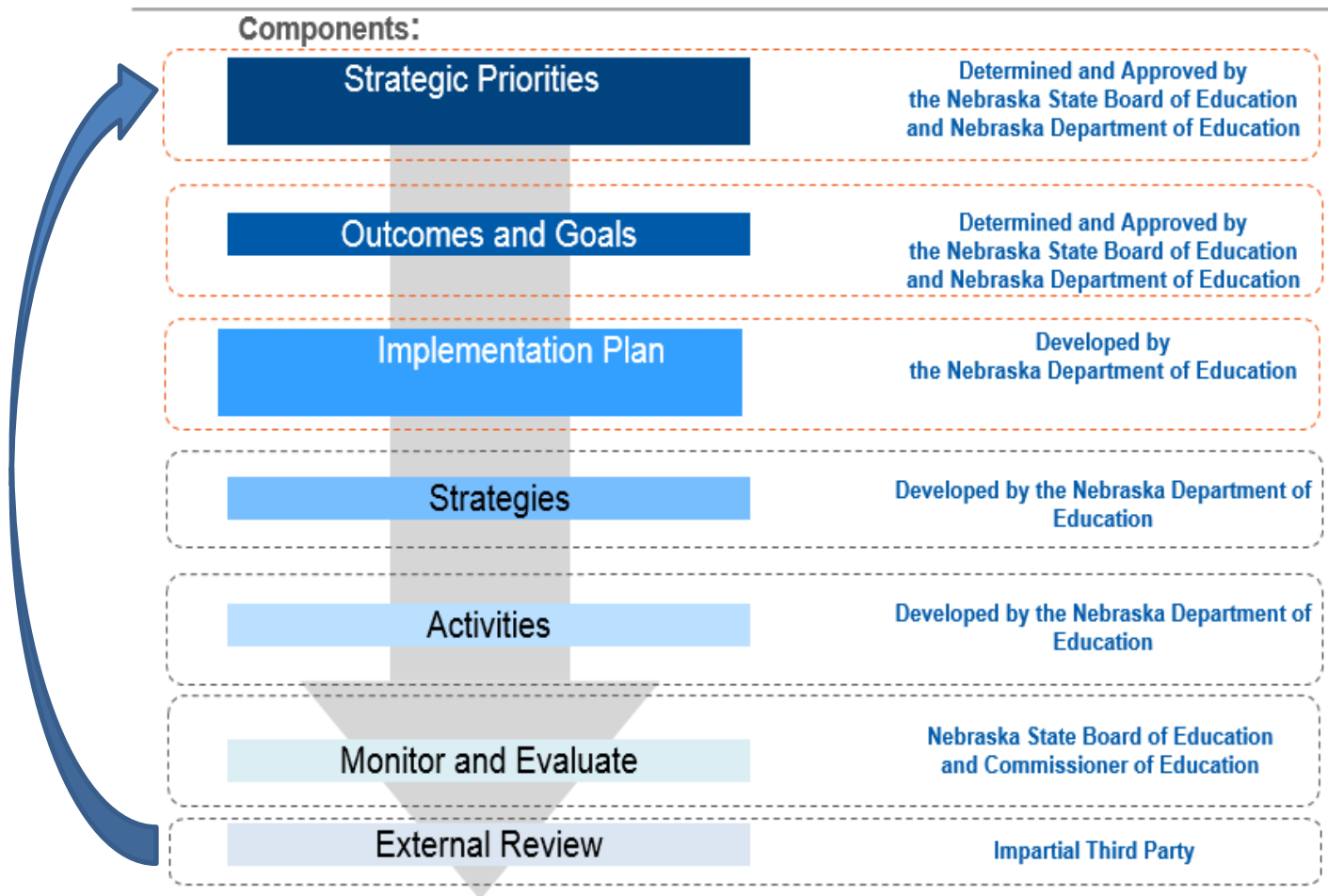
To realize the new strategic vision it can no longer be business as usual.

	FROM	TO
ORGANIZATIONAL STRUCTURE	<ul style="list-style-type: none"> Organizational structure primarily oriented around subject area silos Decision-making authority mostly concentrated in hands of senior agency leadership 	<ul style="list-style-type: none"> More cross-functional, with collaboration and communication across teams More distributed decision-making authority, where staff closer to the issue is empowered to make relevant decisions
PERSONNEL & STAFFING	<ul style="list-style-type: none"> Staff with very specific skills focused primarily on content knowledge Traditional focus on regulation and compliance 	<ul style="list-style-type: none"> Broader staff expertise, including both content knowledge and breadth of experiences (e.g., relationship building, background in business, work with underserved communities) Focus on leadership, innovation, and learning
STAKEHOLDER ENGAGEMENT	<ul style="list-style-type: none"> Sporadic engagement on an as-needed basis Limited engagement with specific populations or cultural communities 	<ul style="list-style-type: none"> Consistent and tailored stakeholder engagement plans for specific audiences, allowing authentic relationships and dialogue to develop
DATA & SYSTEMS	<ul style="list-style-type: none"> Limited publicly accessible data Focus on accountability and compliance Cumbersome website 	<ul style="list-style-type: none"> Readily available data for all stakeholders from an easy to use, up-to-date platform Focus on performance management User-friendly website and an online portal with lessons learned and best practices for practitioners

Moving Forward:

The Board has taken into account the multiple roles of the NDE in the development of this strategic plan and in the expectations set forth for the NDE. This recognition is coupled with the expectation of providing quality, equitable support through a multi-faceted system under the charge of the NDE. The shared responsibility of leadership between the Board and the Commissioner includes developing this plan, monitoring goals, and implementing strategies through the NDE's programs and supports for schools, students, systems and clients across the state. The Board carries out this strategic plan through direction to the Commissioner. The Commissioner has the responsibility to build an implementation plan that makes **NEQUESTT** a living document utilizing the aforementioned roles and strategic direction outlined for organizational structure; personnel and staffing; stakeholder engagement; and data and systems.

The strategic plan is multi-layered.



Operational Approach:

NEQUESTT provides a framework for measuring multiple levels and processes to ensure success through standard, quantifiable metrics, artifacts, and evidence-based analyses utilizing a three-tiered approach:

- **NDE Accountability** – Process, regulations, support, interagency collaboration, data systems, fiscal responsibility, and evaluation
- **Service Accountability** – Quality and success of services provided by the agency
- **District and School Accountability** – School and agency progress and improvement

Strategic Priorities, Outcomes, and Goals:

The Board and Commissioner will regularly review these goals as organized by the strategic priorities and outcomes. The NDE goals will include Commissioner and Board activities necessary to build the department's system of accountability and support for services and schools. The NDE will track progress on these goals and other metrics required by state and federal law. The Commissioner will annually report progress on these goals and other measures to report progress and performance to the Board.

Implement, Monitor, and Evaluate:

The Board and the Commissioner share the responsibility to:

- champion and lead the strategic vision and goals.
- serve as change agents and capacity builders.
- ensure progress on the strategic priorities.

The Board and the Commissioner will be responsible for implementing this plan including the development of strategies, and activities, and monitoring on an annual basis. A review will be presented by the Commissioner and appropriate NDE personnel annually or as directed. An objective external review of **NEQUESTT** will be conducted by an impartial third-party reviewer two years after adoption and thereafter as determined by the Board with results being presented to stakeholders.

MISSION

To lead and support the preparation of all Nebraskans for learning, earning, and living

GUIDING PRINCIPLES

NDE will:

- Create a dynamic vision that drives change through proactive leadership to support learning;
 - Build connections amongst stakeholders to take action in support of success for all learners;
 - Provide all Nebraskans significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps;
 - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life;
 - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency; and
 - Prepare all learners to be college, career, and civic-ready.
-

STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

OUTCOME STATEMENTS

Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

Success, Access, and Support

Positive Partnerships and Student Success – Increase student, family, and community engagement to enhance educational experiences and opportunities.

Transitions – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Educational Opportunities and Access – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Teaching, Learning, and Serving

College, Career, and Civic Ready – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Assessment – Use assessments to measure and improve student achievement and inform instruction.

Educator Effectiveness – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Leadership

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.

- Goal 1.1** By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- Goal 1.2** By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- Goal 1.3** By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- Goal 1.4** By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

Success, Access, and Support

Positive Partnerships, Relationships, and Success

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Increase student, family, and community engagement to enhance educational experiences and opportunities.

Goal 2.1 By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.

Goal 2.2 By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.

Goal 2.3 By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.

Goal 2.4 By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

Success, Access, and Support Transitions

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

- Goal 3.1** By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.
- Goal 3.2** By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.
- Goal 3.3** By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.
- Goal 3.4** By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.

Success, Access, and Support
Educational Opportunities and Access

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Goal 4.1 **By 2020, NDE will develop a statewide digital course and content repository.**

Goal 4.2 **By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.**

Goal 4.3 **By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.**

Teaching, Learning, and Serving
College, Career, and Civic Ready

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Goal 5.1 **By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.**

Goal 5.2 **By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.**

Goal 5.3 **By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.**

Goal 5.4 **By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.**

Teaching, Learning, and Serving

Assessment

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Use assessments to measure and improve student achievement and inform instruction.

Goal 6.1 By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.

Goal 6.2 By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.

Goal 6.3 By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.

Goal 6.4 By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.

Goal 6.5 By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.

Teaching, Learning, and Serving

Educator Effectiveness

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Goal 7.1 By 2018, NDE will develop and implement a statewide teacher equity plan.

Goal 7.2 By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.

Goal 7.3 By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

ACKNOWLEDGMENT

The Nebraska State Board of Education and the Nebraska Department of Education give special thanks to the many partners who have provided input in the development of this strategic plan. We also recognize and appreciate the grant support of the Peter Kiewit Foundation and the Sherwood Foundation. The NDE is excited to continue collaboration in leading and supporting the preparation of all Nebraskans for learning, earning, and living.

|| Nebraska Principal Effective Practices Framework

EFFECTIVE PRACTICE (1) Vision for Learning:

The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

EFFECTIVE PRACTICE (2) Developing Relationships:

The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

EFFECTIVE PRACTICE (3) Continuous School Improvement:

The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

EFFECTIVE PRACTICE (4) Instructional Leadership:

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

EFFECTIVE PRACTICE (5) Staff Leadership:

The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.

EFFECTIVE PRACTICE (6) Systems Management:

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

EFFECTIVE PRACTICE (7) Culture for Learning:

The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

EFFECTIVE PRACTICE (8) Professional Ethics and Advocacy:

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

1 (2101.4.b.ii.II)

Developing, improving, or assisting LEAs with design/implementation of teacher, principal, or other school leader* evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback, such as by:

(II) Developing and providing training on how to accurately differentiate performance, provide useful and timely feedback and use results to make decisions about professional development and personnel decisions.

#2 (2101.4.B.v)

Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, and other school leaders*.

3 (2101.4.B.vii.III.aa, bb)

Developing or assisting LEAs in developing (III) new teacher, principal, or other school leader* induction and mentoring programs that are evidence-based and designed to (aa) improve instruction and student learning/achievement, including through improving school leadership programs, and (bb) increase retention of effective teachers, principals, or other school leaders.

4 (2101.4.B.xiv)

Developing (or assisting LEAs in developing) strategies that provide teachers, principals, or other school leaders* with the skills, credentials, or certifications needed to educate all students in dual enrollment/concurrent enrollment/early college programs.

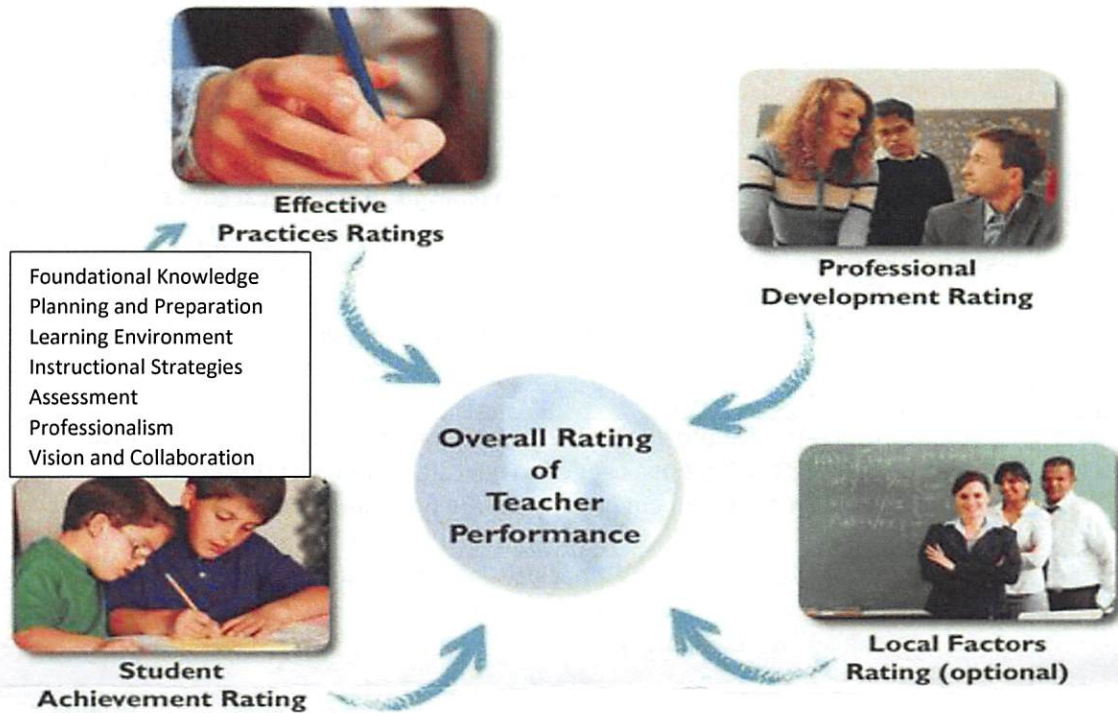
5 (2101.4.B.ix, xvii, xviii)

Developing/Providing professional development or systems of support for teachers, principals, or other school leaders* to:

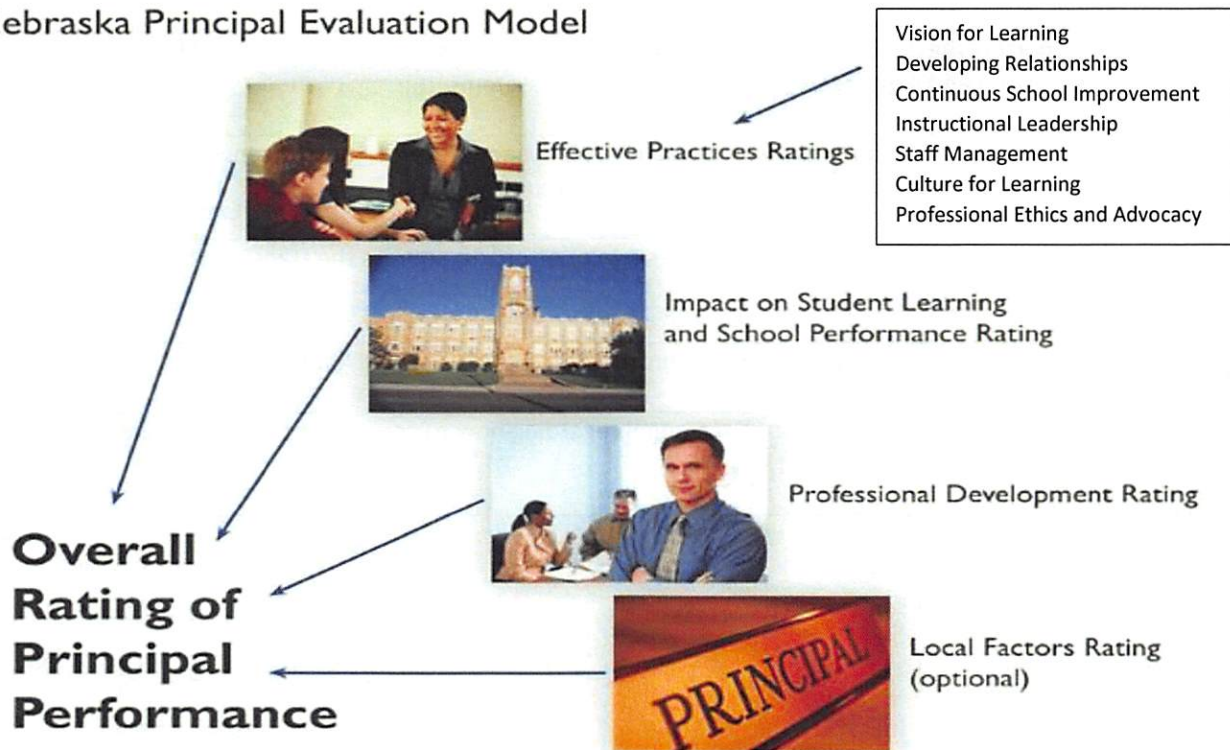
- (ix) effectively integrate technology into curricula and instruction
- (xvii) promote high-quality instruction and leadership in science, technology, engineering and math
- (xviii) improve instructional strategies to ensure effective integration of career and technical education content into academic instructional practices

*(§8101)(44): The term "school leader" means a principal, assistant principal, or other individual who is (1) an employee or officer of an elementary or secondary school, local educational agency, or other entity operating an elementary or secondary school, and (2) responsible for daily instructional leadership and managerial operations in the elementary or secondary school building.

Nebraska Teacher Evaluation Model



Nebraska Principal Evaluation Model



*(§8101)(44): The term "school leader" means a principal, assistant principal, or other individual who is (1) an employee or officer of an elementary or secondary school, local educational agency, or other entity operating an elementary or secondary school, and (2) responsible for daily instructional leadership and managerial operations in the elementary or secondary school building.

Stakeholder Prioritization	Use of Funds	
1	Developing and providing training on how to assess teacher/leader performance, provide useful/timely feedback, and use results to make decision about professional development and personnel decisions. (19)	
2	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, and other school leaders. (15)	
3	Supporting teacher, principal, or other school leader induction and mentoring programs that are evidence-based. (14)	
4	Developing strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students through dual enrollment/concurrent enrollment or early college programs. (11)	
5	Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology, science, engineering, math, career and technical education content across curricula and instruction. (8)	
6	Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected. (7)	
7	Providing assistance for the development and implementation of high-quality professional development programs for principals. (7)	
8	Supporting the design and implementation of teacher, principal, or other school leader evaluation and support systems or tools for such systems. (6)	
9	Reforming teacher/principal/school leader certification, recertification, licensing, or preparation program standards and approval processes. (5)	
10	Supporting opportunities to participate in joint efforts to address the transition to elementary school. (5)	
11	Supporting the instructional services provided by effective school library programs. (1)	
12	Providing training for all school personnel regarding how to prevent and recognize child sexual abuse. (1)	

*(§8101)(44): The term “school leader” means a principal, assistant principal, or other individual who is (1) an employee or officer of an elementary or secondary school, local educational agency, or other entity operating an elementary or secondary school, and (2) responsible for daily instructional leadership and managerial operations in the elementary or secondary school building.

(A) Kentucky has offered the Principal Partnership Project (P3) since 2015. P3 is personalized and open to new and experienced principals who want to know and apply innovative ways to learn and grow professionally. There are four focus strands: Networking with a purpose, Communicating effective feedback, Distributing leadership, and Using data systems. Principals choose from multiple opportunities to learn and share with other administrators. Two regional and one statewide event are required, and personalized, collaborative and embedded learning opportunities are offered on-site.

(B) New Jersey contracted with Panasonic Foundation to create the New Jersey Network of Superintendents. This is a state sponsored community of practice that meets monthly and focuses on advancing equity through improvement of instructional practice. 50% of meetings involved instructional rounds (observational rounds in a school building to sharpen lenses around observational of instruction with an emphasis on equity).

(C) In some Oregon districts, principals regularly engage in “instructional rounds” in which school leaders identify a problem of practice specific to student learning and then work with a network of administrators and educators to determine the root causes of the program through observation, analysis, and dialogue. Working as a group, they come up with strategies to address the issue. The network meets regularly to debrief and discuss strategies and next steps, and to refine each principal’s own thinking and practice.

(D) In a California district, a districtwide team of dedicated coaches works side by side with principals to set goals, analyze data, develop action plans, and measure progress toward their goals. Along the way, district coaches communicate often with the principals, build trust, and ensure confidentiality in the work and the principal-coach relationship.

(E) Missouri and Iowa are assembling commissions focused on ensuring that every public school has an effective leader who could impact teaching and learning. They are reviewing and updating state leadership standards and outlining a progression of learning, from preparation to transformational leadership, for all principals. Iowa is conducting exploratory research on current needs and offerings for educational leadership. Conversations and data will inform the design of a principal support framework founded upon the performance standards.

(F) Massachusetts provided statewide training for principals and other administrators by contracting with an established organization. In partnership with the National Institute for School Leadership (NISL), Massachusetts started 24-month professional development cohorts in 2011, with a special emphasis on administrators at high-need schools (Reform Support Network, 2012). Each cohort participates in a 1 to 1.5 year experience of group discussions, role-playing, video case studies, simulations, online learning, action learning, and PLCs.

(G) The Pennsylvania Principal Induction Program is required for all principals and assistant or vice principals and must be completed within their first five years of service. The program is offered via eight Regional Sites, is cohort based, and requires a total of 14 face-to-face days over the course of five years. Reading, online work, and application activities supplement the face-to-face component.

ESU SDA Regional Crisis Team Training Schedule Fall 2017

Featuring Presenter: Dr. John Dudley

Level VII ESU 10 - October 9, 2017

76 Plaza Blvd., Kearney, NE 68845
Site Facilitator: Denise O'Brien
Contact Information: dobrien@esu10.org
9:00am - 3:30pm

Level VII ESU 7 - October 11, 2017

2657 44th Ave., Columbus, NE 68601
Site Facilitator: Mark Brady
Contact Information: mbrady@esu7.org
9:00am - 3:30pm

Level VII ESU 3 - October 16, 2017

6949 S. 110th St., La Vista, NE 68128
Site Facilitator: Janet Foss
Contact Information: jfoss@esu3.org
9:00am - 3:30pm

Level VII - October 18, 2017

Firespring: 1201 Infinity Court, Lincoln, NE 68512
Site Facilitator: Jolene Palmer
Contact Information: Jolene.Palmer@nebraska.gov
9:00am - 3:30pm

Level VII ESU 16 - October 23, 2017

Quality Inn & Suites
201 Chuckwagon Rd., Ogallala, NE 69153
Site Facilitator: Catherine Ruhlman
Contact Information: cruhlman@esusixteen.org
9:00am - 3:30pm

Level VIII ESU 10 - October 10, 2017

76 Plaza Blvd., Kearney, NE 68845
Site Facilitator: Denise O'Brien
Contact Information: dobrien@esu10.org
9:00am - 3:30pm

Level VIII ESU 7 - October 12, 2017

2657 44th Ave., Columbus, NE 68601
Site Facilitator: Mark Brady
Contact Information: mbrady@esu7.org
9:00am - 3:30pm

Level VIII ESU 3 - October 17, 2017

6949 S. 110th St., La Vista, NE 68128
Site Facilitator: Janet Foss
Contact Information: jfoss@esu3.org
9:00am - 3:30pm

Level VIII - October 19, 2017

Firespring: 1201 Infinity Court, Lincoln, NE 68512
Site Facilitator: Jolene Palmer
Contact Information: Jolene.Palmer@nebraska.gov
9:00am - 3:30pm

Level VIII ESU 16 - October 24, 2017

Quality Inn & Suites
201 Chuckwagon Rd., Ogallala, NE 69153
Site Facilitator: Catherine Ruhlman
Contact Information: cruhlman@esusixteen.org
9:00am - 3:30pm

Level VII: This training blends Crisis Team Training Levels I and II and adds additional crisis response issues for team members to consider. The training provides current team members with an update/refresher and allows new team members some specific crisis response training.

Level VIII: This training is designed to provide Crisis Teams time to work on their written plans, team restructuring ideas, etc. Throughout the day, Dr. Dudley will meet with individual teams to discuss/resolve issues and answer questions.

Cost: \$100 for each participant (\$175 for both days). Cost includes registration fee, materials and food. **Lunch will be provided.** A minimum of 50 registrations is needed to secure the workshop.

Register at <https://goo.gl/PPTEpU>

Watch this video for registration assistance: <https://goo.gl/m9OG70>

For registration assistance please contact Deb Hericks @dhericks@esucc.org 402-597-4843

Registration deadline is 2 weeks prior to each training date.