



ESUCC

Professional Development Committee Meeting

Wednesday, September 7, 2016, 4:00 PM

Professional Development Committee Meeting ESU No. 10 76 Plaza Blvd. Kearney, NE NO DL
Available, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 3:58 PM.

Allen ESU 19:	Present
Jeff West (NE):	Absent
Dr Kraig Lofquist:	Present
Dr Larianne Polk:	Present
Tedesco ESU 11:	Absent
Dr. Ted DeTurk (ESU 02):	Present
Dr. Brenda McNiff (ESU 05):	Present

1. Call to Order

2. Roll Call

3. Agenda Item

3.1. September PDO

3.2. NDE/ESUCC Planning

3.2.1. NDE/ESUCC Strategic Planning

3.2.2. ESU PDO Planning

3.3. Virtual Support Team (VST)

3.4. BlendEd Pilot Update

3.5. MSP Math Grant

3.5.1. NMPDS

4. Next Meeting Agenda Items

5. Executive Session

6. Adjournment

May 18, 2016

Sub-committee ESUPDO Planning Committee (Dave L., Otis P. Julie D., Marilou J.)

DRAFT

Purpose: This ESUPDO Planning committee represents membership from each affiliate, project, and/or cadre within the NDE/ESUCC Structure. The tasks of the committee include:

1. Enhance and develop a structure for effective and efficient communication within and among agencies, affiliates, cadres, initiatives, etc.
2. Plan, support and facilitate the three PDO events during the year
3. Support statewide initiatives with training, leadership, collaboration and partnership.
4. Promote leadership, support growth and change through professional learning, collaborate in support of teaching and learning

ESUPDO Planning Committee Structure: The committee governance structure, based upon that of each affiliate, project and/or cadre, will rotate each year following the May PDO meeting.

Past Chair

- Mentor and support the Chair and Chair-elect
 - Agenda Development
 - PDO Planning Meeting Facilitation
 - PDO Meeting Facilitation
 - Communication

Chair

- Facilitate the PDO planning meetings - meetings are every other month on the third Friday from 1:00-3:00 PM CST
 - Plan Agenda with the Chair-elect
- Coordination and facilitation of PDO Event
- Communication

Chair-elect

- Set up meeting room via Zoom or other suitable for planning meetings
- Plan PDO planning committee agendas with Chair
- Assist in the coordination of PDO events
- Act as Chair in the Chair's absence.

Recorder

- Record information from the PDO planning meetings on the agendas
- Make sure appropriate people have access to online documents
- Record will need to be put into PDO planning committee Google Site/Drive

September Day 1	September Day 2	September Day 3
PDO	PDO	Affiliates
Unconference		
January Day 1	January Day 2	January Day 3
Affiliates	PDO Training	PDO to include action planning from training Day 2
Cadres		
May Day 1	May Day 2	May Day 3
Affiliates	PDO	SHOWCASE in breakouts representing exemplar work from PDO membership
Cadres		
Golf/Bowling/Other	Celebration	

Committee representation:

*Affiliates choose two of their own representatives according to their bylaws. They will serve a two year term with one going off and one coming on the committee each May.

- ESUCC-Dave Ludwig and Deb Hericks
- SDA - Julie Downing
- TAG/TLT - Otis Pierce
- IMAT/TLT - Melissa Engel
- NOC - Gary Needham
- ESPD - Ellen Stokebrand
- NDE - Freida Lange and Russ Masco
- BlendED/TLT - Linda Dickeson
- Data Cadre - Marilou Jasnoch
- Teacher/Principal - Toby Boss
- ESU Administrator - Kraig Lofquist, Jeff West
- Member-at-Large(if needed for regional needs)

Expectations of ESUCC PDO Planning Committee:

- Planning Meetings (ZOOM)
- Planning Meetings (F2F)
- 1 Year = May to May

**ESUPDO Meeting – ESU 3, La Vista
September 13-14 , 2016**

IP Address:

#esupdo on Twitter

Focus of the Meeting:

Outcome: Increased Integration of Statewide Resources (Initiatives):

1. BlendED
2. [Data](#) (SLDS Grant)
3. Teacher/Principal Evaluation

to support schools and student learning through a deliberate and effective systems approach applied to the delivery of essential professional development across our state.

[Topics for Discussion:](#) A place for you to leave comments on this PDO Event, and ideas/suggestions on how to plan the January PDO event and beyond.

**Meeting Agenda
September 13, 2016**

Day 1 Outcome:

Hashtag for today is: #ESUPDO

8:00-8:30 - Registration/Coffee

8:30-9:15 - Welcome and Introductions - Dave Ludwig

9:15-9:45 - PDO Planning Committee Structure Overview - Otis and ?

9:45-10:00 - Break

10:00-12:00 - NDE

Dr. Bloomsted - Strategic Planning Process

NDE Updates (Teacher/Principal, ADVISER, Assessment, AQuESTT,

NWEA MOU,)

12:00-1:00 - Lunch

1:00-4:00 - Unconference

Meeting Agenda
September 14, 2016

Day 2 Outcome:

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- 8:00-8:30 Registration/Coffee**
- 8:30-9:00 - Most Important Thing by ESU Slideshow Review**
- 9:00-10:00- Most Important Goal Slideshow by ESU**
- 10:00-10:15- Break**
- 10:15-10:30- Jim Knight Prep (#esupdott)**
 - Why is he coming? How does it apply to ESU PDO work/initiatives?**
 - Book choices**
 - Traveling trophies - share out**
 - [Jim Knight Better Conversation Video](#)**
- 10:30-11:30- Shifting to a Blended Workshop - Linda, Craig, and Beth**
- 11:30-12:30 - Lunch**
- 1:00 - 3:30(with break) - Educator Effectiveness Tenet Training**
 - Matt H. with check with Donlynn and Jeanine**

Date: June 24, 2016

Members Present:

Melissa, Otis, Julie, Linda, Matt H, Russ

Wrap up past PDO event(if needed)

- Perception Survey Data - forgot to send out.
- What worked?
- What could be changed?
- Comments from attendees
 - [Future Planning Form results from May PDO](#)

Upcoming PDO event

- Dates: September 13-14
- [Agenda](#)
- What needs to be finalized?
 - Theme for the year: Engaged Communication

Updates

- ESUCC
- SDA -*Two questions from strategists....1. Continued presenters from NDE. Last year we decided to move the NDE reports to the PDO day for all to hear. SDA will have just a few that pertain specifically to staff development. Freida usually sets this up.*
- The PDO Plan group understands the concern and thinks the solution lies in a conversation with Freida as she is the coordinator of the the NDE reports. Otis will create doodle to set up a meeting with Frieda to discuss. Otis will include Janet Foss, who is the lead strategist and other strategists if they would like.
2. Will the half day affiliates meetings in January and May continue this year per the plan rolled out May 2016. What are the exact times of PDO? Or could Cadres run from 2:00-4:00 to give more time to affiliates? See updated chart

September 13, 2016	September 14	September 15
PDO 8:30-12:00	PDO 8:30-3:30	Affiliates Determine Own Start and End Time
Unconference 1:00-4:00		
January 17, 2017	January 18	January 19
Affiliates Determine Own Start Time	Training Jim Knight 8:30-3:30	PDO -Action Planning from the training on second day 8:30-3:30
Cadres 2:00-5:00 Sign up for time slots		

May 2, 2017	May 3	May 4
Affiliates Determine Own Start Time	PDO 8:30-3:30	Showcase breakouts from January training and other initiatives 8:30-3:30
Cadres 2:00-5:00 Sign up for time slots		
Golf/Bowling/Other	Celebration	

-
- TAG
- IMAT
- NOC
- ESPD
- BlendEd
- Teacher/Principal
- Data Cadre/ADVISER
- Statewide Efforts
 - Educational Technology Plan
 - Instructional Delivery Plan
- Legislation
- Enhanced Communication

Other Business

- [PDO Planning Structure](#)

Keep in Mind

- *NDE Vision*
- *Statewide ESUCC Vision*
- *Statewide PDO Vision*
- [Action Plans](#)

Next Meeting:

August 19 - 1:00-3:00 CST



NEWS RELEASE

For additional information, please contact Jan Handa by phone (402-471-0876) or email (jan.handa@nebraska.gov).

AUGUST 8, 2016

STATE ED BOARD ANNOUNCES MATHEMATICS AND SCIENCE PARTNERSHIP GRANT

The Nebraska State Board of Education approved a \$1 million Mathematics and Science Partnerships (MSP) grant award to the University of Nebraska-Lincoln. The purpose of this grant program is to fund statewide project(s) to deliver regional teacher professional development that improves the academic achievement of Nebraska students in mathematics and science in high-need schools.

This grant will create regional opportunities for enhanced and ongoing professional development opportunities that address mathematics and science content aligned with the Nebraska Standards and which utilize effective instructional strategies. The MSP grant will also build a network for mathematics and science teacher leaders to deliver ongoing professional development on a regional basis.

The MSP grant program is authorized under Title II, Part B of the Elementary and Secondary Education Act (ESEA), as amended.

For more information, please visit www.education.ne.gov/msp/.

**Summary of Participant Responses from Focus Groups of the
Nebraska Mathematics Professional Development Series (NMPDS) and the
Keep Improving Content Knowledge and Skills 3 (KICKS3) Projects
Nebraska Mathematics and Science Partnership Program (MSP) (2015-2016)**

Prepared by

Dr. John T. Sutton, External Evaluator, RMC Research Corporation, Denver, CO
August 2016

Nebraska Mathematics Professional Development Series (NMPDS)

The Nebraska Mathematics Professional Development Series (NMPDS) project offered a series of workshops for elementary, middle, and high school teachers across multiple sites over the course of the 2015-2016 school year with a culminating 3-day summer institute. Beginning in January 2016, RMC Research began conducting observations and focus groups with a stratified, random sample of participants (comprised of elementary, middle, and high school teachers) at workshops in all sites over the spring and summer of 2016. While each focus group was asked the same set of eleven questions, RMC Research extracted three questions asked in each focus group, and is providing a summary for each question based on the responses provided by participants. While information from all of the focus group questions will be contained in the 2015-2016 NMPDS Evaluation Report, and included in the U.S. Department of Education Annual Performance Report for the NMPDS project, RMC Research has intentionally extracted these particular questions and the summary of responses to help inform the new provider for the Nebraska Department of Education (NDE) Mathematics and Science Partnership program (2016 – 2017) as planning begins.

What types of support do you anticipate you will need to continue implementing what you have learned through the project into your classroom?

Across all focus groups and all levels of participants, types of support clustered around three primary areas: (1) access to online documents and materials for classroom instruction; (2) message boards or some other mechanism to share, communicate, and maintain networks with other participants/colleagues/teachers; and (3) additional funding/resources for equipment, supplies, and substitute teachers (this includes support to allow teachers to visit and observe other teachers as they teach).

What suggestions for improvement would you offer to the NMPDS project?

Across all focus groups and all levels of participants, suggestions for improvement were clustered around several key areas for consideration: (1) distance learning considerations; (2) engaging participants; (3) content; and (4) logistics. For this particular question, the bulleted items in each key area below are synthesized statements derived from the comments provided by participants, rather than direct quotes.

Additionally, there was one suggestion offered at multiple sites that resonated with participants across institutes. There is a continuing need to create an administrator section of the institute or workshop (perhaps a one-day, abbreviated session) so they know what to expect when they go into classrooms and see lessons being taught differently, students engaged and working with other students, or more activity than they are accustomed to seeing in more traditional classrooms. This is an especially important consideration with the increased value placed on teacher evaluation observations.

Distance Learning

- If using some distance learning (DL) technology, make sure the instructors are experienced with DL teaching – it does not matter how good they are with content if they cannot keep the teachers engaged, especially at a distance. If you do not have experienced DL presenters, make sure there is training to familiarize them with the DL learning approaches and strategies. The platform in many ways dictates what you can show and how it gets explained.
- Whenever possible, try to have a facilitator at the remote distance learning site to handle logistics and be able to answer questions and work with participants – it is not enough to just have someone (with no content knowledge or teaching experience) handing out papers and handling logistics.
- For DL sites, if the amount of people signed up is too small – do not offer it there. There is very limited benefit to having two or three teachers at a remote site. They cannot really engage with the lessons and activities in the same way and group discussions are very limited.
- In thinking about scheduling, consider having a school based remote site (if technology is available) so an entire department could participate (of course, this may create other logistical issues).

Engaging Participants

- Make sure there is time in the workshop for teachers to engage in and work through different lessons/activities.
- See how others have implemented what they have learned through workshops – visit other teacher classrooms to observe or share videos of lessons being taught and discuss.
- Recognize and reinforce for participants that how they feel sometimes (multiple solutions, different approaches, explaining their thinking, etc.) is very similar to how their students feel – most teachers recognize this on their own; however, validation of that feeling can be a positive outcome of the workshop.
- In addition to the onsite experience, step back after the participants have engaged in a lesson and discuss issues related to teaching the lesson to a classroom of students – what needs to be thought through in the planning (and implementation) process.

Content

- Add the Neasa discussion and familiarization into the workshops.
- There are challenges in bringing together participants from different grade levels for one workshop – try to keep workshops on content leveled for different grade groups (e.g., elementary teachers get overwhelmed when the content is far beyond their level of understanding, while high school teachers get bored when the content is too “elementary”).

Logistics

- Please keep in mind there is a time zone change in the western part of the state – this is important for scheduling and delivery of sessions.
- Regarding logistics, participants would prefer not sharing a room with a stranger for the summer institute or overnight for travel.
- For scheduling, setting up workshops over the school year so participants participate in a session, go back to their school and try things, then come back and discuss what worked and what did not work with other teachers is very useful. In doing so, try to make the onsite sessions

align with the pacing guides and curriculum guides for content (e.g., teach a topic when it is happening in classrooms).

- Scheduling is always difficult, but please do not schedule a session on Pi day – math teachers want to be working with their students to celebrate that event.

What else that you would like to add to this conversation?

The focus group participants, regardless of level, had several additional comments they wanted to make sure were captured and shared. First and foremost, there was agreement that communications, whether by e-mail or some other means, need to happen in advance and need to include all participants. Some mentioned that as a past participant, they did not receive any notice that a new institute was being offered. It is important that the communication (initially) reach as far and as many as possible – then when participants are registered, routine communications and reminders in advance are much appreciated. Many indicated that college credit being offered was an incentive and were appreciative of the opportunity. There was a lot of agreement on how important it is for teachers and instructors to have time to talk, get to know each other, and know that what the teachers do is valued and appreciated. Having instructors that are experienced teachers themselves, who have taught to lessons and activities, is really important to participants. They want to know that when they ask questions about how to do something with students, the answers are based on experience, not theory. There was a lot of praise for the instructors this year, and how they brought knowledge, experience, energy, and enthusiasm to the sessions.

Keep Improving Content Knowledge and Skills 3 (KICKS3)

The Keep Improving Content Knowledge and Skills 3 (KICKS3) project offered a series of workshops for elementary, middle school, and high school teachers of Earth/Space Science and Physical Science during summer 2016. RMC Research conducted observations and focus groups with a stratified, random sample of participant (comprised of elementary, middle, and high school teachers) at workshops in Norfolk, NE (Earth/Space Science) and in North Platte, NE (Physical Science) in June, 2016, as well as for Leadership in Nebraska KICKS₃ Science (LINKS) participants. While each focus group was asked the same set of 17 questions, RMC Research extracted five questions asked in each focus group, and is providing a summary for each question based on the responses provided by participants. While information from all of the focus group questions will be contained in the 2015-2016 KICKS3 Evaluation Report, and included in the U.S. Department of Education Annual Performance Report for the KICKS3 project, RMC Research has intentionally extracted these particular questions and the summary of responses to help inform the new provider for the NDE Mathematics and Science Partnership program (2016 – 2017) as planning begins.

What are the biggest challenges that you see in transferring what you are learning through the project to your work in your classroom and school?

Across all content areas and grade levels, respondents offered great insights into challenges, which vary depending on school size and number of preparations. There was agreement that what they learned provided many things to get excited about, however, there was also collective recognition that participants cannot do it all at once so they have to “chunk” it to fit current schedule and preparations. There were a number of challenges mentioned that are beyond the influence or scope of the KICKS3 project, such as time (e.g., needing to revise curriculum, find materials, set-up, etc.), the number of preparations a teacher has, class size, and budgetary considerations (materials costs, when orders are

placed, etc.). Another challenge identified was related to interactions with administrators, helping them to better understand hands-on, inquiry-based instructional approaches and the strategies of inquiry being contrary to direct instruction in some instances. This carried over into concerns about the ways in which students might react to an inquiry-based approach, since many students are comfortable with worksheets and memorization, rather than guided explorations and elaboration of findings and results. Finally, other challenges for some teachers included not understanding all the content deeply enough to teach it effectively; not being sure how to anticipate and respond to questions from students; and feeling they cannot make a significant change since they are operating alone and not with any other staff of a similar mindset.

What do you think will help you overcome those challenges?

Changes in state standards toward a more inquiry-based approach, along with shifts in student measures will certainly help to relax timelines and encourage more hands-on teaching and learning. Becoming more aware of the research base that reinforces the use of an inquiry-based approach can make conversations with administrators and curriculum specialists easier, allowing teachers to emphasize why it is important to teach science in ways that enhance student understanding and engagement. If possible, encourage teams of teachers from schools, rather than individuals to participate in the professional development, allowing for more like-minded individuals within a school implementing an inquiry-based approach to learn together. Along those same lines, encourage administrators to be part of the team, or create some other professional development experience for administrators to increase their knowledge about how teaching in an inquiry-based classroom looks and sounds different from traditional approaches. Another suggestion was to move this approach to teaching and learning into the college preparatory courses, so new teachers are already coming to the district with an inquiry-based approach. There was agreement that being able to network with other participants and use each other as resources was an important way to overcome many of the challenges identified. Building off the relationships gained through the professional development experience, find ways to encourage ongoing communication and access to resources (materials and people) as a means of sharing and reflecting on the work going on in classrooms. With regard to resources, a number of participants asked whether Educational Service Unites (ESUs) or other institutions have any equipment that can be loaned or accessed, especially for small districts that may not have all the necessary hardware, software, and other materials to implement inquiry-based instruction. Finally, ensure easily accessible professional development. Many participants indicated they had to really dig to get information and felt that promotion of the professional development and invitations to participate should have been sent through multiple venues and channels (e-mail, ESU, conferences, administrators, past participants, etc.).

What kinds of support do you think you will need to continue using what you've learned through the project after it is over? (For LINKS participants, the question was, "What additional support(s), if any, is/are necessary to help you implement these new approaches in your classroom?")

Across all groups and grade levels, participant responses clustered around four primary areas: Access and Support (instructor and training); Resources and Information; Networking; and Structured Feedback. Access and Support reflected a need to have ongoing access to instructors and other colleagues, as well as the training materials through electronic sharing. The sharing of contact information so participants can call or e-mail each other or instructors was consistently mentioned. Sending out presentation materials (PowerPoints, handouts, etc.) via e-mail, or identifying a site that

can be accessed (as needed, not just during the institute) was identified as well. It was even suggested that a “hotline” that someone can e-mail or call for help would be a valuable support.

Many suggestions were offered in the area of resources and information. Leading this list was finding ways to get help in creating 3-D lessons, noting as individuals, it is too difficult to create all the lessons necessary at any given grade. Finding a way to facilitate the lesson development and sharing those lessons across the network would be greatly appreciated. Another suggestion that resonated with respondents was sharing information about additional or upcoming professional learning opportunities, including whatever the new MSP will offer. Many respondents felt that KICKS3 provided a great service in building a huge community through the program and respondents wanted to be able to continue to interact with others, to share information, but also to seek feedback and insights into lessons and instruction. Many respondents recommended the creation of an online or group resource where they could post suggestions or concerns, and other could react or add to the listing. There were numerous responses related to alignment of lessons with Next Generation Science Standards (NGSS) or state standards, perhaps even a correlation between the two. Along these same lines, gaining access to grade level models and lesson designs that have been tried and work, perhaps a compilation by grade level and/or content would be greatly appreciated, along with a listing of website or readings for various grade level groups. Additionally, respondents requested some additional discussion and sharing of resources to address vocabulary introduction and instruction – citing a need for many to better understand the current mindset that vocabulary must be taught before any other instruction, rather than evolve from the inquiry-based approach.

Regarding networking, there was a lot of agreement among respondents about the value and benefit of conducting follow-up meetings at the Nebraska Association of Teachers of Science (NATS) conference to share sources and continue participant professional development. Providing a venue where participants can bring lessons and gain access to other teachers and specialists to help fine tune the lessons was often cited as a way to manage the overwhelming task of lesson planning. Along the same lines, perhaps being able to operate a Professional Learning Community (PLC) at the ESU level could provide a venue to accomplish this same thing, only on a more local, multi-district level.

One popular response around structured feedback was the reference to peer coaching as a very helpful process where teachers were able to receive constructive feedback without being evaluated. Whether that is the approach, or some other mechanism presents itself, respondents were consistently clear that they would like to engage in and be part of a process to review lesson plans (or have them reviewed) to make improvements. Many respondents indicated having someone suggest to them ways to “change this part” or “yes, that is exactly right” would be a valuable service and result in improved lesson plans that could then be shared. Respondents also suggested having a way to share ideas with others (at grade level or who understand the content and classroom), set goals, and get feedback would help them become more comfortable making changes in their own classrooms. Respondents were pretty clear that getting feedback to improve their lesson plan and instruction was important, whether that was having other teachers or staff developers coming into classrooms to offer suggestions for improvements on instruction or sharing a video with someone for feedback. It appeared the mechanism was as important as being able to gain access to feedback.

There was a clear and consistent recommendation that in some manner, administrators need to gain a better understanding of inquiry-based teaching in order to be more effective in observing classrooms and knowing what is to be expected in a hand-on, inquiry-based classroom. Respondents pointed to a

need to have leadership support in order to implement changes at the school and classroom level. It was noted by some, since their administration is supportive, they feel like they can more readily implement new approaches.

What suggestions for improvement would you offer to the Science KICKS₃ project?

First and foremost, there was strong agreement that some professional development in science needs to be offered, and it should be more frequent, offered to more people, and more accessible through multiple sites in other geographic areas. It was clear that in order for the professional development to be effective and impactful at the district level, it needs to include teams of teachers, not just one teacher trying to share with others in the building. To that end, encourage (or require) teams of teachers, and include a building administrator, so the likelihood of sustaining the change in a building and/or district is improved. Keep in mind, to create opportunities in other geographic regions; it may be necessary to include distance learning as a mechanism, especially to reduce/minimize the travel costs and time to participants and their families. Be mindful that it is difficult for any teacher to leave their family for two weeks in the summer, so thinking about the benefit vs. the cost is an important consideration. When possible, perhaps offer the institute during two separate weeks, rather than in consecutive weeks. Additionally, when participants are at the institute, they are working, so consider offering a working lunch as part of the institute (and if overnight travel is required, include other meals as reimbursable).

When promoting the professional learning experience, cast as wide a net as possible, and include as many details as possible. Reach out to past participants, administrators, staff developers, and through ESUs. Provide enough information to potential participants to help them make a decision about attending. It is very difficult to make choices about the potential benefit and time commitment when it is unclear what will be covered in terms of topics and content. If at all possible, keep the follow-up at NATS – it provides a great opportunity to try something in the classroom, share information about what did and did not work, and get feedback from colleagues to make lessons better. Further, it gives accountability to the program – a teacher can say, “I tried this.” It serves to validate the experience as impactful.

Is there anything else that you would like to add?

Respondents noted that being able to choose to take the institute for credits is much appreciated. As professionals, they like being able to decide what they want as credit and when they receive credit. They would like the option of course credit to be continued to be offered. Respondents were quite aware this is the end of KICKS; however, they would like to be invited to future professional development opportunities they can continue to improve through this professional experience. The recommendation shared here and elsewhere in the responses remains very clear – advertise this opportunity better by using as many venues, mechanisms, and listservs as possible. Be as specific as possible about what is being offered and provided. Respondents were impressed with the instructors, especially given that many were young in terms of age, but seasoned in terms of experience, knowledgeable in the content, and comfortable with new approaches to instruction. Participants liked having two instructors with different, but complimentary teaching styles and strengths. This modeled multiple ways to change instruction and support student learning.