NORTH DAKOTA PK-12 EDUCATION STRATEGIC VISION

State Education Organization Alignment

MAY 16, 2019

Strategic Vision for PK-12 Education Steering Committee Members

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PK-12 Education
Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- **Increase students who enter kindergarten prepared to learn**
- **Increase students who demonstrate reading proficiency in 3rd grade**
- **Increase students who meet expected learning gains each year**
- **Increase students who engage in learning**
- **Increase students who graduate choice ready**
- **Reduce the disparity in achievement for students in poverty and for Native American students**

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career awareness, exploration and development

Quality education personnel

Quality Student-centered Instruction

5/16/2019

Strategic Theme: Quality Early Childhood Education		
Organization	**Objectives**	**Initiatives**
Department of Public Instruction	1. Effectively implement a quality rating and improvement system (QRIS) 2. Expand quality early childhood education opportunities	1a. Enhance the QRIS with key components for all early childhood education programs (ECEs) 1b. Increase participation in the QRIS 2a. Develop a start-up toolkit for new quality ECEs 2b. Design and implement a state level advocacy plan for high quality early childhood education
Center for Distance Education	1. Increase the number of kindergarteners that can read in ND 2. Expand opportunities for young learners to participate in activities that result in development of the executive function	1a. Increase access to reading programs by partnering with Waterford Institute to implement their UPSTART model in ND 1b. Provide program support for parents and their learner 2a. Procure SmartLab components that support PK-2 learning (Primary Layer) 2b. Provide age appropriate training to PK-2 facilitators
EDUTECH	1. Provide educational technology infrastructure & tools to support quality early childhood education 2. Deliver educational technology professional development and resources to educators that elevate the impact of Pre-K2 education	1. Provide collaboration/communication technology tools and services for early childhood educators in order to share best practices and curricula 2a. Deliver workshops on 1:1 device applications that engage young learners 2b. Promote and facilitate statewide initiatives, such as integrated Computer and Cyber Science foundations
Career and Technical Education	1.Expand and support quality early childhood education opportunities	1a. Promote early childhood career exploration through workplace learning opportunities
Education Standards and Practices Board	1. Provide quality pre-service experiences in birth-grade 3 settings 2. Collaborate across agencies	1a. Change ESPB early childhood standard to reflect stakeholder definition of quality early childhood pre-service teaching experience (completed 5/2018)
Governor's Office	1. Work with appropriate stakeholders to discuss strategy for budget/legislative session for ECE 2. Optimize distribution of ECE/child care related oversight/regulation between DHS and DPI	1a. Re-energize ECE council originally established by governor's office 1b. Engage Ed legislative leadership to discuss strategy for ECE in '19 session 2a. Explore and promote statutory changes that better support the missions of both organizations
ND United		1a. Continue to advocate for funding that assures all children have access to Pre-K if parents choose 1b. Continue to lobby at the legislature and also engage members on importance of Pre-K

Organization	Objectives	Initiatives
NDSBA	1.Increase the number of children reading at grade level by the end of 3rd grade	1a. Support legislative efforts that make PreK more available and affordable for more families in North Dakota without supplanting funds from K-12 education
NDACTE	1.Increase awareness of the collaborative partnerships teacher preparation programs have with state agencies and early childhood programs throughout North Dakota	1. Share NDACTE meeting information and initiatives with the ND ECE Higher Ed Consortium to support potential opportunities to further partnerships between Higher Ed Institutions and ECE agencies
NDCEL	1.Policy / legislative support	1. Represent school leaders by monitoring legislative/state agency initiatives, policy shifts, and funding shifts and advocate for or against such pieces on the basis of what is best for students
Prairie Public	1.Deliver high-quality, educational family learning events, professional development opportunities, and resources that elevatethe impact of Pre-K2 education	1a. Collaborate with schools, libraries, and other organizations to plan and create a variety of family-centered learning events statewide (*eg: integration, access to STEAM and literacy tools*) 1b. Attend, present, and share resources for early childhood educators at professional conferences and workshops 1c. Seek and apply for appropriate grants and other financial support for this work

Strategic Theme: Support for Safe and Healthy Behaviors		
Organization	**Objectives**	**Initiatives**
Department of Public Instruction	1. Enhance collaboration and partnerships to support students and families	1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community 1b. Create a framework and provide resources for all students to succeed academically and behaviorally 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior
Center for Distance Education	1. Distribution and instruction of online curriculum in all instructional areas that focus on healthy behaviors 2. Reengineering of the classroom with SmartLab implementation allowing for a teacher facilitation model	1a. Continued development and engagement of courses for teachers and students in the area of mental health 2a. 30-hour training program for classroom teachers with a SmartLab to help them redesign traditional pedagogical models to facilitate learning environments that allow them to build healthy relationships with learners
EDUTECH	1. Provide guidance on technology tools, resources, and online best practices 2. Partner with state agencies by providing technology tools and learning opportunities to support statewide behavioral health programs	1a. Provide web filtering/guidance to schools to minimize access to objectionable material 1b. Provide resources to ensure safe and secure teacher/student online behaviors 2. Provide professional development and resources for educators, including Behavioral Health Service resources, GIS crowdsourcing tools, digital storytelling training, and community interactions
Career and Technical Education	1. Expand and support Career and Technical Education Student Organizations (CTSO)	1a. Increase awareness of leadership opportunities to support healthy behaviors
Education Standards and Practices Board	1. All teacher education colleges will provide mental health competency training (required 8/2016)	1a. Collaboration with DPI for resources for Higher Education (completed) 1b. Analyze data to determine where training is given and provide support as needed (ongoing)
Small Organized Schools		1a. NDSOS can assist by providing access to online bus driver training (INFINIT-I); promoting mental health/suicide training (i.e. Tom Nitschke's 'I Am Resilient' Program); and resources for drug (opioid) prevention.
Regional Education Agencies	1. Facilitate professional learning aligned with Promotion and Prevention for schools 2. Support DPI's initiatives 1a & 1b	1a. Continue to identify evidence-based opportunities that can be implemented in an educational community 1b. Assist schools in the implementation of selected practices/programs 1c. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	1. Increase focus on needs of students and schools facing behavioral health challenges 2. Better leverage state dollars in behavioral health to support schools	1a. Expand Recovery Reinvented initiative to include behavioral health 2a. Work with DHS to make public services related to behavioral health more school-facing 2b. Work to increase awareness among school leaders of behavioral health resources available locally, regionally

Organization	Objectives	Initiatives
ND United		1a. Provide members and non-members with access to "Mindful Me, Mindful You" training 1b. Provide members and non-members access to book studies this fall for credit through UND 1c. Focus on understanding childhood trauma and teacher self-care at the annual summer "Professional Growth Institute"
NDSBA	1. Increase the amount of quality learning time for all students	1a. Provide "Best Practices" policies regarding student behavior, discipline, and school safety 1b. Support the Governor's office initiative to education school board members and district staff on behavior health resources that are available
NDACTE	1. Facilitate awareness of the effectiveness of teacher candidate training 2. Provide mental health training for teacher candidates	1. Provide data on first-year teacher skills related to supporting safe and healthy behaviors: Graduate data of first-year teachers' perception of readiness and the Supervisors' assessment of the teachers' readiness to support safe and healthy behaviors in Pre-K 12 schools will be analyzed for data-based decision making in educator preparation programs and shared with ND agencies and stakeholders 2. Each Teacher Preparation program developed plans to meet ESPB state standards for mental health training and increase teacher candidate preparation
NDCEL	1. Support Department of Human Service/Department of Public Instruction initiatives that support K12 schools 2. Provide opportunities for coordinated PD for school staff	1a. Pursue funding, policy alignment, and coordination of services that can better provide support to K12 schools in the area of safe and healthy behaviors 1b. Active supportive work representing school leaders with legislature and state agencies to help pursue positive strides toward support toward programs
Prairie Public	1. Create and distribute quality resources and materials to support teachers	1a. Provide training on PBS LearningMedia to give teachers and childcare providers access to quality, peer-reviewed resources designed to nurture safe and healthy behaviors 1b. Produce and share regional documentaries on health and safety issues impacting communities in our region (including the opioid epidemic)

	Strategic Theme: Career Awareness, Exploration and Development	
Organization	**Objectives**	**Initiatives**
Department of Public Instruction	1. Ensure K-12 students have access to quality career counseling and education 2. Increase exposure and engagement in hands-on career exploration	1a. Facilitate creation of pillars of quality career counseling and education 1b. Expand and enhance quality career counseling and education practices 2a. Ensure career exploration opportunities are meaningful and tied to student four-year rolling plans 2b. Work with partners to foster working relationships between business, community, schools across the state, and other state partners
Center for Distance Education	1. Increase the number of online and blended career exploration opportunities for learners 2. Design certificate programs for learners that produce credits and prepare them for the work force	1a. Continue to seek partnerships with curriculum designers that produce relevant content for tomorrow's workforce 2a. Implementation of collaborative, real world, development projects, conducted and supported by various learners in SmartLabs around ND 2b. Provision for certifications in cyber security technician and UAS pilot's license
EDUTECH	1. Provide educational technology infrastructure, tools and programs that increase access to and information on careers, and help students compete and succeed	1a. Expand AskMe program throughout the state 1b. Promote ND Insights portal for access to information on programs / pathways to high demand careers and Job Service's ND Workforce Intelligence 1c. Coordinate the ND "K-20W" initiative, a collaborative effort aligning K-20 cyber education, workforce priorities, and operational security
Career and Technical Education	1. Increase exposure and engagement in hands-on career exploration through the expansion of industry partnerships	1a. Expand and support quality career and technical education programming 2b. Maintain advisory committee communication to increase partnerships between business and community stakeholders
Education Standards and Practices Board	1. Support for an "education careers" pathway with CTE, higher ed, and Bismarck Public Schools	1a. Spoke before BPS school board
Small Organized Schools		1a. Promote Rural Schools Collaborative place-based education and continue to support state-wide career exploration such as NDCDE in addition to supporting regional (REAs) and state (NDCTE and NDDPI) efforts
Regional Education Agencies	1. Advocate for a progressive career exploration continuum for students K-12 2. Support 2b	1a. Connect schools with appropriate industry and business representatives to align initiatives 1b. Promote appropriate data utilization to evidence progress towards strategic theme 2a. Collaborate with CTE Centers
Governor's Office	1. Better promote career ready practices 2. Support expansion of Computer Science and Cyber Security Education 3. Better integrate CTE into other state government K-12 departments	1a. Leverage communications team to explore opportunities to better raise CRP awareness 2a. Consider recommendations of K-20W work group in budget and policy recommendations for 2019 legislative session 3a. Holistic CTE as one focus of K-12 Governance Working Group
ND United		1a. Engage in partnership with the NEA Foundation to find a way to bring more CTE options to Native American students in the state

Organization	Objectives	Initiatives
NDSBA	1. Secure adequate funds for all districts to provide a rich curriculum that includes expanded CTE options	1a. Advocate for adequate and sustainable K-12 funding to allow for additional staff and curriculum to provide meaningful CTE courses, especially in smaller school districts
NDACTE	1. Increase apprenticeship opportunities that can be linked to high school coursework for credit	1a. Each Teacher Preparation program can explore collaborations with state agencies and schools to implement a strategic approach to increase apprenticeship opportunities with mutual benefit to businesses/organizations and students
NDCEL	1. Support of CTE Directors and Ed Leaders in policy / professional development	1a. Work with CTE Directors and all Educational Leaders to assist in filling professional development and coordination gaps that can enhance student career exploration
Prairie Public	1. Highlight the diverse career opportunities available in public media	1a. Conduct station tours for teachers and students highlighting the diverse skills and careers in public media (*including engineering, writing, video production, radio production, podcasting, development*) 1b. Provide training and resources for teachers to explore media production and journalism with their students (*eg: PBS Student Reporting Lab*)

Strategic Theme: Quality Education Personnel		
Organization	**Objectives**	**Initiatives**
Department of Public Instruction	1. Increase rigor and relevance of educator enhancement and performance management systems 2. Reduce vacancies in hard to staff areas with effective educators	1a. Partner in establishing new and supporting existing high quality coaching, mentoring and professional development for educators 1b. Increase support for fidelity of educator evaluation and continuous improvement systems 1c. Collaboration with educator preparation stakeholders to design quality coursework 2a. Continue to secure and promote incentives 2b. Continue collaborations and develop partnerships to expand pathways to licensing and credentialing
Center for Distance Education	1. Development of teachers that provides a process for student learning 2. Training opportunities for educators that increase their proficiency in online and blended teaching along with the implementation of competency based learning	1a. Refinement of a "Teacher Process" which allows for a methodology that focuses on applying teaching and learning that data has proven works 1b. Development and support of an LMS and SIS that allows for teachers to manage intervention strategies with relevant data 2a. Provide blended learning, college credit bearing training opportunities in an "Online Teaching Certification" program and with a 30-hour SmartLab facilitator training program
EDUTECH	1. Provide professional learning opportunities and outreach to facilitate statewide computer and cyber science education 2. Provide technology infrastructure, tools, and professional development opportunities to increase the impact of statewide initiatives 3. Provide professional development opportunities on data-driven decision making	1a. Utilize NICERC, code.org, Microsoft certifications within EduTech staff to facilitate statewide cyber education initiatives for K-12 educators 2a. Deliver an annual educational technology conference to allow educators to more effectively utilize state resources; present at other statewide conferences 2b. Provide technology coaching in support of quality instruction 3a. Introduce educators to student data in the SLDS to access/analyze continuous improvement of student learning; provide ongoing professional development for online curriculum "Develop Your Data Mindset" 3b. Continually improve tools within PowerSchool, SLDS , eTranscript
Career and Technical Education	1. Improve Career and Technical Education programs through evaluation	1a. Expand strong support for CTE instructors through site-based comprehensive evaluations including curriculum, instructional strategies, data analysis and program specific professional development 1b. Verify appropriate industry/teaching certifications
Education Standards and Practices Board	1. Maintain qualifications for alternate access licensure	1a. Provide opportunities for a "narrow" license as a component of alternate access licensure 1b. Work with higher education to develop a "boot camp" for Alternate Access license individuals 1c. HB 1098 enables individuals to teach with a minor and expanded the grade band for both elementary and secondary
Regional Education Agencies	1. Support school utilization of evaluation systems	1a. Identify education personnel needs on a regional basis 1b. Provide growth opportunities aligned with evidence-based instructional framework 1c. Promote appropriate data utilization to evidence progress towards strategic theme

Organization	Objectives	Initiatives
Governor's Office	1. Explore policy levers to financially and positionally recognize educators taking leadership roles to improve student learning 2. Address workforce issue of teacher licensure	1a. Study similar initiatives, such as Iowa's TLC; work with legislative leadership and reflect priority in 2019 executive budget recommendation as part of broader education budget 2a. Include teacher licensure as part of broader licensure study now underway as result of US Department of Labor grant
ND United		1a. Use videos, social media, our magazine and award-winning podcast to promote the incredible work teachers do every day 1b. Bargain and lobby to make sure teachers are paid the salary and benefits they deserve while also assuring a safe work environment 1c. Provide scholarships to college students and grants to current teachers 1d. Increase the number of Nationally Board-Certified teachers in ND 1e. Provide PD to help teachers achieve success in the classroom
NDSBA	1. Encourage more young people to consider a career in public education	1a. Explore methods to cost effectively promote the value of education careers to high school students throughout the state
NDACTE	1. Use quality data to continuously evaluate and improve online and on-campus teacher quality 2. Collaborate with PK-12 schools to identify current initiatives and practices 3. Work with the Education Standards and Practices Board (ESPB) to provide alternate access options that maintain teacher quality 4. Collaborate with PK-12 to help meet their employment and professional development needs	1. Increased validity and reliability of student teacher, completer and employer assessment instruments that provide meaningful data to be combined with stakeholder feedback to inform data driven decisions for continuous improvement 2. Continue to collaborate with PK-12 schools to ensure teacher preparation programs are including the practices and skills needed in today's schools 3. Communication among institutions, ESPB, and PK-12 schools to improve plan of study options and meet the state's needs for educators 4. Collaborate with REAs and districts to identify professional development needs and design continuing education and graduate coursework options to meet those needs; NDACTE schools will work with PK-12 school partners and other groups such as the Rural Teacher Corps to determine employment needs
NDCEL	1. Leadership Development of all school leaders 2. Coordination of statewide PD with all stakeholders and PD providers 3. Administrator Mentorship	1a. Support of NDLEAD Center and administrator professional development 1b. Continue to be key provider of professional development for educational leaders while actively coordinating with other service providers such as REA's, Learning Forward, EduTech, NDDPI, NDCTE, and others to ensure delivery and coordination of appropriate statewide professional development in all areas of need 1c. Continue to provide high level statewide professional development for all educational leader subgroups then subsequently assisting in coordinating supplemental deep dive PD 1d. Work to coordinate with all PD providers in an attempt to consolidate all PD offerings into one statewide location while providing behind-the-scenes coordination, event planning, and hosting of online and archived work for all groups while providing potential graduate credit and possible micro credential opportunity through this consolidated effort 1e. Coordination and pull through of Academic Leadership Academy with various strands and ability to achieve graduate certificate upon achievement and possible micro-badge work for partial attendance

Organization	Objectives	Initiatives
Prairie Public	1. Provide convenient professional development targeted to individual teacher needs that limit teacher time away from class, spark new ideas for the classroom, and build connections with other educators 2. Empower teachers to tackle challenges in their classrooms and schools to improve the educational environment for students	1a. Weekly Web Chat Series - Free, virtual training sessions featuring area teachers. 30-60 minutes on a wide range of topics that support new and experienced teachers alike 1b. Content Chats - Great Plains Social Studies Council and ND Council for Teachers of Math are piloting monthly content specific chats to help connect teachers with a network of support. Virtual chats allow teachers to share resources & best practices 1c. NorthDakotaPD.com - Support and manage the PD website for teachers (*in collaboration with ESPB, ND DPI, ND United*) 1d. Partner with ND United on *The Cutting Ed* podcast, provide content and source information, share on radio, social media 2a. Educator Innovation Lab - Free workshops that help individual teachers or staff teams brainstorm challenges and then use the Action Research cycle to design and test possible solutions 2b. Edcamp ND (*in collaboration with EduTech, SEEC, GNWEC, MREC*) provides a free day of collaborative learning for teachers

Strategic Theme: Quality Student-centered Instruction		
Organization	**Objectives**	**Initiatives**
Department of Public Instruction	1. Research and define personalized learning methods and tools 2. Build capacity for districts and schools to implement personalized learning	1a. Understand current landscape of personalized learning in education and promising instructional models and tools 1b. Collaborate with stakeholders to identify or create a framework to build a common understanding for personalized learning
Center for Distance Education	1. Increase use of personalized learning technologies. 2. Provide schools with learning laboratories that focus on personalization	1a. Continue pilots and implementation programs with Knewton adaptive software and my foundations lab 2a. Installation, training, and support of a SmartLab for every school district in the state of ND
EDUTECH	1. Deliver technology, tools, and professional development to build statewide capacity for educators 2. Engage in and support DPI's Personalized Learning Action Team	1a. Assist schools in ensuring online content is inclusive and meets federal accessibility requirements (ADA) 1b. Partner to build knowledge capacity for personalized learning 2a. Provide infrastructure, expertise to the DPI Personalized Learning Action Team
Career and Technical Education	1. Support CTE instructors in providing personalized learning to all students	1a. Provide student access to appropriate industry certification through CTE 1b. Support and expand CTSO leadership and competitive activities in school districts
Regional Education Agencies	1. Assist and support schools in utilizing appropriate personalized learning strategies/tools/methods	1a. Increase access to ongoing, job-embedded professional learning utilizing identified personalized learning strategies/tools/methods 1b. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	1. Support the adoption of personalized learning in North Dakota schools	1a. Champion recommendations of Innovative Education Task Force, focused on competency based, personalized learning. Initiatives include both policy and budgeting considerations
ND United		1a. The Cutting Ed Podcast: focus on the innovation taking place in schools 1b. Provide panels on "innovation" at all PD conferences 1c. Secure funding to research what is holding back educators from fully embracing Personalized Learning
NDACTE	1. Integrate curriculum to support theories and practices supporting personalized learning in teacher preparation programs	1a. Visit and work with PK-12 personalized learning schools to increase faculty and teacher candidate involvement. Continue to incorporate research-based practices in teacher education curriculum
NDCEL	1. Leadership development and PD in the area of Innovative Instruction	1. ND Innovation Academy partnership with Ted Dintersmith (currently) with ongoing development of future cohorts led by ND professionals

Organization	Objectives	Initiatives
Prairie Public	1. Support educators and early childhood providers with free, relevant, and engaging multimedia education resources useful for personalized instruction 2. Tell the story of student-centered instruction through content production, both at Prairie Public and via partnerships	1a. Provide free digital programming and resources that serve diverse populations 1b. Provide educators (*pre-service; PK-12*) training (*via web chats, workshops, and presentations*) on best practices in differentiated instruction, integration of multimedia resources, and technology integration to amplify student voice and choice 2a. Produce news and information stories about student-centered instruction across the state