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# STATE EDUCATION ORGANIZATION ALIGNMENT

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With the North Dakota PK-12 Education  
Strategic Vision Framework



JULY 20, 2018



## Strategic Vision for PK-12 Education Steering Committee Members

Levi Bachmeier	Policy Advisor	Office of the Governor
Kirsten Baesler	ND State Superintendent of Schools	North Dakota Department of Public Instruction
Marc Bluestone	Superintendent	New Town Public School District
Elroy Burkle	Executive Officer	North Dakota Small Organized Schools
Aimee Copas	Executive Director	North Dakota Council of Educational Leaders
Lisa Feldner	Education Consultant	
Phil Wisecup	Interim Vice Chancellor	North Dakota University System
Jim Johnson	President	North Dakota School Boards Association
Rosi Kloberdanz	Executive Director	Education Technology Council/Edutech
Wayde Sick	Director & Executive Officer	North Dakota Career & Technical Education
Chad Oban	Executive Director	North Dakota United
Erin Oban	Senator	North Dakota State Senate
Mark Owens	Representative	North Dakota House of Representatives
Rebecca Pitkin, PhD	Executive Director	Education Standards & Practices Board
Pam Sagness	Director	Behavioral Health Division Department of Human Services
Luke Schaefer	Director	REAs/Mid-Dakota Education Cooperative & Missouri River Education Cooperative
Donald Schaible	Chair, Senate Education Committee	North Dakota State Senate
Dawson Schefter	Young Adult Representative	
Cynthia Schreiber-Beck	Representative	North Dakota House of Representatives
Mary Schultz	President	North Dakota Parents & Teachers Association
Al Olson	President	North Dakota Association of College of Teacher Educators



## 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 3<sup>rd</sup> 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 exploration**

**Quality education personnel**

**Quality instruction for personalized learning**

**Strategic Theme: Quality Early Childhood Education**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Effectively implement a quality rating and improvement system (QRIS)</li> <li>2. Expand quality early childhood education opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1a. Enhance the QRIS with key components for all early childhood education programs (ECEs)</li> <li>1b. Increase participation in the QRIS</li> <li>2a. Develop a start-up toolkit for new quality ECEs</li> <li>2b. Design and implement a state level advocacy plan for high quality early childhood education</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase the number of kindergarteners that can read in ND</li> <li>2. Expand opportunities for young learners to participate in activities that result in development of the executive function</li> </ol>	<ol style="list-style-type: none"> <li>1a. Increase access to reading programs by partnering with Waterford Institute to implement their UPSTART model in ND</li> <li>1b. Provide program support for parents and their learner</li> <li>2a. Procure SmartLab components that support PK-2 learning (Primary Layer)</li> <li>2b. Provide age appropriate training to PK-2 facilitators</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide educational technology infrastructure &amp; tools to support quality early childhood education</li> <li>2. Deliver educational technology professional development and resources to educators that elevate the impact of Pre-K2 education</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide collaboration/communication technology tools and services for early childhood educators in order to share best practices and curricula</li> <li>2a. Deliver workshops on 1:1 device applications that engage young learners</li> <li>2b. Promote and facilitate statewide initiatives, such as integrated Computer and Cyber Science foundations</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Expand and support quality early childhood education opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1a. Promote early childhood career exploration through workplace learning opportunities</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Provide quality pre-service experiences in birth-grade 3 settings</li> <li>2. Collaborate across agencies</li> </ol>	<ol style="list-style-type: none"> <li>1a. Change ESPB early childhood standard to reflect stakeholder definition of quality early childhood pre-service teaching experience (completed 5/2018)</li> </ol>
Governor’s Office	<ol style="list-style-type: none"> <li>1. Work with appropriate stakeholders to discuss strategy for budget/legislative session for ECE</li> <li>2. Optimize distribution of ECE/child care related oversight/regulation between DHS and DPI</li> </ol>	<ol style="list-style-type: none"> <li>1a. Re-energize ECE council originally established by governor’s office</li> <li>1b. Engage Ed legislative leadership to discuss strategy for ECE in ‘19 session</li> <li>2a. Explore and promote statutory changes that better support the missions of both organizations</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Continue to advocate for funding that assures all children have access to Pre-K if parents choose</li> <li>1b. Continue to lobby at the legislature and also engage members on importance of Pre-K</li> </ol>
NDSBA	<ol style="list-style-type: none"> <li>1. Increase the number of children reading at grade level by the end of 3<sup>rd</sup> grade</li> </ol>	<ol style="list-style-type: none"> <li>1a. Support legislative efforts that make PreK more available and affordable for more families in North Dakota without supplanting funds from K-12 education</li> </ol>

**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 2. Prevention for schools 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
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

Strategic Theme: Career Exploration		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Ensure K-12 students have access to quality career counseling and education</li> <li>2. Increase exposure and engagement in hands-on career exploration</li> </ol>	<ol style="list-style-type: none"> <li>1a. Facilitate creation of pillars of quality career counseling and education</li> <li>1b. Expand and enhance quality career counseling and education practices</li> <li>2a. Ensure career exploration opportunities are meaningful and tied to student four-year rolling plans</li> <li>2b. Work with partners to foster working relationships between business, community, schools across the state, and other state partners</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase the number of online and blended career exploration opportunities for learners</li> <li>2. Design certificate programs for learners that produce credits and prepare them for the work force</li> </ol>	<ol style="list-style-type: none"> <li>1a. Continue to seek partnerships with curriculum designers that produce relevant content for tomorrow's workforce</li> <li>2a. Implementation of collaborative, real world, development projects, conducted and supported by various learners in SmartLabs around ND</li> <li>2b. Provision for certifications in cyber security technician and UAS pilot's license</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide educational technology infrastructure, tools and programs that increase access to and information on careers, and help students compete and succeed</li> </ol>	<ol style="list-style-type: none"> <li>1a. Expand AskMe program throughout the state</li> <li>1b. Promote ND Insights portal for access to information on programs / pathways to high-demand careers and Job Service's ND Workforce Intelligence</li> <li>1c. Coordinate the ND "K-20W" initiative, a collaborative effort aligning K-20 cyber education, workforce priorities, and operational security</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Increase exposure and engagement in hands-on career exploration through the expansion of industry partnerships</li> </ol>	<ol style="list-style-type: none"> <li>1a. Expand and support quality career and technical education programming</li> <li>2b. Maintain advisory committee communication to increase partnerships between business and community stakeholders</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Support for an "education careers" pathway with CTE, higher ed, and Bismarck Public Schools</li> </ol>	<ol style="list-style-type: none"> <li>1a. Spoke before BPS school board</li> </ol>
Small Organized Schools		<ol style="list-style-type: none"> <li>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</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Advocate for a progressive career exploration continuum for students K-12</li> <li>2. Support 2b</li> </ol>	<ol style="list-style-type: none"> <li>1a. Connect schools with appropriate industry and business representatives to align initiatives</li> <li>1b. Promote appropriate data utilization to evidence progress towards strategic theme</li> <li>2a. Collaborate with CTE Centers</li> </ol>
Governor's Office	<ol style="list-style-type: none"> <li>1. Better promote career ready practices</li> <li>2. Support expansion of Computer Science and Cyber Security Education</li> <li>3. Better integrate CTE into other state government K-12 departments</li> </ol>	<ol style="list-style-type: none"> <li>1a. Leverage communications team to explore opportunities to better raise CRP awareness</li> <li>2a. Consider recommendations of K-20W work group in budget and policy recommendations for 2019 legislative session</li> <li>3a. Holistic CTE as one focus of K-12 Governance Working Group</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Engage in partnership with the NEA Foundation to find a way to bring more CTE options to Native American students in the state</li> </ol>
NDSBA	<ol style="list-style-type: none"> <li>1. Secure adequate funds for all districts to provide a rich curriculum that includes expanded CTE options</li> </ol>	<ol style="list-style-type: none"> <li>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</li> </ol>

**Strategic Theme: Quality Education Personnel**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Increase rigor and relevance of educator enhancement and performance management systems</li> <li>2. Reduce vacancies in hard to staff areas with effective educators</li> </ol>	<ol style="list-style-type: none"> <li>1a. Partner in establishing new and supporting existing high quality coaching, mentoring and professional development for educators</li> <li>1b. Increase support for fidelity of educator evaluation and continuous improvement systems</li> <li>1c. Collaboration with educator preparation stakeholders to design quality coursework</li> <li>2a. Continue to secure and promote incentives</li> <li>2b. Continue collaborations and develop partnerships to expand pathways to licensing and credentialing</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Development of teachers that provides a process for student learning</li> <li>2. Training opportunities for educators that increase their proficiency in online and blended teaching along with the implementation of competency based learning</li> </ol>	<ol style="list-style-type: none"> <li>1a. Refinement of a “Teacher Process” which allows for a methodology that focuses on applying teaching and learning that data has proven works</li> <li>1b. Development and support of an LMS and SIS that allows for teachers to manage intervention strategies with relevant data</li> <li>2a. Provide blended learning, college credit bearing training opportunities in an “Online Teaching Certification” program and with a 30 hour SmartLab facilitator training program</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide professional learning opportunities and outreach to facilitate statewide computer and cyber science education</li> <li>2. Provide technology infrastructure, tools, and professional development opportunities to increase the impact of statewide initiatives</li> <li>3. Provide professional development opportunities on data-driven decision making</li> </ol>	<ol style="list-style-type: none"> <li>1a. Utilize NICERC, code.org, Microsoft certifications within EduTech staff to facilitate statewide cyber education initiatives for K-12 educators</li> <li>2a. Deliver an annual educational technology conference to allow educators to more effectively utilize state resources; present at other statewide conferences</li> <li>2b. Provide technology coaching in support of quality instruction</li> <li>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”</li> <li>3b. Continually improve tools within PowerSchool, SLDS, eTranscript</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Improve Career and Technical Education programs through evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1a. Expand strong support for CTE instructors through site-based comprehensive evaluations including curriculum, instructional strategies, data analysis and program specific professional development</li> <li>1b. Verify appropriate industry/teaching certifications</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Maintain qualifications for alternate access licensure</li> </ol>	<ol style="list-style-type: none"> <li>1a. Provide opportunities for a “narrow” license as a component of alternate access licensure</li> <li>1b. Work with higher education to develop a “boot camp” for Alternate Access license individuals</li> <li>1c. HB 1098 enables individuals to teach with a minor and expanded the grade band for both elementary and secondary</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Support school utilization of evaluation systems</li> </ol>	<ol style="list-style-type: none"> <li>1a. Identify education personnel needs on a regional basis</li> <li>1b. Provide growth opportunities aligned with evidence-based instructional framework</li> <li>1c. Promote appropriate data utilization to evidence progress towards strategic theme</li> </ol>
Governor’s Office	<ol style="list-style-type: none"> <li>1. Explore policy levers to financially and positionally recognize educators taking leadership roles to improve student learning</li> <li>2. Address workforce issue of teacher licensure</li> </ol>	<ol style="list-style-type: none"> <li>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</li> <li>2a. Include teacher licensure as part of broader licensure study now underway as result of US Department of Labor grant</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Use videos, social media, our magazine and award-winning podcast to promote the incredible work teachers do every day</li> <li>1b. Bargain and lobby to make sure teachers are paid the salary and benefits they deserve while also assuring a safe work environment</li> <li>1c. Provide scholarships to college students and grants to current teachers</li> <li>1d. Increase the number of Nationally Board-Certified teachers in ND</li> <li>1e. Provide PD to help teachers achieve success in the classroom</li> </ol>
NDSBA	<ol style="list-style-type: none"> <li>1. Encourage more young people to consider a career in public education</li> </ol>	<ol style="list-style-type: none"> <li>1a. Explore methods to cost effectively promote the value of education careers to high school students throughout the state</li> </ol>

**Strategic Theme: Quality Instruction for Personalized Learning**

<b>Organization</b>	<b>Objectives</b>	<b>Initiatives</b>
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Research and define personalized learning methods and tools</li> <li>2. Build capacity for districts and schools to implement personalized learning</li> </ol>	<ol style="list-style-type: none"> <li>1a. Understand current landscape of personalized learning in education and promising instructional models and tools</li> <li>1b. Collaborate with stakeholders to identify or create a framework to build a common understanding for personalized learning</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase use of personalized learning technologies.</li> <li>2. Provide schools with learning laboratories that focus on personalization</li> </ol>	<ol style="list-style-type: none"> <li>1a. Continue pilots and implementation programs with Knewton adaptive software and my foundations lab</li> <li>2a. Installation, training, and support of a SmartLab for every school district in the state of ND</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Deliver technology, tools, and professional development to build statewide capacity for educators</li> <li>2. Engage in and support DPI’s Personalized Learning Action Team</li> </ol>	<ol style="list-style-type: none"> <li>1a. Assist schools in ensuring online content is inclusive and meets federal accessibility requirements (ADA)</li> <li>1b. Partner to build knowledge capacity for personalized learning</li> <li>2a. Provide infrastructure, expertise to the DPI Personalized Learning Action Team</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Support CTE instructors in providing personalized learning to all students</li> </ol>	<ol style="list-style-type: none"> <li>1a. Provide student access to appropriate industry certification through CTE.</li> <li>1b. Support and expand CTSO leadership and competitive activities in school districts</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Assist and support schools in utilizing appropriate personalized learning strategies/tools/methods</li> </ol>	<ol style="list-style-type: none"> <li>1a. Increase access to ongoing, job-embedded professional learning utilizing identified personalized learning strategies/tools/methods</li> <li>1b. Promote appropriate data utilization to evidence progress towards strategic theme</li> </ol>
Governor’s Office	<ol style="list-style-type: none"> <li>1. Support the adoption of personalized learning in North Dakota schools</li> </ol>	<ol style="list-style-type: none"> <li>1a. Champion recommendations of Innovative Education Task Force, focused on competency based, personalized learning. Initiatives include both policy and budgeting considerations</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. The Cutting Ed Podcast: focus on the innovation taking place in schools</li> <li>1b. Provide panels on “innovation” at all PD conferences</li> <li>1c. Secure funding to research what is holding back educators from fully embracing Personalized Learning</li> </ol>