

## 2018 Staff Development Report

<b>Staff Development Advisory Committee</b>		
<b>Person</b>	<b>Sites and Subject/Grade</b>	<b>Title</b>
Jennifer Gazdzik	Annandale Middle School Grade 6 Teacher	MDE Q Comp Contact & AMS Q Comp Advisor
Bo Wilke	District Digital Learning Specialist	AMS Q Comp Advisor
Julie Aeikens	Annandale High School Math Teacher	AHS Q Comp Advisor
Polly Kampsen	Annandale High School English Teacher	AHS Q Comp Advisor
Jessica Dircks	Annandale Elementary School Grade 3 Teacher	AES Q Comp Advisor
McLain Westman	Annandale Elementary School Grades 3-5 FOCUS	AES Q Comp Advisor
Tim Prom	District Grades P-12	Superintendent
Rick Pullen	District Grades P-12	Business Manager
Kathy Holahan	District Grades P-12	Curriculum Coordinator
Scot Kerbaugh	Annandale High School Grades 9-12	Annandale High School Principal
Jeff Erickson	Annandale Middle School Grades 6-8	Annandale Middle School Principal
Jon Klippenes	Annandale Elementary School Grades K-5	Annandale Elementary School Principal
Tiffany Grube	Annandale-Maple Lake Community Education & Early Education	Director of Community Education & Services
Mike Holthaus	District Grades P-12	Annandale School Board Member & Parent of Grade 12 Student
Barb Groth	Annandale ECFE Assistant	Parent of Grades 10 & 12 Students

<b>District Goal</b>	<b>Findings</b>	<b>Impact on Student Learning</b>	<b>Impact on Teacher Practice</b>
1. ISD 876 staff development will support best practice instruction through grade level, subject area, and topic centered study in grade level groups, specialist groups, principal-directed groups, and in groups formed as a part of Q Comp.	1. Principals' participation in carrying through Q Comp goals to other group efforts unifies all staff development efforts.	1. Q Comp MCA/MTAS goals: students enrolled by October 1, 2017 did not make a 3% increase in all accountability reading assessments proficiency.	1. Teachers continued in best practice instruction that was informed by Minnesota Academic Standards as applied to all subject areas.
2. Staff will be supported in literacy instruction by whole staff inservice, small group participation peer observation, and individual coaching.	2. Teachers analyzed assessments for support in more rigorous instruction according to Minnesota Academic ELA Standards.	2. Impact on student learning as reported for district goal #1.	2. Teachers studied and applied methods of nonfiction instruction throughout subject areas. Teachers continued collaborative staff development.

<b>Annandale Elementary Goals</b>	<b>Findings</b>	<b>Impact on Student Learning</b>	<b>Impact on Teacher Practice</b>
<b>Aligns with Dist. Goal #1</b> 1. AES staff development will support best practice instruction through grade level, subject area, and topic centered study in required groups and groups formed as a part of Q Comp.	1. Teachers continued study and implementation of the Benchmark Literacy curriculum and implementation of intervention and differentiation strategies.	1. Elementary students did not meet the AES Q Comp goal of an increase of 3% from 2017 to 2018 for students enrolled by October 1 in 2018 MCA Reading scores.	1. Teachers continued planned collaborative staff development with particular attention to nonfiction literacy.
<b>Aligns with Dist. Goal #2</b> 2. AES staff development will be supported in literacy instruction by whole staff inservice small group participation, peer observation, and individual coaching.	2. Teachers analyzed Benchmark Literacy assessments for support in more rigorous instruction according to Minnesota Academic ELA Standards.	2. Impact on student learning as reported for AES Goal #1.	2. Teachers continue staff development in application of Benchmark Literacy curriculum and needed supports for students not meeting proficiency and enrichment for students meeting expectations.
<b>Annandale Middle</b>	<b>Findings</b>	<b>Impact on Student Learning</b>	<b>Impact on Teacher Practice</b>
<b>Aligns with Dist. Goal #1</b> 1. AMS staff development will support best practice instruction through grade level, subject area, and topic centered study in required groups and groups formed as a part of Q Comp	1. AMS students continued higher levels of assignment completion due to staff, parent and volunteer support of a Power of ICU program.	1. Middle school students did not meet the AES Q Comp goal of an increase of 3% from 2017 to 2018 for students enrolled by October 1 in 2018 MCA Reading scores.	1. Teachers supported continuous reporting of assignment completion in a shared document as the basis of timely interventions during the day. Assignments and grading reflect lessons learned in managing assignment completion.
<b>Aligns with Dist. Goal #2</b> 2. AMS staff development will be supported in literacy instruction by whole staff inservice small group participation, peer observation, and individual coaching.	2. AMS staff studied specific topics, such as Growth Mindset and Student Culture, identified as needing deeper understanding in the Power of ICU program.	2. Impact on student learning as reported for AMS Goal #1.	2. Teachers continue to support their lesson plans and grading practices with assessment and behavior data. Teachers share their literacy instruction and differentiation strategies.
<b>Annandale High School</b>	<b>Findings</b>	<b>Impact on Student Learning</b>	<b>Impact on Teacher Practice</b>
<b>Aligns with Dist. Goal #1</b> 1. AHS staff development will support best practice instruction through grade level, subject area, and topic centered study in required groups and groups formed as a part of Q Comp.	1. Support was sought for improved classroom assessment and student engagement from Nicole Vagle, staff development consultant and author of <u>Design in Five: Essential Phases to Create Engaging Assessment Practice.</u>	1. High school students did not meet the AHS Q Comp goal of an increase of 3% from 2017 to 2018 for students enrolled by October 1 in 2018 MCA Reading scores.	1. Teachers continued sharing of literacy strategies, improved assessment engagement and support for career and college ready preparation through all grades. ACT is seen as more aligned with post high school preparation by teachers and

			students.
<b>Aligns with Dist. Goal #2</b> 2. AHS staff development will be supported in literacy instruction by whole staff inservice small group participation, peer observation, and individual coaching.	2. Students and staff share a technology learning community in use of technology and preparation for guiding students in college and career readiness.	2. Impact on student learning as reported for AHS Goal #1.	2. Teachers continued to learn technology applications, guiding students to greater responsibility, and preparations for less reliance on substitute teachers during teacher absence.

100% of Annandale Public Schools Teachers were included in staff development activities.

100% of Annandale Public Schools Paraprofessionals were included in staff development activities.