



CENTER FOR PROFESSIONAL DEVELOPMENT

Mission

The Center for Professional Development provides a standards-based, learning-centered professional development environment for all staff, and is dedicated to the collaborative efforts needed to support systemic change in an urban school district where adults take collective responsibility for helping all students to learn at high levels.

Saint Paul's Project for Academic Excellence (PAE) is a comprehensive academic Reform initiative to enhance teaching and learning in Saint Paul Public Schools.

PAE was developed to draw together administrators, principals, and teachers in a pioneering effort for the entire school district. Introduced in the summer of 2001, PAE provides a unified direction for curricular reform across all schools. What began in selected elementary schools has now expanded to include every elementary and middle/junior high school.

PAE is rooted in the district's deep commitment to standards-based education and professional development opportunities for all Saint Paul Public School instructional and administrative staff. It is designed to dramatically improve how - and how well - students learn. It does so by transforming the way the core skills of reading, writing, mathematics, and, soon, science are taught in Saint Paul Public Schools, and by effectively and efficiently providing in-depth, ongoing training to teachers and administrators. These are the core elements of PAE:

- A foundation of standards-based curriculum and instruction
- Standards-based assessment to monitor progress
- Focus on a small number of core academic skills
- Extensive, continuing professional development to support quality instruction
- Demonstration sites to promote replication
- Provision of essential materials
- Sustained on-the-job coaching of teachers, principals, and district leaders
- A multilevel network of teachers for peer support
- Principals as instructional leaders
- District-level instructional leadership
- Increase to scale across the district.

As the driving force behind the implementation of Saint Paul Public's Schools comprehensive standards-based reform effort, PAE is a lever for academic reform in every school across the district.

Principles of Learning

Underlying the instructional practices modeled throughout *Saint Paul's Project for Academic Excellence* are the Principles of Learning developed by the Institute for Learning. These principles guide not only administrative leadership, but curriculum, instruction, and assessment in an authentic standards-based model.

The nine Principles of Learning are summarized below.

Organizing for Effort

- Direct and sustained effort will yield high achievement for all students.

PROGRAM OVERVIEW

OFFICE OF ACADEMICS



SAINT PAUL PUBLIC SCHOOLS

360 COLBORNE ST. • ST. PAUL, MN 55102 • (651) 767-8139 • FAX (651) 290-8331

- High minimum standards are set and assessments are geared to the standard.
- All students are taught a rigorous curriculum.

Clear Expectations

- Define explicitly what we expect students to learn
- Publicly display criteria and models of work that meet standard
- Have students evaluate their own work toward standard.

Fair and Credible Evaluations

- Use fair and credible assessments.
- Fair evaluations are those for which students can prepare
- Grand against absolute standards rather than on a curve
- Students see the results of their learning through their own progress toward standard.

Recognition of Accomplishment

- Clear recognition of authentic accomplishment is a hallmark of an effort-based school
- Progress points are articulated regardless of the student's entering point
- Recognition is based on student effort toward a goal.

Academic Rigor

- Thinking and problem solving are the "new basics" of the 21st century
- Thinking without a solid knowledge foundation must be abandoned
- Curriculum is organized around major concepts that students are expected to know
- Teaching must engage students in active reasoning.

Accountable Talk

- Accountable talk uses evidence appropriate to the discipline
- Teachers intentionally create norms and skills for students to talk about evidence of learning
- Talk is content focused.

Socializing Intelligence

- Defines intelligence as a set of problem solving and reasoning skills
- Calls on students to use the skill of intelligent thinking
- Teachers are expected to "teach intelligence" through setting high expectations and implementing a thinking curriculum.

Self-Management of Learning

- Students monitor their own learning
- Students notice when they do not understand something and take the steps to remedy the situation
- Students use feedback from others to manage their own learning.

Learning as Apprenticeship

- Work alongside experts who model skilled practices
- Provide mentoring and coaching both in and beyond the classroom.

Instructional Leadership (IFL) Elementary

Elementary principals and their school leads joined study groups and led Learning Walks on a monthly basis. Study groups chose topics of interest that would provide them with background and knowledge to increase student achievement. These topics were related to the nine Principles of Learning and a better understanding of closing the achievement gap. A protocol was

established requiring members of groups to be accountable for an action in their building and a report back. Study groups sent in a form establishing meeting times, attendance, group discussion, and detailed action taken between monthly meetings. Learning Walks follow targeted professional development and support next steps in a buildings professional development plan. An implementation guide, in the pilot stage with six schools, will be ready for full implementation across all elementary schools next fall.

Instructional Leadership (IFL) Middle Schools

Middle school continues to fully support Disciplinary Literacy through model classrooms with principal participation in team meetings and planning for comprehensive school wide implementation. All middle school teachers have participated in The Principles of Learning (POL) overview. A small team of principals, district coaches, and an evaluator was formed to design an implementation guide for middle schools. This guide will be ready for full implementation in the fall of 2007. All schools have conducted Learning walks and several are doing them on a monthly basis

Instructional Leadership (IFL) High Schools

High schools align SCIP goals by the continuation of introductory and overview workshops focused on understanding the Principles of Learning (POL). Teachers from all high schools and special 9-12 programs participate in these workshops. The next step will be the implementation of Learning Walks at all sites during the spring and fall of 2007.

Principles of Learning Overview

A three-day intensive workshop on the Principles of Learning (POL) is provided several times a year to K-12 staff since the first overview in June of 2005. Work at the elbow continues for building administrators to sustain knowledge and activity into the professional development plans at each site. The overview of POL is not only conducted in a three-day intensive workshop but also on-site at various middle and high schools. The integration of POL overview knowledge into site-based professional learning community teams has been very effective.

Reading K-12

The District works with a national reading consultant and uses the Reader's Workshop Model as a frame to provide in-depth reading instruction in the five dimensions of reading. K-6 Reading Institutes provide professional development in reading to all classroom, ELL, gifted, and special education teachers. Currently there are Reading Institutes for Level I, Level II and the first Level III was held this year.

Building administrators and principals have an opportunity to attend the Reading Institutes as well as attend several scheduled meetings with the reading consultant, all designed specifically to support the role of instructional leader.

As part of our work, phonics programs have been recommended by a reading task force, and adopted by many schools. A K-6 grade reading scope and sequence is in process and will be completed for implementation in the fall of 2007.

With assistance from our national reading consultant, a 7-12 Reading Alignment Committee is developing a 7th and 9th grade reading course. The goal is to provide students who read below grade level with effective reading strategies. These Reading Strategies Courses will be piloted in a number of classrooms this spring with full implementation in the fall of 2007. Some curriculum and materials will be piloted with students before making final decisions. READ 180 (a computer based reading program for secondary students demonstrating lower grade level

proficiency) serves one group of students. The Reading Strategies Courses would be a bridge from READ 180 to successful grade-level reading for those students currently reading far below grade level.

Saint Paul Reads is a 25-book standard to get all kids to read more and become better readers. This will be moving to a “volume-of-reading” standard with all students reading in a “just right” book. Considerable resources will be needed to support this effort in the schools.

Reader’s Workshop

The Reader's Workshop is an organizational framework established by the National Council of Teachers of English and the International Reading Association and connects to a unique reading campaign that has placed Saint Paul on the leading edge of encouraging reading and supporting national standards.

Addressing Critical Reading skills through the various activities of its daily one-hour workshop structure (opening meeting, work period, and closing meeting), Reader’s Workshop addresses the following critical reading skills addressed in the Report of the National Reading Panel (2000):

- *Phonemic awareness*, the recognition that spoken language consists of a sequence of speech sound units (phonemes)
- *Phonics*, the understanding that spelling is related to speech sounds in systematic ways
- *Fluency*, evidenced in automatic word recognition and rapid decoding
- *Comprehension*, expressed by summarizing, paraphrasing, inferring, and making connections
- *Vocabulary*, a broad range of word knowledge that includes not only a growing bank of known words but also understanding of prefixes, suffixes, synonyms, antonyms, etc.

Primary (K-3) teachers supplement Reader's Workshop with a daily 30-minute **Language Skills Block** to meet their students' need for a systematic program of explicit instruction in the sounds of the English language (phonemic awareness) and the sound-symbol relationship (phonics). Reader's Workshop reinforces those skills for both primary and upper elementary students and provides ample opportunity for teaching the higher level reading skills of fluency, comprehension, and vocabulary.

Writer’s Workshop

The writing program is organized around a daily one-hour Writer's Workshop. The program is built on interaction between reading and writing. During the Writer's Workshop, students learn about the techniques that authors use to make writing effective. For example, students learn a variety of techniques to draw a reader in, to sustain reader interest and ensure understanding, to create tension, and to bring writing to a close. They also learn how and why to vary sentence structure, how to embed sufficient or essential detail, and how to organize an argument. These are all elements of craft that are taught explicitly by frequently analyzing various texts and discussing authors' strategies.

Students refine their understanding of craft by participating in author studies and genre studies. For instance, students explore the works of specific authors to learn how writers craft their writing. Students apprentice themselves to an author to mimic stylistic techniques, learn organizational strategies, and develop an ear for syntactic structures. If a teacher has been teaching the use of repetition as a writing strategy, she might set up an author study to have students look at how a particular writer uses repetition. Students also read deeply in the genre

that they are learning to write so that they have authentic models to use in shaping their own work.

Students examine exemplars of other student work and the standards for the genre they are studying. This examination guides them in their efforts to produce standard level work. Students then use exemplars with commentary and co-created rubrics to assess their writing.

Students work to polish at least ten original pieces of writing each year. They identify these pieces as best efforts, which they carefully revise, edit, and publish, perhaps as books for circulation among classmates or as pages suitable for display on classroom walls. The teacher acknowledges their accomplishment and helps them find an appropriate audience.

Math K-12

A 7-12 Math adoption and alignment is currently in progress. A district committee, composed of math coaches from the Center and math teachers from every secondary building, is currently working to adopt new texts and provide consistency in math resources and curriculum across the district. Teachers have agreed to write curriculum and develop common assessments for math courses across the district. K-6 programs use Everyday Math and work on implementation with fidelity across the district.

Integrated Math

A comprehensive, research- and standards-based, pre-K to sixth grade math curriculum developed by the University of Chicago School Mathematics Project. In 1999, Integrated Every Day Math was selected by the district for use in grades one through five using an exhaustive analysis process that included every school in the district. The goal was to identify a math curriculum that would provide for the unique needs of Saint Paul's diverse student population.

Everyday Math was selected because of its strong basis in existing research into children's mathematical thinking and on curriculum and instruction, interviews with hundreds of students, and instructional practices in other countries. It has been integrated as a key professional development of the Project for Academic Excellence.

In 2007, the District adopted the 3rd edition of Everyday Math. This updated edition included formative and summative assessments.

Learning Walks

The Learning Walk is an organized walk through a school's halls and classrooms using the Principles of Learning to focus on the instructional core of how teachers teach, how students learn, what gets taught to whom and how a school is organized so that effort creates ability. The Learning Walk is a way to:

- Observe instruction through the eyes of the student
- Examine and question students about their work
- Collect evidence of teaching and learning
- Provide a formative assessment of teaching and learning and the next steps for professional development
- Question and reflect on instructional practices that lead to student mastery of standards.

The Learning Walk is never evaluative, but is a way to involve staff in developing a learning community in a school focused on assessment of instruction and resultant student learning.

The following are other responsibilities disseminated through the Center for Professional Development:

Minnesota Reading First Grant

A total of nine St Paul schools have received Reading First grants that target Title I (economically disadvantaged), ELL and minority population schools. These grants are to support the improvement of reading for K-3 students through both professional development and additional resources. The University of Minnesota provides the professional development and supports coordinators, facilitators and data collectors in these buildings. The schools receive their federal funding to hire Reading First Coordinators, create and maintain study groups, attend University of Minnesota professional development meetings and institutes and provide additional instructional materials and resources for students. Ames, Eastern Heights, Galtier, Highwood Hills, and Homcroft were the first five St. Paul recipient schools and were funded from March 2004- June 2006 school years. Crossroads, Farnsworth, Hancock and Wellstone are currently funded through June of 2008. The position at the district level continues to be funded but the state has adjusted the contribution to the district. The District Coordinator serves as liaison to the state Reading First support person, the University of Minnesota professional development staff, and works closely with the schools and the state to ensure that all grants are implemented as written.

K-12 Arts Department

The K-12 District Arts Department manages and facilitates all district-wide programming and support for all visual art, music (general, vocal, band and instrumental), theatre and dance programs. The coordinator works with district arts teachers, local, national and federal arts, arts education and community organizations to foster strong relationships that promote knowledge sharing and program collaboration and implement large scale broad-based arts education staff and youth development initiatives and events. The district-sponsored Arts for All Conference provides 25-plus interactive, research and best practice-based professional development sessions to over 200 educators each year. The conference is supported by community arts and business organizations in partnership with Saint Paul Public Schools. The Honors Concert and Art Exhibit offer a professional experience to students and is a community celebration of Saint Paul Public School students' skills, knowledge and efforts. It is also supported and sponsored by the arts community in partnership with Saint Paul Public Schools. The Arts Department offers a variety of after-school workshops facilitated by teaching artists, district and arts organization educators and also works with itinerant music teachers, band and orchestra instrument purchases and repairs.

Kids Voting

Kids Voting is a collaboration with Kids Voting Saint Paul and is integrated into the social studies curriculum. Kids Voting provides a curriculum (coordinated with Saint Paul) used by classroom teachers to prepare students to act as responsible citizens and to allow students to experience the importance of making their voice heard through the ballot box. Students in participating schools study the curriculum, vote on Election Day, have their votes tabulated and see a winner declared. Saint Paul Public Schools and Kids Voting Saint Paul have been recognized locally and nationally for the success of the programs.

Children's Museum Partnership

A partnership with Children's Museum allows for students in Kindergarten, 1st and 2nd to take field trips to the Museum. A curriculum is provided in 1st and 2nd grade through traveling trunks

which are circulated in every elementary building. The first-grade curriculum focuses on community and the second-grade curriculum focuses on insects. After working through the curriculum, teachers schedule field trips to the Museum. The Center for Professional Development supports the Museum fees and transportation costs.

Gifted and Talented Services

The Gifted Services Department works with all schools K-12 to train and support regular classroom teachers, counselors and building-level gifted specialists. The Districts' Gifted Specialists provide professional development in differentiated curriculum and instruction to meet the needs of gifted students as well as other students needing talent development. The Secondary Gifted Services Coach supports Advanced Placement (AP) and International Baccalaureate (IB) programs through work with the building-level program coordinators, staff development and curriculum writing.

The Naglieri Nonverbal Ability Test (NNAT) is used to identify students in grades K-5 for Gifted Services. In addition a portfolio review of student work, parent and teacher checklists and other relevant achievement data are considered.

The Gifted Services Department works with content-area coaches to support the Principles of Learning and Disciplinary Literacy by sharing strategies which fit the reform initiative. The district supports the following secondary programs: AP, IB, College in the Schools (CIS), Metro State and Breakthrough Saint Paul. The Gifted Services Advisory Council (GSAC) works with staff, families, and community members, which advocate for the needs of gifted students.

Textbooks

The Content Specialists lead new textbook adoptions to ensure cohesion and consistent implementation of the district curriculum Pre-K-12.

Report Cards

The Center for Professional Development design and implement report cards for Pre-K-12. Early Childhood and K-1 teachers use the Work Sampling System for reporting to parents. The 1-6 grades use a progress report that reflects the new standards. **In 2008 – 2009 a pilot will be conducted to integrate the K – 6 progress report with the campus system.**

In-service Credit

In-service credit is the process for tracking continuing education hours accumulated by teachers and educational assistants to achieve lane (pay scale) advancement. In-service credits are calculated on a basis of ten continuing education hours are equal to one in-service credit. Fifteen credits (one hundred-fifty continuing education hours) achieve lane (pay scale) advancement. The pre-approval process is handled through the Office of Professional Development in order to ensure high academic rigor in coursework being taken both in and out of the district.

7-12 Math Curriculum Alignment

The 7-12 math curriculum alignment and textbook selection committee will complete its work in March 2007 with recommendations for a unified 7-12 district math curriculum. Initial classroom and instructional realignments will take place in the fall of 2007.

The Blueprint for Better High Schools: Phase II

The second phase of *The Blueprint* is the overarching comprehensive high school reform plan for Saint Paul Public Schools. Completed in January of 2006, *The Blueprint* calls for strategic reform in six distinct areas of action in all high school programs. All activities outlined in this overview

are aligned with these six areas, which are: the development and maintenance of challenging, viable, and guaranteed high school curriculum; the establishment and integration of high school student advisory programs in all buildings; the coordination and focused application of academic and social support programs that meet the individual needs of all students; professional development that supports teachers utilizing job-embedded professional learning community structures in all buildings with a clear focus on enacted district curriculum; full implementation of the district's six-year-plan tool for all high school students; and increasing student access to and participation in learning activities beyond the classroom door, such as internship, mentorship, and other credentialing or certification programs offered in collaboration with our community, business, and academic partners. *The Blueprint* reflects 18 months of intense discussion and planning for follow-up to the initial 2002-2005 *Blueprint* plan, which established the small learning communities that continue to evolve at the center of our high school programs.

Achievement Via Individual Determination (AVID)

AVID is a structured college preparatory program for 7-12 grade students in the academic middle who are capable but who often opt not to take the step into honors-level courses without extra support and encouragement. AVID supports students with an elective and intensive ongoing study skills course that includes content area tutoring. AVID students are required to be registered for at least one honors-level course in their school. AVID launched in 7 Saint Paul secondary schools in 2005. Two more schools were added in 2007, with an additional school currently in the planning stage. Plans call for full district implementation within the next three years. The timeline is intentional and deliberate to ensure implementation fidelity and to fully qualify schools and the district for AVID national certification. As of February 1, 2007, 86 teachers, 660 students and 80 tutors had been trained in AVID methodologies. This means more than 400 students not previously enrolled in honors-level courses are now in courses with AVID support. In several of our schools, AVID study skills and "habits of mind" approaches are now used across the curricula throughout the buildings.

Arts Literacy Project

Arts Literacy is a professional development program that helps content-area secondary teachers increase the level of student engagement in their courses through the use of potent arts-based teaching and learning methodologies. For instance, science and social studies teachers learn to team with community artists in their classrooms to help students make connections in these subjects. The program focuses specifically on the building of content area literacy. Since the spring of 2005 more than 300 secondary teachers have participated in Arts Literacy workshops, classroom-based artist residencies, and Arts Literacy teacher/student team visits. There are currently seven Arts Literacy demonstration classrooms in operation in the district.

African American Focus Group

In a concentrated grassroots effort to find real solutions to the challenge of the achievement gap for African American boys in our district, staff and teachers working with students in the AVID program and the Arts Literacy Project launched a study support group for African American boys in the fall of 2006. This is a direct response to the academic and social needs of this group of students and it utilizes the training and support of both programs.

Chinese Articulation Program (CAP)

Launched in November 2006, CAP is a grant-supported program designed to create a coherent and fully articulated K-12 Chinese language curriculum and instruction sequence. The first goal of the three-year effort is to establish a K-6 Chinese language program sequence at Highland

Park elementary school, which will be articulated to the middle and high school Chinese programs already in place at Highland junior and senior high and at Ramsey and Central high schools. Other goals include strengthening the already existing programs, increasing the numbers of students choosing to take Chinese, and building connections to the Chinese language community in the state so our students will have access to more internship, mentorship and other beyond-the-classroom opportunities in this area.

Advanced Placement (AP) Math Vertical Alignment

Supported by a six-month Minnesota Department of Education grant, this project will build an articulated and vertically aligned 7-12 AP math course sequence. It is designed to build incremental pathways leading to advanced-level math for students in both buildings.

3M Secondary Catalyst Science

Generously supported by the 3M Foundation, Catalyst is a comprehensive district curriculum and professional program focusing on the teaching of science in our K-12 buildings. We are in the middle of the second year of the three-year program that was launched in the fall of 2005. Catalyst has created a vertically aligned Science curriculum plan for the district and continues to support science teacher and working scientist partnerships. Components of the program are reflective teacher groups, a two-week content-rich Catalyst Summer Science Institute hosted by our University of Minnesota partners, ongoing standards and curriculum alignment work, and workshops with job-embedded coaching and professional learning community support for secondary science teachers.

Historians in the Schools (HITS)

HITS is a federal grant-supported program designed to increase the content knowledge and expand the pedagogical toolboxes of 7-12 Social Studies and history teachers across the district. We are currently in the beginning of the second year of the three-year project, through which we are engaged in strong partnerships with the Department of History at the University of Minnesota and staff historians of the Minnesota History Center. The program utilizes University professors and district Disciplinary Literacy coaches in teacher workshops, intensive book and topic study sessions, and follow-up coaching and other job-embedded support for teachers as they use their refined knowledge and new skills in the classrooms.

American Indian Land Tenure Grant

Coordinated in cooperation with the American Indian Programs Office, the Land Tenure Grant is a foundation-supported effort to integrate standards-based American Indian history benchmarks into our 9-12 social studies and geography curriculum. The project got underway in the fall of 2006.

Standards Institutes

A component of our two-year-old course approval and review process, the Standards Institutes bring high school teachers who are teaching common courses in different buildings together in the summer and several times during the school year to learn and practice district protocols for qualitative review of student work based on common standards in high school classes. Launched in June 2005, the Institutes are designed to provide a way to calibrate the rigor of our courses, to check on the implementation of standards in new and selected established courses in our high school programs, and to provide teachers with formative and summative assessment tools and processes for use in their classrooms. District procedures require that teachers of all newly approved courses participate in a Standards Institute within a year of the initial course approval

and that district content coaches select a collection of already-established courses to examine each year.

Career and Technical Education: 3M Partnership and Science Training Encouragement Program (STEP)

The partnership between 3M and Harding and Johnson high schools began in 2004. 3M provides tutors, guest speakers and tours, and assistance with school planning and team building. 3M also provides an annual grant to fund the partnership activities and a consultant liaison. The 3M STEP is a district-wide program for 35 selected 11th and 12th graders to take science and workplace skills classes two times per week at 3M during spring semester. Students also participate in a fulltime internship in the summer and are assigned a mentor for the entire program.

Career and Technical Education: Academy of Finance

The Academy of Finance program is at Arlington, Como Park, and Johnson High Schools. The program is part of the National Academy Foundation (NAF) and includes national standardized curriculum, an industry and post-secondary advisory board, and work-based learning such as field trips, e-mentoring, and guest speakers. There are currently over 120 11th and 12th grade students in the program. Approximately 30 students will participate in a summer internship program after their 11th grade. Each year a grant is submitted and awarded from the Citigroup Foundation for these programs. Students also have access to several scholarship opportunities through NAF.

Career and Technical Education: Career and Technical Education

Career and Technical Education includes Business, Family and Consumer Sciences, Technology, and Work Experience for Special and Regular Education. The programs provide elective credits and the skills and knowledge needed for post-secondary education and workplace success. Workplace skills and career development are taught in every CTE class. Local standards based on industry and national standards have been developed for CTE and curriculum has been aligned to the standards. Work Experience provides students with internships and a Career Seminar class to teach workplace skills and career exploration. State approved CTE programs are funded by the Carl D. Perkins Federal grant. Student data is submitted yearly as required by the Perkins grant.

Career and Technical Education: Health Sciences Small Learning Community Initiative

Arlington, Harding, Highland Park, and Johnson have a small learning community which focuses on medical or health sciences. This initiative brings together these four schools to collaborate on activities for students and teachers, and access to an advisory board of industry and post-secondary representatives. Arlington and Highland Park students in Health Sciences hold an elementary health careers fair for over 350 third grade students. The high school students develop presentations and hands-on activities for the students to learn about health and careers in the medical industry.

Career and Technical Education: Saint Paul High School Automotive Center

The Automotive Center is a high school program enrolling students from any of the high schools including Alternative Learning Programs. The Center is National Automotive Technicians Education Foundation (NATEF) certified where students learn skills and knowledge leading to Automotive Service Excellence (ASE) certifications. These certifications can allow students to earn up to 19 college credits toward automotive and engineering programs at several local and

national two and four-year colleges. Students have an opportunity to participate in job shadowing, college tours, and summer apprenticeships at local dealerships and service stations.

Career and Technical Education: Senior Surveys

Data is collected from every high school senior in a number of key areas as they prepare to graduate from Saint Paul Public Schools. Data is collected on college and career plans, satisfaction of high school programs, participation in extracurricular activities, and other areas. This data is used at the district and school levels to determine if students have post-graduation plans and to improve programs at the high schools. Data is compared to the college access data and the 9th grade survey data.

Career and Technical Education: Tech Prep

Tech Prep is a secondary and post-secondary collaborative effort that includes offering courses in CTE that allow students to earn articulated advanced standing credits to Saint Paul College and Dakota County Technical College. There is also a Career Fair at Saint Paul College offered two times per year that is attended by over 350 11th and 12th grade students from CTE classes. Career pathways are being developed to be used with the Six Year Plan as students prepare to navigate college and careers throughout their secondary experiences. These activities are funded by the Tech Prep grant.

Edusoft

During the fall semester of 2006, the Center oversaw the administration of the SPPS Diagnostic Assessments via Edusoft assessment platform. The purpose of the administration was to assist building staff in gathering student data regarding the Minnesota State Standards in reading and math. Schools were given the option to administer the assessments anytime during the testing window of Monday October 9 – Monday, October 30, 2006. Approximately 5100 grade 3-6 grade students were tested. All 4EX and 6EX Excel students were tested as well as students in schools identified as not making adequate yearly progress. There is some discussion of using this platform in mid-January if this assessment is best used as a benchmark for the MCA. Harding High School has piloted this assessment platform to coordinate end-of-semester exams in content areas.

Career in Education Program

The Career in Education Program is a collaboration between the Saint Paul Public Schools and the Saint Paul Federation of Teachers. This program includes: clear expectations for job performance as articulated in the Standards of Effective Teaching, mentoring support and evaluation for probationary teachers, professional development of teachers who are meeting standards, and a clear process for working with teachers who are not meeting standards.

Achievement of Tenure Program

This is an in-depth support for new teachers designed to familiarize them with the key components and strategies to be effective in their specific field. Probationary teachers will be observed and evaluated by an administrator at least twice a year, and be provided with a mentor for the first two years. Based on a teacher's focus or specialty, they would participate in the appropriate three-year professional development training sessions offered by the district.

Tenured teachers have three options for professional development assessment: a team professional development plan (PDP), an individual PDP, or an annual observation and evaluation by an administrator. The Teacher Assistance Program is a support program for

tenured teachers experiencing serious instructional difficulties. It provides a process of support and assessment based on an improvement plan.

The Center supports a Site Staff Development Coordinator (SSDC) in every building. This coordinator supports new teachers with mentors, collects and reviews the PDPs with the building principals, and is the liaison with the Center staff.

Second Shift Commission

The goal of the committee is to ensure access for all Saint Paul youth to high quality out-of-school programs and opportunities. Second Shift is working on creating an inventory of after-school programs in Saint Paul, establishing a communication system to assure access for all families, research best practices for extended day programs across the country, and make a recommendation to the Mayor for a model to get all of this accomplished. Monthly meetings are held and all members support programs for youth that are diverse and reach all age groups. It is important that Saint Paul Public Schools be represented.

Leadership Development

Leadership Development for district administrators includes a Principal Mentor Program for all principals in years 1-3 of their principalship; *The SPPS Leadership Institute for Aspiring Principals*, a year-long, annual principal development program with three-week-long summer seminars followed up with eight monthly leadership seminars and a leadership capstone project; assessment and development through 360 degree-feedback based on the SPPS Leadership Model; Core Leadership Curriculum, 17 half-day courses in the seven cluster areas of the Leadership Model; and Competency Coaching, executive coaching for district level leaders. Finally, a *District Level Leadership Series* works in partnership with higher education institutions to develop school leaders aspiring to serve in public school central administration.

Site-Based Improvement

Site-based services/programs include on-demand training and development for individual school and program site council membership; annual fall co-chair training for all schools and programs SCIP Help/Informational Sessions for site council members and facilitation of the Principal Search Process in collaboration with the Department of Human Resources.