

MSDC Strategic Goals Draft October 13, 2009

NSDC Purpose:

Every educator engages in effective professional learning every day so every student achieves.

NSDC believes that...

Every student learns when every educator engages in effective professional learning.

Schools' most complex problems are best solved by educators collaborating and learning together.

Remarkable professional learning begins with ambitious goals for students.

Professional learning decisions are strengthened by diversity

Sustainable learning cultures require skillful leadership.

Student learning increases when educators reflect on professional practice and student progress.

MSDC's strategic plan is intentionally designed to support NSDC's purpose and beliefs because it also believes that...

Children are touched in significant ways by every adult in their lives.

In education, everyone's job is to learn.

"What teachers know and can do is the most important influence on what students learn." (National Commission on Teaching and America's Future)

Because of these beliefs, we conclude that the most important influence on what educators know and can do is effective professional learning.

Current Goal	Proposed Goal	Rationale for Changes	NSDC Priority/Strategy/Goal
Goal 1: Increase the understanding, use, and advocacy of standards for quality PD and educator learning across the state.	<i>Increase educator¹ use of and advocacy for a comprehensive, sustained, and intensive <u>professional learning</u> approach to improving teachers' and principals' effectiveness in raising student achievement.</i>	<i>Notes: Terri and Ben dropped the word "understanding" because we believe use implies understanding. To be grammatically correct, we also advocate for rather than of. The last part of the statement is taken directly from the NSDC definition. Amy added professional learning to indicate key approach advocating for.</i>	Priority 1: Affecting the Policy Context Priority 2: Documenting the Evidence Priority 3: Narrowing

¹ Educator refers to all adults including principals, teachers, paraprofessionals who have direct responsibility for the learning of students.

			the Achievement Gap
Goal 2: Increase the visibility, influence, and credibility of MSDC and NSDC to partner in transforming the existing systems for the delivery of professional learning and development.	<i>Influence the transformation of professional learning to align to the NSDC <u>definition and standards of quality professional development.</u></i>	<i>Notes: We (Ben and Terri) changed the word "transform" to "influence" since we're not sure we can actually do the transforming ourselves; we believe all we can do is influence the transformation. We also believe that transformation includes delivery.</i>	Priority 4 Developing School Leaders
Goal 3: Build organizational capacity to lead standards-based professional development within and beyond MSDC.	<i>Model <u>research-supported and standards-based professional development</u> to support the daily learning needs of 21st century educators so every student achieves.</i>	<i>Notes: We (Ben and Terri) believe that modeling includes both the concepts of leading and implementing. The last part of the statement is taken directly from the NSDC purpose statement. We added the "21st century" language since it implies that educators also need those 21st century skills that we know all students need. Amy added <u>research-based</u> to indicate that there is evidence to support such pd</i>	Priority 5: Engaging Thought Leaders

Other Board Comments:

James Scofield said

Not sure if there is a place in the Strategic Plan for MSDC's involvement in specific initiatives or programs but maybe consider our role with things like High Priority Schools, Dropout Challenge, Project ReImagine, and some others that have been brought up in board meetings. Where do these fit in with our strategic plan for the year and for long term? If not in the Strategic Plan,

maybe consider other ways to keep them on our radar as we craft ideas for newsletter info, services, and other resources the org develops.

Steve Hecker said

Just checking in - totally agree James, keep these things on the radar!

bharris@... said

I would suggest that we be as inclusive as possible in our language. That is, not limit ourselves to "teachers and principals" since paraprofessionals, counselors, librarians and others in the education process should also be afforded professional development and do have an effect on student learning. Could we find a word or words to do that? I think this needs to be present in all we do.

bharris@... said

Maybe use the word "educators" and define it somewhere to make sure everyone understands that it is a very inclusive term. We have used "educators" elsewhere pretty effectively.

Cynthia Carver

Bob, I agree with the importance of inclusive language. At the same time, I believe the addition of "principals" makes a powerful statement that is both timely and fresh. Do we know the rationale/discussion behind the NSDC's use of the phrase "teachers and principals"?

abc40@... said

I would like to suggest that we make sure the MSDC strategic goals support the following five NSDC priorities. For the thinking behind the priorities go to NSDC's strategic plan. There are also some strategies listed there for each priority. Priority 1: Affecting the Policy Context Priority 2: Documenting the Evidence Priority 3: Narrowing the Achievement Gap Priority 4: Developing School Leaders Priority 5: Engaging Thought Leaders. Also concerned that there is no mention of the importance of data/evaluation of the impact of PD.

NSDC Strategic Plan

NSDC Purpose: Why we exist

Every educator engages in effective professional learning every day so every student achieves.

([**Learn more**](#) about the NSDC purpose.)

NSDC Beliefs: What we stand for

Every student learns when every educator engages in effective professional learning.

Schools' most complex problems are best solved by educators collaborating and learning together.

Remarkable professional learning begins with ambitious goals for students.

Professional learning decisions are strengthened by diversity.

Sustainable learning cultures require skillful leadership.

Student learning increases when educators reflect on professional practice and student progress.

Strategic Priorities

NSDC has followed its adoption of an ambitious new purpose with an equally ambitious five-year strategic plan to guide its work in achieving that purpose.

“We believe that a strategic plan can have a powerful impact on shaping an organization’s work. But too many organizations adopt strategic plans and leave them on a bookshelf. We intend to have our strategic plan be a living document that will give focus to our work for the next five years,” said NSDC Executive Director Stephanie Hirsh.

Priority 1: Affecting the Policy Context

Assumption:

Good policy promotes good practice.

Strategy:

NSDC will advance effective policies at the federal, state/provincial, and local levels.

Goal:

By 2012, an increasing number of NSDC members will report that NSDC's federal, state/provincial, and local policy

efforts have improved the quality of professional learning they experience in their schools.

Priority 2: Documenting the Evidence

Assumption:

Leaders will implement professional development that evidence indicates will produce the results they desire

Strategy:

NSDC will commission a study(ies) to examine the evidence regarding the impact of professional learning on student achievement, the relationship between NSDC's standards and the evidence, and areas requiring further exploration and research.

Goal:

By 2012, an increasing number of NSDC members will report that access to evidence that links effective professional learning to student learning has resulted in increased support for and quality of professional learning.

Priority 3: Narrowing the Achievement Gap

Assumption:

Effective professional learning is essential for improving student learning in lower-performing schools.

Strategy:

NSDC will launch a national movement to enlist schools, particularly those serving low-performing students, to embrace NSDC's purpose.

Goal:

By 2012, an increasing number of schools, particularly those serving low-performing students, report commitment and actions that advance NSDC's purpose and improve student learning.

Priority 4: Developing School Leaders

Assumption:

Knowledge, skill, and will of school leaders are essential to improving professional learning and student achievement.

Strategy:

NSDC will initiate and lead networks and programs focused on improving performance of school leaders.

Goal:

By 2012, an increasing number of members report that participation in selected NSDC networks and/or programs has improved teaching and learning in their schools.

Priority 5: Engaging Thought Leaders

Assumption:

Educators are influenced by individuals and organizations with whom they have ongoing and trusting relationships.

Strategy:

NSDC will strategically engage individuals and organizations to advance NSDC's purpose.

Goal:

By 2012, an increasing number of organization and individual thought leaders will be able to describe NSDC's influence on their views and practice of professional learning.