



Professional Learning

Sept. 8, 2026



Feedback

*Across all themes, the feedback points to a central tension: **PD is currently perceived as fragmented, compliance-driven, and overly theoretical**—while staff are asking for **coherent, practical, sustained, and voice-driven professional learning that improves instruction and student outcomes.***

Additional Observations:

- Professional Development is something that you go to and come back from...
- PD is something done to you
- *“There has always been so much new that there is never any time to actually do any one thing well.”*



St. Louis Park
Public Schools

Action Area
2022 MN Math Standards Implementation & Alignment (Elementary)

Purpose of the Team

Establishing content partners across our elementary system is a collaborative professional learning model that:

- Centers collaboration with colleagues to improve student learning
- Builds capacity in leadership opportunities across sites
- Creates alignment of instruction and state standards
- Analyzes accessibility of lessons and learning styles
- Supports School District Initiatives, Mission, Vision, and Core Values
- Centers the application of racial and cultural literacy

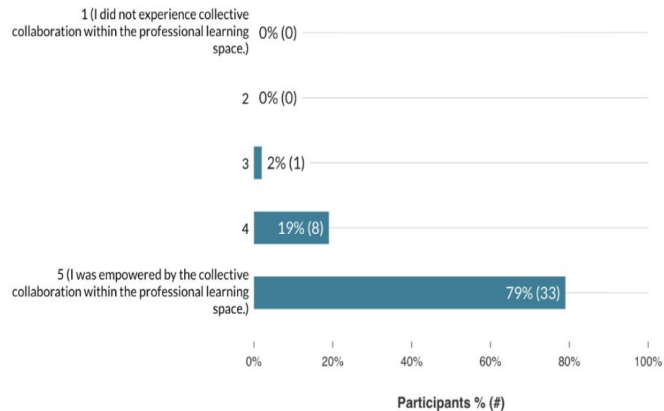
Objectives for Initial Work

The team will build a common understanding of the anchor standards and benchmarks within the 2022 MN Math Standards **in order to create a math pacing guide to ensure alignment across our system.**

The team will use the 2022 MN math standards to align and identify gaps (need for supplemental materials) within our core math curriculum, Bridges, **in order to support a math pacing guide that aligns our system and ensures students are accessing MN standards.**

Team

- Math Content Leads (Jill Metil and Maddy Wegleitner)
- One representative from each site per grade level
- One primary ML rep and one primary SpEd teacher from each site (K-2)
- One intermediate ML rep and one intermediate SpEd teacher from each site (3-5)
- All elementary coaches and Kristina Doyle attend at least one grade level experience
- Principals and APs invited to attend at least one grade level experience
- ARE team members invited to attend at least one grade level experience



Favorability score ⓘ

Out of 42 people, this is how many participants voted for 4 and 5 (Extremely impactful on deepening my own personal learning/growth).



4, 5 (Extremely impactful on de... ▼

Favorability score ⓘ

Out of 42 people, this is how many participants voted for 4 and 5 (I was empowered by the collective collaboration within the professional learning space.).



4, 5 (I was empowered by the c... ▼

Thank you for your leadership!

I appreciated being part of the PD. It was very informative and well organized.

Thank you!! This was wonderful and a day well spent.

Fabulous training! Incredibly meaningful!

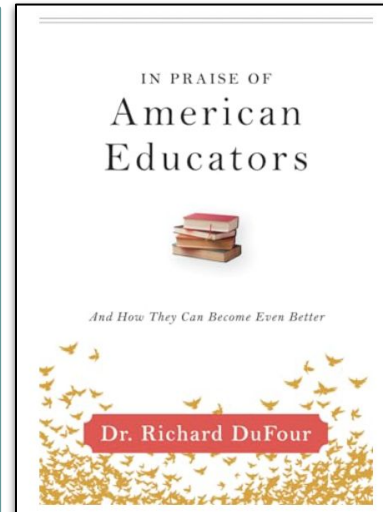
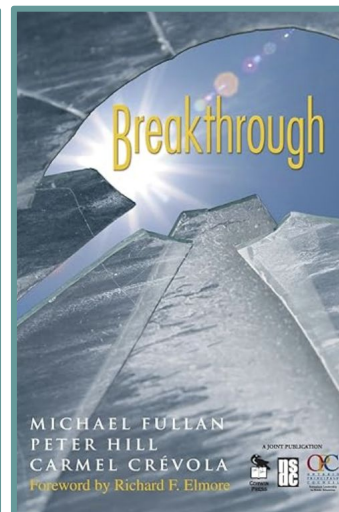
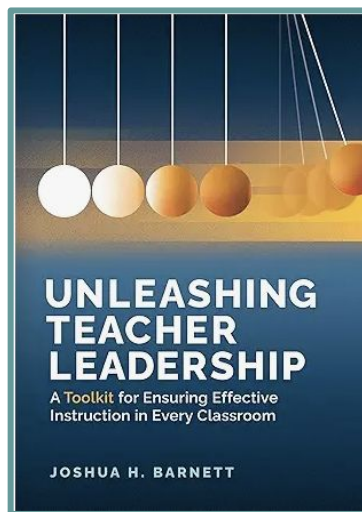
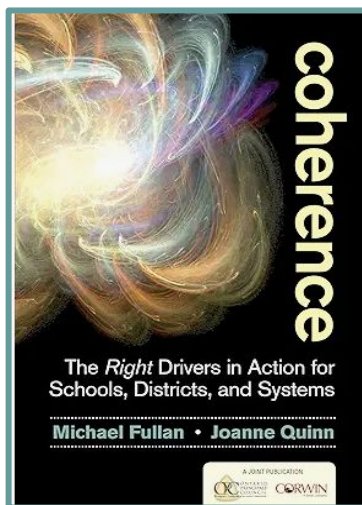
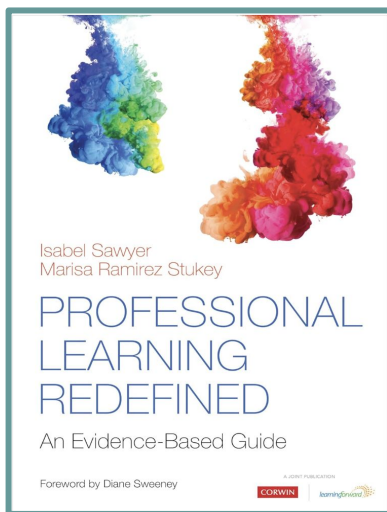
No

Thank you

I actually really enjoyed this session and I came in with low expectations.

Thank-you for a really thoughtful and productive day! I appreciate the prep work our facilitators put into it, to make sure things ran smoothly.





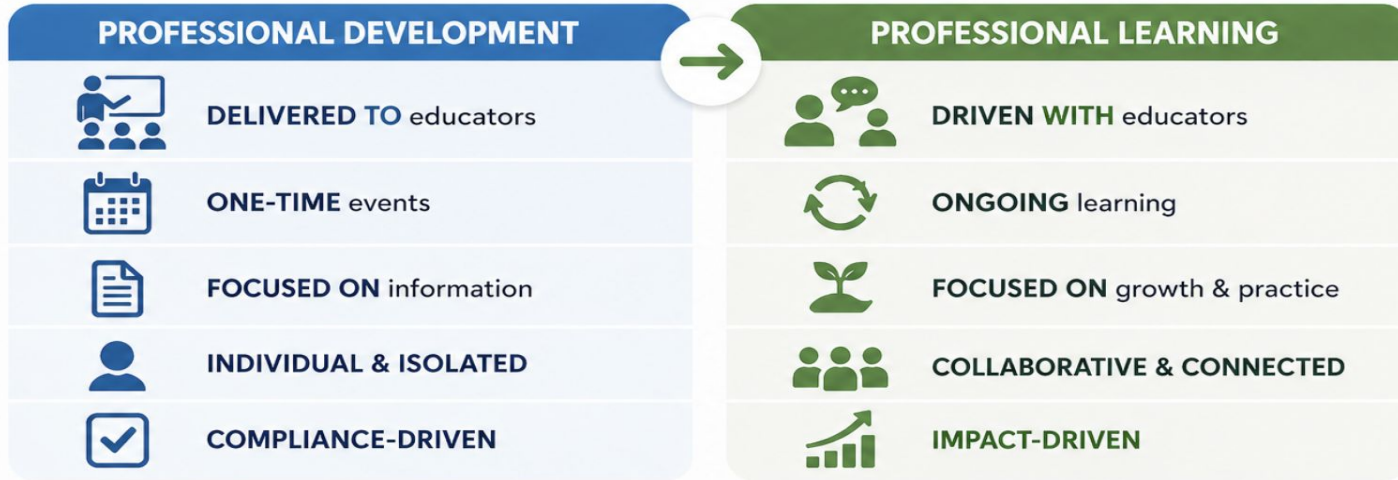
Ongoing, Job-embedded, and Collaborative



St. Louis Park
Public Schools

THE SHIFT

From Professional Development to Professional Learning

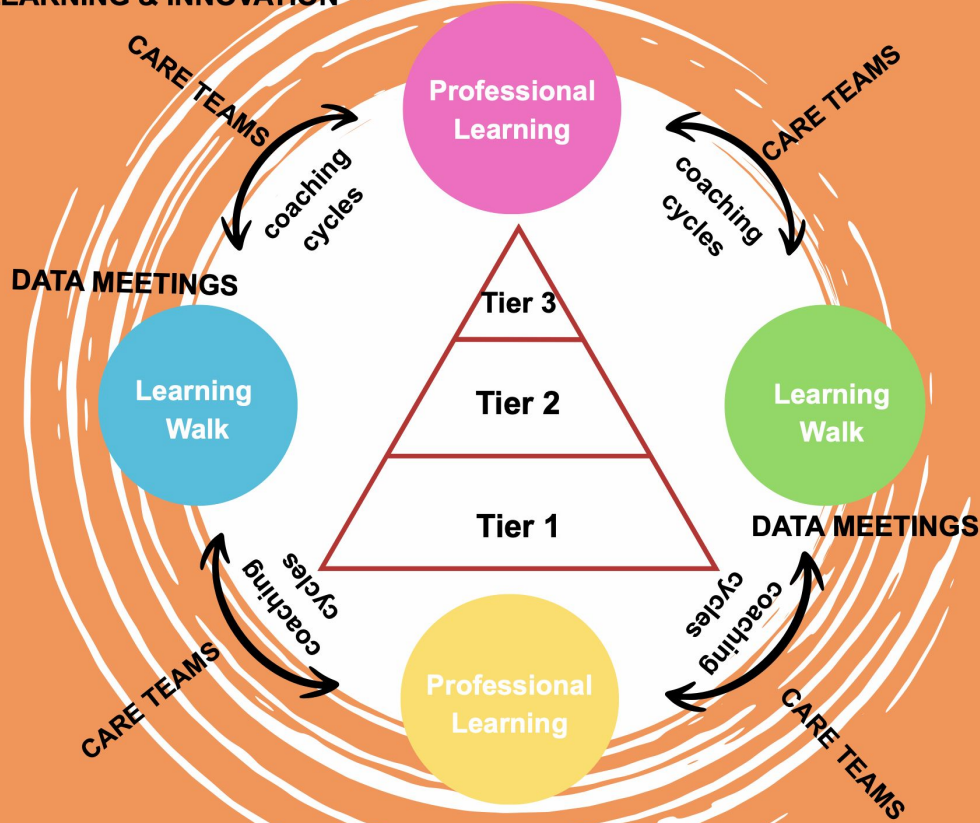


MODELS BEST PRACTICE: STUDENT-CENTERED



STRONGER EDUCATORS. STRONGER CLASSROOMS. STRONGER FUTURES.

ECOSYSTEM OF PROFESSIONAL LEARNING & INNOVATION



Professional Learning in SLP

Create an ecosystem of aligned professional learning & innovation that is student (learner) centered, data informed, and held together by the shared commitment, collaboration, and accountability of learning leaders. We all have an important role in creating and sustaining a healthy ecosystem.

St. Louis Park Public Schools Culturally Relevant Teacher Development and Evaluation Rubric		St. Louis Park Public Schools Culturally Relevant Teacher Development and Evaluation Rubric	
I. Professionalism, Collaboration & Communication			
Indicators	Unsatisfactory	Basic	Proficient
A. Collaboration with colleagues to improve student learning	Teacher rarely collaborates with peers or administrators for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher is present but may provide minimal contributions.	Teacher collaborates and engages in reflection and inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes regularly to collaborative work.
B. Communication with Parents and Guardians	Teacher rarely communicates with parents or guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
C. Communication with the school community about student progress	Teacher maintains student records in any manner with parents and guardians about student progress information to relevant individuals within the school community. However, the school community may have mixed or inconsistent understanding of the teacher's role (e.g., not scores only). Teacher's attention to serve students' needs.	Teacher maintains accurate student records. Teacher communicates student progress information to relevant individuals within the school community, however, the school community may have mixed or inconsistent understanding of the teacher's role (e.g., not scores only). Teacher is active in serving students.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and respectful manner. Teacher and student communicate accurately and positively about student successes and challenges. Teacher is highly proactive in serving students, seeking out resources when needed.
D. Support of School District Initiatives, Mission, Vision, and Core Values	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curriculum/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curriculum/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curriculum/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole group needs without compromising on aligned curriculum, working towards racial equity transformation.

Evaluation Rubric inspired and adapted by the work of Dr. Gloria Ladson-Billings (1995), The Center of Educational Leadership (CEL), and the culturally responsive education project (CREP)

2025-26	2026-27		
Strategic Plan	1. We Are One St. Louis Park 2. Investing in our Staff to Transform Student Outcomes 3. Build Trust and Community		
Portrait of a Learner	How are we systematizing this? 1. What skills do learners need within the competencies? 2. What might it look like to create a skill progression for the six competencies across Early Learning - Adults? 3. How does <u>SEL</u> support all learners to ASCEND? 4. How will we measure this?		
Elementary Literacy	<u>Early Learning & Elementary Implementation</u> Focus on implementation Reset across content areas including specialists Reimagining Kindergarten through Learning & Innovation	<u>Transition to Block</u> Support implementation of the block model utilizing the instructional framework and culturally inclusive backwards design planning tool from our work with Dr. Fuller	<u>MTSS for All</u> Continue to build shared understanding and alignment of MTSS across the system. Develop instructional matches for students needing intervening for acceleration <i>MTSS is a framework for how we organize ourselves as adults to support learners.</i>
Transition to Block			
MTSS for All			

August - District-Wide Professional Learning

Content Partners

Grade Level Teams
Departments / Specialists /ML/ SpEd

Student Centered
Coaching Cycles

Site Professional
Learning

CARE Teams

November 3rd - Site Driven Professional Learning (AM)

Content Partners

Grade Level Teams
Departments / Specialists/ ML/ SpEd

Student Centered
Coaching Cycles

Site Professional
Learning

CARE Teams

December 4th - District-Wide Professional Learning

Content Partners

Grade Level Teams
Departments / Specialists / ML/ SpEd

Student Centered
Coaching Cycles

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Learning

CARE Teams

February 5th - Site Driven Professional Learning (AM)

Content Partners

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April 6th - District-Wide Professional Learning

Content Partners

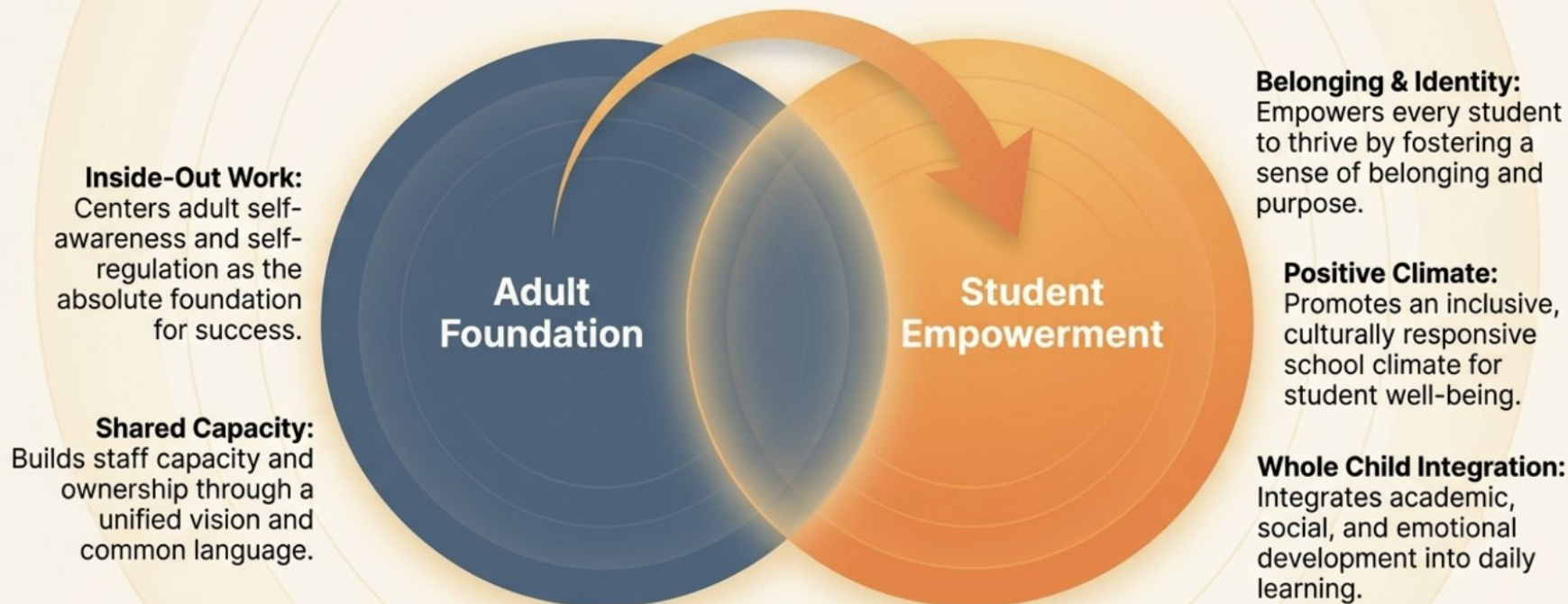
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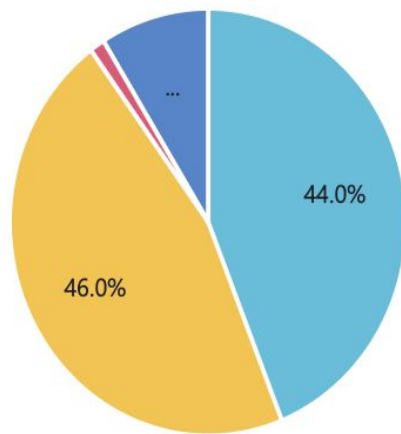
The Equilibrium Model: Why We Start With the Adult



Total Surveys

248

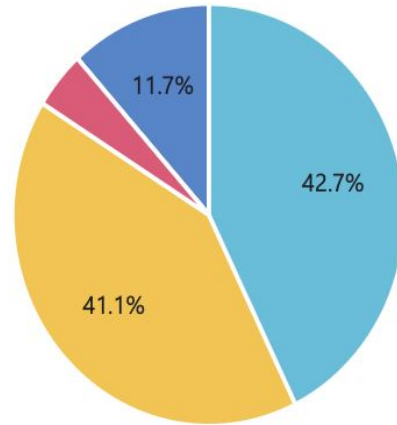
The objectives of the training were clear and met



The objectives of the train...

- Definitely! (109)
- I'd say, yes! (114)
- Not Really (3)
- Somewhat (22)

The pacing and structure of the training worked well for me



The pacing and structure ...

- Fully (106)
- Mostly (102)
- No (11)
- Somewhat (29)

Executive Summary

Overall, respondents most often described the training as practical, engaging, and grounded in an adult-first approach. The strongest recurring takeaways centered on adult self-regulation, recognizing brain states, reframing behavior as communication, building connection and classroom community, and using immediately applicable strategies such as Brain Smart Starts, breathing, movement, classroom jobs, celebrations, visuals, greetings, chants, and Safe Place/safety practices.

The clearest opportunity for refinement was differentiation. A meaningful group of respondents—particularly experienced educators and some secondary/SPED staff—felt much of the content was familiar, too broad, or not sufficiently tailored to their setting. Other repeated suggestions included shortening the training, increasing movement/discussion, providing more implementation time and realistic examples, and connecting the content more explicitly to existing district/building practices.

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1	Date & Time	Professional Learning Sessions	Alignment to District Areas of Focus	Session Focus	Location	Who Attends
16	October 21, 2026 8:00-3:00	Secondary Content Partners: HS Math	Secondary: Transition t...	Intentional planning using standards, upcoming units & student data to plan for instruction during block classes Intentional focus on: DOK, Learning Progressions, Stances, Zones of Empowerment & Evidence of learning	District Office Room	HS Math Reps
17	October 22, 2026 7:30-10:50 & 12:00-3:20	Elementary 4th & 5th Grade Teams - Math	Elementary: Implement...	Math Just in Time Professional Learning: Intentional planning using standards, upcoming Bridges unit(s) & student data to plan for instruction Intentional focus on: DOK, Learning Progressions, Stances, Zones of Empowerment & Evidence of learning	District Office Room	5th grade AM 4th grade PM
18	October. 23, 2026 7:45 - 3:20	Elementary Specialist Content Partners: PE	Alignment & Vertical Art...			
19	October 26, 2026 7:30-10:50 & 12:00-3:20	Elementary Content Partners: Literacy Kindergarten & 1st grade	Elementary: Implement...	Intentional planning using standards, upcoming CCC unit(s) & student data to plan for instruction Intentional focus on: DOK, Learning Progressions, Stances, Zones of Empowerment & Evidence of learning	District Office Room	Kindergarten AM 1st grade PM
				Math Just in Time Professional Learning: Intentional planning using standards, upcoming Bridges		