



DATE: December 2025

TITLE: Academics and Administrative Services

TYPE: Information

PRESENTER(S): Katie Baskin, Executive Director of Academics and Administrative Services

BACKGROUND:

The Office of Teaching and Learning oversees curriculum, instruction, staff development, and Federal Title programs for the district.

The Human Resources Office is responsible for employee recruitment and orientation, contract negotiations for all bargaining units, employee relations, student and employee data practices, and staffing with building/program administrators.

Support and resources to ensure a safe and welcoming learning environment

- **Principal Professional Development:** During November, principals focused on the importance of feedback—both as a key part of the teaching and learning process and within evaluation systems. They spent time reviewing Domains 3 and 4 of the Charlotte Danielson Framework, practicing how they give feedback to teachers, and reflecting on its impact. Principals also discussed how professional development connects to what they'll be leading in their buildings in January, with a specific focus on aligning that work to their school improvement plans. EduClimber is an impactful tool being used across the system and principals are continuing to learn how to use this data tool to support student learning.
- **Leadership Professional Development:** Principals and hiring managers will be engaged in targeted professional development to refine staffing practices and support high-quality, equitable hiring and staffing. Training has included best practices in candidate screening, interviewing, and selection, ensuring greater consistency and alignment across sites.
- **Teacher Mentorship (Andrea Malo, Coordinator):** Year 1 teachers met virtually this month. We did a check in and discussed ways that we can identify and support ML learners specifically looking at the language levels and how to support learners at each level. Year 2 teachers met virtually, and we began our learning about differentiated instruction and how we can use process, content, and process to reach learners at different readiness levels. Year 3 teachers did an email check in.
- **Human Resources Dept. Audit Implementation:** We continue to make steady progress on the HR audit, with a current focus on reviewing and refining job descriptions across all departments to ensure clarity, consistency, and alignment with district priorities. In addition, we are examining opportunities for workplace flexibility to support staff well-being while maintaining high levels of service and operational effectiveness.
- **Safe and Welcoming Schools:** The District Staff Development Advisory Committee has been actively reviewing professional development efforts across each priority area to ensure alignment with district goals. The committee is providing thoughtful feedback to strengthen implementation, elevate staff voice, and help guide future professional learning plans.

Packer Profile for all learners

- **Grow Your Own:** Club membership continues to grow. At the end of November we officially have 56 students officially signed up for the Future Teacher Club and 72 students engaged in GYO programming in some capacity.

The club participants are learning about college options and have educators visit their meetings to share experiences.

- Packer Profile Implementation: There are many different elements at play with the Packer Profile. Our 9th grade students have been digging into different careers and speakers, 10-12 graders, have been working to add items to their portfolios, and we are seeing many different meaningful learning opportunities happening in classrooms throughout the building. The high school is preparing for registration and with this we will be working to promote pathways for all students. The 9th graders will have an in-depth dive into each pathway in the first week of December and then will work on registering. Grades 10-12 will register in the following weeks leading into break and early January. The connection to pathways helps students to purposefully choose courses. Additionally, the district Profile Task Force met recently to discuss how the profile can be supported at all buildings. They discussed alignment in the three areas of the profile. It is clear there are exciting things happening at all buildings that we can build from.

District-wide multi-tiered systems of support for all learners

- READ Act: In December, our building teams will examine the data gathered from the Capti ReadBasix assessment to plan our next instructional steps and ensure reading interventions are aligned to skill development needs for each student. To support this data review, a team of building leaders and teaching/learning department members will participate in a three-part Secondary Literacy Workshop put on by the Southeast Service Cooperative. The Secondary Literacy Workshop Series will provide support and guidance for initial tiered response to READ Act literacy screening data and planning forward for systemwide literacy anchored in evidence-based practices and MnMTSS structures.
- EL Program Review: Ten team members were able to attend the Minnesota English Learner Education Conference together this month. The keynote address by Gabriela Uro and David Lai was titled *In the Eye of the Storm: Multilingual Educators at the Center of Access to Education*. The keynote emphasized that multilingual educators are leading the way—standing at the summit where they see emerging opportunities and bring deep expertise to guide others. It highlighted the value of multilingual learners, collaboration as a daily practice, and global awareness as essential to educational progress. Our building EL teams are continuing to engage in learning work as well in their PLCs to develop our K-12 EL classroom look-for's.
- Math Program Review: The Teaching and Learning team has worked to develop a comprehensive K-12 standards implementation and curriculum review process that will take us into the 2028-2029 school year. The plan includes a deep dive into the eight mathematical practices and the new 2022 math standards to ensure a deep understanding of the expectations at each grade level, alignment of core instructional materials and assessments, and a clear roadmap for supporting high-quality math instruction in every classroom.
- GT Program Review: We've been focusing on strengthening our gifted and talented programming across the district. One of our main priorities has been aligning the scope and sequence and reviewing materials for both our Young Scholars and Advanced Academics programs to ensure consistency and rigor across grade levels. One of our program goals is to continue to provide professional development to our Gifted and Talented teachers. We are planning to send several teachers to the MEGT Conference in January to connect with other GT professionals and continue to learn so that we can best support our students.
- Instructional Leadership Team: The Instructional Leadership Team is developing potential professional development opportunities designed to strengthen staff technology skills and deepen their effective use of EduClimber. These efforts aim to provide meaningful support that benefits staff and enhances data-informed instructional practices. Please keep an eye on the 492 Happenings for more information!

Excellence in Resource Management

- Teaching and Learning: Career and Technical Education programs are in the curriculum review process this year. We are in the planning process and looking at PLTW program development at grades 5-6 and looking at doing some potential site visits to see how other programs operate. We are also looking at gathering student feedback to inform our curricular decisions.