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Education

Education Advisory Committee

September 11, 2024 MINUTES

- A. Welcome and Introductions- Sarah Crossingham (faculty), Jeri Braunagel (Field Director), Christina Thiel (Teacher DPS), Hannah Farstveet (Killdeer), Janis Harris (Killdeer), Melanie Kathrein (Administrator DPS)
Old business
- B. Review [NORMS](#) and [mission/vision](#) of the Education Advisory Committee
Read through the Norms- asked for feedback- Hanna moved that we keep the same.
Read the Mission/Vision for new districts- Killdeer and South Hart including Jeri moved, Second to keep by
- C. Set future goals based on the mission/vision
 1. Asked for a shareout of PD
 - a) Dickinson initiative- Behavior Solutions- PBIS last year – from Solution Tree
 - Identify standards of behavior, leadership teams at the school level, works with the RTI process** training administrators/leadership teams last year and rolled out into buildings k-12 this year. 3 PD days. Is it part of the new teacher training? SPED in spring and Classroom Management EDUC 360. Walk through of what it looks like, signage, cafeteria, etc. School-wide expectations and classroom expectations- posters. Eg. DMS. Year wide and monthly goals and collecting data. Striving for improvement.
 - Killdeer “capturing kids’ hearts”- self-management, k-12, successful, is there a lead teacher- Janis Harris could come and visit with a classroom here
 - -South Heart- different nests, points for positive, building a sense of community between grades, includes bus drivers
 - b) CKLA – comprehensive program – K-5 ELA curriculum, Killdeer also just started, Christina Thiel- now getting into a routine- open to have students come in and watch- students using vocabulary, 1 hour – could take over 20 minutes of it,



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Joan and Darla 281 and 282 introduce curriculum? Great learning experience to go in with teachers who are just learning. Part of the journey to learn new things.

Summary- let's look at how the behavioral programs that are school-wide
Theme of behavior is noted.

Set students up where they want to learn a program.

c) PLC Process in ELEM 310

Teams would have to be willing to take the names off of the data (difficulty in Bismarck and cancelled due to FERPA)

Is there anything we can do to better prepare our students for the PLC process.

Hannah sees a terminology disconnect eg. RTI process. Janis noted PLC is different in a small school- they need exposure to both. One teacher teaches one subject. Vertical alignment. Still 4 questions, but scaffolding is different. Rural vs. large.

Suggestions: Do mock PLC's here- she has done them with them. Create a proficiency scale like changing a tire. Then what does it look like. Have a conversation about math assignments. Who needs to be retaught and what is it going to look like?

People think it is an 8 to 3:30 job.

D. Business

- 1) CAEP process DSU- being reviewed in November. The committee will be contacting you to be interviewed.
- 2) Initiatives for 2024-2025 School Year of area schools-share out (survey??) – move to next meeting.
- 3) [Data Walk- Exit Survey Results- Low areas](#)
 - a) Differentiate Instruction for Students with Mental Health needs- low statements do not realize what mental health means- do we talk about how it manifests in the classroom- finds know what to do. Not understanding the definition. They are ready. Training for mental health needs to increase.
 - b) Differentiate instruction for ELL- lowest



- change to diversity class - need to find other places.- are they familiar with the WEDA levels of assessment- 281 Dr. Aus? Janis Harris- oil industry, need to know the generational trauma, historical backgrounds meeting the needs Janis Harris Masters degree for a guest speaker.

c) Help students regulate their own behavior- low. Notice the theme with PD development in the schools that we can connect with above.

Next Meeting:

Change to meeting times:

Feel disconnected twice a year so meeting every other month now.

A. Welcome and Introductions

Attendees: Sarah Crossingham, Hannah Farstveet, Jenna Wojahn, Jeri Braunagel, Pam Krueger, Janis Harris, Christina Thiel, Sara Streeter, Jeff Brandt, Melanie Kathrein

B. Reviewed [NORMS](#) and [mission/vision](#) of the Education Advisory Committee

C. Old Business

1) Report on new Initiatives in Schools

a. Capturing Kids Heart- K-12- expanding (Janice Harris)

Students of the month, recognized at school at assembly

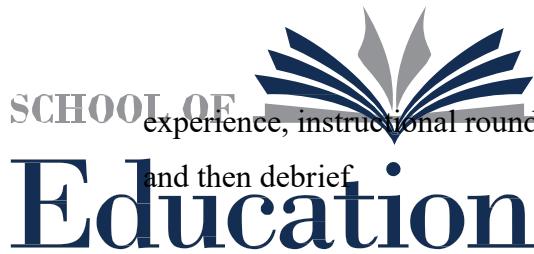
This month focus on respect

Student survey- feedback from students, staff, and community buy-in

b. CKLA- new ELA curriculum, great engagement, kids scores are creeping up, with added grammar and literature

- 2 ½ hours per day, a lot of work for teachers
- History and science pieces- cross-curricular
- From teacher end is a lot of prep and district provides prep time
- First year – high student engagement, strong vocabulary
- Parents- appreciate engagement, excited to talk about what they learner
- Practicum student- saw engagement, cross-curricular
- DSU- talk further about how to incorporate into field experiences

c. Common Area Expectations- classroom teachers knowing how to teach that when they arrive is needed, after break go through expectations at each transition, refer back to the behavior matrix- how do we prepare our students at DSU- have a visit at a school to see how it works, maybe connect to a field



D. Tiers – school wide- pre-teaching, enrichment, SEL, plus SW literacy- putting in all content classes, NDEA plus scores jumped from beginning of year to now, positive behavior changes – Jeff Brandt- common language throughout building, a lot of good things from a behavior standpoint

E. Business

- 1) CAEP Report- we passed with a perfect score, thank you to stakeholders and your support and attending the interviews
- 2) Data Walk – TTS surveys

We want data walks to be purposeful.

Data from first year teachers one year after they start teaching.

Noted:

EL low again and engage students in self-assessment, identify issues of reliability and validity in assessment.

Differentiating instruction- we are working on our DSU template

Table 35- learning environments – good

Table 37- school climate

Celebrate 3.75 for advocate for all students

Table 39- Professional Environment- teachers have influence over establishing the curriculum- important for teachers to understand – tightening up and using evidence-based practices, lessons and practices

Concern with: Teachers Pay Teachers- amazes me they go to that all the time- focus on benchmarks and standards and school mission- don't just grab online with no continuity



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Table 41- lower – lowest is curricular materials and supplies that are appropriate for students' development levels and learning needs- ties back to differentiation – core is provided, but they need to develop their own for differentiation***

Comments: Learning how to navigate district policies, differentiation, professional development, mentor, family engagement, differentiation for those well below- tools for developing relationships with parents- something we need to add- provide resources to undergrads, put back in parent/teacher interviews – feedback positive for parent/teacher interviews- 2 previous students asked for us to put that back in and that it helped.

Our parents communicate through keyboard or phone calls, so they need to have some scripts to get them through that. Reach out regularly to parents. We will share with new Classroom Management instructor.

Next Meeting: April is better than May. April 30 Wednesday at 2:00 pm.