



Board Meeting: April 13, 2026

Title: Professional Development Update

Type: Discussion

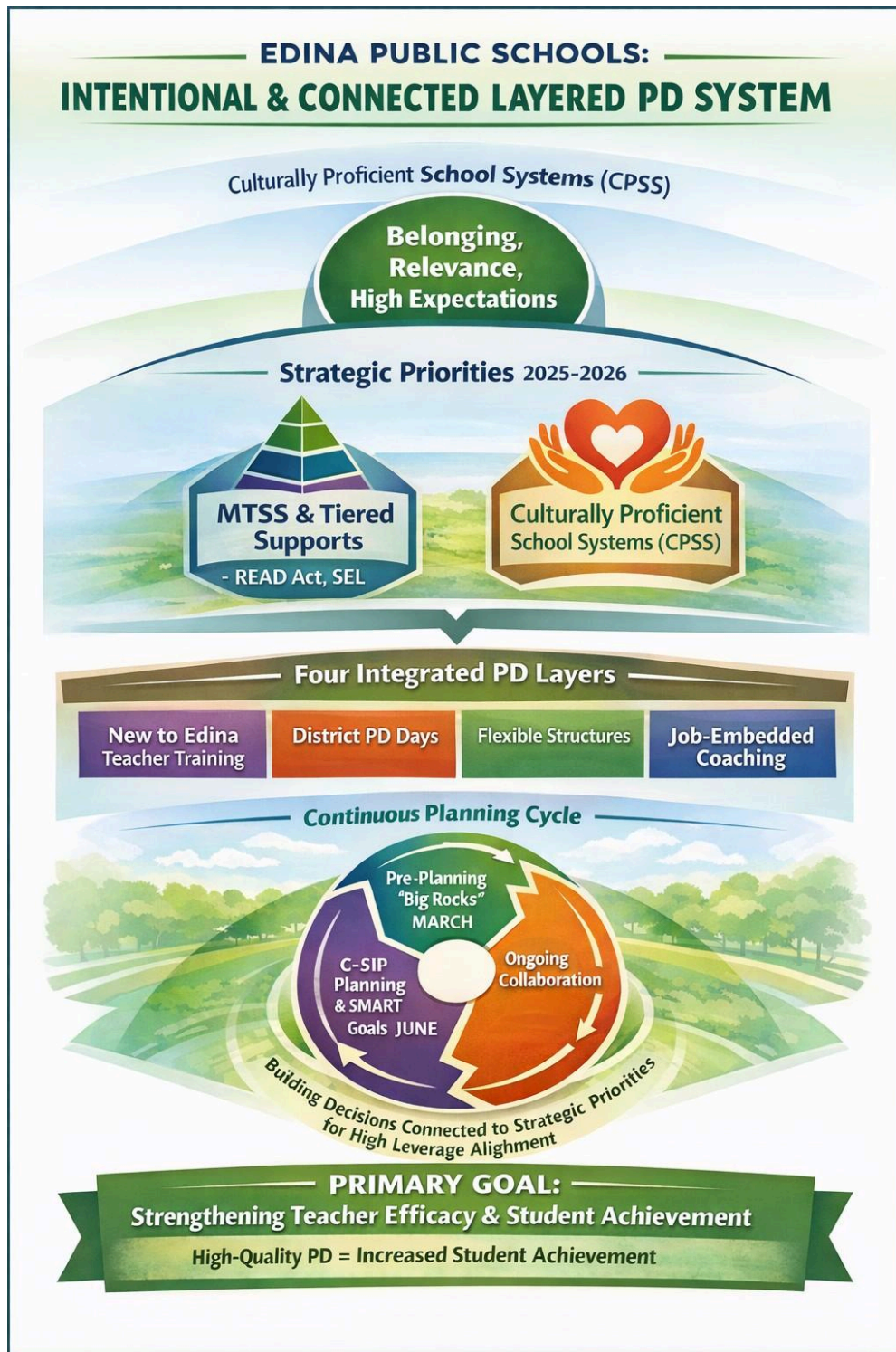
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Description: Edina Public Schools Professional Development is an intentional, connected, and layered system that supports continuous learning for each and every Edina staff member. Grounded in the district's strategic plan and Policy 425, the system moves beyond isolated workshops to a continuous improvement model that is designed to strengthen teacher efficacy and directly impact student achievement. This report outlines the strategic alignment framework and details the 2025-2026 "Big Rocks" focus areas: Culturally Proficient School Systems (CPSS) and Multi-Tiered Systems of Support (MTSS). It also describes the four primary delivery layers of professional development in Edina. These layers are integrated to ensure the strong application of new learning. The layers are: New to Edina Teacher Training (NETT), designated district calendar days, flexible and supplemental structures, and essential job-embedded professional development through coaching and Professional Learning Communities (PLCs).

Recommendation: Discuss the Professional Development Update.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

System Design



Purpose

The primary goal of Professional Development (PD) in Edina Public Schools is to foster a culture of continuous improvement that directly strengthens teacher efficacy and student achievement in alignment with the district's vision, mission and strategic plan. As outlined in Policy 425, Staff Development and Mentoring, “the school district is committed to facilitating, nurturing, and promoting opportunities to increase the development of all district staff.”

In Edina, professional development is not viewed as isolated workshops or one-time events. Instead, we operate within a layered system that allows educators to grow in knowledge, skill, and through the lens of cultural proficiency while providing a high level of consistent learning. Our PD systems are intentionally aligned to policy 425 and specifically to:

- Minnesota academic standards
- Evidence-based curricula
- Data-driven instructional practices
- Strategic district priorities

This system ensures our educators are equipped to meet the academic and social-emotional needs of each and every learner in all Edina educational settings.

The evaluation of Edina professional development and its impact occurs through multiple measures. These measures include:

- frequent progress monitoring of system level goals through reporting of the Data Metrics Plan to the Edina School Board and community, district and administration Instructional Leadership and MTSS meetings, cabinet retreats and meetings, and district department level collaboration;
- frequent progress monitoring (Universal Screening building data reviews, building Principal and Assistant Superintendent monthly meetings) toward building-level goals in reading, math, and SEL;
- District Professional Development committee interactions and feedback gathering;
- building level fidelity checks through formal walk-throughs when implementing evidence-based instructional practices and board approved curriculum;
- staff participation and completion of required professional development sessions, as well as participant feedback responses from these sessions;
- building level ongoing instructional observations and coaching feedback.

These intentionally designed measures, allow district and building leaders to monitor impact, make adjustments, and ensure that professional development is translating into improved student outcomes. This is critical to ensure the professional development in Edina matches what research articulates; that high-quality,

sustained professional development, particularly when it is content-focused, collaborative, and embedded in practice, can increase student achievement by up to 21 percent (Darling-Hammond et al., 2017; Yoon et al., 2007).

Strategic Plan Alignment

Professional development directly advances Strategy D: Develop Leadership Throughout the District, specifically D.2: Provide robust and balanced professional development.

Our layered professional development system supports this strategy through the following commitments:

1. Refining and Prioritizing Professional Development Pathways

Professional learning pathways continue to be prioritized to maximize relevance for all staff. Pathways are developed to ensure consistent learning outcomes as needed with choice on how the learning takes place. This includes:

- differentiating offerings by role (licensed staff, support staff, specialists, and leaders);
- aligning PD to clearly defined district priorities and supporting building choice on how to accomplish the goals of the priorities when applicable and appropriate;
- providing staff choice in the ways in which they access learning when applicable and appropriate.

Example 2025-26 Pathways for Professional Development include:

- *AI Academy*: The Academy provides three optional learning sessions open to all staff to learn synchronously, with an additional on-demand session that is available after the live-in person session. The AI Academy supports the district priority of staff well-being by using AI to increase efficiency, staff capacity, and instructional support in ways that support, not replace, high quality instruction and relationships.
- *State Required Relicensure*: MN Teacher Relicensure requires 125 hours of learning for renewal of a 5 year license. Edina OnDemand courses meet the required areas of license renewal by the state of Minnesota. Staff can register and complete OnDemand courses on their own time and at their own pace through schoology. Another option for staff is to utilize state provided professional development to complete re-licensure hours. Finally, sites have also chosen to provide relicensure specific professional development on their site designated professional development days.

Relicensure Requirements include the following:

- Cultural Competency: Training on diverse student populations.
- Mental Health: Recognizing early-onset mental illness in children.

- Suicide Prevention: Best practices for prevention.
 - Positive Behavior Intervention: Training in classroom management.
 - English Learner (EL) Needs: Supporting multilingual learners.
 - American Indian History & Culture: Focus on MN context.
 - Reading Preparation: Evidence-based reading instruction.
- [NETT Modules](#): These courses are available to all Edina staff and are aligned with our Teacher Evaluation Descriptors.
 - *READ Act Phase 1*: LETRS continues to be an enormous undertaking for staff identified in Phase 1 of the READ Act. In order to support staff and ensure learning is maximized, staff have been given a large variety of choices in how to complete the learning. Some of this choice includes when to start the training, choosing to use a limited number of substitute teachers to complete independent learning, utilizing district provided professional development days and/or state provided options to complete whole group learning.

While professional learning pathways provide flexibility in how staff engage in learning, core expectations remain consistent across the district. Required professional development ensures shared understanding of literacy instruction, culturally proficient practices, and student support systems, while choice allows staff to deepen learning aligned to role, experience, and building needs.

2. Science of How the Brain Learns

Through implementation of the Minnesota READ Act and Science of Reading initiatives (including LETRS cohorts), staff engage in structured professional learning grounded in cognitive science and literacy research.

2025-26 Science of Reading professional development includes:

- Phase 1 In-Process Educators: 93 (216 others have *Completed LETRS or OL&LA*)
- Phase 2 Educators (beginning Spring 2026): 99 staff members
- Paraprofessional Training (April 10, 2026): 254 General Ed and Special Ed Paraprofessionals

The following chart provides an updated progress check on Phase 1 Completion:

	Completed	In Process
LETRS with a Principal Primer	16	
LETRS for Administrators	3	7
LETRS for Early Childhood	33	7
LETRS/ OL & LA	216	98
TOTALS	268	112

3. Literacy Training for All Staff

Literacy is a districtwide priority. Through READ Act implementation, Science of Reading training, curriculum alignment, and coaching structures, we are clarifying expectations for literacy instruction across grade levels and content areas.

2025-26 literacy-focused professional development includes:

- Science of Reading training for PreK–12 staff, including paraprofessionals and administrators;
- additional curriculum and course change training for grades 9–12;
- StudySync curriculum collaboration and support for grades 6–8 ELA teachers;
- Benchmark curriculum training for K–5 classroom teachers;
- job-embedded coaching with elementary literacy coaches;
- Professional Learning Community (PLC) collaboration, PreK–12;
- building-wide academic vocabulary focus at all secondary sites.

4. Cultural Competence and Relevance

Culturally Proficient School Systems (CPSS), developed by Delores Lindsey and Randall Lindsey, serves as a foundational framework for building cultural competence across the district. CPSS ensures staff are equipped to create learning environments where all students experience belonging, relevance, and high expectations.

CPSS anchors all work in Edina, providing the shared values, language, and tools that ensure each strategic priority is implemented through an equity-centered, culturally proficient lens.

Specific 2025-26 CPSS professional development includes:

- one-day foundational facilitated learning session: (935 staff total have completed over the past 4 years);
- ongoing module-based learning for all staff, 4 required in 2025-2026;
- ongoing focus of Instructional Leadership (which include district leadership and building administrators) meetings.

5. Social Emotional Learning (SEL)

SEL is embedded as a Tier 1 focus area within Minnesota Multi-Tiered Systems of Support (MTSS) and every building-level Continuous School Improvement Plans. SEL professional development emphasizes relationship-centered practices aligned with CPSS and MTSS Tier 1 expectations. Building level goals are developed around building specific data and action steps are created that align with accomplishing these goals. District support and collaboration is always available.

2025-26 SEL professional development includes:

- new teacher onboarding SEL specific session;
- continued support of SEL curriculum implementation at the elementary level and SEL advisory implementation at the secondary level;
- training in Working Genius, [Top 20](#), and [Envoy](#) (site specific based on C-SIP);
- secondary advisory program development (site specific based on C-SIP).

6. Family Communication

Professional learning related to family engagement has primarily occurred through New Edina Teacher Training. A more systematic approach to building staff capacity in proactive, culturally responsive family communication has been identified as an area for growth. During 2026-2027, district leaders will develop a more systematic professional learning approach to family communication, with particular emphasis on culturally responsive practices, proactive outreach, and consistency across buildings. This work will align with CPSS and MTSS and will be informed by staff and family feedback

Framework for Strategic Alignment and Planning

Pre-Planning and Strategic Leadership (March)

Each spring, district leadership collaborates with building leaders to identify the upcoming year's strategic priority areas (currently called "Big Rocks"). This early planning ensures alignment and coherence across buildings.

Continuous School Improvement Planning (June)

During Continuous School Improvement Plan (C-SIP) sessions, building teams:

- Analyze building-specific data
- Set SMART goals in reading, math, and SEL
- Develop aligned action steps
- Connect professional development to measurable outcomes

Ongoing Collaboration and Monitoring (Year-Round)

Following C-SIP development, the work shifts to ongoing implementation, monitoring, and refinement. Professional development remains dynamic and aligned to building goals and district priorities.

District and building leadership engage in regular, structured collaboration throughout the year to monitor progress and respond to emerging needs. This includes:

- **Regular C-SIP Review Cycles:** Teams revisit goals at established intervals, using student data, instructional practices, and evidence of impact to assess progress in reading, math, and SEL.
- **Aligned Professional Development:** District and site-based professional learning is continuously aligned to C-SIP goals and adjusted to support identified strategies.
- **Responsive, Differentiated Support:** Professional development evolves based on data and implementation evidence, including targeted learning, coaching, and shifts in focus as needed.
- **Collaborative Problem-Solving:** District leaders, instructional coaches, and building teams partner to address challenges, share effective practices, and co-develop solutions.
- **Integration with Existing Structures:** This work is embedded within leadership meetings, PLCs, and coaching cycles, ensuring ongoing reflection and adjustment within the regular school year.

This continuous cycle of implementation, reflection, and adjustment ensures that professional development remains focused, responsive, and directly connected to improved student outcomes.

2025–2026 Strategic Areas of Focus

1. Culturally Proficient School Systems (CPSS)

CPSS serves as the foundation for student support systems and instructional practices. It strengthens staff awareness, equity practices, and culturally responsive decision-making across departments and is the lens we use to implement all things in Edina.

2. Multi-Tiered Systems of Support (MTSS)

MTSS provides a structured framework for:

- Tier 1 evidence-based core instruction
- Data-driven decision making (using FASTBridge)
- Targeted and intensive Tier 2 and 3 intervention systems

These strategic areas of focus ensure alignment between district and building priorities. In 2025-26 they are visualized as [“Big Rocks.”](#)

Multi-Layered Professional Development Delivery Model

Edina utilizes a multi-layered PD structure to balance state mandates, district priorities, and building-level needs. Together, these layers function as an integrated

system rather than separate initiatives. New staff receive foundational support through NETT, all staff engage in shared district learning on designated PD days, targeted requirements are met through flexible structures, and sustained growth occurs through job-embedded coaching and PLCs. This design ensures coherence, avoids overload for our teachers, and supports continuous improvement over time.

Layer 1: New to Edina Teacher Training (NETT)

The NETT program provides a specialized layer of support for educators entering the district, ensuring they are immediately integrated into Edina's high standards of practice. This program bridges the gap between initial onboarding and long-term mastery by combining system-level orientation, building-based support, and targeted, evaluation-aligned professional development. NETT is designed to be responsive to the specific needs of each teacher, utilizing a three-part framework to ensure immediate and sustained classroom impact:

- **New Teacher Workshop:**

Prior to the start of the school year, all new educators participate in a three-day New Teacher Workshop held the week before Back-to-School activities. This experience serves as the foundation for understanding Edina's instructional vision and professional expectations. This early investment ensures that new staff begin the year with clarity, connection, and a strong sense of belonging within the district.

- **Building-Level Mentorship:**

Each new teacher is paired with a compensated Building Peer Mentor who provides ongoing support through regular check-ins and two learning observations. Mentors serve as immediate, job-embedded resources for curriculum, instruction, and day-to-day problem solving. This creates a trusted, non-evaluative space where teachers can receive practical guidance within their specific school context.

- **Targeted On-Demand Modules:**

Teachers complete a minimum of three specialized modules through Schoology. These modules are intentionally aligned to the district's Teacher Evaluation Framework, ensuring that professional learning directly supports the competencies expected in practice. Learning pathways are often self-selected or determined in collaboration with building administrators based on observation data and instructional needs. This ensures that professional development is targeted, relevant, and directly connected to classroom practice. Topics include:

- **Effective Planning:** Setting clear learning targets and meeting the needs of all learners.
- **Data Utilization:** Using multiple data sources to inform instruction.

- **Classroom Management:** Creating equitable and culturally responsive learning environments through the lens of CPSS.

Layer 2: Designated District Calendar Days

Districtwide PD days provide dedicated, student-free time for professional development. These typically occur in August, September, February, and April.

Planning determines which days are district-led versus building-led. For the 2025–26 school year:

- August 20: Kickoff and mandated training
- September 22: Site-sponsored PD
- February 17: AM district / PM site
- April 10: AM district / PM site

District-led days are highly differentiated by role, ensuring relevance and maximizing impact for all staff groups. This [February 17, 2026 PD Morning Schedule](#) allows you to see a complete example of the entire scope of differentiation occurring on one morning of district led professional development.

Layer 3: Flexible and Supplemental Structures

To meet expanding requirements while minimizing the work-load of staff, the district utilizes additional delivery and support models. Some examples of this (in addition to those shared in the “Refining and Prioritizing Professional Development Pathways” section of this report) are:

- **READ Act / Science of Reading:** LETRS, OL&LA (CORE), and STRIVE (to begin spring 2026) cohorts extend beyond the contract day, with compensated participation
- **Curriculum Implementation:** Summer learning for time card pay and/or release days with substitutes provided support alignment and planning.
- **CPSS:** One-day foundational training on a release day with substitutes provided supplemented by building-level modules.

Layer 4: Job-Embedded Professional Development

Sustained impact requires learning embedded in daily practice. This approach ensures professional development becomes part of the instructional culture.

Key structures include:

- **Coaching Support:** Administration, literacy coaches, and behavior specialists provide modeling, feedback, and co-planning through a CPSS lens.

- **Edina Teacher Evaluation Program:** High trained Peer coaches provide teachers with timely, specific feedback about designated standards and goals through a CPSS lens, while maintaining consistent coaching support for teachers over multiple years.
- **Professional Learning Communities (PLCs):** Teams engage in ongoing cycles of inquiry focused on student learning and data for each and every Edina learner.
- **Model Lessons:** Structured “pre-brief, lesson, debrief” cycles provide real-time examples of high-impact instruction

These structures ensure that professional development translates directly into classroom practice.

Looking Ahead: Strategic Expansion and Multi-Year Implementation

Upcoming professional development will focus on integrating new curricular mandates with our established strategic priorities to ensure sustained instructional excellence.

- **Sustaining 2025-2026 “Big Rocks”:** We will continue to deepen our focus on Culturally Proficient School Systems (CPSS) and Multi-Tiered Systems of Support (MTSS), while adding Non-Exclusionary Practices (NED) and Social & Emotional Learning (SEL) as strategic priority areas. Future professional learning will emphasize the shift from foundational understanding to high-fidelity application, as well as deep integration and alignment across all settings.
- **READ Act Phase 2 and Beyond:** Following the completion of Phase 1 and paraprofessional training in 2026, professional development will transition to Phase 2 requirements. This includes a continued commitment to evidence-based reading preparation for all identified staff to meet state mandates by the July 2027 deadline.
- **Elementary Social Studies Implementation (2026-2027):** Professional development in the 2026-2027 school year will include a dedicated focus on the implementation of the new elementary Social Studies curriculum. Similar to our literacy rollouts, this will involve a blend of district-wide training and job-embedded support to align new standards with evidence-based instructional practices.
- **K-12 Mathematics Multi-Year Roadmap:** The district is launching a comprehensive multi-year plan for K-12 math implementation. This multi-year approach allows for a structured cycle of pre-planning, resource alignment, and sustained teacher coaching to ensure rigorous math instruction across all grade levels.

- **Systematic Family Communication (2026-2027):** As identified in our current strategic plan, the district will move toward a more systematic, culturally responsive approach to family communication through a CPSS lens and professional development to support this.

Conclusion

Edina Public Schools' professional development system is intentionally designed as a coherent, continuous cycle. It begins with strategic planning and is sustained through ongoing collaboration, reflection, and refinement throughout the year. By aligning district priorities, building-level goals, and professional learning outcomes, we ensure that every investment in professional development is purposeful and directly connected to student outcomes.

This work is not static. Through regular review of the Data Metrics Plan and Continuous School and District Improvement Plans, alignment of district and site-based professional development, and responsive adjustments based on data and implementation, the layered system remains dynamic and focused. Professional learning becomes not an isolated event, but an embedded, collaborative process that strengthens instructional practice over time.

Grounded in research, aligned to state and district expectations, and supported through job-embedded coaching and collaborative structures, Edina's approach builds both individual and collective capacity. As a result, educator growth is supported and the Edina educational system as a whole is strengthened. This coherent professional development system ensures that district resources are used strategically, staff learning is aligned to the 2020-2030 Edina Strategic Plan, and continuous improvement remains central to our commitment to each and every Edina student.