



New Coordinators' Community of Practice – Session Three

Mike Brown | Early Learning Services
March 7, 2023

Welcome to the world of early childhood leadership!

Format

- Presentation and discussion.

Presentation slides focus on:

- Core tasks for new administrators to help ensure a strong start.
- A landscape view of knowledge and competencies relevant to administration and leadership.
- Strategies to ensure our actions/efforts align with leadership competencies.



from [National Graphic Learning](#)

The quality of an early childhood education program is largely dependent on an often overlooked group of professionals: school or program leaders. After teachers, research shows that school leaders are the greatest in-school factor impacting student achievement.

[Abbie Lieberman](#), p. 5

New Coordinators' Community of Practice

This learning community is designed to be an informal, unstructured time and space for early childhood administrators/leaders to meet together virtually to:

- Learn *from* each other – Learn *with* each other.
- Network and share experiences.
- Share ideas, strategies, resources, etc.
- Provide collegial support and guidance.
- Develop personally/professionally, and advance our practice, both individually and collectively.

Virtual Session Reminders

- Make sure that your audio is muted.
- Use the “chat” function to send comments/questions throughout the presentation.
 - Send to “All Participants” so that we can be most responsive to your questions.
- Please place resource links that are pertinent to the discussion in the chat box so that we can share the information after the session ends.
- Slides from this session will be shared with participants.
- Please complete survey: <https://survey.alchemer.com/s3/7240393/2023-New-Coordinators-CoP-Session-3>

Our Sessions

1. Understanding the Roles and Responsibilities of Your Position
2. Understanding Program Requirements and Policies
- 3. Understanding Our Programs within Districts and Communities**
4. Program Finance and Budgeting
 - March 30 - Time change from 3:00 to 12:00 to 1:00*
 - New Coordinators' CoP Session at MNAFEE
 - Thursday, April 13, 2:45 to 4:15
5. The Role of Data
6. Community Engagement, Collaboration and Mixed Delivery
7. Continuous Improvement to Achieve Coherence and High Quality



New Coordinators' Community of Practice

Early childhood coordinators/administrators are often responsible for the overall operation of their programs and services. The roles and responsibilities of coordinators are diverse, ranging from complete responsibility for all program operations to shared responsibilities of specific operations or programs. Administrative roles may include providing program and instructional leadership, supervision, and/or human resources. Among many other things, coordinators are responsible for budgets, the safety of children, compliance to federal and state laws, staffing, parent and family engagement, and collaborating with community partners.

While there currently is no formal training required of early childhood coordinators in Minnesota, we are fortunate to have a tremendous wealth of experience and knowledge among the many administrators in Minnesota. With this in mind, **the purpose of this community of practice is to bring coordinators together to learn with each other, and from each other.** With support from Early Learning Services staff, we will explore a new topic each session.

2022-23 Schedule

Session	Date	Time	Topic
1	1/25	12:00 to 1:00	Roles and Responsibilities of Early Childhood Administrators
2	2/15	3:00 to 4:00	Program Requirements and Policies
3	3/7	12:00 to 1:00	Understanding Our Programs within Districts and Communities
4	3/30	3:00 to 4:00	Program Finance and Budgeting
5	4/19	12:00 to 1:00	The Role of Data (including state reporting requirements)
6	5/11	3:00 to 4:00	Community Engagement, Collaboration and Mixed Delivery
7	6/7	12:00 to 2:00	Continuous Improvement to Achieve Coherence and High Quality

How to Participate and What to Expect

The New Coordinators' Community of Practice is an informal group comprised of those interested in administering and leading early childhood programs and services. The focus is on building connections and collective knowledge, advancing our own knowledge and practice, and working toward achieving high quality programming and services for children and families.

Participate as your schedule permits. Each session includes time for presentations followed by small and large group discussions. While the sessions may be recorded, we encourage live participation due to the importance of discussions and connections with other early childhood administrators.

To join a meeting, go to <https://www.zoomgov.com/j/16004521274> at the scheduled time and the host will let you in. Contact Mike Brown at mike.p.brown@state.mn.us with questions.

Learning Objectives for Sessions 1-3

1. Participants understand how to connect with others locally, regionally, and statewide.
 - Participants understand the role of communication in leadership competencies.
2. Participants gain an understanding of potential roles and responsibilities associated with their position.
3. Participants understand how to find out about the requirements of the programs they supervise and lead.
4. Participants understand the role policies and procedures play in the operation and functioning of early childhood education and family programs.
- 5. Participants discuss and understand the role of district and community information/data as it relates to early childhood program leadership.**
 - Participants are cognizant of the role of organizational management, equity and cultural responsiveness, leadership, and community relations in their roles as early childhood program administrators and leaders.**

New Administrators Page on EC Administration Website

Early Childhood Program Administration

Resources, Training, Best Practices, Sharing

brown343 | My account

Search this site Search

EC EducationECLKCMDEMHSAMNAFEEParent EducationPreK-3

Welcome

Advisory Councils

Assessment & Evaluation (Click to Expand)

At-Risk Children & Families

Budgeting & Funding

Collaborations

Coordinator's Corner

COVID-19

Curricula

Data Practices

Data Submissions to MDE

Early Childhood Screening

Early Childhood Special Education

Early Learning Standards

ECFE 2.0

ECFE Implementation Guide

ECFE Implementation Guide 2

ECFE Needs Assessment

Ethics

Handbooks

Head Start

Health & Safety

History

Home Visiting

New Administrators

OverviewNew Coordinators' Community of PracticeContact

New Coordinators' Community of Practice

Early childhood administrators are responsible for the overall operation of their programs and services. The roles and responsibilities of early childhood administrators are diverse, ranging from complete responsibility for program operations to shared responsibilities of specific operations or programs. Administrative roles may include managing the school/program, providing instructional and program leadership, and human resources. Among many other things, administrators are responsible for budgets, the safety of children, compliance to federal and state regulations, staffing, parent and family engagement, and collaborating with and involving community partners.
Unlike other school administrators, there is no formal training required of early childhood administrators in Minnesota. Thankfully, we have a tremendous wealth of experience and knowledge among the many administrators in Minnesota. The purpose of this community of practice is to bring early childhood administrators together to learn with each other, and from each other. With support from Early Learning Services staff, we will explore a new topic each session.

Schedule

Session	Date	Time	Topic	Survey	Presentation Slides
1	1/25	12:00 to 1:00	Roles and Responsibilities	Click Here	Click Here
2	2/15	3:00 to 4:00	Program Requirements and Policies	Click Here	Click Here
3	3/7	12:00 to 1:00	Understanding Our Programs within Districts and Communities	Click Here	Click Here
4	3/30	12:00 to 1:00	Program Finance and Budgeting	Click Here	Click Here
5	4/19	12:00 to 1:00	The Role of Data (including state reporting requirements)	Click Here	Click Here
6	5/11	3:00 to 4:00	Collaboration and Mixed Delivery	Click Here	Click Here
7	6/7	12:00 to 2:00	Continuous Improvement to Achieve Coherence and High Quality	Click Here	Click Here

<http://ecadmin.wikidot.com/new-administrators>

A reminder to...

Keep in Mind

1. Lifelong learning is who we are
2. Goals and values
3. Organize and prioritize

Commitment to Lifelong Learning

Knowledge and Competency Framework for Early Childhood Administrators

School-Based Early Childhood Leaders



2017 - Framework

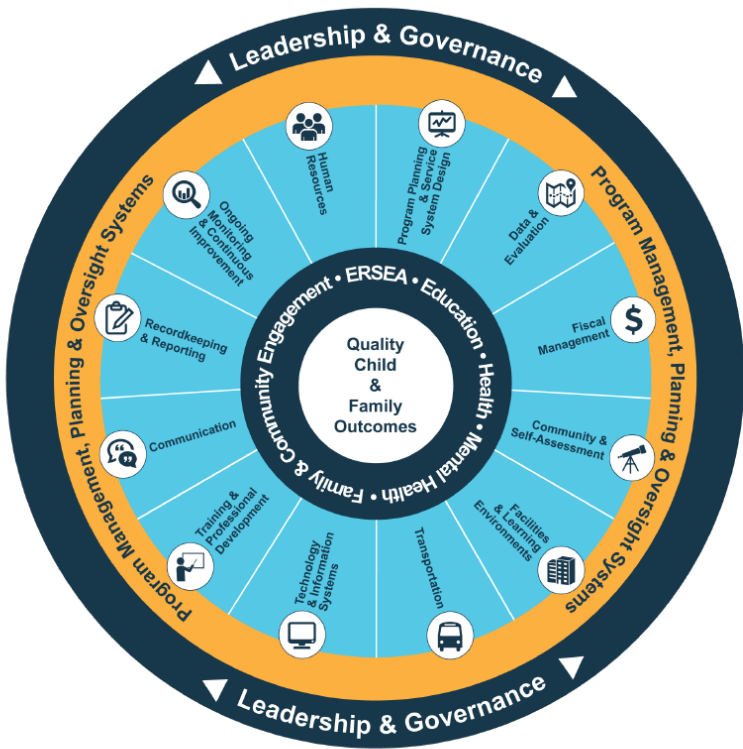


Core Leadership Competencies

- | | |
|---------------------------------------|--|
| A. Leadership | H. Curriculum Planning and Development for the Success of All Learners |
| B. Organizational Management | I. Instructional Management for the Success of All Learners |
| C. Diversity Leadership | J. Human Resource Management |
| D. Policy and Law | K. Values and Ethics of Leadership |
| E. Political Influence and Governance | L. Judgment and Problem Analysis |
| F. Communication | M. Safety and Security |
| G. Community Relations | |

In addition to demonstrating all core competencies listed above, a person who serves as an early childhood administrator should demonstrate competence in the following specific areas:

- A. Instructional Leadership
- B. Monitor Student and Participant Learning
- C. Early Childhood and Family Programs Leadership

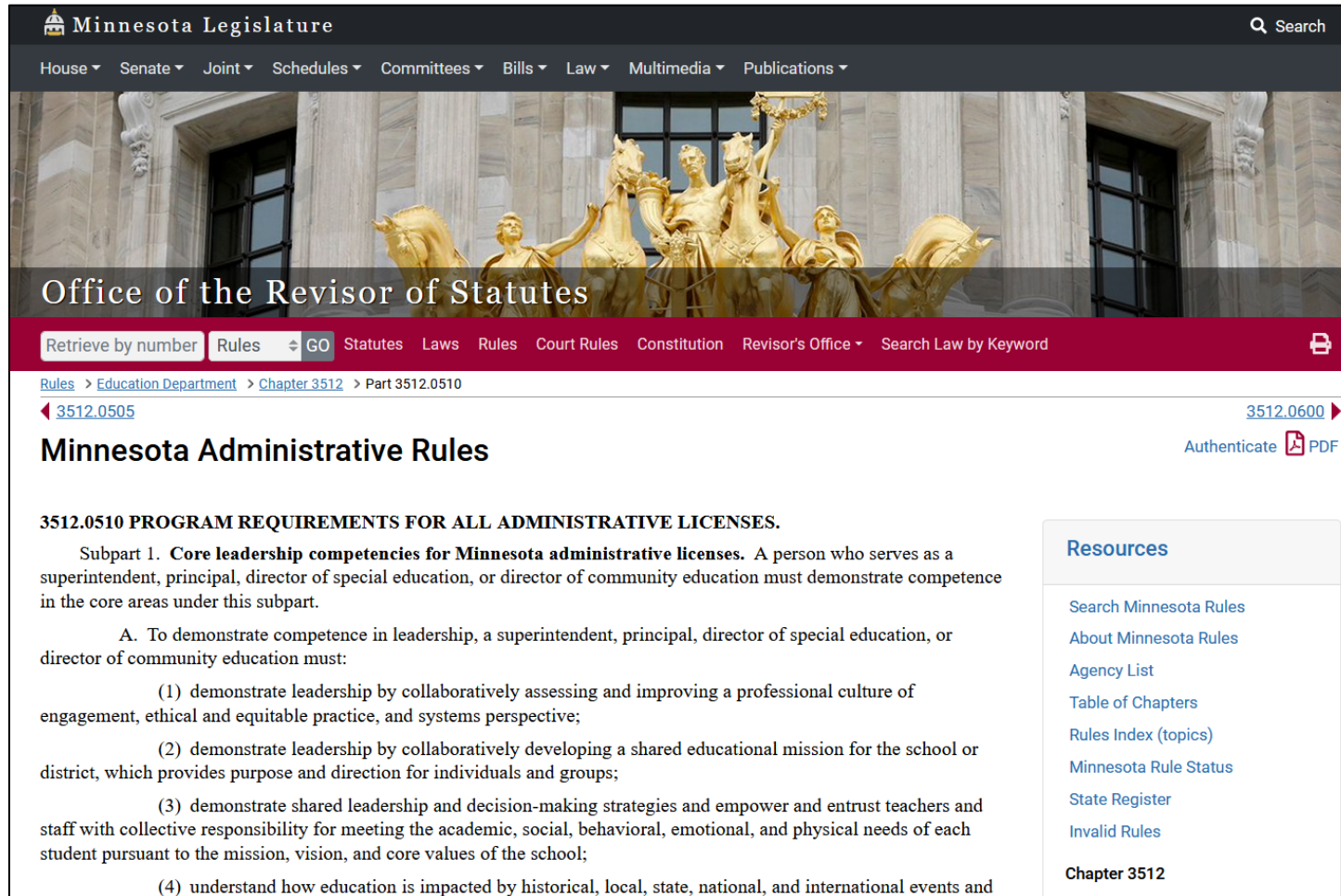


ADMINISTRATION FOR
CHILDREN & FAMILIES



Program Management and Fiscal Operations

Program Requirements for Administrative Licenses



The screenshot displays the Minnesota Legislative website. At the top, the "Minnesota Legislature" logo is on the left, and a search bar is on the right. Below the logo is a navigation menu with links to House, Senate, Joint, Schedules, Committees, Bills, Law, Multimedia, and Publications. A large banner image of the Minnesota State Capitol is visible. Below the banner, the text "Office of the Revisor of Statutes" is displayed. A search bar with "Retrieve by number" and "Rules" is present, along with a "GO" button. Below this, a breadcrumb trail shows "Rules > Education Department > Chapter 3512 > Part 3512.0510". The main heading is "Minnesota Administrative Rules". To the right of the heading are links for "Authenticate" and "PDF". The main content area displays "3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES." followed by "Subpart 1. Core leadership competencies for Minnesota administrative licenses. A person who serves as a superintendent, principal, director of special education, or director of community education must demonstrate competence in the core areas under this subpart." Below this, a list of requirements is provided, including demonstrating leadership, developing a shared educational mission, and understanding the impact of historical events. A "Resources" sidebar on the right lists links such as "Search Minnesota Rules", "About Minnesota Rules", "Agency List", "Table of Chapters", "Rules Index (topics)", "Minnesota Rule Status", "State Register", "Invalid Rules", and "Chapter 3512".

Minnesota Legislature

House ▾ Senate ▾ Joint ▾ Schedules ▾ Committees ▾ Bills ▾ Law ▾ Multimedia ▾ Publications ▾

Office of the Revisor of Statutes

Retrieve by number Rules GO Statutes Laws Rules Court Rules Constitution Revisor's Office ▾ Search Law by Keyword

Rules > Education Department > Chapter 3512 > Part 3512.0510

3512.0505 3512.0600

Authenticate PDF

Minnesota Administrative Rules

3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES.

Subpart 1. **Core leadership competencies for Minnesota administrative licenses.** A person who serves as a superintendent, principal, director of special education, or director of community education must demonstrate competence in the core areas under this subpart.

A. To demonstrate competence in leadership, a superintendent, principal, director of special education, or director of community education must:

- (1) demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
- (2) demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups;
- (3) demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
- (4) understand how education is impacted by historical, local, state, national, and international events and

Resources

- [Search Minnesota Rules](#)
- [About Minnesota Rules](#)
- [Agency List](#)
- [Table of Chapters](#)
- [Rules Index \(topics\)](#)
- [Minnesota Rule Status](#)
- [State Register](#)
- [Invalid Rules](#)
- [Chapter 3512](#)

[Program Requirements for All Administrative Licenses](#)

Review of Session 1: Competencies (Roles & Responsibilities)

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

A. Competence in Leadership

- 1) Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and **systems perspective**;
- 2) Demonstrate leadership by **collaboratively developing a shared educational mission** for the school or district, which provides purpose and direction for individuals and groups;
- 3) Demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student **pursuant to the mission, vision, and core values of the school**;
- 4) Understand **how education is impacted** by historical, local, state, national, and international events and issues;
- 5) Through a visioning process, **formulate strategic plans and goals** with staff and community to promote the academic success and well-being of each student;
- 6) Demonstrate **setting priorities in the context of stakeholder needs**;
- 7) Demonstrate an ability to serve as a spokesperson for the **welfare of all learners** to ensure high expectations; and
- 8) Understand the **dynamics of change** and demonstrate the ability to implement change and educational reform.

Review of Session 1: Competencies (Roles and Responsibilities)

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

F. Competence in Communication

- 1) Understand the need to develop **shared understanding of and commitment to mission, vision, and core values within the school and the community**;
- 2) Demonstrate individual and team facilitation skills;
- 3) Recognize and apply an understanding of individual and group behavior in all situations;
- 4) Demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
- 5) Make presentations that are clear and easy to understand;
- 6) Respond to, review, and summarize information for groups;
- 7) Communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
- 8) Understand and utilize appropriate communication technology.

Review of Session 2: Competencies (Policy & Law)

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

D. Competence in Policy and Law

- 1) Understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
- 2) Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
- 3) Demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

Session 2: Relevant Competencies

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

L. Competence in Safety and Security

- 1) Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and
- 2) Demonstrate the means to address emergency and crisis situations.

Discussion #3.1: Connect and Review



- Our Session #1 topic was Roles and Responsibilities (Making Yourself Known)
 - What have you learned about your role and responsibilities? What questions remain?
 - Discuss a real-life example related to one of the administrative competencies.
- Our Session #2 topic was Program Requirements
 - What have you learned about program requirements? What questions remain?
 - Discuss a real-life example related to one of the administrative competencies.

Changing Focus: How well do we understand the context?



Classroom? Photo from [Wikipedia](#)



School? Photo from [Northfield](#)



Community?

Photo of Northfield from [Nokomis Energy](#)

Session 3: Competencies (Organizational Management)

Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

B. Competence in Organizational Management

- 1) Demonstrate an understanding of organizational systems, including structural and cultural dynamics;
- 2) Define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
- 3) Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
- 4) Demonstrate the ability to analyze need and allocate personnel and material resources;
- 5) Develop and manage budgets and maintain accurate fiscal records;
- 6) Demonstrate an understanding of facilities development, planning, and management; and
- 7) Understand and use technology as a management tool.

Session 3: Competencies (Equity and Culturally Responsive Leadership)

Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

C. Competence in Equity and Culturally Responsive Leadership:

- 1) Ensure that each student is treated fairly, respectfully, and with an **understanding of each student's culture and context**;
- 2) Recognize, respect, and employ each **student's strengths, diversity, and culture** as assets for teaching and learning;
- 3) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other **resources necessary** for success;
- 4) **Ensure policies and practices** are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner;
- 5) Recognize, identify, and address **individual and institutional biases**;
- 6) Promote the preparation of students to live productively in and contribute to a diverse and global society;
- 7) Address matters of **equity and cultural responsiveness** in all aspects of leadership; and
- 8) Ensure policies and practices are in place that address **student and staff** mental and physical health and trauma.

Session 3: Competencies (Community Relations)

Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

G. Competence in Community Relations:

- 1) Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
- 2) Demonstrate the ability to engage the extended community;
- 3) Effectively generate and respond to various forms of communication through media;
- 4) Promote a positive image of schools and the school district;
- 5) Monitor and address perceptions about school-community issues; and
- 6) Demonstrate a community-centric perspective and the ability to identify and articulate critical community issues that may impact local education.

Session 3: Competencies (Judgment and Problem Analysis)

Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

K. Competence in Judgment and Problem Analysis

- 1) Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
- 2) Demonstrate adaptability and conceptual flexibility;
- 3) Reach logical conclusions by making quality, timely decisions based on available information;
- 4) Identify and give priority to significant issues;
- 5) Demonstrate an understanding of, and utilize appropriate technology in, problem analysis; and
- 6) Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

TOPIC #5

Learning about Your District

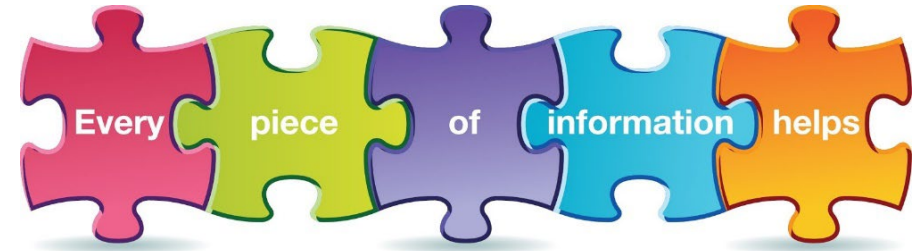
1. Mission, goals, plans, etc.
2. Structure
3. Data (performance, demographics, financial, etc.)
4. Programs, services
5. Community

What is Data? What role does it play in our work?

Data:

“Information collected for use.”

- Cambridge Dictionary



“Making big bets to tackle a social problem without first immersing yourself in understanding what is holding the problem in place is a recipe for failure.”

- [The Water Systems of Change](#), p. 18.

The Role of Context: Deepening Our Understanding

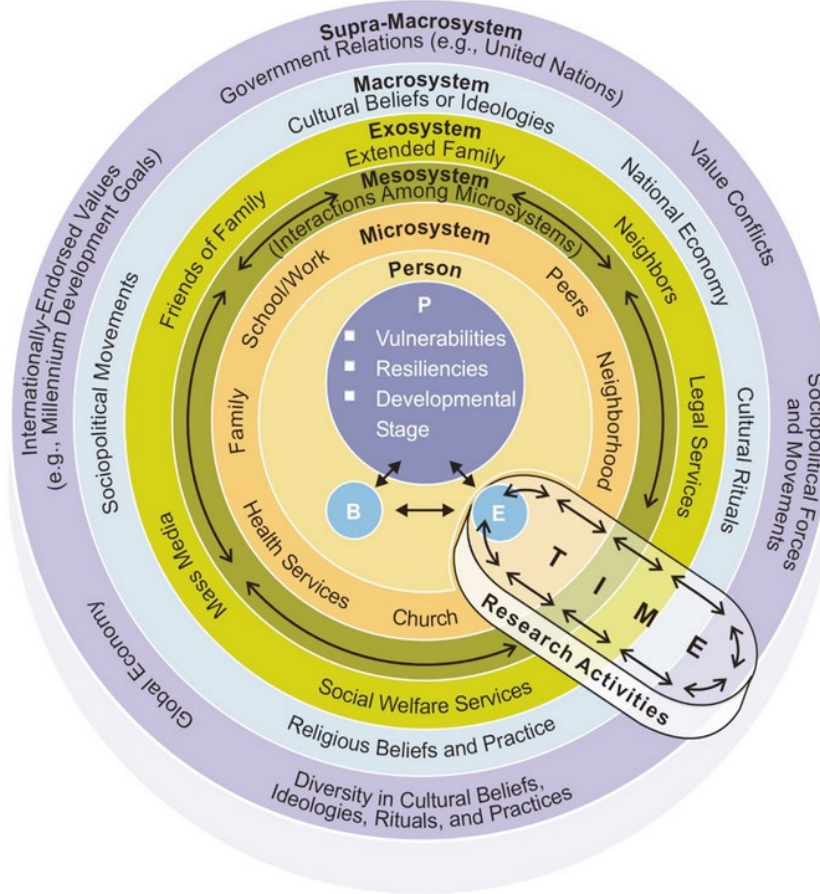


Figure 1. Psycho-Ecological Systems Model (PESM).

Image from:

Psycho-Ecological Systems Model: A Systems Approach to Planning and Gauging the Community Impact of Community-Engaged Scholarship

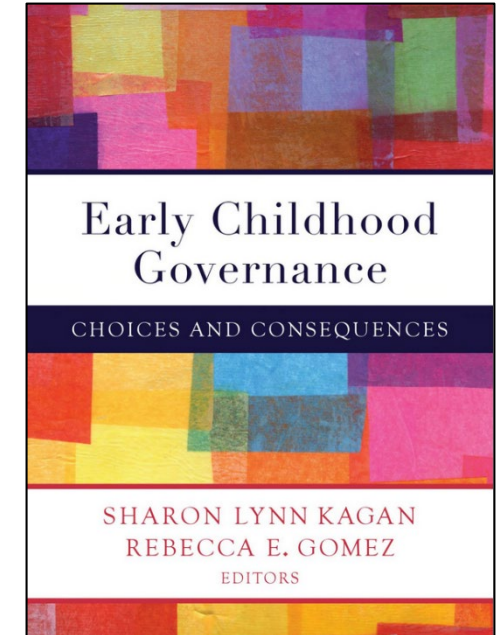
This article presents the Psycho-Ecological Systems Model (PESM) – an integrative conceptual model rooted in General Systems Theory (GST)

from: [Michigan Journal of Community Service Learning](#)

What are the functions of governance?

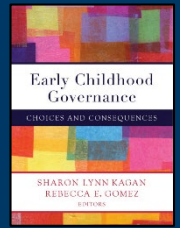
- Planning
- Coordination
- Resource allocation/distribution
- Public outreach
- Quality enhancements
- Accountability
- Within ECE, coordination/alignment, policy coordination/alignment between ECE and other agencies

The functions are operational tasks taken on by the organization, need to be specified, and should include responsibilities related to areas above.



p. 12

Five Key Governance Goals

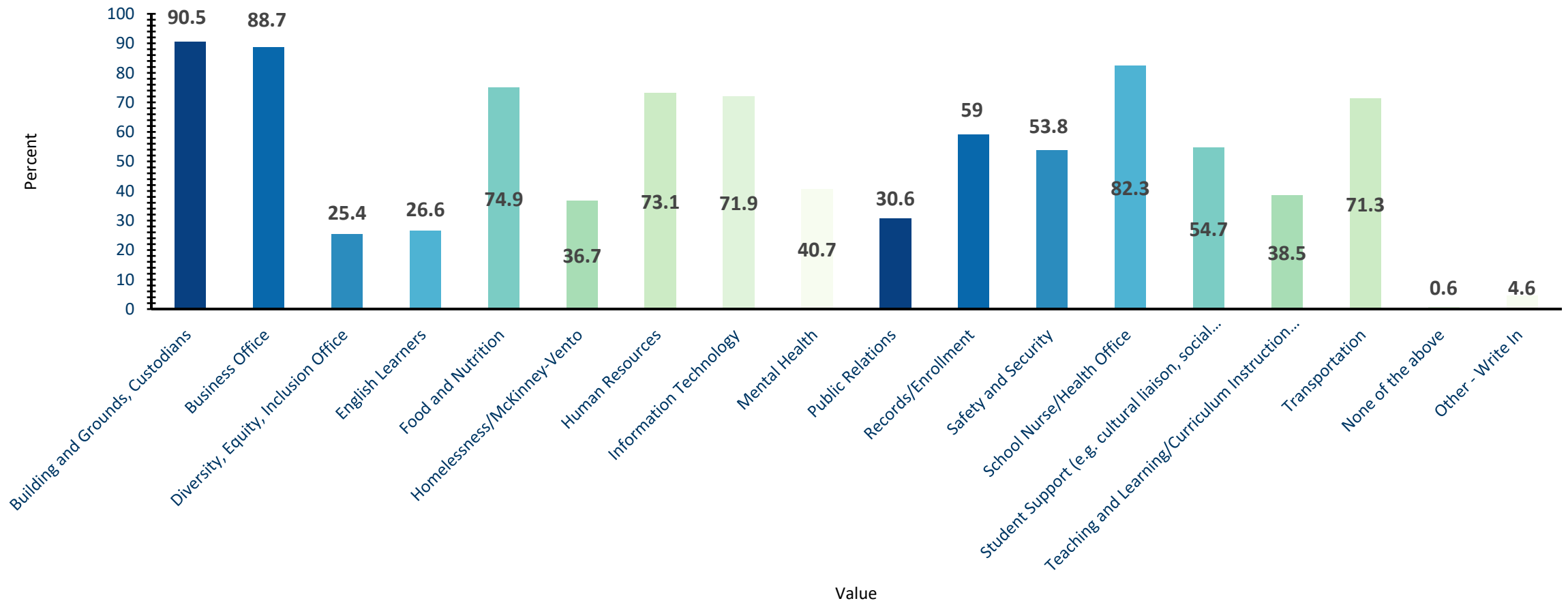


- **Coordination:** The governance model should connect the parts and programs of the early childhood system, reflecting its comprehensive nature.
- **Alignment:** The model should provide coherence across systemwide tasks such as data collection, quality standards, and outcome measurement, and should break down silos associated with the administration of funding and the oversight of programs.
- **Sustainability:** The model should be able to sustain political and administrative changes.
- **Efficiency:** The model should allocate resources wisely, reduce duplication of effort, and provide a significant return on investment
- **Accountability:** The model should be accountable to the EC system and its stakeholders in terms of quality, equality, and outcomes and also should be able to hold services and program accountable for their performance.

p. 37

Alignment of Organizational Supports in Minnesota

*2022 EC Policy Survey: As a lead early childhood administrator in the district, which of the following roles are you able to rely on to support your efforts? (**preliminary findings*)



Discussion #3.2: Learning about Your District



- What are the mission, goals, plans, etc. of your organization?
- How is it structured (board, committees, leadership, divisions, etc.)?
- What data may help deepen understandings (performance, demographics, financial, etc.)?
- What programs and services are offered/provided by the organization?
- How does the district interact with the community?

Statewide Data – Academic and Non-academic

Home

About ECLDS

About ECLDS Data

Outreach and Training

Census Data

Maps

Tutorial Videos

Kindergarten Reports

Third Grade Reports

Birth to Pre-K Reports

Secure Reports


Data Stories - MN Kids Explorer

In the News

Other Resources

Sign Up for Email Updates

Welcome

 **MINNESOTA**
EARLY CHILDHOOD
LONGITUDINAL DATA SYSTEM

Welcome to Minnesota's Early Childhood Longitudinal Data System!

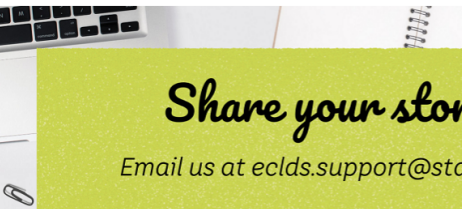
We are proud to offer this new and evolving tool to help our state answer questions about young children and their development and learning. Keep in mind, this is Minnesota's foundation for filling gaps in knowledge on children. We are excited to continue to grow our system and provide more robust information for all interested users around the state.

Thanks for visiting! Please come back often, we are constantly growing and adding new features. If you have any questions please contact ecls.support@state.mn.us.

What's New

Share Your ECLDS Stories

How has ECLDS helped you in your work? We're collecting anecdotes, studies, press releases, photos, whatever you have to share with us to help us better understand how ECLDS is being used and how it could grow to be better. Please email us at ecls.support@state.mn.us.



Share your story
Email us at ecls.support@state.mn.us

Information

Home

Outreach

Research

Privacy

Data in Use

Tutorial Videos

High School Graduates

High School Academics

Enrollment

Completing College

Developmental Education

Out of State Enrollment


Course Taking

Rigorous Course Taking

Electives to ACT Results

Entering the Workforce

About Minnesota SLEDs

 **MINNESOTA**
STATEWIDE LONGITUDINAL
EDUCATION DATA SYSTEM

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDs) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. By bridging existing data with other incoming data a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students.

SLEDs brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

The Minnesota P-20 Education Partnership governs the SLEDs system. The project is managed jointly by the [Minnesota Office of Higher Education \(OHE\)](#), [Minnesota Department of Education \(MDE\)](#), and [Minnesota Department of Employment and Economic Development](#).

Contact Us

If you have comments, questions, or suggestions, do not hesitate to send us a message at sleds.support@state.mn.us.

Meredith Fergus
Manager of Research | SLEDs Coordinator

Minnesota Office of Higher Education
1450 Energy Park Drive - Suite 350
St. Paul, MN 55108
651-259-3963
meredith.fergus@state.mn.us

Oriane Casale
Interim Director - Labor Market Information Office | SLEDs Coordinator

Department of Employment and Economic Development
1st National Bank Building, 332 Minnesota Street, Suite E200
St. Paul, MN 55101
651-259-7383
oriane.casale@state.mn.us

Lisa Burton, Ph.D.
Director, Data Practices and Analytics | SLEDs Coordinator

Minnesota Department of Education
400 NE Stinson Blvd.
Minneapolis, MN 55413
651-582-8488
mde.analytics@state.mn.us

Steve Borgers
SLEDs Coordinator

Minnesota Department of Employment and Economic Development
1000 University Avenue, Suite 100
St. Paul, MN 55102
651-259-7383
steve.borgers@state.mn.us

About ECLDS

Minnesota's Early Childhood Education Data System
[Minnesota's Early Childhood Longitudinal Data System](#) (ECLDS) web tool combines data collected by the Department of Education, the Department of Human Services and the Department of Health into one online, interactive database. The system shows population results on children's growth and achievement in relation to their participation in a variety of educational and social programs over time.

ECLDS Contacts

Jennifer Verbrugge
ECLDS Coordinator

Early Learning Services
Minnesota Department of Education
400 NE Stinson Blvd.
Minneapolis, MN 55413
651-582-8356
jennifer.verbrugge@state.mn.us

[MDE – Data Center page](#)

3/6/2023


Minnesota Department of Education | education.mn.gov

28

MDE Organizational Data

► Advisory Boards, Councils and Task Forces
► Active Groups
Advisory Committee on Financial Management
Assessment Accommodations Review Panel
Blind/Visually Impaired Advisory Committee
Deaf/Hard of Hearing Advisory Committee
English Learner Stakeholder Input Group (ELSIG)
High School Equivalency Test Working Group
Indigenous Education Action Team
Interagency Coordinating Council (ICC)
Local Assessment Advisory Committee (LAAC)
Minnesota Braille and Talking Book Library Advisory Committee
Minnesota State Interagency Committee (MnSIC)
Minnesota Technical Advisory Committee (TAC)
Nonpublic Education Council
Restrictive Procedures Workgroup
School Finance Working Group
Special Education Advisory Panel (SEAP)
State Assessments Technology Work Group
Title I Committee of Practitioners (COP)

Advisory Boards

**DEPARTMENT OF EDUCATION**


Home About ▾ Students and Families ▾ Licensing ▾ Districts, Schools and Educators ▾ Data Center ▾


MDE > [About MDE](#) > [Commissioner's Office](#) > [Executive Team](#)


► Commissioner's Office
► Executive Team
Management Team

Contact
Clair Gades
mde.contactus@state.mn.us
651-582-8208

Executive Team

**Willie Jett, Commissioner**
As Minnesota's Education Commissioner, Willie Jett heads an agency of more than 420 employees with the mission of improving educational achievement for children from pre-K through grade 12, and providing a variety of services. Jett works closely with Gov. Tim Walz and Lt. Gov. Peggy Flanagan to promote a variety of policies and initiatives focused on closing the achievement gap, supporting high-quality teaching and learning, and ensuring all students graduate from high school prepared for college, career and life.
[Willie Jett bio](#) | [Email Commissioner Jett](#)

**Dr. Stephanie Burrage, Deputy Commissioner**
As Deputy Commissioner, Dr. Stephanie Burrage oversees the divisions of Human Resources, Government Relations; and MDE's Equity, Diversity and Inclusion Center.
[Dr. Stephanie Burrage bio](#) | [Email Dr. Stephanie Burrage](#)

**Bobbie Burnham, Assistant Commissioner**
As Assistant Commissioner for the Office of Teaching and Learning, Bobbie oversees the divisions of Instructional Services; Academic Standards, Instruction and Assessment; and Libraries and Out-of-School Programs.
[Bobbie Burnham bio](#) | [Email Bobbie Burnham](#)

Commissioner's Office

COMPASS

Collaborative Minnesota Partnerships to Advance Student Success, COMPASS, is a statewide education system created through a collaboration between the Minnesota Department of Education (MDE), [Minnesota Service Cooperatives](#) and [Regional Centers for Excellence](#). COMPASS is designed to meet schools and districts where they are in the work to accelerate student learning and match the state's response to those needs. Throughout the 2021-22 school year and beyond, educators, school staff and school leaders will have new opportunities for professional learning and coaching, along with coordinated support from experts.

Read the [COMPASS Introduction](#) or [COMPASS Implementation Timeline](#). Watch the [COMPASS Overview Webinar](#) or view the [slide deck](#).

Any school staff who would like to learn more about COMPASS and its upcoming learning opportunities can [sign up using this form](#).

COMPASS Pathways

COMPASS will offer support for schools in the areas of Literacy, Math and School Climate and Mental Health using the Minnesota Multi-Tiered System of Supports (MnMTSS) framework with a focus on data and assessment literacy and evidence-based practices.

COMPASS Pathways are professional development opportunities with various levels of support. COMPASS Pathways will offer a variety of resources, evidence-based practices and facilitated guidance in formats that work best for schools. Types of pathways will vary by the topic, but may include:

- On-Demand Learning
- Cohort Learning Groups
- Hybrid of On-demand Resources and Cohort Learning Groups

Review each section below to learn more about the COMPASS Pathways for each area.

+ Multi-Tiered System of Supports (MnMTSS)

+ Data and Assessment Literacy

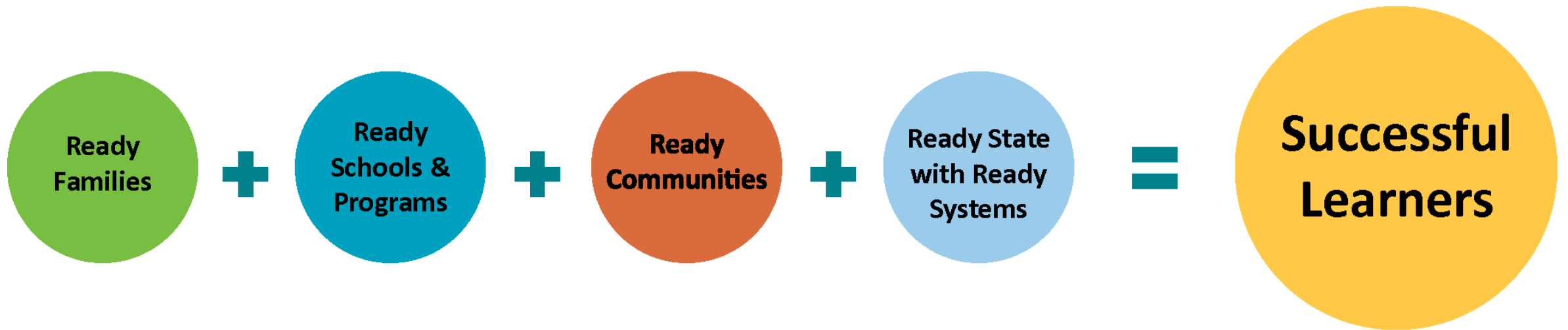
+ Literacy

+ Math

+ School Climate and Mental Health

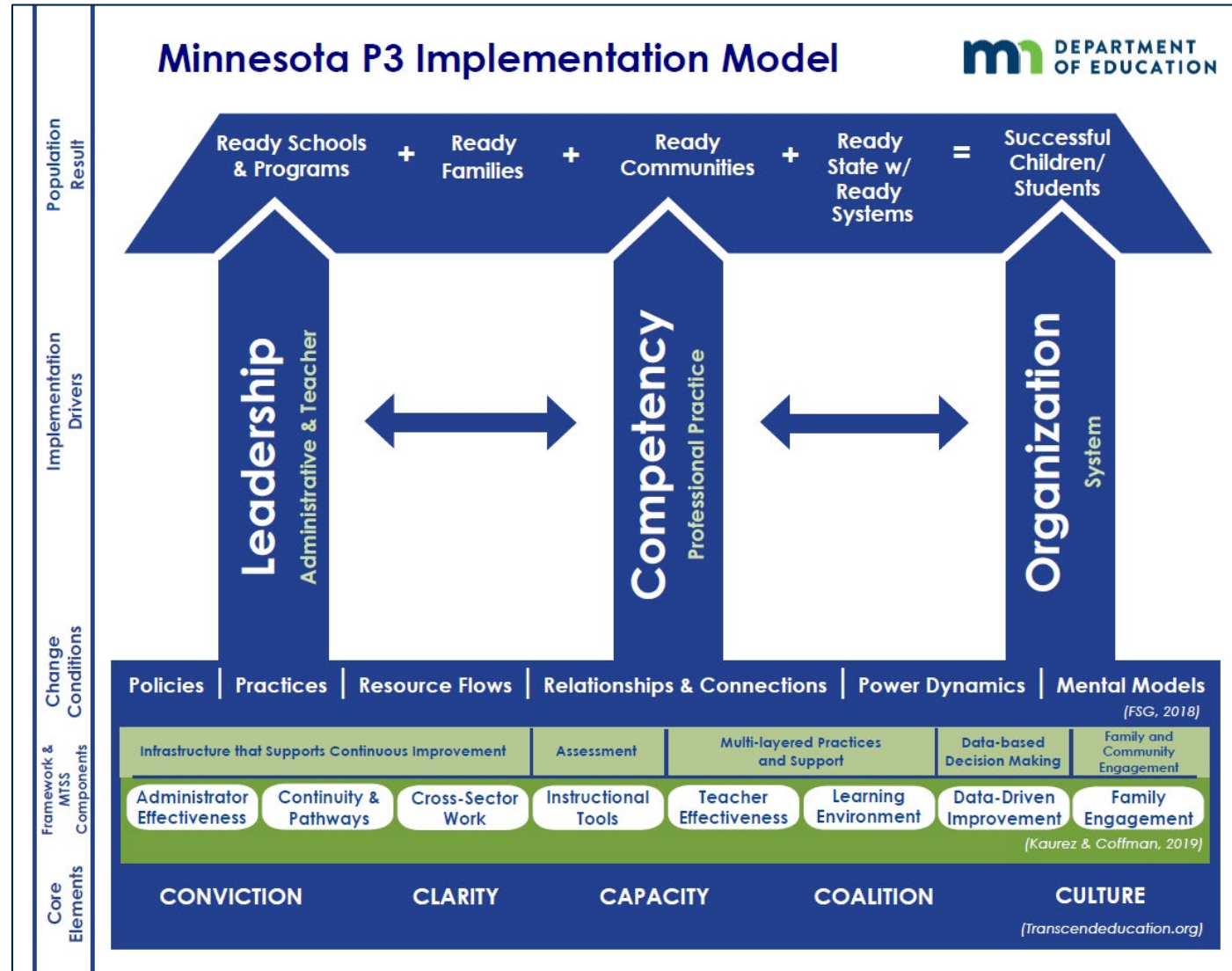
Education Plans, Initiatives

Successful Learner Equation



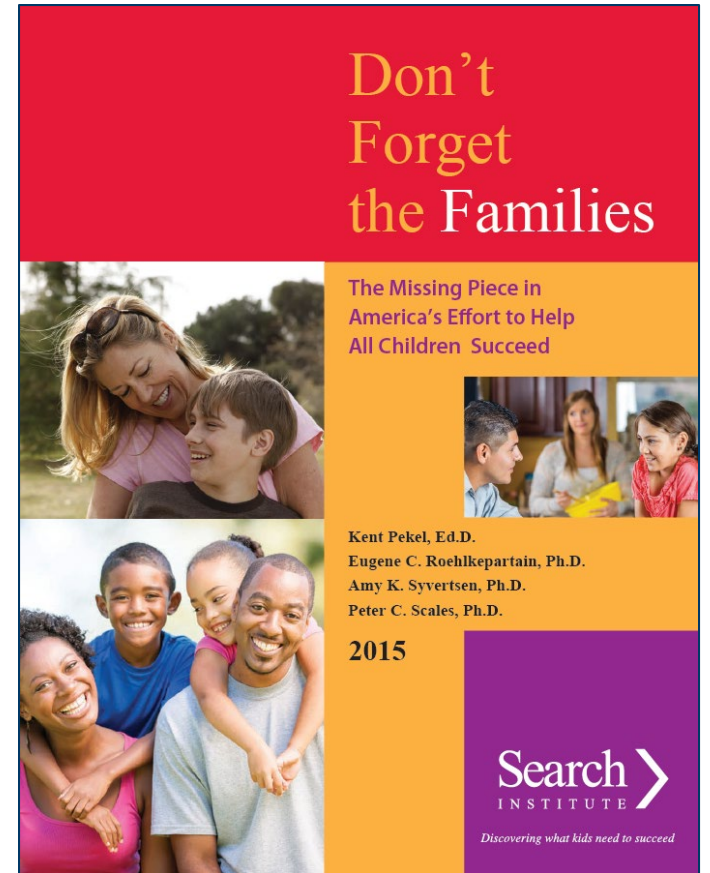
The [Successful Learner Equation](#) reminds us that it is not the responsibility of the child to be “ready” for school. It is the responsibility of adults, schools/programs, environments, communities, and systems to be ready to support each child.

Formulating a Plan for Implementation – P3 Model



Recognize, identify, and address individual and institutional biases

“Families matter for virtually every child and youth outcome.”



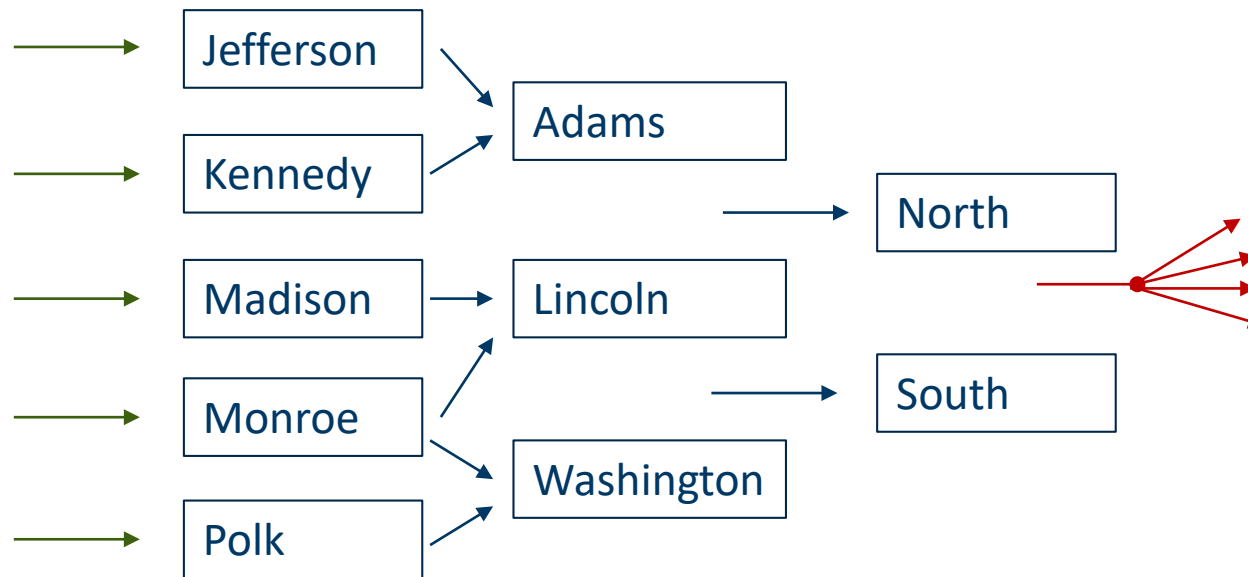
Don't Forget the Families, 2015, [Search Institute](#)

Demonstrate an understanding of organizational systems (Knowing Your System)

Early Years (Parent Choice)

K-12 System

Post-secondary (Student Choice)



CC, FFN, HS, PS

Elementary

Middle

High School

Technical, 4 yr, Service

Continue Your Learning: Organization and Community



Sample questions:

- Practice seeing parts and wholes by changing perspectives (zoom, pan, compare, etc.)
- What is the governance structure of your district? Your EC programs?
- What data do you have ready at hand? What do you wish you had?
- How do you determine if your programs are effective? Do they help meet district goals?
- How does the community know about and perceive your programs?
- What funding, including sources, are available to your programs?

Thank you!



Mike Brown, *mike.p.brown@state.mn.us*