

425 STAFF DEVELOPMENT

[Note: The provisions of this policy substantially reflect the uniqueness of an education district. Education districts do not generate staff development funds in the same manner that an independent school district does. Our staff development funds come from specific grants. Funds that are regulated via our specific grants follow the requirements of such grant(s).]

I. PURPOSE

The purpose of this policy is to establish how planning and reporting on staff development that supports improved student learning will be handled in the education district given the fact that an education district does not generate staff development funds.

II. DISTRICT DATA AND IMPLEMENTATION TEAM (DDIT)

The education district board will establish a District Data and Implementation Team. This team will follow the data and implementation review needs as outlined in our specific grants that drive our staff development needs. Any GCED staff member may apply to be on this team

1. The membership of the District Data and Implementation Team is voluntary. The hope is that each of GCED's 5 PLCs would have representation on this team to fully represent the needs for various programs.
2. The District Data and Implementation Team shall meet at least one time 1st semester and one time 2nd semester. Staff members will be paid hourly if the team meets outside of the contracted day.
3. Members of the District Data and Implementation Team shall serve for two consecutive years if willing.

III. DUTIES OF THE DISTRICT DATA AND IMPLEMENTATION TEAM (DDIT)

- A. The District Data and Implementation Team may make recommendations regarding staff development opportunities to the Executive Director for consideration.
- B. The District Data and Implementation Team must focus on the following elements:
 1. Staff development outcomes which are consistent with the education outcomes as determined specifically with grants and/or education outcomes

as may be determined periodically by the education district board;

2. The means to achieve the Staff Development outcomes;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum by using evidence based practices and high impact methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
5. The Education District's Administration will also:
 - a. Support stable and productive professional learning communities achieved through ongoing and school wide progress and growth in teaching practice including:
 1. Provide opportunities for teachers to practice and improve their instructional skills over time;
 2. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 3. Align with state and local academic standards;
 4. Maintain a strong subject matter focus premised on students' academic and behavior learning goals;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
 - d. Reinforce national and state standards of effective teaching practice.
 - e. Provide opportunities to build professional relationships, foster collaboration among assistant directors and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and

6. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
7. The education district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the education district board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the education district board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. The Advisory Staff Development Committee shall assist the education district in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII. below.
- F. The education district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- G. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to education district policy, staff procedures, contractual agreement, and the effect on education district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. By June 30 of each year, the education district shall prepare an annual report of grants or activities impacting staff development, for example, the Q-Comp program.
 1. The report will include assessment and evaluation data indicating progress

* This time period may be changed to accommodate individual education district needs.

- toward district and site staff development goals based on teaching and learning outcomes.
2. The report will also include a breakdown of how funds were used.
- B. The education district will utilize the reporting form and/or system designated by the specific program's and/or grant's annual report guidelines.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: