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District 77 Policy 466

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466 PROFESSIONAL DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a professional development program and structure to carry out planning and reporting on professional development that supports improved student learning.

II. PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

- A. The School Board will establish a Professional Development Advisory Committee to develop a Professional Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Professional Development Plan, and evaluate professional development efforts at the site level.
1. The majority of the membership of the Professional Development Advisory Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents and administrators.
 2. Members of the Professional Development Advisory Committee shall be selected by Site Teams.
 3. Members of the Professional Development Advisory Committee serve a two-year term on a rotation schedule.
- B. The School Board will establish the Site Professional Development Teams.
1. Members of the Site Committee will be selected by staff at each site.
 2. The Professional Development Advisory Committee will work with the Site Professional Development Teams to develop a site plan consistent with the goals of the Professional Development Plan.
 3. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

III. DUTIES OF THE PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

- A. The Professional Development Advisory Committee will develop a District Professional Development Plan which will be reviewed and subject to approval by the School Board once a year.
- B. The District Professional Development Plan must contain the following elements:
 - 1. Professional development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;
 - 2. The means to achieve the Professional Development outcomes;
 - 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4(b);
 - 4. Ongoing professional 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, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
 - f. Effectively deliver digital and blended learning and curriculum, and engage students with technology; and

- g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Professional Development Plan also must:
- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Professional development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum, and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

- h. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
- 7. Professional 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.
 - 8. The school district may implement other professional development activities required by law and activities associated with professional teacher compensation models.
- C. The Professional Development Advisory Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the District Professional Development Plan.
 - D. The Professional Development Advisory Committee will evaluate professional development efforts at the site level and will report to the School Board on an annual basis the extent to which staff at the site have met the outcomes of the Professional Development Plan.
 - E. The Professional Development Advisory Committee shall assist the School District in preparing any reports required by the Department of Education relating to professional development including, but not limited to, the reports referenced in Section VII below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. The Professional Development Team shall develop a site plan, consistent with the goals of the Professional Development Plan.
- B. The Site Professional Development Team must demonstrate the extent to which staff at the site have met the outcomes of the Professional Development Plan.

V. PROFESSIONAL DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirements to reserve basic revenue for professional development, the School District will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; professional development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for professional development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for professional development

efforts. The school district also may use the revenue reserved for professional development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs. This additional expenditure does not need to follow the allocation described in Part V.A. above.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF PROFESSIONAL DEVELOPMENT FUNDS

- A. On a yearly basis, the Professional Development Advisory Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projects as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the School Board, the Site Professional Development Team shall be responsible for monitoring the use of such funds in accordance with the Professional Development Plan and budget. The requested use of professional development funds must meet or make progress toward the goals and objectives of the Professional Development Plan.
- C. Individual requests from staff for leave to attend professional development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. The School District and site professional development team shall prepare a report of the previous fiscal year's professional development activities and expenditures as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site professional development goals based on teaching and learning outcomes, including the percentage of teachers and other staff

involved in instruction who participate in effective professional development activities.

2. The report will provide a breakdown of expenditures for:
 - a. curriculum development and curriculum training programs;
 - b. professional development training models, workshops, and conferences; and
 - c. the cost of releasing teachers or providing substitute teachers for professional development purposes.

The report also must indicate whether the expenditures were incurred at the District level or the school site level, and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated professional development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. The report will be signed by the superintendent and professional development chair.

Legal References: Minn. Stat. §120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. §120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. §120B.22, subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4(b) (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: