

Math and Science Academy

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425 STAFF DEVELOPMENT

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The Board of Directors (BOD) will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development 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 Advisory Staff Development Committee shall be appointed by the BOD. Committee members shall serve a two-year term* based upon nominations by BOD members, teachers and paraprofessionals. The BOD shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness or removal of a member from the Committee.

B. The BOD will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the BOD. Team members shall serve a two-year term* based upon nominations by BOD members, teachers and paraprofessionals. The BOD shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness or removal of a member from the Team.

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

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the BOD twice a year.*
- B. The Staff Development Plan must contain the following elements:
 1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the BOD;
 2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at the Math and Science Academy(MSA) toward meeting educational 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 best practices 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 MSA's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to MSA;
 - 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. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

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

5. The Staff 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;
 - d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff 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;
 - 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 MSA for an alternative teacher professional pay system.
7. 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.

8. The BOD may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- 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 BOD on a quarterly basis* the extent to which staff at MSA have met the outcomes of the Staff Development Plan.
- E. The Advisory Staff Development Committee shall assist MSA 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.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The BOD will review the site plans for consistency with the Staff Development Plan twice a year.*
- B. The Site Professional Development Team must demonstrate to the BOD the extent to which staff at MSA have met the outcomes of the Staff Development Plan. The actual reports to the BOD can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the BOD determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless MSA is in statutory operating debt or a majority of the BOD and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, MSA 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; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The

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school district also may use the revenue reserved for staff 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.

1. MSA will allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis and will retain such funds for each school site until used.
 2. MSA will allocate 25 percent of the reserved revenue to make grants to school sites for best practices methods. These grants may be used by the school sites for: any purpose authorized by Minn. Statute; the costs of curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; substitute teachers for staff development purposes; and other staff development efforts determined by the Site Professional Development Team. Criteria used by MSA in awarding best practice staff development grants to sites include, but are not limited to, the following:
 - a. Grant application includes objectives which have a clear connection to the building/district Staff Development Plan;
 - b. Grant application includes provisions for discussion, collaborating, informing, and coaching one another on an ongoing basis;
 - c. Grant application provides for ongoing assessment of professional practice and student performance; and
 - d. Grant application specifies best practices to be addressed.
 3. MSA may retain 25 percent of the revenue to be used for district-wide staff development efforts.
- B. MSA 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. If MSA operates a career teacher program, it will reserve from its basic revenue an amount equal to five dollars (\$5) times the number of resident pupil units to provide staff development for the career teacher program.
- D. 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. Statute.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development 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, projections 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 BOD, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the BOD and/or Director for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to MSA policy, staff procedures, contractual agreement, and the effect on MSA operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. Prior to September 30th of each year, MSA shall prepare a report of the previous fiscal year's staff development activities and expenditures and submit it to the Commissioner of the Department of Education (Commissioner).
 - 1. The report must include assessment and evaluation data indicating progress toward BOD and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. curriculum development and curriculum training programs;
 - b. staff development training models, workshops, and conferences; and

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- c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

Within each of the foregoing categories, MSA will also indicate on the report 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 staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. MSA will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the Director and staff development chair.