



A World-Class Community of Learners

619 Staff Development

I. Purpose

The purpose of this policy is to establish a staff development program which includes opportunities for staff members to build their skills, increase their capacity, and enhance their professional knowledge with the primary aim of improving achievement of all students.

II. General Statement of Policy

The school district is committed to developing policies and processes for continuous improvement of curriculum, instruction and assessment.

III. Definitions

- A. **Staff Development Plan:** A collaborative product generated by the advisory staff development committee, the site professional development team, and the School Board which articulates the staff development outcomes and the procedures for evaluating progress at each school site toward meeting the education outcomes.
- B. **Advisory Staff Development Committee:** A group of regular and special education teachers from a variety of disciplines, grade levels, and school sites that assist the board in forming a staff development plan. The committee must also have non-instructional staff, parent and administrative representation.
- C. **Site Professional Development Team:** A team of similar composition to that of the advisory staff development committee that works at a specific school site to assist with the planning and implementation of the staff development plan.

IV. Standards for Staff Development

- A. The Board shall establish an advisory staff development committee which shall address the needs of all staff in prioritizing staff development.
 - 1. The committee shall develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level.

2. The committee must include teachers representing various grade levels, subject areas, and special education, non-teaching staff, parents and administrators.
 3. The committee will advise the School Board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to meet state standards effectively.
 - C. Staff development plans for the school district shall address identified needs for meeting state standards throughout all levels of the school district programs.

V. Elements of the Staff Development Plan

- A. Staff development initiatives will be data-driven and specifically directed at increasing student achievement at each school site within the district.
- B. Data will be used as a basis to improve instruction and student learning
- C. Research-based programming will be used to improve the effectiveness of classroom instruction.
- D. Programming will align with state and local standards.
- E. Opportunities for collaboration, fostering collegial relationships, and mentoring will be made available.
- F. Staff development programming will align with the district's alternative compensation plan.
- G. Independent tasks or activities that are not associated with building a teacher's skills and capacity will not be considered staff development programming.
- H. The staff development plan will be created with the assistance of an advisory staff development committee and a site professional development team as defined by Minnesota State Statute.

VI. Training and Professional Development

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

Legal References:

Updated July 2011

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)

Minn. Stat. § 122A.16 (Qualified Teacher Defined)

Minn. Stat. § 122A.60 (Staff Development Program)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, §22)

Minn. Rules Parts 3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

Updated July 2011

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 616 (School District System Accountability)

School Board Action:

Adopted as Policy 9.103 June 16, 1998

Revised as Policy 619 June 17, 2008