

Edina Public Schools

**Educational Services Council:
Staff Development & Curriculum Committee**

Staff Development Practices and Procedures

Curriculum Review Cycle

2006 - 2007

MISSION

The mission of the Edina Public Schools Staff Development Program and Processes is to *improve student learning through continual professional growth for all staff by advocating opportunities that advance knowledge and improve teaching and learning, that promote collaboration, and that facilitate adaptation to change.*

WE BELIEVE THAT:

- Staff Development should be standards and results-based
- Continual improvement is essential and possible and requires data in order to inform planning
- Change does occur and staff development facilitates adaptation to change
- Quality education demands innovation and continuous improvement
- Innovation requires a positive and supportive environment
- Frequent and extended collaboration promotes personal and professional growth
- Diversity of personalities and effective teaching styles is positive
- Professional growth requires the development of ethical interpersonal skills
- Professional growth requires the enhancement of teaching/learning skills
- Professional growth requires an understanding of local, national and international standards and Best Practices
- Learning occurs beyond the classroom

NSDC Standards for Staff Development (Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)

- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

STAFF DEVELOPMENT OUTCOMES

- According to state guidelines, the Staff Development Committee (Edina's Educational Services Council) shall adopt a staff development plan for improving student achievement of education outcomes. The plan must be consistent with education outcomes that the school board determines. Edina's Staff Development plan is aligned with the district's strategic plan and represented through those action plans. Site plans are part of a broader School Improvement Planning Process and align with district initiatives as well as site needs.
- The staff development plan shall include ongoing staff development activities that contribute toward continuous improvement in achievement of the following legislative outcomes:
 1. improve student achievement of state and local education standards in all areas of the curriculum by using best practice methods;
 2. effectively differentiate to 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;

3. provide an inclusive curriculum for a racially, ethnically and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
4. improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
5. effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issue of harassment, and teach nonviolent alternatives for conflict resolution; and
6. provide teachers and other members of site-based management teams with appropriate management and financial management skills.

STAFF DEVELOPMENT PROGRAM ELEMENTS

DISTRICT PROGRAMS

Staff Development Days

As determined by the calendar committee, days are set aside for staff development. These days are jointly planned by the Department of Teaching and Learning and members of the Educational Services Council. They may focus on speakers and workshops that provide awareness-level training to introduce or address educational topics identified by districtwide strategic plans, including curriculum review and implementation. Time may also be provided for department or grade level 'job-alike' staff to meet for curriculum work, follow-up discussion and implementation planning around a stated district focus. Whenever possible, follow-up should occur in facilitated 'job-alike' groups, at the site, or as part of additional staff development opportunities. Days designated as 'site' planned are to be utilized in support of site improvement plans.

August Welcome and District Kickoff

The entire staff meets together on the first morning of the Preschool Workshop week for a keynote address focusing on a district theme. Other district planned staff development occurs as well.

Additional District Days

Teaching staff and administrators meet together for staff development training on topics of districtwide interest, strategic focus or concern. Topics focus on instruction, curriculum and support for the district strategic plan; 1) Student Achievement and Intervention, including implementing the Minnesota Academic Standards and implementation of the Gifted Education review action plans, 2) Diversity, 3) Building Student Assets, and 4) Gender differences.

Calendar Dates and Events – 2005-2006

Date	Event(s)	Goal(s) and Activities
September 1	Site SD	As per SIP's
August 28, 29	District SD – PK -12	<i>Understanding the Changing Face of Our Schools</i> – All staff will learn 1) about our demographic characteristics and 2) how to better support all learners; Dr. Tom Gillespie and break out presentations. <i>Civic Engagement and Education as Moral Purpose</i> – All staff will consider this topic in the context of implementing Social Studies standards. Job-alike break-outs will focus on <i>Curriculum, Instruction & Assessment</i> .
October 23	District SD - PK-9	<i>Curriculum, Instruction & Assessment</i> - all staff will focus on curriculum alignment, instructional strategies, or further refinement of common assessments. Elementary classroom staff will continue to be supported in the implementation of the Houghton Mifflin language arts materials and revised Social Studies curriculum.
November 20-21	MS Inservice	As per SIP's
February 16	Site SD	As per SIP's
March 30	District and Site SD	<i>Curriculum, Instruction & Assessment</i> - all PK-1, specialist and 9-12 staff will focus on curriculum alignment as well as further refinement of common assessments and NUA strategies as noted in SIP's. Other staff will learn to utilize data and reports in the implementation of the MAP (Measures of Academic Progress) assessments.

Additional staff development opportunities will continue through the WMEP (West Metro Education Project) Cultural Collaborative and National Urban Alliance initiatives. The addition of Literacy Coaches at grades K-9 will provide staff an opportunity to work closely with colleagues on student interventions. On-site staff development and coaching/planning is provided through Big 6 planning and through various literacy workshops. Teachers on Special Assignment (TOSA's) will

continue to support staff in curriculum review and implementation. In addition, Edina regularly schedules technology workshops on-site for staff. In the 2006-07 school year, the district will again use a portion of their staff development funds to plan for the potential implementation of a 'Quality Compensation' ATPPS performance based shift in teacher compensation for the 2007-08 school year.

Mentoring

An extensive mentoring and curriculum/instructional coaching program for teachers new to the school or district is the focus of work done by Edina's Teachers. As recommended by Edina's Curriculum Task Force Report (1999-2000) staff development funds assist sites in supporting the salaries of several full time Teachers on Special Assignment (TOSA's) who mentor with special education teacher Team Leaders and within secondary content areas. Staff development is a focus of these interactions, and instructional skill-building is core to the coaching process. A full year course that meets monthly is required of all new teachers. The content is based in instructional expectations: direct instructional skills, INTASC standards, Cooperative Learning and Instructional Differentiation.

Training Courses

All teachers and paraprofessionals are encouraged and have the opportunity to improve their professional performance by attending various courses in curriculum/instructional strategies offered by district staff. These courses provide training in topics determined by need, and selected by the district/ESC members to support excellence in the classroom. Courses are available in-house as well as through 'Summer Institute' – a multi-district Staff Development collaborative effort. Courses for support staff are designed/delivered on an 'as needs' basis.

Training courses and degree programs are also co-sponsored in collaboration with Hamline and St. Thomas Universities, as well as the University of Minnesota.

Professional Growth/Leadership

Teachers also have opportunities for professional growth by assuming leadership roles and/or receiving special training. These activities are funded through staff development accounts. Some of these opportunities are:

- Educational Services Council (ESC) member

- Site Staff Development Council, Improvement Team or B.A.T.T. Team member
- Assessment Committee member
- Curriculum Committee representative
- Curriculum writer/designer
- District trainer/facilitator
- Teacher on Special Assignment (TOSA)
- Best Practice Grants
- TALL (Teachers as Learners and Leaders) initiatives
- On-site degree programs
- Metro Educational Services Cooperative Unit Principal's Academy Training Sessions
- Sabbatical leave
- Intern with Business/Education Partnerships

In addition, administrative training is planned around two full-day retreats as well as monthly inservice.

SITE-BASED PROGRAMS

School Improvement Planning

The Site Staff Development Committee or School Improvement Team and principal at each site will work with the Director of Administrative Services to develop a site-based School Improvement Plan (SIP) addressing student needs and other site initiatives. The outcome of each plan is increased student achievement in areas targeted by assessment of students in the building. A School Information Report is provided by the Director of Research and Evaluation, and provides data for use in designing student achievement targets. The plan must provide Staff Development programs and activities which are directly tied to student achievement and/or to implement the three district teaching/learning initiatives identified in strategic plans.

Site Staff Development Days

The site-based School Improvement Team plans activities which implement and support their School Improvement Plan achievement targets. Inservice planning days are also encouraged to be designated to implement the School Improvement Plan(s). In addition, each building will assess the effectiveness of the year's activities and set/retain goals for the next year, and will complete a report

for the State Department of Education on the activities of the year and their impact on student learning.

STRUCTURE

The School Board has established an Educational Services Council to serve as the staff development and curricular advisory committee for the district. They must develop the district action plans/staff development plan, assist site decision making teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. In addition, council members act as a communication liaison with existing district educational/community groups. The School Board has also approved that various curriculum review processes are presented for oversight by the ESC. A majority of the district advisory committee must be teachers representing various grade levels, subject areas, and special education. The council also includes an Education Minnesota Edina representative, non-teaching staff, parents, and administrators. The district Staff Development chairperson is director of the Teaching and Learning Department and reports to the Assistant Superintendent.

Edina Schools Educational Services Council

1. The *Purpose of the Educational Services Council* is to provide input regarding the structure and processes for teaching and learning for the Edina Public Schools.
2. The *Scope of Responsibility* shall include representing constituent groups as a recombination of the district Curriculum Council, Academic Standards Council, and District Staff Development Council.
3. The *Level of Authority* is advisory to the Department of Teaching and Learning, the Superintendent's Advisory Council and to the Board of Education, including the Teaching and Learning subcommittee.
4. The *Communication Linkages* made by members of the council must be clear and timely. In representing constituent groups, members must seek input and provide it to the council, as well as report on the activities and decisions of the council to the appropriate site or department entity(ies).
5. The *Outcomes Desired* include the provision of:
 - Planning venue for Staff Development
 - Consistent curriculum and Academic Standards communications

- A balance of authority, responsibility between school and district
- Curriculum articulation (vertical & horizontal)
- Systemic responsiveness around curriculum and instruction needs, including Academic Standards
- Clear focus on district strategic initiatives
- Reducing committee requirements for teachers by addressing multiple areas of the classroom support system

Selection

- Site-Based School Improvement Teams
Selected from staff at each site
- Site-Based School Improvement Team Chairperson(s)
Elected from staff at each site
- District Educational Services Council (ESC)
Composed of one School Development chairperson from each site and liaisons to other educational/community groups – also serves as the District Minnesota Academic Standards and Curriculum Council
Includes TOSA's and District Office personnel
- District ESC Chair
Director, Teaching and Learning

Educational Services Council Membership

- School Improvement chairpersons from nine buildings, and Early Childhood Special Education
- Liaisons from following groups: Principals' elementary, middle and high school
Parent representative(s)
Edina Education Association representative
Community Education
Special Education
Gifted Education
- Assistant Superintendent
- Director of Research and Evaluation
- Director of District Media and Technology Services
- Director of Administrative Services
- Director of Teaching & Learning

- Literacy Coordinator
- Teachers on Special Assignment, Literacy Coaches

Membership will be a two-year commitment. After that, the representatives are responsible for opening up the position to another staff member. If no one is interested, the representative may continue for another (and another) term. As possible, staggered terms for site School improvement team /Staff Development co-chairs are encouraged.

Meetings

Monthly meetings are held each month for all members of the Educational Services Council. Building meetings will be set no later than September. All meetings will be listed on a meeting calendar, distributed to all members.

RESPONSIBILITIES

SITE-BASED COMMITTEE CHAIRPERSONS

As teacher leaders, the building chairperson have responsibilities for planning, delivering, and evaluating staff development activities on the site, and serving on the District Educational Services Council.

Selection

The school development/improvement team has the responsibility for electing chairpersons. The chairpersons shall be teachers with expertise and interest in staff development, curriculum and in the Minnesota Academic Standards who will serve at least two years. The teacher chairperson(s) receives a contractually determined leadership stipend, which may be divided.

School improvement team Activities

- Organize and chair the school team which shall include certified and noncertified staff and the principal
- Schedule building meetings, set the agenda, and keep minutes which are copied to the Director of Teaching and Learning and communicated to building staff
- Coordinate development of the Building Improvement Plan with the Director of Administrative Services, the site committee, staff and principal, and copy to the Director of Teaching and Learning no later than August.

- Collaborate with the principal and site-based School improvement team in planning, delivery and evaluation of site-based programs
- Evaluate the impact of site staff development activities, with emphasis on at least one, or as many as all five of the state required levels (see evaluation).
- Evaluate the impact of off-site staff development activities on student achievement/school improvement plans in considering funding applications for release time and attendance at off-site conferences, workshops and other activities.
- Process funding applications for release time and attendance at off-site conferences, workshops and other activities in a timely fashion.
- Inform site secretary, or other staff member principal designates, to record and process any committee approved requests for professional leave.
- Formalize expectations and procedures of teacher sharing, reporting and implementation of staff and school development experiences.
- Collaborate with the site CEU contact to create and enter CEU records for site inservice activities.
- Advise on district staff development directions and yearly focus
- Help plan and facilitate districtwide staff development activities
- Communication:
 - Communicate to parents via school or classroom newsletters immediately after staff development days which indicate what changes/improvements their children will see as a result of staff development activities.
 - Attend monthly Educational Services Council meetings and within one week, report activities to School Improvement Team (which includes principal).
 - Forward minutes/summary of all staff development activities to Director of Teaching and Learning at least one week in advance and forward evaluations results no longer than one week after site-based staff development days.
 - Communicate to building staff on a regular basis a summary of approved funding applications and budget balances.
 - At time of funding approval, set date for follow-up presentation with recipient.

District Activities

- Regularly attend (or send substitute) to monthly district Educational Services Council meetings

- Present Building Improvement Plan for approval and for funding of Site Staff Development Goals
- Regularly report on site-based staff development activities and budget
- Collaborate with other chairpersons and district directors on staff development issues, activities and innovation

DISTRICT DIRECTOR

- Call and chair Educational Services Council meetings.
- Coordinate and distribute information on activities of the Educational Services Council.
- Coordinate selection and training of TOSAs and teacher trainers.
- Prepare and monitor the district staff development budget and monitor site budgets.
- Plan, coordinate, evaluate and suggest follow-up for districtwide staff development days on topics relevant to district needs, strategies and goals.
- Assist site efforts as requested.
- Plan and coordinate Preschool Workshop district activities
- Plan and coordinate the Summer Institute including instructional training opportunities.
- Design and coordinate Best Practice Grant applications, review and awards process.
- Help plan and coordinate new teacher training including LINKS training and TOSA training for mentoring/coaching
- Provide leadership within the district in determining staff development needs and opportunities including training for new, untenured and tenured staff
- Implement the Teaching and Learning Strategic and District Staff Development Plans
- Serve on committees, including Educational Services Council, and attend meetings and conferences representing staff development needs
- Evaluate district staff development activities and report results and expenditures to the Commissioner

ASSISTANT SUPERINTENDENT

Supervise staff development planning, programming and budgeting

FUNDING

The Educational Services (Staff Development) Council shall adopt a staff development plan for the improvement of student achievement of education outcomes that is aligned to the Edina Strategic Plan. The ESC plan must be consistent with education and strategic plan outcomes determined by the school board. The district has allocated funds based on the number of teachers at each site to implement each school development plan. In addition, there are districtwide staff development activities which are directed by strategic plans.

The School Board shall initially allocate 50 percent of the revenue to each school site in the district, to fund mentoring activities and as determined on a per teacher basis, which shall be retained by the school site until used. The Board may retain 25 percent to be used for districtwide staff development efforts. The remaining 25 percent of the revenue shall be used to make Best Practice grants to school sites, based on a selection process and goals that are aligned with district strategic initiatives.

PROCEDURES FOR SITE-BASED STAFF DEVELOPMENT

Site-based school development plans will define staff development goals for each site that are measurable, closely linked to student achievement, and/or support districtwide initiatives.

BUILDING IMPROVEMENT PLANS

Each spring the site-based School improvement team will write a Building Improvement Plan and share it with the District Educational Services Council. A draft plan will be written cooperatively by the building principal, a site staff development chairperson and the site-based School Development Council and presented to the entire staff for further input no later than the preschool week. At least 60% of the site-based staff development funds are designated for implementation of the Building Improvement Plan.

Preparation for Building Improvement Plan

- Conduct student needs assessment. Using data from assessment, target areas for improved student learning and achievement. A Data Retreat will provide each site with information.
- Conduct staff needs assessment on district/site initiatives and target areas for implementation

Building Improvement Plans Must

- Identify student needs using performance data such as test data, attendance records, grading, climate surveys, student surveys, etc.
- Use the data to focus staff development programs and activities on targeted areas of student improvement
- Align with district strategic planning efforts
- Emphasize school improvement rather than individual professional improvement as the outcome
- Formalize procedure for teacher sharing, reporting and implementation of in-service experiences to classroom practice
- Assess progress in student performance against baseline data for new planning
- Use district trainers as resources when possible

- Provide follow-up to district staff development activities and/or strategic plans such as information and training on the MN Academic Standards, Cooperative Learning, Differentiation, literacy, quality schools concepts, cultural diversity, family involvement, ethical values, middle schools and language immersion

INDIVIDUAL & TEACHER TEAM STAFF DEVELOPMENT PLANS

Certified staff can apply for additional site-based funds for off-site conferences and/or time for teachers to work collaboratively in areas of curriculum and instruction. The outcome of these activities is to improve student learning and achievement. No more than 40% of the site-based funds may be used to fund individual/team proposals.

Guidelines for Use of Site-Based Funds

Eligibility

Certified teachers, paraprofessionals and/or staff in instructional or leadership positions within each building are eligible for these funds.

Approval of Funds

- Site funds can only be accessed by the building staff development chairperson and the principal. BOTH must sign off on requests for funding as they are submitted to the T&L department for further approval.
- Staff development resources should be utilized only for professional improvement as related to student achievement and growth. *At least 60% of the total funding must be used to implement the Building Improvement Plan.**
- Staff development funding should be used only to purchase materials related directly to staff development in-service programs.
- Please monitor practice regarding provision of food. An alternative to individuals purchasing treats is to use funds for *initial* purchase, assuming a donation by participants for payback purposes.

Priorities

- Teams of teachers acquiring expertise which will support building plan

- Teams of teachers in areas of standards development
- Individuals acquiring expertise in area to support building plan
- Individuals in areas of standards development
- Teams and/or individuals applying for national conference activities (in accordance with site preferences and previous practice for funding)

Guidelines for Awarding Funds

- Teams of teachers gaining expertise in areas identified by building plan and/or district strategies
- Requests from teams will receive preference over individual requests
- Priorities for awarding:
 - Teams acquiring expertise which will support the building plan
 - Teams of teachers in areas of standards development
 - Individuals acquiring expertise in an area to support the building plan
 - Individuals in areas of standards development
 - Teams and/or individuals applying for national conference activities (in accordance with site preferences and previous practice for funding)

Follow-up Activities

Anyone who has used staff development funds must be accountable for learning and sharing the concepts acquired from the staff development activity. Each site shall have a formalized procedure in place for teacher sharing, reporting and implementation.

Additional Resources

Other funding sources within the district which provide designated funds or resources for staff development activities include: Title 1, II or other Federal Program monies, community education services, curriculum department, federal grants, national conferences, principals' funds, sabbaticals, and technology.

*Conferences on subjects not directly tied to increasing student learning (e.g., coaching, law, etc.), job-alike sharing in ways other than sharing effective teaching practices and expertise, team planning related to unit planning, and socializing shall not be supported by staff development funds.

STAFF DEVELOPMENT EVALUATION

The connection between staff and student learning is not always readily apparent. In this period of high accountability and an emphasis on standards and test scores, evidence about the effectiveness of staff development is required. Evaluating the effects of staff development is a difficult but essential component of a comprehensive system of staff development. Evaluation provides the data needed to determine which content emphases and learning processes are most effective for improving practice, thereby increasing student learning. Evaluation occurs at many levels, including teacher perceptions, teacher practice, student learning and systems supports.

Evaluation of staff development at five levels is a reporting requirement. They span participant reaction, through measured or demonstrable impact on student learning. For models, go to:

<http://www.education.state.mn.us>

STAFF DEVELOPMENT REPORTING

The Edina School Improvement Process is based on the use of data as a tool for decision making. In addition to participation in the SIP process, sites and districts are required to submit an annual report of staff development activities, expenditures and impacts to the Minnesota Department of Children Families and Learning. Sites are provided a copy of the template for this report. **A separate report for each site and district initiative must be provided to the Director of Teaching and Learning not later than June 30.** Additional information can be found at:

<http://www.education.state.mn.us>

STAFF DEVELOPMENT STATUTES

The following statutes govern the administration of staff development in Minnesota.

122A.60 Staff development program.

Subdivision 1. **Staff development committee.** A school board must use the revenue authorized in section [122A.61](#) for in-service education for programs under section [120B.22](#), subdivision 2, or for staff development plans under this section. The board must establish an advisory staff development committee to 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. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators. Districts must report staff development results and expenditures to the commissioner in the form and manner determined by the commissioner. The expenditure report must include expenditures by the board for district level activities and expenditures made by the staff. The report must provide a breakdown of expenditures for (1) curriculum development and programs, (2) in-service education, workshops, and conferences, and (3) the cost of teachers or substitute teachers for staff development purposes. Within each of these categories, the report must also 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 staff development revenue. These expenditures are to be reported using the UFARS system. The commissioner shall report the staff development expenditure data to the education committees of the legislature by February 15 each year.

Subd. 2. **Contents of the plan.** The plan must include the staff development outcomes under subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education outcomes.

Subd. 3. **Staff development outcomes.** The advisory staff development committee must adopt a staff development plan for improving student achievement. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

(1) improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;

(2) 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;

(3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;

(4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

(5) 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

(6) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

122A.61 Reserved revenue for staff development.

Subdivision 1. **Staff development revenue.** A district is required to reserve an amount equal to at least two percent of the basic revenue under section [126C.10](#), subdivision 2, for in-service education for programs under section [120B.22](#), subdivision 2, for staff development plans, including plans for challenging instructional activities and experiences under section [122A.60](#), and for curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement. A district in statutory operating debt is exempt from reserving basic revenue according to this section. Districts may expend an additional amount of unreserved revenue for staff development based on their needs. With the exception of amounts reserved for staff development from revenues allocated directly to school sites, the board must initially allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis, which must be retained by the school site until used. The board may retain

25 percent to be used for district wide staff development efforts. The remaining 25 percent of the revenue must be used to make grants to school sites for best practices methods. A grant may be used for any purpose authorized under section [120B.22](#), subdivision 2, [122A.60](#), or for 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, and determined by the site professional development team. The site professional development team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the program. The board may withhold a portion of initial allocation of revenue if the staff development outcomes are not being met.

Subd. 2. **Career teacher staff development.** Of a district's basic revenue under section [126C.10](#), subdivision 2, an amount equal to \$5 times the number of resident pupil units must be reserved by a district operating a career teacher program according to sections [124D.25](#) to [124D.29](#). The revenue may be used only to provide staff development for the career teacher program.

122A.414 Alternative **teacher** **compensation**.

Subdivision 1. Restructured pay system. A restructured **teacher** **compensation** system is established under subdivision 2 to provide incentives for teachers to improve their knowledge and skills and for school districts to recruit and retain highly qualified teachers, and to support teachers' roles in improving students' educational achievement.

Subd. 2. Alternative teacher professional pay system.
(a) To participate in this program, a school district must have an educational improvement plan as described in section 122A.413 and an alternative teacher professional pay system as described in paragraph (b).

(b) The alternative teacher professional pay system must:

(1) describe the conditions necessary for career advancement and additional compensation;

(2) provide career advancement options for teachers retaining primary roles in student instruction;

(3) use a professional pay system that replaces the step and lane salary schedule and is not based on years of service;

(4) encourage teachers' continuous improvement in content knowledge, pedagogy, and use of best practices; and

(5) implement an objective evaluation system, including classroom observation, that is aligned with the district's or the site's educational improvement plan as described in section 122A.413.

Subd. 3. Report. Participating districts and school sites must report on the implementation and effectiveness of the alternative **teacher compensation** plan, particularly addressing each requirement under subdivision 2 and make biennial recommendations by January 1 to their school boards. The school boards shall transmit a summary of the findings and recommendations of their district to the commissioner.

Curriculum Review – The Four Year Cycle

The Edina Schools is on a continuous improvement cycle for the study and refinement of curriculum in each content area, and at each grade level. A study process is initiated through the review of Edina’s current curriculum in relation to research and recommended practices, and committees make recommendations for any changes following extensive study and discussion, to ensure the best possible learning experience for Edina students. Additionally, there is annual work in each curricular area to update and refine curriculum documents. Committees are staffed with teacher representatives and chaired by teaching staff. Parental and student input is sought through surveys.

	<u>Study/ Evaluation</u>	<u>Preparation/ Presentation</u>	<u>Implementation</u>	<u>Evaluation</u>
06-07	<ul style="list-style-type: none"> • Science • PhyEd/Health • Technology Education 	<ul style="list-style-type: none"> • Social Studies • FACS • Fr. Language Arts 	<ul style="list-style-type: none"> • Language Arts • Art • Music 	<ul style="list-style-type: none"> • Math • World Language • Business Education
08-09	<ul style="list-style-type: none"> • Math • World Language • Business Education 	<ul style="list-style-type: none"> • Science • PhyEd/Health • Technology Education 	<ul style="list-style-type: none"> • Social Studies • FACS • Fr. Language Arts 	<ul style="list-style-type: none"> • Language Arts • Art • Music
09-10	<ul style="list-style-type: none"> • Language Arts • Art • Music 	<ul style="list-style-type: none"> • Math • World Language • Business Education 	<ul style="list-style-type: none"> • Science • PhyEd/Health • Technology Education 	<ul style="list-style-type: none"> • Social Studies • FACS • Fr. Language Arts
11-12	<ul style="list-style-type: none"> • Social Studies • FACS • Fr. Language Arts 	<ul style="list-style-type: none"> • Language Arts • Art • Music 	<ul style="list-style-type: none"> • Math • World Language • Business Education 	<ul style="list-style-type: none"> • Science • PhyEd/Health • Technology Education

Curriculum Decision Making & Continuous Improvement: 4 Year Cycle

Year One/Step One

- Study of the **Trends and Issues** in the content area to be revised (experts, university partnership, speakers, review of research, literature reviews, site visitations, conferences, study groups, staff development, etc).
- Development and Administration of a **Needs Assessment**/Survey Instrument (teachers, parents, students, community and administrators). Include how the curricular area is applying/using:
 - Reading in the Content Area
 - 6 Traits Writing Strategies
 - Technology
 - Instructional Strategies; Differentiation, Cooperative Learning, Flexible Grouping, etc.
 - Intervention/Acceleration and Enrichment
 - Big 6 Research Skills
 - Diversity Awareness (including Gender)

- Service Learning
- Awareness of the **Content Standards, Assessments, and State Mandates**
- **Conduct Gap Analysis**
- Planning for **Staff Development** needs
- Writing and validation of the District **Beliefs and Direction Statements**
 - These are a written product of the implications of the Trends and Issues study and the Needs Assessment. In addition, information is collected about what practices should start, stop and stay in the areas of curriculum and instruction, assessment, materials and technology
 - These are presented to the Teaching & Learning sub-committee of the Board of Education.
- Curriculum Writing begins
 - Develop **Curriculum Framework** (grade level/course focus)
 - Content Standards Identification and **K-12 Alignment**
 - **Curriculum Mapping**
 - Develop the **Scope and Sequence/Specific Skills**
 - Identify the **Grade Level/Course Assessment Benchmark content**
 - Identify **“Best Practice” Instructional Strategies**
- **Field Testing** of selected Materials, evaluation of **Materials** in field testing

Year Two/Step Two

- Curriculum Writing continues
 - Develop **Curriculum Framework** (grade level/course focus)
 - Content Standards **K-12 Alignment**
 - Develop the **Scope and Sequence/Specific Skills**
 - Identify the **Grade Level/Course Assessment Benchmark content**
 - Identify **“Best Practice” Instructional Strategies**
- **Ordering** of Materials (major adoption focus is rotated between secondary and elementary on an eight-year loop)
- Presentation of the **Curriculum Package** to the Board of Education
- EPS Board of Education **adoption** of the Belief and Direction Statements and of the Content Standards in the discipline under revision
 - Organizational Structure
 - Curriculum – Belief and Direction Statement, Content Standards, Content Standard K-12 Alignment matrix, Scope and Sequence/Specific Skills
 - Delivery – Grade Level Focus, Course Matrix, Course Description
 - Materials – Formal Evaluation Instrument, Recommended list primary materials

- Assessment Plan
- Staff Development Plan
- Revision Plan
- Budget

- Continuation of **Staff Development**
- Pilot **Curriculum Writing** products
- Begin Implementation Plan
- Design of District Accountability Plan, including Internal Assessments
- Ongoing Formative Curriculum **Evaluation** And Revisions Are Results-Driven

Year Three/Step Three

- Revise/Finalize **Curriculum Writing** products
- Complete development and field testing of **Assessments**
- Continuation of **Implementation Plan**
- Ongoing Formative Curriculum **Evaluation** And Revisions Are Results-Driven
- Continuation of **Staff Development**

Year Four/Step Four

- Curriculum **Implementation** Continues
- **Assessment Results** are collected and reviewed
- Program **Evaluation Begins**
- **Revisions** made are based on results
- Ongoing formative curriculum **evaluation** and revisions are results-driven
- Continuation of **Staff Development**