Minnesota Department of

Education

Staff Development Report of District and Site Results and Expenditures for 2013-14

Fiscal Year 2014

Report

To the

Legislature

As required by

Minnesota Statutes,

section 122A.60

COMMISSIONER:

Brenda Cassellius, Ed. D.

**Staff Development Report of District and
Site Results and Expenditures- 2013-14**

February 2015

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $ 4611.76. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Staff Development Report of District and Site Results and Expenditures

The 2013-14 Staff Development Report to the Legislature has been prepared as required by Minnesota Statutes, section 122A.60, and addresses requirements for using revenue in Minnesota Statutes, section 122A.61. District and site actions related to authorized in-service education programs (Minnesota Statutes, section 24A.29 and Minnesota Statutes, section 120B.22, Subdivision 2), establishing a staff development committee (composition and roles of committee) and reporting requirements for districts (staff development results and expenditures) are reviewed. This report describes the electronic reporting processes used to collect and report staff development results and expenditures and provides an analysis of staff development activities and related information in district reports and expenditure data reports.

Table of Contents

EXECUTIVE SUMMARY
2013-14 Legislative Report

Meeting the demands of implementing Minnesota's academic standards and having every student succeed means teaching teachers new approaches to instruction; in other words, highly effective professional development is needed to meet the academic needs of all students.

Professional development is no longer about exposing teachers to a concept or giving teachers basic knowledge about a teaching methodology. Instead, professional development has moved into a new era requiring fundamental changes in a teacher's practice that leads to increases in student learning. Recent education reforms are increasingly using professional development as the means for improvement.

In the past, districts have typically assumed teacher learning was straightforward, with teachers merely needing to be presented with information about effective teaching strategies. One day, one-time workshops were the primary method for teachers to learn new instructional practices. Teachers' learning processes are more complex than that. The largest struggle for teachers is not learning new approaches to teaching but actually using them in the classroom with the students they serve. The reason old professional development practices were ineffective was that they did not support teachers during the stage of learning with the steepest learning curve: implementation. Employing a teaching strategy in the classroom is more difficult than learning the strategy itself. Even experienced teachers struggle with a new instructional technique in the beginning.

Two professional development practices that have shown significant results in increasing teacher's effectiveness in the classroom are providing teachers with coaches or mentors and the establishment of professional learning communities. Coaching and mentoring is characterized as one-to-one, individualized peer support, and professional learning communities are small groups of teachers working collaboratively towards a common purpose of improving instruction.

In order to truly change teaching practices, professional development should occur over time and be ongoing. During the implementation stage, selected instructional practices or strategies are introduced to teachers. Initial attempts to use a new teaching strategy are often met with failure, and mastery comes only as a result of continuous practice despite awkward performance or frustration in the early stages. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. When professional development merely describes a skill to teachers, only a few can successfully transfer it to their practices; however, when teachers are coached through the awkward phase of implementation, a higher number of teachers can successfully transfer the skill to their practices. Districts wanting real changes in teaching practice have to provide ample and ongoing support during implementation. Effective professional development programs may require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery.

Instructional coaches and mentors are found to be highly effective in helping teachers implement a new skill. This type of formal relationship has peers working with peers before, during, and after a lesson,

getting feedback on their implementation of a newly learned teaching skill. Before coaching, however, teachers need to get a solid foundation of knowledge about the teaching strategy that includes having someone model or demonstrate the instructional strategy so that teachers have a good understanding of a new teaching approach before they attempt implementation.

Professional development is best delivered in the context of the teacher's subject area. Regardless of whether teachers are working with coaches, mentors, or learning together in professional learning communities, teachers need to be working with the content they teach. Professional development that focuses on teachers analyzing the specific skills and concepts they will teach in their discipline is not only well-received by teachers but will also improve both teacher practice and student learning.

Schools that have instituted professional learning communities have teachers form groups from the same content area, program, or grade level to learn new instructional strategies, re-create instructional innovations, support each other during the implementation stage, and reflect on the results. In essence, the community of teachers serve as coaches for each other. Effective professional learning communities can change teacher practice and increase student achievement. In addition, student achievement is higher in schools with strong professional communities where collective responsibility, collaboration, and collegiality among teachers are developed.

This report provides strong evidence that districts and schools across Minnesota are establishing these professional development practices: targeted professional development focused on student learning needs, coaching and mentoring for teachers to refine practice, and teachers meeting together in professional learning communities to collaboratively seek instructional solutions to instructional problems and better meet student learning needs. Districts have learned that they cannot just do more of the same, old professional development practices such as sending one or two teachers to a one-day workshop or limited to providing staff with a few staff development days during the school year. They are implementing new approaches to teacher learning that are creating real changes in teacher practice and improve student achievement. They have created opportunities for teachers to grow and develop in their practice so that they, in turn, can help students grow and develop their knowledge and achieve success.

Legislation requires that the local school board establish a district staff development advisory committee to create a district staff development plan that is aligned with the student achievement goals defined by the district and school. Educators examine student achievement data to determine learning needs. Based on student needs, learning for staff within the district and school is designed and implemented to use resources effectively and efficiently. Districts and schools are required to submit an annual online report to the Minnesota Department of Education (MDE) of their staff development plan's impact on student results. Staff development plans may include one or all of the following structures or activities: learning teams with instructional focus, examining student data, classroom coaching, reviewing curriculum, and off-site training designed to promote staff learning and improve student achievement.

The 2013-14 Staff Development Report to the Legislature addresses the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. Using an online reporting system, districts self-report staff development information, activities, and results. A total of 292 public school districts submitted staff development reports. Charter schools are not required to provide staff development reports stipulated in Minnesota Statutes, section 126C.10, Subdivision 2 and Minnesota Statutes, section 122A.61. MDE School

Support Division staff members contact districts to remind them of reporting requirements and offer assistance.

Districts and schools submitted their 2013-14 staff development report using the MDE Online Staff Development Reporting site. In February, district and school reports for the previous school year are made available for public review on the MDE Data Reports and Analytics web page. The staff development reports list staff development goals, staff development activities, and student achievement goals by district and school(s).

District expenditures are reported to MDE using the Uniform Financial Accounting and Reporting Standards (UFARS) system. Specific codes are assigned to staff development to allow tracking and reporting sources of funds and how they are expended. Refer to Part II of the report to review information concerning the UFARS system and UFARS codes specific to staff development.

Expenditure information for fiscal year 2014 indicated that staff development expenditures were $84,934,510. This includes funds set-aside from basic revenue, new set-aside money or reserves, and/or other funds available from the general fund.

Program information and analysis is derived from all district reports received by December 23, 2014. The analysis of the program information includes the amount of basic revenue reserves used; types of high-quality staff development offered and numbers of teachers engaged; district, site, and legislative goals addressed; and staff development content, designs/structures, and evaluation results.

Among the highlights of the reported data are:

• Staff development expenditures in 2013-14 were $84,934,510, compared to $137,466,433 in 2012-13.

• District student achievement goals were reported across the following academic subject areas: Art/Music, Career and Technical Education, Language Arts/Writing, Mathematics, Reading, Science, Social Studies, and World Languages.

• The high-quality staff development component need most frequently reported was the use of data and assessments to inform classroom practice. This was the fourth year in a row this was rated as the highest component need.

• High-quality staff development was delivered to the following categories of staff: 93 percent of teachers, 87 percent of licensed, non-instructional staff, and 85 percent of paraprofessionals.

• In FY 2014, districts self-reported staff development teacher induction activities in five areas: induction activities for new teachers, new teacher seminars or workshops, formative assessments used with new teachers, mentor training activities, and evaluation measures.

The 2013-14 Staff Development Report to the Legislature includes a description of the electronic staff development reporting format delivered through MDE's website. The School Support Division monitors the online reporting system (see Appendix B for sample pages) and is responsible for implementation, training, assistance, and reporting to the Legislature. The use of technology improves capabilities for gathering and analyzing larger amounts of data for the Staff Development Report to the Minnesota Legislature.

PART I
STAFF DEVELOPMENT PROGRAM REPORT

Districts and schools submitted staff development goals and staff development activities using the MDE Online Staff Development Report. In February, district and school reports for the previous school year are made available for public review on the MDE Staff Development Reports web page.

Staff development reports are due annually on October 15, with districts and schools reporting information from the previous school year. This year, 292 public school districts reported. Charter schools are not required to report as specified in Minnesota Statutes, section 126C.10, Subdivision 2, and Minnesota Statutes, section 122A.61.

As of December 23, 2014, 39 school districts had not submitted a 2013-2014 staff development report. An asterisk (*) indicates districts that have failed to submit a report for two or more years.

A.C.G.C. School District

Alden-Conger School District*

Ashby School District*

Becker School District

Bird Island-Olivia-Lake Lillian School District*

Brandon-Evansville School District*

Cass Lake-Bena School District

Cedar Mountain School District

Chatfield School District

Cleveland School District

Dilworth-Glyndon-Felton School District

Dover-Eyota School District

Ely School District*

Fisher School District

Greenway School District

Goodhue School District

Houston School District

Kingsland School District*

La Crescent-Hokah School District*

Laporte School District

Lester Prairie School District

Litchfield School District*

Lyle School District*

Mabel-Canton School District*

Maple River School District*

Medford School District

Minnewaska School District*

Nashwauk-Keewatin School District

New York Mills School District*

Nicollet School District*

Onamia School District

Pelican Rapids School District

Pine Point School District

Plainview-Elgin-Millville School District*

South Koochiching School District

Southland School District*

St. Louis County School District*

Truman School District

Willmar School District

Statewide Efforts that Support Staff Development

The School Support Division provided assistance to Minnesota districts and schools in their improvement efforts to increase the academic achievement needs of students. Developing goal-oriented and results-driven staff development plans are critical in ensuring teachers have the knowledge, skills, and support to meet the diverse academic needs of their students.

Minnesota Staff Development Statutes, section 122A.60 require districts to establish staff development committees, develop staff development plans, implement effective staff development activities, and report annually the results of their plans. School Support staff provided assistance in these areas.

During FY 2014, MDE provided programs, services, and technical assistance based on a continuous improvement model. Staff development support was provided through a regional delivery system, customized technical assistance, and the use of technology. Initiatives and programs addressed included:

• Quality Compensation for Teachers (Q Comp)

• Teacher Development and Evaluation

• Statewide System of Support (SSOS)

• Title I School Improvement Grants (SIG)

• Gifted and Talented Education Services

MDE seeks ways to partner with school districts in offering high-quality professional development. Upon request, staff customizes a workshop session for their unique context and provides a workshop outline, script, and accompanying materials along with ongoing consultation to ensure training at the school meets with success. These on-demand professional development trainings are designed to accommodate a variety of school districts' needs.

Quality Compensation for Teachers (Q Comp) is Minnesota's alternative teacher compensation initiative. Q Comp requires districts, teachers, and communities to organize and focus around a common agenda – improving instructional quality and teacher efficacy to increase student achievement. The Q Comp program has five components: (1) career ladder/advancement options for teachers; (2) integrated, site-focused, job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and, (5) an alternative teacher salary schedule aligned with the educational improvement plan. A total of 138 school districts participated in Q Comp during the 2013-14 school year. Of the 138 participating schools, 70 were independent school districts and 68 were charter schools.

The School Support Division staff provided Q Comp schools with a variety of professional development offerings, technical assistance, and consultation regarding job-embedded professional development. Monthly network and summer workshop sessions were provided to allow participating Q Comp schools to come together and examine program practices that improved instruction to increase student achievement. Session topics focused on Job-embedded Professional Development, Teacher Observation, Instructionally-Focused Learning Teams, and the state statutory requirements for Teacher Development and Evaluation. Upon request, division staff provided workshops to schools or

customized workshop materials, including web-based presentations, for Q Comp schools to deliver on their own.

MDE staff worked to support districts and charter schools to create and implement teacher development and evaluation (TDE) plans that meet requirements in state statute. In particular, staff supported 17 districts that piloted the state model for TDE, including the design and facilitation of professional development for teachers, peer reviewers, principals, and other district leaders. Additionally, MDE staff presented at dozens of professional association conferences and facilitated several regional and site-based meetings and trainings. We also began designing multiple professional development opportunities that launched in the summer of 2014 and will continue to evolve for the foreseeable future.

MDE staff worked with stakeholder partners to review and interpret results from the pilot of the state model for principal development and evaluation. With pilot findings in hand, MDE and our partners began refining the state model's performance measures rubric. MDE pursued funding from the Bush Foundation to hire staff that would further support districts in this initiative.

MDE provided oversight and technical assistance as outlined by the federal Elementary and Secondary Education Act (ESEA). This included staff development practices throughout the 2013-14 school year. In February 2012, MDE's ESEA Flexibility Request (waiver) was approved by the U.S. Department of Education. At the core of the new accountability system was the use of multiple measurements. Unlike AYP, which was centered on proficiency, Minnesota's Multiple Measurements Rating used four ratings, weighted equally, to measure school performance (i.e., proficiency, growth, achievement gap reduction, and graduation rates). As directed by the ESEA waiver, schools designated as Priority, Focus, and Continuous Improvement schools must set aside 20 percent of their Title I building allocation for improvement activities, which may include professional development, as outlined under their school improvement plans. A required school improvement plan should address their needs assessment, teaching and learning needs, selected research-based strategies and practices, and professional development activities to support increased achievement for all students. MDE's ESEA Flexibility Request was the impetus for designing a new way of support to Priority and Focus schools through the establishment of regional centers of support. In 2012, MDE launched three Regional Centers of Excellence with the following three aims to support school improvement:

1. Establish and support leadership teams in schools that guide the process of continuous improvement

2. Facilitate school needs assessments based on data, and root cause analyses to inform schools' improvement planning

3. Support schools as they develop and implement school improvement plans and professional development activities that lead to improved teaching and learning in schools

The federal Title I School Improvement Grant (SIG) program provides funding and support to the identified persistently lowest achieving schools in order to rapidly and dramatically increase student achievement. During the 2013-14 school year, three of Minnesota's Cohort I SIG schools continued with Year 4 implementation of their selected comprehensive intervention plans designed to build capacity for sustainable improvement. In addition, eight Cohort II SIG schools began Year 2

implementation of their selected intervention model. Required intervention model elements include: increasing time for learning, giving teachers time to collaborate, evaluating teachers and principals regularly, and setting ambitious goals for student learning. MDE provided administration, evaluation, and on-site technical assistance for grantees including trainings and technical assistance in instructional leadership, school culture, use of data, teacher and principal evaluation, professional learning communities, curriculum and assessment, alignment to state standards, and increased instructional time. Building the capacity of school leaders and staff was central to the support provided to ensure sustainability of effective practices after the SIG funding expires at the end of June 2014 for Cohort I schools and in 2015 for Cohort II schools.

The Minnesota Gifted and Talented Advisory Council, comprised of representatives of various stakeholder groups, met quarterly during the 2013-14 school year providing valuable feedback and guidance to the department on current topics of importance. Council members helped identify statewide staff development needs and created the Minnesota Guidelines for Gifted and Talented Programming, an implementation guide aligned with state statutes. A major focus of Gifted and Talented training during the school year was the support and identification of at-risk, under-represented, highly able learners. Training formats included regional workshops, conference presentations, and customized professional development.

2013-14 Staff Development Data Analysis

Basic Revenue

The FY 2014 staff development expenditures were $84,934,510 (refer to Part II of this report). The total amount of funds devoted to staff development saw a downward trend from 2012-13 to 2013-14 (Figure B).

Figure B. Total Statewide Staff Development Expenditures Over Time
Uniform Financial Accounting and Reporting Standards (UFARS)

Staff Development Expenditures

Year	SD Expenditure
2007-08	$152,439,043
2008-09	$155,202,310
2009-10	$136,011,175
2010-11	$124,599,168
2011-12	$130,880,309
2012-13	$137,466,433
2013-14	$84,934,510
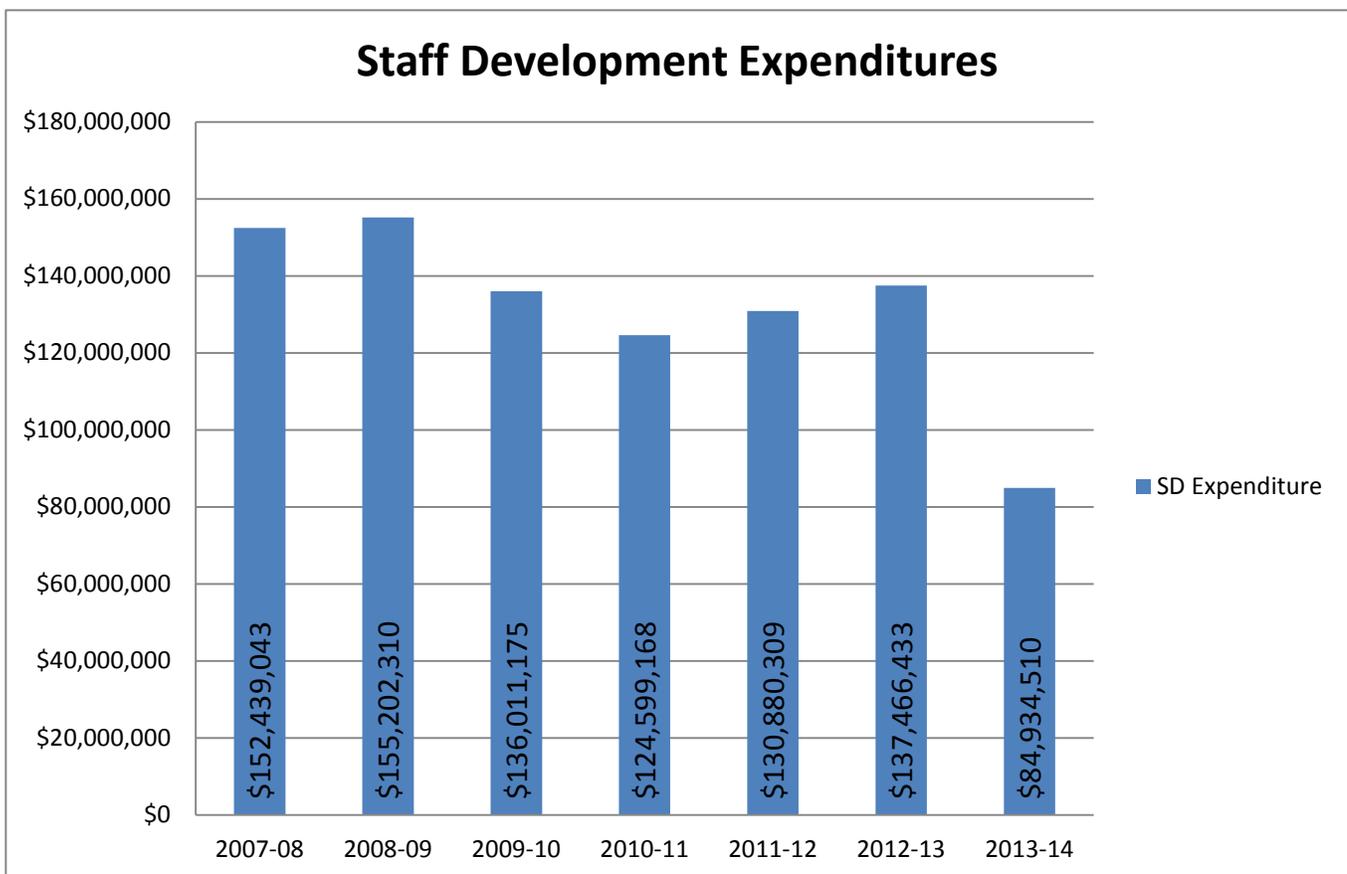
High-Quality Staff Development

The fundamental purpose of staff development is to improve student learning. The intent of state legislation is that districts and schools implement a process for both educational goals and staff development opportunities that will best meet these goals. Providing teachers and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experiences for students and ultimately helps achieve the fundamental purpose of improving student learning.

According to Minnesota Statutes, section 122A.60, staff development outcomes must be consistent with local school board education goals. District and site plans must include ongoing staff development activities that contribute to continuous progress toward the following goals:

1. Improve student achievement of state and local education standards in all areas of the curriculum 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
6. Effectively deliver digital and blended learning and curriculum and engage students with technology
7. Provide teachers and other members of site-based management teams with appropriate management and financial management skills

Staff development activities at both the district and site level must include the following:

1. Focus on the school classroom and research-based strategies that improve student learning
2. Provide opportunities for teachers to practice and improve their instructional skills over time
3. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement
4. Enhance teacher content knowledge and instructional skills
5. Align with state and local academic standards
6. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring
7. Align with the plan of the district or site for an alternative teacher professional pay system

8.   Provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum

9.   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

Similar outcomes and activities can be found in section 9101 (34) of the No Child Left Behind Act (NCLB). NCLB's definition of professional development sets forth a statutory set of activities designed to produce a demonstrable and measurable effect on student academic achievement that is grounded in scientifically-based research.

Table 1. Staff Receiving High-Quality Staff Development (2013-14 Self-Reported Data)

	Teachers (N=114,265)	Paraprofessionals (N=44,103)	Licensed, Non-Instructional Staff (N=21,638)
Number of staff members receiving high-quality staff development	106,266 (93%)	37,487 (85%)	18,825 (87%)

"N" indicates total number of staff members across all sites in the state.

As reported for FY 2014, most of the teachers (93 percent), paraprofessionals (85 percent), and licensed, non-instructional staff (87 percent) received high-quality staff development.

District Student Achievement Goals

Goals reported related to specific subject areas are listed in Table 2. An overview of district staff development goals and school-site student achievement goals showed a strong correlation to one another.

Table 2. District Student Achievement Goals Reported by Subject Area (2013-14 Self-Reported Data)

Subject Area Focus Related to District Goals	Number
Art/Music	127
Career and Technical Education	176
Health/Physical Education	155
Language Arts & Writing	252
Mathematics	298
Reading	322
Science	242
Social Studies	177
World Languages	139

The highest number of student achievement goals reported related to reading, mathematics, language arts and writing, and science. These subject areas correspond with the Minnesota Comprehensive Assessments (MCAs). The MCAs are state tests that help districts measure student achievement relative to state academic standards. Assessments in the remaining subject areas are determined by the district.

Designs and Structures Used to Implement Goals

Designs and structures used to implement staff development activities are displayed in Figure E.

Figure E. Staff Development Activities for Each Design and Structure (2013-14 Self-Reported Data)

Statewide Staff Development Activities

Activity	2012	2013
Learning Teams with Instructional Focus	21%	23%
Examine Student Data	23%	24%
Classroom Coaching	30%	28%
Curriculum	15%	14%
Offsite Staff Development	11%	11%
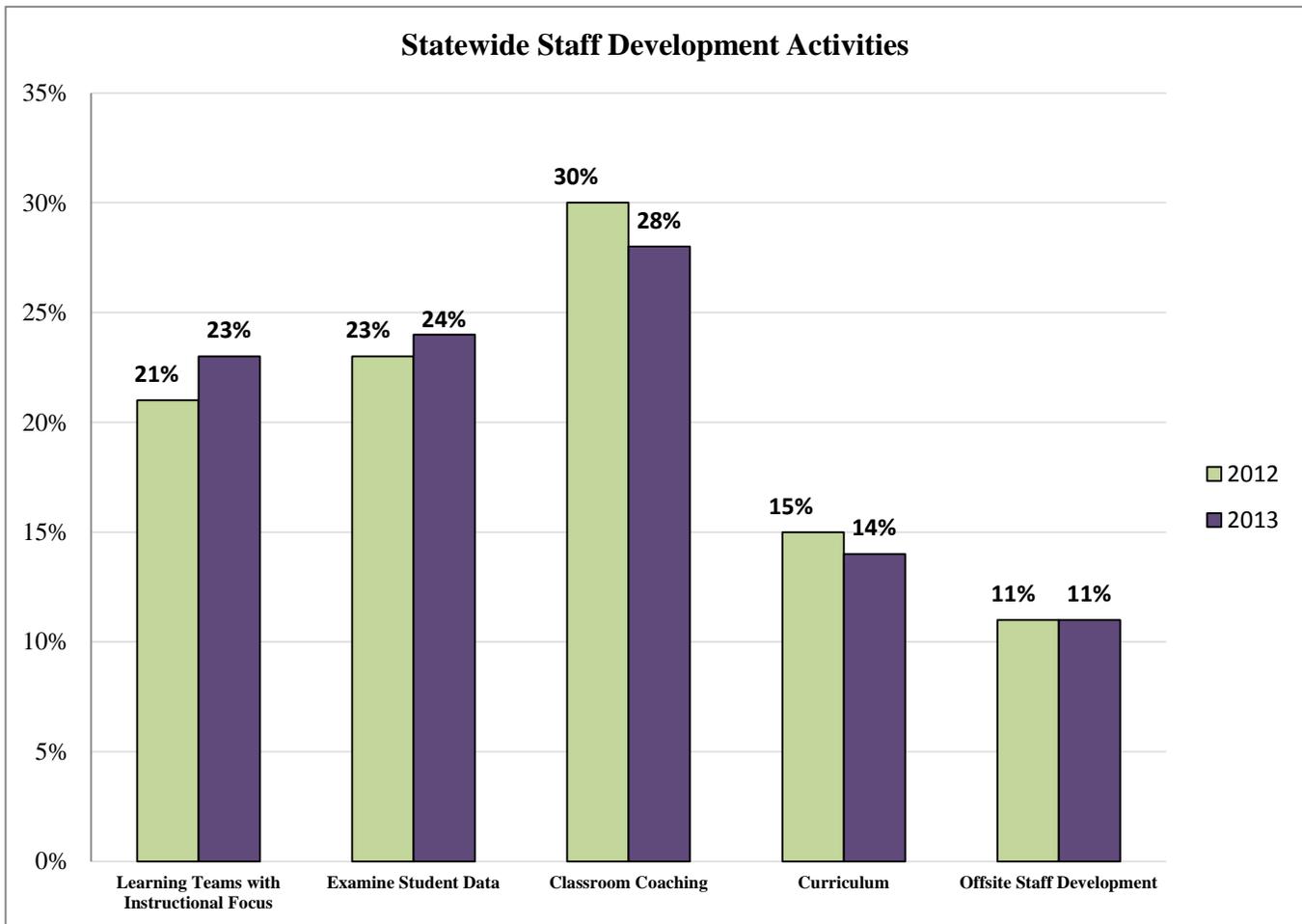
The district staff development activities engaged in at a high level by the reporting districts include: classroom coaching (28 percent), examining student data (24 percent), and learning teams with an instructional focus (23 percent). Districts also provided activities in curriculum review (14 percent) and offsite staff development (11 percent).

The activities were selected by the district staff development committee to support their staff development goal(s) and increase student achievement.

High-Quality Components

As required by state and federal guidelines, district respondents were asked to report on high-quality staff development components as identified in Table 3.

Table 3. High-Quality Staff Development by Component (2013-14 Self-Reported Data)

Each High-Quality Staff Development Component-Need	Number of Activities
Included teachers, principals, parents, and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops	272
An integral part of school board, district-wide, and school-wide educational improvement plans	264
Evaluated regularly to improve the quality of future professional development	197
Helped all school personnel work effectively with parents	203
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified	284
Included the use of data and assessments to inform classroom practice	307
Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency, and at-risk students	246
Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction, and assessment to help students meet and exceed state academic standards	282
Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research	269
Provided for professional learning communities that focus on student achievement	292
Provided technology training to improve teaching and learning	288

The high-quality staff development component need most frequently reported, N=307, was the use of data and assessments to inform classroom practice. This was the fourth year in a row this was rated as the highest component need.

Teacher Induction

Teacher induction or mentoring programs provide a formal support structure for teachers during their first years of teaching. Among the many activities that can be encompassed by a comprehensive induction program are an orientation to the school setting, professional development specific to the first years of teaching, mentoring, observation and feedback, professional development plans, and formative assessments. Of the 292 public school districts that submitted a staff development report, 254 reported having some type of teacher induction program.

Statewide Teacher Induction

Figures below show information about statewide teacher induction staff development programs; detailed for each of the five categories (A-E in Table 5).

Table 5. Statewide Teacher Induction Staff Development Programs (2013-14 Self-Reported Data)

254 Total Districts	Statewide Count	Percent of Districts Reporting
A. Induction Activities for New Teachers		
Collaboration time expectations for new teacher and mentor	198	78%
Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments using professional teaching standards, mentor observations, examining student work)	132	52%
New teacher observations of master teachers	118	46%
New teacher orientation to district, school, and classroom (typically conducted prior to the start of the school year)	246	97%
New teacher seminars/workshops	142	56%
Observations conducted by a mentor	133	52%
Program for first-year teachers	215	85%
Program for second-year teachers	85	33%
Program for third-year teachers	45	18%

| 254 Total Districts	Statewide Count	Percent of Districts Reporting
B. New Teacher Seminars or Workshops		
Classroom management	198	78%
Content or program knowledge	147	58%
Curriculum and assessments	172	68%
Differentiated instruction	103	41%
Instructional strategies	212	83%
Lesson planning	96	38%
Using data to improve instruction	188	74%
C. Formative Assessments used with New Teachers		
Examining student work or student data	114	45%
Needs assessments	78	31%
Mentor logs focused on issues and results	82	32%
Mentor observations and feedback	166	65%
Self-assessments using professional teaching standards	102	40%
D. Mentor Training Activities		
Coaching skills	129	51%
Observation strategies	132	52%
Professional teaching standards	98	39%
Foundations (e.g., basic skills, mentoring responsibilities)	197	78%
Using formative assessments for professional growth	133	52%

254 Total Districts	Statewide Count	Percent of Districts Reporting
E. Evaluation Measures		
Impact on student achievement	164	65%
Impact on teacher effectiveness (professional growth)	154	61%
Program model effectiveness	77	30%
Impact on teacher retention	69	27%
Knowledge and application of new teacher development	56	22%
New teacher-mentor relationship	163	64%
New teachers job satisfaction	133	52%

**Figure F. Percentage of Districts Providing Induction Activities
(2013-14 Self-Reported Data)**

Induction Activities for New Teachers

Activity	Percent
Program for third-year teachers	18%
Program for second-year teachers	33%
Program for first-year teachers	85%
Observations conducted by a mentor	52%
New teacher seminars/workshops	56%
New teacher orientation to district and school	97%
New teacher observations of master teachers	46%
Formative assessments to guide their professional…	52%
Collaboration time expectations for new teacher and…	78%

Percent of Districts Reporting

In Figure F, of the 254 districts that reported having some kind of induction program for new teachers, most respondents (97 percent) reported that they provided new teacher orientation to their respective districts and schools as an induction activity for new teachers. In addition, 85 percent provided programs for first-year teachers. New teacher induction continued for second-year teachers in 33 percent of the reporting districts and 18 percent reported a program for third-year teachers.

Figure G. Percentage of Districts Providing New Teacher Seminars or Workshops (2013-14 Self-Reported Data)

New Teacher Seminars or Workshops

Topic	Percent
Using data to improve instruction	74%
Lesson planning	38%
Instructional strategies	83%
Differentiated instruction	41%
Curriculum and assessments	68%
Content or program knowledge	58%
Classroom management	78%

Percent of Districts Reporting
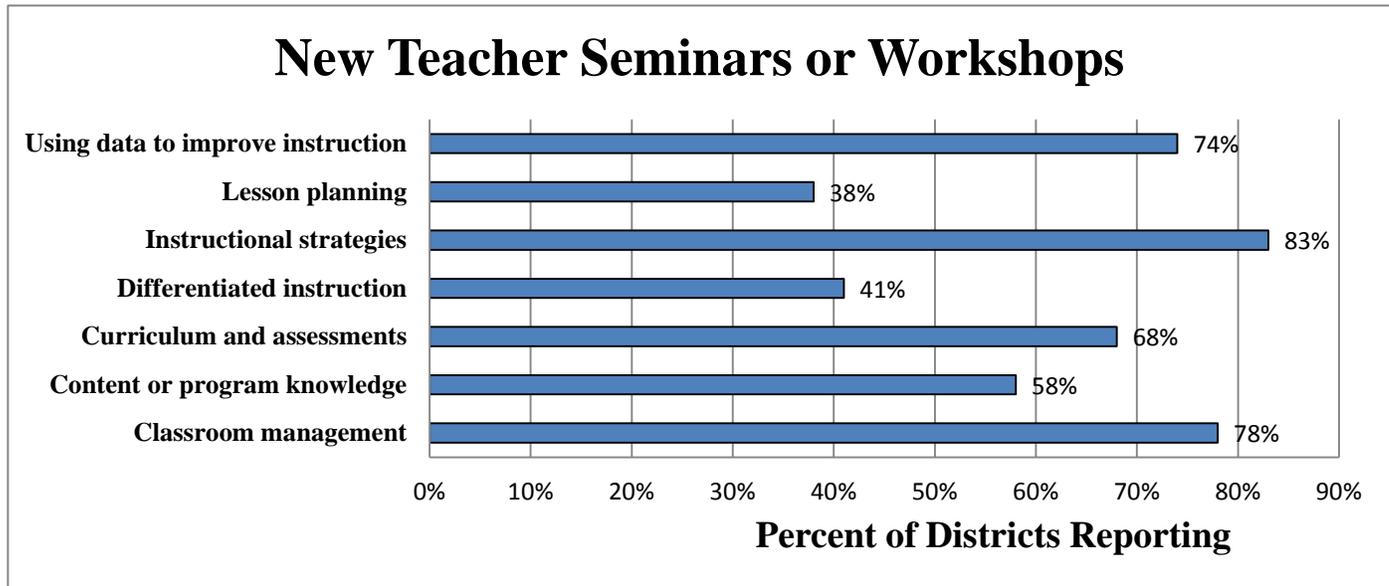
Information reported in Figure G indicates that new teacher seminars or workshop topics included instructional strategies (83 percent), classroom management (78 percent), using data to improve instruction (74 percent), and curriculum and assessments (68 percent). Percentages of the respondents indicating content or program knowledge (58 percent) and differentiated instruction (41 percent) were relatively small with lesson planning (38 percent) being the least frequently reported.

Figure H. Formative Assessments Used With New Teachers (2013-14 Self-Reported Data)

Formative Assessments Used With New Teachers

Category	Percent
Needs assessments	31%
Self-assessments using professional teaching…	40%
Mentor observations and feedback	65%
Mentor logs focused on issues and results	32%
Examining student work or student data	45%

Percent of Districts Reporting
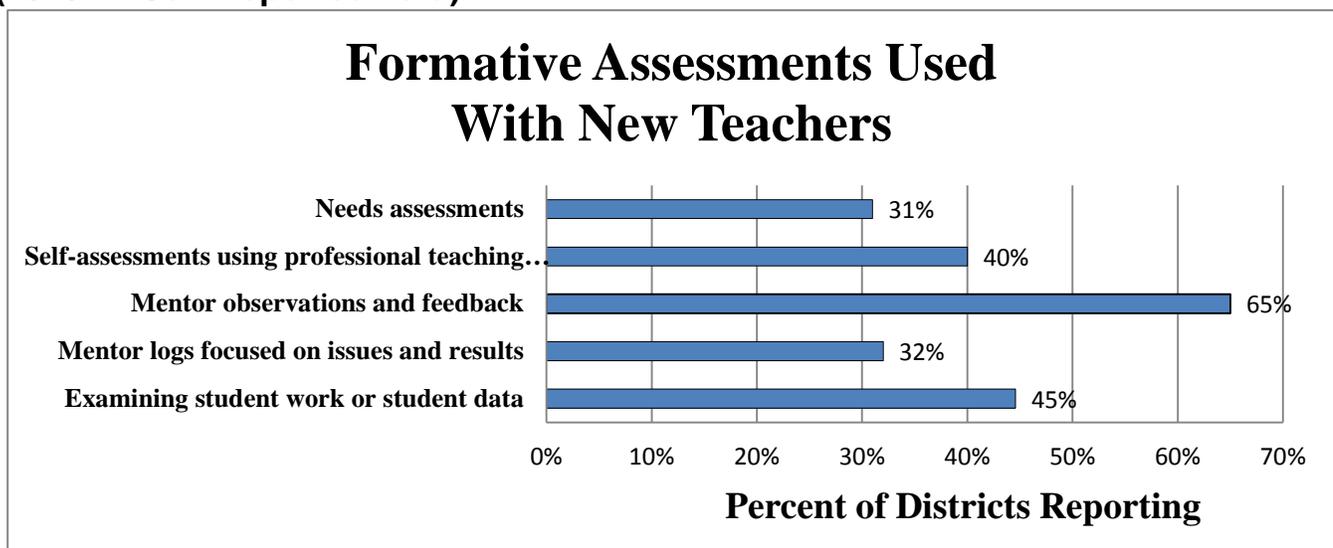
Use of formative assessments with new teachers is indicated in Figure H. Programs frequently focused on mentor observations and feedback (65 percent). In addition, examining student work or student data (45 percent), self-assessments using professional teaching standards (40 percent)

using mentor logs focused on issues and results (32 percent), and needs assessments (31 percent) were identified.

Figure I. Percentage of Districts Providing Mentor Training Activities (2013-14 Self-Reported Data)

Mentor Training Activities

Activity	Percent
Foundations (e.g., basic skills, mentor roles)	78%
Formative assessments for professional growth	52%
Professional teaching standards	39%
Observation strategies	52%
Coaching skills	51%

Percent of Districts Reporting
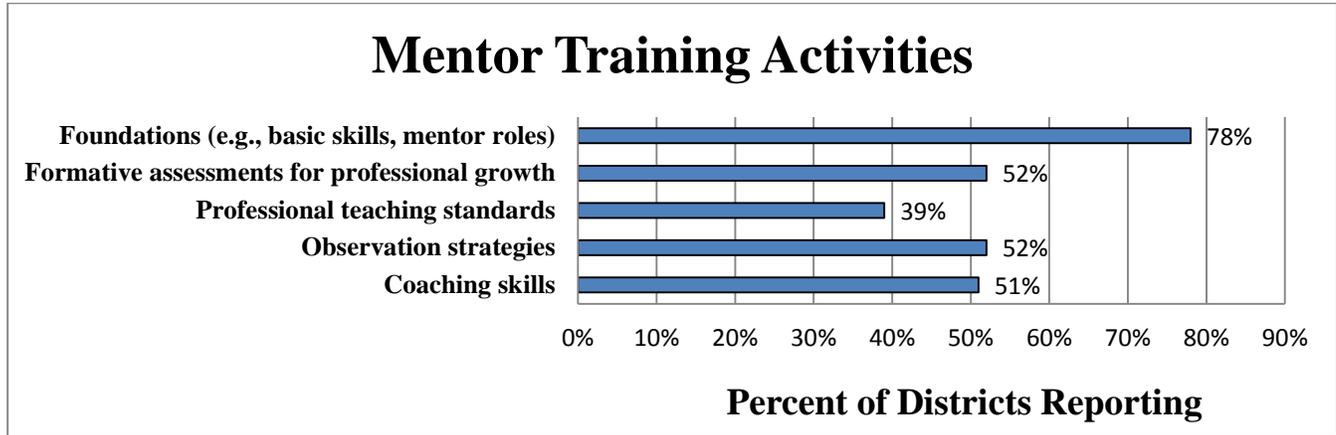
Characteristics of mentor training activities are shown in Figure I. The highest ranking activities were: foundations (78 percent), observation strategies (52 percent), formative assessments for professional growth (52 percent), and coaching skills (51 percent). The smallest frequency of response was professional teaching standards (39 percent).

Figure J. Percentage of Districts Providing Evaluation Measures (2013-14 Self-Reported Data)

Evaluation Measures

| Measure	Percent
Program model effectiveness	30%
New teachers job satisfaction	52%
New teacher-mentor relationship	64%
Application of new teacher development	22%
Impact on teacher retention	27%
Impact on teacher effectiveness	61%
Impact on student achievement	65%

Percent of Districts Reporting
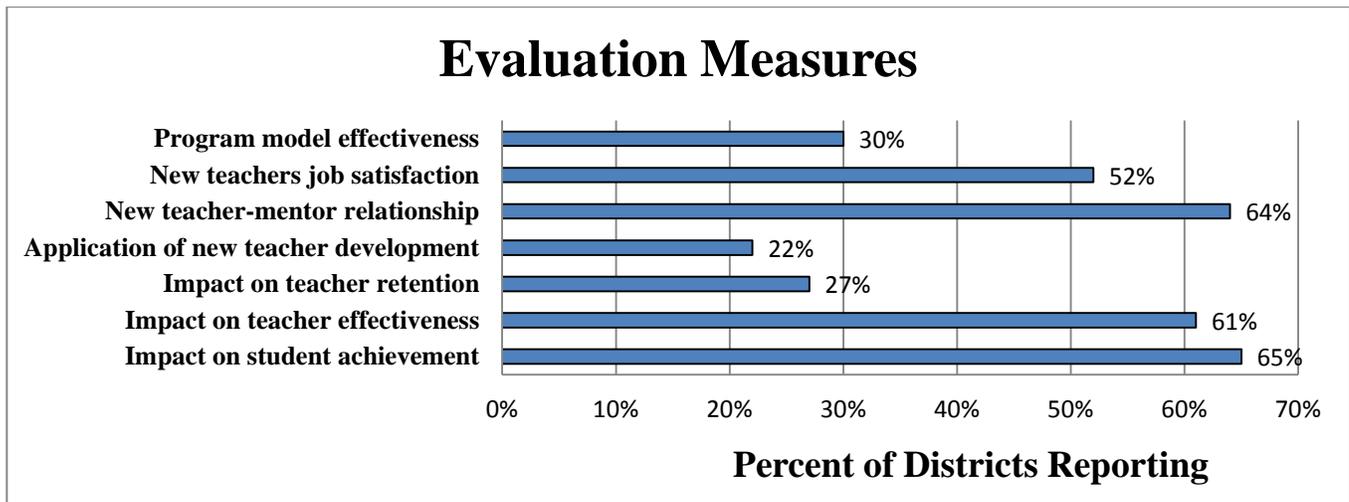
As seen in Figure J, a large percentage of the respondents reported that they used the impact on student achievement (65 percent), new teacher-mentor relationship (64 percent), impact on teacher effectiveness (61 percent), new teacher's job satisfaction (52 percent), and program model effectiveness (30 percent) as evaluation measures. Respondents also indicated they evaluated program components such as impact on teacher retention (27 percent) and application of new teacher development (22 percent).

Arts Education

Survey questions developed with assistance from the Perpich Center for Arts Education have resulted in a statewide picture of the implementation of the Minnesota Academic Standards in the Arts. Based on site-level responses, implementation of all arts areas at the high school level have increased or remained constant since 2011. Elementary arts implementation varied from an increase in visual arts and music to a decline in elementary theater, media, and dance. Data is based on site implementation of the 2008 Revised Minnesota Academic Standards in the Arts.

2013-14 Arts Standards Implementation
Reported at the Site Level for Elementary and Secondary Schools
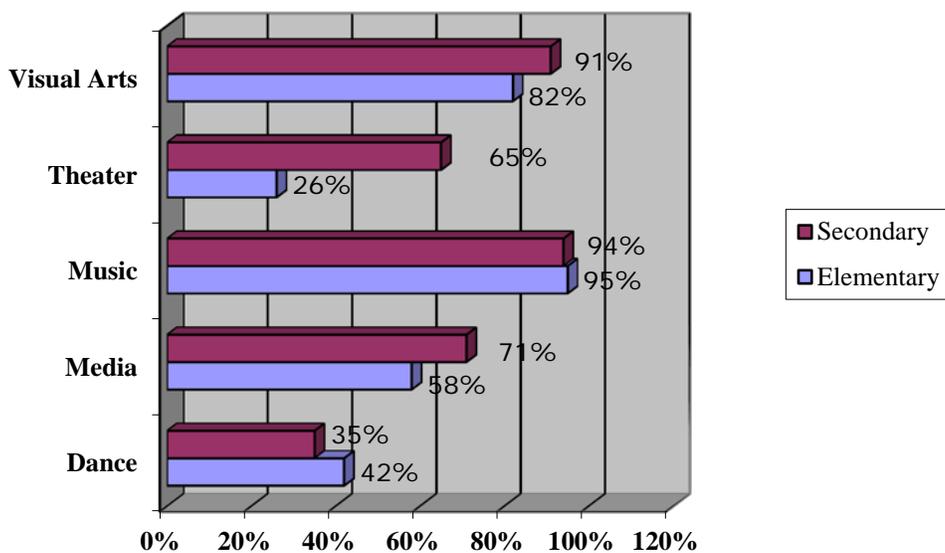
Schools were asked to identify who assessed arts learning at the elementary and secondary levels, and were asked if they had a dedicated arts curriculum coordinator. Assessment of student learning in the arts remained evenly distributed among arts specialists, classroom generalists, and non-arts specialists in elementary schools. The percentage of sites reporting they had district-level arts coordination remained unchanged at 10 percent.

The number of staff development goals focused on the arts continued to decrease from 148 in 2013 to 127 this year.

The Perpich Center for Arts Education continues to work with schools in areas of staff development indicated by the survey to be of highest interest.

**Table 6. Site Requested Assistance from the Perpich Center for Arts Education (2013-14 Self-Reported Data)**

Professional Learning Areas	Percent of Schools Requesting Perpich Center Services	Percent of Students Impacted
Implementing Arts Standards	62%	64%
Designing Effective Arts and Arts Integrated Curriculum	80%	70%
Designing Assessments Aligned with Standards	52%	67%
Building a System to Report Individual Student Achievement in the Arts	22%	30%

Gifted and Talented Education

Minnesota public school districts and charter schools were surveyed to gather data regarding practices related to gifted and talented education. Survey items were developed with assistance from the Minnesota Department of Education Gifted and Talented Advisory Council. Results from 292 public school districts were reported regarding gifted and talented education which was used to identify the needs of schools and assist them in addressing those needs.

The number of district and charter schools' hours devoted to staff development and corresponding percentages are provided in Figure L. The category reported most frequently was 1-2 hours (49 percent), followed by 5+ hours (28 percent) and 3-4 hours (23 percent).

Figure L. Staff Development Hours
(2013-14 Self-Reported Data)
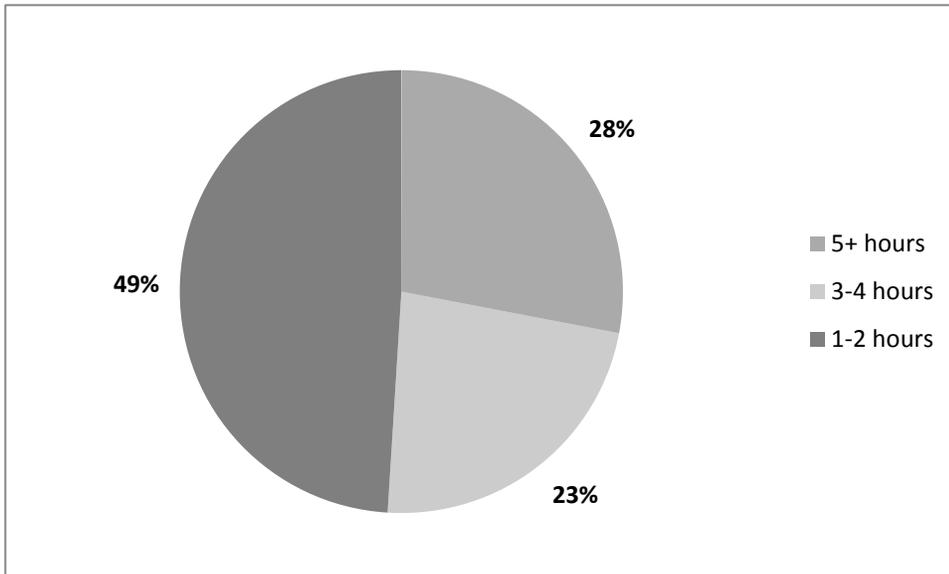
Best practice and Minnesota Statutes, section 120B.15(b) provide guidance for the use of multiple measures for identification of gifted and talented learners. The number and percentage of sites using the most common tools to identify gifted and talented students are listed in Table 7.

Table 7. Most Common Identification Tools and Percentage Used (2013-14 Self-Reported Data)

Tool	Percentage
Teacher Nomination	18%
Northwest Evaluation Association Data (NWEA)	13%
Parent Nomination	10%
Individual Achievement Test	9%
Group or Grade-Level Achievement Test	9%
Curriculum-based Assessments	8%
Individual Intelligence Test	6%
Gifted Screening Surveys (teacher and/or parent)	7%
Non-Verbal Test	4%
Self-Nomination	5%
Group Intelligence Test	3%
Portfolio Review	2%
Out of Level Testing	2%
Divergent Thinking or Creativity Test	2%
Students were not Identified	8%

A review of respondents' grade levels served indicated students were most likely to be identified for gifted and talented services in grades 2-5 and least likely to be identified in grades 9-12, consistent with the previous year's data.

Electronic Staff Development Reporting Format

The electronic format required for submitting staff development reports facilitates the use of resulting data. The online reporting system offers districts a uniform systematic reporting process (see sample pages in Appendix B) to address staff development efforts at the district and site levels. The School Support Division has the responsibility for the online system implementation, training, assistance, and reporting to the Legislature.

Authorized district and school personnel register a User ID and password to access the site, where information on district and school levels can be entered and edited. Throughout the electronic reporting site, users are assisted with:

• Directions

• Statutory references

• Forms tailored to pertinent information

• Drop-down lists

• Links to definitions of words and phrases

• Staffing information pulled from other state reports

District-Level Information

The district section includes the following information:

• Contact information for district staff development chairs

• Members of the district staff development advisory committees

• District student achievement goals and related subject areas

• District staff development goals

• Activities or strategies used to implement the staff development goals

• Designs or structures used to implement the staff development goals

• High-quality components encompassed by this activity

• Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning, and identification of which goals will and will not be continued into the following year)

• Information about new teacher induction programs and their evaluation

• Identification of the numbers of district staff, broken out by category, who received high-quality staff development

The electronic format guides the user to report: (1) student achievement goal(s); (2) staff development goal(s); (3) activities and strategies tied to each specific goal; and, (4) evaluative findings tied to goals and activities. The findings are reported through a narrative describing the impact on student learning and teacher learning.

The final page of the district section covers staff information. Numbers of staff, categorized as teachers, paraprofessionals, and licensed, non-instructional staff are pre-populated with data submitted earlier to MDE through the Staff Automated Reporting System (STAR). Users report how many of those staff members have received high-quality staff development.

School-Level Information

School-level planning and reporting is carried out on electronic pages that replicate the district-level pages in relation to goals, activities, evaluative findings, and engagement in high-quality staff development.

The school site section includes the following information for each of the district's school site(s):

• School site staff development goals

• School site student achievement goals and related subject areas

• Related district staff development goals

• Activities or strategies used to implement the staff development goals

• Designs or structures used to implement the staff development goals

• The high-quality components encompassed by this activity

• Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning, and identification of which goals will and will not be continued into the following year)

• Identification of the numbers of school staff, broken out by category, who received high-quality staff development

• Gifted and Talented program data– a school site reporting component as of 2008-09

• K-12 Arts Education information- a school site reporting component as of 2012-13; this section was previously reported at the district level from 2008-09 to 2011-12.

Final Report

The third section includes the options to view Error Reports, a Preview Final Reports, and the Submit process. Error Reports provide specific details about which information in the report is incomplete. The Preview Final Reports offers printable collections of nine types of district-level information and three collections of school-wide information entered by the user up to that time. The final page, entitled "Submit Final Report," gives the user a Statement of Assurances that, after being signed and dated by the superintendent and staff development chairperson, must be returned to MDE by mail or fax.

Technical Assistance

The MDE School Support Division staff provides assistance by phone and email for district and school personnel responsible for meeting their program's reporting requirements. A Frequently Asked Questions (FAQ) document and an instructional document were developed to answer questions.

Reporting Timeline

Each year, feedback from users of the online staff development reporting system is used to improve the system. MDE continues to make adjustments as needed. District and school site personnel were able to access the reporting site in March 2013 to begin entering staff development information for the 2013–2014 school year. School and district personnel responsible for staff development planning, implementation, and reporting had the opportunity to edit and review information for accuracy up to the final submission. Final electronic staff development reports are due by October 15 each year. Districts experiencing difficulty meeting the timeline were contacted by MDE staff and provided assistance. Data from the reports is aggregated and analyzed for the annual report to the Minnesota Legislature.

PART II
STAFF DEVELOPMENT EXPENDITURE REPORT-FY14

System for Collecting and Reporting Expenditure Data

District expenditures are reported to MDE using the Uniform Financial Accounting and Reporting Standards (UFARS) system. The UFARS coding system requires districts to track and report sources of funds and how they were expended. This report utilized data reported by specific finance, program, and object dimensions of the UFARS system that impacted requirements of staff development legislation. The UFARS system contains 17 digits arranged by six dimensions.

Finance Dimension of UFARS

The finance dimension is used to track the relationship between the source of certain funds and their use, and/or to track the relationship between the source of certain funds and a reserve account. Since Minnesota Statutes, section 122A.61, Subdivision 1, requires a district to set-aside two percent of its basic revenue, except in specific situations, for use in staff development activities (reserved for only that type of activity), it was necessary to track the particular use of those funds and track unspent funds to a reserve account for staff development. The finance dimension code 316 was used to capture those relationships. See Figure 1 for a description of the finance dimension code used in this report.

Figure 1: UFARS Finance Dimension Code

Finance Code Number	Finance Code Name and Definition
316	General education revenue for staff development

Program Dimension of UFARS

The finance code can be used with particular program codes to designate funds used for staff development. Program code 640 is the designation for staff development. Program code 610 is the designation for curriculum development which is an activity that could also receive staff development fund support. Districts may also use these program codes to designate that funds are used for staff development but noting that those funds were not part of the two percent set-aside. In those cases, the finance code 000 could be used with program codes 640 or 610, instead of the finance code 316. Districts could also use a finance code of 451, as in the case of federal charter development grant funds or a host of other finance codes. See Figure 2 for a brief description of the program dimension codes used in this report.

Figure 2: Selected UFARS Program Dimension Codes

Program Code Number	Program Code Name and Definition
610	Curriculum Consultant and Development: Professional and technical assistance in curriculum consultation and development. This includes preparing and utilizing curriculum materials, training in the various techniques of motivating pupils, and instruction-related research, and evaluation done by consultants.
640	Staff Development: Activities designed to contribute to professional growth of instructional staff members during their service to the school districts. This includes costs associated with workshops, in-service training, and travel.

Object Dimension of UFARS

The object dimension codes are used to provide the most detail of all the reported UFARS dimensions. This dimension defines the specific object of the purchase including salaries, benefits, travel, and dues. See Figure 3 for a brief definition of the object dimension codes used.

Figure 3: Selected UFARS Object Dimension Codes

Object Code Number	Object Code Name and Definitions
100 series	Salaries
200 series	Personnel benefits
300 series	Purchased services: consulting fees, travel, and conventions
400 series	Supplies and materials
500 series	Capital: expenditures including leases
800 series	Other: expenditures including dues and memberships

Findings from Data Submitted on Staff Development Expenditures

The following tables contain summary information on staff development expenditures and balances for regular school districts, common school districts, and charter schools. Other units including cooperatives, educational districts, and special education districts were not included. The data is arranged by Object Codes in Table 1. Table 2 contains summary information on balances in reserved staff development accounts. Table 2 also contains a comparison of balances from FY13 to FY14.

The data are taken from all data submitted to MDE by January 9, 2015. The statutory deadline for reporting final UFARS data was November 30, 2014.

Expenditures by Object Dimension

Data reported by object is summarized by four categories: salaries and benefits, purchased services, materials and equipment, and other.

Table 1: Summary Data of Expenditures by Object Dimension for FY14

Object Codes	Total Funds Spent	Percent of Total Spent
100-299 Salaries/benefits	68,276,024	80.39%
300-399 Purchased services	14,391,100	16.94%
400-599 Materials/equipment	1,719,539	2.02%
600-899 All other	547,848	0.65%
TOTAL	**$84,934,510**	**100.00%**

Conclusions that can be drawn from Table 1:

1. The majority of the expenditures for staff development went to salaries and benefits of employees in the reporting units, as it has been for years.

2. There were additional personnel dollars spent through the 300 code-purchased services that included consultant fees.

Balance Sheet Accounts

Legislation required that some expenditures funded by specific revenues be used only for specific purposes. Those revenues were called "restricted" or "reserved." Any remaining (unspent) revenue at the end of a fiscal year would be recorded in a reserve balance sheet account. All set-aside staff development revenue balances went to the balance sheet code 403. There were other reserve staff development accounts that were no longer funded and were phased out.

Summary Data of Staff Development Balances

Initially, there were several pages of district names that had positive balances in the phased out staff development reserve accounts. Each year the number of districts was reduced until they were all removed by FY07. The FY14 total for the staff development reserve account is contained in Table 2.

Table 3: Summary Data of Staff Development Balances for FY13 and FY14

Balance Sheet Name	Balance FY12	Balance FY13
403 Regular-Staff Development	$4,555,933	$14,668,359

Conclusions or comments directed to Table 2:

1. Staff development balances increased over ten million dollars from the prior year.

2. All other staff development accounts that were discontinued have been removed.

Appendices

The information contained in Appendix A is displayed unit-by-unit. It is the same UFARS information that was aggregated to create Table 1. Due to rounding of numbers, minor differences may occur when comparing data from Appendix A to the table.

Appendix B provides sample pages of the 2013-2014 online staff development reporting form.

Appendix C contains a copy of Minnesota Statutes, section 122A.61, Reserved revenue for staff development.

Contact Debra Meier at the email address or number below for inquiries on the data.

Debra Meier

Financial Management Section

Program Finance Division

651-582-8656 or debra.a.meier@state.mn.us

Appendix A

Unit-by-Unit Data Staff Development Account Chart- Fiscal Year 2014

District	Total
A.C.G.C.	144,283.10
ADA-BORUP	27,310.19
ADRIAN	17,611.77
AITKIN	61,501.01
ALBANY	271,322.66
ALBERT LEA	408,959.62
ALDEN	51,396.99
ALEXANDRIA	486,360.80
ANOKA-HENNEPIN	1,439,832.81
ARCH ACADEMY	757.68
ART AND SCIENCE ACAD.	382.64
ARTECH	2,936.78
ASHBY	19,487.70
ASPEN ACADEMY	16,350.35
AUSTIN	646,296.38
BADGER	30,527.41
BAGLEY	38,795.39
BARNESVILLE	44,746.83
BARNUM	97,795.39
BATTLE LAKE	36,592.60
BECKER	335,867.49
BELGRADE-BROOTEN-EL.	81,123.78
BELLE PLAINE	96,055.70
BEMIDJI	120,885.02
BENSON	57,555.79
BERTHA-HEWITT	17,024.96
BIG LAKE	426,070.86
BIRD ISLAND-OLIVIA-LAKE	51,928.72
BLACKDUCK	23,356.92
BLOOMING PRAIRIE	56,176.45
BLOOMINGTON	1,264,809.18
BLUE EARTH AREA PUBLIC	123,879.53
BLUESKY CHARTER	30,413.16
BRAHAM	147.28
BRAINERD	164,607.88

District	Total
BRANDON-EVANSVILLE	19,920.56
BRECKENRIDGE	39,026.16
BRIGHT WATER ELEMENTARY	530.59
BROOKLYN CENTER	270,955.40
BROWERVILLE	38,376.11
BROWNS VALLEY	10,957.00
BUFFALO	740,891.46
BUFFALO LAKE-HECTOR	67,547.17
BURNSVILLE	2,097,741.26
BUTTERFIELD	21,960.78
BYRON	212,147.70
CALEDONIA	41,553.80
CAMBRIDGE-ISANTI	564,731.59
CAMPBELL-TINTAH	15,697.93
CANBY	76,013.20
CANNON FALLS	150,233.10
CANNON RIVER STEM	4,701.43
CARLTON	56,297.70
CASS LAKE	58,431.41
CEDAR MOUNTAIN	62,644.19
CEDAR RIVERSIDE COMM.	870.18
CENTENNIAL	794,910.39
CENTRAL	122,807.49
CHATFIELD	109,752.46
CHISAGO LAKES	406,807.55
CHISHOLM	107,636.44
CHOKIO-ALBERTA	1,355.36
CITY ACADEMY	29,051.02
CLEARBROOK-GONVICK	53,371.99
CLEVELAND	52,996.05
CLIMAX	38,806.13
CLINTON-GRACEVILLE-BE.	18,565.51
CLOQUET	78,836.08
COLLEGE PREP. EL.	13,525.75
COLUMBIA HEIGHTS	162,188.53
COMFREY	2,688.54
COMMUNITY SCH. OF EXC.	95,308.09
CONCORDIA CREATIVE	1,045.00
COOK COUNTY	59,041.11

District	Total
CORNERSTONE MONT.	6,501.23
CROMWELL	40,317.17
CROOKSTON	117,604.49
CROSBY-IRONTON	113,815.89
DAKOTA AREA COMMUNITY	235.54
DASSEL-COKATO	101,820.72
DAWSON	108,221.58
DEER RIVER	144,496.01
DELANO	200,927.00
DETROIT LAKES	213,009.58
DILWORTH-GLYNDON-FEL.	91,094.19
DISCOVERY	459.34
DOVER-EYOTA	161,401.93
DULUTH	1,109,713.77
E.C.H.O. CHARTER SCH.	4,110.40
EAGLE VALLEY	6,690.05
EAST CENTRAL	92,585.64
EAST GRAND FORKS	214,789.15
EASTERN CARVER CO.	1,136,756.22
EDEN PRAIRIE	1,719,373.31
EDEN VALLEY	126,857.25
EDGERTON	17,510.91
EDINA	980,772.34
EL COLEGIO CHARTER SC.	3,000.06
ELK RIVER	63,817.83
ELLSWORTH	36,502.01
ELY	42,607.31
ESKO	52,038.06
EVELETH-GILBERT	105,539.13
EXCELL CHARTER	40,641.51
FAIRMONT AREA SCHOOLS	301,667.09
FARIBAULT	386,807.53
FARMINGTON	783,570.86
FERGUS FALLS	26,773.03
FERTILE-BELTRAMI	35,547.19
FILLMORE CENTRAL	97,756.98
FISHER	31,757.74
FLOODWOOD	1,947.81
FOLEY	203,354.94
FOREST LAKE	883,143.76

District	Total
FOSSTON	19,584.53
FRASER ACADEMY	85.00
FRAZEE	111,048.04
FRIDLEY	352,746.18
FULDA	22,618.71
G.F.W.	36,901.55
GLACIAL HILLS EL.	5,271.65
GLENCOE-SILVER LAKE	197,556.00
GLENVILLE-EMMONS	30,335.51
GOODHUE	79,263.00
GOODRIDGE	9,455.00
GRANADA-HUNTLEY-EA. C.	1,823.72
GRAND MEADOW	92,617.53
GRAND RAPIDS	499,623.40
GREAT RIVER SCHOOL	33,364.46
GREENBUSH-MIDDLE RIV.	12,574.55
GREENWAY	111,110.60
GRYGLA	11,673.70
HANCOCK	22,928.92
HARBOR CITY INTERNATL.	5,440.98
HAWLEY	45,244.83
HAYFIELD	92,843.32
HENDRICKS	10,743.78
HENNING	25,799.95
HERMAN-NORCROSS	10,691.07
HERMANTOWN	61,623.89
HERON LAKE-OKABENA	17,481.26
HIAWATHA LEADERSHIP	4,502.59
HIAWATHA VALLEY ED. D.	1,120.24
HIBBING	510,694.43
HILLS-BEAVER CREEK	4,356.21
HINCKLEY-FINLAYSON	110,754.95
HMONG ACADEMY	28,026.07
HOLDINGFORD	137,412.12
HOPKINS	772,056.38
HOUSTON	194,894.40
HOWARD LAKE-WAVERLY	44,791.51
HUTCHINSON	433,925.26
INTERNATIONAL FALLS	37,565.09
INTERNATIONAL SPANISH	10,997.56

District	Total
INVER GROVE	479,159.92
ISLE	64,608.88
IVANHO	10,193.15
JACKSON CO. CENTRAL	147,032.84
JANESVILLE-WALDORF-PE.	84,925.44
JORDAN	203,209.31
KASSON-MANTORVILLE	257,579.37
KELLIHER	20,060.29
KENYON-WANAMINGO	29,251.76
KERKHOVEN-MURDOCK-S.	71,492.79
KINGSLAND	65,552.08
KITTSON CENTRAL	19,439.08
LA CRESCENT MONT.	14,186.78
LAC QUI PARLE VALLEY	100,118.41
LACRESCENT-HOKAH	90,633.82
LAKE BENTON	5,031.74
LAKE CITY	196,647.62
LAKE CRY.-WELLCOME-ME.	52,289.69
LAKE OF THE WOODS	49,792.61
LAKE PARK AUDUBON	63,622.66
LAKEVIEW	86,780.31
LAKEVILLE	801,143.42
LANCASTER	8,296.50
LANESBORO	41,087.32
LAPORTE	6,864.29
LEROY	17,718.18
LESTER PRAIRIE	30,205.67
LESUEUR-HENDERSON	129,353.95
LINCOLN INTERNATIONAL	5,012.16
LITCHFIELD	208,008.14
LITTLE FALLS	303,702.05
LITTLEFORK-BIG FALLS	42,141.57
LONG PRAIRIE-GREY EAGL.	115,470.29
LUVERNE	59,887.47
LYLE	27,618.70
LYND	20,372.23
M. A. C. C. R. A. Y.	80,301.97
MABEL-CANTON	30,890.51
MADELIA	43,051.64
MAHNOMEN	62,935.38

District	Total
MAHTOMEDI	670,671.53
MAIN ST. SCH. PERFORM. A	9,449.00
MANKATO	1,072,333.94
MAPLE LAKE	113,062.68
MAPLE RIVER	63,592.15
MARSHALL	155,271.63
MARSHALL CO. CENTRAL	18,252.29
MARTIN COUNTY WEST	75,337.32
MATH & SCIENCE ACAD.	31,880.67
MCGREGOR	47,746.01
MEDFORD	120,998.66
MELROSE	50,373.42
MENAHGA	112,091.70
MESABI EAST	114,768.15
MILACA	223,513.23
MILROY	1,884.86
MINNEAPOLIS	4,249,299.56
MINNEAPOLIS ACADEMY	5,099.24
MINNEOTA	57,226.75
MINNESOTA TRANSITIONS	10,238.69
MINNETONKA	1,233,634.92
MINNEWASKA	31,501.51
MONTEVIDEO	262,471.52
MONTICELLO	476,192.23
MOORHEAD	292,701.51
MOOSE LAKE	78,575.67
MORA	100,610.87
MORRIS AREA SCHOOLS	38,832.51
MOUNTAIN IRON-BUHL	98,098.61
MOUNTAIN LAKE	48,579.41
MURRAY COUNTY	20,277.40
N.R.H.E.G.	36,516.91
NASHA SHKOLA CHARTER	2,069.44
NASHWAUK-KEEWATIN	66,691.88
NAYTAHWAUSH COMM.	1,310.00
NETT LAKE	23,256.58
NEVIS	70,290.16
NEW LONDON-SPICER	60,250.02
NEW MILLENNIUM	21,991.24
NEW PRAGUE	455,092.24

District	Total
NEW ULM	189,722.25
NEW VISIONS SCHOOL	2,288.19
NEW YORK MILLS	32,043.61
NICOLLET	6,261.77
NOBLE ACADEMY	2,822.96
NORMAN COUNTY EAST	16,041.11
NORMAN COUNTY WEST	34,672.96
NORTH BRANCH	310,903.82
NORTH SHORE COMM. SC.	5,782.91
NORTH ST. PAUL-MAPLEWOOD	1,380,356.40
NORTHERN LIGHTS COMM.	3,292.78
NORTHFIELD	472,847.00
NORTHWEST PASSAGE HI.	10,596.47
OAK LAND VOC CNTR	7,943.10
OGILVIE	19,881.96
ONAMIA	45,832.21
ORONO	325,132.63
ORTONVILLE	38,636.58
OSAKIS	107,326.10
OSHKI OGIMAAG CHARTER	93.31
OSSEO	3,739,981.16
OWATONNA	418,805.80
PACT CHARTER SCHOOL	6,432.31
PAIDEIA ACADEMY	3,631.49
PARK RAPIDS	38,396.61
PARKERS PRAIRIE	62,698.41
PARNASSUS PREP.	33,500.37
PARTNERSHIP ACADEMY	70,416.63
PAYNESVILLE	118,852.04
PELICAN RAPIDS	110,685.34
PEQUOT LAK	17,056.98
PERHAM	166,188.00
PIERZ	143,183.93
PILLAGER	109,844.72
PILLAGER AREA CHARTER	500.00
PINE CITY	165,078.69
PINE ISLAND	146,406.00
PINE POINT	8,330.24
PINE RIVER-BACKUS	107,741.94

District	Total
PIPESTONE-JASPER	87,961.22
PLAINVIEW-ELGIN-MILL.	68,110.93
PRAIRIE SEEDS ACADEMY	13,416.10
PRINCETON	397,661.25
PRIOR LAKE	792,925.09
PROCTOR	108,817.95
RANDOLPH	72,571.25
RED LAKE	204,180.23
RED LAKE CO. CENTRAL	44,819.93
RED LAKE FALLS	44,818.87
RED ROCK CENTRAL	11,187.68
RED WING	329,587.54
RENVILLE COUNTY WEST	66,475.84
RICHFIELD	529,952.84
RIDGEWAY COMMUNITY	3,015.17
RIVER'S EDGE ACADEMY	33,669.51
ROBBINSDALE	1,528,321.97
ROCHESTER	1,920,678.23
ROCKFORD	39.96
ROCORI	320,160.85
ROSEAU	117,651.56
ROSEMT.-APPLE VY.-EAG.	3,291,020.71
ROSEVILLE	891,871.33
ROTHSAY	19,118.69
ROUND LAKE-BREWSTER	14,731.17
ROYALTON	119,150.43
RTR PUBLIC SCHOOLS	9,947.14
RUSH CITY	111,329.22
RUSHFORD-PETERSON	62,643.28
SARTELL	603,284.43
SAUK CENTRE	32,244.06
SAUK RAPIDS	501,410.12
SCHOOLCRAFT LEARNING	26,630.21
SEBEKA	77,290.21
SHAKOPEE	1,258,631.94
SIBLEY EAST	115,717.18
SLEEPY EYE	67,081.96
SOUTH KOOCHICHING	27,575.33
SOUTH ST. PAUL	414,018.00
SOUTH WASHINGTON CO.	2,360,581.23

District	Total
SOUTHLAND	45,585.45
SPECTRUM HIGH SCHOOL	10,294.60
SPRING GROVE	6,661.56
SPRING LAKE PARK	781,056.55
SPRINGFIELD	51,340.41
ST. ANTHONY-NEW BRITN.	127,600.56
ST. CHARLES	118,566.29
ST. CLAIR	54,529.35
ST. CLOUD	1,635,581.02
ST. FRANCIS	590,137.09
ST. JAM	87,057.55
ST. LOUIS COUNT	228,543.77
ST. LOUIS PARK	496,269.37
ST. MICHAEL-ALBERTVILLE	483,523.79
ST. PAUL	4,879,536.41
ST. PETER	99,676.38
ST.CROIX PREP. ACADEMY	14,308.56
ST.PAUL CON. PERFM. ART.	13,221.00
STAPLES-MOTLEY	63,147.44
STEP ACADEMY CHARTER	1,360.00
STEPHEN-ARGYLE	12,310.56
STEWARTVILLE	181,313.91
STILLWATER	1,109,103.28
STRIDE ACADEMY	12,534.09
SWANVILLE	5,226.87
TEAM ACADEMY	72.32
THIEF RIVER FALLS	261,838.64
TRACY	25,234.44
TRI-CITY UNITED SCHOOL	127,071.74
TRI-COUNTY	17,053.25
TRIO WOLF CREEK	16,974.20
TRITON	144,638.56
TRUMAN	27,166.00
TWIN CITIES ACADEMY	965.97
TWIN CITY ACAD. HIGH SC.	3,203.73
ULEN-HITTERDAL	37,404.41
UNDERWO	45,263.64
UNITED SOUTH CENTRAL	95,571.74
UPPER MISSISSIPPI ACAD.	30,613.01
UPSALA	44,752.06

District	Total
VENTURE ACADEMY	20,371.12
VERNDALE	61,713.16
VIRGINIA	209,027.11
VOYAGEURS EXPEDIT.	13,008.42
WABASHA-KELLOGG	74,963.17
WABASSO	47,520.85
WACONIA	393,505.71
WADENA-DEER CREEK	123,282.00
WALKER-AKELEY	40,834.70
WARREN-ALVARADO-OSLO	25,988.74
WARROAD	52,043.42
WASECA	230,945.84
WATERTOWN-MAYER	10,297.10
WATERVILLE-ELYSIAN-MO.	93,171.89
WAUBUN	11,980.42
WAYZATA	1,457,717.64
WEST CENTRAL AREA	89,309.01
WEST CONCORD CHARTER	12,186.19
WEST SIDE SUMMIT CHAR.	500.79
WEST ST. PAUL-MEN. HTS.	575,599.42
WESTBROOK-WALNUT GR.	32,501.83
WESTONKA	44,610.32
WHEATON	29,897.92
WHITE BEAR LAKE	709,070.61
WILLMAR	210,390.56
WILLOW RIVER	51,064.55
WINDOM	107,009.30
WIN-E-MAC	52,523.73
WINONA	301,949.19
WORTHINGTON	235,943.39
WRENSHALL	40,758.59
YELLOW MEDICINE EAST	101,842.83
YINGHUA ACADEMY	8,259.05
ZUMBROTA-MAZEPPA	120,039.15
Grand Total	**84,934,510.30**

APPENDIX B
Online Staff Development Report Template for 2013-14

District Report: Add or Edit Goals

Enter the student achievement goal and indicate the content focus. Then enter a district staff development goal. The goals that were entered into the previous year's report are carried over into the new report. You can add and edit goals. Remember to **save** after adding or editing information on this page.

1. The student achievement goal should answer the question, "How do we want to see our students' academic achievement improve?" The goal should be student-centered and linked to the district staff development goal.

District Student Achievement Goal

*800 characters maximum

2. Indicate the focus of this goal.

☐ Art/Music

☐ Career & Technical Education

☐ Health/Physical Education

☐ Language Arts/Writing

☐ Mathematics

☐ Reading

☐ Science

☐ Social Studies

☐ World Languages

3. The district staff development goal should answer the question, "How did we prepare staff to accomplish the student achievement goal above?"

District Staff Development Goal

[text input box]

*800 characters maximum

District Report: Add or Edit Designs and Strategies

For the staff development goal shown below, check the designs and strategies used to implement the goal during the school year. You may check more than one box. If necessary, check "none of the above" and enter designs and strategies in the box provided. Also, indicate in #2 which high-quality components were included. Remember to **save** after adding or editing information on this page.

Staff Development Goal:

1. Check each of the **designs or strategies** used to implement the goal during the reporting year (check at least one).

Learning Teams with Instructional Focus

- ☐ Professional learning communities

- ☐ Study groups

- ☐ Lesson study

- ☐ Team meetings

- ☐ Case studies

Examine Student Data

- ☐ Examine state assessment data

- ☐ Examine district/school selected assessment data

- ☐ Examine classroom assessment data

- ☐ Examine student work

- ☐ Action research

Classroom Coaching

- ☐ Demonstration teaching

- ☐ Instructional strategy modeling

- ☐ Individual guided practice

- ☐ Content/instructional coaching

- ☐ Coaching for continuing contract teachers

- ☐ Mentoring for probationary teachers

- ☐ Observation by trained observers

Curriculum

- ☐ Curriculum alignment/mapping

- ☐ Curriculum development

- ☐ Assessment development

Off-site Staff Development

☐ Attend a workshop

☐ Attend a conference

☐ Graduate or continuing education course

☐ **None of the Above** (If you checked "None of the Above"
enter the designs and strategies in the box.)

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*800 characters maximum

2. Designs and strategies encompassed the following high-quality components as required by state and federal guidelines (check one or more):

☐ An integral part of school board, district-wide and school-wide educational improvement plans.

☐ Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.

☐ Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

☐ Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

☐ Provided for professional learning communities that focus on student achievement.

☐ Included the use of data and assessments to inform classroom practice.

☐ Provided technology training to improve teaching and learning.

- [ ] Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.

- [ ] Improved teachers' classroom-management skills.

- [ ] Helped all school personnel work effectively with students and their parents.

- [ ] Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

District Report: Add or Edit Findings

For each district staff development goal and corresponding designs and strategies shown below, enter the findings, impact on student learning and impact on teacher learning. Remember to **save** after editing or adding information to this page.

Staff Development Goal: (automatically populates)

1. What were the findings of this goal?

800 characters maximum

2. What was the impact on student learning?

800 characters maximum

3. What was the impact on teacher learning?

800 characters maximum

4. Will your district continue working on this goal next year?

○ Yes

○ No

District Report: Add or Edit District Teacher Induction Information

Minnesota Statutes, section 122A:40, Subdivision 6 and Minnesota Statutes, section 122A.41, Subdivision 3: Mentoring for probationary teachers. A school board and an exclusive representative of the teachers in the district must develop a probationary teacher peer review process through joint agreement. The process may include having trained observers serve as mentors or coaches or having teachers participate in professional learning communities. Remember to save after entering or editing information on this page.

1. Did the district provide a Teacher Induction/Mentorship Program for new teachers?

- ○ Yes. Answer questions 2-8 below then save.

- ○ No. Save then proceed to the next section.

2. What types of induction activities were provided for new teachers?

- ☐ Program for first-year teachers

- ☐ Program for second-year teachers

- ☐ Program for third-year teachers

- ☐ New teacher orientation to district, school and classroom

- ☐ Collaboration time expectations for new teacher and mentor

- ☐ New teacher seminars/workshops

- ☐ Observations conducted by a mentor

- ☐ New teacher observations of master teachers

- ☐ Formative assessments to guide their professional growth (e.g., needs assessments, self-assessments mentor logs, mentor observations, examining student work)

3. What types of new teacher seminars/workshops were provided?

- ☐ Classroom management

- ☐ Lesson planning

- ☐ Instructional strategies

- ☐ Content or program knowledge

- ☐ Curriculum and assessments

- ☐ Differentiated instruction

- ☐ Using data to improve instruction

4. What types of formative assessments were used with new teachers?

- ☐ Self-assessments using professional teaching standards

- ☐ Mentor logs focused on issues and results

- ☐ Mentor observations and feedback

- ☐ Examining student work or student data

- ☐ Needs assessments

5. What activities were provided in mentor training?

- ☐ Foundations (e.g., basic skills, mentoring responsibilities)

- ☐ Professional teaching standards

- ☐ Coaching skills

- ☐ Using formative assessments for professional growth

☐   Observation strategies

6. What was measured when you evaluated the program?

☐   Impact on student achievement

☐   Impact on teacher effectiveness (professional growth)

☐   Program model effectiveness

☐   Impact on teacher retention

☐   Knowledge and application of new teacher development

☐   New teacher-mentor relationship

☐   New teachers job satisfaction

7. During the school year, how much time are new teachers required to participate in formal induction program activities not including mentoring support (e.g., new teacher seminars, workshops, network meetings)?

○ 0-8 hours   ○ 9-16 hours

○ 17-32 hours   ○ 33-40 hours

○ 41-48 hours   ○ 49 or more

8. During the school year, how much time are mentors required to meet with new teachers to provide ongoing professional and instructional support?

○ less than 1 hour per month   ○ 3 hours per month

○ 1 hour per month   ○ 4 hours per month

○ 2 hours per month   ○ 5 hours or more per month

Staff Information

The tables below show the number of teachers, paraprofessionals and administrative staff submitted by your district through STAR (STaff Automated Reporting). Please indicate the number in each category who have received high-quality staff development. Information for individual sites must be entered on the school-level page. Remember to **save** after entering or editing information on this page.

Teachers	
Total number of teachers in the district.	
Total who received high-quality staff development training.	

Paraprofessionals	
Total number of paraprofessionals in the district.	
Total who received high-quality staff development training.	

Licensed Non-Instructional Staff	
Total number of licensed non-instructional staff in the district.	
Total who received high-quality staff development training.	

Add or Edit K-12 Arts Education Information

The Perpich Center for Arts Education is the state agency that provides resources for arts education. Provide information below regarding the district's implementation of the Minnesota Arts Standards and areas of service you would access for professional development in the arts. Remember to **save** after entering or editing information on this page.

1. Do you have specific professional development activities related to arts standards implementation and assessment in your district?

○ Yes

○ No

2. Indicate areas in which you are currently implementing the arts standards.

Dance

☐ Elementary

☐ Secondary

Media

☐ Elementary

☐ Secondary

Music

☐ Elementary

☐ Secondary

Theater

- ☐ Elementary

- ☐ Secondary

Visual Arts

- ☐ Elementary

- ☐ Secondary

3. Indicate the individuals who assess the arts standards in your district.

Arts Specialist

- ☐ Elementary

- ☐ Secondary

Classroom Teachers

- ☐ Elementary

- ☐ Secondary

Other specialists (e.g., physical education, career and technical education)

- ☐ Elementary

- ☐ Secondary

4. Do you have a district-level arts coordinator?

    ○   Yes

    ○   No

5. Perpich Center for Arts Education provides resources for professional learning. In which of the following areas would you access services in the future?

    ☐   Implementing arts standards

    ☐   Designing effective arts and arts integrated curriculum

    ☐   Designing assessment aligned with standards

    ☐   Building a system to report individual student achievement in the arts

School Site Report: Add or Edit Goals

Enter the student achievement goal and indicate the content focus. Select the student achievement goal that relates to a district staff development goal (select goal from the drop-down menu). Enter a school site staff development goal. The goals that were entered into the previous year's report are carried over into the new report. You can add and edit goals. Remember to **save** after adding or editing information on this page.

1. The student achievement goal should answer the question, "How do we want to see our students' academic achievement improve?" The goal should be student-centered and linked to the district staff development goal.

School Site Student Achievement Goal

800 characters maximum

2. Indicate the focus of this goal.

☐   Art/Music   ☐   Reading

☐   Career & Technical Education   ☐   Science

☐   Health/Physical Education   ☐   Social Studies

☐   Language Arts/Writing   ☐   World Languages

☐   Mathematics

3. Please select the district staff development goal that relates to the school student achievement goal above.

--Select One-- ▼

4. The school staff development goal should answer the question, "How did we prepare staff to accomplish the student achievement goal above?"

School Site Staff Development Goal

800 characters maximum

School Site Report: Add or Edit Designs and Strategies

For the staff development goal shown below, check the designs and strategies used to implement the goal during the school year. You may check more than one box. If necessary, check "none of the above" and enter designs and strategies in the box provided. Also, indicate in #2 which high-quality components were included. Remember to **save** after adding or editing information on this page.

School Site Staff Development Goal:

1. Check each of the **designs or strategies** used to implement the goal during the reporting year (check all that apply).

Learning Teams with Instructional Focus

☐ Professional learning communities

☐ Study groups

☐ Lesson study

☐ Team meetings

☐ Case studies

Examine Student Data

- [ ] Examine state assessment data

- [ ] Examine district/school selected assessment data

- [ ] Examine classroom assessment data

- [ ] Examine student work

- [ ] Action research

Classroom Coaching

- [ ] Demonstration teaching

- [ ] Instructional strategy modeling

- [ ] Individual guided practice

- [ ] Content/instructional coaching

- [ ] Coaching for continuing contract teachers

- [ ] Mentoring for probationary teachers

- [ ] Observation by trained observers

Curriculum

- [ ] Curriculum alignment/mapping

- [ ] Curriculum development

- [ ] Assessment development

Off-site Staff Development

☐ Attend a workshop

☐ Attend a conference

☐ Graduate or continuing education course

☐ **None of the Above** (If you checked "None of the Above" enter the designs and strategies in the box.)

[text box]

*800 characters maximum

2. Designs and strategies encompassed the following high-quality components as required by state and federal guidelines (check one or more):

☐ An integral part of school board, district-wide and school-wide educational improvement plans.

☐ Included teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.

☐ Increased teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically based research.

☐ Increased teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.

☐ Provided for professional learning communities that focus on student achievement.

☐ Included the use of data and assessments to inform classroom practice.

☐ Provided technology training to improve teaching and learning.

☐ Increased teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted and talented students, students with Limited English Proficiency and at-risk students.

☐ Improved teachers' classroom-management skills.

☐ Helped all school personnel work effectively with students and their parents.

☐ Evaluated designs and strategies for impact on teacher effectiveness to increase student academic achievement and improve the quality of future professional development.

School Site Report: Add or Edit Findings

For each school staff development goal and corresponding designs and strategies shown below, enter the findings, impact on student learning and impact on teacher learning. Remember to **save** after editing or adding information to this page.

School Site Staff Development Goal: (automatically populates)

1. What were the findings of this goal?

*800 characters maximum

63

2. What was the impact on student learning?

[text input box]

800 characters maximum

3. What was the impact on teacher learning?

[text input box]
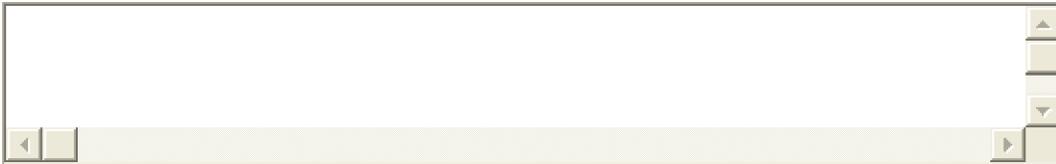
800 characters maximum

4. Will the school continue working on this goal next year?

   ○ Yes

   ○ No

School Site Report: Add or Edit School Site Teacher Staffing Information

The tables below show the number of teachers, paraprofessionals and administrative staff submitted by your district through STAR (STaff Automated Reporting). Please indicate the number in each category who have received high-quality staff development. Information for individual sites must be entered on the school-level page. Remember to **save** after entering or editing information on this page.

Teachers	
Total assigned to this site.	
Total who received high-quality staff development training.	

Paraprofessionals	
Total assigned to this site.	
Total who received high-quality staff development training.	

Licensed Non-Instructional Staff	
Total assigned to this site.	
Total who received high-quality staff development training.	

Gifted and Talented Program

Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. Students may be identified as gifted and talented using their district's criteria. Provide information on the gifted and talented education program at your site. Remember to **save** after entering or editing information on this page.

Please respond to the questions below if you have a gifted and talented program in your school.

View the National Association for Gifted Children Glossary of Frequently Used Terms in Gifted Education

1. At which grade levels are students able to be identified for gifted and talented services at your site? (Check all that apply.)

☐ K   ☐ 5

☐ 1   ☐ 6

☐ 2   ☐ 7

☐ 3   ☐ 8

☐ 4   ☐ 9-12

☐ Students were not identified

2. There are multiple measures for identification of gifted and talented students. Which of the following tools were used to identify gifted and talented students at your site? (Check all that apply.)

☐ Group intelligence test (IQ)

☐ Individual intelligence test (IQ)

- ☐ Individual achievement test (e.g., NWEA, Woodcock-Johnson)

- ☐ Minnesota Comprehensive Assessment (MCA)

- ☐ Out-of-level achievement test

- ☐ Curriculum Based Assessments (CBA)

- ☐ Gifted screening surveys (teacher and/or parent)

- ☐ Divergent thinking or creativity test

- ☐ Non-verbal ability test (e.g., NNAT, CoGat)

- ☐ Portfolio assessment

- ☐ Self-nomination

- ☐ Adult nomination

- ☐ Teacher nomination

- ☐ Previous records

- ☐ Students were not identified

3. Best practice indicates a continuum of programming services for gifted and talented students. Which of the following were available at your site? (Check all that apply)

- ☐ Full-time ability classes

- ☐ Pull-out gifted grouping

- ☐ Cross-grade grouping

- ☐ Regrouping for specific subject instruction

- ☐ Within class ability/achievement grouping

- ☐ School-within-a-school model

☐ Magnet school for gifted

☐ Cluster classrooms

☐ Independent study

☐ Mentor program

☐ Advanced Placement (AP)

☐ International Baccalaureate Diploma Program (IB)

☐ College in the Schools (CIS)

☐ Enriched or honors classes

☐ Differentiated counseling services for gifted learners

☐ Services were unavailable

4. Minnesota Statutes, section 120B.15C requires schools to adopt procedures for the academic acceleration of gifted and talented students. What types of acceleration were supported at your site? (Check all that apply)

☐ Early admission to kindergarten

☐ Early admission to first grade

☐ Early entrance into middle school or high school

☐ Whole-grade acceleration

☐ Self-paced instruction

☐ Independent study

☐ Subject-matter acceleration

- ☐ Curriculum compacting

- ☐ Telescoping curriculum

- ☐ Mentoring

- ☐ Advanced Placement (AP)

- ☐ International Baccalaureate Diploma Program (IB)

- ☐ College in the Schools (CIS)

- ☐ Credit by examination, review, or demonstration

- ☐ Extracurricular academic teams/programs

- ☐ Extracurricular arts education programs/performance

- ☐ Acceleration was unavailable

How many hours of staff development did all teachers receive for specifically meeting the needs of gifted and talented students?

- ○ Less than 1

- ○ 1-2

- ○ 3-4

- ○ 5 or more

- ○ None

6. Which components of gifted and talented program design are utilized at your site? (Check all that apply.)

- ☐ Gifted and talented philosophy statement

- ☐ Clear, measurable objectives for the gifted and talented program

- ☐ Articulated review process

- ☐ Formal policies and/or procedures for identification

- ☐ Policies and procedures are accessible to parents and community

- ☐ Parent involvement opportunities

- ☐ No components are utilized

APPENDIX C
Minnesota Statutory References

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.

Subd. 1a.Effective staff development activities.

(a) Staff development activities must:

(1) focus on the school classroom and research-based strategies that improve student learning;

(2) provide opportunities for teachers to practice and improve their instructional skills over time;

(3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

(4) enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

(5) align with state and local academic standards;

(6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

(7) align with the plan of the district or site for an alternative teacher professional pay system;

(8) provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum; and

(9) 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.

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. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

(b) 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 section 122A.61.

Subd. 2.Contents of 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, consistent with relicensure requirements under section 122A.18, subdivision 4. The plan also must:

(1) support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

(2) emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

(3) maintain a strong subject matter focus premised on students' learning goals, consistent with section 120B.125;

(4) 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

(5) reinforce national and state standards of effective teaching practice.

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, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

(2) 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;

(3) provide an inclusive curriculum for a racially, ethnically, linguistically, 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;

(6) effectively deliver digital and blended learning and curriculum and engage students with technology; and

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

Subd. 4.Staff development report.

(a) By October 15 of each year, the district and site staff development committees shall write and submit a report of staff development activities and expenditures for the previous year, in the form and manner determined by the commissioner. The report, signed by the district superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district 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 under subdivision 3.

 (b) The report must break down expenditures for:

 (1) curriculum development and curriculum training programs; and

(2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff 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 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.

(c) The commissioner shall report the staff development progress and expenditure data to the house of representatives and senate committees having jurisdiction over education by February 15 each year.

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' evaluation, 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.

Subd. 2.
[Repealed, 2014 c 272 art 3 s 57]

Subd. 3. Coursework and training.

A school district may use the revenue reserved under subdivision 1 for grants to the district's teachers to pay for coursework and training leading to certification as a college in the schools or 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.