Five-Year Comprehensive Professional Development Plan

2011 - 2016
Minneapolis Public Schools

Mission

To ensure that all students learn. We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal and family lives into the 21st century.
Minneapolis Public Schools

Professional Development Work Group

Margaret Berg – Instructional Facilitator/Teacher, Southwest High School

Ann Casey – Executive Director of Special Education

Ellen Debe – Secondary English Language Arts Content Specialist, Curriculum and Instruction

Scott Devens – 2nd Grade Teacher, Lake Harriet Community Lower School

Paul Hegre – Teacher on Special Assignment in Organizational and Professional Development, Human Resources

Lucy Kapp – Director of Organizational and Professional Development, Human Resources

Mary Ellen Knappmiller – Elementary Math Content Specialist, Curriculum and Instruction

Nan Miller – Director of Policy Development

Eric Molho – Director of School Improvement

Charlayne Myers – Director of Professional Development and Assessment

Beth Ness – Teacher on Special Assignment as Assistant Principal, Dowling School

Lynn Nordgren – President of Minneapolis Federation of Teachers 59

Kathryn O’Gorman – Evaluation and Testing Specialist

Lillie Pang – Elementary Principal, Hale School

Andrew Rummel – Coordinator of K-8 Literacy

Ruth Woods – English Language Learner Program Facilitator

Terry Morganti-Fisher – Senior Consultant, Learning Forward (formerly NSDC)

Saundra Rowell – Consultant on Professional Development
Table of Contents

Executive Summary . . . . . . . . . . . . 6
Best Practices in Professional Development . . . . . . . . . . 11
Research on High-Quality Professional Development . . . . . . 12
Definition and Role of Professional Development . . . . . . 13
Central Office Support for School-Based Professional Development . . . . . 14
Time for Professional Development . . . . . . . . . . 17
Professional Development in Minneapolis Public Schools . . . . . . 19
  The MPS Strategic Plan 2007-2012 . . . . . . . . . . . . 22
  Theory of Action . . . . . . . . . . . . . . . . 23
  Curriculum Management Audit . . . . . . . . . . . . 23
  Professional Development Work Group . . . . . . . . . . . 26
    Professional Learning Framework . . . . . . . . . . . . 27
  Professional Development Models . . . . . . . . . . . . 28
  Evaluation of Professional Development . . . . . . . . . . . 34
  Roles and Responsibilities for Evaluation at Sites and Central Office . . . . 35
  Guiding Laws, Policies & Regulations – Federal, State and District . . . . 36
Recommendations and Next Steps . . . . . . . . . . . . . . . . 38

Appendices:

A Recommendations from the Strategic Plan . . . . . . . . . . 40
B MPS Philosophy Statement on Professional Development . . . 42
C Professional Learning Communities Sub-Group – Some Initial Findings 44
D Definition of Professional Development from Learning Forward . . 46
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>NSDC Standards for Staff Development</td>
<td>48</td>
</tr>
<tr>
<td>F</td>
<td>Criteria for Comprehensive Long Range Professional Development Plan</td>
<td>50</td>
</tr>
<tr>
<td>G</td>
<td>Innovation Configuration Crosswalk – Evaluation Roles and Outcomes</td>
<td>51</td>
</tr>
<tr>
<td>H</td>
<td>Definition of Highly Qualified Teachers from No Child Left Behind</td>
<td>52</td>
</tr>
<tr>
<td>I</td>
<td>Minnesota Statues 122A.16 – Highly Qualified Teacher Defined</td>
<td>53</td>
</tr>
<tr>
<td>J</td>
<td>Minnesota Statues 122A.60 – Staff Development Program</td>
<td>55</td>
</tr>
<tr>
<td>K</td>
<td>Minnesota Statues 122A.61 – Reserved Revenue for Staff Development</td>
<td>58</td>
</tr>
<tr>
<td>L</td>
<td>Federal, State and District Professional Development Legislation,</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Resources and Purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>References and Resources</td>
<td>60</td>
</tr>
</tbody>
</table>
Executive Summary

Minneapolis Public Schools (MPS) exists to serve our students. A high-quality education is essential for our students to enter the workforce and claim their place as productive citizens. Evidence of student performance shows inadequate achievement growth over time and a pervasive achievement gap between white students and students of color. The most powerful tool we can use to increase student achievement is one we already have - our teaching corps. The most powerful tool we can use to increase teaching quality is effective professional development.

Adult learning must be embedded in the operational and organizational structures of the central office. In addition to supporting school-based professional development, it is essential that district staff increase their job-specific knowledge and skills and their capabilities for teaming and collaboration. District staff have the essential responsibility of ensuring that schools operate effectively and that students learn.

The 2007-2012 Strategic Plan for Minneapolis Public Schools set two achievement goals:

1. Raise every student’s achievement
2. Close the racial and income achievement gaps

To reach these goals, the District has identified strategies that include: increasing the rigor in curriculum and instruction; aligning curriculum and instruction with the student academic standards; and developing a high-performing teacher corps by providing professional development and support to get excellent results for all students.

The MPS Strategic Plan included as an action item the conduct of a curriculum audit. In October 2008, Minneapolis Public Schools commissioned Phi Delta Kappa International Curriculum Management Audit Center for that purpose. The Center was charged with scrutinizing the MPS system against predetermined standards of quality, noting relevant findings about the system and citing discrepancies from the audit standards. Audit recommendations are intended to help the district improve quality in the areas where deficiencies were noted. The Audit team issued the following statement concerning professional development:
The mission of a quality professional development program is to increase student achievement. This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of curriculum. A comprehensive professional development program is long-term, is based on the curriculum and district goals, and is focused and coordinated.

The auditors found that professional development policies and procedures are not clearly defined and do not provide connectivity among various levels of the school district. In addition, evaluation of the effectiveness of professional development is nonexistent. (Phi Delta Kappa International, 2009, p. 239)

The Audit directed the superintendent to create a long-range professional development plan. In response, the Professional Development Plan Work Group was convened in 2010. The Work Group created this Five-Year Comprehensive Professional Development Plan, guided by the Audit and a number of other resources:

- *The Minneapolis Public Schools 2007-2012 Strategic Plan*
- *Building a System of Great Schools: A Theory of Action for Minneapolis Public Schools* (2010) which was adopted by the school board
- Superintendent Bernadeia Johnson’s *Schools of Focused Instruction and Autonomous Schools* (2010) that supports more focused professional development
- External reviews during the last five years from the New Teacher Project, Council of Great City Schools, Annenberg Institute, the Vanderbilt University Study of Middle School Mathematics, Consortium for Policy Research in Education (CPRE), and University of Pittsburgh Institute for Learning that concurred on the need for coherent professional development to improve student performance

The Work Group was further guided by national and international research that validated the following:

- Quality of teaching is highly correlated to the academic success of students
- Professional development is a key strategy available to schools and school systems for improving teacher quality
• Effective professional development enables teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students
• To ensure effective teaching in every classroom, educators must have opportunities each day to refine and expand their practice, reflect on how their practice impacts student learning, and engage in ongoing improvement to address learning challenges in the school
• For purposes of accountability the system requires evidence showing improvements in teachers’ practice and student performance
• Effective educator learning at the district, department and school levels must be supported, aligned and prioritized
• Professional development that improves student performance
  o is driven by district-defined autonomy and focused at the site
  o focuses on specific curriculum content and pedagogies needed to teach effectively
  o links standards, assessments, and professional development seamlessly as a coherent part of whole school reform
  o engages teachers in active learning allowing them to make sense of their learning
  o provides intensive, sustained, and continuous learning over time
  o supports transfer of skills to practice through coaching, modeling, observations, and feedback
  o connects with teachers’ collaborative work in school-based professional learning communities and learning teams

Given these characteristics of high-quality professional development, the Work Group makes the following recommendations:
1. Adopt a Board policy assuring professional development for all employees that is driven by student achievement. This policy will describe the district’s expectation and direct professional development efforts regarding the following:
   • Assessing professional development needs
   • Planning, coordinating, implementing, and evaluating professional development activities
   • Tracking specific participation in professional learning activities
2. Plan for district and school professional development that is focused and aligned with the District Strategic Plan and its commitment to Focused Instruction.

3. Design, monitor, and evaluate school improvement plans that include professional development driven by an analysis of student data over time and that inform and identify adult learning needs.

4. Design and deliver standards-based and curriculum-based professional development through effective models over time in a cycle of continuous improvement.

5. Adopt and implement a consistent Professional Learning Communities (PLC) model and instructional coaching model.

6. Identify adequate time for job-embedded professional development.

7. Provide orientation and induction at the district, site, and department levels for all employees.

8. Base professional development on current job responsibilities to support growth and connect to an individual’s performance assessment.

9. Evaluate the planning and implementation of professional development both formatively and summatively.

10. Report annually to the Board on the status of implementation and revisions to the professional development plan specified in the audit recommendations; this is the responsibility of the Director of Professional Development.

This five-year professional development plan is a critical step in moving toward a “comprehensive and individualized training program focused on results-oriented strategies that improve instructional skills and student achievement.” (Audit Recommendation #8, p. 239)

The Work Group recommends the following as next steps:

- Develop regulations and adopt Board policy
- Establish an oversight work group led by the Director of Professional Development and Assessment tasked with
  - Developing an Action Plan for implementation with timelines, activities, assignments, and resource recommendations
  - Monitoring implementation
• Develop a communication plan
• Provide resources and funding necessary to implement this plan

Minneapolis Public Schools Professional Learning Framework

The Minneapolis Public Schools Professional Learning Framework, developed by the Professional Development Work Group, visually represents the mission and goal for adult learning. The Framework is shown below in Figure 1. (See Appendix B for the MPS Philosophy Statement on Professional Development.)

![Minneapolis Public Schools Professional Learning Framework](image-url)

Figure 1: Minneapolis Public Schools Professional Learning Framework
Comprehensive Professional Development Plan 2011-2016

Best Practices in Professional Development

Adult learning in multiple forms abounds in school districts. However, articulation of focused, coherent professional development is a rarity. A specified path for professional development and training for all employees serves to clarify expectations, evaluations, and the allocation of resources. This requires a school district to clarify its aim as a system and align professional development so that it can have its greatest impact on improving student learning. A school district should organize itself so that each employee has access to adult learning that affects his or her ability to perform so that every student learns and is able to graduate.

Continuous improvement is a familiar model, used in much school improvement planning. Killion and Roy’s Backmapping Model for Planning Results-Based Professional Learning, shown below, complements school improvement planning. Killion and Roy observe that “School improvement plans identify student learning goals, while professional learning helps educators acquire the knowledge and skills to help students meet those goals” (Killion & Roy, 2009, p. 99).

![Backmapping Model for Planning Results-Based Professional Learning](image)

Figure 2: Backmapping Model for Planning Results-Based Professional Learning
The Backmapping Model, depicted in Figure 2, begins with an analysis of student learning needs and the identification of the characteristics of the community, district, school, department, and staff. Through the School Improvement Process (SIP), student improvement goals and outcomes are defined and adult learning needs are identified. Planning for adult learning follows and consists of a number of steps:

1. Study the research for specific professional learning programs, strategies, or interventions.
2. Plan intervention, implementation, and evaluation.
3. Implement, sustain, and evaluate the professional development intervention.

Evaluating the effectiveness of this cycle includes gathering evidence about adult learning, implementation of the new practice, and checking student learning.

**Research on Professional Development**

A three-phase study on high-quality professional development was sponsored by the National Staff Development Council (now Learning Forward) and the Stanford Center for Opportunity Policy in Education. The first phase of the study defined “high-quality” or “effective” professional development as that which results in improvements in teachers’ knowledge and instructional practice, as well as improved student learning. Phase two of the study addressed the professional development trends in the United States. The research reviewed in this study affirmed the belief that well-designed professional development improves teacher knowledge, teacher practice, and student achievement. The study concluded that “high-quality” professional development is:

- Focused on specific curriculum content and pedagogies needed to teach that content effectively
- Designed to engage teachers in active learning that allows them to make sense of what they learn in meaningful ways
- Presented in an intensive, sustained, and continuous manner over time
- Linked to analysis of teaching and student learning, including the formative use of assessment data
- Supported by coaching, modeling, observation, and feedback
• Connected to teachers’ collaborative work in school-based professional learning communities and learning teams (Wei et al., 2010)

In the third phase of the study, which examined case studies of state policies and strategies, the authors found that a critical factor in implementing effective professional development across a variety of local districts, schools, and contexts is state policies and systems that ensure accountability and monitor professional development. State efforts are maximized when joined with those of professional associations and intermediary organizations.

A study published in 2009 provides empirical evidence of the effectiveness of professional learning communities for increasing student achievement. The authors of this quasi-experimental longitudinal study of nine Title I schools found that using grade-level teaming with direct training of principals and teacher leaders, distributed leadership, and the use of explicit protocols increased student performance. (Saunders, Goldenberg & Gallimore, 2009) School and district leaders and policy makers should consider these findings when planning professional development.

**Definition and Role of Professional Development**

“The term ‘professional development’ means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” (Killion & Roy, 2010) The complete definition appears in Appendix D.

Learning Forward, the international leader of professional development in education, advocates for this new definition of professional development and its use in the reauthorization of The Elementary and Secondary Education Act, known as the No Child Left Behind Act of 2001. The legislation clarifies which practices qualify for federal, state, and district funding and specify that professional development should directly impact teachers’ classroom practices and student achievement.

In order to support professional development it is incumbent on school boards to set policy, and on superintendents to set parameters, that define the district’s focused instruction Pre-K – 12.
High-reliability districts that consistently produce high student achievement use effective instruction within defined autonomy. (Marzano & Waters, 2009) Since the work closest to students is school-based the main thrust of focus and time is appropriately placed there as well.

Central Office Support for School-Based Professional Learning

With the shift to school-based professional development, central office staff have a new role - to build the capacity of school personnel to design, manage, and implement improvement efforts. The entire school district needs to work cross-functionally to support the work of schools. This means that instructional and non-instructional personnel must have the knowledge and skills that they need to support schools and work together. Thus, there must be professional development for all employees.

The role of central office does not diminish as a result of this shift; rather, it expands as staff members become learning leaders, increasing their knowledge and skills to meet the unique and pressing needs of individual schools and the district as a whole. There is also a new role for central office - building the capacity of schools to lead school-based professional learning through reliable continuous improvement.

Central office responsibilities regarding professional development include:

- **Building the capacity of schools** – Central office staff are responsible for developing school members’ understanding of the professional development standards, district and state requirements for professional development, and characteristics of effective professional development. Central office staff provide opportunities for teacher leaders to participate in leadership training to prepare them to lead collaborative learning teams in their schools.

- **Providing research and modeling best practices** – Central office staff members compile and disseminate research and resources about professional learning to teacher leaders and principals. Central office staff also provide information and support to school-based staff, including administrators, to promote understanding about the variety of designs for professional learning.
• **Allocating resources** – District staff advocate for time for school teams to work together and the fiscal resources needed to support this adult learning. Districts help schools set their schedules so that there is time for professional learning and develop support for job-embedded professional learning time. District teams examine policies, administrative procedures, practices, resources, and other guidelines to ensure they align with effective school-based professional learning. Districts ensure that schools receive appropriate and adequate budget allocations to support high-quality professional development.

• **Coordinating efforts between and among schools** – Central office staff bring schools working on common goals together to collaborate, encouraging them to share their learning, resources, and solutions. Central office can streamline support by serving schools that are clustered according to shared professional learning goals rather than trying to serve schools one by one. Practices that are successful in individual schools can be shared across the district by central office staff as they support schools learning from one another.

• **Coordinating cross-discipline or cross-school teams** – Central office staff should foster collaboration for educators who are professional singletons at their schools, such as media specialists, social workers, and world language teachers by organizing interschool visitations within the district or across districts. Meetings of cross-school teams can be facilitated by the district curriculum specialist to focus on developing curriculum, content pedagogy, and other role or discipline-specific learning.

• **Monitoring implementation** – Central office holds schools accountable for their professional development plans by meeting with school leadership teams quarterly or semiannually to review evidence of progress toward their professional learning and student achievement goals. The district helps schools celebrate their successes and alter their course of action when necessary.

• **Identifying and providing organizational support** – District leaders increase organizational support to help school leaders implement collaborative professional learning.
Professional development that leads to improved student learning is centered at the school, not the district. The school needs to be in control of planning and implementing change. In order to support job-embedded school-based professional development, the role of central office shifts to building the capacity of school-level personnel to design, manage, and implement professional development efforts. A combined effort involving schools and central office must result in increased learning for students.

District leaders make a difference in whether schools successfully implement collaborative professional development. The provision of intensive support by the district signals its commitment to increasing teacher capacity. In addition to support for school-based professional development, it is essential that district staff increase their job-specific knowledge and skills as well as their capabilities for teaming and collaboration.

Adult learning must be embedded in the central office operational and organizational structures. District staff who work at the central office hold essential responsibilities to ensure that schools operate effectively and that students learn. Some departments manage the budget including payroll, others perform evaluations to see what is working well; others still ensure that buildings are safe and operate efficiently. Transportation employees make sure buses transport students safely and on time, and so on. Continued learning and development must be embedded in the work of all central office staff.

For teachers and school and district leaders to be as effective as possible, they must continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.

“Professional development is the only strategy school systems have to strengthen educators’ performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement.” (Mizell, 2010, p.3)
As reflected in Figure 3, professional development should provide the essential knowledge and skills that teachers, principals, and other employees need to know and be able to do, driven by student learning. Continuous learning should span a professional’s career from induction to renewal and include enhancement for the more experienced who have mastered knowledge and skills. As new initiatives are brought into the system and professionals progress from novice to expert, multiple measures will provide a gauge of implementation to drive decisions.

Professional development at the central office can be described as two-pronged. While much professional development is school-based, all professional development is job-embedded. In addition to supporting school-based professional development, central office staff must be engaged in their own adult learning to increase knowledge and skills to more effectively support schools and student learning.

**Time for Professional Development**
It is important that there is time during the workday for adult learning. According to recent research, professional development that includes a substantial number of contact hours (ranging from 39 to 100 hours in total and averaging 49 hours) spread out over 6 to 12 months showed a positive and significant effect on student achievement results (Wei et al., 2010). Learning Forward advocates for the investment of 25% of an educator’s work time in professional learning. This figure is based on the premise that collaborative professional learning:

- occurs during the workday and in the workplace
- is connected to the real work of teaching and student learning
- includes all the teachers all the time

Learning teams meet every day, assume collective responsibility for all the students the team serves, develop powerful lessons and common assessments based on student content standards, critique student work, observe and coach in one another’s classrooms, and identify needs for additional adult learning. How does time get carved out of the school day for this important teacher and staff learning?

Many schools have found creative solutions to make the time available. Students arrive late or leave early periodically in some schools to create time for teachers to collaborate. Permanent reserve teachers relieve teachers for collaborative time in other schools. Organizing team time, weekly meeting time, or common preparation periods provides time for teachers to meet. Creating a school schedule that accommodates common time for collaboration is essential. Schools struggling to identify potential times for professional development have analyzed their current time use, established criteria for how they want to use time, studied other schools’ and districts’ solutions, then determined how they could rearrange their own schedules.

It is important to remember that finding the time for collaborative professional learning is the beginning. Using this time wisely, documenting how the time is used, and determining the effect on teaching and learning is crucial. As important as it is to find adequate time for professional learning, it is also a matter of how the available time is scheduled. The calendar should be constructed so that professional development planning can accommodate use of the most
effective models over time, combining district and school-based professional learning and allowing for adequate follow-up.

**Professional Development in Minneapolis Public Schools**

All stakeholders in the district take collective responsibility for the learning of all students through their various roles. Learning Forward (then NSDC) established standards for staff development in 1994 that addressed the content, the context, and the processes for effective professional learning. (See Appendix E.) To support adherence to these standards, Innovation Configuration (IC) maps were created to precisely define the quality of these standards as well as measuring fidelity of implementation. The IC maps are specific to the various roles of superintendent, central office staff, principals, teachers, and school board. An example of the Innovation Configuration appears in the evaluation section of this plan.

The District Staff Development Office convenes both the legislatively-mandated District Staff Development Advisory Committee and the Site Staff Development Chairpersons. The composition of The District Staff Development Advisory Committee is prescribed by Minnesota state statute. A majority of the members are teachers; principals, district staff and parents are also represented. This Advisory Committee convenes five times during the school year.

The Site Staff Development Chairpersons group is a network that includes one representative from each school. These representatives serve on their site staff development committee, collaborate with building leadership regarding expenditures for staff development, communicate to the staff about upcoming staff development opportunities, complete the State’s required site staff development report, and generally provide building leadership for professional/staff development. This teacher leader role is described in the Teacher Contract. The Director of Staff Development meets with the Chairpersons three times during the school year. Meetings with the Advisory Committee and Chairpersons group are used to provide updates on district professional development as well as up-to-date research and information on effective professional/staff development.
The Director of Staff Development is charged with complying with requirements from the Minnesota Department of Education regarding staff/professional development. The Director oversees district staff development (including summer institutes), advocates for effective professional/staff development models and leads the work of developing the comprehensive professional development plan recommended by the Curriculum Management Audit Report.

The Minneapolis Public Schools (MPS) and the Minneapolis Federation of Teachers (MFT) agree on the importance of professional development and support for its teachers and other instructional staff, as articulated in the Teacher Contract and quoted in the following paragraphs.

Professional development is a crucial factor when it comes to creating and maintaining an excellent school system focused on ensuring that all students learn. In addition, the District’s ability to attract, develop and retain excellent and diverse teachers is improved when a strong professional development foundation exists.

Professional development is the process by which teachers individually and jointly enhance and update their knowledge of standards, curriculum and content, and improve their instructional skills and strategies. Effective and continuous professional development expands the knowledge base and repertoire of practices needed by teachers to engage in educated and optimal decision making so that all students acquire the highest quality of education. Enhanced professional development increases teacher effectiveness and builds confidence, morale and commitment; as a result, it strengthens their ability to improve the quality of education of all students in MPS.

The following elements are needed to support the success of the Professional Development Process (PDP) for MPS teachers:

- professional development focused on ensuring successful student learning and achievement for all students
• the expectation that there is a school climate for professional learning and growth that provides opportunities for collaboration and dialogue around student results and teacher practices for the sole purpose of improving student achievement
• professional development that is job-embedded, continuous and focused on research-based best practices supporting the National Staff Development Council Standards for Staff Development and the Minneapolis Standards of Effective Instruction
• opportunities for teachers to be engaged creatively in action research in support of effective instructional practices
• research-based innovation and risk taking as the norm, necessary for continuous learning
• an instructional community that is responsible for collegial coaching, growth and support with the understanding that professionals have each other’s interest at heart
• implementation that is systematic and aligned with the district’s work

The professional development continuum for teachers depends on systemic support. The continuum begins with initial training and collaboratively supported practices; it evolves into independently and collegially facilitated growth. Professional development continues throughout the teaching career with ongoing reflection and leadership. The Minneapolis Standards of Effective Instruction apply to all teachers and assist them as they move through the development continuum. These standards are to be used as a guide when it comes to planning and implementing staff/professional development that supports teaching quality and student achievement. The standards are also an effective tool for use in coaching, mentoring and teaming as part of the Professional Development Process. The original Standards of Effective Instruction were synthesized by a representative group of teachers, principals and administrators who reviewed and analyzed standards from the following national and state organizations:

• National Board for Professional Teaching Standards
• Educational Testing Service (PRAXIS)
National and Minnesota Interstate New Assessment and Support Consortium (INTASC)

The original Standards of Effective Instruction have been revised to align with all of the national standards mentioned above and with the newly-adopted Minnesota State Standards of Effective Practice for Teachers (Rule 8710.2000). This alignment will assist teachers; as they work on the PDPs they will also be working on relicensure requirements. (Minneapolis Federation of Teachers and Minneapolis Board of Education, Article V, 2007)

The MPS Strategic Plan 2007-2012. The Minneapolis Public Schools began the development of a Strategic Plan in 2006 to launch a sweeping and systemic reform of the school district. Previous reports from the Council of Great City Schools, the Annenberg Institute for School Reform, The New Teacher Project, and the Consortium for Policy Research in Education concurred on the need for a close examination of district expectations for instruction and the monitoring of curriculum delivered across the district. The Strategic Plan for 2007-2012 was written using data and input from students, parents, school district staff, community leaders, business executives, and government leaders. During the development of the plan, district administrators and the Board of Education reviewed data and contributed ideas. The new strategic direction and core strategies were approved by the Board in December 2007. Detailed implementation planning occurred early in 2008. The vision expressed in the Strategic Plan is “Every Child College Ready.” This vision will be accomplished by increasing equity, raising expectations, strengthening relationships, focusing resources, and by addressing and meeting two goals:

1. Raise every student’s achievement.
2. Close the racial and income achievement gaps.

The Strategic Plan specified 9 recommendations. (See Appendix A.) To help the district address the vision and goals of the Strategic Plan, the Board engaged Phi Delta Kappa International to perform a Curriculum Management Audit in fall of 2008.
Theory of Action. In June 2010 the Board adopted the *Theory of Action*, a document that provides a framework for improving student achievement. The Theory of Action goal aligns with the two Strategic Plan goals of “. . . increasing achievement of all students while closing the opportunity and achievement gap.” This document identifies focused instruction as the direction in which the district must move to meet the needs of its diverse learners. Focused instruction includes professional development that is tied to the curriculum and leads to increased student learning. According to the Theory of Action, focused instruction includes “establishing high standards and a more tightly aligned system of curriculum, professional development, and assessment . . . [focused instruction includes] comprehensive professional development aligned with the curriculum that provides effective ways to teach and ensure learning.” In August 2010, Superintendent Bernadeia Johnson addressed Minneapolis Public Schools Principals, citing focused instruction as one of the key audit recommendations and noted that implementing “focused instruction is the single most important thing that we can do this year.”

Curriculum Management Audit. The purpose of the audit was to evaluate the quality of the district’s written, taught, and assessed curriculum and to provide recommendations to put in place whatever would be necessary to achieve the Strategic Plan goals. An additional purpose was to examine how the *Principles of Learning* framework, from the district’s work with the University of Pittsburgh’s Institute for Learning, was being implemented. The district engaged in implementing the *Principles of Learning* to support the belief that effort creates ability. The aim was to develop and implement curriculum and pedagogy that would ensure achievement of rigorous academic standards by all students.

The Curriculum Management Audit took a systems approach to educational improvement - it considered the system as a whole rather than a collection of separate and discrete parts. The auditors held the assumption that the interrelationships of system components and their impact on the overall quality of the organization are critical when it comes to accomplishing the Strategic Plan goals of raising every student’s achievement and closing the racial and income achievement gaps.
The audit noted that the mission of professional development is to increase student achievement. The report reads, “This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of the curriculum. A comprehensive professional development program is long-term, is based on the curriculum and district goals, and is focused and coordinated.” (p. 239) The audit described the district’s professional development policies and procedures as disconnected and lacking an evaluation system. It went on to note the numerous professional development offerings and many participants, but little evidence of an impact on teaching and student learning. In the words of the auditors

... professional development policies and procedures are not clearly defined in the Minneapolis Public Schools and do not provide connectivity among the various levels of the school district. In addition, evaluation of the effectiveness of professional development is nonexistent. While many professional development activities are conducted, there was little evidence that professional development offerings have had positive impacts on teacher performance and student learning. (p. 240)

The audit contains 10 recommendations; Recommendation 8 deals specifically with professional development. Recommendation 8 provides governance and administrative guidance for developing “... a comprehensive and individualized training program focused on results-oriented strategies that improve instructional skills and student achievement.” (p. 239) Governance functions in the recommendation are addressed to the Board of Education and administrative functions are addressed to the Minneapolis Public Schools Superintendent. Most actions include specific elements to guide the work, as shown in Figure 4 which summarizes Recommendation 8.

<table>
<thead>
<tr>
<th>Governance Functions</th>
<th>Administrative Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.8.1: Develop and adopt a policy that describes the district’s expectation and directs professional development efforts.</td>
<td>A.8.1: Assist the Board of Education with the development of the recommended policy.</td>
</tr>
</tbody>
</table>
G.8.2: Direct the superintendent to develop regulations to implement the professional development policy across the district.

G.8.3: Direct the superintendent to develop a long-range professional development plan. The plan should span minimally three years with annual updates that ensure tight linkages to system priorities.

G.8.4: Direct the superintendent to annually report on the comprehensive professional development plan. This will ensure that the program is meeting Board policy and is aligned with systemwide goals and priorities.

A.8.2: Develop administrative rules and regulations to implement the professional development policy districtwide.

A.8.3: Assign the Director of Professional Development the responsibility to develop a comprehensive, long-range professional development plan. Particular attention should be given to establishing a feasible number of priorities within established timelines.

A.8.4: Assign the Director of Professional Development the responsibility to report annually to the Board of Education on the comprehensive professional development plan.

A.8.5: Provide the resources and funding necessary to create a professional development tracking process that can report specific and disaggregated participation in high-quality, content-specific professional development.

**Figure 4: Audit Recommendation 8 - Governance and Administrative Functions**

While Recommendation 8 speaks directly to the development of a district staff development plan, other recommendations include professional development as an action for addressing a needed change. For example, Recommendation 2 speaks to the development and implementation of a curriculum management plan to coordinate, articulate, and align the written, taught, and tested curriculum that includes curriculum guides. The action plan for this recommendation includes the alignment of professional development to support teachers’ quality delivery of the curriculum. Recommendation 5 addresses the need for more effective use of data to improve
Professional Development Work Group. A group of 19 Minneapolis Public Schools staff members worked with a consultant from Learning Forward and a local expert in professional development to study the research on effective professional development in preparation for creating the plan. The group included school-based teachers, a principal, the President of the Minnesota Federation of Teachers, representatives from special education and English language learners. Representatives from the district-level departments of Curriculum and Instruction, Strategic Planning, Human Resources, and Research, Evaluation, and Assessment also served on the work group. (Members of the Work Group are listed on page 3.) The Superintendent assigned the Director of Professional Development to develop the comprehensive, long-range professional development plan. In turn, the Director of Professional Development charged the Work Group with addressing the Curriculum Management Audit professional development recommendation and creating the action plan. (See Appendix F for the Plan Criteria.)

The Work Group developed a rationale for professional development in the Minneapolis Public Schools that includes our philosophy, mission, and beliefs. A professional learning framework was created that addresses professional learning for all Minneapolis Public Schools employees - those whose work is instruction as well as staff whose responsibilities focus on operations. The professional learning framework focuses on a school becoming a learning school, with support from the district central office, and engaging parents and the community in conversations about professional learning and its impact on student learning. The framework appears in Figure 5.
Mission Statement
Minneapolis Public School District will ensure that all students successfully learn and graduate by providing a reliable, efficient, inclusive professional development system in which all employees perform effectively by continuously improving their knowledge and skills.

Goal: By 2015, 100% of Minneapolis Public School District’s employees are engaged in a continuous cycle of improvement within an aligned, coherent system of standards based professional learning so that all students will be prepared for postsecondary education, lifelong learning, work and citizenship.

Instructional Staff: Professional Development is a comprehensive, sustained and intensive approach to continuously improving teachers’ and principal’s effectiveness in improving student achievement.

Operational Staff: Professional development defined by their job description, skills and duties that supports efficient and effective operations and classrooms so that all students can learn.

Content: Knowledge and skills aligned with job responsibilities and the MPSD strategic plan that develop individual, department, school & district excellence focusing on student success.

Process: Research-based best practice provided in a cycle of continuous improvement driven by results and standards-based and job-embedded.

Results: Formative and summative evidence that measures implementation and informs improvement of the effectiveness of professional development in achieving identified learning goals and accountability of all staff.

© Minneapolis Public School’s Professional Learning Framework – 10.20.2010

Figure 5: Minneapolis Public Schools Professional Learning Framework
Schools are designed for student learning. Student learning is accomplished by healthy growing educators. A high-growth environment for the adults infects the students. Effective professional development takes place in a variety of forms, by individuals studying and working on their own, in pairs, in groups that include school staff, and through staff development for large groups or the whole district.

**Professional Development Models**

The work group studied the most effective professional development models and made specific recommendations on the design and implementation of these models. Designs for effective adult learning that impact student learning highlight the need for professional development that supports the individual and collaborative groups, is job-embedded, and is supported by the district central office.

Professional development happens through deliberate actions by the organization—the district and the school—to generate learning by educators and to create a learning environment in the school and district. Various models of professional development have the potential to create and support adult learning that leads to student learning when the professional development is intentionally planned and implemented according to practices that are known to be effective. These models may operate alone. However, they will often be most effective when combined with other models: e.g., combining a summer institute with professional learning communities and/or school-based instructional coaching.

Table A presents a matrix of professional development models. The descriptions used by Joyce and Calhoun (2010) are the basis for the names of these models, which are expanded upon in the following pages.
### Table A: Professional Development Models

<table>
<thead>
<tr>
<th>Individual</th>
<th>Personal Direct Service</th>
<th>Collaborative/Cooperative</th>
<th>Workshop/Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDP – Professional Development Process</td>
<td>Mentors</td>
<td>Professional Learning Community</td>
<td>Horizontal</td>
</tr>
<tr>
<td>Sabbatical</td>
<td>Instructional Coaches</td>
<td></td>
<td>Vertical</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual** models reflect the fact that educators are continuously and professionally growing, building their individual capacities to learn new curriculum and ways of teaching. Recognizing that individual differences will affect how teachers learn, professional development must be modulated to reflect the similarities and differences in adult learning levels and styles. A model that works for some may not work for all. Some models include paying a stipend while others offer short-term leave for professional development. There are other models that provide individual and peer support as new knowledge and skills are implemented.

**Personal Direct Service** is a category of models in which an individual teacher is assigned to another teacher, or to several other teachers, for the purpose of getting to know the teacher or teachers, diagnosing needs and providing help. Mentors for new teachers and instructional coaches are two forms of Personal Direct Service.

**Mentors.** Three rationales for mentoring as a form of professional development are discussed in the research:

1. Because teaching is complex, it often takes years to learn to teach knowledgeably and skillfully. Mentoring can support teachers through the early months and years of practice.
2. Mentors take on the role of protective companion for new teachers who are often given the most difficult students, the most difficult subjects, and difficult environments.
3. A mentor helps new teachers develop 21st century teaching skills for students needing 21st century learning and knowledge.

Best practice in mentoring takes the form of specific differentiation of guided practice and assistance to teachers in a job-embedded context, based on a thorough assessment of the teacher’s strengths and needs. The goal is to help teachers achieve and maintain effective instructional practices for the growth of their students.

The need for mentoring services tends to vary as a function of a teacher’s background and experience. Required competencies and areas for growth can be addressed through peer coaching that includes reflection, the use of student data to create appropriate lessons, attention to classroom organization and management, and explanations of the curriculum and how to teach it. Mentors help teachers who have mastered basic competencies deepen their understanding of teaching and learning processes, use their curricula and materials effectively and employ effective instructional strategies. For the more advanced teacher, mentoring can focus on exploring, applying, and analyzing the effectiveness of more sophisticated models of teaching and learning.

**Instructional Coaches.** The primary purpose of an instructional coach is to support teachers in ways that deepen their understanding of content knowledge, research-based instructional strategies, and the use of a variety of assessments to monitor student achievement. Instructional coaching helps teachers build capacity for effective instructional practices within a content area. Recent research reported a positive impact on student achievement when literacy coaching was effectively implemented. The report stipulated that when literacy coaches receive rigorous training in the theory and content of literacy learning and provide extensive school-based professional development and individual coaching, there is a positive effect on student learning. This model of coaching should be school-based, sustained over time and part of a coherent school reform model. (Wei et al., 2010)
The success of a coaching program is dependent upon making smart choices about the roles of coaches. Because coaches can fulfill many roles, it is important to be clear about what is expected of a coach. A school-based coach could play the role of:

1. resource provider
2. data coach
3. instructional specialist
4. curriculum specialist
5. classroom supporter
6. learning facilitator
7. mentor
8. school leader
9. catalyst for change
10. learner

When we consider the research on the positive impact of literacy coaches on student achievement, it is clear that a coach should be both instructional specialist and curriculum specialist at a minimum.

**Collaborative/Cooperative** models include Professional Learning Communities (PLCs) and other collaborative learning groups. In addition to the emerging research about coaching as an effective professional development model, Wei et al. (2010) cited empirical evidence of the effectiveness of professional learning communities with regard to increasing student achievement. Teachers’ new knowledge will be implemented as they plan lessons together, examine their students’ work to find ways to improve it, observe one another teach, reflect on changes in instruction, and plan improvements based on various data. The effectiveness of this collaboration can exist in team, department, and grade-level compositions of PLCs.

Collaborative professional learning engages teachers in teams that work together over time to improve teaching and learning. In addition to an unwavering commitment to student learning that is consistently articulated and referenced in the staff’s work, several characteristics are important if professional learning groups are to be successful:
• The role of the principal is crucial. Supportive and shared leadership requires collegial and facilitative participation of the principal, who shares leadership by inviting staff input and action in decision making. Trust and community are fostered by creating an ongoing conversation with staff about what teaching and learning requires and about what will show that the school is making progress.

• Trust among professional learning community members is important for true collaboration and accountability. Collaborative groups work best when provided some autonomy. For example, some schools let collaborative groups choose participants, meeting times and places, and areas of focus based on student needs.

• Which students are succeeding? Who is struggling? There are many forms of data that are useful for informing professional learning communities’ decisions and progress: student work, scores from standardized assessments, formative classroom assessments, and others. It is important to measure what matters so that we know we are making a difference. We must continually ask whether we are getting the right information to inform our practice. The courage to examine the present condition of student learning without judgment or blame is crucial for planning the work of school-based professional learning communities.

• Focus on instruction. There is an emerging consensus that professional development that has the highest impact focuses directly on instructional content and materials. The best approach is to have teachers who are designing and working with the same curriculum come together in collaborative groups to study what is working and what needs adjustment based on their students’ work (data). Their discussion should focus on instruction. Lesson Study and Looking at Student Work are strong tools or protocols for this work.

• Follow-up for any instructional change decided on in a professional learning group is critical. This shared practice involves the review of a teacher’s behavior by colleagues and includes feedback and assistance to support individual and community improvement. This can be accomplished through an open-door policy where colleagues move freely in and out of each other’s classrooms or, more formally, when they observe one another
regarding specific things on which the group has agreed to work. This process could also involve support from coaches.

- Follow-up includes reflection by the participants, individually and with colleagues, about the application of the new learning and potential next steps to deepen the learning, improve the application of the learning to teaching, and measure the impact on student learning.

- Ongoing documentation and sharing of the work and learning of professional learning communities is important. This sharing provides opportunities for staff to communicate about their ongoing work, struggles, and learning which makes the whole school smarter, builds community, and encourages accountability. (See Appendix C.)

**A Workshop or Institute** refers to the concentrated study of specific content over a short period of time. A workshop might last half a day or more while an institute generally covers a number of consecutive days. In this professional development model staff usually gain new knowledge about a topic by reading, discussing, and listening to speakers. Participants might view demonstrations of the new knowledge and be provided the time to plan how they will integrate this new knowledge with their classroom instruction, administrative responsibilities, or other work. In various fields, including education, the study of learning has resulted in an important distinction between the horizontal and vertical transfer of new knowledge. The difference between these two types of learning is based on complexity and familiarity, a distinction that is especially important when planning workshops.

**Horizontal** refers to the easy transfer of knowledge gained from a workshop to practice in the workplace. Workshops intended to facilitate horizontal transfer might focus on minor teaching skills where the participants already possess some knowledge and experience. Such horizontal workshops might be perfect as a vehicle for extending the learning of a practice or skill that is already familiar. The horizontal transfer of knowledge and skills can usually be accomplished in one or two sessions.

**Vertical** workshops or institutes are most appropriate when the sessions start the learning, but where implementation of the workshop learning requires additional professional development.
New learning for participants should be delivered in vertical workshops or institutes. Learning that lends itself to vertical transfer usually requires several sessions with time between sessions, accompanied by opportunities for implementation support at the site. The on-site support could take the form of coaching or collaboration on the topic in a professional learning community.

**Evaluation of Professional Development**

Evaluation is part of any good plan. Evaluation is based on a theory of change and logic model that assist staff in deciding what the professional development will be and how it is expected to produce intended results. At various points there is systematic collection of evidence (a chain of evidence) to determine effectiveness. This evidence answers the question, “How will we know?”

The evaluation standard for staff development, developed by Learning Forward is, “Staff development that improves the learning of all students and uses multiple sources of information to guide improvement and demonstrate its impact.” As outlined in the rationale for evaluation: “the evaluation process begins with the planning stages, and is based on clarity of thought regarding outcomes, the adult learning processes that will be used, and the evidence that is required to guide decision making.” Further, the evaluation process “asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action.” (NSDC, 2001)

Despite the adoption and purported use of Guskey’s *Evaluating Professional Development* (2000) by the Minnesota Department of Education, the Minneapolis Federation of Teachers, the District Staff Development Advisory Committee and site staff development chairpersons, there is little evidence of its use to evaluate professional development activities in Minneapolis Public Schools. When professional development evaluation has occurred, it has been episodic and primarily limited to the use of satisfaction surveys designed to measure how much participants enjoyed the experience.
The Backmapping Model and Guskey’s Five Critical Levels of Professional Development Evaluation reinforce the need for evaluation to permeate professional development planning and implementation. Guskey’s five levels are:

- **Level 1** - measuring adult reaction to learning experience
- **Level 2** - measuring adult learning
- **Level 3** - assessing organizational support and change
- **Level 4** - assessing application of adult learning
- **Level 5** - assessing student learning

Guskey’s model asks: What questions are addressed? How will information be gathered? What is measured or assessed? How will the information be used, especially at levels 4 and 5 that result in changes in practice and increases in student learning? (Guskey, 2000)

**Roles and Responsibilities for Evaluation at Sites and Central Office**

Evaluating professional learning is the responsibility of all levels of the organization. In addition to evaluating adult learning, central office is responsible for providing resources, processes, leadership, and oversight for high levels of professional learning. Sites are responsible, especially through the School Improvement Process (SIP), for identifying needs, monitoring implementation, and evaluating professional learning.

To clarify roles and responsibilities for the Staff Development Standards, Learning Forward created a set of Innovation Configurations (ICs) or maps. These ICs describe the quality of implementation or most-desired outcome when implementing a method, system, or program. Sites and central office share the responsibility for evaluating professional development activities and programs. These responsibilities are defined as desired outcomes and clarified by descriptions of high implementation, as shown in Table B. (NSDC and SEDL, 2003)
### Evaluation Standard

<table>
<thead>
<tr>
<th>Desired Evaluation Outcomes for Professional Development:</th>
<th>Site Staff</th>
<th>Central Office Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contribute a variety of data to evaluate impact of professional development</td>
<td>• Develop the capacity of school-based leaders to conduct evaluations</td>
<td></td>
</tr>
<tr>
<td>• Collect and analyze classroom data to determine impact</td>
<td>• Evaluate professional development using a variety of data</td>
<td></td>
</tr>
<tr>
<td>• Evaluate school-based programs using a variety of data</td>
<td>• Design summative and formative evaluation of district-based professional development programs</td>
<td></td>
</tr>
<tr>
<td>• Design formative and summative evaluations</td>
<td>• Develop a comprehensive plan for conducting ongoing evaluation</td>
<td></td>
</tr>
<tr>
<td>• Develop a comprehensive plan for conducting ongoing evaluation</td>
<td>• Evaluate professional development using a variety of data</td>
<td></td>
</tr>
</tbody>
</table>

### Examples of High Level Evaluation Outcomes:

<table>
<thead>
<tr>
<th>Site Staff</th>
<th>Central Office Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify changes in student learning or behaviors and changes in classroom practices. Assess the extent to which school culture and organizational structures, policies and processes have changed and identify the changes in knowledge and skill that result from participation in a professional development program.</td>
<td>Provide learning experiences about the development of evaluation questions, multiple data sources, data collection methodology, data analysis and interpretation processes, dissemination strategies and evaluation of the evaluation to assess the impact of the professional development program on student achievement.</td>
</tr>
</tbody>
</table>

### Table B: Staff Development Evaluation Innovation Configuration for Teachers, Principals and Central Office Staff Members

Appendix G shows the Evaluation Standard (from the Innovation Configuration Crosswalk), including the roles and outcomes for the various stakeholders who make up site and central office staff.

### Guiding Laws, Policies & Regulations – Federal, State and District

A variety of federal, state, and district laws, policies, and regulations guide the professional learning of educators to ensure academic progress for all students. Local or district policies and
regulations address the unique needs of each district or school site. Funding or revenue streams most often follow these laws and regulations. It is essential to target all funding sources and other resources to assure implementation of the Professional Development Plan.

**Federal Legislation.** The Elementary and Secondary Education Act (ESEA), originally enacted in 1965, focuses on: encouraging comprehensive, systemic school reform; upgrading instructional and professional development to align with high standards; strengthening accountability; and promoting the coordination of resources to improve education for all children. The current reauthorization of ESEA is the No Child Left Behind Act of 2001 (NCLB). ESEA legislation contains multiple sections called “titles.” The two most relevant sections for this professional development plan are Title I and Title II. Funding flows from the federal level to states and then to school districts. (Appendix L summarizes Federal and other programs.)

**Title I and Adequate Yearly Progress (AYP).** Title I programs are designed to distribute funding to schools and school districts with a high percentage of students from low-income families. According to the U.S. Department of Education the purpose of Title I funding “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.” ESEA was rewritten in 1994 with the goal of helping at-risk students. Under NCLB, schools must make adequate yearly progress (AYP) on state tests and focus on best teaching practices in order to continue receiving funds. The legislation defines Highly Qualified Teachers as shown in Appendix H.

**Title II.** The purpose of this section and funding source is to increase academic achievement by improving teacher and principal quality. This is addressed by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding states and schools/districts accountable for improvements in student academic achievement. In exchange for Title II funds, states, schools, and districts are held accountable to the public for improvements in academic achievement.
Title II, Part A provides flexibility for the states to use these funds creatively to address challenges pertaining to teacher quality, whether they concern teacher preparation and the qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders. The legislation requires a school district to conduct a needs assessment for professional development.

State Legislation. Minnesota laws, policies and regulations provide guidance for professional learning of educational staff. State measures include the teacher and principal relicensure rules, standards of effective practice and staff development statues. Especially important to the Professional Development Plan are the Staff Development Statues that require districts to reserve funds to implement activities and to 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. (Appendix I, J, and K)

Alignment of federal and state policies and regulations, and use of the associated resources, supports the District’s efforts to serve students and educators and maximizes the return on investment. Appendix L provides an overview of Federal, State and District Professional Development Legislation, Resources and Purposes.

Recommendations and Next Steps

The federal and state perspectives, MPS Strategic Plan, Audit and other documents created the backdrop for the Comprehensive Professional Development Plan. Fortified by what we know from the research regarding professional development that is school-based and supported by the central office, and how effective models and strategies impact teaching and student achievement, the Professional Development Work Group offers the following recommendations:

1. Adopt a Board policy assuring professional development for all employees that is driven by student achievement. This policy will describe the district’s expectation and direct professional development efforts regarding the following:
   * Assessing professional development needs
• Planning, coordinating, implementing, and evaluating professional development activities
• Tracking specific participation in professional learning activities

2. Plan for district and school professional development that is focused and aligned with the District Strategic Plan and its commitment to Focused Instruction.

3. Design, monitor, and evaluate school improvement plans that include professional development driven by an analysis of student data over time and that inform and identify adult learning needs.

4. Design and deliver standards-based and curriculum-based professional development through effective models over time in a cycle of continuous improvement.

5. Adopt and implement a consistent Professional Learning Communities (PLC) model and instructional coaching model.

6. Identify adequate time for job-embedded professional development.

7. Provide orientation and induction at the district, site, and department levels for all employees.

8. Base professional development on current job responsibilities to support growth and connect to an individual’s performance assessment.

9. Evaluate the planning and implementation of professional development both formatively and summatively.

10. Report annually to the Board on the status of implementation and revisions to the professional development plan specified in the audit recommendations; this is the responsibility of the Director of Professional Development.

It is now time for implementation. The insights and recommendations contained in the Plan must come alive over the next five years through regulations and Board policy, led by the Superintendent and the Director of Professional Development and Assessment. An Action Plan must be supported with the necessary resources and funding to assure truly systemic implementation throughout Minneapolis Public Schools. Meeting our responsibility for the professional development of all adult learners in the District will help us accomplish our goals of accelerating student achievement and closing the achievement gap, to the benefit of all those who we are here to serve.
Appendix A

Minneapolis Public Schools 2007-2012 Strategic Plan Excerpt

Recommendations from the Strategic Plan:

1. Raise expectations and academic rigor for all students, aligning pre-K-12 programs with the college readiness goal.
2. Identify and correct practices and policies that perpetuate the achievement gap and institutional racism in all forms.
3. Develop highly effective principal corps and ensure they have the capacity to establish and lead outstanding instructional teams.
4. Develop high-performing teacher corps and provide professional development and support to get excellent results for all students.
5. Set clear expectations for all staff at every level - reward success, support and develop, but remove low performers when required.
6. Transform relationships and partner with families.
7. Build widespread internal and external support and partnerships to get results.
8. Restructure the lower-performing 25 percent of schools, increasing the flexibility and autonomy for the lowest and highest performing.
9. Create and sustain a positive financial position.

Professional development could be inferred in all or most of these recommendations. The Strategic Plan specifies professional development as an action step for recommendations 2, 3, and 4.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2: Identify and correct practices and policies that perpetuate the achievement gap and institutional racism in all forms.</td>
<td>• Develop pro-equity/anti-racism leadership at all levels of the District. • Create understanding among all staff of institutional barriers to achievement by students of color and increase cultural</td>
</tr>
</tbody>
</table>
| #3: Develop highly effective principal corps and ensure they have the capacity to establish and lead outstanding instructional teams. | • Actively engage parents and the community in mutual learning to raise academic achievement.  
• Refocus professional development to assessing rigor and fostering instructional effectiveness in the classroom, especially in literacy, math, ELL, special education, and the integration of culturally appropriate strategies. |
| --- | --- |
| #4: Develop high-performing teacher corps and provide professional development and support to get excellent results for all students. | • Reallocation of most professional development resources to individualized and job-embedded coaching.  
• Strengthen teacher-led professional learning communities in which teachers use student data, best-practice sharing, observations, and coaching to improve instruction.  
• Integrate cultural competence and family engagement strategies into professional development.  
• Deepen teacher content expertise through professional development or changing licensure requirements in key areas (e.g., middle school math).  
• Strengthen instructional strategies for key groups (e.g., ELL, Special Education students). |
Appendix B

Minneapolis Public Schools Philosophy Statement on Professional Development (2007)

Our mission as a district is to ensure that all students learn. In order to achieve our mission, it is imperative that all district staff continuously learn and develop their capacity to serve our diverse students and their families. Our district philosophy of professional development is grounded in knowing that our efforts to increase the learning of all students and close the achievement gap require effective professional/staff development.

In essence, Minneapolis Public Schools believes that effective professional learning:

- Focuses on and improves student learning;
- Increases educators’ knowledge, skill, and understanding of diverse learners, subject matter, and best practices;
- Establishes a culture of quality for the work of adults and students;
- Happens primarily at schools and is job-embedded;
- Requires time and other resources devoted to professional learning;
- Is active, collaborative, reflective and ongoing;
- Demonstrates respect for teachers as professionals and as adult learners;
- Occurs within a district that views itself as a learning organization and knowledge-creating institution;
- Requires commitment to consistency and focus over the long term;
- Is at the heart of continuous student, teacher, school, and district improvement.

The ultimate purpose and outcome of effective professional learning is to increase student learning. Therefore, effective professional/staff development involves collaborative and reflective examinations of formative and summative assessments, including student work, to understand students’ needs and interests related to rigorous academic learning including academic content standards.

Professional development is connected to questions of content and pedagogy as well as research about learning and effective teaching. Teachers gain a deep understanding of their subject area through professional development. They understand the content knowledge and skills and become immersed in the scholarship of their discipline. Fortunately teachers’ acquisition of this content knowledge and these skills can occur simultaneously as they also learn new instructional approaches and assessment techniques.

Teachers’ knowledge of their students is an essential ingredient of successful teaching. Professional learning helps educators understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. It provides strategies for tapping the unique strengths of each student and helps teachers use knowledge of their students’ interests and backgrounds to plan meaningful lessons for a continually changing student population. Professional development equips educators with ways of providing differentiated learning activities based on individual differences.
Educators apply their learning in schools and classrooms. They coach and mentor one another as they implement instructional strategies and engage students in curriculum. They meet regularly with teammates or colleagues in professional learning communities to share, reflect, and refine the implementation of pedagogical practices. Powerful professional learning encourages discussion about what quality looks like, both in terms of the work of educators and the work expected from all students. Staff/professional development is the mechanism to make this happen.

Effective professional development demonstrates respect for teachers and other staff as adult learners. It provides sufficient time and follow-up support for adults to master new content and strategies and to integrate them into their practice. The implementation and practice of ongoing professional learning happens primarily in and across schools. It must be designed to develop the capacity of staff to work collectively within their own schools and with practitioners in other settings. In order for collaboration to occur, time and resources must be available to effectively integrate the content of professional learning into teaching.

Professional learning must occur if the school district is to develop and maintain the capacity to provide children with a quality education. It must be embedded in a school district’s operational structures and permeate the work of the organization; it should be viewed as an integral part of teachers’ and principals’ work as well as the work of all district and school-based staff. Professional development is also connected to the consequences of district priorities, practices, and structures while stimulating and supporting district and site-based initiatives and improvements.

The Minneapolis Public Schools concurs with the National Staff Development Council when it wrote, “Staff development is the means by which educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students” (2001, p. 2). The Minneapolis Public Schools’ Philosophy is grounded in the National Staff Development Council standards delineated into process, context, and content standards. Context standards outline what organization factors support high quality professional development. Process standards provide direction for improving educators’ daily practice. Content standards address the knowledge and skills educators acquire through professional development. All three components are necessary to ensure that staff development improves students’ learning.
Appendix C

Professional Learning Communities Sub-Group – Some Initial Findings

Focus on Instruction — This was the strong message across sources. The best case situation is for teachers designing and working with the same curriculum to come together in PLCs and study what is working and what needs adjustment based on their students’ work (data). Refrain from talking about individual student behavior, logistics, etc. Keep the focus on instruction. (See attached rubric.) Lesson Study and Looking at Student Work are strong tools (protocols) for this work.

Begin with a ruthless assessment of reality. Which students are succeeding, which are struggling? The courage to examine the present condition without judgment or blame is crucial for planning school PLC work.

Trust, collaboration, accountability, and autonomy are all important for PLCs that work. Trust between principals and teachers and trust between PLC members is important for true collaboration and accountability. PLCs work best with some level of autonomy built in. Some schools let PLCs choose participants, meeting times and places, and areas of focus based on student needs, use Google™ docs to keep and share notes, etc.

Follow-up for any instructional change decided on in PLC groups is crucial. This can be accomplished through an open-door policy where PLC participants move freely in and out of each other’s classrooms or more formally where participants observe each other for specific things that the PLC has agreed to work on. This could also involve the support of coaches.

Sharing PLC work makes the whole school smarter, builds community, and encourages accountability. It is important to design ongoing ways for PLCs to share their work, struggles, and learning with the whole staff.

Data — There are many forms of data that are useful for informing PLC decisions and progress—student work, scores from standardized assessments, formative classroom assessment, etc. It is important to measure what matters so that we know we are making a difference. We need to ask continuously whether we are getting the right information to inform our practice.

Accountability — The role of the Principal is crucial in PLC accountability and success. Fostering trust and community, creating an ongoing conversation with staff about what teaching and learning requires, talking with staff about what will show that the school is making progress are all useful. Also important are the ongoing sharing of PLC learning and the documentation of PLC work and learning.
Appendix C (continued)

Professional Learning Communities Sub-Group

Depth of Interaction for Instructional Improvement

<table>
<thead>
<tr>
<th>Non-Interaction</th>
<th>Low to Intermediate Interaction</th>
<th>Purposeful, Substantive Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of meeting is focused on:</td>
<td>Majority of meeting is focused on:</td>
<td>Majority of meeting is focused on:</td>
</tr>
<tr>
<td>• Social conversation</td>
<td>• Swapping teacher stories</td>
<td>• Pedagogical principles underlying instructional approaches</td>
</tr>
<tr>
<td>• Non-instructional conversations about students (e.g., discipline issues, social events)</td>
<td>• Sharing materials or equipment</td>
<td>• Detailed accounting of nature of students’ understanding of concepts in the content area</td>
</tr>
<tr>
<td>• Unproductive conversation about district standards or frameworks</td>
<td>• Providing advice or discrete bits of information</td>
<td>• Detailed accounting of how students learn particular content and/or concepts</td>
</tr>
<tr>
<td>• Personal curriculum issues</td>
<td>• How to set up a classroom</td>
<td>• &quot;Doing&quot; the assignments/engaging as learners with post analysis</td>
</tr>
<tr>
<td>• School or districts tasks unrelated to teaching or learning</td>
<td>• How to use the curriculum materials or district standards</td>
<td>• Analyzing evidence of student learning of specific concepts</td>
</tr>
<tr>
<td>• Normalizing problems associated with teaching or learning</td>
<td>• Preparing for tomorrow only</td>
<td>• Collective attention to practice necessary and worthwhile</td>
</tr>
<tr>
<td></td>
<td>• General information about how lessons went</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Definition of Professional Development from Learning Forward

PROFESSIONAL DEVELOPMENT—The term “professional development” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement—

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:
(1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
(2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
(3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that—
   (I) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
   (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
   (iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
   (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
   (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
   (vi) informs ongoing improvements in teaching and student learning; and
   (vii) that may be supported by external assistance.

(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:
(1) must address the learning goals and objectives established for professional development by educators at the school level;
(2) advance the ongoing school-based professional development; and

(3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.
Appendix E

NSDC Standards for Staff Development (Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)

Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

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

Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)

Prepares educators to apply research to decision making. (Research-Based)

Uses learning strategies appropriate to the intended goal. (Design)

Applies knowledge about human learning and change. (Learning)

Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:
Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)

Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)

Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
Appendix F

Criteria for Comprehensive Long-Range Professional Development Plan

Criteria:

• Is based on the Learning Forward’s (formerly the National Staff Development Council) definition of professional development

• Has a board-approved policy that establishes professional learning based on the NSDC standards and supports full implementation of the plan

• Includes a professional development mission driven by and aligned with Minneapolis Public School’s mission, strategic plan and theory of action

• Provides a framework that guides and implements research-based innovations related to mission

• Developed using a long-range planning approach focused on the impact on student learning

• Includes all professional and classified employees

• Monitored by an ongoing cycle of formative assessment and evaluation that measures implementation with fidelity that informs focus, resources and work

• Is standards based, results-driven, ongoing and job-embedded professional learning using a variety of effective professional learning approaches

• Values, acknowledges and provides evidence of the phases of the change process as demonstrated through the use of measures such as Innovation Configuration Maps and Implementation Rubrics

• Provides for system-wide coordination that promotes coherence and differentiation

• Provides a prioritized list of professional learning expectations

• Provides the necessary funding to accomplish staff development goals in a fiscally responsible manner
Appendix G

Innovation Configuration Crosswalk – Evaluation Roles and Outcomes

(NSDC & SEDL, 2003, p. 42)
Appendix H

Definition of Highly Qualified Teachers from No Child Left Behind

Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor’s degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.

State Requirements: NCLB requires states to 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.

Demonstration of Competency: Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSS (for current teachers only, see below), 5) an advanced certification from the state, or 6) a graduate degree.

High, Objective, Uniform State Standard of Evaluation (HOUSS): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience professional development, and knowledge in the subject garnered over time in the profession.
Appendix I

Minnesota Statues

House HO – Highly Qualified Minnesota Statues

122A.16 HIGHLY QUALIFIED TEACHER DEFINED.

(a) A qualified teacher is one holding a valid license, under this chapter, to perform the particular service for which the teacher is employed in a public school.

(b) For the purposes of the federal No Child Left Behind Act, a highly qualified teacher is one who holds a valid license under this chapter to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a highly objective uniform state standard of evaluation (HOUSSE).

All Minnesota teachers teaching in a core academic subject area, as defined by the federal No Child Left Behind Act, in which they are not fully licensed may complete the following HOUSSE process in the core subject area for which the teacher is requesting highly qualified status by completing an application, in the form and manner described by the commissioner, that includes:

(1) documentation of student achievement as evidenced by norm-referenced test results that are objective and psychometrically valid and reliable;

(2) evidence of local, state, or national activities, recognition, or awards for professional contribution to achievement;

(3) description of teaching experience in the teachers' core subject area in a public school under a waiver, variance, limited license or other exception; nonpublic school; and postsecondary institution;

(4) test results from the Praxis II content test;

(5) evidence of advanced certification from the National Board for Professional Teaching Standards;

(6) evidence of the successful completion of course work or pedagogy courses; and

(7) evidence of the successful completion of high quality professional development activities.

Districts must assign a school administrator to serve as a HOUSSE reviewer to meet with teachers under this paragraph and, where appropriate, certify the teachers' applications. Teachers satisfy the definition of highly qualified when the teachers receive at least 100 of the total
number of points used to measure the teachers' content expertise under clauses (1) to (7). Teachers may acquire up to 50 points only in any one clause (1) to (7). Teachers may use the HOUSSSE process to satisfy the definition of highly qualified for more than one subject area. (c) Achievement of the HOUSSSE criteria is not equivalent to a license. A teacher must obtain permission from the Board of Teaching in order to teach in a public school.
Appendix J

Minnesota Statutes

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;

(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; and

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

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 2, paragraph (b). 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;

(4) ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; 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 by using best practices methods;

(2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
(3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;

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

(5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and

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

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.
Appendix K

Minnesota Statutes

122A.61 RESERVED REVENUE FOR STAFF DEVELOPMENT.

Subdivision 1. Staff development revenue.

A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for in-service education for programs under section 120B.22, subdivision 2, for staff development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement. A district in statutory operating debt is exempt from reserving basic revenue according to this section. Districts may expend an additional amount of unreserved revenue for staff development based on their needs. With the exception of amounts reserved for staff development from revenues allocated directly to school sites, the board must initially allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis, which must be retained by the school site until used. The board may retain 25 percent to be used for district wide staff development efforts. The remaining 25 percent of the revenue must be used to make grants to school sites for best practices methods. A grant may be used for any purpose authorized under section 120B.22, subdivision 2, 122A.60, or for the costs of curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, substitute teachers for staff development purposes, and other staff development efforts, and determined by the site professional development team. The site professional development team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the program. The board may withhold a portion of initial allocation of revenue if the staff development outcomes are not being met.
## Appendix L

### Federal, State and District

**Professional Development Legislation, Resources and Purposes**

Resources (and their purpose) include, but are not limited to, the following:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title I, Part A</strong> - Regular and stimulus funds (schoolwide or targeted assistance programs)</td>
<td>• Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.</td>
</tr>
<tr>
<td><strong>1003(a) Statewide System of Support</strong> – AYP funds</td>
<td>• Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.</td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td>• Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.</td>
</tr>
</tbody>
</table>
| **Title II, Part D** - Ed Tech | • Provide staff online job-embedded professional development.  
• Promote the continuous use of student data through electronic means. |
| **Title III, Part A** - LEP | • Provide staff job-embedded professional development aligned to grant goals to assist them in serving English Language Learners. |
| **State and District** | |
| **Q Comp** – Minnesota’s educator alternative compensation program | • Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates.  
• Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth.  
• Provide high-quality job-embedded professional development designed to assist educators in implementing the intervention model. |
| **Professional Development Set-aside** – 2% of district’s general revenue for professional development | • Provide staff with high-quality job-embedded professional development designed to assist them in implementing the intervention model. |
References and Resources


Richardson, J. (2002). Think Outside the Clock: Create time for professional learning. Tools for Schools, 6(1), Tool 5.5.

