

MFT Filename: Art. 5 - Staff Development for Specialists

The following proposal was made by the Minneapolis Federation of Teachers, based on input from educators, parents, students, and community members, is subject to modifications and additions throughout the bargaining process.

Section H. Staff Development: Staff development planning and implementation in the Minneapolis Public Schools is guided by a Strategic Direction for Staff Development, the National Staff Development Council Standards and the Minneapolis Public Schools Standards. The Staff Development Advisory Committee is responsible for the district staff development plan.

Minneapolis Strategic Direction For Staff Development

Minneapolis Public Schools' ability to effectively ensure student achievement of high academic standards requires focused and ongoing staff development. This Strategic Direction outlines how staff will be supported through high-quality, job-embedded, standards-based professional development.

Vision: Every school a learning community.

Mission: Staff development in a standards-based system is an ongoing process that engages staff in improving curriculum, instruction, and assessment to increase student achievement.

We Believe: We are committed to reaching all students through content (what we teach), pedagogy (how we teach) and assurance of quality (how well we teach).

- The relationship between teacher and
- student is critical to the achievement of high standards.
- The purpose of staff development is to improve student achievement through the State Standards, the MN Graduation Standards, and the MPS Standards of Effective Instruction.
- Standards will be embedded in all policies, contracts, and processes.
- Site staff development practices will be strengthened by:
 - a. having fewer and focused staff development goals;
 - b. structuring time during the day for staff to learn and work together;
 - c. building capacity at sites to deliver, facilitate and evaluate staff development activities;
 - d. accountability at sites for implementing and incorporating staff development into each teacher's practice.
 - e. instructional staff in city-wide programs and related services (e.g., Special Ed.) **and Specialists (Art, Library Media, Music, Physical Education, etc.)** will also engage in professional development activities with job-alike colleagues from other sites.
- Providing high-quality instruction for students, based upon the needs of students, is the **goal** of District support.
- Staff development should be continuous and embedded in the everyday work at sites with adequate resources and district support.
- Instructional change is a long-term, multi-staged process.

Staff Development Goals: Provide quality staff development at a high level of support that will:

- Respond to ongoing learning needs of all instructional staff in a standards-based system.

- Assist new instructional staff members in accelerating student achievement in a standards-based system.
- Assist site in creating a collaborative, professional culture where teachers are supported, respected, and valued.
- Align grants with existing staff development plans using a quality collaborative process.
- Maximize use of internal and external research about student learning.
- ~~Be appropriate and relevant for elementary specialists.~~ **Support the standards and content for elementary specialists (Art, Music, Physical Education, Library Media, etc).**

Staff Development Strategies:

- Help sites align staff development plans with Strategic Plan, School Improvement Plan, and individual goals (Professional Development Plan and Individual Learning Plan).
- Align all grants and service contracts with district staff development.
- Collect, analyze and use data to inform decision-making and refine staff development efforts.
- Provide strategies for teachers to reach all students through a broad instructional repertoire.
- Rethink and retool the school day to integrate job-embedded staff development into the school day at school sites, where learning is relevant to the unique needs of staff and students.
- Rethink and retool Teaching and Learning staff and budget to maximize opportunities for on-site, job-embedded learning.
- Integrate federal and state mandates into staff development.

Use technology and other approaches to deliver greater professional development opportunities at lower costs.

Guiding Principles

- Research will guide informed decisions about standards implementation and continuous improvement, including the NSDC Standards for Staff Development and the MPS Standards of Effective Instruction.
- MN Graduation Standards will be embedded into classroom instruction and practice.

Evaluation/Assessment: The extent to which district and site staff development activities support improved student achievement will be assessed and evaluated using T. Guskey's "Five Critical Levels of Professional Development Evaluation" as a guide.

Level 1: *Reaction:* What is the awareness level? Do the people involved like the format and find it understandable and helpful?

Level 2: *Learning:* What are the learning goals? Were they addressed?

Level 3: *Organizational Support and Change:* How are we organized to support professional development?

Level 4: *Use:* Were the desired outcomes demonstrated or reflected in teacher practice?

Level 5: *Impact:* Did it make a difference to student learning? Were the goals achieved?

National Staff Development Council (NSDC) Standards for Staff Development: The District has formally adopted the NSDC Standards.

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)

District Staff Development

District Staff Development Advisory Committee: The committee consists of classroom teachers, and, educational assistants, administrators, principals, other staff, parents, and community members. The committee works collaboratively with Curriculum and Instruction to:

- prepare a staff development plan that reflects District Strategic Direction and supports District and school staff development efforts;
- annually update District Staff Development Plan;
- support school staff development teams through training, networking and coaching;
- set standards for Exemplary Staff Development Grants to schools;
- evaluate grant proposals, award grants and support grant recipients;
- prepare annual report for submission to the Minnesota Department of Education allocate staff development funds to schools according to state law, District priorities, and referendum requirements;
- assess effectiveness and results of district and site staff development activities for impact on student achievement.

Expectations: The Strategic Direction will guide all district staff development activities.

- Site teachers shall be involved in planning and implementing all district staff development activities.
- All staff development facilitators and providers will use the NSDC Standards in planning and implementing staff development activities.
- Staff development will support teachers in meeting the MPS Standards of Effective Instruction and in closing the achievement gap.
- Based on the district staff development plan, staff development may be required for some or all staff members.

Time: The District will be proactive in finding time for teachers to engage in staff development.

- The district Calendar Committee will designate release days for staff development, all but one of which will be conducted at the site level. **During these days, Specialist teachers will have the option of meeting with content-alike colleagues for PD if the site PD topic/plan does not apply directly to their content area, PDP goals or teaching at their site.**
- In addition to one release day for district-wide professional development, one site professional development release day will be designated for instructional staff in city-wide programs, and related services, **and specialists** to engage in professional development activities with job-alike colleagues from other sites.
- Staff development activities and district meetings must be conducted with minimal disruption in the learning process for students.

Site Staff Development

Site Staff Development Committee: The committee at each site consists of a majority of teachers and additional representatives of the site community. Staff Development decisions are made by the Site Staff Development Committee. [MN Statute §122A.60]

The Site Staff Development Committee will:

- implement a process for allocating site staff development funds.
- employ the district Criteria for Spending Staff Development Funds.
- use the MN Staff Development Report and the MPS Staff Development Expenditures Report forms to guide planning, implementation, evaluation and reporting of site staff development activities.
- report spending, activities and results to the District Staff Development Advisory Committee for the purpose of state reporting.
- **provide equitable access to funds for specialists to attend district PD or out of district PD that directly supports SIP, PDP, or Content Standards learning.**
- **provide a quarterly report to all building staff of how all staff development funds are spent.**

Expectations: The Site Staff Development Committee will take the lead in facilitating professional learning at the site.

- Site staff development must:
 - a) support the SIP and/or individual PDP goals;
 - b) support educational diversity;
 - c) support participation and professional growth of all site community members.
 - d) release specialists to content specific, district wide groups if the focus is narrow or does not apply directly to the teaching and learning in the specialist area.**
- The site Leadership Team will include a representative of the Site Staff Development Committee as a member or ex-officio member.
- The Site Staff Development Committee must be represented in the site budget process.
- Based on the SIP and site staff development plan, staff development may be required for some or all staff members.

Time: Staff development should be continuous and embedded in the everyday work at sites.

- The purpose of release days, with the exception of parent-teacher conference days, shall be for staff development, professional learning, professional record keeping, and assessment of student work.

- Teachers and administrators of school sites and units, led by their Site Staff Development Committee, shall **will** jointly plan and participate in staff development on student release days.
- Release days designated for professional record keeping shall **will** only be used for that purpose, unless a majority of teachers at a site vote to deviate from the designated day.
- In addition to staff release days and preparation time, an average of at least two (2) hours per week must be available during the teachers' duty day for coaching, PDP, study groups, and other professional learning activities.
- The majority of staff meeting time should be spent on staff development, as teachers have e-mail, websites and voice mail in the classroom for regular communication.

Criteria For Spending Staff Development Funds: The purpose of staff development is to enhance the professional performance of all employees in the District so that our mission can be realized: *We exist to ensure that all students learn.*

- The district-wide staff development committee expects that the criteria for spending staff development funds will be communicated to and understood and adhered to by all staff and members of the site community.
- All staff development will support student learning through increased/improved staff effectiveness as reflected and aligned in the Strategic Plan, the School Improvement Process (SIP), and Professional Development Process (PDP) and Individual Learning Plan (ILP).
- All sites will create and implement a staff development plan as an integral part of their SIP development process and aligned with their SIP goals. Site Staff Development Plans and End of the Year Reports will be submitted to the District Staff Development Committee.
- The site Staff Development Committee should be comprised of a majority classroom teachers and be representative of the site community. **Specialists (Art, Media, Music, Physical Education, etc.) should be included on this committee.**
- Decisions about how staff development funds will be spent are made by the site Staff Development Committee and made available to the entire site community.
- Staff development funds will be focused on development of professional skills and are used primarily for group activities, not individual requests.
- All staff development will demonstrate a clear relationship between specific goals and results. Site staff development committees, in conjunction with their leadership teams and Professional Development Coordinator, will develop and use an evaluation component for assessing the effectiveness of the school staff development activities. Improved student performance must be part of that assessment.
- To maximize skill development, staff development will have follow-up over time and will be supported at the site through the Professional Development Process.
- Expenditures for food, travel, and lodging should be strictly limited and carefully monitored by the staff development committee to assure resource accountability according to the District's Guidelines for Allowable Expenditures.
- Staff development hourly rate or stipend rate as defined in employee contracts will be paid for the time beyond the defined workday only. Staff at the site must agree, in advance, to which rate will be paid (see Salary Schedule, Schedule G). Staff development hourly rate will be paid for the time beyond the defined workday only.
- Staff development activities shall be shared and replicated among sites and staff as appropriate.
- All staff development implementation will be consistent with the National Staff Development Council (NSDC) staff development standards.

MFT Filename: Art. 5 Teacher Development and Evaluation-Revised

The following proposals made by the Minneapolis Federation of Teachers, based on input from educators, parents, students, and community members, are subject to modifications and additions throughout the bargaining process. It is mutually understood that all dates will be updated in the contract as part of any agreement.

ARTICLE V. Revised. PROFESSIONAL DEVELOPMENT

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Section A. Teacher Development and Evaluation

Minneapolis Public Schools must, for probationary teachers, provide for all evaluations required under state statute (122A.41).

Minneapolis Public Schools (District) and the Minneapolis Federation of Teachers (Union) agree to a Teacher Development and Evaluation Model that includes the following for tenured teachers:

- one summative evaluation once every three years performed by a qualified and trained evaluator.
- annual completion of a Professional Development Plan (PDP) as detailed in the MFT Teacher Contract.
- for years in which teachers do not undergo a summative evaluation, teachers will engage in peer coaching with trained peers or participate in a Professional Learning Community.

Minneapolis Public Schools must:

- provide time during the school day and school year for peer coaching, Professional Learning Communities and teacher collaboration;
- include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with state statute and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video, among other activities, for the summative evaluation;
- in collaboration with the union through the SOEI labor management committee, develop an appeals process for tenured teachers and establish a right to an additional observation by by a Tier 3 or Tier 4 teacher in the same content area or team per teacher request.
- work with the Union to develop and implement mentoring and induction programs for new and probationary teachers.
- Provide teacher-determined, teacher-directed, and teacher-led professional development corresponding to SOEI for probationary and tenured teachers in consultation with the union and classroom educators.

Minneapolis Public Schools and the Minneapolis Federation of Teachers will collaborate on a Labor Management Committee (LMC) that will address issues related to teacher evaluation.

- The LMC will develop a robust appeals process for tenured teachers to petition for their summative evaluation results to be stricken from the record.
- By the end of the 2018-19 school year, the LMC will develop a portfolio option for teachers, consistent with professional teaching standards established in state statute Section 122A.18, Subdivision 4, to include teachers' own performance assessment based on student work samples and examples of teachers' work which may include video among other activities for the summative evaluation. This would include teachers' National Board Teacher Certification portfolios.

Teacher observation and evaluation in MPS will be completed using the Standards of Effective Instruction.

Section C. The Professional Development Continuum

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Professional Peer Collaboration Time: Professional Peer Collaboration Time: Occupational and Physical Therapists, Speech Clinicians, Psychologists, Licensed Teachers of the Deaf/Hard of Hearing Students, Audiologists, School Social Workers, Licensed School Nurses, School Counselors, **Arts, Music, and Physical Education**, and Library Media Specialists shall ~~shall~~ **will** have two (2) hours per month (**August - June**) devoted exclusively for professional peer collaboration.

This time shall ~~shall~~ **will** be part of the duty day to be used for professional growth as it pertains to job performance in the Minneapolis Public Schools. It may include discussion of professional practice issues, professional development, and networking with community/academic/professional leaders, completing projects surrounding improved student achievement, applying and supporting standards in therapy settings, and other tasks related to improved student outcomes. **Staff will be permitted to request a reserve, if required. As an alternative to meeting two (2) hours per month, staff will be permitted to meet every other month for four (4) hours, up to five (5) half-days per year.** ~~Professional Groups such as library media specialists that require a substitute teacher to cover classes these teachers will be allowed to request a substitute teacher. Professional groups needing a substitute teacher shall be allowed to collaborate with peers for four (4) hours every other month rather than two (2) hours per month as the district does not allow substitutes to fill two (2) hour requests. No more than five (5) half day requests will be placed by each professional during the school year.~~

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Achievement of Tenure (A of T) Support

Team: A of T Team:

- ~~Support and assist probationary teachers with the Achievement of Tenure Requirements.~~

- Assess progress toward tenure at last A of T team meeting before teacher is to present to Achievement of Tenure Review team. Encourage the teacher to be prepared at least 3 months before the anniversary of the adjusted seniority date.
 - Completed all requirements. The teacher is to submit the form to the Achievement of Tenure Facilitator.
 - Support and assist in celebration and recognition of A of T candidates
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- The make-up of the A of T Support Team must be finalized by the Monday after the Minnesota Education Association break in October.
 - Team members may include mentor(s), teacher colleagues, and an administrator. Probationary teachers will select teacher colleagues to be on their A of T Support Team.
 - Members of the A of T Support Team will collaborate with the probationary teacher to support their development.
 - To combat the effects of the current teacher shortage and ensure that students have consistency in their classrooms, no probationary teacher will be dismissed before the end of their third year, unless they commit an egregious or criminal act that would result in the dismissal of any employee. The District and site will provide sufficient supports for the continual development of the probationary teacher.
 - If the probationary teacher is not progressing in a timely manner such that they will be deemed proficient by the end of their third year of teaching, then it is incumbent on the administration to provide written notice no later than the end of the quarter in which the deficiency is noticed in order to give the probationary teacher time to address the deficiency and be re-evaluated by the A of T team. In the event that the deficiency is not resolved, the probationary teacher will be notified by building administration no later than the end of the third quarter of the school year that their contract will not be renewed for the following year.
 - Together the A of T Support team will meet and submit annually:
 - One (1) A of T plan by Oct. 31 of each year, and
 - At least two (2) progress reports each year
 - 1 during Winter term, by Jan 31
 - 1 during Spring term, by March 31
 - A of T Support Team recommendation Report, with all Team Member and Administrator signatures
 - Individual End-of-Year Summary Report from Administrator, PDP team, and Teacher
 - In the third year, the A of T support team will meet and come to a consensus decision recommending renewal or nonrenewal for the following school year by individual school budget tie-out.
 - In the event that the PAR mentor or administration cannot complete the observation requirements in the timeline laid out by the SOEI LMC in the probationary teacher's third year, the consensus of the team will stand as the decision for recommending renewal or nonrenewal.

By the end of the A of T process, the probationary teacher will have, with signatures and dates, a complete set of A of T documents for each of the three years, including plans, progress reports, and probationary teacher summary reports generated by the A of T Support Team. If, in any year of the A of T process, any of the A of T documents is not completed or provided to the probationary teacher, the remaining documents produced by the team will serve as the complete record for that year.

~~This article shall not be subject to the grievance procedure.~~

