

**BLUFFVIEW MONTESSORI SCHOOL
POLICY 425
STAFF DEVELOPMENT AND MENTORING**

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level. Bluffview's Advisory Staff Development Committee responsibilities will be undertaken by the Pedagogy Committee, and the title Pedagogy Committee will be used henceforth.

1. The majority of the membership of the Pedagogy Committee shall consist of teachers, at least half of whom should be certified Montessori teachers, representing various grade levels, subject areas, and special education. The Committee also will include non teaching staff, parents, and administrators.
2. Members of the Pedagogy Committee shall be reviewed by the school board. Committee members shall serve a one year term based upon nominations by board members, administration, teachers, and paraprofessionals. Individuals may volunteer as well. The Head of School is a mandatory member of the Pedagogy Committee.

B. The school board will establish a Site Professional Development Team. Bluffview has only 1(one) site, so this will be the Pedagogy Committee's responsibility as well. The Site Professional Development Team will be either a subset of the Pedagogy Committee or the Pedagogy Committee in its entirety.

1. Members of the Site Professional Development Team will be reviewed by the school board. Team members shall serve a one year term based upon nominations by board members, administration, teachers, and paraprofessionals.

2. The majority of the Site Professional Development Team shall be teachers representing various grade levels, subject areas, and special education. The Head of School is a mandatory member of the Site Development Team.

III. DUTIES OF THE PEDAGOGY COMMITTEE

- A. The Pedagogy Committee will develop a Staff Development Plan that will be reviewed by the school board annually.
- B. The Staff Development Plan must contain the following elements:
 1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;
 2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and Bluffview Montessori School's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to Bluffview Montessori School;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for

conflict resolution;

- f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
- g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes section 120B.125;
- d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of Bluffview Montessori School for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. 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.
8. Bluffview Montessori School may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Pedagogy Committee will develop a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Pedagogy Committee will evaluate staff development efforts at the

site level and will report to the school board through committee meeting minutes from each Pedagogy Committee meeting (once per month is the norm), regarding the extent to which staff at the site have met the outcomes of the Staff Development Plan.

- E. In addition to developing a Staff Development Plan, the Pedagogy Committee also must develop teacher mentoring programs for teachers new to the profession or Bluffview Montessori School, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with Bluffview Montessori School's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Pedagogy Committee shall assist Bluffview Montessori School in preparing any reports required by the Department of Education relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. The Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan no less than annually.
- B. 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 Staff Development Plan. The actual reports to the school board can be made by the Pedagogy Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless Bluffview Montessori School is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, Bluffview Montessori School will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under

section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. Bluffview Montessori School also may use the revenue reserved for staff development for grants to Bluffview Montessori School's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. Bluffview Montessori School may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. 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 Minnesota Statutes section 122A.61.
- D. Bluffview Montessori School may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
 - 1. additional stipends as incentives to mentors of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 - 3. programs for induction aligned with Bluffview Montessori School mentorship program during the first two (2) years of teaching,

especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and unlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent Bluffview Montessori School receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in Bluffview Montessori School for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On an annual basis, the Pedagogy Committee, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Pedagogy Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or Head of School for consistency with the Staff Development Plan at least quarterly.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to Bluffview Montessori School policy, staff procedures, contractual agreement, and the effect on Bluffview Montessori School operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. The Bluffview Montessori School Pedagogy Committee shall prepare a

report of the previous fiscal year's staff development activities and expenditures as part of Bluffview Montessori School's World's Best Workforce Report.

1. The report must include assessment and evaluation data indicating progress toward Bluffview Montessori School 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.
2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were made possible by the 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 (UFARS).

3. The report will be signed by the Head of School and staff development chair.
- B. To the extent Bluffview Montessori School receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, subd. 2 (Violence Prevention Education)

Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, subds. 7, 7a and 8 (Employment;
Contracts; Termination - Additional Staff Development and
Salary)
Minn. Stat. § 122A.41, subds. 4, 4a and 5 (Teacher Tenure
Act; Cities of the First Class; Definitions - Additional Staff
Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of
Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff
Development)
Minn. Stat. § 123B.147, subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for
Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration
Revenue)
Minn. Stat. § 126C.10, subds. 2 and 2b (General Education
Revenue)
Minn. Stat. § 126C.13, subd. 5 (General Education Levy and
Aid)

Cross References: None.