

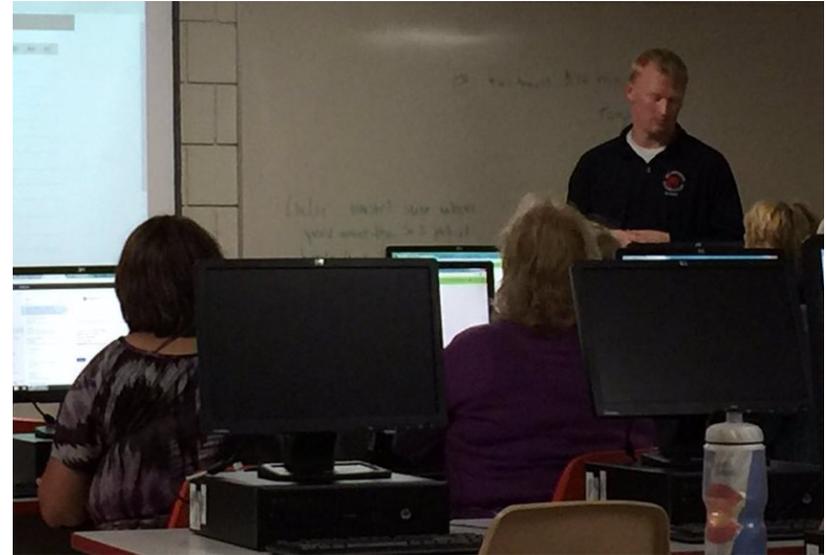
2017-18

**Faribault Public
Schools Staff
Development
Guide**



CHAPTER 1

Mission and Goals



Mission and Goals

Mission

The mission of the Faribault Public School District's Professional Development Program is to inspire leadership, promote continual learning, and reflect on effective practices to enhance student achievement through collegially planned learning opportunities.

Goals

1. Curriculum
2. Academic Progress
3. Technology
4. Equity and Excellence
5. Teacher Growth and Development

Curriculum

To provide comprehensive staff development opportunities in all areas that support best practice in curriculum, instruction and assessment. Throughout the curriculum cycle we are aligning outcomes to the state or national standards.

Academic Progress

To provide opportunities to learn, apply, and analyze various data systems available within the district to guide instruction to better meet the needs of all learners. (MCA, MAP, DIBELS, etc.)

Technology

To provide a culture of innovation that integrates technology into all curricular areas and aligns student outcomes to 21st century skills and beyond.

Equity and Excellence

To increase awareness and understanding of factors that serve as barriers to achievement including bullying, mental health, socio-economic status and cultural bias.

Teacher Growth and Development

To advance the Faribault Teacher Growth and Development Plan and to continue our probationary teacher mentor model using the Danielson Framework for Effective Teaching, which is designed to enhance the professional practice of all teachers to increase student achievement.

CHAPTER 2

Staff

Development

Requests

Staff Development Requests

Staff Development Requests to Attend a Conference

The Staff Development Request Form (SDRF) must be completed and approved by the Building Staff Development Team and Principal before registration can be completed for the event. In order to process this request, registration must be turned in **TWO WEEKS** prior to the conference deadline.

Follow the procedure below:

1. EACH participant must download and complete the Staff Development Request Form (SDRF) in order for your request to be processed. This can also be found on our website under *staff development*. Return this form to your building staff development representative.

2. To ensure all information is accurate, your building staff development representative must review the completed SDRF.

3. The SDRF must be signed by your building staff development representative and the building principal.

4. After approval is granted, it must be submitted to your building main office secretary.

REMINDERS:

- You will receive confirmation via email once the request has been processed.
- Meals will be reimbursed only if they are not provided by the event. Reimbursements will be via receipts submitted after travel conference date to your building main office secretary.

Amounts to be reimbursed shall be within the school board's approved budget allocations. Meals not provided by the event will be reimbursed up to \$12.00 for breakfast, \$15.00 for lunch and \$25.00 for dinner. Alcoholic beverages are not permitted to be purchased with these funds. Be sure to get an *itemized receipt* from the restaurant showing all items purchased.

- Incidentals: Reimbursement will be based on actual cost with a detailed receipt. (i.e. parking, cab or bus)
- Mileage will be reimbursed at \$0.535 per mile. Use the attached [Travel Reimbursement Request form](#).
- A staff member is allowed an overnight stay only if the distance from the workplace is over 75 miles one way.
- If a two week notice is not given, the staff member will be expected to pay the registration

fee and other expenses. The staff member will be reimbursed once the Travel Reimbursement Request Form is completed and processed.

- Registration fees and lodging shall be arranged through your building main office secretary.

Summer Training

Staff development funds will not be used to pay an hourly wage for summer training.

Continuing education units (CEUs) will be given.

Mandatory trainings will be paid at the Staff Development rate. For the 2017-2018 contract year, the rate is \$26.40/hour. For 2018-2019, the rate is \$26.40/hour. This amount is subject to change.

Staff Development Request for Attending a Class

Many local opportunities are available to meet the re-licensure requirements. Many of these

opportunities are built into the staff development programs that are offered to all teachers throughout the school year.

For those teachers needing more hours or are in need of hours in a specific requirement area, classes will be offered through staff development.

Teaching a Professional Development Class

If you are interested in teaching a class, please follow the procedure below to submit a proposal. The staff development committee will review your proposal and communicate with you the next steps in the process. Those selected to teach classes will receive compensation.

1. [Click here](#) and fill out the form.
2. Submit the form and wait to hear from a staff development representative.
3. If approved, secure the dates, times and location through the Community Education Department.
4. Respond to teachers registering for the class.
5. Submit to Kathy Matejcek information needed for the Continuing Education Unit certificate.
6. At the end of your class, display the link for the CEU certificate.

CHAPTER 3

License Requirements



Requirements for Relicensure

1. Positive Behavior Intervention Strategies
2. Adapting Curriculum to Meet Minnesota Academic Standards
3. Reading Preparation
4. Identifying Mental Illness in Children/Suicide Prevention Best Practices
5. Technology
6. Instruction of English Language Learners
7. Reflective Statement of Professional Accomplishment and Assessment of Professional Growth

Positive Behavioral Intervention Strategies

Applicants must include in their professional development activities which address positive behavioral intervention strategies.

Adapting Curriculum to Meet MN Academic Standards

Applicants must include in their professional development activities which address accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards (i.e., differentiated instruction).

Reading Preparation

Applicants must include in their professional development activities which evidence further reading preparation.

The following licensure fields are exempt from

evidencing the reading preparation renewal requirement: school counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, recreation personnel. Teachers must have in-service preparation in scientifically-based reading instruction, which the law identifies as: “instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels.”

Professional development activities that will meet this requirement include: workshops, conferences and on-site staff development and/or university courses that reflect comprehensive, scientifically-based research in

reading instruction, and which may include one or more of the following:

- Instruction and practice in phonemic awareness
- Phonics and other word-recognition skills
- Guided oral reading for beginning readers
- Vocabulary instruction
- Instruction in fostering understanding and higher-order thinking for readers of all ages and proficiency levels
- Reading in the content areas
- Specific reading strategies to impact comprehension
- Current research and best practices in reading research and instruction

The amount of “reading” clock hours required of teachers will vary depending upon the teaching assignment. Reading instruction is a responsibility shared by all teachers regardless

of level or content. However, the need may be greater for classroom and content area teachers who use a vast amount of text in their instructional delivery. Legislation intentionally provides latitude in this matter to allow local decision-making. District-level collaboration in deciding the needs and goals of district employees in the area of reading instruction may include input from administration and staff, as well as input from reading specialists at the state and local level. Districts are charged with determining the requirements which will best support quality reading instructional practices and successfully impact student reading achievement within their district.

Identifying Mental illness in Children

Applicants must include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and

adolescents. The 2016 Legislature has required at least one hour of Suicide Prevention Best Practices as part of this renewal condition.

Technology

Applicants must include in their professional development activities that integrate technology effectively with student learning to increase engagement and student achievement.

Note: Licensed school personnel who do not provide direct instruction to students, including, at least, counselors, school psychologists, school nurses, and school social workers are exempt from this requirement.

Instruction of English Language Learners

Applicants must include in their professional development activities which demonstrate practices in meeting the varied needs of English learners, from young children to adults.

Reflective Statement of Professional Accomplishment and Assessment of Professional Growth

All individuals who were employed as a teacher during any part of the five-year period immediately preceding the license renewal must include “evidence of work that demonstrates professional reflection and growth in best teaching practices. The applicant must include a reflective statement of professional accomplishment and the applicant's own assessment of professional growth ...” in their license renewal materials.

Who must meet this requirement?

- Full-time classroom teachers
- Long-term substitute teachers, who have taught more than 15 consecutive days in a teaching assignment during any part of the five-year period.

Who is exempt from meeting this requirement:

- Classroom teachers who have not taught for any portion of the five-year renewal period immediately preceding license renewal.
 - Licensed school administrators, including principals, who have not taught for any portion of the five-year renewal period immediately preceding license renewal.
- Licensed related services personnel (school social workers, school psychologists, counselors, speech-language pathologists, school nurses).

A written statement prepared by the teacher that demonstrates reflection on his or her professional accomplishment and includes a self-assessment of his or her professional growth using one of the following types of evidence:

- Support for student learning
- Use of best practices techniques and their applications to student learning

- Collaborative work with colleagues that includes examples of collegiality (i.e., attested-to committee work, collaborative staff development programs, professional learning community work)
- Continual professional development(i.e., job-embedded or other ongoing formal professional learning, including coursework)

CHAPTER 4

Frequently Asked Questions



FAQs

Can you take a PD class more than once?

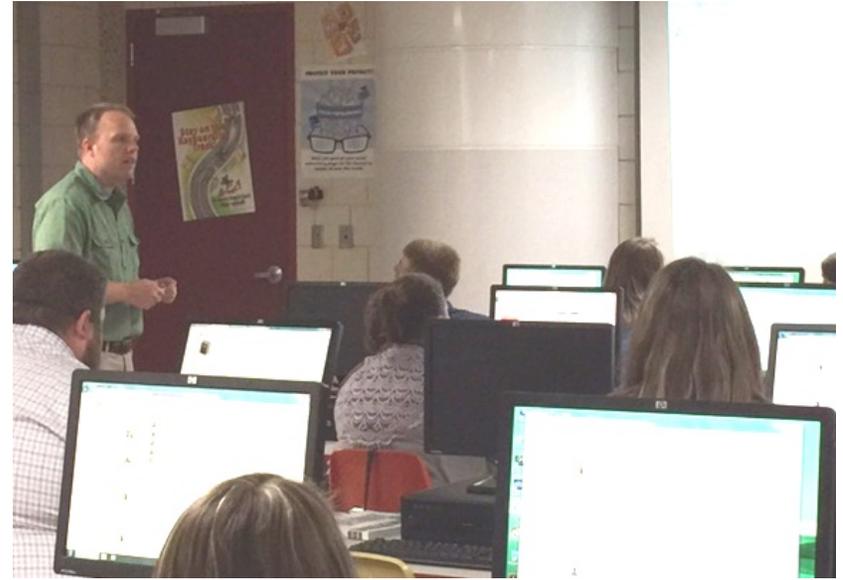
Classes offered through the Staff Development committee can only be taken once every 5 years.

Are you limited in the number of PD classes you can take in year?

No, you can take as many as you want.

CHAPTER 5

Building Contacts



Building Contacts

District Office

Colleen Cardenuto (507)333-6008

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