

**Education Minnesota's TALL Project:  
Teachers as Learners and Leaders**

**Evaluation Report**

July, 2001

University of Minnesota  
College of Education and Human Development  
Center for Applied Research and Educational Improvement

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# Education Minnesota's TALL Project: Teachers as Learners and Leaders

## Executive Summary

### Background

#### Legislation

For over a decade the Minnesota Legislature has directed school districts to set aside two percent of basic revenue for staff development. The current laws (MN Statute 122A.60 and 61) require:

- a staff development advisory committee at the district level
- a professional development team at each site
- district and individual site plans which must include specific staff development outcomes (detailed in the statute) and must match school board goals
- a three-way distribution of the set-aside funds: 1) 50% of the allocation to sites based on the number of teachers at the site; 2) 25% for grants to sites for best practice methods; and 3) 25% to district-wide staff development efforts
- districts must report yearly to the Commissioner of Children, Families and Learning

#### The Project

During the 2000 session, the Legislature allocated money to the Department of Children, Families, and Learning (CFL) for a number of Best Practice grants. One of these Best Practice grants was earmarked for Education Minnesota and became the *Teachers as Learners and Leaders* (TALL) project.

For this initial year, Education Minnesota focused on creating a “snapshot” of Minnesota staff development. The goals were:

1. Understand the requirements of the Minnesota staff development laws.
2. Establish a solid, research-based foundation in quality professional development.
3. Assess the current status of staff development in each school district and local union against the laws and research base.
4. Work with school districts and local unions to prepare high quality professional development action plans.

Education Minnesota organized a two-phase training program available to all 345 school districts in Minnesota. Local union presidents were asked to provide two teachers from their school district to be trained to serve as “professional development activists” (PDAs). A total of 256 school districts participated. A cadre of 31 highly respected, retired teachers (TALL Support Team) was selected to provide additional training and support for the statewide effort.

A number of tools were used throughout the project to collect data from all participants. Those completed by PDAs include:

- pre- and post surveys of personal knowledge about a variety of topics related to professional development
- an assessment of school district staff development policies, procedures, and practices
- a school district professional development action plan targeting goals suggested by the local school district staff development assessment.

## **Findings**

### Personal knowledge about a variety of topics related to professional development

- Before the training PDAs say they are most knowledgeable about the Continuing Education/License Renewal Rule and least knowledgeable about the National Staff Development Council Standards for Staff Development.
- After the training PDAs' knowledge increased dramatically in some areas, solidly in others. Most notable were increases in their understanding of responsibilities with the TALL Project, the National Staff Development Council's Standards for Staff Development and the role of the local union in addressing the professional development needs of its members.

### Assessment of school district staff development policies, procedures, and practices

As of June 30, 2001, 225 of 256 participating school district Staff Development Assessments had been completed by PDAs and submitted to Education Minnesota. Several trends have emerged from the data gathered by the TALL project.

Full **compliance** with the staff development statute is not common statewide.

- Some state requirements are widely met:
  - \* 85% have a district staff development committee
  - \* 81% said that teachers make up the majority on that committee
  - \* 84% report attention to student achievement of standards in the district staff development plan
  - \* 91% say district staff development plans focus on implementing Graduation Standards
  - \* 85% indicate progress toward integration of the Profile of Learning with district curricula
  - \* 83% report 2% of the basic revenue reserved for staff development
- Some state requirements are poorly met:
  - \* 45% say there is a site professional development plan
  - \* 50% report communication between the district staff development team and the site professional development team in creating plans
  - \* 34% include skills for site-based management teams in staff development plan

- \* 56% say sites are allowed to maintain their own staff development budget
- \* 52% report funding to make best practice grants to sites
- \* 46% have procedures and criteria for making best practice grants

Many districts are struggling to provide **quality** professional development

- "Quality" professional development often absent ("seldom" or "never" present) in districts includes:
  - \* professional development (PD) activities that include follow-up time and support to teachers testing new ideas and practices (84%)
  - \* opportunities to obtain useful feedback from colleagues on their practice (84%)
  - \* evaluation of the impact of PD on student learning (80%)
  - \* evaluation of the impact of PD on teacher practice (83%)
  - \* involvement of teachers in the evaluation of other teachers (91%)
  - \* involvement of teachers in providing peer assistance to other teachers (70%)
  - \* involvement of teachers in evaluating principals (80%)
- "Quality" items "usually" or "often" present in districts include:
  - \* formal PD activities provided during school time (71%)
  - \* workshops offered/paid for in the district (88%/87%)
  - \* curriculum development offered (67%) or paid for (70%) in the district
  - \* technology skill development included in PD activities (73%)

The **capacity** of the system statewide and its various stakeholders to participate in professional development is limited.

- 47% say there is contract language addressing professional development
- 70% report **no** relationship between the Continuing Education/License Renewal committee and the District Staff Development committee

### Targeted goals of the Action Plans

As of June 30, 2001, 203 district Action Plans had been completed by PDAs and submitted to Education Minnesota. The vast majority of the Action Plans addressed weakness cited in the Assessments.

- 92% of the objectives in the Action Plans targeted compliance with the state staff development requirements.
- Objectives related to "quality of professional development" were most frequently mentioned, followed by objectives related to District Staff Development Committees and Site Professional Development Teams.



## Introduction and Background

Implementation of the Minnesota Graduation Standards has occupied the attention of the state's K-12 educators for the last six or seven years. The degree of attention and the implementation timeline has varied from district to district. Teaching is a demanding profession. One consistent concern among educators across the state is the lack of time and expertise to do their job well.

The Legislature has provided assistance in the form of categorical aid for staff development. State law requires school districts to set aside two percent of their basic revenue for staff development. When first enacted, the law stipulated the percentage of revenue a district must set aside each year and very little else. Over the years the law has been revised to include conditions on how the money should be allocated and spent.

The current laws (MN Statute 122A.60 and 61) require a staff development advisory committee at the district level and a professional development team at each site. Plans for the district and individual sites must include specific staff development outcomes (detailed in the statute) and must match school board goals. Finally, there is a mandatory three-way distribution of the set-aside funds. Fifty percent of the allocation is to be distributed to sites based on the number of teachers at the site. Twenty-five percent must be used for grants to sites for best practice methods, and the final quarter can be used for district-wide staff development efforts. Districts must report yearly to the Commissioner of Children, Families, and Learning. While the report must include information on their staff development results and expenditures, there is no requirement to mention the impact of the staff development.

During the 2000 session, the Legislature allocated money to the Department of Children, Families, and Learning (CFL) for a number of Best Practice grants. One of these Best Practice grants was earmarked for Education Minnesota. This grant became the *Teachers as Learners and Leaders* (TALL) project.

For this initial year, Education Minnesota focused on creating a "snapshot" of Minnesota staff development. The goals were:

1. Understand the requirements of the Minnesota staff development laws.
2. Establish a solid, research-based foundation in quality professional development.
3. Assess the current status of staff development in each school district and local union against the laws and research base.
4. Work with school districts and local unions to prepare high quality professional development action plans.

Education Minnesota was faced with completing a huge task on a tight timeline. They organized a two-phase training program available to every school district in Minnesota. Local union presidents were contacted and asked to provide two teachers from their local to serve as "professional development activists" (PDAs). A cadre of highly respected, retired teachers was selected to serve as trainers (TALL Support Team) to facilitate the statewide effort. Appendix A shows which districts did and did not participate in the TALL project. The information is organized according to Minnesota Educational Effectiveness Program (MEEP) regions.

Phase I, two days of introductory training, involved PDAs, Support Team members and local union presidents. Its purpose was to explain the TALL Project, effective standards of professional development, the state statutes and policies regarding professional development, and the local union's role in professional development. Assessment tools along with advocacy and leadership roles and responsibilities were also explained.

Phase II, impact training done by the TALL Support Team, was for PDAs only. The topics covered were change, adult learning, systems thinking, data-driven decision-making, and support skills (communication, group processes, conflict management, leadership).

## **Methods**

Education Minnesota created a number of instruments for collecting data for this project. During Phase I it administered Pre- and Post surveys of personal knowledge about professional development to over 500 participants. [The terms staff development and professional development will be used interchangeably throughout this report.] During Phase II it administered Pre- and Post surveys to over 400 PDAs, asking them to rank their skill in seven aspects of professional development. After the training, individuals were asked to complete an assessment of their school district staff development policies, procedures, and practices, with one assessment per district. PDAs developed a professional development Action Plan based on their assessment. Finally, Education Minnesota administered follow-up questionnaires about the effectiveness of the TALL training.

When the project was completed, the Center for Applied Research and Educational Improvement (CAREI) was brought in to create a database of the information, analyze it, and write a report. The survey results had been tallied in batches, so no individual data was available. Copies of most of the assessments (due May 1) and action plans (due June 1) were given to CAREI around June 1, 2001. Copies of late-arriving assessments and action plans were sent to CAREI throughout the summer and entered into the database, but only those that arrived by June 30 were included in the analysis.

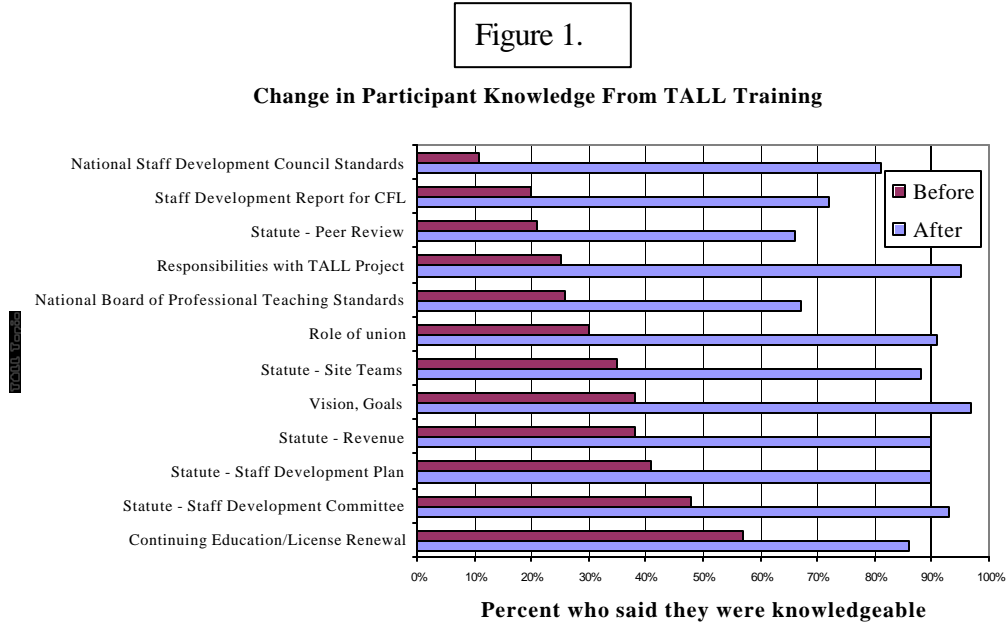
Two limitations should be noted. One, tallying survey data by group rather than by individual makes it impossible to relate the impact of the training to the trainer, participant characteristics, or district characteristics. Two, the challenging assessment was not easy to complete, and it was impossible to tell when the person or persons completing it were giving informed answers. Alternative response formats may have helped on occasion, but not always. Nevertheless, we think that the general patterns that emerge from this study are genuine.

## **Results**

### **Impact of Training**

Phase I training was designed by Education Minnesota staff and respected Minnesota staff development experts, and provided to PDAs, the TALL Support Team and local union presidents. At the start of Phase I training, all participants were given a survey to determine their level of knowledge about the TALL project, their responsibilities in the TALL project, Minnesota statutes and policies regarding staff development, and standards of effective staff development.

The Figure 1 shows the change in participant knowledge that occurred as a result of the Phase I training.



Understandably, their pre-session knowledge was not very high. There was little difference among the PDAs, the Support Team and local union presidents. They all were most knowledgeable about the Continuing Education/License Renewal Rule and least knowledgeable about the National Staff Development Council Standards for Staff Development.

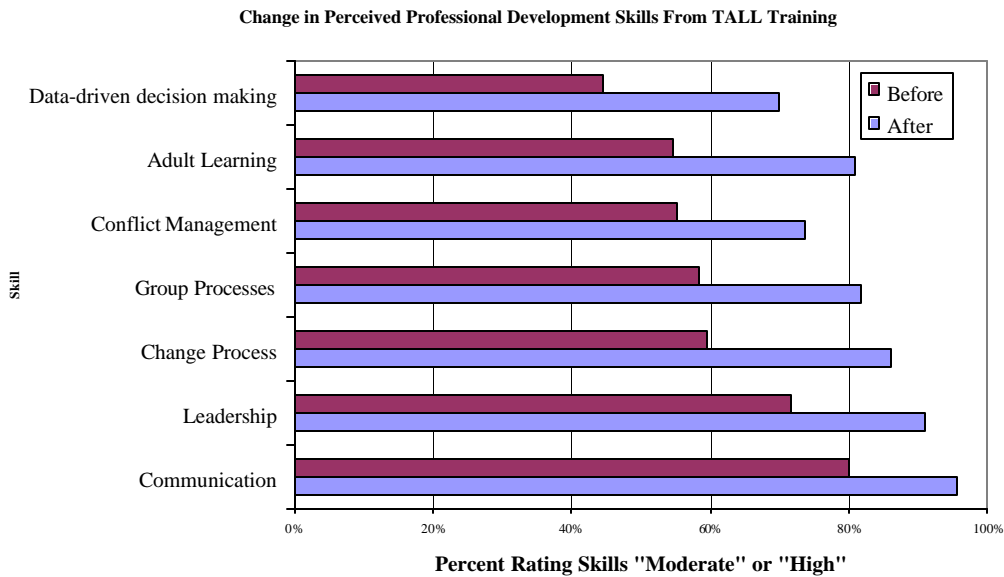
When it came to the Minnesota staff development statutes, all three groups were more knowledgeable about requirements addressing district staff development committees than requirements about the district plan, site teams, set aside revenue, or the yearly report to the Commissioner. After the session participants were given the same survey and asked to indicate their level of knowledge. Their increased level of knowledge was dramatic in some areas, solid in others. Dramatic increases in knowledge for PDAs appear in understanding their responsibilities with the TALL Project, the National Staff Development Council's Standards for Staff Development, and the local union's role in professional development. The Support Team and local union presidents also showed a marked increase in knowledge about the National Staff Development Council's Standards for Staff Development.

All three groups showed a solid increase of knowledge about the state statutes on all aspects of staff development. The Support Team had the largest increase. The least amount of change was in response to the Continuing Education/License Renewal Rule. This is not surprising since all groups indicated they knew most about this topic in the pre-session survey.

Overall, it appears the Phase I session considerably increased the awareness and knowledge of staff development of the PDAs, Support Teams and local union presidents.

Phase II training for PDAs was done by the TALL Support Team. As with Phase I training, a pre-session survey was given to the participants. They were asked to indicate their personal skill level on seven topics related to staff development (see Figure 2). Participants ranked their skill in each area as “high”, “moderate”, “some”, or “none.”

Figure 2.



The PDAs were initially most confident about their communication and leadership skills and least confident about data-driven decision-making.

At the conclusion of Phase II training (two non-consecutive one-day sessions), the participants were again asked to rate their competence on the seven topics. Their feelings of competence rose in all seven areas. The greatest increase was on adult learning, followed closely by change (understanding it and making it happen) and data-driven decision-making. The least amount of change occurred for communication which participants rated highest in the pre-session survey. In summary, the survey data indicates that the PDAs said their skills had increased as a result of the Phase II training.

The participants were very pleased with the quality of the training they received from the TALL Support Team (See Table 1). Five of the seven items received 90% or more approval.

**Table 1. Percent of participants who “Agreed” or “Strongly Agreed” with the TALL follow-up items.**

<b>Aspect of TALL training experience</b>	<b>%</b>
Addressed important areas	95%
Provided me with opportunity to share and reflect	93%
Equipped me for PDA role	93%
Showed me how to use information to solve problems	90%
Met or exceeded my expectations	90%
Gave me control over learning	84%
Provided me with diverse opportunities for learning	79%
<i>Number of participants</i>	460

### **Assessment: Condition of Staff Development in School Districts**

After the Phase I training, PDAs were responsible for returning to their school districts and beginning their work on the Staff Development Assessment (Appendix C). In many cases the PDAs needed information from others in their school district to complete the Assessment. One goal of the Phase II training was completing the Assessment and companion Action Plan. In addition, PDAs could also clarify information, consider roadblocks and develop new skills at these regional work sessions with colleagues. PDAs who completed both the Staff Development Assessment and the subsequent Action Plan were paid a stipend.

#### *1. Compliance with statute*

The assessment instrument gathered data about school district compliance with the Minnesota Staff Development laws including: the district committee, the district plan, site professional development teams, reserved staff development revenue, and the staff development report to the state. The assessment also asked about the Continuing Education/License Renewal Rule, MN Graduation Standards implementation, teacher retention, the quality of professional development, and the role of the local teachers' union in relation to staff development.

The first five sections of the assessment addressed compliance with the state's staff development statutes. For at least ten years the state has required a district staff development committee to be in place. Of those completing the assessment, 85% have a district staff development committee, 11% do not and 4 % had no response to that question. In addition, 81% of the respondents said that teachers made up the majority on the committee, as required by law.

When it comes to a staff development plan that addresses the six goals listed in M.S. 122A.60, most report attention to student achievement of standards (84%). A majority of the plans include meeting the needs of diverse student populations (65%) and providing inclusive curriculums (69%). A majority of plans also included language having to do with improving staff collaboration and/or mentoring (62%). Fewer plans are addressing violence prevention (49%).

The outcome least included was the one addressing skills for site-based management teams; only 34% of those reporting say it is included in their staff development plan.

Overall, the data indicates that compliance with the site professional development team requirements of the staff development law is weak. The assessment asked, "Has each site team developed a site professional development plan?" Forty-five percent of the PDAs responded, "Yes." Forty-two percent said, "No", and thirteen percent gave no response.

The assessment revealed that in many districts with site teams, the communication between the district team and the site professional development team is not particularly strong. Only half of the districts reported communication between the district committee and site committees in the formation of staff development plans.

Many PDAs reported that, because of small size, their school district's staff development committee was the same as the site committee. However, some small districts had an elementary site and a high school site separate from the district site.

Most assessments (83%) reported they reserve 2% of the basic revenue for staff development. When it comes to the mandatory three-way distribution of those funds, the compliance is not as strong. Funds are more likely to go to district-wide activities and site activities, but not into best practice grants. Three quarters of the respondents report that appropriate amounts are being distributed two ways, to district-wide efforts and to the sites. However, while money is being allocated to sites, only 56% report that sites are allowed to maintain their own budgets for staff development.

Fifty-two percent of the PDAs report that appropriate funds are being used to solicit and make best practice grants to sites. The number of districts that have procedures and criteria for making best practice grants is even lower (46%).

The annual district staff development report sent to the state is most likely completed by one or two individuals. In a majority of cases (73%) the district committee is aware of the report and agrees that the report reflects the district plan (71%).

When asked if there was an intentional relationship between the staff development committee and Continuing Education committee, over two-thirds (70%) said there was none.

The seventh section of the staff development assessment addressed Minnesota Graduation Standards. Most (91%) report that some of the district staff development plans focus on implementing the Graduation Standards. Earlier in the assessment a slightly smaller number (84%) responded that their district plans addressed "improve student achievement of standards."

Many assessments (85%) indicated progress toward integration of the standards of the Profile of Learning with their curriculum scope and sequence. While three quarters of the responses indicate there has been adequate training in standards-based instruction, only slightly more than

half (57%) think the training in performance assessment has been adequate. Only 26% of the reports say that districts schedule time for teachers to discuss student work.

The final question of this section asked for a listing of other professional development activities needed for quality teaching and learning of the Graduation Standards. Items related to performance assessment were by far the most frequently mentioned as Table 4 shows. A chart detailing the responses can be seen in *APPENDIX D*.

**Table 2. Staff Development topics districts say are needed to better teach Graduation Standards**

<b>Category</b>	<b>%</b>
Performance assessment	34
Curriculum/Graduation Standards alignment	21
Instruction/Teaching	13
Recording/Reporting	6
Collaboration among teachers	5
Use of technology	5
Diversity/Special needs students	4
Mentoring	4
Miscellaneous	9

## 2. *Quality of Staff Development*

Quality of professional development was the ninth section of the staff development assessment. The PDAs were asked to choose one of four indicators—“never”, “seldom”, “usually” or “always”-- for each of the 28 items. The first question of this section was, "Do student needs serve as a basis for teacher learning and professional development?" Eighty-six percent responded with "usually" or "always." This was a close match to the 84% who indicated that improving student achievement of standards was addressed in their district staff development plan.

The second question of this section was, "Are student assessments used as a tool to determine professional development?" Only 34% responded with "usually" or "always." Ninety percent of the respondents say Graduations Standards were an integral part of their staff development plans, yet only a third of them say they use student assessments as a tool to determine professional development.

Relatively few districts (23%) or sites (16%) use a set of standards to plan or evaluate staff development initiatives.

When viewing all ten sections of the staff development assessment completed by PDAs, "staff development quality" was rated the lowest. Several items in the Quality section drew strong negative ("never" or "seldom") responses. These include:

- Do professional development (PD) activities include follow-up time and support to teachers testing new ideas and practices? (84%)
- Do PD activities include opportunities to obtain useful feedback from colleagues on their practice? (84%)
- Is the impact of PD on student learning evaluated? (80%)
- Is the impact of PD on teacher practice evaluated? (83%)
- Are teachers involved in the evaluation of other teachers? (91%)
- Are teachers involved in providing peer assistance to other teachers?(70%)
- Are teachers involved in evaluating principals? (80%)

A few items in the Quality section garnered strong positive ("Usually" or "Always") responses. These include:

- When PD involves formal activities, is school time provided? (71%)
- Are workshops offered (88%) or paid for (87%) in the district?
- Is curriculum development offered (67%) or paid for (70%) in the district?
- Are technology skills included in professional development activities? (73%)

### 3. *Capacity of the System*

High quality staff development is present only when all those involved work together to make it so. Many of the previous Assessment questions addressed the Minnesota statutes' requirements of the various stakeholders - administrators, teachers from all grade levels and content specialists and other staff such as district and site committee participation, distribution of reserved funds and so on. We know that those in the various roles must work together to meet these challenges.

Education Minnesota was interested in the involvement of its members in professional development. The first four questions asked about various groups' perceptions of the local union roles and responsibilities. The PDAs reported that the current responsibilities of the union were bargaining, monitoring contracts and processing grievances. Only a third of the respondents said that providing and monitoring professional development was a current responsibility.

The next group of questions asked specifically about the local union's involvement with professional development. Seventy percent indicated that their local union was actively engaged with the district staff development committee as well as the Continuing Education/ License Renewal Committee (78%). In 36% of the districts it is the local union that appoints teacher members to the district staff development committee. About two-thirds (69%) said the local

union did not include professional development in its budget. Fewer than half (47%) of the districts have contract language that addresses professional development.

Respondents were asked to rate their local union's capacity to support quality staff development five years ago and now. The average rating for current capacity is higher than it was five years ago (2.9 vs. 2.4 on a six point scale), but still definitely on the low side.

The general nature of the responses given to a series of four open-response questions about local union involvement in staff development can be seen in APPENDICES E-H.

#### *4. Assessment Summary*

The status of staff development as measured against state statutory requirements and NSDC standards is mixed. Many districts have a district staff development committee and at least a basic plan, but the site teams, if they exist, are often not well organized. Most districts are setting aside the required 2% of basic revenue, but they are not distributing the funds appropriately. There is a strong focus of staff development resources on the implementation of the Minnesota Graduation Standards, but it is still in the beginning stages for many. PDAs ask for more training in performance assessment including scoring student work, embedding standards into coursework, and improving instruction with best practice strategies. The PDAs want more opportunities for follow-up, feedback, and collegial collaboration.

All of these issues are further addressed in the Action Plans created by the PDAs.

#### **Action Plans: Goals for Professional Development**

Once the Staff Development Assessment was completed by the PDAs, they were asked to devise a professional development Action Plan based on the information gathered in the assessment. They were to determine 3-5 important objectives for the coming year. The Action Plan asked that the objectives refer to specific items in the assessment. Also included on the Action Plan were "current status," "indicators of success" and "strategic partners."

A total of 203 Action Plans were submitted by June 30. Not every district that submitted a Staff Development Assessment also completed an Action Plan by that date.

The majority of objectives targeted in the Action Plans had to do with becoming compliant with the state staff development statutes. A number of distinct patterns and trends emerged from the plans. These patterns have been fashioned into a rubric (*See APPENDIX I*) used to categorize district action plans as "emerging", "developing", or "proficient" in their move toward compliance with the state statutes.

Of the 203 action plans submitted, 56% are classified as Emerging, 36% as Developing, and 8% as Proficient. There is a tendency for large districts (more than 10,000 students) to be further along than the rest, as Table 4 shows.

**Table 3. Progress toward compliance with staff development statutes**

<b>District Size</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Total</b>
<500	56%	41%	3%	34
500-1,000	53%	38%	9%	45
1,001-2,000	61%	32%	7%	57
2,001-10,000	55%	40%	6%	53
10,000+	42%	29%	29%	14
Total	56%	36%	8%	203

While Emerging and Developing plans target basic compliance goals, Proficient plans are generally in statutory compliance and therefore have different types of targets. Their targets come more from the Quality of Professional Development section of the assessment. Proficient plans look at analytic and evaluative targets such as "use student assessments as a tool to determine professional development" and "evaluate the impact of professional development on student learning."

Almost all plans, no matter which category, included an objective or two from the "Quality" section of the assessment (see APPENDIX J). Over sixty plans targeted greater local union involvement with staff development issues.

The Action Plans consistently identified objectives that would address weaknesses uncovered by the Assessment. However, there were a few plans that had only specific curriculum-related targets that did not seem to connect directly to their assessment. The PDAs used their assessment data to inform their planning for the future.

## **Discussion and Conclusion**

Several trends have emerged from the data gathered by the TALL project. These trends are related to the themes of compliance, quality and capacity.

### **Compliance**

There is much room for growth and improvement when it comes to district compliance with M.S. 122A.60-61, the staff development statutes. A major weakness is the lack of site teams. The Staff Development Assessment does not specifically ask, "Does your district have site teams?" so it is not possible to determine the number of districts that have them. However, other questions related to site teams were left blank about half the time leaving the impression that the districts have no site teams. Also, in examining the Staff Development Action Plans, close to half of the plans included "creation of site teams" as a major objective. Another third of the staff development action plans targeted better connections or better alignment between the district staff development committee and the site teams.

Minnesota statute calls for 25% of the set aside staff development funds to be used for best practice grants to sites. As noted by the PDAs in the Staff Development Assessment, 52% of the districts report those funds are being appropriated for that purpose. As to how those funds are distributed, only 46% of the PDAs reported there were established criteria and procedures for making the grants.

## **Quality**

Issues related to student assessment appear to need attention. The Staff Development Assessment asked if student assessments are used as a tool to determine professional development. Only 34% of the responses were “usually” or “always.” Further on it was asked if the impact of professional development on student learning was evaluated. Only 15% responded “usually” or “always.” When asked if teachers have received adequate training in performance assessment, 57% responded “Yes.” When given the opportunity to list professional development needed for quality teaching and learning of the Graduation Standards, performance assessment was the most frequently mentioned topic (34%).

Opportunities for reflective practice and peer collaboration are not being provided. The Staff Development Assessment data revealed that only 23% of the responders say dialogue and reflection are an ongoing part of professional development activities. Just 11% of the responders have follow-up time and support to test new ideas and practices after a professional development activity. When asked if professional development activities include opportunities to obtain useful feedback on their practice from colleagues, only 10% responded “Usually” or “Always.”

## **Capacity**

MN Statute 122A.60 requires teacher involvement in professional development processes. Through the TALL Project, Education Minnesota has encouraged members to take more responsibility for their professional development.

Assessments reveal that 78% of the local unions are actively involved with the Continuing Education Committee and 70% are actively engaged with the Staff Development Committee. However, only 30% indicated there was an intentional relationship between these two committees. When the Staff Development Action Plans were examined, only 5% of them addressed aligning the Continuing Education Committee with the District Staff Development Committee.

Less than a quarter of the responders said a set of standards is used to plan and evaluate school district professional development. Yet the need to improve the quality of professional development appeared in some form on *every* Action Plan. Adoption of the National Staff Development Council Standards would be one way to strengthen the quality of professional development in school districts.

## Appendix A: District participation in TALL

MEEP Region	Participated	Didn't Participate	
1	Ada-Borup	Badger	
	Bagley	Fertile-Beltrami	
	Clearbrook-Gonvick	Fisher	
	Climax	Fosston	
	Crookston	Goodridge	
	East Grand Forks	Grygla	
	Greenbush-Middle River	Kittson Central	
	Mahnomen	Marshall County Central	
	Norman County East	Oklee	
	Norman County West	Roseau	
	Plummer	Stephen-Argyle Central	
	Red Lake Falls		
	Thief River Falls		
	Tri-County		
	Warren-Alvarado-Oslo		
	Warroad		
	Waubun		
	Win-E-Mac		
	2	Bemidji	Ely
		Bemidji Regional Interdistrict	Eveleth-Gilbert
Blackduck		Greenway	
Cass Lake-Bena		Hill City	
Chisholm		Lake Of The Woods	
Deer River		Littlefork-Big Falls	
Grand Rapids		Mountain Iron-Buhl	
Hibbing		Nashwauk-Keewatin	
International Falls		Nett Lake	
Kelliher			
Red Lake			
South Koochiching-Rainy River			
St. Louis County			
Virginia			
3		Barnum	Floodwood
		Carlton	Fond Du Lac
	Cloquet	McGregor	
	Cook County		
	Cromwell-Wright		
	Duluth		
	Esko		
	Hermantown		
	Lake Superior		
	Mesabi East		
	Moose Lake		
	Proctor		
	Willow River		
	Wrenshall		

MEEP Region	Participated	Didn't Participate
4	Alexandria	Ashby
	Barnesville	Browns Valley
	Battle Lake	Campbell-Tintah
	Brandon	Chokio-Alberta
	Breckenridge	Cyrus
	Detroit Lakes	Evansville
	Dilworth-Glyndon-Felton	Hancock
	Fergus Falls	Parkers Prairie
	Frazee-Vergas	Pine Point
	Hawley	West Central Area
	Herman-Norcross	
	Lake Park-Audubon	
	Minnewaska	
	Moorhead	
	Morris Area	
	New York Mills	
	Osakis	
	Pelican Rapids	
	Perham-Dent	
	Rothsay	
Ulen-Hitterdal		
Underwood		
Wheaton		
5	Bertha-Hewitt	Aitkin
	Brainerd	Browerville
	Crosby Ironton	Cross Lake
	Foley	Eagle Valley
	Henning	Nevis
	Laporte	Onamia
	Little Falls	Park Rapids
	Long Prairie	Pierz
	Menahga	Pillager
	Northland (Remer-Longville)	Swanville
	Pequot Lakes	Upsala Area
	Pine River-Backus	Verndale
	Royalton	
	Sebeka	
	Staples-Motley	
	Wadena-Deer Creek	
Walker Hackensack-Akeley		

MEEP Region	Participated	Didn't Participate
6	Belgrade-Brooten-Elrosa	ACGC
	Benson	Bellingham
	BOLD	Buffalo Lake-Hector
	Hutchinson	Clinton-Graceville-Beardsley
	Kerkhoven-Murdock-Sunburg	Dawson-Boyd
	Lac Qui Parle	Lester Prairie
	Litchfield	Minnesota Valley Ed. Dist.
	MACCRAY	Willmar
	Minnesota River Valley Ed. Dist.	
	Montevideo	
	New London-Spicer	
	Ortonville	
	Renville County West	
7	Annandale	Albany Area
	Becker	Big Lake
	Buffalo-Hanover-Montrose	Braham
	Cambridge Isanti	Holdingford
	Chisago Lakes	Howard Lake-Waverly-Winsted
	Dassel/Cokato	Isle
	Delano	Milaca
	East Central	Paynesville Area
	Eden Valley-Watkins	Rocori
	Elk River Area	Rush City
	Hinckley-Finlayson	
	Kimball	
	Maple Lake	
	Melrose Area	
	Monticello	
	Mora	
	North Branch	
	Ogilvie	
	Pine City	
	Princeton	
	Rockford	
	Sartell-St. Stephen	
	Sauk Centre	
	Sauk Rapids-Rice	
	St. Cloud	
	St. Croix River Valley	
St. Michael-Albertville		

MEEP Region	Participated	Didn't Participate
8	Adrian	Hills-Beaver Creek
	Balaton	Lakeview
	Brewster	Round Lake
	Canby	RTR
	Cedar Mountain	Wabasso
	Edgerton	Milroy
	Ellsworth	
	Fulda	
	Heron Lake-Okabena (Southwest Star)	
	Lake Benton	
	Luverne	
	Lynd	
	Marshall	
	Minneota	
	Murray County Central	
	Pipestone-Jasper	
	Redwood Falls	
	Tracy	
	Walnut Grove	
	Westbrook	
Worthington		

9	Alden-Conger	Butterfield-Odin
	Blue Earth Area	Central
	Fairmont	Chatfield
	Glencoe-Silver Lake	Cleveland
	Granada-Huntley East Chain	GFW
	Jackson County Central	Janesville-Waldorf-Pemberton
	Jordan	Montgomery-Lonsdale
	Lake Crystal -Wellcome Memorial	New Prague
	LeCenter	Nicollet
	Lesueur-Henderson	St. Peter
	Madelia	
	Mankato	
	Maple River	
	Martin County West	
	McLeod West	
	Mountain Lake	
	New Ulm	
	Red Rock Central	
	Sibley East	

	Sleepy Eye	
	Springfield	
	St. Clair	
	St. James	
	Truman	
	United South Central	
	Waseca	
	Waterville-Elysian-Morristown	
	Windom Area	

MEEP Region	Participated	Didn't Participate
10	Albert Lea	Austin
	Byron	Blooming Prairie
	Cannon Falls	Caledonia
	Dover-Eyota	Chosen Valley
	Faribault	Elgin-Millville
	Hayfield Community	Fillmore Central
	Houston	Glenville-Emmons
	Kasson-Mantorville	Goodhue
	Kenyon-Wanamingo	Grand Meadow
	Kingsland	LaCrescent-Hokah
	Lake City	Lanesboro
	Leroy-Ostrander	Mabel-Canton
	Lewiston-Altura	Medford
	Lyle	Rushford-Peterson
	Northfield	Zumbro Education District
	NRHEG (New Richland-Hartland)	
	Owatonna	
	Pine Island	
	Plainview Community	
	Red Wing	
	Rochester	
	Southland	
	Spring Grove	
	St. Charles	
	Stewartville	
	Triton	
	Wabasha-Kellogg	
	Winona	
	Zumbrota-Mazeppa	

MEEP Region	Participated	Didn't Participate
11	Anoka-Hennepin	Minnetonka
	Belle Plaine	Randolph
	Bloomington	Shakopee
	Brooklyn Center	Spring Lake Park
	Burnsville-Eagan-Savage	St. Anthony
	Centennial	St. Louis Park
	Chaska Area	
	Columbia Heights	
	Eden Prairie	
	Edina	
	Farmington	
	Forest Lake	
	Fridley	
	Hastings	
	Hopkins	
	Intermediate District 287	
	Intermediate District 917	
	Inver Grove Heights	
	Lakeville	
	Mahtomedi	
	Minneapolis	
	Mounds View	
	N. St. Paul-Mplwd-Oakdale	
	Northeast Metro 916	
	Orono	
	Osseo	
	Prior Lake-Savage	
	Richfield	
	Robbinsdale	
	Rosemount/Apple Valley/Eagan	
	Roseville	
	South St. Paul	
	South Washington County	
	St. Francis	
	St. Paul	
	Stillwater Area	
	Waconia	
	Watertown-Mayer	
	Wayzata	

	West St. Paul/Mendota Hts/Eagan	
	Westonka	
	White Bear Lake	

MEEP Region	Participated	Didn't Participate
Unknown	Atwater-Cosmos-Grove City	
	Comfrey	
	Crow River Special Education	
	Southern Plains Coop	
	State Residential Schools (SRSEA)	

**Appendix B. TALL Participants Who Say They Are  
“Some” or “Very” Knowledgeable**

Topic	Pre-Test			Post-Test		
	PDA	Union	S-Team	PDA	Union	S-Team
Vision,Goals	39%	34%	42%	98%	95%	93%
Responsibilities	23%	25%	36%	94%	97%	90%
Statutes-SD Comm	46%	55%	42%	93%	93%	93%
Statutes-SD Plan	39%	47%	34%	89%	94%	93%
Statutes-Site Teams	32%	42%	30%	87%	90%	93%
Statutes-\$	35%	50%	30%	89%	90%	93%
SD Report for CFL	20%	23%	11%	70%	89%	79%
CE/Lic Renewal	55%	63%	53%	85%	99%	90%
NSDC Stds	14%	6%	11%	80%	88%	90%
NBPT Stds	28%	18%	27%	67%	81%	72%

## Appendix C. Staff Development Assessment

237 districts submitted a TALL Staff Development Assessment which contained the following questions. The numbers given are the percents of districts choosing each response. The numbers may not add up to 100 because of rounding error. All questions are included, even those where only narrative was requested.

District Committee	Yes	No	NR
1. Does your district have a DISTRICT staff development committee?	86	11	3
2. How were the members selected?			
3. Is there a teacher majority on the district committee?	81	10	9
4. Other than teachers, who serves on the committee?			
5. How often and when does the district committee meet?			
6. Has the district committee developed and adopted a district staff development plan based on school board educational goals?	60	31	9
7. Did your local school board approve the plan?	62	28	10
<b>District Plan</b>			
1. Does your district staff development plan address the staff development goals listed in M.S. 122A.60, Subd. 3?			
• Improve student achievement of standards	84	9	7
• Meet needs of diverse student population	66	23	11
• Provide inclusive curriculum	70	22	9
• Improve staff collaboration; mentoring	62	29	9
• Teach violence prevention	49	40	11
• Skills for site-based management teams	34	55	11
2. Does the district staff development committee:			
• Communicate the plan to the sites?	52	34	13
• Consult with sites as they develop site plans?	48	39	14
• Evaluate progress toward staff development goals?	49	39	11
• Have procedures and criteria for making best practices grants?	46	44	10
3. Does the district plan evaluate site progress toward goals?	42	49	9
<b>Site Professional Development Team</b>			
1. How many site professional development teams exist in your local district, and how are they defined? (e.g., intermediate grades, SpEd, H.S.)	(multiple response modes made it impossible to tally Items 1 and 2)		
2. How are members selected to serve on the site teams? (e.g., election, appointment). By whom?			
3. Are teachers the majority of the site team members?	81	6	13
4. Describe the roles and responsibilities of principals on the site professional development teams.			
5. Has each site team developed a site professional development plan?	45	42	13
6. What do your site teams see as their primary responsibility?			
7. Has the site team adopted procedures for doing its work?			
• Developing a site professional development plan	50	37	13
• Advising individuals	38	44	17
• Approving plans	57	29	15
• Maintaining the budget	56	29	15
• Evaluating progress	42	41	17
8. Does each site plan include a budget?	59	28	12
9. What is the site team's relationship to the district staff development committee?			
	<b>Yes</b>	<b>No</b>	<b>NR</b>

10. Does the site team ensure that professional development extends to all adults, including classified staff?	55	28	17
11. How have site professional development activities promoted implementation of the graduation standards?			
12. How do sites report their progress toward their professional development goals to the district?			

#### **Reserved Staff Development Revenue**

1. Has your district reserved 2% of its basic revenue for staff development?	83	12	4
2. Is your district in SOD?	7	90	3
3. Has your district had a vote to waive the 2% set aside requirement?	10	85	5
4. Does your district staff development plan reserve 25% (of the 2%) for district-wide staff development efforts?	76	17	7
5. Does our district use 25% (of the 2%) to solicit and make best practice grants to sites?	52	38	9
6. Does your district allocate 50% (of the 2%) to the sites?	75	17	8

#### **Report to the State**

1. Who is responsible for compiling information for the report?			
2. Is your district staff development committee aware of the required report?	73	17	10
3. Does the report reflect the district's staff development plan?	71	19	11

#### **Continuing Education/License Renewal Rule**

1. Is there an intentional relationship between the district's Staff Development Committee/site professional development teams and the district's Continuing Education Committee?	27	70	3
2. Does your district provide for the exceptions in Subparts 5 and 6?	29	51	20

#### **Minnesota Graduation Standards**

1. Are Minnesota Graduation Standards an integral part of your local staff development plans?	90	5	5
2. Does a portion of your district staff development plan focus on implementing the Graduation Standards?	91	5	4
3. Do your site professional development plans focus on implementing Graduation Standards activities specific to the site?	77	15	8
4. Have teachers at your site had adequate training in standards-based instruction?	76	18	6
5. Have teachers at your site had adequate training in performance assessment?	57	35	7
6. Does your district have a process that allows teachers to develop new assessments of students' standard work?	75	23	3
7. Are the Profile of Learning standards woven into your local curriculum scope and sequence?	85	9	6
8. Do sites schedule times for teachers to discuss student work?	26	70	4
9. Are your local and district prepared for the next annual vote to establish the number of standards required and recorded at each level?	70	22	8
10. List other professional development that is needed by your local members for quality teaching and learning of the Graduation Standards. (Appendix D)			

#### **Teacher Retention**

**% still teaching**

1. How many teachers were hired for the 1997-98 school year? How many are still teaching in the district?	59
2. How many teachers were hired for the 1998-99 school year? How many are still teaching in the district?	65
3. How many teachers were hired for the 1999-00 school year? How many are still teaching in the district?	76
4. How many teachers were hired for the 2000-01 school year? How many are still teaching in the district?*	95

\*Numbers collected before school year completed. 15% of districts didn't submit data for any year.

### Quality of Professional Development (PD)

Never\* Seldom Usually Always

\* Percentages may not add up to 100 because of rounding error and the omission of non-responses.

1. Do student needs serve as the basis for teacher learning and PD?	0	10	75	11
2. Are student assessments used as a tool to determine PD?	7	52	29	5
3. Are teacher needs assessed and used as a basis for PD?	12	36	38	7
4. Are site PD plans aligned with district goals and initiatives?	8	13	39	29
5. Are a set of standards used to plan and evaluate district PD?	41	27	14	9
6. Are a set of standards used to plan and evaluate site PD?	45	25	10	6
7. Do teachers plan, implement and evaluate their own individual PD plans?	23	28	30	12
8. Do PD activities address the range of knowledge, skills, and experience of teachers?	7	29	49	8
9. Do PD activities include follow-up time and support to teachers testing new ideas and practices?	26	58	11	1
11. Do PD activities focus on subject matter knowledge?	4	34	50	4
12. Are dialogue and reflection an ongoing part of PD activities?	17	52	19	4
13. Do PD activities include opportunities to obtain useful feedback from colleagues on their practice from colleagues?	34	50	9	1
14. Is the impact of PD on student learning evaluated?	36	44	13	2
15. Is the impact of PD on teacher practice evaluated?	43	40	8	2
16. When PD involves formal activities, is school time provided?	5	18	48	23
17. When PD involves informal activities, is school time provided?	19	45	25	4
18. What type of PD does your district offer?				
• Independent projects	16	37	24	13
• Workshops	0	6	51	37
• Team planning	6	40	30	14
• Mentoring	21	29	21	16
• Classroom observation and feedback	22	41	20	5
• Examining student work	27	43	13	5
• University courses	37	20	21	8
• Curriculum development	5	21	47	20
19. What kind of PD does your district pay for?				
• Independent projects	22	19	30	13
• Workshops	1	4	49	38
• Team planning	11	25	31	22
• Mentoring	29	16	17	23
• Classroom observation and feedback	37	23	11	12
• Examining student work	40	24	11	9
• University courses	52	16	8	8
• Curriculum development	5	16	42	28
20. Is technology skill development included in PD activities?	3	19	51	22

21. Do teacher evaluations consider an individual's participation in PD and its effect on practice?	32	39	19	5
22. Are teachers involved in their own evaluations?	14	19	36	23
23. Are teachers involved in the evaluations of other teachers?	75	16	4	1
24. Are teachers involved in providing Peer Assistance to other teachers?	27	43	18	5
25. Are teachers involved in mentoring probationary teachers?	23	28	18	26
26. Are teachers involved in evaluating principals?	57	23	9	6
27. Are there conditions or people in the district that encourage high quality PD?	6	22	48	19
28. Are there conditions or people in the district that discourage high quality PD?	26	43	19	6

### Local Teacher Union

1. How does your <u>local union leadership</u> define its role and responsibilities in:				
• Political action	2	24	51	19
• Bargaining/monitoring contracts	0	1	14	82
• Community/parent involvement	10	61	20	5
• Processing grievances	1	7	21	68
• Building new leadership	3	33	46	10
• Providing quality PD	14	47	28	7
• Monitoring PD	22	45	27	4
2. How would your <u>general membership</u> define its role and responsibilities in:				
• Political action	4	28	47	17
• Bargaining/monitoring contracts	0	2	14	80
• Community/parent involvement	17	55	18	5
• Processing grievances	2	6	27	61
• Building new leadership	10	39	34	6
• Providing quality PD	26	38	27	4
• Monitoring PD	31	41	21	3
3. From the district's perspective, how would the <u>district define the local union's</u> role and responsibilities in:				
• Political action	3	20	49	23
• Bargaining/monitoring contracts	0	1	14	82
• Community/parent involvement	18	49	23	4
• Processing grievances	2	7	26	51
• Building new leadership	13	36	34	7
• Providing quality PD	24	36	29	6
• Monitoring PD	26	35	28	6
4. From the community's perspective, how would the <u>community define the local union's</u> role and responsibilities in:				
• Political action	9	20	36	27
• Bargaining/monitoring contracts	3	7	13	72
• Community/parent involvement	26	39	21	7
• Processing grievances	10	18	26	38
• Building new leadership	20	37	23	6
• Providing quality PD	28	31	24	8
• Monitoring PD	30	32	23	6
			<b>Yes</b>	<b>No</b>
5. Local union leadership believes and acts as if PD is union work.			41	34
6. Does your local union have a professional issues committee or chair?			40	57

7. Does your local union include PD in its budget?	29	69
8. Does your local contract have language that addresses PD?	47	48
9. Check the PD activities in which your local union is actively engaged:		
• Staff development committees (as per statutes)	70	
• National Board for Professional Teaching Standards	12	
• Peer Review	24	
• Peer Assistance	27	
• Mentoring	44	
• Teaching Evaluation	18	
• Principal Evaluation	16	
• Pay for time spent in PD activities	49	
• Sabbaticals	34	
• Continuing Licensure Committee	78	
10. Did your local union play an active role in the vote on the implementation of Graduation Standards?	59	37
11. How would you rate your local union's capacity to ensure high quality PD?	<b>1996</b>	<b>2001</b>
1 (low)	37	22
2	28	24
3	18	28
4	12	15
5	7	12
6 (high)	2	4
13. What conditions or people encourage your local union to become more involved in PD? (Appendix E)		
14. List the opportunities your local union has for becoming more involved in ensuring members have high quality PD. (Appendix F)		
15. What are some benefits of your local union becoming involved in PD? (Appendix G)		
16. What are some disadvantages of your local union becoming involved in PD? (Appendix H)		
	<b>Yes</b>	<b>No</b>
17. Other than contract language, are there other avenues in which the local union advocates for PD	55	46
18. Does your local union appoint teacher members to the district Staff Development Committee?	36	38
19. Check the PD opportunities your union supports:		
• Independent projects	68	
• Workshops	89	
• Team Planning	68	
• Mentoring	71	
• Classroom observation and feedback	52	
• Examining student work	40	
• University courses	65	
• Curriculum development	79	

## Appendix D. Staff Development needed to better teach Graduation Standards

Category	Topic	Tally
Performance Assessment	Performance Assessment	58

111	Scoring Student Work	24
	Rubric Development	18
	Discussing student work	8
	Time for package development	3
<hr/>		
<b>Curriculum/Grad Standards</b>	Embedding Graduation Standards	29
68	Awareness of Existing Standards	12
	Curriculum Review	7
	Scope & Sequence Development	7
	Designing Units & Lessons	5
	Mapping (curriculum)	4
	Interdisciplinary Standards	3
	Revised Dimensions of Learning	1
<hr/>		
<b>Instruction/Teaching</b>	Best Practice People/Training	18
41	Training (misc.)	9
	Six Trait Writing Process	5
	Standards-based instruction	4
	Data-driven decision making	3
	Block Scheduling Teaching Styles	1
	Constructivism theory	1
<hr/>		
<b>Misc</b>	Instructional Support Team Members	8
28	Teacher work days	6
	New teacher training/in-service	4
	Action Research	3
	In-service training & workshops	3
	Review Board	2
	Budget Discussion	1
	Lack of resources for rural schools	1
<hr/>		
<b>Recording/Reporting</b>	Recording & Reporting	17
19	Reporting to Parents	2
<hr/>		
<b>Collaboration</b>	Grade level collaboration	6
18	Subject/Dept level collaboration	6
	Collaboration With Other Districts	3
	Cross-grade communication	2
	Isolation of Certain Schools	1
<hr/>		
<b>Technology</b>	Use of Technology	15
17	MN Electronic Curr Repository (web)	2
<hr/>		
<b>Diverse/Special Needs</b>	Special Needs in the Classroom	7
14	Diversity Education	5
	English as a Second Language	1
	Inclusion training	1
<hr/>		
<b>Mentoring</b>	Mentoring Program	9
12	Peer assistance/review	2
	Teacher Evaluations of Tenure Staff	1

**Appendix E: Conditions or people that encourage local union involvement in Staff Development**

<b>Category</b>	<b>Topic</b>	<b>Tally</b>
<b>TALL/Education Minnesota</b> 77	TALL project	26
	Education Minnesota	22
	Uniserv	12
	Workshops	6
	PDA's	5
	Negotiations training	2
	Education Minnesota Grants	1
	Education Minnesota newspaper	1
	Steward training	1
	Union mailing info	1
<b>Local Union Leadership</b> 51	President of local	24
	Union leaders	14
	Executive council/committee	5
	Contract language	3
	Lane change	3
	Local Union President & Executive Board	1
	Fall Drive-in	1
<b>District Administration</b> 49	District Administration	34
	Superintendent	9
	School board	4
	Curriculum coordinator	1
	Education coop	1
<b>The Law</b> 41	The law/State mandates	17
	Grad standards	10
	Funding	9
	Re-certification/re-licensure	2
	Profiles of Learning	1
	Lawsuit	1
	Required reporting	1
<b>District Committees</b> 32	Staff Development Committee	27
	Continuing Education Committee	3
	Curriculum committee	2
<b>Misc</b> 25	Crisis situations	6
	Educational Research & Development program	4
	CFL/MN Educ. Effectiveness Program training	4
	Email	2
	Test data	2
	Bad press	1
	Instruction and Professional Development chair	1
	LMC	1
	New admission turnover	1
	Quality Teaching and Learning	1
	State & national concerns	1
	Substitute teacher shortage	1
	<b>Teachers</b>	Other teachers

## Appendix F: Opportunities for local union to be more involved in Staff Development

Category	Topic	Tally
<b>Committee Work</b> 108	Staff Development Committee	66
	Site teams	12
	Mentorship program	11
	Continuing Education Committee	9
	Peer review/assistance	6
	Curriculum Council	3
	Teacher Appraisal System Committee	1
<b>Misc</b> 71	Workshops	24
	Educational Research & Development Programs	8
	In-service days	7
	The law	6
	Activity funding	3
	Surveying members	3
	Budgeting	2
	Nat'l Board for Professional Teaching Standards	2
	Newsletters	2
	Staff Development Scholarships	2
	North Suburban Service Unit	2
	Local grants	1
	College classes	1
	DELT	1
	Information database	1
	Instruction and Professional Development Chair	1
	Leadership conference	1
	One reporting & planning day each quarter	1
	Quality Teaching and Learning	1
	Referendum support	1
Sponsor book club	1	
<b>TALL/Education Minnesota</b> 69	TALL	61
	PDA's	3
	Education Minnesota convention	2
	Education Minnesota Conference	2
	Education Minnesota Website	1
<b>Union Work</b> 48	Uniserv/Education Minnesota	19
	Negotiating	9
	Contract language	6
	Fall Drive-In	6
	Future bargaining	2
	Union Committees	2
	Local union contacts	1
	Discussion & Negotiations Table	1
	Teachers Rights	1
Salary Schedule	1	
<b>MEEP Teams</b>	MEEP Teams	7

## Appendix G: Benefits of local union becoming more involved in staff development

Category	Topic	Tally
<b>Impact on Staff Development</b> 91	Input relating to staff development activities	20
	Ownership	20
	Improved opportunities/influence	19
	Improved quality of staff development	13
	Allocation of funds	12
	Accountability	4
	Educational direction	3
<b>Improved Teaching</b> 52	Improved teaching	52
<b>Union Professionalism</b> 38	Increased relevance of union	14
	Unification	11
	Higher degree of professionalism	10
	New teacher involvement	2
	Negotiation points	1
<b>Misc</b> 38	Being informed of statutes/laws	8
	Tracking expenditures	8
	Pooling of resources	6
	Merit pay/Mileage/Credit Lane	6
	Higher degree of political activism	3
	Less grievances filed	2
	Support for workshops	2
	Checks and balances	1
	Evaluating student performance	1
Teacher retirement	1	
<b>Communication/Support</b> 35	Communication/Support	30
	Collaborating with district administration	5
<b>Public Relations</b> 19	Good public relations/image	19
<b>Climate</b> 11	Improve morale/climate	11
<b>Teacher Retention</b>	Teacher retention	7

## Appendix H: Disadvantages of local union becoming more involved in staff development

Category	Topic	Tally
<b>Energy/Responsibility/Commitment</b> 65	Responsibility/Commitment	30
	Too few people	18
	Apathy	6
	Finding volunteers	6
	Accountability	5
<b>Union-Administration Conflict</b> 62	Conflict between union and administration	24
	Too political	11
	Excessive control	9
	May lose sight of traditional issues	5
	Increase in micro-managing	4
	Advantage to administration	4
	Conflict between school board and EA	2
	District cooperation	2
	Used against locals in negotiations	1
<b>Time</b> 53	Time	53
<b>Teacher-Teacher Conflict</b> 13	Conflicting goals	11
	Low trust between buildings	1
	Pressure to use funds for salary increase	1
<b>Money</b> 12	Limited funding	12
<b>Misc</b> 8	Negative perception of union	6
	Misallocation of funds	2

<b>APPENDIX I. A RUBRIC FOR CHARACTERIZING DISTRICT COMPLIANCE WITH STAFF DEVELOPMENT STATUTES</b>			
<b>SD Law</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>
122A.60	Compliance with law none to minimal	Compliance with law incomplete but in progress	Compliant with law
Subd. 1  Committee	- may not have district and/or site committees;  - missing required personnel - no connection/alignment between district & site committees - no teacher input for committee formation	- district and site committees exist, BUT:  - missing required personnel - little connection/alignment between district & site committees - little teacher input on committee composition	- district & site committees are complete and meet regularly; (some fine-tuning may be needed)
Subd. 2  Plan	- no district and/or site plans	- no connection/alignment between district & site plans - little teacher participation in creation of plans - no reference to student or teacher data when creating district & site plans	- good connection/alignment between district & site plans - teachers participate in plan creation - some attention to using student and teacher data to create district & site plans
Subd. 3  Outcomes	- little/no alignment between plan outcomes & staff development activities - no mention of evaluating the effectiveness of activities - implement 1 or 2 outcomes - plan does not address: using student test data; best practice methods; opportunity for peer collaboration; time for follow-up; mentoring; peer coaching; violence prevention; site-based management skills; overall SD quality	- some attempts made to align plan outcomes & staff development activities - no mention of evaluating the effectiveness of activities - implement 2 or 3 outcomes - plan includes some outcomes: using student test data; best practice methods; opportunity for peer collaboration; time for follow-up; mentoring; peer coaching; violence prevention; site-based management skills; overall SD quality	- staff development activities address outcomes of plans - some evaluation of the effectiveness of activities - implement 4 or more outcomes - plan implements staff development outcomes as articulated in Minnesota laws.
122A.61  Revenue	- inappropriate allocation of 2% reserve - no teacher involvement with funding decisions - no site control over funds - no Best Practice grants offered; no criteria for grants	- appropriate allocation of 2% reserve - little/no teacher involvement with funding decisions - some site control over funds - improvement needed for granting process; few criteria for accessing grants	- appropriate dispersal of 2% reserve (may exceed 2%) - teachers involved with funding decisions - sites in control of their funds - criteria in place for Best Practice grants

Derived from Education Minnesota TALL Project (Teachers as Learners and Leaders), 2000-2001

**Appendix J. Areas of Improvement Cited in the Action Plans: A Tally by Staff Development Assessment Item**

Section	Item from Assessment provided by the PDA's																												Many*	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
District SD Committee	21	13	12	10	10	18	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	43	128
District SD Plan	18	20	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	66
Site SD Committee	22	3	3	8	12	5	12	1	5	8	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32	111	
SD Revenue	0	0	0	1	9	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	20	
State Report	1	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	6	
Continuing Education	11	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	14	
Graduation Standards	1	2	2	3	2	0	5	7	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	26	
Staff Retention	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	
Quality SD	9	12	25	7	5	2	8	3	13	6	0	7	9	5	4	2	3	5	3	2	4	3	2	12	19	1	3	5	10	189
Union Activity	2	11	4	3	15	2	1	5	2	0	4	1	0	2	0	0	0	1	0	-	-	-	-	-	-	-	-	8	61	

Shaded areas have 10 or more tallies in them to help the reader easily see where the action is.

\*Occasionally a Local Assessment targeted only a general section (e.g., District SD Committee) rather than an item in the section (e.g., 1). In those cases all items in the section were credited with a tally. These tallies were included in the Many column.

This table should be read in conjunction with the Local Assessment. The table is organized by sections of the Local Assessment (left-hand column) and items within each section (row of consecutive numbers at the top). For example, at the intersection of “District SD Committee”, the first section, and Item 1 is a cell containing the number “21.” That means 21 districts selected that particular item as a target for its Action Plan.

On the far right are two columns. The first column (Many\*) is a tally of items presumed selected when a district only targeted a section, not an item (see asterisk above). The second column (Total) is a total of the cells for each item to the left, and the contents of the Many column.