

**Fulda Public Schools  
Staff Development Plan  
2020-2021**

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# Life-Long Learning

**Fulda Public Schools  
District 505  
Fulda, Minnesota**

Adopted October 2020

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## **Philosophy of Staff Development**

Fulda's Staff Development shall facilitate, nurture, and promote opportunities to increase the personal and professional development of its staff. The primary goal of our district is to improve student achievement. Therefore, it's necessary that all staff be engaged in continuous programs of professional and personal growth.

Staff Development is a vehicle of planning, implementing and evaluating a district-wide process for enhancement of the growth and development of district staff.

## Our Beliefs

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We Believe...

...that ongoing improvement is essential.

...that change provides opportunities for growth.

...that the most meaningful changes occur in people when hearts, minds, and spirits are touched.

...that the example is a powerful teacher.

...expectations influence accomplishments.

...that shared power benefits all.

...that diversity strengthens.

...that cultural norms have powerful influence.

—*Adapted from the Minnesota Staff Development Council*

*[www.mn-sdc.org](http://www.mn-sdc.org)*

## **Goals of the Staff Development Committee**

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The District Staff Development Committee is committed to providing opportunities through training to:

- 1) Increase the teaching & professional competency of Fulda School District employees to increase student achievement.
- 2) Provide encouragement and look for opportunities to recognize new instructional approaches.
- 3) Train district employees in areas relevant to the annual staff development and World's Best Workforce goals.
- 4) Provide cooperative curriculum development and improvement.

# Fulda Public Schools District Goals

- I. High Student Achievement
  - A. The primary goal of our district is to improve student achievement
    - 1) Efficient and timely use of formal and informal assessments
    - 2) Identify behavioral and academic challenges through referrals and implement corrective measures
    - 3) Encourage Personal Staff/Student relationships
  - B. Increased academic rigor and achievement for all students
    - 1) Provide Post-Secondary education opportunities (CIHS)
    - 2) Assist All students to attain their fullest potential
  - C. Promote participation in fine arts and extracurricular activities
    - 1) Continue to explore opportunities of sharing program offerings with neighboring districts
  - D. Provide a Professional Learning Environment
    - 1) Promote positive social behavior
    - 2) Evaluate and enforce dress code
    - 3) Drug and substance free School
- II. Effective Leadership
  - A. Effective Communication
    - 1) Open Communication between staff and administration
    - 2) Efficient use of Meet and Confer
    - 3) Improve communication between grade levels to create a smooth transition PK-12
  - B. Professional Development for Staff, Administration and School Board
    - 1) Dedicated commitment to professional growth
    - 2) Effective use of Staff Development
    - 3) Shared responsibility through participation on committees
    - 4) Explore innovative concepts that benefit children
  - C. Shared Vision and Teamwork
    - 1) Recognize teamwork as an essential component of planning and implementation of district goals
    - 2) Seek input of faculty, staff community and student body
    - 3) Investigate programs to increase parent/community involvement
- III. Efficient Operations
  - A. Closely Monitor District's Financial Position
    - 1) Operate Programs at maximum efficiency
    - 2) Review financial/auditor reports for future planning
  - B. Long Range Planning for District #505
    - 1) Revise the 5 year plan annually
    - 2) Encourage enrollment through identification and communication of District Strengths
    - 3) Review District Curriculum cycle
  - C. Personnel
    - 1) Foster an environment that is positive and emphasizes respect and responsibility
    - 2) Embrace challenges as opportunities to grow personally and professionally
    - 3) Continued use of staff evaluation process and documentation tool to promote professional growth
    - 4) Use of documentation to identify areas of potential improvement
  - D. Technology
    - 1) Develop and evaluate an effective long range technology plan
    - 2) Effectively use technology in instruction and management

# National Staff Development Council's Standards for Staff Development

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## Context Standards

Staff Development that improves the learning of all students...

- Organizes adults into learning communities whose goals are aligned with those of school and community.
- Requires skillful school and district leaders who guide continuous instructional improvements.
- Requires resources to support adult learning and collaboration.

## Process Standards

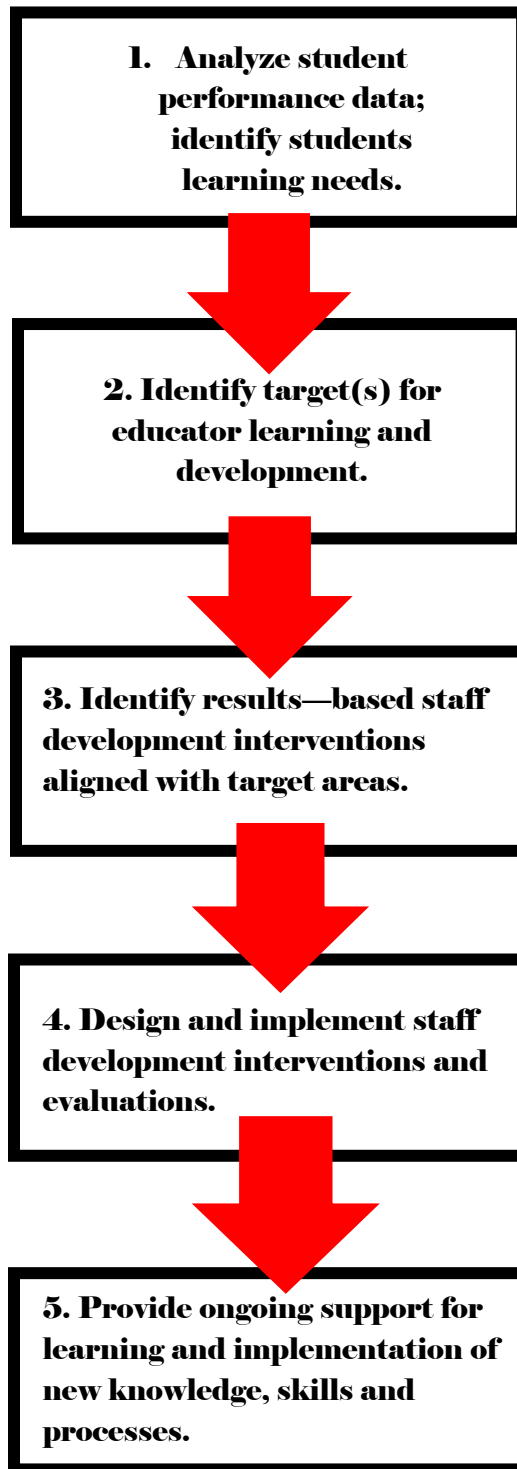
Staff Development that improves the learning of all students...

- Uses disintegrated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvements.
- Uses multiple sources of information to guide improvements and demonstrate its impact.
- Prepares educators to apply research to the intended goal.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change.
- Provides educators with the knowledge and skills to collaborate.

## Content Standards

Staff Development that improves the learning of all students...

- Prepares educators to understand and appreciate all students, to create safety, orderly and supportive environment and to hold high expectations for their academic achievement.
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessment appropriately.
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately.



Backmapping Model for Planning Staff Development  
Assessing Impact: Evaluating Staff Development, Killion, 2002



## MINNESOTA STATUTES 2017

### 122A.60 STAFF DEVELOPMENT PROGRAM.

**Subdivision 1. Staff development committee.** (a) A school board must use the revenue authorized in section [122A.61](#) for:

- (1) teacher development and evaluation plans under section [122A.40](#), subdivision 8, or [122A.41, subdivision 5](#);
- (2) principal development and evaluation under section [123B.147, subdivision 3](#);
- (3) in-service education programs under section [120B.22, subdivision 2](#); and
- (4) other staff development needs.

(b) The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators.

**Subd. 1a. Effective staff development activities.** (a) Staff development activities must:

- (1) focus on the school classroom and research-based strategies that improve student learning;
- (2) provide opportunities for teachers to practice and improve their instructional skills over time;
- (3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- (4) enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- (5) align with state and local academic standards;
- (6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
- (7) align with the plan of the district or site for an alternative teacher professional pay system;
- (8) 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

(9) 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.

Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

(b) Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under section [122A.61](#).

### **Subd. 2. Contents of plan.**

The plan must include the staff development outcomes under section [122A.40, subdivision 8](#), or [122A.41, subdivision 5](#), and section [123B.147](#), subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education and staff development outcomes, consistent with relicensure requirements under section [122A.18](#), subdivision 4. The plan also must:

(1) support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

(2) emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

(3) maintain a strong subject matter focus premised on students' learning goals, consistent with section [120B.125](#);

(4) 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

(5) reinforce national and state standards of effective teaching practice.

### **Subd. 3. Staff development outcomes.**

The advisory staff development committee must adopt a staff development plan, consistent with section [122A.40, subdivision 8](#), or [122A.41, subdivision 5](#), for developing and evaluating teachers and for improving student outcomes and with section [123B.147, subdivision 3](#), for

strengthening principals' capacity in areas of instruction, supervision, evaluation, and teacher development. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achieving the following goals:

- (1) 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;
- (2) 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;
- (3) provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- (5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
- (6) effectively deliver digital and blended learning and curriculum and engage students with technology; and
- (7) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

**Subd. 4. Staff development report.**

- (a) The district and site staff development committees shall write a report of staff development activities and expenditures for the previous year. The report, signed by the district superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities under subdivision 3 as part of the district's world's best workforce report under section [120B.11, subdivision 5](#).
- (b) The report must break down expenditures for:
  - (1) curriculum development and curriculum training programs; and
  - (2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards.

**History:** [1Sp1985 c 12 art 8 s 23,61](#); [1987 c 398 art 8 s 27,28](#); [1Sp1987 c 4 art 1 s 3](#); [1988 c 486 s 73,74](#); [1990 c 562 art 4 s 8](#); [1991 c 265 art 7 s 30-32](#); [1992 c 499 art 1 s 19](#); [1992 c 571 art 10 s 4,5](#); [1993 c 224 art 7 s 24](#); [1994 c 647 art 7 s 10,11](#); [1Sp1995 c 3 art 8 s 9](#); [1996 c 412 art 9 s 11](#); [1998 c 397 art 8 s 95,96,101](#); [art 11 s 3](#); [1998 c 398 art 5 s 13](#); [1999 c 241 art 5 s 3](#); [1999 c 241 art 9 s 17](#); [1Sp2005 c 5 art 2 s 44-46](#); [2009 c 96 art 2 s 28](#); [2010 c 382 s 23](#); [2012 c 239 art 1 s 33](#); [2012 c 273 s 2,3](#); [2014 c 272 art 1 s 23-25](#); [art 3 s 19-21](#); [1Sp2015 c 3 art 2 s 36](#); [2016 c 189 art 24 s 16](#)

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## **Individual Staff Development Allocation** (Site Money)

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### Acceptable Uses for Individual Staff Development Funds:

Individual staff development money allocated for staff members may be used in any of the following ways, at the discretion of the committee.

1. Visitations to classrooms and other school districts
2. Workshop registration will be paid for subject to approval by the Staff Development Committee when funds are available.
3. Substitute pay while attending any of the above approved activities.
4. Additional workshops may be attended while funding is available and criteria is met by staff development.
5. Mileage, meals, and parking fees will not normally be paid for by staff development. Exceptions must be approved by the Staff Development Committee. District vehicles may be checked out when available.
6. Hotels may be paid when funds are available. Applicants are required to submit a workshop/conference itinerary or agenda with their request.

### Professional Staff Development Stipends

<u>Position</u>	<u>Stipend</u>
Staff Development Chair	\$440.00/year
Staff Development (Co) Chairs	\$220.00/year/person
Recording Secretary	\$220.00/year
Grant/Cont. Ed Coordinators	\$110.00/year
Staff Development Committee Member	\$25.00/meeting
Ad Hoc Members	\$25.00/meeting

Payment for all positions must be approved by the SD Committee upon submission of the year's summary of activities.

## 2020-2021 Staff Development Activities

**Blood Borne Pathogens / Right To Know Training** – September 1<sup>st</sup>

**Release Time PLC's** – throughout the school year

### Explanation of Plan

During the 2020/2021 academic year, Fulda Public Schools in cooperation with a SWWC Education Consultant will utilize the Assessment for Learning Model to guide professional development activities. A description of the model is provided later in this document. The focus of the work will be related to the Standards aligned segment of the model which is described as “learning goals are established along with deep understanding of the knowledge, skills, and behaviors required of students to demonstrate mastery of the Minnesota Academic Standards.”

The work of Webb, Bloom, and Hess provide a framework for the cognitive skills required by students when interacting with knowledge, depth of the content, and the connectivity of the two and therefore will be utilized in order to develop a “deep understanding of the knowledge, skills, and behaviors required of students to demonstrate mastery.” Training will be provided to staff on each framework by the SWWC Education Consultant. Throughout the academic year, the standards embedded in courses will be identified along with the corresponding depth of knowledge. Additionally, training and work will take place to evaluate the scope of the standards based on the work of Larry Ainsworth. This work will also take place on an ongoing basis throughout the academic year.

Future work may include additional frameworks related to the Standards aligned portion of the Assessment for Learning Model or other portions of the model as the capacity to engage in activities to develop other portions of the model will be developed through the work undertaken within the 2020/2021 academic year.

### Release Schedules

Fulda Elementary School - Monday Afternoons - 2:00-3:00 pm

Group 1 (K, 1): Erdmann, Ossefort, Elness, Noding, Nolt  
Group 2 (2, 3, 4): Lee, Nasby, Kramer, Brake, Huset, Woelber  
Group 3 (5, 6): Pack, Lutz, Junco, Getting, Harms, Beerman, Henning

Oct 12: Group 1	Jan 11: Group 1
Oct 19: Group 2	Jan 25: Group 2
Oct 26: Group 3	Feb 1: Group 3
Nov 2: Group 1	Feb 8: Group 1
Nov 9: Group 2	Feb 15: Group 2
Nov 16: Group 3	Feb 22: Group 3
Nov 23: Group 1	March 1: Group 1
Nov 30: Group 2	March 8: Group 2
Dec 7: Group 3	March 15: Group 3
Dec 14: Group 1	March 22: Group 1
Dec 21: Group 2	March 29: Group 2
Jan 4: Group 3	April 12: Group 3

Fulda High School - *Thursdays – rotating schedule*

Oct 22: 1st and 2nd - English (Cheadle, Lutz, Haberman)  
Oct 29: 3rd and 4th - Science (Bambrick, Kelm, Sullivan)  
Nov 5: 5th - Social (Curry, Bastemeyer-Parlin, Knutson, Saxman, Busman)  
Nov 12: 6th and 7th - Math (Erdmann, Woelber, Pack, Blankenship, Munson)  
Nov 19: 1st & 2nd - English  
Dec 3: 3rd and 4th - Science  
Dec 10: 5th - Social  
Dec 17: 6th and 7th - Math  
Jan 7: 1st and 2nd - English  
Jan 21: 3rd and 4th - Science  
Jan 28: 5th - Social  
Feb 4: 6th and 7th - Math  
Feb 11: 1st and 2nd - English  
Feb 18: 3rd and 4th - Science  
Feb 25: 5th - Social  
Mar 4: 6th and 7th - Math

Meeting Agendas

Full Staff In-service on September 28th

- In-service on the work of Webb, Bloom, and Hess
- Identify the standards embedded thus far in a course and the related depth of knowledge

Group's First Release Time Meeting

- Questions and discussion with SWWC Education Consultant from September 28th in-service
- Identification of standards embedded in the selected course and depth of knowledge

Full Staff In-Service on January 18th (or other date as needed)

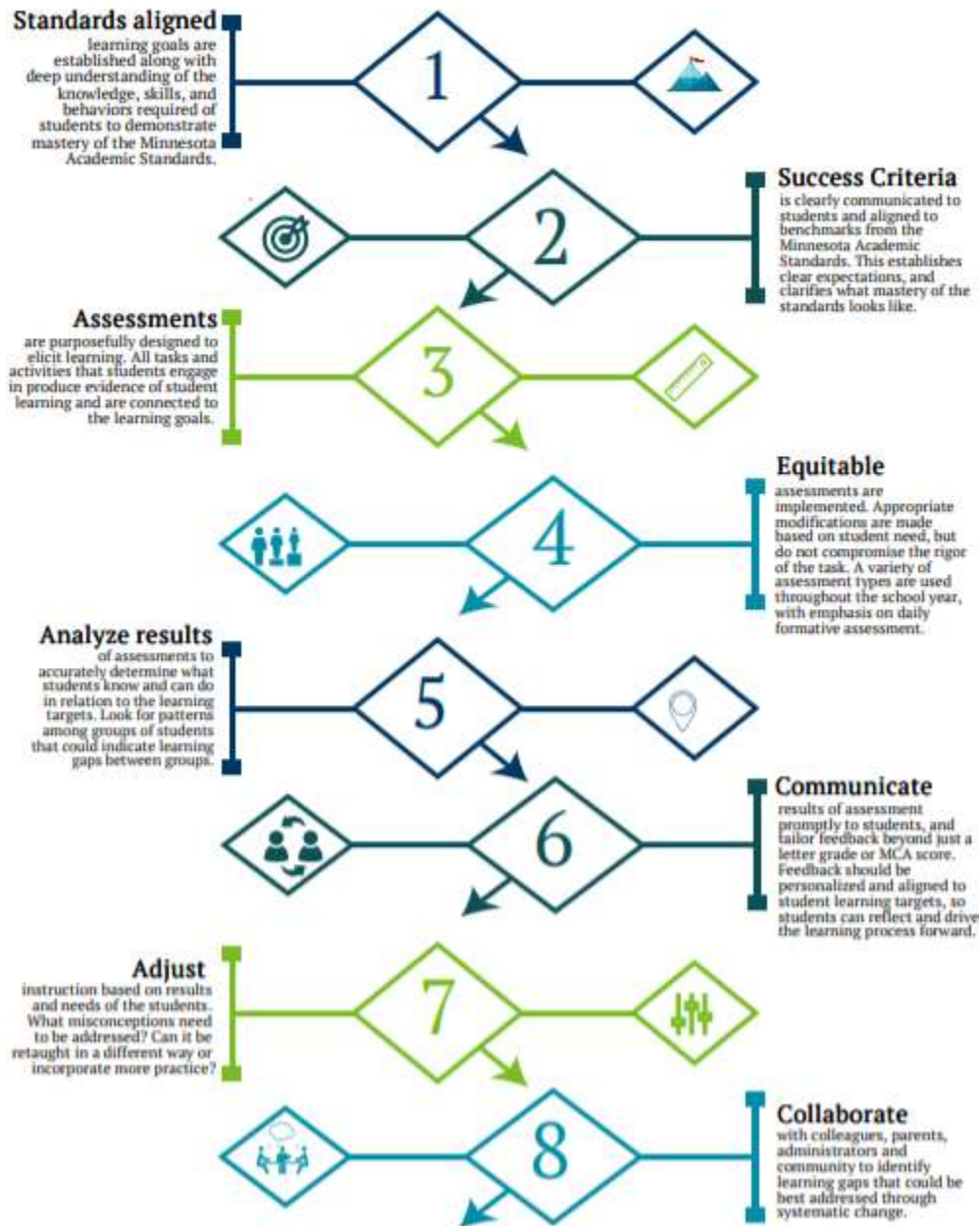
- In-service training on evaluating the scope of standards (ELRAT) based on Ainsworth
- Evaluation of standards embedded thus far in a course

Additional Release Time Meeting Possible Topics

- Identification of standards embedded in the selected course and depth of knowledge
- Evaluation of standards embedded thus far in a course
- Comparison of evaluation of standards and depth of knowledge between grade levels for the purpose of vertical alignment
- Review of MCA Benchmark data and test specifications

# Assessment for Learning Model

## Assessment for Learning





**2020-2021 South Collaborative Teacher Meetings** – throughout the school year

2020-2021 Collaborative Teacher Meeting Links & Google Classroom Links

<https://docs.google.com/document/d/1z11Gr1ulRmfTC6h2juudaBQzLj3-yhzFXT9ZmifAb94/edit>

**District Staff Development Day** – January 18<sup>th</sup>

**Simple K12 Professional Development Online Resource** – throughout the school year

This online professional development resource will be available for all staff to use with their PLC and for gaining CEU's for re-licensure. The platform offers on-demand as well as live webinars in a wide variety of re-licensure and educational areas. There will be no additional compensation for time spent completing the webinars.

**Teacher Visitations** – throughout the school year

Every member will do a peer visit / exchange during the year. The visit is defined as watching another teacher's instruction for a minimum of 30 min. Teachers wishing to make a visit outside of prep time receive a sub paid from staff development money. No additional definitions or requirements are added to the peer visit / exchange. (Pre-conference, post conference, notes – all optional.) However, teachers are encouraged to talk before and after the visit to facilitate learning and understanding.

**Enhancing Standards Based Curriculum** – throughout the school year

Staff members wishing to work additional hours on enhancing their standards based curriculum will be compensated at committee rate of pay as long as staff development funds are available

2020-2021  
Staff Development Committee  
Membership & Terms

School Board Representation (1)  
— Doug Clarke

Administration (1)  
— Mike Pagel

Parent Representative – 1 Year Term  
— Greg Erdmann (Term Ends 2021)

SpEd Staff - 3 year term  
— Doreen Haberman (Term Ends 2021)

Elementary Staff – 3 Year Term (2)  
— Colby Pack (Term Ends 2021)  
— Susan Lee (Term Ends 2023)

High School Staff – 3 Year Term (2)  
— Jon Curry (Term Ends 2022)  
— Matt Saxman (Term Ends 2023)

Non Certified Staff – 2 Year Term (1)  
— Lisa Cuperus (Term Ends 2022)

Ad Hoc Members Negotiator (1) Technology Coordinator (1) Continue Education Committee Member (1) Assessment Coordinator (1) Title 1 Teacher (1) Additional Administrator (1) Education Minnesota President (1)
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1. The majority of the voting members must be teaching staff.
2. One administrator will be a voting member; any other administrators will be ad hoc members.
3. There will be 1 special education teacher on the committee.
4. Ad hoc members shall attend meetings on an invitational basis only.

Staff Development Rotation  
High School (2020-2021)

Jon Curry  
Matt Saxman  
Rachelle Munson  
Chris Bambrick  
Ellen Kelm  
Aaron Cheadle  
Franklin Sullivan  
Paula Lutz  
Sheryl Woelber  
Greg Erdmann  
Lucas Knutson  
Donna Bastemeyer-Parlin  
Kristin Peltola

Staff Development Rotation  
SpEd Staff (2020-2021)

Doreen Haberman  
Machelle Nolt  
Shannon Henning  
Dan Blankenship

Staff Development Rotation  
Elementary  
School (2020-2021)

Colby Pack  
Susan Lee  
Jennifer Elness  
Tonya Erdmann  
Grant Harms  
Melissa Kramer  
Carlene Holmes  
Robert Lutz  
Judy Busman  
Sara Zins  
Alice Spartz  
Maddie Brake  
Alli Getting  
Kathryn Nasby  
Chelsea Noding  
Heather Huset  
Leah Baumann  
Carly Junco

Staff Development  
Rotation Paraprofessionals  
(2020-2021)

Lisa Cuperus  
Sue Humphrey  
Allison Winter  
Jackie Hieronimus  
Laura Cheadle  
Sara Heintz  
Laurie Hermeling  
Kelli Johnson  
Jill Madison  
Brittany Timmerman  
Andrew Oakland  
Jena Meinders  
Lori Ommen  
Brenda Sauer  
Lacey Mack  
Shannon Welling

Procedure for placement on rotation: Applies to full-time teachers. New teachers added to the bottom of the list in order of hiring. Teachers just off of the committee added at the end. Teachers at the top of the list serve on the committee in their turn. Building chairs and secretary selected by vote of the committee. Requests for exception, and acceptance of volunteers, granted by committee vote.

## **General Roles of the Committee**

In Fulda, the District Staff Development committee is the site committee for the purpose of allocating state funds.

1. Meet monthly during the school year on the Friday before the monthly school board meeting for organizational purposes. Meetings are held at 7:15 AM, in the High School Library.
2. Formulate the annual Staff Development Activities in alignment with goals for the district.
3. Arrange professional development activities to meet individual needs.
4. Notify all district employees and substitutes of staff development activities.
5. Provide for follow-through/evaluation after staff development activities.
6. Receive, distribute, and/or post information on professional development opportunities.
7. Review and take action on exemplary & enhancing standards based curriculum grant requests according to the grant guidelines.
8. Update and distribute the Staff Development plan/handbook.
9. Meet in the spring to approve the Staff Development goals for the following school year.
10. Attend additional meetings called as needed.

**Staff Development Committee Member  
Assignments & Positions  
School Year 2020-2021**

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- Chair Person (Public Relations/Hospitality)
  - Colby Pack
  
- Recording Secretary
  - Doreen Haberman
  
- Grant/Cont. Ed Certificate Chairperson
  - Greg Erdmann

## **Committee Member Assignments**

### **Chairperson**

- Calls and chairs Staff Development Meetings.
- The Chairperson will monitor the Staff Development district wide, building site, and exemplary grant budget.
- Will work the district accountant to keep a staff development budget and the status of the staff development budget to the committee.
- The Chairperson will facilitate the Mentor/Mentee program (if needed and if funding is available).
- Will be the workshop coordinator. Chairperson will be responsible for tracking who is using staff development dollars.

### **Recording Secretary**

- Coordinate and distribute information on activities of the Staff Development Committee.
- Distribute minutes of meetings to all staff.

### **Grant/Cont. Ed Certificate Coordinators**

- Will copy and prepare grant applications to be considered for approval.
- Will complete and disburse continuing education credit certificates after staff development workshop attendance.

### **Public Relations and Hospitality Coordinators**

- Will be responsible for the SD correspondence, especially thank you notes.
- Will serve as host to any presenter
- Will serve as PR representative for the committee. Duties will include inviting local newspaper to SD activities and writing information to be printed in the newspaper and/or district newsletter, if needed.

### **Support Staff Members**

- Bring any support staff members' concerns to attention of committee.

### **Ad Hoc Members**

- Will be invited to attend meetings when expertise is needed.
- Will keep the committee update with valuable information about committee and annual goals.

**Fulda High School District #505**  
**Staff Development Request Form**

Use the checklist attached to this sheet for correct procedure in submitting this request.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Conference Title: \_\_\_\_\_
2. Conference Date(s): \_\_\_\_\_
3. General Conference Subject: \_\_\_\_\_
4. Indicate which of your personal goals or district staff development goals will be addressed by this request (See Pages 4 & 5 for a list of SD and district goals):  
\_\_\_\_\_  
\_\_\_\_\_
5. After Attendance I choose to report by:
  - a. Reporting at a SD meeting \_\_\_\_\_
  - b. Filling out a Summary Form \_\_\_\_\_  
(This report is due by the next scheduled SD meeting)

Estimated Expenses:

Registration \$ \_\_\_\_\_

Substitute Pay \_\_\_\_AM \_\_\_\_ PM \_\_\_\_ All Day \$ \_\_\_\_\_

Room \$ \_\_\_\_\_

**\*Please provide agenda or itinerary for an overnight stay.**

Total Estimated Expenses \$ \_\_\_\_\_

\_\_\_\_\_  
SD Workshop Coordinator Signature

<b>Reason for Denial:</b>          
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## **Staff Development Request Checklist**

- Staff Member will complete Staff Development Request Form (available in respective building lounges OR found in Staff Development Handbook).
- Staff Member will attach completed workshop registration form to SD Request Form. If more than one person is attending the same workshop, each person needs to complete a separate registration form, but only 1 SD Request Form.
- Staff Member will complete a substitute form and return it to the principal's office secretary. Be sure to indicate STAFF DEVELOPMENT on the "Explanation for Absence" line.  
  
\*Be sure to keep a copy of the SD Request Form and Registration for yourself!
- Staff member will take care of all aspects of registration
- Staff member will complete a school vehicle request form. Staff Development does not reimburse for mileage if personal vehicle is used.
- Staff member will complete an Activity Summary Form after the SD funded activity and return it to SD Chair or you will present at the next SD Committee meeting.



**Fulda High School District #505  
Staff Development Activity Summary Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Activity: \_\_\_\_\_

Date(s) of Activity: \_\_\_\_\_

Summary of Activity:

How will this ultimately benefit your students?

How will you share the benefits of this activity with other teachers in your building and/or teachers district wide?

## **Workshop Attendance Payment outside Contract Time Sponsored by Local Staff Development**

(Usually Held in District)

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Support Staff members will be paid at their current contracted hourly rate. Teaching staff members will be paid at the rate of \$25.00/hour up to a maximum of \$125.00/day. Upon completion of the workshop, the participant should submit a wage voucher with a Staff Development signature. Meals, parking fees, and lodging will not be paid. Mileage *may* be paid.

## **Workshop Presenter Payment**

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Any district employee will be paid the rate of \$25.00/hour for preparation time to present at a school related activity during contracted hours. The maximum amount paid for preparation will not exceed \$125.00. This policy is for Fulda Public Schools employees, not for outside presenter.

## **Exemplary & Enhanced Standards Based Curriculum Grant Committee Membership & Charge**

1. The grant committee shall consist of the entire Staff Development Committee.
2. The grant committee will take action on any grant application that meets all of the guidelines.
3. The grant committee will listen to presentations of finished grant work to approve payment of the grant and award continuing education credit.

### Grant Guidelines

#### *What a Grant Should Be:*

1. Exemplary means to go beyond what is expected as part of your normal job; an exemplary grant asks for money to explore new ideas or innovative practice
  - a. Repetitive topics/projects are not allowed
  - b. The grant must prove that group/ individual learning will take place and systematic change will be implemented at grade or department levels and shall benefit the building sites and/or the district.
2. May be used for research and development of an activity or project, which may include, but is not limited to, a workshop or training germane to licensure area or current assignment.
3. Enhancing standards based curriculum
4. All training, processes, and expenditures will be completed by the end of the cycle in which the grant was awarded.
5. Participation in grants should be limited to 2 grants/person/school calendar year.

#### *What a Grant May NOT Be Used for:*

- To buy Technology
- A project that is part of graduate work
- Workshop for graduate credit

*No request will be granted to pay for staff time while attending a workshop.*

## **Funding of the Grant:**

Maximum Grant Request: \$1,000.00/individual - \$3,000.00/group

1. All grant applications must be turned in 2 weeks prior to the monthly Staff Development Committee meeting. Deadlines are:

Cycle 1	September Meeting – 1 <sup>st</sup> Quarter grants
Cycle 2	November Meeting – 2 <sup>nd</sup> Quarter grants
Cycle 3	February Meeting – 3 <sup>rd</sup> Quarter grants
Cycle 4	March Meeting – 4 <sup>th</sup> Quarter grants
Cycle 5	May Meeting – summer grants
  
2. It may happen that the committee may approve the grant for a reduced amount. If that happens, the applicant will be told the reason. In such case, the applicant may decide to accept or reject the grant based on the amount received.
  
3. Applicants must be listed on the approved Exemplary and Enhanced Standards Based Curriculum Grant Application Form. Applications must be typed and will be judged on how clearly the request is presented. Be sure to identify tasks to be performed and time needed to complete each task.
  
4. Completed grant work must be presented at SD Committee meeting. Presentations may be made at any time prior to the end of each cycle quarter, with the Cycle 5 grant work presented at the August or September Staff Development Committee meeting.

**Fulda Public Schools District #505**  
**Exemplary and Enhanced Standards Based Curriculum**  
**Grant Request Form**

The information requested below is necessary for the Staff Development Committee to determine eligibility for this request. Submit this application to grant/continuing education coordinators.

Name of Applicants \_\_\_\_\_  
\_\_\_\_\_

Date of Application \_\_\_\_\_

Site where the application is to be considered: Elem      HS

1. Briefly describe the proposed activity/project. Provide specific, detailed information to help the committee assess your project.
2. Provide evidence of a need for this project, such as test scores/other student data. Please state description of students (grade level or specific class) to be affected by this project.
3. Please circle local, district, or national staff development goals this project will meet and briefly explain how the proposed project is linked to the goals

**Local Goals**

1. Increase the teaching & professional competency of Fulda School District employees to increase student achievement.
2. Provide encouragement and look for opportunities to recognize new instructional approaches.
3. Train District employees in areas relevant to the annual staff development goals.
4. Provide cooperative curriculum development and improvement.

**District Goals**

1. Student Achievement
2. Increased Academic rigor and achievement for all students
3. Promote Participation in fine arts and extra-curricular activities

**National Goals**

- |   |                                    |
|---|------------------------------------|
| 1. Learning Communities                                     | 5. Evaluation & Research - Based   |
| 2. Leadership   | 6. Family Involvement              |
| 3. Resources  | 7. Design Learning & Collaboration |
| 4. Data – Driven  | 8. Equity Quality teaching         |
| 5. Describe how this activity will affect student learning. |                                    |



## **Checklist for Grant Writing**

- There is a clear and concise description of the purposed professional development.
- There is clear evidence of need that ties to local, district and national goals.
- The grant proves that systematic change will be implemented and shall benefit student achievement.
- A conference brochure is included if the grant includes a request to attend a conference.
- The budget is clear and concise.

**Grant Approval Form**  
(For staff development committee use)

Scoring:           + indicates adequately addressed  
                      - indicates needs improvement

Does the grant proposal:

- \_\_\_ address local, district and national goals
- \_\_\_ support research/theory or best practice
- \_\_\_ impact yourself/or other teachers, support staff, parents or community
- \_\_\_ indicate there is a need from student baseline
- \_\_\_ measure student progress
- \_\_\_ clarify expectations of student baseline
- \_\_\_ list projected costs/budgets for the requested amount

Date Considered \_\_\_\_\_

Request approved \_\_\_\_\_ Request denied \_\_\_\_\_

Reason for denial: \_\_\_\_\_

Amount granted: \_\_\_\_\_

Signature of chairperson: \_\_\_\_\_



## Fulda Public Schools Peer Visit Sheet

Visiting Teacher: \_\_\_\_\_

Teacher Visited: \_\_\_\_\_

Date: \_\_\_\_\_

Class Period Visited: \_\_\_\_\_

Summary of the visit, discussion/ learning:

## Mentor/Mentee Assistance Program

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The goal of the Fulda Mentor/Mentee Assistance program is to promote professional growth and development for all probationary and tenured teachers as well as first year support staff members in the district.

The implementation of this program helps attract and retain qualified professionals within our school district. The administration recognizes the value of the program.

Fulda district employees provide assistance, guidance, and support to new and veteran employees in the district.

All new teachers/support staff members to the Fulda School District will participate in the program. Any part of the program is also available to other teachers and to student teachers upon request.

Funding for the program will be allocated from the building sites.

A mentee may choose his/her own mentor from the list of volunteers or the chairperson(s) will pair him/her with a volunteer. The chairperson(s), mentor, or mentee reserves the right to dissolve any unsuccessful partnerships and will reassign the mentee.

### Selection of a Mentor

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To become a mentor, a person must meet the following requirements:

1. Be a tenured teacher or an experienced paraprofessional in the Fulda School District.
2. Be committed to the mentor program and interested in serving as a role model, counsel, and friend to the employee in the program.
3. Teachers may submit their names, if interested, to the chairperson(s).
4. At the beginning of each school year, individuals interested in being a mentor will sign up or notify the chairperson(s).

## **Responsibilities of the Mentor**

Mentors are teachers, sponsors, role models, encouragers, counselors, and friends. The mentor will establish an ongoing, one-to-one relationship with a mentee for purposes of enhancing the mentee's teaching experiences.

The mentor will:

- Befriend
- Maintain confidentiality and trust
- Provide encouragement
- Mentor will be given up to ½ additional staff development days to observe teaching and provide feedback to the mentee
- Offer professional growth ideas
- Help with classroom management techniques
- Help with organizational skills and time management
- Share unit, curricular and resource ideas
- Answer or find answers to policy and contract questions
- Assist mentees to locate sources for supplies, texts, etc.
- Role model lessons
- Help locate professional workshops
- Maintain a weekly contact log during the first quarter of the school year and bi-monthly during the rest of the school year. Log should contain date/time/purpose of meeting.
- Provide assistance with parent/teacher conferences, advisee groups and other special activities
- Mentee will be given 1 additional staff development day to make site visits or observe their mentor
- Mentor will be paid a \$100.00 stipend at the end of the school year when completed contact logs are turned in
- Have only one mentee per school year