

Q Comp Proposal Guide

Forest Lake Area Schools, April 14, 2013

Forest Lake Education Association, Forest Lake Area Schools, ISD 831 www.fleaonline.org

April Building Visits

- April 17
Columbus 8:00
CLC 3:45 (Lab)
- April 18
Forest View 8:00
- April 19
CLC 8:00 (Lab)
CLC 2:30 (No. Class)
- April 22
Scandia 8:00
Southwest 2:30
- April 23
Linwood 8:00
High School 2:45
- April 24
Wyoming 8:00
- April 29
Lino 8:00
Century 2:30
- April 30
CLC 7:30 (So. Class)
- May 1
Forest Lake EI 8:00

Q Comp Team
Diane Giorgi, chair
Heidi Erickson
Paul Iwaszko
Kathy McMorrow
Joe Mueller
Kim Vanneste

Q Comp Proposal

This guide provides an overview of the Q-Comp proposal, on which the members of FLEA and the School Board will be voting in May. Motivation for developing the proposal came in large part from the Teacher Development and Evaluation law set to take effect Fall of 2014. While there is much overlap between the requirements of the Teacher Evaluation law and Q Comp, Teacher Evaluation is an unfunded mandate. Q Comp would provide a means for funding the requirements of Teacher Evaluation

while providing some additional compensation for our members.

The goal of the Q Comp Committee was to create a proposal that will not only fit the parameters set forth by MDE and provide additional compensation for the efforts of our members, but one that will support us in becoming better educators by providing time for collegial collaboration and more meaningful professional development.

While this guide contains a summary of the main

components of the Q Comp proposal, we encourage our members to reference the Q Comp application for complete details of the plan.

As with any compromise between education and state government, there are both benefits and drawbacks in this proposal. As you weigh the components of the proposal for yourself, don't hesitate to contact the members of the Q Comp Committee with your questions. We look forward to talking with you in the weeks ahead.

Plan Overview and Performance Pay

In brief, the Q Comp proposal involves three main goal areas.

Each building sets a Schoolwide (Site) Achievement Goal in August. Teachers (including all members of FLEA) set an Individual Student Achievement Goal by October. Teachers work toward an Observation Goal by participating in one observation cycle approximately every three months with Peer Coaches and/or administrators, for a total

of three observations during the year.

Teachers meet in PLCs throughout the year to collaborate with colleagues and share instructional strategies that support the members of the PLC in meeting their goals. Building and district-level professional development days provide additional time for professional development opportunities and instructional support.

Teachers who fully participate in Q Comp are

eligible to receive up to a total of \$2000 in Q Comp performance pay as follows: Teachers who complete their PLC requirements and demonstrate Proficiency in their Observations are eligible for \$1600 of performance pay. Teachers who reach their Individual Student Achievement Goal are eligible for \$200 of performance pay. Teachers whose building meets its Site Achievement Goal are eligible for \$200 of performance pay.

Teacher Leader Positions

The *Q Comp Coordinator* will oversee districtwide implementation and coordination of Q Comp, serve as an evaluator and resource for Peer Coaches, and support PLC/Professional Development Site Facilitators and PLC Leaders. The Q Comp Coordinator will serve a three-year term with the option to reapply at the end of the term. This is a full-time release position with salary according to contract and up to three weeks of extended employment.

Peer Coaches will provide resources and support to teachers through observations and feedback. An effort will be made to hire a proportionate number of Peer Coaches from elementary, secondary, and non-classroom

teacher/program areas. A combination of full-time and half-time coaches may be hired, depending on scheduling and staffing preferences, for a total equivalent of 9.0 FTE Peer Coaching positions. Peer Coaches will be assigned for a maximum of three years. Approximately one-third of the Peer Coaching positions will be replaced yearly on a rotating basis to allow for continuity in the coaching staff. Peer Coaches will office at sites throughout the district. Peer Coaches will be paid salary according to contract with two additional days for evaluation training.

PLC/Professional Development Site Facilitators (Site Facilitators) provide support to building PLCs and play a key role in

planning meaningful professional development. Site Facilitators collaborate with building administrators to facilitate building Professional Development Teams in planning site-based professional development opportunities for their staff. There will be two Site Facilitators at the High School and one at all other buildings. Site Facilitators serve a term of one year and may reapply yearly up to three consecutive years. Stipend of \$1000

PLC Leaders lead PLC meetings and are responsible for setting the agenda, recording minutes, and submitting required documentation in a timely manner. PLC Leaders serve a term of one year. Stipend of \$100

Q Comp Oversight

Committee Members will oversee the successful implementation and administration of the Q Comp program. Teacher members of the Q Comp Oversight Committee will represent a cross-section of the FLEA membership and serve a term of no less than one and no more than two years, rotating approximately one-half of the teacher members each year. Stipend of \$800

All Q Comp positions are eligible for Q Comp performance pay. Every effort will be made to honor the teacher's site of preference upon returning to a teacher/program assignment in the district following a teacher's service as either a Peer Coach or the Q Comp Coordinator.

Schoolwide Goal

“Unearned Site Goal funds are designated to that site for professional development activities to support future Site Goal achievement.”

The Schoolwide (Site) Achievement Goal is a requirement of Q Comp and must be based on standardized assessments, usually MCA's or NWEA MAP assessments. Note that the goals currently listed in the Q Comp application for each site (Component 2 of the application) are only examples. Site Goals must be updated by October 1 each year

using current data. The goal must be developed jointly by building administration and teachers assigned to that site and must align to the District Student Achievement Goal. Site Goals must be written as SMART goals and may focus on student progress and growth as opposed to a specific target score. Teachers whose site meets their Site Goal will

receive \$200 of performance pay. If a site does not meet its Site Goal, the \$200 per teacher that is not awarded to the site will be designated to that specific site and dedicated to professional development resources or activities to support the teachers of that site in meeting their Site Achievement Goal the following year.

Teacher Observation/Evaluation

All teachers will participate in a minimum of three observation cycles yearly, with the main focus being on teacher support and improvement. Each observation cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers over the course of their observation cycles.

Continuing contract teachers on “high cycle” (scheduled for an observation by their administrator) will be observed by a minimum of one Peer Coach and one administrator over the course of their three

observations. Continuing contract teachers not on high cycle will be observed by a minimum of two different trained observers, including one or more Peer Coaches, during the course of their three observations.

Probationary teachers will participate in four observation cycles during the year, three with their building/program administrator and one with a Peer Coach. Their Peer Coach observations will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to assist them in improving

instructional skills.

Teachers must receive a rating of Proficient or Distinguished on more than 50% of the total number of evaluated components from Domains 2 and 3 in that observation to receive an overall rating of Proficient for that observation. To earn performance pay for their observations, teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report; this is accomplished by earning a rating of Proficient on a minimum of two out of the three observations or by earning a rating of Proficient on the third observation. For

confidentiality reasons and out of respect for our members, teachers who receive a rating of Less than Proficient on either of their first two observations will work with the principal or supervising administrator for their third observation cycle.

If a teacher does not complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report, the teacher does not earn their Observation performance pay for that year and will continue to work with building administration the following year.

Professional Learning Communities

Professional Learning Communities (PLCs) will meet within the contract day at least two times per month for a minimum total of 180 minutes each month. The district calendar will incorporate four additional professional development days into the academic year in order to provide dedicated PLC meeting time and additional professional development opportunities during eight of the nine months.

Due to calendar and scheduling constraints, there will be no professional development

day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Every effort will be made by building administration to support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to attend and participate in their PLC meetings. Meeting absences will be made-up by means of a reflective response emailed to PLC members in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Observation portion of the teacher's performance pay.

“The district calendar will incorporate four additional professional development days into the academic year to facilitate professional collaboration.”

Non-classroom and Part-time Teachers

Teaching specialists who are part of the teacher bargaining unit but are not classroom teachers will participate in the same evaluation model as classroom teachers. Evaluation rubrics for non-classroom teachers have been modified to

accommodate specialized positions including school nurses, psychologists, counselors, etc. and, although the essence of the four Domains remains the same, in some cases Domains have been renamed to better reflect the specific

responsibilities of the position.

Teachers contracted at less than 1.0 FTE and/or teachers who work a partial year due to late hire, severed employment, leaves of absence, sabbatical, parental leave,

or retirement shall be eligible for pay incentives on a tiered basis, providing they meet the participation requirements. Teachers at less than 0.5 FTE may choose to opt out of Q Comp.

Appeals Process

If a teacher believes that, despite the processes in place to ensure a fair and equitable observation, he or she has not been evaluated properly, the teacher may follow the Q

Comp Appeals Process. All appeals shall be decided by the Q Comp Oversight Committee, which will be composed of four teacher members and four members from

administration. The Q Comp Coordinator will chair the Oversight Committee and serve as a non-voting member.

“Any unused Q Comp funds will carry over and remain dedicated to the Q Comp program.”

Alternate Salary Schedule

In the last round of negotiations, our salary schedule was modified in such a way that it meets the requirements of Q Comp. The salary grid for

2012-2013 (Schedule B) replaced Step numbers with letters. Step movements are subject to the right of the District to withhold for just cause.

Just cause includes but is not limited to the failure to achieve a rating of Proficient on the teacher evaluation Summative Assessment Report.

Remaining Funds and Yearly Review & Approval

Any unused Q Comp funds remaining after the disbursement of all expenditures and performance pay shall carry over to the next year and will remain dedicated to the Q Comp program. During the yearly Q Comp program review, the Q Comp Oversight Committee may make recommendations to the Q Comp Coordinator, the Director of Teaching and Learning and the Director

of Business Services on the expenditure of those funds.

The Q Comp Coordinator, in conjunction with the Oversight Committee, will review the district Q Comp plan on an annual basis and recommend any modifications for the coming year as required by State law or the master agreement, or as indicated by input from the general membership of

the Forest Lake Education Association and/or the District. Implementation of this Q Comp plan requires annual approval of the FLEA general membership, the School Board, and MDE. Any modifications to this Q Comp plan must be completed in advance of the vote by the FLEA general membership and the School Board to approve Q Comp for the coming year.

“Implementation of Q Comp requires annual approval of the FLEA general membership, the School Board, and MDE.”