



**Board Meeting Date:** 2/12/2024

**Title:** Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization

**Type:** Discussion

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation Program Facilitator; Debi Krenzel, Special Education Teacher at Concord Elementary

**Description:** Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *“The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.”*

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Quality Compensation revenue that funds Teacher Evaluation.

The MOU Reauthorization Committee (three district- and three EM/E-appointed members) reviewed stakeholder data, budget projections and current practice. At this time, the committee is recommending the changes outlined in the MOU Summary of Changes document. The large impact changes are minimal, but include prorating the Professional Growth Plan incentive for probationary teachers and reinvesting that savings in our mentor program through increased expectations and compensation for mentors; and a shift in the non probationary teacher observation process which will allow for more flexibility in scheduling observations with Peer Coaches for teachers. Additional changes/adjustments to the MOU are identified in the Summary of Changes Document.

**Recommendation:** Review the proposed changes to the Teacher Evaluation MOU for discussion. Action will occur at the April 8, 2024 Board Meeting.

**Desired Outcomes from the Board:** Review the information and provide feedback.

**Attachments:**

[Board Presentation](#)

**Teacher Evaluation MOU Reauthorization Committee:**

Jody De St. Hubert, Director of Teaching and Learning  
Libby Sandvick, Teacher Evaluation Program Facilitator  
Michael Pretasky, Assistant Principal - Edina High School  
Chris Holden, Principal - Normandale Elementary  
Jason Dockter, President Education Minnesota Edina  
Debi Kregel, Special Education Teacher - Concord Elementary

**2023-2024 Timeline:**

- September - December: MOU Committee Meetings
- October 10: T&L Board Committee
- January 11: EM/E Governance Board Meeting - Discussion
- January 16: School Board Work Session
- February 12: School Board Meeting - Discussion
- March 14: EM/E Governance Board Meeting - Action
- April 8: School Board Meeting - Action

**PROGRAM OVERVIEW**

Quality Compensation law (Q Comp) was created by Tim Pawlenty and enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule.”  
(<https://education.mn.gov/MDE/dse/edev/qc/>)

Edina became a Q Comp district in 2008. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have six Peer Coaches who work with the district’s non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers.

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. (Over the past three years, the state’s funding has averaged 99.89%.) The program’s budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for an \$1,721 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

In 2014, Minnesota Statute 122A.40 required all Minnesota school districts “to develop, support

and improve teachers and teaching practices, improve student learning and success, and provide all enrolled students with equitable access to more effective and diverse teachers.” Districts, through joint agreement with the local teacher union, must design and implement a local teacher development and evaluation model or use the state model.

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Q Comp revenue that funds Teacher Evaluation.

Every two years the Teacher Evaluation/Alt Comp MOU must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *“The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.”*

### **Program Survey Results:**

Every spring the program collects survey data from all staff. In addition to the annual review questions, the Spring 2023 survey included questions of non-probationary staff related to program reauthorization.

### **Notable Survey Results**

- My participation in the Teacher Evaluation program supported my professional growth as a teacher this year.  
**93.6 percent of teachers responded agree or strongly agree**
- My participation in the Teacher Evaluation program supported my efforts to positively impact students’ engagement, participation and achievement this year.  
**95.5 percent of teachers responded agree or strongly agree**

What elements of the program do you value? Please rank the following elements in order of value to you making only one selection per column. 1 is HIGH value and 5 is LOW value. (n=317)

Element	Rank
Pre-Observation Conference	5
Post-Observation Conference	2
Reflective Conference	3
Full-year student learning goal	4
Choice in focus of Student Learning Goal	1

According to statute, our program must include the elements listed below. If we

made changes to the program structure, what elements of the program should be reviewed and refreshed? (check all that apply) (n=277)

Observation structure (pre/post conference length, format. etc.)	36.1%
Observation frequency (number of observations or timing during the year)	39.0%
Summative evaluation every three years	23.1%
Student learning goals	21.7%
Site goals based on standardized assessments	54.9%

If the incentive payout to teachers were to further decrease, what changes to program expectations seem reasonable? (check all that apply) (n=305)

Decreasing the number of observations	78.7%
Changing the structure of observations	32.1%
Awarding the SLG incentive based on achieving the goal	8.5%
Prorating incentives based on a teacher's FTE (0.5 FTE earns 50% of the incentive)	49.8%
Tiered incentives for probationary teachers (a teacher would earn a percentage of the full incentive each year of probation)	18.7%

How important is it to you to have the following elements of the program (Likert Scale): (n=311)

Element	Importance			
	Extremely	Very	Important	Not
Choice in Year 3 Administrator Event (observation or reflective conference)	33.7%	25.2%	23.9%	17.2%
Reflective Conversation as an observation option with your Peer Coach	43.2%	34.2%	16.1%	6.5%
Selecting your descriptors each year (as opposed to being assigned each year)	35.4%	28.6%	19.3%	16.7%
Having a Peer Coach assigned to you each year (instead of a new coach each year)	54.7%	26.7%	12.5%	6.1%

Alignment between your Site Goals and SLG	16.1%	25.7%	25.1%	33.1%
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### Budget Concerns:

During the 2022-2023 school year, the Teacher Evaluation Committee was charged with reducing \$200,000 from the Q Comp Budget. The decision was made to reduce the number of Peer Coaches by one (1) and reduce the Site Goal Incentive from \$90 to \$1. These changes were approved by the EPS School Board on April 17, 2023 through an amended MOU.

The Committee was mindful of the budget and continued to explore ways we may strengthen the longevity of the program's budget.

### Recommended areas with changes for reauthorization

- Addition of language specific to Tier 1 and Tier 2 licensed teachers
- Non probationary teacher observation structure and frequency
- Reimagine Mentoring and Induction for Probationary Teachers
  - Reduction of incentive pay for probationary teachers
  - Use reduction to add mentor professional development and additional mentor supports for probationary teachers
- Cleaning up language to better reflect best practice and address concerns raised over the period of the 2022-2024 MOU.(e.g.deadlines, final performance ratings with multiple observers, performance assistance levels, etc.)

Specifics on each proposed change can be found in detail below:

### Teacher Evaluation Memorandum of Understanding (MOU) 2024-2026 Summary of Recommended Changes - DRAFT

Changes	Rationale/Explanation
<p><b>Program Principals:</b> A commitment to incorporating <u>the Tools of Cultural Proficiency</u> <del>a lens of racial equity</del> in the implementation of the teacher evaluation program. (1.A.f)</p> <p>Using a variety of <del>tools and</del> methods to evaluate teachers. (1.C.b)</p>	Aligns with current practice in Edina
<p><b>Participation:</b> All <del>salaried, Title 1, and ECPE</del> teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA <del>and or the Master Agreement</del> between the District and EM/E) are required to participate in the teacher evaluation and Alt Comp programs, unless specifically noted otherwise. (4)</p>	Align language with Agreement between the District and EM/E.

Teachers who hold Tier 1 or 2 teaching license shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals. (4.C)

Part-time teachers shall be eligible for all incentive payments, or portions thereof, for which they are entitled according to this MOU ~~at the full amounts~~ pending successful accomplishment of the stated goals. (4.D)

The District will not award incentive payments to probationary teachers who are non-renewed for performance issues. To deny an incentive payment, (1) the District must comply with the timelines outlined in this Memorandum providing notice to the teacher about performance concerns, and (2) the teacher must receive notice, from their administrative evaluator, that their non-renewal is for performance concerns. This notice must also be communicated to the Program Facilitator. (4.G)

**Observation (PGP) Incentive for Probationary and Tier 1- or Tier 2-Licensed Teachers (5.B.a)**Probationary teachers are eligible to earn a prorated incentive based on their probationary year. (The incentive available for non-probationary teachers is \$1448):

Probationary Year	Prorated Value	Value
Year 1 of 3	25%	\$362
Year 2 of 3	50%	\$724
Year 3 of 3	75%	\$1086
Year 1 of 1	75%	\$1086
Tier 1 or Tier 2	25%	\$362

Probationary and Tier 1 or 2 licensed teachers' incentive to do well in Edina is founded in their hope to continue employment. They will still be eligible for the full incentive associated with the Student Learning Goal (\$272). The money saved from the reduction in incentive payments will be reinvested into our Mentoring and Induction Program. Probationary teachers will be the beneficiaries of the reinvestments of the incentive funds.

Impact on Program Budget (assuming probationary teacher numbers remain constant across probationary years):

Year	Probationary Teacher Total* Incentive Costs	Difference from 2023-2024
2023-2024	\$270,197	n/a

<p>Note: <u>All teachers who were probationary during the 2023-2024 school year will be eligible for a full PGP incentive for the duration of this MOU (2024-2026).</u> (5.B.a.ii.5)</p> <p><u>All Tier 1 and 2 Licensed teachers who participated in Teacher Evaluation during the 2023-2024 school year will be eligible for a full PGP incentive for the duration of this MOU (2024-2026).</u> (5.B.a.iii.2)</p> <p>Probationary teachers are eligible for all Edina Alt Comp incentives, <u>or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals:</u> (9.N)</p> <p>a. PGP: A teacher must complete at least three observations and be “proficient” in at least five performance descriptors, <u>as identified by the Summative Report ratings over the course of the school year</u> (9.N.a)</p>	<table><tr><td>2024-2025</td><td>\$198,159</td><td>\$72,038</td></tr><tr><td>2025-2026</td><td>\$177,887</td><td>\$92,310</td></tr><tr><td>2026-2027</td><td>\$165,579</td><td>\$104,618</td></tr></table> <p>*Includes PGP, SLG and Site Goal</p> <p>Savings in incentives over the 2024-2026 MOU = \$164,348</p> <p>A portion of this savings will be reinvested in the mentoring program for first year Edina teachers.</p>	2024-2025	\$198,159	\$72,038	2025-2026	\$177,887	\$92,310	2026-2027	\$165,579	\$104,618
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<p><b>Addressing Performance Concerns:</b> It is the responsibility of the peer coach or supervisor(s) to address concerns about the teacher’s achievement of the PGP or SLG no later than <u>the end of semester one February 15.</u> (5.B.d)</p>	<p>Changing the date allows teachers more time to show improvement in their performance.</p>									
<p><b>Administrator Responsibility:</b> <u>For probationary teachers, it is the responsibility of the administrative evaluator to ensure program requirements are scheduled and completed in accordance with timelines outlined in this memorandum.</u> (5.B.f)</p>	<p>Administrators need to initiate the process with their probationary teachers, ensuring they have an opportunity to complete program requirements.</p>									
<p><b>Multiple Evaluators:</b> <u>For teachers who are assigned multiple evaluators within a single academic year, PGP ratings will be determined by consensus between the evaluators.</u> (7.B.e, 9.M. )</p>	<p>Provides expectations of Administrators when multiple evaluators are assigned to a teacher.</p>									

<p><b>Professional Growth Plans - Non Probationary</b></p> <p>A teacher will have at least two observations during the school year, <del>and a third experience,</del> as articulated in the Observation Framework. (7.A.g.i)</p> <p>A teacher must be “proficient” in at least five performance descriptors, <u>as identified by the end-of-year PGP performance rating.</u> <del>over the course of the school year</del> to qualify for the Alt Comp PGP incentive. (7.A.g.ii)</p>	<p>The change in these options from past practice is the elimination of observation Round 3. For the past four years, Round 3 was a reflective conference on the implementation of new learning. Rather than eliminating this option completely, teachers will complete one reflective conference, specific to descriptor 4 (Implements current research in curriculum, content-area knowledge, and instructional practices in instructional preparation), every three years with their Peer Coach.</p> <p>Teachers continue to have choice in Round 2 (Formal observation or multiple mini-observations) and choice in the Administrator event.</p>
<p><b>Non-Probationary Teacher Observation Timeline:</b> The first round of observations will be completed by the end of semester 1 and the second round will be completed by April 30. (8.E.b)</p>	<p>Allowing for additional time for the two observation cycles will provide teachers greater opportunity to schedule conferences and observations with their Peer Coaches.</p>
<p><b>Elimination of language specific to Peer Observations</b> (8.F.d)</p> <p><del>If an observation was conducted by a peer, a peer coach shall be part of the post-observation conference to facilitate the conversation and to record information as necessary. The peer coach shall be the sole individual responsible for recording and submitting required documentation; peers who participate in observations shall not be required to submit the content of their observations to the District.</del></p>	<p>Peer observation (one classroom teacher observing another classroom teacher) will no longer be an option available to non-probationary teachers as part of our program.</p>
<p><b>Language update related to non-continuing contract positions:</b> After three years, <del>probationary teachers, hourly, and Tier 4 licensed teachers</del> <u>and other teachers (such as Occupational Therapists and Physical Therapists)</u> who do not meet the statutory requirements of continuing contract, will be assigned a peer coach. If a teacher and the District agree to have the probationary period extended, the teacher must be assigned an administrator to complete the teacher evaluation process. (9.E)</p>	<p>Aligns with current practice.</p>



<p><b>Tier 1- and 2- licensed teachers</b> <u>will cycle through the probationary ‘focus’ descriptors for years 1-3. If they maintain their Tier 1 or 2 license in years four through eight, they will continue to cycle through the 1/3, 2/3, and 3/3 ‘focus’ descriptors until achieving probationary status. Upon receiving probationary status, they will be assigned the ‘focus’ descriptors associated with their probationary placement.</u> (9.H)</p>	<p>The program needs guiding language addressing Tier 1 and Tier 2 teachers. The number of Tier 1 and Tier 2 teachers has increased and we want to ensure the program meets their unique needs since they are neither probationary nor non-probationary, continuing contract.</p>
<p><b>Student Learning Goal Deadline:</b> The goal must be developed and submitted to the teacher’s assigned evaluator no later than <u>October 15</u> <del>September 30</del>. (12.C)</p> <ul style="list-style-type: none"> <li>a. <u>Teachers who do not submit their goals by October 15 may have their SLG incentive prorated as determined by the Teacher Evaluation Committee.</u></li> <li>b. <u>Teachers hired after the start of the school year will be expected to submit their goal within 5 weeks of hire.</u></li> </ul>	<p>Change of date aligns with current practice and allows for accountability for teachers who do not submit goals in a timely manner.</p>
<p><b>Student Learning Goal Submissions:</b> Adding language which allows for the Teacher Evaluation Committee to award a pro rated incentive to staff who do not submit their SLG in a timely manner. (12.C)</p>	<p>There is language in the MOU indicating when a teacher can earn a prorated incentive due to leave, but not due to missed deadlines.</p>
<p><b>Review of SLG rubric definitions</b> <del>Annually, no later than September 15, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program. (See Appendix G)</del></p>	<p>Review of these definitions is part of the MOU review process.</p>
<p><b>Student Learning Goals and Professional Growth Plan</b> shall take the place of other</p>	<p>Aligns with current practice.</p>

<p>individual goals required of teachers, <u>unless otherwise allowed for in the MOU.</u>(12.P)</p>	
<p><b>Hiring of Peer Coaches:</b>  Peer coaches shall serve three-year terms.; <del>with the exception that one of the coaches hired for 2022-2023 shall serve a two-year term and two will serve a three-year term, as determined by a random draw conducted by the Director of Teaching and Learning.</del>  Whenever possible, terms will be staggered to ensure a balance between experienced and new coaches.  (13.C.e)</p>	<p>This language was specific to hiring in 2022-2023 and is no longer relevant to the program.</p>
<p><b>Performance Assistance Levels:</b>  (14)  All qualifying teachers would begin at Level 1. At the end of that year, if they do not successfully complete the Level 1 plan, they would either repeat Level 1 or move to Level 2. Similar decisions would be made at the end of the Level 2 year.</p> <p>New language includes:  <u>Teachers placed on an assistance plan shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals.</u> (14.B)</p> <p><u>Teachers on a Level 2 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.</u>  (14.K.e)</p> <p><u>Teachers on a Level 3 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.</u>  (14.L.e)</p>	<p>Past practice: Teachers 'qualified' for the Level 1, 2 or 3 Assistance plans based on the number of descriptors at 'Developing' or 'No Evidence'.</p>

<p><b>Teacher Induction and Mentorship:</b>  Teachers new to Edina Public Schools will have <u>up to three</u> <del>two</del> days of new teacher training prior to the start of the school year. The focus of this training will include: (16.A)</p> <p>Consistent with section 5.01.1 of the <del>Master</del> Agreement <u>between the District and EM/E</u>, <u>teachers in their first year of teaching in the District who have less than three full years of full-time, credible teaching experience as determined by the District will be required to participate in the New To Edina Teacher training (NETT) program.</u> <del>during their first year in the District, teachers new to Edina Public Schools with three or fewer years of teaching experience will participate in a program dedicated to topics of interest to newer teachers in Edina.</del> These sessions will be collaboratively planned by the District and EM/E. <del>Teachers with more than three years of experience will be required to participate in specific sessions and may apply for an exemption for remaining sessions.</del> (16.C)</p>	<p>Language now aligns with the Agreement between the District and EM/E</p>
<p><b>Building Dean Mentors</b>  <del>Teachers in their first year in Edina will be assigned a Building Dean Mentor and a Building Peer Mentor (preferably job-alike) from their site.</del> (16.D.a.)</p>	<p>Given the new evaluative role of the Dean, confidential mentor relationships are no longer appropriate. Deans will continue to have a role in new teacher induction.</p>
<p><b>Building Peer Mentors:</b>  Change the name from Building Peer Mentor to Mentor. (16.D)</p> <p>Teachers in their first year in Edina will be assigned a <del>building-peer</del> mentor. When possible, the pairing will be based on content and level. Teachers and <del>building</del> mentors will meet monthly for <u>60</u> <del>30</del> minutes. (16.D.b)</p> <p><del>Building Peer</del> Mentors shall be compensated for their time either with a <del>\$5200</del> stipend, <u>one</u> comp day, or through a <del>reduction of supervisory duties.</del> (16.D.f)</p>	<p>Compensation increase will be funded through the savings from reducing the probationary teacher PGP incentives.</p>

<p><b>Compensation for EM/E Representatives on the Appeals Committee:</b> <u>EM/E representatives shall be compensated at their pro rata rate for time outside of the duty day or contract year.</u> (18.E)</p>	<p>Typically, Appeals Hearings are held outside of the day or contract year. This language aligns with past practice.</p>
<p><b>Due Process (20):</b> Change the phrase “Professional Growth Plan” to Teacher Evaluation Program</p>	<p>Aligns with practice.</p>
<p><b>Definition Descriptor 2 - Classroom Teacher (CT)</b> Learning targets are stated as goals reflecting learning and MN <u>or National</u> academic standards. They are accessible for all students in the class and revisited during instruction (Appendix A)</p>	<p>Clarifies definition while maintaining the original intent of the definition and accompanying descriptor.</p>
<p><b>Definition Descriptor 6 (CT and Non-classroom Teacher - NCT)</b>  <b>CT:</b> Communicates high, yet attainable expectations <u>using with</u> clear, <del>and</del> precise, <u>and developmentally appropriate</u> language <u>for all students</u>; structures are in place to guide all students in meeting expectations (Appendix A)   <b>NCT:</b> Communicates high, yet attainable expectations <u>using with</u> clear, <del>and</del> precise, <u>and developmentally appropriate</u> language <u>for all students, families and/or staff</u>; structures are in place to guide all students, families and/or staff in meeting expectations (Appendix A)</p>	
<p><b>Definition Descriptor 14 (CT)</b>  <b>CT:</b> Encourages and motivates students to successfully complete projects, activities or goals <u>to develop a growth mindset</u> (Appendix A)   <b>NCT:</b> Encourages and motivates students/family/staff to successfully complete projects, activities or goals and reflect on progress <u>to develop a growth mindset</u> (Appendix A)</p>	

<p><b>Definition Descriptor 15 (CT and NCT)</b> Provides relevant information to families/partners in a culturally <u>and linguistically</u> responsive manner and is responsive to concerns (Appendix A)</p>	
<p><b>Definition Descriptor 16 (CT and NCT)</b> Collaborates regularly and in a culturally <u>and linguistically</u> responsive manner with district colleagues (Appendix A)</p>	
<p><b>Appendix B: Observation Framework</b> <b>Round 1: Formal Observation</b> <u>Observer: Peer Coach</u> <u>Timeline: October 15 - end of Semester 1</u></p> <p><b>Round 2: Observation Pathway Options</b></p> <ul style="list-style-type: none"> <li>● Formal Observation(1)</li> <li>● Scheduled Mini Observations (2)</li> <li>● Flexibly Scheduled Mini Observations (3)</li> </ul> <p><u>Observer: Peer Coach</u> <u>Timeline: Start of Semester 2 - April 30</u></p> <p><b>Other Required Events</b></p> <ul style="list-style-type: none"> <li>● <u>Administrator Event in Year 3: either formal observation or a reflective conference focused on the implementation of new learning</u></li> <li>● <u>Descriptor 4 Conversation: once every three years</u></li> <li>● <u>Student Engagement Survey: once every three years</u></li> </ul> <p><b>Round 3 Pathway Options</b></p> <ul style="list-style-type: none"> <li>● <del>Peer</del></li> <li>● <del>Reflection on the implementation of professional learning experience</del> <ul style="list-style-type: none"> <li>○ <del>PD Session</del></li> <li>○ <del>Book Study</del></li> <li>○ <del>Lesson Study</del></li> <li>○ <del>Data Review Day</del></li> <li>○ <del>National Board Certification</del></li> </ul> </li> <li>● <del>Round 2 Pathway Options</del></li> </ul>	
<p><b>Appendix F: Descriptor 4 Conversation, Portrait of a Well-Rounded Edina Graduate, Prep Time, and Tools of Cultural Proficiency</b> will be added to the Glossary of</p>	<p>Clarity around terminology used in the MOU.</p>

Terms. Edina Learning Framework (ELF), <b>Future Ready Competencies, Peer Observation, Racial Equity Lens</b> and <b>Round 3 Pathway Options</b> have been removed. (Appendix F)	
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