Local Q Comp Plan Template

Purpose: To provide a common template to document the implementation of agreed-upon activities and components in the local Q Comp program. Once documented and confirmed by all parties (district leadership, teacher union leadership [where applicable], and Minnesota Department of Education (MDE), this tool can be used for future program updates.

Directions: The template is completed locally, ideally by a team (such as the local Q Comp leadership team or a subgroup of that team) representing administration and teacher voices. The team should respond to each prompt using consistent language. Many question prompts are followed by *italicized* text that is intended to provide guidance about that question. Do not alter the pre-populated text in this template in any way, though the team may delete "enter text" when crafting responses. Replace the existing purple text in parenthesis with the team's responses to each prompt.

General Information

District or Charter School Name: Greenway Public Schools

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List the other members of the team who contributed to completing this template:

Name	Role
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Molly Roy	Qcomp team member
Dianna Hazelton	GHS Principal
Megan Dotts	Vandyke/Marble Principal
Bill Hoeft	School Board Member

It is the local team's responsibility to align any program changes with statutory requirements. To assist with this process, read the Q Comp Requirements and Guiding Principles document on the Q Comp web page, under the Implementation section. For assistance with questions, contact the Q Comp team at mde.q-comp@state.mn.us.

Program Overview

0.1 What is the vision for or purpose of your local Q Comp program? Why does it exist? [*While not a requirement, many leadership teams find value in having a clarifying purpose or vision statement for what they want the Q Comp program to be. Sharing a common vision/purpose for the plan can be particularly helpful as local leadership teams work to solve problems and overcome challenges they face in implementation.]*

To achieve alignment in the goals of the district for student progress and achievement.

0.2 List the school sites implementing Q Comp. *[Use the Q Comp Enrollment Calculation found in the Minnesota Funding Reports (MFR) to find the names of each site generating Q Comp funding]*

Greenway PreK Learning Center

Vandyke Elementary

Greenway Middle/High School

Career Advancement/Teacher Leadership

Career advancement options refer to opportunities for teachers to step into formal teacher leadership roles. Teacher leaders are professional educators who act as change agents to build capacity in self and others to increase effective educator practices and improve student learning. Q Comp sites typically have teacher leaders take on a variety of roles, such as: professional learning community team leader, peer reviewer/observer/coach, instructional coach, mentor, literacy specialist, math specialist, data coach, classroom demonstration site teacher, equity coach, and site team leader. See the Q Comp Requirements and Guiding Principles for practices required by statute and examples of recommended practices.

1.1 Summarize the career advancement/teacher leadership opportunities that are a part of your local Q Comp plan. *Thinking again of a general audience, this is an opportunity for you to explain the role of teacher leaders in your district/charter. A paragraph highlighting the "Why" for teacher leaders can help communicate the purpose for the teacher leaders in your program as well as help the local leadership team stay grounded when making decisions about revising your plan.*

Teachers have the opportunity to share their skills and knowledge to other members of the district to empower them to become the best educators they can be for their students.

1.2 Describe each teacher leadership position funded through Q Comp. *Think of this as a job description for each position. Each position must a) provide job-embedded professional development and b) maintain a primary role in student instruction. This last criterion can either be met by the teacher leader still teaching classes OR having a term limit not to exceed 5 years.*

*Teacher Leader Template (**copy/paste** for each position in local Q Comp Plan)*

PBIS Team Leader

Qualifications:

- Current Minnesota teaching license
- Member of the teacher bargaining unit

Responsibilities:

- Schedule meetings and send reminders
- Prepare agenda for team meetings
- Provide attendance sheet at meetings
- Record attendance on QComp spreadsheet
- Record minutes
- Communicate information such as training opportunities to PBIS team
- Prepare information for staff trainings (workshop and PLCs)
- Work with the co-op on fidelity reports and implementing new requirements
- Oversee the PBIS budgets
- Communicate PBIS team activities to the staff

Hiring Process:

- Team Leader will be selected by the PBIS team for a duration of one year.

Evaluation Process:

- Team Leader will be evaluated based on meeting attendance. Team Leader is expected to attend at least eighty percent (80%) of meetings.
- Team Leader will also be evaluated by their team members using the Team Leader Evaluation form.
- The Q Comp Oversight Team will review all documentation using the Team Leader Evaluation forms to determine if the Team Leader has demonstrated an overall average score of three (3) or higher.
- If a Team Leader has not met the expectations of the position, they will not receive the compensation.

Compensation:

- **$300** annual compensation for each PBIS Team Leader

Ratio:

- There will be two (2) PBIS Team Leaders in the district: PBIS/GHS & PBIS/VE

Peer Coach Team Leader

Qualifications:

- Current Minnesota teaching license
- Member of the teacher bargaining unit
- Peer Coach

Responsibilities:

- Provide training to new Peer Coaches.
- Schedule meetings, send reminders, and prepare agenda for any Peer Coach meetings.
- Communicate information to Peer Coaches.
- Communicate Peer Coach activities to the staff.
- Collect all completed Peer Observation and Partner Observation forms.
- Record completed Peer Observations and Partner Observations on the master QComp spreadsheet.
- Communicate the plan for a training session for the teachers on observations

Hiring Process:

- Team Leader will be selected by the Peer Coaches for a duration of one year.

Evaluation Process:

- Team Leader will be evaluated by the Peer Coaches using the Team Leader Evaluation form.
- The Q Comp Oversight Team will review all documentation using the Team Leader Evaluation forms to determine if the Team Leader has demonstrated an overall average score of three (3) or higher.
- If a Team Leader has not met the expectations of the position, they will not receive the compensation.

Compensation:

- **$300** annual compensation for each Peer Coach Team Leader

Ratio:

- There will be two (2) Peer Coach Team Leaders in the district: GHS & Vandyke.

QComp Team Leader

Qualifications:

- Current Minnesota teaching license
- Member of the teacher bargaining unit

Responsibilities:

- Collect Proposals and Results forms for Student Learning Goals.
- Record approved Student Learning Goals on QComp master spreadsheet.
- Provide attendance sheets when meetings are held at separate schools.
- Report attendance to QComp Coordinator.
- Communicate information to QComp Team in your building.
- Communicate QComp activities to the staff in your building.
- Communicate the plan for a training session for teachers on SLG's

Hiring Process:

- Team Leader will be selected by the QComp Team for a duration of one year.

Evaluation Process:

- Team Leader will be evaluated based on meeting attendance. Team Leader is expected to attend at least eighty percent (80%) of meetings.

- Team Leader will also be evaluated by their team members using the Team Leader Evaluation form.
- The Q Comp Coordinator will review all documentation using the Team Leader Evaluation forms to determine if the Team Leader has demonstrated an overall average score of three (3) or higher.
- If a Team Leader has not met the expectations of the position, they will not receive the compensation.

Compensation:

- **$300** annual compensation for each QComp Team Leader

Ratio:

- There will be two (2) QComp Team Leaders in the district: QComp Team/GHS & QComp Team/VE

Staff Development Team Leader

Qualifications:

- Current Minnesota teaching license
- Member of the teacher bargaining unit

Responsibilities:

- Schedule Staff Development Team meetings and send reminders.
- Prepare agenda Staff Development Team meetings.
- Provide attendance sheet at Staff Development Team meetings.
- Record attendance for Staff Development meetings on QComp master spreadsheet.
- Record minutes of Staff Development Team meetings.
- Communicate information to the Staff Development team.
- Communicate Staff Development team activities to the staff..

Hiring Process:

- Team Leader will be selected by the Staff Development team for a duration of one year.

Evaluation Process:

- Team Leader will be evaluated based on meeting attendance. Team Leader is expected to attend at least eighty percent (80%) of meetings.
- Team Leader will also be evaluated by their team members using the Team Leader Evaluation form.

- The Q Comp Oversight Team will review all documentation using the Team Leader Evaluation forms to determine if the Team Leader has demonstrated an overall average score of three (3) or higher.
- If a Team Leader has not met the expectations of the position, they will not receive the compensation.

Compensation:

- **$300** annual compensation for the Staff Development Team Leader.

Ratio:

- There will be one (1) Staff Development Team Leader in the district.

Job-Embedded Professional Development

Job-embedded professional development (JEPD) refers to all the professional learning opportunities teachers have during their contract day throughout the school year. Q Comp districts and charters typically use this opportunity to implement an effective professional learning community (PLC) where teams focus on identifying and addressing student needs through improved instruction. See the Q Comp Requirements and Guiding Principles for practices required by statute and examples of recommended practices.

2.1 Summarize the job-embedded professional development opportunities that are a part of your local Q Comp plan. *Thinking again of a general audience, this is an opportunity for you to explain the myriad of ways the district/charter creates space for job-embedded professional development (JEPD). A paragraph highlighting the "Why" for JEPD can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.*

The plan has elements of job-embedded professional development in the areas of Data meetings where the members will analyse data and use that information to help plan their classrooms and district direction. Each of the different team leaders will also offer training to help new members learn the various roles of Qcomp.

2.2 List under the provided headings each type of job-embedded professional development (JEPD) activity available for teachers at your district/charter. The headings indicate whether the activity is not funded, partially funded, or fully funded with Q Comp dollars.

[The types of JEPD activities are many. Here's a sample list:

- *Back to school workshop*
- *Mentor/Mentee Program*
- *Data Meetings*
- *Peer/Partner Obs*
- *Student Learning Goals*

For this specific prompt, simply listing the types of opportunities available and organize them based on whether they use Q Comp funding or not. In the next prompt, you are asked to elaborate.]

Activities not funded with Q Comp

- *Back to school workshop days*

Activities partially funded with Q Comp

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- *Mentor/mentee program*

Activities fully-funded with Q Comp

- *Data meetings*
- *Peer/Partner observations*
- *Student learning goals*

2.3 For EACH job-embedded professional development activity *funded with Q Comp*, describe how that activity works locally. Include things like team composition (e.g., grade level team, department team, schoolwide), frequency of the activity/meetings, length of activity/meeting. *[Note: Peer and principal observations and post-observation conversations will be thoroughly explained in the next section, so you do NOT need to elaborate on that particular activity here. For any other activity leveraging Q Comp funding, a description is required.]*

The mentor/mentee program is a collaborative effort between the district and the teachers to ensure that new staff have the help they need to be successful during their first 3 years. The district pays the cost for year one and Qcomp pays the cost for years 2 and 3.

Data meetings are an opportunity for staff to look at schoolwide and building specific data trends in academics, attendance, and behavior and to collaborate with others to look for trends and plan strategies to intervene in areas that need improvement. Qcomp pays out for each meeting attended.

Student Learning goals are an opportunity for teachers to plan out a unit and assess how their teaching strategies were implemented and if they were effective. Teachers are able to use the data they collect from a pre and post assessment to assess the success of their teaching strategies for that unit and then implement any changes necessary going forward. Qcomp pays for a successful implementation of growth based upon student achievement in the student learning goal.

2.4 If additional pay is awarded for JEPD activities, describe what teacher and/or student performance or outcome must be demonstrated in order to earn this additional performance award. *[Note: Only complete this prompt if your plan includes an additional performance award beyond the required three areas (site goals, measures of student academic growth, and teacher evaluation/observation). If using this area, the teacher must demonstrate performance beyond simply attending JEPD events, for example.]*

(enter text)

2.5 Are there certain local parameters you have for developing site goals? If so, describe. If not, skip this question. *[e.g., Some programs require more than one goal per building, other programs have required certain percentage increases. Note: most programs do not have these parameters.]*

(enter text)

Teacher Observation and Evaluation

Though the Q Comp program predated the Teacher Development and Evaluation (TDE) requirements by several years, there is significant overlap in their core principals and legal requirements. ***Q Comp programs are advised that they should be operating one system that meets both requirements***. For example, you must use one instructional framework/rubric, not one for TDE and a different one for Q Comp. For assistance with questions, contact our team at mde.q-comp@state.mn.us. See the Q Comp Requirements and Guiding Principles for practices required by statute and examples of recommended practices.

Key aspects of this program component include:

- The selection or refinement of an instructional framework or rubric;
- The alignment of the framework or rubric to the Standards of Effective Practice;
- The inclusion of culturally responsive methodologies;
- The method(s) to conduct teacher classroom observations, the results of which lead to a required performance pay area;
- The method(s) to examine student academic growth, the results of which lead to a required performance pay area; and
- The training and ongoing support for all parties.

3.1 Summarize the purpose or goal(s) for the teacher observation and evaluation component. What is the intended outcome(s) of classroom observation cycles and examining student growth? [*Thinking again of a general audience, this is an opportunity for you to explain the teacher observation/evaluation process. A paragraph highlighting the "Why" for classroom observation cycles can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.]*

Greenway School Districts growth model of teacher evaluation includes a professional review process which complies with Minnesota state statute. Each year of the three year cycle has defined roles, ongoing activities and a continuous review of data. This is an ongoing series of annual events in which a teacher engages: The process begins with a self-assessment and collaborative, planning conversations with Peer Coaches to develop the individual growth and development plan. This is the recognition that all teachers can improve their practice by addressing areas of desired growth. Teachers may work individually or with Peer Coaches to address their professional development based on the data. The plan connects individual professional learning to the cycle. The individual growth and development plan is intended for the following purposes:

Guide individual learning strategies and peer review throughout the three year cycle

Empower a teacher to plan their own individual professional learning

Focus individual professional development on outcome-based goals connected to student learning and engagement

Evidence of teacher practice is collected during each of the three years through self-assessment and peer review, walk throughs, formal and informal observations. Throughout the process, all roles in the process are aware of

teacher growth: the teacher, Peer Coach, and summative evaluator. This engagement and awareness is available through the teacher's individual growth and development plan, through individual conferencing, or team meetings, tracking of teacher progress through growth plan data and end-of-year conferencing. Self-assessment and peer review at the end of each year will inform individual growth and development plan revision in years one and two and connect each year to the previous year in the three year cycle. At the end of the three year cycle, the assigned summative evaluator conducts a summative evaluation and determines a final summative performance rating. The summative evaluation updates a new individual growth and development plan for the next three year cycle.

Instructional Framework or Rubric

An instructional framework or rubric is the foundation of the entire model. A strong framework, aligned to the professional teaching standards in Minnesota Rules, part 8710.2000 (commonly known as the Standards of Effective Practice or SEPs), establishes common language for teachers, teacher leaders and school leaders as all parties discuss effective teaching practices.

Starting July 1, 2025, local instructional framework or rubrics must be a) based on the SEPs, b) include culturally responsive methodologies, and c) provide common descriptions of effectiveness using at least three levels of performance.

3.2 Name the instructional framework or rubrics that are used locally to frame conversations about teaching practices. Be sure to indicate whether the framework is being used "as published" or whether you've made local modifications. [*If you developed your rubric locally, please attach it to this form.]*

We are using a district made plan that was developed in collaboration with teachers and administrators based on the Marzono model. I am including a link here as it is 30 pages long Greenway TDE Plan

3.3 Describe the process used to ensure that the instructional framework or rubric(s) is based on the Standards of Effective Practice (SEPs) found in Minnesota Rule 8710.2000. *[Please note: The SEPs were last updated in April 2023. If an alignment was done as part of the process, that could be included here.]*

The district administration and selected teachers worked together on a committee to align the Greenway TD/E plan to align with the Standards of Effective Practice. The Rubrics and observation cycles were based on the practices outlined in Minnesota Rule 8710.2000

3.4 Describe how culturally responsive methodologies have been incorporated into the instructional framework or rubrics. *[In this section, highlight where in the rubric culturally responsive methodologies can be found.]*

Culturally responsive methodologies have been incorporated into the instructional framework and rubrics by emphasizing inclusivity, cultural relevance, and respect for diverse student identities and experiences. Instructional practices encourage the use of diverse perspectives, texts, examples, and learning experiences that reflect students' cultural backgrounds and lived experiences. Rubrics reflect these principles by assessing students based on clearly defined learning objectives rather than cultural or linguistic differences.

3.5 The **instructional framework or rubrics must include at least three levels of performance. List the levels of performance in the local framework or rubric.** [*Most professional evaluation systems include at least three tiers of performance—not meeting, meeting, or exceeding—though the language used to describe those tiers varies widely. In your response, please use the language that makes most sense locally.]*

> 1: Beginning (Does not meet the standard), 2: Developing (Partially meets the standard), 3: Applying (meets the standard), 4: Innovating (Exceeds the standard)

3.6 Using the language from the framework/rubric, what standard must be met to demonstrate that a teacher is meeting expectations? *[Clear performance expectations are critical for all parties in any organization. The rubric language is helpful to clearly articulate what level of performance is needed in order to earn performance pay for Q Comp, and what minimum level of performance is needed in order to not be on a teacher improvement plan for TDE. Some programs establish different standards of performance for probationary teachers, acknowledging that newer teachers are still growing. If differentiated performance standards are in place locally, describe that below.]*

> To meet the standard teacher must achieve the level of Applying on the observed element. To show progress on meeting the standard teachers must increase at least one level from their self assessment at the beginning of the year on the element they have chosen for professional development

Classroom Observation Cycles

If peers or principals are to have a conversation with teachers about their classroom instructional practices, a prerequisite is to observe them teaching and to schedule meaningful time to discuss the lesson(s). Many systems use a classroom observation cycle that includes a pre-observation conference, the observation itself, and a post-observation conference, though this method is not strictly required in Q Comp plans. Some systems use a variety of methods including shorter but more frequent classroom walkthroughs, reviewing recorded lessons, observation and feedback of a special educator's facilitation of an IEP meeting, among other activities.

In this section, the prompts ask local program leads to document how evidence of classroom instructional practices is gathered, who plays a role in that activity, how frequently it occurs, etc. While there is no required methodology or number of observations listed in statute, MDE recommends that your system is designed to provide access to sufficient, relevant, and comprehensive evidence that is used to determine if a teacher has earned performance pay, if a teacher is meeting local standards of practice, etc.

3.7.a Describe how teachers are observed by *Peer Reviewers/Coaches* in your local Q Comp plan. *[Specify whether there are differences in observations conducted by peers vs school leaders]*

> Teachers meet with a peer coach in a pre conference meeting to fill out their pre-observation form, to discuss their chosen element, to identify anything specifically they want their observing coach to help them identify, and to go over what the lesson plan looks like for the observation. Peer coaches then observe the teacher making observations and notes on any of the topics discussed during the pre-observation and anything that they would like to discuss further in the post-observation meeting. The peer coach then meets with the teacher and they discuss how the lesson went, feedback from the

peer coach and any follow up questions or plans. Observations with Administrators follow the same process.

3.7.b Are any pre- and/or post-observation conferences involved? If so, describe the purpose and any parameters for those meetings.

Teachers meet with a peer coach in a pre conference meeting to fill out their pre-observation form, to discuss their chosen element, to identify anything specifically they want their observing coach to help them identify, and to go over what the lesson plan looks like for the observation. Peer coaches then observe the teacher making observations and notes on any of the topics discussed during the pre-observation and anything that they would like to discuss further in the post-observation meeting.

3.7.c How often do observations occur, how much of the rubric is used, and are there any other parameters in the plan? *[for example., teachers are observed by peers 2x/year, and each year the focus is on a different domain in the rubric.]*

For peer observations teachers sign up with a peer coach and are observed in their classrooms once a year on the element that they have chosen on their growth plan.

3.8.a Describe how tenured teachers are observed by *School Leaders/Principals* (summative evaluators) in your local Q Comp plan. *[Specify whether there are differences in observations conducted by peers vs school leaders]*

For non-tenured teachers observations by administrators are done 3 times a year. For tenured teachers observations are done on a 3-year cycle by administrators.

3.8.b Are any pre- and/or post-observation conferences involved? If so, describe the purpose and any parameters for those meetings.

They follow the same process as with a peer coach but with an administrator instead.

3.8.c How often do observations occur, how much of the rubric is used, and are there any other parameters in the plan? *[for example., tenured teachers are observed by the principal 2x/year, and each year the focus is on a different domain in the rubric, with the entire rubric being covered across the three-year professional review cycle.]*

For non-tenured teachers observations by administrators are done 3 times a year. For tenured teachers observations are done on a 3-year cycle by administrators.

3.9 Are there any differences in 3.4-3.5 for probationary teachers? If so, describe below. *[Specify whether there are differences in this area when the process is conducted by peers vs school leaders]*

Only the amount of required observations.

Measures of Student Growth (aka Student Learning Goals)

One of the required areas in Q Comp is to have performance pay based on measures of student growth and literacy. The Q Comp law further specifies that this needs to align with the language in the TDE law about student academic growth making up 35% of a teacher's summative evaluation. MDE's position is that the activity done in Q Comp to award performance pay based on student academic growth *should be the same activity(ies)* as the one used for summative evaluations in TDE.

Many programs engage in some type of student learning goal process for this area of their plan. The following prompts are designed around this approach. [If the Q Comp/TDE program approaches this area differently, contact mde.q-comp@state.mn.us for a modified plan template.]

3.10 Describe the measures of student growth (aka student learning goal) goal setting process. *[Use this prompt to describe it at the big picture level, and the following prompts will help specify the details.]*

> Student learning goals are measured by pre and post test dataEa, teachers must make a rubric for their assessment and students are placed on the rubric based on their pre test score. Teachers will teach the unit and then measure student growth based on their post-assessment scores and the rubric.

3.11 Are student learning goals made by grade level team, subject area team, classroom level, or something else? *[Reminder: This is separate from the building wide "Site Goal" that is a different requirement in Q Comp.]*

> Student learning goals are made by each individual teacher.

3.12 When and how are student learning goals set? *[Are teachers expected to submit goals by a certain deadline? Who reviews those goals? What are the required elements for the goals? Do you have a goal setting template or checklist (if not, take a look at those links as options as well as our Student Learning Goals webpage)?*

> Student learning goals plans have to be submitted for approval by Thanksgiving. The Qcomp team will review the plan to make sure that the goal is measurable and that the assessment aligns with the standard being taught. Each student learning goal will have a standard being taught, a rubric for how growth is measured, a scale for placing the students, a plan for teaching the unit, and a self reflection after the unit it taught.

3.13 Who reviews/approves student learning goals? What criteria do they look for? *[See also the template and aligned checklist example linked above]*

> The Qcomp team approves student learning goals. They make sure that the standard being taught aligns with the assessment. They check the assessment to make sure the level of each question aligns with the scale (1. Does not meet the standard, 2. Partially meets the standard, 3: Meets the standard, 4: Exceeds the standard.

3.14 Who determines if student learning goals were met (and performance pay can be awarded)?

The Qcomp team looks at the results after the post test and self reflection and make sure that at least 60% of students have achieved growth and that the teacher has finished the self reflection and plan of action.

Teacher Individual Growth and Development Plan

3.15 Describe the teacher individual growth and development plan process and requirements that are part of the three-year professional review process. *[e.g., When the plan needs to be completed? What format the plan will take? What the plan will include? Who will review the plan for fairness and to ensure it meets standards? How the plan is used to track teacher growth throughout each year? Note: This plan is about the adult's continuous improvement. It is not the same as the measure of student growth]*

Each teacher is responsible for choosing an element from the Greenway TD/E plan for work on that school year. They begin by performing a self assessment on where they are at in that element and make some plans for what they would like to improve on in the year. The teacher then meets with administration to go over the plan and the plan is then approved. Periodically throughout the year admin will meet with the teacher to discuss how their development is progressing. If it is an observation year the administrator will also go through the steps above for doing an observation on the element the teacher chose.

Training for Teachers, Teacher Leaders, and Summative Evaluators

3.16 Describe how teachers, especially new teachers, will be informed of and trained on the elements of your Q Comp/TDE plan. *[Consider things like initial and on-going training, training for new team members, who provides the training, when and how]*

Each component of Qcomp has a team leader and there is a Qcomp coordinator. At the beginning of the school year the Qcomp coordinator goes over the different areas of Qcomp with the teaching staff during the workshop week. Each team leader is responsible for training new staff members to teams and for making sure that a training meeting is held for staff for each of the areas of Qcomp.

3.17 Describe how teacher leaders will be trained for their positions in this plan. *[Teacher leaders are the main face of your plan, so it is particularly important that they understand the Why, How and What of your plan. Be sure also to specify inter-rater reliability training and training for coaching conversations for those teacher leaders observing instruction and facilitating feedback conversations, as this is key to a consistent, effective experience for teachers.]*

Teacher leaders will be trained by team leaders. Each team has an end of the year evaluation that is sent to the teachers in the district to fill out to evaluate the effectiveness of each team. Team leaders will use the Qcomp plan and the evaluation plan to help teach new leaders their roles and responsibilities.

3.18 Describe how school leaders/principals will be trained for their role in this plan. *[Very similar to the teacher leader prompt and subsequent text, school leaders also benefit from inter-rater reliability training **with** peer observers so that all parties are on the same page.]*

School administrators will be invited to participate in any team trainings and will have access to the Qcomp plan.

3.19 If other leaders or staff are involved (district office leaders, for example), how will they be trained?

(enter text)

Performance Pay and Alternative Salary Schedule

The Q Comp plan must reform the salary schedule, prevent a teacher's compensation from being reduced and base 60 percent or more of any increase in compensation on teacher performance in three areas:

- Schoolwide student achievement gains based on a standardized assessment
- Measure of student academic growth
- Observations of classroom instruction

The reformed/alternative salary schedule refers to a change in how the "steps and lanes" salary schedule functions. Performance pay refers to opportunities to earn an additional financial award based on demonstrated performance.

See the Q Comp Requirements and Guiding Principles for practices required by statute and examples of recommended practices.

4.1 Summarize the role of compensation in your Q Comp plan. [*Thinking again of a general audience, this is an opportunity for you to explain the role of performance pay, the reformed salary schedule or both. A paragraph highlighting the "Why" for alternative pay can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.]*

> The Qcomp plan lays out the pay compensation for participating in Qcomp. There is compensation for being observed (focus on teacher growth in the profession) student learning goals (focus on student achievement), and for data meetings (focus on schoolwide academic and behavioral data).

4.2.a School Districts only: Describe how the salary schedule has been reformed to determine a teacher's vertical movement is based in part on indicators of student or teacher performance. *[Most district Q Comp participants have met this requirement by withholding a step for teachers who are not meeting professional teaching standards based on their TDE system, particularly their teacher observation process.]*

> In order to progress a step on the salary schedule teachers must perform one of the following, 1. Complete a Peer Observation, 2. Complete a student learning goal, 3. Reach the site goal for the building they are working in.

4.2.b Charter schools only: Describe how a teacher's permanent base salary increase is based in part on indicators of student or teacher performance. *[This must be based on one of the three performance measures referenced above. If teachers are only eligible for a cost of living (no more than 5 percent annually) increase when school budgets state and performance pay, please specify that.]*

> (enter text)

4.3 Outline how performance pay will be used to increase a teacher's compensation in the following areas: *[Note: Performance pay is needed in items a-c below to meet statutory requirements. Item d is not required]*

a) $ 100 for schoolwide student achievement gains will be awarded to teacher if the schoolwide site goal (updated annually) is met.
b) $ 500for measures of student growth and literacy will be awarded to each teacher if their annual measures of student growth goal described in Teacher Evaluation is met.
c) $ (700) for teacher observation/evaluation will be awarded to each licensed staff member who demonstrates a growth of at least one step on the scale on the Greenway TD/E plan [identify the performance standard that must be met on the summative evaluation and peer review process annually] through the teacher observation/evaluation process.
d) $ (enter text) for performance pay related to job-embedded professional development activities that will be awarded to each licensed staff member who meets performance expectations as described in 2.4. *[This performance pay area is optional.]*

4.4 What modifications, if any, are in place for part-time staff? *[MDE's guidance requires that all staff 0.5 FTE or higher must participate in Q Comp, so that leaves part time staff 0.49 FTE and lower a local decision. This applies for any of the program components, not just the performance pay component.]*

Staff under .5 FTE can choose to participate in any are of the Qcomp plan they desire.

Optional Compensation Components

Q Comp programs have the opportunity to leverage program revenue to recruit and retain teachers by offering hiring and retention bonuses, provide incentives for teachers to obtain a master's degree/advanced certification, or to fund a Grow Your Own program for new teachers.

See the Q Comp Requirements and Guiding Principles for practices required by statute and examples of recommended practices.

A response to the following item(s) is only required if you are using Q Comp funds for these activities.

5.1 Describe how first-year teachers hired in a high-need/hard-to-fill positions or hard-to-staff school can receive a hiring bonus or other compensation. *[Be sure to describe things like what determines if a bonus is offered? How is the determination made? What portion of Q Comp funds are used for this purpose? What other key timelines and standards are part of determining the hiring bonus?]*

(enter text)

5.2.a Describe the incentives for teachers to obtain a master's degree or other advanced certification with at least 18 credits in their content field of licensure required for teaching concurrent enrollment or College in the Schools courses. *[Be sure to describe things like what determines if a teacher receives the incentives? How are incentives awarded and provided to teachers? What must be demonstrated to receive the incentive? What portion of Q Comp funds are used for this purpose? What other information is important to understand how this additional compensation can be earned?]*

(enter text)

5.2.b Describe the incentives for teachers to pursue the training or education necessary to obtain an additional licensure in shortage areas identified by the district or charter school. *[Be sure to describe things like what determines if a teacher receives the incentives? How are incentives awarded and provided to teachers? What must be demonstrated to receive the incentive? What portion of Q Comp funds are used for this purpose? What other information is important to understand how this additional compensation can be earned?]*

(enter text)

5.3 Describe how Q Comp funding is used to help fund a Grow Your Own new teacher initiative involving non-licensed education professionals, including paraprofessionals and cultural liaisons. *[Be sure to describe things like who is eligible for these funds? How is it determined who receives the fund? What portion of Q Comp funds are used for this purpose? What other information is important to understand how funds will be used in a Grow Your Own new teacher initiative?]*

(enter text)

Statement of Assurances

- The Q Comp plan outlined in this document has been developed and aligned with the requirements outlined in Minnesota Statutes, section 122A.414.
- The Q Comp plan outlined in this document aligns with the Staff Development Plan as defined under Minnesota Statutes, section 122A.60 and 122A.61.
- The Q Comp plan outlined in this document aligns with the Teacher Development and Evaluation Plan as defined under Minnesota Statutes, sections 122A.40, subd 8 or 122A.41, subd 5.
- The Q Comp plan outlined in this document aligns with the World Best Workforce Plan as defined under Minnesota Statutes, section 120B.11.

The undersigned hereby certifies on behalf of the district/charter school that all of the above statements of assurances are true.

Superintendent/Charter Executive Director Name	Signature	Date

Local Union President Name*	Signature	Date

*Districts/charters without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.