



Q Comp Program Update Form

Due: Annually by August 31

General Information: This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Quality Compensation (Q Comp) program as outlined in [Minnesota Statutes 2024, section 122A.414](#). The form will expand to fit the responses. For each core component, begin by putting an “X” next to either Yes or No to signify that there are changes, or no changes, to that component. Then, complete that section by replacing the existing **purple text in parenthesis** with the team’s response, if applicable, or move to the next component. Send the completed document and any related attachments via email to mde.q-comp@state.mn.us.

Note: *There is no need to submit a program update form if no changes are being made to the approved Q Comp program.*

District or Charter School Name: **Rush City Schools**

Superintendent or Charter School Director: **Brent Stavig**

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President of the Exclusive Representative of the Teachers (if applicable): **Kim Erdman**

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Program Contact Person: **Mary Kurvers**

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It is the district’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 Teacher Development and Evaluation (TDE) and Q Comp web page, under the Implementation section.

Please address all items related to the component(s) that are being changed and attach any additional information and related materials. Ensure that when designing program changes the fiscal implications of the change are thoroughly considered so that funds are available to cover related costs and that for school districts both the school board/administration and exclusive representative of the teachers understands and agrees to all changes. MDE staff will review the provided information and contact the district/charter school if further clarification is needed.

Core Component: Career Advancement Options

Are changes being made to this component? ____ Yes **_X_** No

If yes, please complete the following sections as applicable.

Discontinuing—Identify any position(s) being removed: (Enter text)

Expanding—Provide the full job descriptions, below, for any position(s) being added:

Title: (Enter text)

Qualifications:

- (Enter text)

Responsibilities:

- (Enter text)

Hiring Process:

- (Enter text)

Evaluation:

- (Enter text)

Compensation: (Enter text)

Revising—Using the categories above, describe any changes to an existing position description(s): (Enter text)

Core Component: Job-Embedded Professional Development

Are changes being made to this component? ____ Yes **_X_** No

If yes, please complete the following sections as applicable.

Frequency—Describe how often teams meet: (Enter text)

Length—Describe how long each team meeting is: (Enter text)

Composition—Describe the new team (e.g., grade levels, banded grades, departments): (Enter text)

Core Component: Teacher Evaluation

Are changes being made to this component? **_X_** Yes ____ No

If yes, please complete the following sections as applicable. Proposed changes are in red.

Peer Review—Describe the revised Peer Review Process (e.g., number of observations, number of different observers, use of the rubric, link to growth plans, observation process, training for observers, coaching): No changes to the Peer Review process.

Summative Evaluation—Outline the revised Summative Evaluation Process (e.g., frequency of summative process, number of evaluations, use of the rubric, link to growth plans, evaluations process, training for evaluators, coaching):

One change - We have removed the Student Engagement video requirement. We are collecting data regarding student engagement through our observation rubric and on going walk through observations.

Individual Growth and Development Plan—Specify the changes to the teacher’s Individual Growth and Development Plan (IGDP) (e.g., the process for setting goals and plans, the goal and plan review process, documentation is required throughout the year): no changes

Measures of student growth and literacy- Describe changes to the measures of student growth and literacy (e.g., how the goal is set, oversight, results and scoring): no changes

Teacher Improvement Process- Provide the updated Teacher Improvement Process (TIP) (e.g., identification for the process, goal setting, support, moving out of the process): no changes

Rubric- Identify any changes to the rubric, including:

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach. Our locally developed rubric is attached. This is based on a Danielson model.
- 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 Rules, part 8710.2000. A team of Teacher Leaders and Administration worked together to review the Standards of Effective Practice and identified how and where we are meeting them within our revised rubric.
- Describe how culturally responsive methodologies have been incorporated into the instructional framework or rubrics. A team of Teacher Leaders and Administration worked together to review New America’s Culturally Responsive Teaching: A Reflection Guide. We edited our rubric to meet the 8 components of
- The instructional framework or rubrics must include at least three levels of performance. List the levels of performance in the local framework or rubric. We have 3 levels of performance: Unsatisfactory, Basic, and Proficient.
- What is the standard of performance expected of tenured/continuing contract teachers? Proficient
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers? Teachers must have an average of Basic or better.

Core Component: Performance Pay and Reformed Salary Schedule

Are changes being made to this component? ☒ Yes ☐ No

If yes, please complete the following sections as applicable.

Salary schedule—Describe changes to how vertical movement is made on the salary schedule:

NEW Language for Tenured Teachers:

Teachers will advance one step on the current negotiated salary schedule if they earn 18 or more of 20 evaluation ratings at Proficient or better, with no unsatisfactory ratings at the end of the year. The third and final observation used for these ratings will be conducted by Peer Coach or Administrator.

No Changes to the language for Non-Tenured Teachers

Performance pay—Outline changes to the performance pay system: **NO CHANGES**

- **Site Goal:** \$ (Enter text) for schoolwide student achievement gains will be awarded to teacher if the schoolwide site goal (updated annually) is met.
- **Measure of Student Growth and Literacy:** \$ (Enter text) for the measure of student growth and literacy will be awarded to each teacher if their annual measure of student growth goal is met.
- **Teacher Observation/Evaluation:** \$ (Enter text) for teacher evaluation will be awarded to each licensed staff member who demonstrates a score of (Enter text) on the (Enter text) rubric through the teacher evaluation process.
- **Additional Measure of Performance:** [If applicable] \$ (Enter text) for (Enter text) (measure of teacher or student performance) will be awarded to each licensed staff member who demonstrates (Enter text) (standard of performance).

Optional Hiring bonus—Describe how Q Comp funding is being used for hiring bonuses for hard to staff positions (e.g., bonus amount, process for determining who receives, positions eligible): (Enter text)

Optional Additional licensure—Outline how Q Comp funding is being used to provide compensation for additional licensure or grow your own systems (e.g., positions eligible, length and amount of funding): (Enter text)

The undersigned hereby certifies on behalf of the district/charter school that all of the proposed changes meet statutory requirements.

Superintendent/Executive Director Name

Signature

Date

Local Union President Name*

Signature

Date