



Q Comp Program Update Form for 2026-2027

Due: August 31, 2026

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, 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, 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: St. Croix Preparatory Academy

Superintendent or Director: Jenn Fuchs

- Phone: 651-395-5905
- Email: jennfuchs@stcroixprep.org

President of the Exclusive Representative of the Teachers: Enter text here

- Phone: Enter text here
- Email: Enter text here

Program Contact Person: Nicole Donnay

- Phone: 651-964-6046
- Email: nicoledonnay@stcroixprep.org

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 No

If yes, please complete the following sections as applicable.

Discontinuing—Identify any position(s) being removed: Teaching and Learning Coordinators

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

Title: **Q Comp Coordinator**

Qualifications:

- Valid MN Teaching License

Responsibilities:

- Coordinate with Curriculum and Instruction team, Admin Team, and Staff Development/Re-licensure Committee to plan, implement, and evaluate Q Comp initiatives
- Participate as a member of the Q Comp Committee and report progress on Q Comp initiative implementation
- Co-plan professional development, ensuring an integrated focus on classical education and the incorporation of Q Comp into the overall professional development plan, including budgetary and schedule considerations
- Collaborate with PLC leaders to ensure alignment of the PLC and peer observation process with the District's professional development program
- Co-Plan and co-lead new teacher orientation
- Work with the Curriculum and Instruction team to develop and implement teacher growth and development plans
- Create and maintain necessary documentation for teacher growth and development
- QComp reporting compliance with MDE

Hiring Process:

- Posted position
- Screened applicants
- Two rounds of interviews
 - Phone interview
 - In-person interview with a panel that had representation from each division

Length of Term:

- 5 year term

Evaluation:

- Mid-year and end-of-year evaluation

Compensation: \$85,000-95,000

Title: **Mentor Teacher**

Qualifications:

- Current MN teaching license
- 4+ years of successful teaching experience

- Previous successful experience in leadership roles preferred
- Demonstrated ability to build relationships with new employees and colleagues
- Demonstrated commitment to furthering the classical framework at SCPA

Responsibilities:

- Welcome new teachers in transitioning to a new school during New Staff Orientation and Back to School Week
- Answer questions or direct employees to other resources
- Assist new teachers in finding solutions to questions about curriculum and instructional best practices, such as classroom management, lesson planning, and student assessment
- Assist new teachers in planning effective seminars
- Meet with mentees weekly or bi-weekly
- Attend required mentor meetings and professional development
- Provide feedback as requested to the Q Comp Coordinator
- Collaborate with the Q Comp Coordinator

Length of Term:

- 3 year term

Hiring Process:

- Posted position
- Screened applicants
- In-person interview
- Create a pool of mentors to draw from as needed

Evaluation:

- Mid-year and end-of-year evaluation

Compensation:

- Year 1: \$2,000 Stipend
- Year 2: \$1,000 Stipend
- Year 3: \$500 Stipend

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

Title: **PLC Facilitator** - 16 positions available

Qualifications:

- Current MN teaching license
- 4+ years of teaching experience
- Demonstrated commitment to continued professional development
- Demonstrated commitment to furthering the classical framework at SCPA
- Demonstrated effective leadership skills, communication, and support to staff
- Willingness to participate in summer Q-Comp-related training opportunities
- Ability to use data and technology to analyze and track student performance

Responsibilities:

- Facilitate bi-weekly PLC meetings
- Assist in reviewing and evaluating the Q-Comp program as needed
- Attend monthly PLC Facilitator meetings with the Q Comp Coordinator and administration
- Coordinate with Q Comp Coordinator to facilitate effective data-driven PLC teamwork, focused on Student Learning Goals
- Continue professional growth through readings and training on Q-Comp initiatives
- Compile PLC meeting agendas, minutes, and collaboration records

Length of Term:

- The term will be 1 year, with up to a 2-year renewal.

Hiring Process:

- Post positions
- Screen applicants
- If one applicant per PLC: In-person interview
- If more than one applicant per PLC: two rounds of interviews
 - o Phone interview
 - o In-person interview

Evaluation:

- Mid-year and end-of-year evaluation

Compensation: \$1,000

Core Component: Job-Embedded Professional Development

Are changes being made to this component? Yes No

If yes, please complete the following sections as applicable.

PLC Meetings

Frequency—Describe how often teams meet: Twice a month

Length—Describe how long each team meeting is: 45 minutes

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

PLC 1: K-2nd Grade

PLC 2: 3rd - 4th Grade

PLC 3: LS SpEd

PLC 4: MS Humanities

PLC 5: MS SpEd

PLC 6: MS Math/Science

PLC 7: Music

PLC 8: Art

PLC 9: US Science

PLC 10: US Math

PLC 11: US Social Studies

PLC 12: US English

PLC 13: US Language

PLC 14: US SpEd

PLC 15: Health/PE
 PLC 16: Student Support

Peer to Peer Observations—“Colleague Connections”

Frequency—Describe how often: twice per year

Components—listed below:

- Teachers will engage in peer-to-peer classroom observations to support professional growth, promote reflective practice, strengthen collaboration among staff, and support continuous improvement in teaching and learning.
- Teachers will complete two peer observations per school year. Observation 1 will be completed before winter break, and observation 2 will be completed before the final PLC meeting.
- Observations may take place within grade levels, content areas, or across departments to encourage diverse learning opportunities.
- Following each observation, teachers will complete a reflection form documenting what they observed, key takeaways, and how the experience may impact their own instructional practices.

Core Component: Teacher Evaluation

Are changes being made to this component? Yes No

If yes, please complete the following sections as applicable.

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):

Level and Year	Peer Review
Level 1, Years 1-3	<ul style="list-style-type: none"> • Informal observations and coaching from Mentor Teachers- general classroom or seminar (minimum of 2 observations per year)
Level 2, Years 1 & 2	<ul style="list-style-type: none"> • Informal observations and coaching from Q Comp Coordinator- general classroom or seminar (minimum of 2 observations per year)
Level 2, Year 3	<ul style="list-style-type: none"> • NA

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):

Level and Year	Summative Evaluation
Level 1, Years 1-3	<ul style="list-style-type: none"> ● Formal observation by principal/student services director (2 per year) ● Informal observations by principal/student services director (2 per year) ● Summative end-of-year evaluation
Level 2, Year 3	<ul style="list-style-type: none"> ● Formal observation by principal/student services director (2 per year) ● Informal observations by principal/student services director (2 per year) ● Summative end-of-year evaluation

Observations:

- Level 1 Teachers:
 - Teachers will complete both the Peer Review and Principal/SSD Observation 1 within the first 90 days of the school year and Observation 2 by the final PLC meeting.
- Level 2 Teachers:
 - Teachers will complete either the Peer Review or Principal/SSD Observation 1 before winter break and Observation 2 by the final PLC meeting.
- Lesson Observation
 - Pre-observation conference and/or documentation form will be completed at least one day prior to the observation
 - The teacher will provide learning objectives and select an evaluation domain/IGDP goal area to focus on during observation and talk through any questions or concerns they have before observation.
 - Post-observation conference will occur within a week of the observation
 - The teacher and evaluator will review lesson notes, reflect on student performance/learning, and identify areas of strength and growth from the observation and the rubric.
- Seminar Observation
 - Pre-observation conference and documentation form will be completed at least two days prior to the observation
 - The teacher will provide learning objectives and select an evaluation domain/IGDP goal area to focus on during observation and talk through any questions or concerns they have before observation.
 - Post-observation reflection questions and student work samples will be completed at least one day prior to the post-observation meeting. The post-observation meeting will occur within a week of the observation.
 - The teacher and evaluator will review lesson notes, reflect on student performance/learning, and identify areas of strength and growth from the observation and the rubric.

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):

- At the beginning of the school year, teachers will complete a self-assessment using the summative evaluation. Based on this reflection, they will identify their strengths and areas for growth. With the support of their division principal/student services director and the Q Comp Coordinator, teachers will develop both a professional growth goal and an instructional goal for their IGDP, and develop an action plan outlining the steps needed to achieve their goals, including timelines, resources, and supports required for success. Teachers will reflect on their progress at the end of each quarter. At the end of the year, teachers will meet with their division principal/student services director and/or the Q Comp Coordinator to review their IGDP goals and reflection.

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):

Student Learning Goals:

- Teachers will create Student Learning Goals (SLGs) that are measurable, standards-aligned academic growth targets based on baseline student data, standardized tests, assessments, and other student performance measures. SLGs will identify the student group, instructional timeframe, assessments used to measure growth, expected outcomes, and the rationale for the goal. Goals will be designed to be rigorous yet attainable, aligned to district and curriculum priorities, and focused on monitoring student progress and improving student achievement through ongoing instructional reflection and data analysis. Goals will be reviewed and reflected on quarterly.

Student Engagement:

- Student engagement surveys will be implemented in the Lower, Middle, and Upper Schools. Surveys may be grade-level, division-specific, or content-specific to ensure meaningful and age-appropriate feedback. Data collected will support instructional reflection, continuous improvement, and monitoring the impact of teaching practices on student engagement and achievement. Surveys will be reviewed at the end of each year and shared with the division principal/student services director on a teacher’s summative evaluation year.

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 change**

Summative Evaluation Rubric- Identify any changes to the rubric, including:

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach.
 - *Rubrics are being updated to ensure they include culturally responsive practices and all components of the TDE plan. These will be presented and approved prior to the start of the school year.*
- What modifications have been made to the rubric?
- What is the standard of performance expected of tenured/continuing contract teachers?
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers?

Peer Review Rubric - use of the rubric,

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach
 - *Rubrics are being updated to ensure they include culturally responsive practices and all components of the TDE plan. These will be presented and approved prior to the start of the school year.*
- What modifications have been made to the rubric?
- What is the standard of performance expected of tenured/continuing contract teachers?
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers?

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: [No Change](#)

Performance pay—Outline changes to the performance pay system:

- **Site Goal: \$1** for schoolwide student achievement gains will be awarded to each teacher if the schoolwide site goal (updated annually) is met.
 - Satisfactorily meeting School-Wide Student Achievement Goals: TBD in the Fall
- **Measure of Student Growth and Literacy: \$630** for measure of student growth and literacy will be awarded to each teacher if progress was made toward their individual annual student learning goal.

- **Teacher Observation/Evaluation: \$685** for teacher evaluation will be awarded to each teacher who completes all observation requirements required for their category level by the final PLC meeting.
- **Additional Measure of Performance: PLC Attendance and Participation \$484** for PLC meeting attendance and participation will be awarded to each teacher who attends PLC meetings with timely attendance (two absences allowed) and completes the Individual Growth and Development Plan, Colleague Connections, and engagement survey requirements.
- **Total Pay= \$1,800**

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): [No](#)

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): [No](#)

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

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