



Alternative Teacher Professional Pay System (ATPPS)

Presented to the School Board on June 16, 2025
By: Cari Jo Drewitz, Director of Curriculum, Instruction and
Assessment

State Requirements for Reporting



Participating districts, charters, intermediate districts, cooperatives, and school sites are no longer required to submit an annual report of their ATPPS programs (also known as Q-Comp) to MDE.

Under Minnesota Statutes, section 122A.414, subdivision 3, participating programs must report on the implementation and effectiveness of ATPPS and make annual recommendations by June 15 to their school boards and must include this report as part of the World's Best Workforce (WBWF) report under section 120B.11, subdivision 5.

MDE Annual Q-Comp (ATPPS) Report



- Instructional Peer Coaches and Teacher Evaluation
- New Teacher Mentors
- Collaborative Teams
- Performance Pay

Data to complete the report was collected through surveys, conversations with Instructional Peer Coaches, and data from Summative Meetings.

Changes for 24-25



Observations:

Probationary

- No change, statutory requirement

Continuing Contract

- No change

Mentor Program

- Review and refine New Teacher workshop schedule
- Review and refine New Teacher mentor program
- Added Special Education Mentor Coach

Peer Coaching and Evaluations



5.5 Instructional Peer Coaches (IPC)

- Supported 253 continuing contract teachers
- Supported 122 high cycle teachers
- Completed 628 teacher observations and 1,256 pre-observation and post-observation discussions
- Completed 375 reflective coaching conversations






Administrators (Principals, Associate Principals, etc)

- 122 high cycle teachers (1 observation)
- 90 probationary teachers (3 observations)
- Completed 392 teacher observations and 784 pre-observation and post-observation discussions

Coaching Conversation Options



Coaching Conversation Data 2024-25

	Informal Support	42%
	Informal Observation	6%
	Observation of a Colleague	31%
	Data Dive	5%
	Reflection on English Learners	15%

Coaching Conversation Value



The coaching conversation (in place of a 3rd observation) was valuable to me because: (select all that apply)

ANSWER CHOICES	RESPONSES	
▼ More personalized learning/reflecting for teacher	77.27%	85
▼ Choice in conversation option	79.09%	87
▼ I could choose the timing of conversation	46.36%	51
▼ I could reflect on timely experiences/issues	57.27%	63
▼ Less stressful than an observation	55.45%	61
▼ Could include teaching topics outside of the Charlotte Danielson rubric	30.91%	34
▼ More flexibility in topics discussed	65.45%	72
▼ It was not helpful to me	0.00%	0
▼ Other (please specify)	Responses 4.55%	5

Impact of Coaching Conversation



- As a teacher in the middle of teaching/creating a class for the first time, it was infinitely helpful to see a different co-teacher team teach the same class to gauge how I am doing or what changes I could implement.
- It was helpful to reflect on the practices of a colleague.
- It forced me to be more reflective, and allowed for me to observe a peer teaching the same thing. It offered me an opportunity for growth that another observation would not offer.
- Having a required time to observe a colleague is very valuable as I often work in an isolated role.
- Gave me an opportunity to reflect on my own practice.
- I was able to process my thoughts, and my coach asked questions to allow me to continue reflecting and thinking, and then become able to make a decision/plan for moving forward
- It helped me reflect and talk about the process that I have gone through this year when piloting a new program.
- Data drive was helpful in modifying my PGP goal action steps.
- I could see where each of my EL learners was in writing and speaking. I now know that we need to do more quick writing assignments and try to encourage students to speak more in class.
- Helped me with strategies to support my English Language Learner students
- It reinforced that my data driven decisions are very important and worth the time they take to differentiate instruction.

Peer Coaching and Evaluations



Recommendations

- Continue options for coaching conversations and look for ways to provide more opportunities for observing a colleague.
- Implement the approved plan for meeting the legislative requirement: Teacher evaluation processes must include evaluation of their cultural responsiveness and methodologies.

New Teacher Mentors



Site Mentors

- 1 per building- works with all probationary staff
- Completes 7 monthly training sessions specific to the needs of new teachers in their first year

Instructional Mentor

- 1 Instructional Mentor teacher per new teacher
- Completes 4 coaching sessions per year (1 per quarter)

Mentor Program

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Welcome to the ISD 197 Mentor Program website!

Here you will find important information regarding our Mentor Program, resources to use with your new teachers and training materials needed to participate as a mentor in the program.

Instructional Mentors

+ MENTOR COACHES

+ MENTOR JOB DESCRIPTION

+ MENTOR LOG

Site Mentors

+ LISTING OF SITE MENTORS

+ JOB DESCRIPTION

Trainings Offered by Site Mentors

+ AUGUST

+ SEPTEMBER

Instructional Mentor Trainings

+ AUGUST - NEW MENTORS

New Teacher Mentors



Recommendation

- Include observation of another teacher to the options for quarterly sessions.
- Add a year 2 course to probationary teacher training academy options.

Questions?

Contact the
Curriculum Department
651-403-7009
or
carijo.drewitz@isd197.org

Scan the QR code
to register!



Probationary Teacher Training Academy

Participation in the Training Academy is optional but highly encouraged.

August 11, 12 and 13, 2025

8:00 AM - 3:00 PM

Two Rivers High School - 1897 Delaware Ave, Mendota Heights

ISD 197 has a unique component to its teacher contract, Training Academy.

Staff can participate in an 18 hour course and earn a \$700 stipend for participation.

The 3 day training will include breakout sessions on days 1 and 3 related to the district's instructional commitments. Day 2 will include training on the tenets of anti-bias education.

You will get a 1 hour lunch break each day.

Collaborative Teams



All staff participate in collaborative teams.

Collaborative teams reported that their work regularly included:

- Discussions about equitable practices
- Analyzing student data
- Implementing new instructional strategies
- Researching new instructional strategies
- Planning for re-teaching
- Exploring ELLevation data and resources
- Developing enrichment activities for lessons

Collaborative Teams



Recommendations

- Continue to review annually the effectiveness and impact of collaborative teams.
- Continue to incorporate the identified site's professional development priority into collaborative teams' work.

Performance Pay



Area	Amount	% of Teachers Earning
Observation Proficiency	\$1300	99%
Professional Growth Plan	\$75	27%
Student Learning Goal	\$100	73%
Site Goals	\$100	25%

Changes and updates for 2025-2026



Updates to Instructional Peer Coach Team

- One staff returning to classroom
- Two staff had their position extended 1 year.
- One new team members

Changes to the plan

- New Rubrics will be implemented in fall that include culturally responsive methodologies.
- Domains being observed will be revised for probationary staff.
- Rubric will contain 3 levels not 4.



Questions?