



Alternative Teacher Professional Pay System (ATPPS)

Presented to the School Board on June 15, 2026
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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 25-26



3 revised rubrics with cultural competence in each domain aligned to teaching assignment

- **Instructional Rubric:** General Education and Special Education
- **Service Provider Rubric:**
 - Counselor, Library Media Specialist, Nurse, OT, SLP, School Psych.
- **TOSA Rubric:** TOSA, Instructional Coach, Instructional Peer Coach

In alignment with statute, 3 levels of performance instead of 4.

Level of Performance		
Developing	Proficient	Exemplary

Changes for 25-26



Change in domains observed for probationary staff

- Observation 1: Domains 1, 2, 3
- Inter-rater: Domains 2 and 3
- Observation 2: Domains 1, 2, 3, 4

Change to the proficiency required based on Tier of license:

License Type and Year in District	% of components proficiency per domain
Tier 1 Tier 2 and Tier $\frac{3}{4}$ - Year 1	50%
Tier 2 - Year 2 and + Tier $\frac{3}{4}$ - Year 2	60%
Tier $\frac{3}{4}$ - Year 3 1 year to tenure Continuing Contract	75%

Changes for 25-26



- Revise the Teacher Improvement Process to align to the changes with the rubric and levels of performance.
- Review and refine the New Teacher workshop schedule
- Review and refine the New Teacher mentor program

Peer Coaching and Evaluations



5.5 Instructional Peer Coaches (IPC)

- Supported 280 continuing contract teachers
- Supported 101 high cycle teachers
- Completed 661 teacher observations and 1,322 pre-observation and post-observation discussions
- Completed 382 reflective coaching conversations






Administrators (Principals, Associate Principals, etc)

- 101 high cycle teachers (1 observation)
- 80 probationary teachers (3 observations)
- Completed 341 teacher observations and 682 pre-observation and post-observation discussions

Coaching Conversation Options











Coaching Conversation Data 2025-26

	Observation of a Colleague	33%
	Informal Support	45%
	Informal Observation	1%
	Data Dive	12%
	Reflection on English Learners	9%

Coaching Conversation Value



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

 More personalized learning/reflecting for teacher	70.83%	68
 More flexibility in topics discussed	68.75%	66
 Less stressful than an observation	62.50%	60
 It was not helpful to me	2.08%	2
 I could reflect on timely experiences/issues	65.63%	63
 I could choose the timing of conversation	56.25%	54
 Could include teaching topics outside of the Charlotte Danielson rubric	31.25%	30
 Choice in conversation option	80.21%	77

Impact of Coaching Conversation



- The coaching conversation helped plan for future academic instruction that directly impacted student reading growth.
- I dug into data regarding IXL and my....students. It not only guided my instruction, but also guided one-on-one conversations with students regarding their own progress.
- I appreciate the ability to watch colleagues who are teaching the same content areas as me, but in different grade levels, it helped me see the vertical alignment and see the growth and areas where I may be able to fill in before the move into the next grade, or have a better understanding of what they will come to me with.
- It is so valuable to be able to observe colleagues. We don't often get those types of opportunities.

Impact of Coaching Conversation



- I am reflective by nature so this was right up my alley! Too many people think experienced teachers have stopped growing and improving. I get more ideas after meeting with my coach: I need another lifetime to try all the new ideas I get from my coach and from my ideas!
- Gave me a chance to see another colleague teach reveal math - I will start teaching with reveal next year so it was nice to see it in action.
- My coaching conversation helped me work through some material management I was having. By implementing the suggestions, I was able to 'buy' a little more time for instruction.
- It is always healthy to reflect on a topic and see where you are in terms of strategies, diversity issues, and classroom management. This time has been useful because you feel free and unjudged about your practice, knowing that the coach will be able to listen to you w/o bias.
- I was able to get a glimpse into another classroom through the form of observation. Observation of colleagues is a helpful learning tool and it was nice to have the time to do it.

Peer Coaching and Evaluations



Recommendations

- Continue options for coaching conversations and look for ways to provide more opportunities for observing a colleague.
- Implement changes approved by ATPPS/TDE oversight on May 26, 2026
 - small revisions to rubric language in level of “Developing”
 - update 4d, move from Contributing to School Community and Culture to Engaging in a Collaborative Culture
 - remove Domain 5 from the process

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

Instructional Mentor Trainings

- + AUGUST - NEW MENTORS

Site Mentors

- + LISTING OF SITE MENTORS
- + JOB DESCRIPTION

Trainings Offered by Site Mentors

- + AUGUST
- + SEPTEMBER

New Teacher Mentors



Recommendation

- Review and refine the New Teacher workshop schedule
- Review and refine the New Teacher mentor program

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
- Developing differentiated lessons
- Developing formative/summative assessments
- Aligning curriculum to standards

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	100%
Professional Growth Plan	\$75	25%
Student Learning Goal	\$100	74%
Site Goals	\$100	53%

Changes and updates for 2026-2027



Updates to Instructional Peer Coach Team

- Two staff returning to classroom
- Two new team members

Changes to the plan

- Revisions to rubrics, approved by ATPPS/TDE oversight will be implemented in fall
- Domain 5 will be removed from the process.
- Updated ATPPS plan using the template from Minnesota Department of Education will be posted on the website via Staff Hub.



Questions?