



Q-comp 2021-22

6.33.(APPROVED)

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Overview

Budget: \$91,866 (Based on ADM of 366 from Oct 1, 2020)

Licensed staff: 38 (1.0 FTE equivalence)

Quality Compensation law (Q Comp) provides opportunities for the development of quality teachers. The 4 areas the Q-Comp program is evaluated on are career ladder positions, job-embedded professional development, teacher observation/evaluation and performance pay.

Career Ladder Positions

Process for Determining Career Ladder Positions

Process: At the end of each school year the licensed staff participating in Q-Comp collaborates to develop each of the Q-Comp positions for the next year. The new complete list of Q-Comp positions, duties assigned, and compensation pay is turned into the school administration. The school administration posts/emails the positions and accepts the applications.

To apply for a Q-Comp Career Ladder Position, a letter of interest is submitted electronically to the program directors. The letter of interest should include the

applicant's name, the position applying for which they are applying, and qualifications/rationale for position.¹

The school administration will evaluate the applications and set-up interviews as needed. The school administrator will notify the licensed staff by e-mail of the Career Ladder Position assignments.

Process for Salary Augmentation of Career Ladder Positions

The Q-Comp program requires an evaluation process to determine if job requirements were met and receive the full payout. (See the Q-Comp budget for the current payout.)

Staff Evaluations

All licensed staff will complete an evaluation at the end of the school year for each Q-Comp Career Ladder position. The evaluations will include questions based on the job duties listed under the Career Ladder Positions and may include the following:

- Did the staff receive support and training when needed?
- Did the position address the school-wide goal within the scope of their positions?

Job-Embedded Professional Development

MDE definition for Job-embedded professional development focuses on “**...quality instruction and student achievement**”.

Job-embedded professional development:

- Occurs during the workday and in the workplace.
- Closely connected to the actual work of teachers in classrooms with their current students.
- Designed to improve teachers' instruction.
- Intended to improve student learning.
- Centered on the academic student needs of the school.
- Directly linked to the goals set for students by the team and school.”

Job-embedded professional development at CCS is completed within our Professional Learning Communities (PLCs). CCS Professional Learning Communities will be determined by all licensed staff and led by the Primary, Middle and Online Lead teachers and coaches. Licensed staff will be allowed to choose which PLC they will attend throughout the year.

Attendance of PLCs is tied into Performance Pay along with participation in teacher evaluation. A minimum of 30 hours will be planned for PLCs and professional development each school year. To earn the full amount of the stipend, licensed staff

¹ An applicant must be employed as a licensed staff member at Crosslake Community School for at least one year before they are eligible to apply for a career-ladder position.

must participate in at least 24 hours. See attached Q-Comp budget sheet for current year rates.

Observation/Evaluation

The Q-Comp observation program is separate from the school observations performed by the administration. The CCS Q-Comp teacher/coach observation/evaluation program is designed to be a learning & teaching tool to develop highly qualified staff. Data supports the number one factor in student success is quality teaching staff.

All licensed staff members will participate in 3 observations (2 by lead teachers/coach and 1 by a peer). All observations will be followed up by an evaluation discussion with observers. All licensed staff members will be provided training on the observation/evaluation pre and post observation paperwork. (As of 2016, the seat-based program at CCS is embracing the Marzano teaching method and observations are based on Marzano rubrics. The online program will employ the Quality Matters/NSQ or similar standards for quality online teaching and quality online courses.)

Each lead will observe/evaluate their team members in the fall and spring and the lead teachers will observe and evaluate each other. These observations allow lead teachers the opportunity to set team and individual goals and mentor team members.

All licensed staff will participate in a peer observation/evaluation in the winter. The goal of the observations/evaluations is to provide teachers opportunities to visit other classrooms or courses and learn from the other team members.

Licensed staff who participate in the peer observation process and complete all the paperwork will earn a stipend at the end of the year. (See the Q-Comp budget sheet for the current payout rate each school year.)

Performance Pay

Performance pay is based on participating in Q-comp observations and setting, documenting, and meeting student achievement goals including:

- Site-based goal (licensed staff determine and approve this goal in the fall)
- Individual SMART goal (licensed staff select their student-performance goal in the fall or at their time of hire if mid-year). All goals must be data-based and have measurable evidence.

Site-based goal

The Q-Comp administrator in collaboration with the Assessment Coordinator will gather data and determine if the school-wide goal was met. If the school-wide goal

was met all licensed staff will earn a stipend at the end of the year. (See the Q-comp budget for the current payout rate.)

Individual goal

Licensed staff setting and meeting their individual, student-performance goal and completing all required paperwork will earn a stipend at the end of the year. (See the Q-comp budget for the current payout rate.) This goal is articulated as a SMART goal.

Tying together observations and goals

At the beginning of the school year, teachers/coaches will choose an area of growth to strengthen their professional practice in order to impact student achievement. The observations will be an opportunity to reflect on and discuss progress strategies for these goals. The seat-based program will be using Marzano/HRS to guide these growth plans; the online program will be using Quality Matters/NSQ to guide these growth plans.

Positions/Duties

Q-Comp Administrator (Coordinator) position

There is one Q-Comp Administrator (coordinator) who coordinates and manages the reporting for the whole school (both the seat-based and online program.)

Duties

- Liaison between CCS and MDE.
- Complete and submit Q-comp Program Update Form to MDE by the end of August.
- Coordinate and facilitate discussions on site-based goals as necessary. Each program may separately discuss and determine their site-based goal.
- Complete Q-comp site-goal update reports to MDE by end of September.
- Liaison between Q-comp program and school administration.
- Collect and organize Q-comp data (PLC hours, SMART goal data, etc.) from lead teachers for payouts.
- Provide all staff with evaluations for Career ladder positions. Tally results and determines payout stipends in conjunction with school administration.
- Maintain template for Continuing Education Credits for PLCs and professional development.
- Attend meetings with administration and lead teachers as needed.
- Organize and facilitate Q-comp/Lead Teacher meetings
- Work with leads and program directors to complete Q-comp Annual Report as part of the World's Best Workforce Report. Submit to the board for approval by June 15th.
- Participate in regular PLC meetings.

- Report throughout the year to staff on the status of the Q-comp program; either through email, meeting, or via Lead Teacher/Coach

Lead Teacher and Coach positions

Seat-based Elementary Lead Teacher
 Seat-based Middle School Lead Teacher
 Online K-8 Lead Teacher/Coach
 Online Lead High School Teacher
 Online High School Lead Coach

Duties

- Attends regular lead teacher/coach and administration meetings.
- Set agendas for and lead regular team meetings.
- Conduct fall and spring classroom observations for participants during the school year.
- Facilitate peer coaching and informal observation opportunities for teachers/coaches
- Assist teachers/coaches in preparing their individual SMART goal by fall due date.
- Coordinate winter peer observations.
- Collects staff individual SMART goals at the beginning of the year and evaluate evidence provided by staff to determine if goals have been met; share with administrator for payouts/paperwork
- Maintain PLC meeting minutes, share a summary of minutes, and provide Q-comp data (hours, SMART goal data, observations, etc.) to the Q-Comp administrator by June 1st.
- Act as mentor to new teachers/coaches on the team.
- Share best practice training opportunities.
- Member of the High Reliability Schools committee (Pre-K-8 program)
- Coordinate and lead PLC for the year.
- Participate in regular PLC meetings (full staff, program, or grade level specific)
- Issue of Continuing Education Credits for team meetings and professional development.

Q-Comp Budget

Budget (Based on ADM of 242 from Oct 1, 2019)	91,866
# Licensed staff (1.0 FTE equivalence)	38

Compensation/Financial Breakdown

Projected revenue (366 student count)	91,866
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Assessments (STAR)	5,203
A. Q-Comp Administrator	\$1,000
B. Seat-based Elementary Lead Teacher	2,000
C. Seat-based Middle School Lead Teacher	2,000
D. Online K-8 Lead Teacher/Coach	2,000
E. Online High School Lead Teacher	2,000
F. Online High School Lead Coach	2,000
Individual staff (\$1,620 /1.0 FTE) ¹	
1. Site-based goal- \$200	7,600
2. Individual SMART goal - \$320	12,160
3. Observations - \$500	19,000
4. PLC - \$600	22,800
FICA, TRA, etc.	8,926
Professional Development	5,000
Total	91,689 ²

² Dollar amount in bold is the stipend awarded for an individual staff member based on 1.0 FTE (part-time staff stipends are pro-rated based on FTE); for budget total, multiply by the dollar amount by current #FTEs