



Licensed Staff Short Form

2014

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Component 1: Career Ladder/Advancement Options

1.1 Overview of the District (p7 PPD Application)

1.2 Role of Teacher Leaders in Supporting Teachers and Instructional Practice. (p11 PPD Application)

The career ladder present three opportunities for teachers to advance; Program for Professional Development (PPD) Coordinator, Teacher Instructional Coach (TIC), and PLC leaders. The PPD Coordinator will help develop and lead job-embedded professional development in connection with the Director of Teaching and Learning.

The PPD coordinator will also assist the Teacher Instructional Coaches in helping teachers to improve instructional practice and complete formative observations of the TICs. The Teacher Instructional Coaches primary role will be to observe classroom teachers and help teachers improve their instructional practices. TICs will also be responsible for communicating to the PPD coordinator teachers who have met expectation on their observations. An additional responsibility of teacher instructional coaches is to research instructional strategies and assist PLC leaders with field testing those instructional strategies. PLC leaders will be responsible for leading teacher cohorts, field testing instructional strategies, and assist in delivering job-embedded professional development. Mentors of probationary teachers will continue to operate under the guide lines of BHM Teacher Induction Program. Release time will be provided from Q Comp funds for mentors to observe their mentee.

1.3 Table of Teacher Leader Positions, Qualifications, Responsibilities, and Ratios (p12 PPD Application)

Information is combined with Teacher Leader Position Descriptions in sections 1.3-1.7

1.4 Student Staff Count as of October 1, 2012 (p15 PPD Applications)

Total Student Count October 1, 2012	Teacher/Licensed Staff Count October 1, 2012
5885	372

Teacher Leader: PPD Coordinator

Description:

The PPD Coordinator facilitates the daily operation of the PPD program. The responsibilities of this position include assisting in developing/providing professional development opportunities for the district, completion of MDE required reports, communicating with district and site administration, budgeting for the PPD program, and assisting teacher leaders in their duties.

(1.3)Qualifications:

- A valid Minnesota teacher's license.
- Current member of Education Minnesota Buffalo or licensed staff
- Continuing contract licensed staff member with at least 3 years experience in the district.
- Master's Degree preferred
- Experience in a leadership role in the district.
- Preferred experience with data driven decision-making for instructional planning.
- Experience working with district administration and union leadership preferred.
- Demonstrated experience in delivering staff development and program improvements.
- Demonstrates knowledge of a broad base of instructional strategies and practices that promote student learning.

(1.3)Responsibilities:

- Coordinate the PPD program district wide.
- Lead the team of Teacher Instructional Coaches to support the development and implementation of PPD
- Conduct peer observations of Teacher Instructional Coaches and assist Teacher Instructional Coaches as needed in conducting peer observations of other licensed staff members.
- Work with others to develop assessment tools to measure the impact of PPD on teacher practice.
- Organize and facilitate teacher training for all licensed staff members that supports the PPD plan while supporting ongoing district staff development.
- Provide leadership in job-embedded professional development as outlined in the PPD plan.
- Work closely with the PPD team, union leadership, Teaching and Learning staff, and Professional Learning Community (PLC) leaders.
- Keep all teachers and administrators regularly informed of PPD progress and changes.
- Develop the district PPD manuals, web resources, assessment tools, and logistical procedures as needed.

- Organize and keep record of completed observations, timelines, and other pertinent information necessary for the organization and documentation of the PPD plan.
- Prepare district and state reports.
- Serve as a liaison between the district and the MDE.
- Serve as a non-voting member of the PPD Advisory Committee.
- Monitor the PPD budget in conjunction with the district financial officer and superintendent.
- Mediates disputed evaluations and work expectations when connected to PPD as the first step of the appeals process.

(1.3)Ratio:

A total of one PPD Coordinator for the entire district

(1.5)Hiring Process

- The position will be open every three years to current and new applicants.
- Positions will be posted internally by the district's Human Resources department for a minimum of five working days
- Interested licensed staff member will submit an application through the districts application software.
- The superintendent and president of the exclusive representative of the teachers will review applications and select candidates for interview.
- Selected candidates will be interviewed by the superintendent, president of the exclusive representative of the teachers or their designees and the members of the PPD Advisory Committee.
- The interview team will make a recommendation to the superintendent and the president of the exclusive representative of the teachers who will jointly make the final selection decision.

(1.6) Compensation

- Full-time Teacher on Special Assignment (TOSA)
- two weeks of additional time paid at the teacher's daily rate to compensate for work outside of the normal contract year.

(1.7) Evaluation of the position

- All licensed staff members, including Teacher Instructional Coaches and PLC leaders will complete a performance leadership survey.
 - Survey questions will be developed using the Charlotte Danielson evaluation model.
- Survey results will be reviewed by the PPD Coordinator, superintendent or

designee and the president of the exclusive representative of the teachers.

- Results may be used in determining future goals and performance targets.
- The superintendent and president of the exclusive representative of the teachers or their designees will complete three evaluations based on relevant areas from Charlotte Danielson and goals set by the PPD Coordinator.
 - The superintendent will report to the PPD Advisory Committee if a Proficient score was achieved and if performance targets based on position responsibilities were completed.

Teacher Leader: Teacher Instructional Coaches

Description

Teacher Instructional Coaches primarily work with teachers to improve instructional practice. The majority of their time will be spent completing observation cycles with teachers. Teaching Instructional Coaches will also be responsible for helping to develop or deliver professional development opportunities.

(1.3)Qualifications:

- Three years of teaching experience within the district
- Demonstrated ability to remain impartial and objective when handling disputes.
- Demonstrated organization and collaboration skills
- Master degrees preferred.
- Displays knowledge of effective, evidence-based teaching practices and employ those practices in his or her role.
- Clear understanding of data-driven decision making for instructional planning.

(1.3)Responsibilities:

- Work with individual continuing contract staff members.
- Provide feedback to licensed staff members.
- Coach for individual professional growth.
- Attend all training meets required by this position
- Work with site administration to create a list of PLC membership and assist in group selection when needed.
- Work with PPD Coordinator to set deadlines for observation completion.
- Monitor scores that are unusually high or low to ensure inter-rater reliability.
- Participate in staff development in the Charlotte Danielson model.
- Train licensed staff members in the Charlotte Danielson model.
- Report peer observation information to PPD Coordinator.
- Assist in monitoring licensed staff member progress towards completing PPD requirements.
- Conduct peer observations for continuing contract licensed staff members and provide feedback to continuing contract licensed staff members on the PPD system.
- Maintain records of observations and other information necessary for the successful implementation of the PPD program
- Research and assist in field testing instructional strategies to determine which new strategies will be most effective in improving instruction and increasing student achievement.
- Review teachers' professional growth plan and individual student achievement goal.
- Adhere to data privacy requirements.

(1.3)Ratio: A total of a five Teacher Instructional Coaches for the entire district. There will be one Teacher Instructional Coaches for every 55-70 licensed staff members.

(1.5)Hiring Process

- The position will be opened to the current and new applicants every three years.
- Positions will be advertised to staff, via the district's standard internal process.
- Interested licensed staff members will submit an application via the district's application software.
- Application will be reviewed by the superintendent, president of the exclusive representative of the teachers or their designees, and the PPD Coordinator.
- Selected candidates will be interviewed by a panel consisting of two licensed staff members and two administrators from the PPD Advisory Committee and the PPD Coordinator.
- The interview team will make the final hiring recommendation to the superintendent and president of the exclusive representative of the teachers, who will jointly make the final hiring decision.

(1.6) Compensation:

- Compensation at the Full-Time Equivalent (FTE) according to the master agreement plus 5 days of extended contract time.
- Release time will be provided for any non-full-time positions to attend meetings and complete observation responsibilities.
- The position qualifies for performance pay.
 - The site goal performance pay will be based on the site of the teacher leader's last assignment.
 - If the teacher leader was split between two or more sites, the individual will indicate which site they will tie their goal to by October 1 of the current year.

(1.7) Evaluation of the position

- The PPD Coordinator will conduct two observations of each Teacher Instructional Coach.
- Each Teacher Instructional Coach will also be evaluated once per year by a PLC leader of their choice and via an annual leadership survey completed by all licensed staff members, including PLC leaders.
 - The PPD Coordinator will review the results of evaluations and surveys.
 - The Teacher Instructional Coach may use the survey results to help set performance goals for the following year.

- The Teacher Instructional Coach must meet the observation requirements and show growth toward their goals to retain the position.

Teacher Leader: Professional Learning Communities Leaders

Description:

A PLC leader is a teacher leader position that is responsible for running a PLC or grade level team(s) that are directly tied to the PPD program. PLC leaders will schedule and facilitate PLC meetings, complete formative observations, support professional development, and field test/pilot new instructional practices.

(1.3)Qualifications:

- Continuing contract licensed staff member in the district.
- Clear understanding of data driven decision-making for instructional planning..
- Rated as proficient or higher in all level areas required by district in the previous year's observation/ evaluation.
- A commitment to serving 3 year evaluation cycle is preferred.

(1.3)Responsibilities:

- Schedule all PLC meetings during the year
- Create PLC agendas
- Facilitate PLC meetings
- Ensure the meeting notes are taken.
- Take attendance at PLC meetings
- Distribute meeting notes and other communication between PLC members
- Submit meeting agendas, minutes and attendance to Teacher Instructional Coaches and the PPD Coordinators.
- Help PLCs access district support and staff resources to aid in goal setting and in identifying evidence-based strategies.
- Attend district-wide PLC Leader training.
- Lead Professional Learning Communities in twice monthly team meetings.
- Complete formative observations/evaluations in year two of the learning cycle.
- Serve as a resource mentor to any probationary licensed staff members in learning communities.
- Field-test instructional strategies with assistance from the Teacher Instructional Coaches.

(1.3)Ratio: A total of 90 PLC Leaders for the entire districts. Approximately one PLC leader for every 3-10 licensed staff members.

(1.5)Hiring Process

- The building principal will inform licensed staff of position openings for PLC Leaders at the site.
- Interested licensed staff members will inform the principal of their desire to serve in the role.

- The building principal will select the new PLC Leader from the members who have expressed interest.
 - Each member of the PLC must have the opportunity to lead the PLC before a person may serve in the role for a second time.
 - A licensed staff member may decline the opportunity to serve as the PLC Leader.
 - In the event that no member wants to lead the PLC, the principal may assign someone.

(1.6) Compensation

- ~\$600 annual salary augmentation.
- Approximately two days of release time per year for required meetings observations or work days during the summer.

(1.7) Evaluation of the position

- Teacher Instructional Coaches will monitor the work completion of each PLC Leaders.
- An annual leadership survey will be completed by the PLC members, Teacher Instructional Coaches, and the site administrators.
 - The site administrator will discuss the survey results with the PLC Leader.
- Timely completion of required work and discussion of the annual leadership survey will result in receiving the compensation.

Teacher Leader: PPD Advisory Committee Member

Description

The PPD Advisory Committee Members have the responsibility for overseeing the PPD program. Their primary responsibilities include steering the PPD program, recommending hiring of PPD career ladder TOSA positions, hearing appeals, and verifying accountability reports from the PPD coordinator. This is a stipend position for teachers that assumes a commitment of 3-10 hours of work per month.

(1.3)Qualifications:

- Hold a valid Minnesota Teaching License.
- Demonstrated skills in areas of effective teaching, leadership, and communication.
- Continuing contract staff member with at least three years of experience in the district.
- Must have a good working relationship with district administrative staff, building principals and licensed staff members.

(1.3)Responsibilities:

- Attend monthly meetings.
- Review the district PPD plan on an annual basis and make recommended modifications for the coming year as required by state law, or as indicated by member input or district feedback.
- Review PPD Coordinator reports on the implementation and compliance of the PPD plan for the district.
- Review applications for PPD Coordinator and Teacher Instruction Coaches, select qualified applicants for interviews, conduct interviews, recommend applicants for appointment and forward recommendations to the superintendent or designee.

The superintendent or designee will make the final hiring decision with input from the president of the exclusive representative of the teachers.

- Makes final approval of files of each bargaining unit member to determine whether s/he met requirements for receiving PPD payments in each area after files have been reviewed and pre-approved by PPD Coordinator.
- Hear appeals related to PPD from bargaining unit members according to the appeals process.

(1.3)Ratio:

There is a total of four PPD Advisory Committee Members for all licensed staff members in the district. There will be approximately one PPD Advisory Committee Member for every 92 licensed staff members.

(1.5)Hiring Process

- Teacher members of the PPD Advisory Committee will be selected through the following process:
 - The president of the exclusive of the exclusive representative of the teachers will send out communications to all licensed staff members.
 - Interested licensed staff members will respond to the communication from the exclusive representative of the teachers with any pertinent information regarding their qualifications for the position.
 - The executive board of the exclusive representative of the teachers will review the candidates that expressed interest in the position and select the licensed staff members who will serve in the role.
- Administrative representatives will be selected by the superintendent.

(1.6) Salary Augmentation and Release time

\$500 annual salary augmentation.

(1.7) Evaluation of the position

- The superintendent and president of the exclusive representative of the teachers will evaluate each member based on attendance at meetings and successful completion of the responsibilities outlined in the job description.
- If a teacher member of the committee attends fewer than 80 percent of the required meetings during the year, the individual will not receive the stipend and may not be appointed to the committee in subsequent years.

Teacher Leader: Mentor Teachers

Are not directly funded

(1.3)Qualifications:

- Continuing contract in the district
- Continuing contract staff member in good standing

(1.3)Responsibilities:

- Complete one observation on the mentee.
- Complete the requirements outlined by the current district program.

(1.3)Ratio: 1:1

(1.5)Hiring Process

- Mentors will be selected using the guidelines in the district's Teacher Induction Program.

(1.6) Compensation:

- Compensation as defined in the district Teacher Induction Program paid through other district funds.
- Release time to complete observations.
 - In the event that more release time is needed the Mentor Teacher will communicate with the site principal and PPD Coordinator to receive additional time.

(1.7) Evaluation of the position

- Teacher Instructional Coaches will verify that the mentor has completed all observations of the mentee.

Component 2: Job-embedded Professional Development

2.1 District Student Academic Achievement Goal: (p21 PPD Application)

Updated Annually

District Academic Goal #1: Proficiency

Demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA in math, and demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA in reading.

District Academic Goal #2: Academic Growth

A. Demonstrate average growth measured by Performance Series at all grade levels in both reading and math above the national norms as established by Scantron for fall to spring growth.

B. Demonstrate positive average z-score growth at all grade levels in both reading and math as measured by the MMR data which indicates students are making higher than anticipated growth.

District Academic Goal#3: Achievement Gap Reduction

All Achievement Gap Reduction (AGR) z-Scores for each subgroup will be reported as a negative number, therefore indicating BHM students in all subgroups are making strides towards reducing the achievement gap. These numbers will be reported through the Multiple Measures Rating (MMR) based on the MCA data in reading and math.

2.2 Table of District Organization Unit (p22 PPD Application)

Site (organizational unit) Name
Buffalo High School (p20 PPD Application)
Phoenix Learning Center (p25 PPD Application)
Buffalo Community Middle School (p29 PPD Application)
Discovery Elementary School (p33 PPD Application)
Hanover Elementary School (p34 PPD Application)
Montrose Elementary School (p42 PPD Application)
Northwinds Elementary School (p47 PPD Application)
Parkside Elementary School (p50 PPD Application)
Tatanka Elementary School (p55 PPD Application)
Buffalo Early Childhood Special Education Program (p59 PPD Application)
Montrose Early Childhood Center (p63 PPD Application)
Pride Transitions Included with Buffalo High School (p20 PPD Application)

2.3-2.6 Site Plans and Goals(p23 PPD Application)

Examples of Site Goals

These are examples of the type of goals required by QCOMP. Goals must be updated and declared each year.

- The Percentage of all students enrolled October 1 in grade 11 at Buffalo High School and Pride Transitions who earn an achievement level of Meets Standards or Exceeds Standards on all state accountability tests (MCA, MOD, MTAS) in mathematics will increase from 60.9% in 2013 to 64.9% in 2014.
- The percentage of all students in grades 10-12 at Phoenix Learning Center who show above or far above growth on the Performance Series by Scantron mathematics assessment will be 70% in 2014.
 - This will establish a baseline for the future.
- The Percentage of all students enrolled October 1 in grades 6-8 at Buffalo Community Middle School who earn an achievement level of Meets Standards or Exceeds Standards on all state accountability tests (MCA, MOD, MTAS) in mathematics will increase from 64.2% in 2013 to 67.7% in 2014.
- The Percentage of all students enrolled October 1 in grade 3-5 at Discovery Elementary who earn an achievement level of Meets Standards or Exceeds Standards on all state accountability tests (MCA, MOD, MTAS) in mathematics will increase from 64.2% in 2013 to 67.7% in 2014.
- The Percentage of all students enrolled October 1 in grade 3-5 at Hanover Elementary who earn an achievement level of Meets Standards or Exceeds Standards on all state accountability tests (MCA, MOD, MTAS) in reading will increase from 73.1% in 2013 to 75.9% in 2014.
- The Percentage of all students enrolled October 1 in grade 3-5 at Montrose Elementary who earn an achievement level of Meets Standards or Exceeds Standards on all state accountability tests (MCA, MOD, MTAS) in reading will increase from 70.0% in 2013 to 73.8% in 2014.
- The Percentage of all students enrolled October 1 in grade 3-5 at Parkside Elementary School who earn an achievement level of Meets Standards or Exceeds Standards on all state accountability tests (MCA, MOD, MTAS) in reading will increase from 56.2% in 2013 to 60.0% in 2014.
- The percentage of all students in grades 2-5 at Tatanka Elementary who show

above or far above expected growth on the Performance Series Reading assessment will be over 70.0% in 2014.

- This will set a baseline for future years.
- The percentage of students enrolled October 1 at Buffalo Early Childhood Special Education (ECSE) program who show substantial growth in Outcome 2 of the Minnesota ECSE Child Outcome Summary will be at least 75% in spring 2014
- The percentage of all students enrolled in the ECFE program who show expected growth or above based on development indicators of the TS Gold Assessment will be at least 80% in spring 2014.
 - This will set a baseline for future years.

Common expectations for all sites:

PLCs/Grade Level teams

PLC meeting every other week with meetings times of 45 minutes. This is in replacement of staff meetings on those weeks. The meeting may be before school, after school or during the teachers prep. PLC time is counted as part of contractual time.

Building Wide Faculty Meetings

Scheduled building wide staff meetings and professional development may occur every other week. Efforts to stagger these opposite PLC meeting weeks will be made.

Teacher evaluation/observation time line

There are three cycles of evaluations/observations conducted by TICs or other licensed staff. Each cycle will include a pre-observation, observation, and post-observation. These observations will be completed during defined time periods during the year.

- Cycle 1: September – November 15th
- Cycle 2: November 16th – February 28th
- Cycle 3: February 15th – May 15th.

Component 3: Teacher Evaluation/Observation

3.1 Description of teacher evaluation/observation system. (p68 PPD Application)

All teachers will participate in a minimum of three observation cycles annually. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers. The observers for each teacher will depend upon which year of the evaluation cycle the teacher is in, and is aligned to the district's new teacher evaluation model.

Below is an overview to the steps of the Teacher Development and Evaluation Plan for licensed staff.

Year One

Continuing Contract

Follows current expectations with year 1 of the teacher evaluation plan adopted by the district. Includes the additional requirement that Teacher Instructional Coaches will complete 2 observations and the PLC leaders will complete 1 observation of each staff member in year 1.

Probationary

Follows current expectations for year 1 probationary staff under the teacher evaluation system and induction program adopted by the district. In addition to current expectations, probationary staff will be observed one time by their mentor teacher.

Year Two

Continuing Contract

Teacher Instructional Coaches will complete 2 observations per staff member. Each continuing contract staff member in year 2 of the observation cycle will observe one other staff member who is also in year 2 of the observation cycle.

Probationary

Follows current expectations for year 2 probationary staff under the teacher evaluation system and induction program adopted by the district. In addition to current expectations probationary staff will be observed one time by their mentor teacher.

Year Three

Continuing Contract

Continuing contract staff follow the same processes as outlined in the adopted teacher evaluation model. Teacher Instructional Coaches will complete one additional observation to satisfy the need for multiple observers. The observation completed by the TIC is not included with the teacher's evaluation.

Probationary

Follows current expectations for year 2 probationary staff under the teacher evaluation system and induction program adopted by the district. In addition to

current expectations probationary staff will be observed one time by their mentor teacher.

Qualifications For Salary Augmentation

Continuing Contract

To earn salary augmentation for being observed, continuing contract teachers must;

- Complete 80% of the PLC requirement
- Receive a rating of “proficient” on their reviews by meeting the expectations established by the teacher evaluation plan by their third observation.
- In the third year of the cycle the teacher must meet all expectations on their summative evaluation.

Probationary

To earn salary augmentation for being observed, probationary staff need to meet the same expectations as continuing contract staff.

3.2 Description of teacher evaluation/observation rubric and process. (p71 PPD Application).

- a) Describe how all teachers will be informed of and trained on the teacher evaluation/observation rubric and process.

The teacher evaluation/observation rubric is based on Danielson’s “A Framework of Teaching.” Teachers, TICs, and PLC leaders are limited to domains 2 and 3 of the rubric as these domains are observable with in the classroom. For summative evaluations completed by the administrator domains 1 – 4 of Danielson’s framework will be used.

A half day district wide training during back to school workshop week will take place. During this training licensed staff will be;

- trained as qualified observers using Danielson’s framework
- instructed on the observation and evaluation process
- informed of program requirement and roles of people in the program
- trained to access materials related to PPD.

During the school year each site will set aside one building meeting time for a TIC or PPD Coordinator to review the observation process and provide practice observation for teachers. This time will be established by the building administrator and PPD Coordinator.

- b) Describe when the following components are conducted during the evaluation/observation cycle:

- i. Pre- and post-observation conferences.

Pre- and post-observation conferences will be scheduled by the TICs or observing teacher.

- Occurs before school, after school, or during the teachers prep.
- Pre-conference should occur within the week of observation
- Post-conference should occur within the week after the observation.
- The observation will focus on Domains 2 and 3 of Danielson's framework and aspects of the teacher Individual Growth and Development Plan that are relevant.
- The observing teacher will communicate with the PPD coordinator to let them know who was observed and when, and if they met expectation.

ii. Self-analysis and reflection.

After each observation and post-conference, teachers will write a reflection on their Peer Review Post Observation form. This form remains with the teacher. At the end of the year teachers will complete (the Reflective Statement of Professional Accomplishment and Self-Assessment of Professional Growth). This reflection will be kept on file. This document also fulfills the re-licensure requirements of the Minnesota Department of Education.

3.3 Evaluator/observer training process. (p72 of PPD Application)

This section describes the process put in place to;

- Prevent score inflation or deflation
- Define a formal observation cycle
- Describe initial and ongoing training for observers
- Ensure inter-rater reliability

3.4. Evaluation/observation process for staff not assigned to the classroom. (p73 PPD Application)

Licensed staff not assigned to direct classroom will follow the same three year observation cycle as outlined in the district's teacher evaluation process. Alternate forms of the Pre- and Post- Observation form will be used as will a modified rubric that reflects the staff member's areas of responsibility. Portfolios may be used for licensed staff who cannot be observed directly because of data privacy concerns.

3.5 Difference between continuing contract teachers and probationary teachers.

The difference between continuing contract teachers and probationary teachers is outlined in the prior pages and is based on the adopted teacher evaluation model and teacher induction program.

3.6 Table of Responsibilities for Observations and Evaluations. (p74 PPD Application)

Position Title	Teachers to observer	Number of times per year this person will observe each teacher	If applicable, other evaluation/observation responsibilities
Administrator	5-20	Continuing Contract = 10/ mini observations in year 3 Probationary = 3/year	Connecting probationary teachers not making adequate progress with a mentor or coach.
PPD Coordinator	6 Plus others as needed	TIC = 2/yr Other Continuing Contract teachers as needed.	Monitoring progress on evaluation cycles. Assisting peer evaluators with teachers who are not reaching proficiency
Teacher Instructional Coaches	55-75	Continuing Contract staff (yrs 1 and 2) = 2/yr Continuing contract staff (yr 3) = 1/yr	Coaching teachers or connecting them to additional instructional assistance if needed
PLC Leaders	2-4	Continuing Contract staff (year 1 only) = 1/yr TIC = 1/yr (only one PLC leader per year per TIC)	Implementing new instructional strategies and connecting professional development to instructional practice.
Mentor Teachers	1 teacher per mentor	Probationary staff = 1/year	Giving instructional support as need and connecting mentee with other instructional assistance if needed.
Licensed Staff	1-2	Continuing Contract staff (year 2 only) = 1/yr	Discuss observations and possible curriculum support.

3.7 List of Teacher Evaluation and Observation Documents (p74 PPD Application)

3.8 Appeals Process (p75 PPD Application)

A teacher with a concern about any aspect of the PPD observation/evaluation is encouraged to begin by working with their Teacher Instructional Coach to resolve the issue. The teacher may ask the PPD coordinator to mediate, and/or the teacher may follow the PPD appeals process.

All appeals shall be handled by the PPD Advisory Committee.

PPD Appeals Process:

- A formal appeal shall be submitted in writing to the PPD Coordinator within 10 working days of the conference, observation, or other PPD evaluation-related concerns. If mediation with the PPD coordinator was attempted but did not resolve the concerns, then the formal appeal shall be submitted in writing to the PPD Coordinator within 5 working days of the mediation meeting.
- The request shall be submitted on the official PPD Appeals Form, including the reason for the concern, supporting evidence, and desired action for resolution.
- The PPD Coordinator will schedule the PPD Advisory Committee to meet and consider the appeal within eight working days of the receiving the appeal.
- The PPD Advisory Committee must decide the outcome of the appeal by majority vote; the committee may uphold an appeal, deny an appeal, or recommend another course for resolution.
- A written electronic response from the PPD Coordinator will be sent to the teacher filing the appeal within 24 hours of the PPD Advisory Committee decision.
- Matters considered not satisfactorily resolved through the PPD appeal process may initiate the grievance procedure in the master agreement. The date of the written response from the PPD Coordinator to the appealing teacher will be the date the grievance arose.

Component 4: Performance Pay

4.1 Description of Performance Pay System (p76 PPD Application)

Full description is available in the PPD Application document. Summary of the performance pay system is outlined in the table below.

	Amount and percent of performance tied to achievement/ evaluation	How will achievement be measured?	What changes of growth must be demonstrated for performance pay to be award
Site Goal	\$200 for school wide student achievement gains based on standardized assessment. This equals 10% of the salary augmentation a teacher is	Improvement on standardized assessments or standardized measures of success	Each site must meet it site-wide goal defined at the beginning of each year through the SIP process

	eligible for		
Student learning/PLC goal	\$200 for meeting the student achievement goal aligned with the PLC. This amount equals 10% of the salary augmentation a teacher is eligible for.	Results desired will be stated in measurable terms of academic achievement	Student's must meet the standard established by the teacher.
Teacher Observations	\$1600 for proficiency in observations by meeting the PLC engagement criteria (80% attendance and tasks). This amount equals 80% of the salary augmentation a teacher is eligible to earn.	Earn proficiency on any two classroom based observations or earning proficiency on the third observation and attending PLC meetings	Each teacher must meet expectation on two different observations and attend 80% of PLC meetings or complete approved make up work.

4.2 Amount of performance pay for school wide student achievement. (p.78 PPD Application)

\$200 is earned by each teacher if the school wide site goal is met.

Schools may set one goal for the purpose of salary augmentation.

The District Assessment Coordinator, site principals and site staff leadership will determine if the site achieved their goal towards the School-wide (site) Student Achievement Goal.

If a site does not meet its site goal, then 25% of the funds budgeted will go to site specific professional development. PPD Coordinator and site leadership team will work together to determine professional development needs for that site during the coming year. 100% of the professional development dollars set aside in this manner must be used the following year.

The remaining 75% of funds budgeted will go to levy relief after a fund balance is achieved up to the amount levied by the district to fund PPD.

Itinerate Staff Site Placement and Full time TOSAs

Itinerate Staff will be connected to the site that they spend half or greater of their work assignment at. In the event they do not spend over half of their time at any one site, they may choose which site they will be connected to. If the teacher fails to declare their site assignment the PPD Coordinator will assign them based on where they start their work day on the first student contact day of the current year.

Teachers on special assignment (TOSA) will be assigned to the school site that they last worked at.

4.3 – 4.4 Meeting measures of student performance. (p79 PPD Application)

\$200 is earned by each teacher if the measure(s) of student achievement is met.

Unearned money from this section will go to building a fund balance for the program. Once a fund balance is achieved then the unearned money will go to levi relief, up to the amount levied for by the program.

All licensed staff members participate in a Professional Learning Community (PLC).

Each teacher will develop a SMART goal aligned to one building level goal. The building goal does not need to be the same as the building goal for performance pay. SMART goals will be reviewed within the PLC. The PLC leader and at least one other staff member will sign the Teacher's SMART Goal form. The review by the PLC leader and additional staff member is to verify that the plan written by the teacher satisfies the PLC SMART goal requirements. The teacher's SMART goal will be sent on to the PPD coordinator who will act as final approval on the plan. Any plans that are not approved will be returned to the teacher and the PPD Coordinator will work with them to improve their plan. Meeting measures of student performance will be determined based on the teacher's individual SMART goal.

Teachers will share with the PLC leader and staff member who signed their plan the results of their work at the end of the year, but prior to May 15th. The teacher will then forward a copy of the SMART Goal form to the PPD Coordinator. The site Principal and PPD coordinator will verify that the teacher met their SMART goal.

The teacher will earn salary augmentation based meeting the goal the teacher established in their individual S.M.A.R.T. Goal for student achievement. The SMART goal(s) will include the following elements:

- Identifies who will be assessed.
- Identifies what will be assessed.
- Identifies how to measure whether students achieved the goal, including baseline data and a desired target. (New programs should gather at least one year of baseline data prior to using it for PPD Site Goal.)
- The goal is attainable
- Identifies when the final assessment of the goal will occur.

For licensed staff not assigned to the classroom a PLC SMART goal will be established based on measurable impacts appropriate to their licensure.

4.5 – 4.6 Performance pay for teacher evaluation and observation (p79 PPD Application)

\$1600 is earned by each teacher through the evaluation/observation process.

All teachers will be observed by a least two different individuals each year. To earn salary augmentation a teacher must earn a rating of Proficient on two out of three observations or earn a rating of Proficient on their third observation. A rating of proficient in an observation is defined as receiving a rating of Meets Expectation on all parts of the observation rubric for all formative evaluations. This is in alignment with BHM Schools Teacher Development and Evaluation Plan. For summative evaluations, completed by an administrator, Proficient will be defined as earning meets standards in each of the four domains evaluated by the administrator and outlined in the district Teacher Development and Evaluation Plan.

If a teacher does not receive a rating of proficient on their continuing contract evaluation form or peer observation forms, and completes all PLC requirements, that teacher does not earn salary augmentation based on their observations for that year and will work with building administration the next year.

If a teacher receives a rating of proficient on their continuing contract evaluation form or peer observation forms but fails to complete their PLC requirements, that teacher will not earn salary augmentation based on their observations for that year.

“PLC requirements” referenced in the above sections include

- Attending or making up 80% of all plc meetings
- Completion of 80% of plc activities, professional development, or forms given by the PLC Leader.

Completing the individual smart goal for student achievement form and sharing this as outlined in component 4.3. (The teacher only needs to complete the steps involved in this process to be meet the requirements of the PLC work. The success of this goal is measured and outlined under component 4.3, where it will impact the individual smart goal for student achievement)

Component 5: Alternate Salary Schedule

5.1 Describe how the alternative salary schedule relates to the PPD Program. (P83 PPD Application)

Vertical movement on the salary schedule is aligned to the performance pay system.

Teacher must satisfy both of the following to qualify for vertical movement (step):

1. Teachers must qualify for salary augmentation/performance pay from at least one the following components:
 - A. Components 4.3-4.4 meeting measures of student achievement
 - B. Components 4.5-4.6 teacher evaluation/observation
2. The teacher must complete elements of their Individual Growth and Development Plan that are required based on the teacher's current location in the three evaluation cycle. An annual reflection on the teacher's professional development and instructional practices will be required as part of the teacher's IGDP. Teachers will need to get the signature of their PLC leader and one other PLC member verifying the teacher has completed their IGDP for the year. A copy of the form will be sent to site administrator. This reflection will satisfy the reflection requirement for teacher licensure.

Teachers who meet these requirements will advance one step on the salary schedule. Teachers who participate in QCOMP by writing their IGDP, attend PLCs and participate in observations will qualify for CQEP. CQEP (Career Quality Earning Program) is a program within our Master Bargaining Agreement and is being connected to Q Comp. CQEP has salary implications for teachers that are outside of Q Comp.

5.2 Describe how the Salary schedule has been reformed. (p83 PPD Application)

The Program for Professional Development plan provides an alternative compensation schedule that changes the current "steps and lanes" system and aligns the schedule to vertical annual performance increments. For horizontal movement teachers may advance by completing training germane to teaching responsibilities per the Master Bargaining Agreement in the following ways:

- Pre-approved professional development activities outside of the contract day.
- Post-graduate training
- Master's Degree programs

Teachers advance vertically by meeting the criteria listed in 5.1 of this application.