



Rockford Area Schools Q Comp Plan

Purpose: To provide a common template to document the implementation of agreed-upon activities and components in the local Q Comp program. Once documented and confirmed by all parties (district leadership, teacher union leadership [where applicable], and MDE), this tool can be used for future program updates.

Directions: The template is completed locally, ideally by a team (such as the local Q Comp leadership team or a subgroup of that team) representing administration and teacher voices. The team should respond to each prompt using consistent language. Many question prompts are followed by *italicized* text that is intended to provide guidance about that question. Do not alter the pre-populated text in this template in any way, though the team may delete “enter text here” when crafting responses.

General Information

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List the other members of the team who contributed to completing this plan:

Name	Role
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Note

Old format ~~redline~~ for reference

- ☐ Yellow was moved from old format to this one
- ☐ ~~Strikethrough was removed~~
- ☐ Red text in this document is new to reflect the BILT Structure

This new format is a template the state just provided that is not required--therefore, some of the elements are different from our existing program components. With time, our components may evolve, but they are not yet.

Program Overview

0.1 Vision

What is the vision for or purpose of your local Q Comp program? Why does it exist? *[While not a requirement, many leadership teams find value in having a clarifying purpose or vision statement for what they want the Q Comp program to be. Sharing a common vision/purpose for the plan can be particularly helpful as local leadership teams work to solve problems and overcome challenges they face in implementation.]*

Q Comp fits into the overall focus and goals of the district because the Rockford Area School district is committed to excellence both for its students and its teachers. Q Comp provides a framework for teachers to improve their practice leading to improved instruction thereby improving student achievement. Q Comp will benefit students and staff of Rockford Schools because it:

1. **supports** student achievement **and growth**.
2. fosters professional growth.
3. compensates professional work.

The Q Comp Program supports improvement through its four key components

1. **Job-embedded Professional Development**

Structure

- **PLC Meetings**

- Professional Development

Purpose

- Support growth in core literacy areas using evidence-based assessments (FAST, classroom data)
- Improve student achievement and growth through the exploration of instructional strategies
- Focus on action steps that lead to measurable improvement that aligns with individual, building, and district goals.

2. Observations

Structure

- 3 times annually

Purpose

- Promote purposeful discussion about instructional practices.
- Build awareness across departments and grade-level teams .
- Support individual, building, and district goals.
- Provide support for teachers

3. Individual Goals

Structure

- Annual individual goal with two progress checks during the year and a final reflection

Purpose

- Empower teachers to focus on a goal that is relevant to their classroom/context
- Facilitate meaningful collaboration as teachers work to achieve their SMART goals and implement best practices to support student achievement

4. Site Goals

Structure

- Annual site goal generated by the Building Instructional Leadership Team

Purpose

- Promote student achievement
- Reflect on student growth over the course of the year
- Share data from building assessments to support teachers in implementing effective acceleration and intervention

0.2 Implementation Sites

List the school sites implementing Q Comp. *[Use the Q Comp Enrollment Calculation found in the Minnesota Funding Reports (MFR) to find the names of each site generating Q Comp funding]*

Rockford Elementary Arts Magnet School

Rockford Middle School-Center for Environmental Science

Career Advancement/Teacher Leadership

Career advancement options refer to opportunities for teachers to step into formal teacher leadership roles. Teacher leaders are professional educators who act as change agents to build capacity in self and others to increase effective educator practices and improve student learning. Q Comp sites typically have teacher leaders take on a variety of roles, such as: professional learning community team leader, peer reviewer/observer/coach, instructional coach, mentor, literacy specialist, math specialist, data coach, classroom demonstration site teacher, equity coach, and site team leader. See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

1.1 Advancement / Teacher Leadership Opportunities

Summarize the career advancement / teacher leadership opportunities that are a part of your local Q Comp plan.

Thinking again of a general audience, this is an opportunity for you to explain the role of teacher leaders in your district/charter. A paragraph highlighting the “Why” for teacher leaders can help communicate the purpose for the teacher leaders in your program as well as help the local leadership team stay grounded when making decisions about revising your plan.

Teacher leaders in the positions of ~~the Building Instructional Leadership Team~~ ~~Q Comp Core Committee Member~~, ~~Advisor Team~~, ~~PLC Leader~~/Observation Coach, and mentor will support individual teacher growth in instructional practices and promote student achievement gains district-wide.

1.2 Teacher Leadership Descriptions

Describe each teacher leadership position funded through Q Comp. *Think of this as a job description for each position. Each position must a) provide job-embedded professional development and b) maintain a primary role in student instruction. This last criterion can either be met by the teacher leader still teaching classes OR having a term limit not to exceed 5 years.*

1.2a Building Instructional Leadership Team Member	
Overview	The purpose of BILT is to empower a team of teachers to lead instructional practices within their buildings in alignment with district goals, building goals, team goals, and individual goals. The BILT works in partnership with school and district administration to lead meaningful, collaborative work that results in increased student achievement and growth. This work will take shape through building/team meetings, Professional Learning Communities (PLCs), and professional development opportunities throughout the year.
Qualifications	<input type="checkbox"/> Current MN license with a full-time contract (tier 4) <input type="checkbox"/> Continuing contract teacher in District 883 (flexibility in individual circumstances may be considered) <input type="checkbox"/> Experience and knowledge of Rockford’s Q Comp Plan, process, and procedures in accordance with MDE

1.2a [Building Instructional Leadership Team Member](#)

	<ul style="list-style-type: none"> <input type="checkbox"/> Experience as a PLC leader, Observation coach or Core Committee member. <input type="checkbox"/> Proficient in best practice, research-based instructional strategies, differentiation, and observation methods <input type="checkbox"/> Ability to remain professional, impartial, and objective <input type="checkbox"/> Collaborator who will work with various teams and staff to design and improve professional development <input type="checkbox"/> Proficient in communication, organization, and leadership <input type="checkbox"/> Knowledgeable in procedures and practices related to the district mentoring program
Responsibilities	<ul style="list-style-type: none"> <input type="checkbox"/> Attending the annual BILT Institute in August (2024: August 12) <input type="checkbox"/> Work with site based administration to annually draft and create the school improvement plan <input type="checkbox"/> Work with grade level or departments on the facilitation of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to curriculum selection and development <input type="checkbox"/> Instructional strategies <input type="checkbox"/> Interventions <input type="checkbox"/> Learner outcomes <input type="checkbox"/> Content standards <input type="checkbox"/> Assessments <input type="checkbox"/> PLC Agendas, Goals <input type="checkbox"/> Course Offerings (HS) <input type="checkbox"/> Collaboratively Plan Site and District Professional Development <input type="checkbox"/> Meet regularly as scheduled <ul style="list-style-type: none"> <input type="checkbox"/> There will be a minimum of one meeting per month <input type="checkbox"/> The meetings will include some time outside of the contract day <input type="checkbox"/> The schedule will be determined by the BILT at each site once hired <input type="checkbox"/> Complete one round of observations <input type="checkbox"/> Meet as needed with the grade level or department(s) to support the work <input type="checkbox"/> Provide structure for meeting documentation (common format across buildings) <input type="checkbox"/> Attend district instructional meetings as needed <input type="checkbox"/> Review, update, maintain the Q Comp plan <input type="checkbox"/> Continuously collect teacher perspectives
Hiring Process	<ul style="list-style-type: none"> <input type="checkbox"/> BILT members will be selected via an interview process conducted collaboratively with EMR and district administrative leadership (Coordinating Council).

1.2a [Building Instructional Leadership Team Member](#)

	<input type="checkbox"/> It is helpful for BILT members to be department or grade level specific, but BILT's are not required to be specific to a grade level or department, but rather instructional leads for the building at large.	
	<input type="checkbox"/> BILT members will generally serve 3 year terms as a part of a rotation to ensure there's continuity on the team (term schedule)	
	<input type="checkbox"/> BILT members will earn an annual stipend of \$1750	
Evaluation	<input type="checkbox"/> 2 evaluations: December and April facilitated within PLCs through a Google Form	
	<input type="checkbox"/> If, at any time, the BILT Advisor Team or the Learning & Innovation Specialist Director of Teaching and Learning observe that a BILT member PLC Leader is not performing adequately, they may choose to implement an improvement plan.	
	Evaluation results: full stipend <input type="checkbox"/> BILT member receives proficient scores on both December and April evaluations <input type="checkbox"/> BILT member does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid.	Evaluations results: partial/no stipend <input type="checkbox"/> BILT member receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> BILT member does not receive proficient scores in December or April. Receives no stipend.
Compensation	<input type="checkbox"/> \$1750.00 paid in June	
Number of positions	<input type="checkbox"/> REAMS: 6 <input type="checkbox"/> RMS-CES: 5 <input type="checkbox"/> RHS: 5	

1.2b Instructional Strategy & Implementation Facilitators

Overview	<p>The Instructional Strategy & Implementation Facilitators will help with the transition between the existing leadership model and the BILT structure. As members of the BILT with experience as advisors, they will be able to help guide staff through the adjustments.</p>
Qualifications	<input type="checkbox"/> Previously hired as an Advisor

1.2b Instructional Strategy & Implementation Facilitators

Responsibilities	<input type="checkbox"/> Transition support <input type="checkbox"/> Strategies to support PLC building work <input type="checkbox"/> BILT logistics guidance (building level) <input type="checkbox"/> Institutional memory <input type="checkbox"/> Mentorship Program Leadership <ul style="list-style-type: none"> <input type="checkbox"/> Pairing hires with mentors according to past practice <input type="checkbox"/> Contributing to planning for the day <input type="checkbox"/> Tracking 	
Hiring Process	<input type="checkbox"/> As the advisors went through a formal hiring process to be in the position, there will not be a new hiring process <input type="checkbox"/> Should the position be maintained beyond the next two implementation years, a formal hiring process will be built	
Evaluation	<input type="checkbox"/> 2 evaluations: December and April facilitated within PLCs through a Google Form <input type="checkbox"/> If, at any time, the BILT Advisor Team or the Learning & Innovation Specialist Director of Teaching and Learning observe that a BILT member PLC Leader is not performing adequately, they may choose to implement an improvement plan.	
	Evaluation results: full stipend <ul style="list-style-type: none"> <input type="checkbox"/> ISIF receives proficient scores on both December and April evaluations <input type="checkbox"/> ISIF does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. 	Evaluations results: partial/no stipend <ul style="list-style-type: none"> <input type="checkbox"/> ISIF receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> ISIF does not receive proficient scores in December or April. Receives no stipend.
Compensation	<input type="checkbox"/> \$2500.00 paid in June	
Number of positions	<input type="checkbox"/> 2	

1.2c Observation Coaches

Overview

- ☐ There will be one Observation Coach for approximately every six teachers (assigned to each PLC as possible). When an Observation Coach is not available, the Core Committee will formulate an alternate structure. The Observation Coach's primary responsibility is to conduct and monitor the observation cycles for their PLC, including keeping track of all observation paperwork and ensuring it is completed and submitted appropriately and according to District timelines.
- ☐ The Observation Coach target is six observations per cycle. Pending building observation scheduling, that may vary slightly given the unique demands of scheduling observations. Observation Coaches may observe both continuing contract teachers and probationary teachers.
- ☐ Observation Coaches will conduct pre-and post-observation meetings with teachers for each observation during non-student contact time (before school, after school, during common prep time, or at PLC meetings). Observation Coaches will ensure all paperwork is completed related to each observation and submit it to the ~~Advisor Team~~ **BILT** within a week after the observation window is closed.
- ☐ A process of inter-rater reliability is supported in three ways. First, both the Observation Coach and the PLC Leader will observe each teacher during the year. This will facilitate observation dialogue and check for fidelity with the observation protocol. Furthermore, all Observation Coaches, PLC Leaders/, and the ~~Advisor Team~~ **BILT** will participate in observation training in late summer and two trainings during the school year to facilitate comparison rating exercises to strive towards inter-rater reliability.
- ☐ Observation Coaches and PLC Leaders/ will also attend on-going, required trainings in order to maintain effectiveness in observing and evaluating teachers and work together to guide the PLC group toward improved teacher instruction and success at meeting the PLC, Building, and District Q Comp Goals.

1.2c Observation Coaches

Qualifications	<ul style="list-style-type: none"> <input type="checkbox"/> Current MN-license (tier 4) <input type="checkbox"/> Continuing contract in Rockford Area Schools or equivalent experience as approved by the Core Committee <input type="checkbox"/> Ability to remain impartial and objective <input type="checkbox"/> Trained or willing to be trained on District 883 Observation Rubric and Observation/Evaluation methods <input type="checkbox"/> Understands or is willing to learn and use current, best practice instructional strategies, including differentiation, to promote student learning through coaching teachers <input type="checkbox"/> Proficiency in communicating instructional strategies and skills to other teachers <input type="checkbox"/> Excellent organizational, collaborative, communication, and leadership skills
Responsibilities	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in all district trainings related to observations <input type="checkbox"/> Responsible for assisting with scheduling and conducting two observations with each continuing contract PLC team member and one observation with probationary, year three member using District #883 Observation Rubric <input type="checkbox"/> Participate in the entire observation cycle with each continuing contract teacher and year three probationary PLC member for each observation (pre-conference, observation, and post-conference) <input type="checkbox"/> Complete and submit all observation documentation according to district Q Comp guidelines <input type="checkbox"/> Maintain confidentiality with observation information <input type="checkbox"/> Participate in District PLC Leader meetings <input type="checkbox"/> Work in partnership with the PLC Leader to provide information and support for PLC members related to observation/evaluation cycles and improved instruction and student achievement
Hiring Process	<ul style="list-style-type: none"> <input type="checkbox"/> This is a -one year position and rotational in nature and therefore does not require a standard interview hiring process. <input type="checkbox"/> The Building Advisor BILT will ask teachers to submit interest for a position as Observation Coach within the building. If more teachers are interested than numbers of positions exist, a process will be used to determine the order in which teachers will take turns in the position. <input type="checkbox"/> Building principals and HR will be included in this process.

1.2c Observation Coaches

Evaluation	<div data-bbox="597 268 1523 751"> <input type="checkbox"/> The Advisor Team BILT will evaluate each Observation Coach's documentation after each observation cycle. <input type="checkbox"/> Advisor A member of BILT will offer feedback for improvement individually in a conference and/or generally at the next training session. <input type="checkbox"/> When possible/as needed Observation Coaches may participate in a joint observation with a member of BILT Building Advisor. <input type="checkbox"/> Observation Coaches will participate in inter-rater reliability exercises at one Q Comp Leader meeting during the school year. <input type="checkbox"/> The BILT will distribute evaluations. In December and April, May teachers will complete the evaluation independently at a designated meeting. Finally, the Advisor Team BILT will evaluate review Observation Coach evaluations from teachers in December and April May using the Observation Coach Evaluation Checklist Appendix 7-5. </div> <div data-bbox="548 772 1036 1140"> Evaluation results: full stipend <input type="checkbox"/> Coach receives proficient scores on both December and April evaluations <input type="checkbox"/> Coach does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. </div> <div data-bbox="1044 772 1523 1140"> Evaluations results: partial/no stipend <input type="checkbox"/> Coach receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> Coach does not receive proficient scores in December or April. Receives no stipend. </div>
Compensation	<input type="checkbox"/> \$500.00 (June) <input type="checkbox"/> Up to two hours of release time per observation <input type="checkbox"/> This release time can be one sub day and up to - six hours paid time to complete the observation process.(The equivalent of 1 hour per observation). If an observer chooses to do observations without getting a sub, that observer can be paid up to six hours for the observations and up to six hours to complete the observation process. <input type="checkbox"/> This release time can be: one sub release day and a maximum of two hours paid -OR- eight hours if observations are done during prep to complete the observation process.
Number of positions	<input type="checkbox"/> 17 <div data-bbox="695 1707 857 1818"> <input type="checkbox"/> REAMS: <input type="checkbox"/> RMS-CES: <input type="checkbox"/> RHS: </div>

1.2d Mentors

<p>Overview</p> <ul style="list-style-type: none"> <input type="checkbox"/> New Hire Mentors <input type="checkbox"/> Mentors <input type="checkbox"/> Partial Year/Second Building Mentor/Long Term Sub Mentor 	<ul style="list-style-type: none"> <input type="checkbox"/> The mission of the Mentor Program is to provide information, support, and encouragement so teachers new to Rockford are successful. The mentor program will provide a systematic introduction and a purposeful, positive relationship within the district. <input type="checkbox"/> Mentors are teachers who have proven records of being highly effective team players dedicated to making the district the best it can be. Mentors serve in the mentorship capacity with all new staff, both novice and more experienced, but new to Rockford. <input type="checkbox"/> This formal mentoring program has the opportunity to last through the mentee's second year of employment in the district for probationary teachers; teachers that have a continuing contract after their initial year or teachers who have an assignment change in the Rockford District, may choose to participate in the year two program. New hire Mentors attend an initial mentor training, along with their year one mentee, prior to beginning school. <input type="checkbox"/> Participation in the mentorship program in year two is determined by building principals, mentor input, and consideration by the BILT. <input type="checkbox"/> Mentors meet with their mentees formally once each month to complete mentor program requirements and informally as needed, beyond the monthly meetings. Mentors provide information on district and building processes, requirements related to state standards and curriculum, and best practice instructional strategies and/or interventions. If they are unable to provide information, they connect the new staff to another district resource. <input type="checkbox"/> Mentors' conversations with their mentees are confidential and are never shared with district administration but may be shared with the Advisor Team BILT in an effort to better support the mentee. Mentors are responsible for ensuring that Mentor Program documentation is completed and submitted appropriately. Probationary teachers may be assigned an ongoing mentor following their first year as well to support their development. - Detailed information on the Mentorship Program is provided in Appendix 8.1.
<p>Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> New Hire Mentors <input type="checkbox"/> Mentors <input type="checkbox"/> Partial Year/Second Building Mentor/Long Term Sub Mentor 	<ul style="list-style-type: none"> <input type="checkbox"/> Current MN license <input type="checkbox"/> Has previously served as a mentor at Rockford Area Schools <input type="checkbox"/> Ability to remain impartial and objective <input type="checkbox"/> An understanding of building and District processes and the framework of Rockford Area Schools curriculum and MN Academic Standards <input type="checkbox"/> Excellent organizational, collaborative and communication skills
<p>Responsibilities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> New Hire Mentors

	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in all mentor program trainings in August (\$200 of the \$700 stipend is paid for attending August training day). <input type="checkbox"/> Mentor (Year 2 or 3) <ul style="list-style-type: none"> <input type="checkbox"/> Attend a meeting with the Advisors BILT in the fall to review program requirements <input type="checkbox"/> Partial Year/Second Building Mentor/Long Term Sub Mentor <ul style="list-style-type: none"> <input type="checkbox"/> Meet with mentee as needed to support. <input type="checkbox"/> Principal and advisor directed, principal decides how long a second building mentor is needed. <input type="checkbox"/> Mentor pay based on long term sub/partial year mentor rate. (Worksheet) <input type="checkbox"/> Meet with mentee for one formal, hour-long meeting per month (8) to complete discussion requirements and ensure documentation is sent to the Advisor Team BILT <input type="checkbox"/> Observations <ul style="list-style-type: none"> <input type="checkbox"/> Mentor conducts one informal observation using District #883 Q Comp observation rubric and submits paperwork to the BILT. <input type="checkbox"/> Mentee conducts 1 informal observation of mentor and submits observation paperwork to the BILT. <input type="checkbox"/> Mentor oversees mentee's third observation requirement completion (choice) and submits observation paperwork to the BILT. <input type="checkbox"/> Oversee mentee's observation requirement completion <input type="checkbox"/> Individual Goal <ul style="list-style-type: none"> <input type="checkbox"/> Work with mentee in the goal process <input type="checkbox"/> Report any concerns or advocacy issues to the BILT Advisor Team promptly <input type="checkbox"/> Conduct 1 informal observation of mentee using District #883 observation rubric and submit paperwork to the Building Advisor. <input type="checkbox"/> Mentee observes mentor <input type="checkbox"/> Facilitate the opportunity for the mentee to observe at least one other teacher <input type="checkbox"/> New Hire Mentors are expected to attend mentor/mentee training in August and will be paid with a voucher for their work during that day.
Hiring Process	<ul style="list-style-type: none"> <input type="checkbox"/> Because mentors need to be matched to the teacher and position being hired, the BILT Advisor Team, the Director of Teaching and Learning Learning & Innovation Specialist, and building principal will open new mentor positions to all teachers in positions matching the new staff's needs <input type="checkbox"/> Principals will ask for mentor volunteers. Principals will contact teachers with matching skill sets and notify them of the mentor position availability. Principal will make the final decision for mentor placement.

Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> The Advisor Team BILT will meet with mentees before the school year starts, and will provide a feedback form in October and January, in October, and a check-in during January, and May of the school year to ensure that each is feeling supported, and that s/he is getting time with his or her mentor in order to complete the Mentor Program requirements. <input type="checkbox"/> Mentees will evaluate their mentors twice, once in December and once in April. After each mentee meeting, the Advisor Team will fill out the Mentor Evaluation Checklist Appendix 7.6, documenting the performance of each Mentor. <input type="checkbox"/> If it is determined through evaluations that the Mentor is not following through on the requirements of the position, the Advisor Team BILT and the Learning & Innovation Specialist Director of Teaching and Learning will conference with the Mentor to determine if that person can successfully continue in the position. Mentors must score five out of the six elements on the final evaluation checklist Appendix 7.6 in order to earn the position compensation. <input type="checkbox"/> If a Mentor is replaced midyear because of poor performance, that person will not earn the compensation. 		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Evaluation results: full stipend <ul style="list-style-type: none"> <input type="checkbox"/> Mentor receives proficient scores on both December and April evaluations <input type="checkbox"/> Mentor does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. </td><td style="width: 50%; padding: 5px;"> Evaluations results: partial/no stipend <ul style="list-style-type: none"> <input type="checkbox"/> Mentor receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> Mentor does not receive proficient scores in December or April. Receives no stipend. </td></tr> </table>	Evaluation results: full stipend <ul style="list-style-type: none"> <input type="checkbox"/> Mentor receives proficient scores on both December and April evaluations <input type="checkbox"/> Mentor does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. 	Evaluations results: partial/no stipend <ul style="list-style-type: none"> <input type="checkbox"/> Mentor receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> Mentor does not receive proficient scores in December or April. Receives no stipend.
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Compensation	<ul style="list-style-type: none"> <input type="checkbox"/> \$260 for August training day <input type="checkbox"/> \$500 for work during school year <input type="checkbox"/> If the mentor has more than one mentee, this amount is paid per mentee 		
Number of positions	<input type="checkbox"/> varies depending on the year		

Job-Embedded Professional Development

Job-embedded professional development (JEPD) refers to all the professional learning opportunities teachers have during their contract day throughout the school year. Q Comp districts and charters typically use this opportunity to implement an effective professional learning community (PLC) where teams focus on identifying and addressing student needs through improved instruction. See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

2.1 Summary

Summarize the job-embedded professional development opportunities that are a part of your local Q Comp plan. *Thinking again of a general audience, this is an opportunity for you to explain the myriad of ways the district/charter creates space for job-embedded professional development (JEPD). A paragraph highlighting the “Why” for JEPD can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.*

Enter text here

2.2 Professional Development Opportunities

List under the provided headings each type of job-embedded professional development activity available for teachers at your district/charter. ~~The headings indicate whether the activity is not funded, partially funded, or fully funded with Q Comp dollars.~~

~~[The types of JEPD activities are many. Here’s a sample list:~~

- Professional Learning Communities (PLCs)
- Professional Development Days
- Mentorship Program
- Instructional meetings (building-wide, grade level, department level, as applicable)

2.3 Q Comp Funded Professional Development

For EACH job-embedded professional development activity *funded with Q Comp*, describe how that activity works locally. Include things like team composition (e.g., grade level team, department team, schoolwide), frequency of the activity/meetings, length of activity/meeting. *[Note: Peer and principal observations and post-observation conversations will be thoroughly explained in the next section, so you do NOT need to elaborate on that particular activity here. For any other activity leveraging Q Comp funding, a description is required.]*

PLC meetings will be based on the district Q Comp Agenda, which is built based on prior PLC work, district goals, and district staff development activities. The **BILT PLC Leader** will ensure that agendas, attendance, and meeting notes are tracked according to protocol.

PLC work will be focused on a continuous improvement, results-oriented model based on best practices for PLC groups outlined by Richard and Rebecca DuFour in *Learning by Doing* (2016). PLC groups will complete tasks in ~~four~~ focus areas that connect to curriculum & instruction, assessment, and intervention and acceleration. Data will be used to guide and track the success of each work stream.

It is the duty of the PLC Leaders/ with assistance from Observation Coaches to familiarize themselves with the agendas for all meetings and monitor and adjust activities based on needs and growth within the PLC group. Meeting options will include modeling of instructional strategies, analysis of student work, demonstration teaching, use of data to inform instruction, planning and examining assessments, curriculum mapping, peer coaching, and self- reflection, mentoring, and collaborating with support services (special education/ELL). PLC Leaders and Coaches will receive support and direction from the Building Advisor at five annual PLC Leadership Meetings, as well as on-going guidance as needed.

During the course of the PLC year, each PLC group will engage in a continuous improvement process to build best practice instructional strategies. PLC groups may examine instructional strategies from various professional resources throughout the year. -It is the Advisor Team’s responsibility to oversee the District Q Comp PLC Leaders/hip meetings to ensure PLC tasks fit into the best practice model, and that PLC Leaders//Coaches are on track with their group’s participation.

Each site will be divided into grade level and/or department teams to create Professional Learning Communities (PLCs) of four to nine members depending on the size of the department or grade level. Depending on the year and the focus in on PLCs, groups may be adjusted to achieve a specified purpose we may also have a District Level PLC Team. Members of this PLC groups may choose to periodically meet with another PLC group (a minimum of 4 times per year) that meets their collaborative needs. This flexibility structure will also allow PLC groups to focus on results that lead each team to develop and pursue measurable improvement goals that align with school and district goals. The periodic schedule will be shared with the Advisor Team and for documentation purposes, attendance and meeting minutes will be shared with the PLC leader from the main group. Due to staff changes, the list of PLC members will not be included in the plan. The Advisor Team BILT and appropriate school principal will draft groups in the spring and finalize those groups after summer staff changes. The Advisor Team will consult with the Core Committee, as needed, to be sure groups are set up effectively. The group lists will be available in draft form to all PLC members in May and district administration in final form by during workshop week.

These teams will be led by the Building Instructional Leadership Teams. Each PLC will be guided by a BILT member (though the BILT member may not be a member of the PLC). led by PLC Leaders/ at PLC meetings and additional meetings scheduled during staff development days. Teachers will need to attend and successfully participate in all of these meetings in order to earn the 30% of the allocated performance pay for this component. In the event that a PLC member is absent from a meeting, s/he may make up the missed time by:

- ☐ submitting evidence of application of concepts or skills related to the meeting topic to the appropriate BILT member PLC Leader or Coach, or
- ☐ another method as determined appropriate by the Learning and Innovation Specialist PLC Leader or Coach and approved by the Building Advisor.

PLC meetings occur weekly during the contract day in most years there are a minimum of 30 scheduled PLC meetings. Teachers are expected to attend all meetings. If a meeting is missed, the related work must be made up in two weeks. During staff development days, teachers will participate in trainings/work that may further PLC work streams, thus increasing the annual meeting time.

In the event of a snow day/e learning day occurring on a PLC meeting day, the PLC meeting will be canceled. In the event of a two hour late start, the PLC meeting will be held two hours later than the regular scheduled time.

In the event of a planned leave of absence or medical leave, the PLC member will meet with the Advisor Team and Human Resources and complete a partial year payment plan.

RHS, RMS, and REAMS professional development will provide ongoing support and training in the following areas: Q Comp Plan processes, curriculum and instruction, assessment, and intervention and acceleration throughout the year in PLC team meetings. These meeting times will include professional development activities covering: instructional strategies, student work analysis, data analysis, peer coaching, self-reflection, mentoring, curriculum review, curriculum mapping, and support services collaboration (special education/ELL).

2.4 PD Pay

If additional pay is awarded for JEPD activities, describe what teacher and/or student performance or outcome must be demonstrated in order to earn this additional performance award. [Note: Only complete this prompt if your plan includes an additional performance award beyond the required three areas (site goals, measures of student academic growth, and teacher evaluation/observation). If using this area, the teacher must demonstrate performance beyond simply attending JEPD events, for example.]

Enter text here

2.5 Developing Site Goals

~~Are there certain local parameters you have for developing site goals? If so, describe. If not, skip this question. [e.g., Some programs require more than one goal per building, other programs have required certain percentage increases. Note: most programs do not have these parameters.]~~

[Enter text here](#)

Teacher Observation and Evaluation

Though the Q Comp program predated the Teacher Development and Evaluation (TDE) requirements by several years, there is significant overlap in their core principals and legal requirements. ***Q Comp programs are advised that they should be operating one system that meets both requirements.*** For example, you must use one instructional framework/rubric, not one for TDE and a different one for Q Comp. For assistance with questions, contact our team at mde.q-comp@state.mn.us. See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

Key aspects of this program component include:

- The selection or refinement of an instructional framework or rubric;
- The method(s) to conduct teacher classroom observations, the results of which lead to a required performance pay area;
- The method(s) to examine student academic growth, the results of which lead to a required performance pay area; and
- The training and ongoing support for all parties.

3.1 Observation Summary

Summarize the purpose or goal(s) for the teacher observation and evaluation component. What is the intended outcome(s) of classroom observation cycles and examining student growth? *[Thinking again of a general audience, this is an opportunity for you to explain the teacher observation/evaluation process. A paragraph highlighting the “Why” for classroom observation cycles can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.]*

Instructional Framework or Rubric

An instructional framework or rubric is the foundation of the entire model. A strong framework, aligned to the professional teaching standards in MN Rule 8710.2000 (commonly known as the Standards of Effective Practice or SEPs), establishes common language for teachers, teacher leaders and school leaders as all parties discuss effective teaching practices.

3.2 Instructional Framework

Name the instructional framework or rubric that is used locally to frame conversations about teaching practices. Be sure to indicate whether the framework is being used “as published” or whether you’ve made local modifications. If you developed your rubric locally, please attach it to this form.

All teachers will receive training on the evaluation/observation rubric and process in the fall, with follow-up instruction happening in PLC groups as the first observation cycle begins and will receive a review of the criteria prior to the second and third observations. The District #883 Observation Rubric is based on the Charlotte Danielson Framework for Teaching. It includes fewer components than Danielson's Framework but focuses on elements that Rockford School District wishes to examine and improve upon at this time.

- ☐ Lesson and Unit Structure
- ☐ Instructional Materials and Resources
- ☐ Knowledge of Content and Assessment
- ☐ Teacher/Student Interaction
- ☐ Directions, Questions, and Procedures
- ☐ Managing Student Behavior

Teachers will have time to examine, discuss, and ask questions about the Observation Tool at the initial training, as well as at PLC meetings, all occurring prior to any observations being performed. Teachers will also be informed of the "Look fors" and Observation Elements in which observers have been instructed.

3.3 Meeting Framework Standards

Using the language from the framework/rubric, what standard must be met to demonstrate that a teacher is meeting expectations? *[Most professional evaluation systems include at least three tiers of performance—not meeting, meeting, or exceeding—though the language used to describe those tiers varies widely. In your response, please use the language that makes most sense locally. Clear performance expectations are critical for all parties in any organization. The rubric language is helpful to clearly articulate what level of performance is needed in order to earn performance pay for Q Comp, and what minimum level of performance is needed in order to not be on a teacher improvement plan for TDE. Some programs establish different standards of performance for probationary teachers, acknowledging that newer teachers are still growing. If differentiated performance standards are in place locally, describe that here.]*

Each continuing contract teacher will be evaluated using **the observation tool which has the** ~~Teachers are observed in~~ six rubric elements in order to receive the 35% allocated performance pay in this area. **To meet expectations, teachers have to complete each step in the observation process (pre-observation, observation, post-observation) and make an instructional goal as a part of each observation.**

Some staff will be evaluated using **a modified rubric tailored to their unique role (applicable to: counselors, nurses, technology integrationist, media specialist, and other specialists)** ~~different observation elements. Professional staff including counselors, social workers, and nurses, and other specialists will be in a PLC together and will be responsible for evaluating one another using the evaluation rubric for each particular position.~~ Special observation training will occur with the Observation Coaches **or BILT members and PLC Leaders** ~~who will be observing these positions, with individual attention being given to this group from the trainer. On-going trainings will be differentiated for the needs of this group.~~

Teachers who are not full-time are required to fully participate in the observation/evaluation process, and will receive the entire amount of performance pay for a successful rating on the final observation. It is preferable that teachers who were hired after the start of the school year or have taken an approved leave of absence fully participate in the observation/evaluation process. Only one observation per month may be completed. However, if that is not possible, the qualification for observation performance pay will still be figured based on the results of the final observation/evaluation the teacher participated in during the school year (whether that is one or two observations). In addition, compensation will be paid based on the number of observations completed.

Classroom Observation Cycles

If peers or principals are to have a conversation with teachers about their classroom instructional practices, a prerequisite is to observe them teaching and to schedule meaningful time to discuss the lesson(s). Many systems use a [classroom observation cycle](#) that includes a pre-observation conference, the observation itself, and a post-observation conference, though this method is not strictly required in Q Comp plans. Some systems use a variety of methods including shorter but more frequent classroom walkthroughs, reviewing recorded lessons, observation and feedback of a special educator's facilitation of an IEP meeting, among other activities.

In this section, the prompts ask local program leads to document how evidence of classroom instructional practices is gathered, who plays a role in that activity, how frequently it occurs, etc. While there is no required methodology or number of observations listed in statute, MDE recommends that your system is designed to provide access to sufficient, relevant, and comprehensive evidence that is used to determine if a teacher has earned performance pay, if a teacher is meeting local standards of practice, etc.

3.4.a Observation Coaches

Describe how teachers are observed by *PEER REVIEWERS/COACHES* in your local Q Comp plan. [Specify whether there are differences in observations conducted by peers vs school leaders]

The Rockford observation model is designed to enhance teacher development by supporting and improving the pedagogical **instructional** skills of teachers through self-reflection and coaching.

3.4.b Pre & Post Observation Conferences

Are any pre- and/or post-observation conferences involved? If so, describe the purpose and any parameters for those meetings.

Teachers will be required to conduct a pre observation conference with their Observation Coach or PLC Leader prior to each observation. The pre-observation conference must be completed by the morning of the scheduled date of the observation and include discussion on the completed pre-observation report Appendix 3.2. Teachers will also be required to conduct a post-observation conference with their Observation Coach or PLC Leader after each observation. The post-observation conference should ideally be completed within a week after the observation has been performed (preferably within one or two days) and must include the completed observation rubric Appendix 3.3 which includes a and the post observation report Appendix 3.4. This conference will provide critical feedback and coaching to ensure that each teacher will improve in the observation element areas during the school year.

3.4.c Observation Frequency

How often do observations occur, how much of the rubric is used, and are there any other parameters in the plan? [e.g., teachers are observed by peers 2x/year, and each year the focus is on a different domain in the rubric.]

Three observation cycles will occur during the school year: one in the fall, one in the winter, and one in the spring. **If an alternate format for those three observations better supports a teacher's instructional goals, that flexibility will be coordinated by the BILT and Learning & Innovation Specialist. For each observation, the entire rubric is used, though individual teachers specify a goal related to one element of the rubric.** Coaching will be ongoing and will occur ~~during PLC Meetings~~ in post-observation conferences or PLC meetings as appropriate.

3.5.a Continuing Contract Observations

Describe how tenured teachers are observed by *SCHOOL LEADERS/PRINCIPALS* (summative evaluators) in your local Q Comp plan. [Specify whether there are differences in observations conducted by peers vs school leaders]

Every continuing contract teacher in the District will be observed a total of three times during three separate observation cycles. The first and third observations will be done by the same observer (generally an Observation Coach), and the second observation will be done by a different observer (generally a **BILT member Leader**). However, sometimes that structure will be adjusted in consideration of content area, observation load, or PLC position (sometimes a **BILT member Leader** observes a Coach in the first and third round, for example). **During the year a continuing contract teacher is observed by the building principal, the principal's observation may take the place of the observation done by the PLC Leader.**

3.5.b Pre & Post Observation Conferences

Are any pre- and/or post-observation conferences involved? If so, describe the purpose and any parameters for those meetings.

At the conclusion of the post-observation meeting with Observation Coaches and PLC Leaders/, observed teachers will fill out a post-observation report Appendix 3.4. This will aid the observed teacher in reflecting upon his or her strengths and weaknesses, transforming instruction, and improving student achievement.

In the spring, teachers will participate in a self-reflection process within the PLC, where they reflect on the improvements that were made throughout the year. Observation participation will encompass part of the impact of that growth; thus, adding this process gives teacher another opportunity to analyze their progress, reflect on their growth, and consider their future goals.

~~3.5.c Observation Frequency~~

~~**How often do observations occur, how much of the rubric is used, and are there any other parameters in the plan? [e.g., tenured teachers are observed by the principal 2x/year, and each year the focus is on a different domain in the rubric, with the entire rubric being covered across the three-year professional review cycle.]**~~

[Enter text here](#)

3.6 Probationary Teachers

Are there any differences in 3.4-3.5 for probationary teachers? If so, describe below. [Specify whether there are differences in this area when the process is conducted by peers vs school leaders]

Probationary teachers will be observed three times per year by their building administrators. Principals indicate if probationary teachers met expectations on observations each spring.

In their first two probationary years teachers will be observed three times by an administrator and one time by their mentor. In the third probationary year, teachers will be observed three by an administrator and one time by an available observer. Principals indicate if probationary teachers met expectations on observations each spring.

~~Measures of Student Growth (aka Student Learning Goals)~~ Individual Goals

~~One of the required areas in Q Comp is to have performance pay based on measures of student growth and literacy. The Q Comp law further specifies that this needs to align with the language in the TDE law about student academic growth~~

making up 35% of a teacher's summative evaluation. MDE's position is that the activity done in Q Comp to award performance pay based on student academic growth ~~should be the same activity(ies) as the one used for summative evaluations in TDE.~~

Many programs engage in some type of student learning goal process for this area of their plan. The following prompts are designed around this approach. ~~[If the Q Comp/TDE program approaches this area differently, contact mde.q-comp@state.mn.us for a modified plan template.]~~

3.7 Measures of Student Growth Overview of Individual Goal

Describe the measures of student growth (aka student learning goal) goal setting process. *[Use this prompt to describe it at the big picture level, and the following prompts will help specify the details.]*

In September, each individual teacher will write a classroom student achievement goal. The goal will be written as a SMART goal. This goal may be determined by building/district initiatives and/or building/classroom assessments.

The measures of student achievement will target student growth. In the fall, teachers will collaborate to identify meaningful goals based on student need, department/grade level needs, and relevant data. The **Building Instructional Leadership Team** ~~PLC Leaders/hip~~ will support group members in writing SMART goals that are rigorous, reasonable, and attainable based on grade levels and content areas. Once goals are accepted, **Building Instructional Leadership Team** ~~PLC Leaders/hip~~ will submit them to the building spreadsheet. At that time, ~~the Building Instructional Leadership Team~~ **both the Advisor Team** will evaluate goals to ensure that they **are rigorous and well aligned to building and district goals,** ~~reasonability, and attainability are appropriate.~~ In addition, the Director of **Learning and Innovation along with the Learning and Innovation Specialist** ~~Teaching and Learning and the Advisor Team~~ will review them to **ensure awareness of the instructional work the goals support** ~~ensure equity across goals and measurement standards district wide.~~ Principals will sign off on a copy of the goals so that they are aware of teacher goals.

3.8 Who: ~~Student Learning Goals~~

Are student learning goals made by grade level team, subject area team, classroom level, or something else?

[Reminder: This is separate from the building wide "Site Goal" that is a different requirement in Q Comp.]

The goals will be made by individual teachers or teachers in collaboration with a group or team.

3.9 When & How ~~Student Learning Goals~~

When and how are student learning goals set? *[Are teachers expected to submit goals by a certain deadline? Who reviews those goals? What are the required elements for the goals? Do you have a goal setting [template](#) or [checklist](#) (if not, take a look at those links as options as well as our [SLG webpage](#))?*

The goal will be measured using an assessment point that may include but is not limited to the following assessments: MCAs, NWEA-MAP assessments, FAST assessments, Star Testing, Fountas and Pinnell Benchmark, objective pre-post- tests, special education IEP's, alternative assessments in unique content areas such as music, visual arts, and case study analysis for counselors, nurse and social worker.

The goal itself will be attained through the implementation of effective instructional and differentiation strategies and practices that will be the focus of the PLC discussions and tasks.

3.10 Reviewing Student Learning Goals

Who reviews/approves student learning goals? What criteria do they look for? *[See also the template and aligned checklist example linked above]*

The goal has a minimum of two reporting periods during the year based on the building schedule. The mid-year progress report(s) allow the teacher to discuss classroom student achievement progress with the PLC Leaders/hip and PLC peers. Teachers will then determine a plan that will address next steps and what, if any, additional assistance is needed in order to meet the goal.

3.11 Meeting Student Learning Goals

Who determines if student learning goals were met (and performance pay can be awarded)?

In May, the teacher will submit student growth data that shows whether the goal was met.

Teacher Individual Growth and Development Plan

3.12 Description: Teacher Individual Growth and Development

~~Describe the teacher individual growth and development plan process and requirements that are part of the three-year professional review process. [e.g., When the plan needs to be completed? What format the plan will take? What the plan will include? Who will review the plan for fairness and to ensure it meets standards? How the plan is used to track teacher growth throughout each year? Note: This plan is about the adult's continuous improvement. It is not the same as the measure of student growth]~~

Training for Teachers, Teacher Leaders, and Summative Evaluators

3.13 Training Staff in Q Comp

Describe how teachers, especially new teachers, will be informed of and trained on the elements of your Q Comp/TDE plan. *[Consider things like initial and on-going training, training for new team members, who provides the training, when and how]*

PLC Process

A training takes place for new teachers and August and the entire staff during workshop week to ensure the collective commitments of the PLCs are clear and everyone understands Q Comp's purpose and the program's core components.

Observations

In order to ensure inter-rater reliability, each continuing contract member will be observed by two separate observers (typically the Observation Coach and the **BILT member PLC Leader**). Observation review discussions will take place **during Q Comp leadership meetings** ~~between Observation Coaches and PLC Leaders/~~ prior to and after observation ~~conducted during the winter Observation Cycle,~~ which will lead to heightened reliability.

District-wide inter-rater reliability will be further addressed as needed by allowing the Building Advisor to participate in partner observations with Observation Coaches, PLC Leaders/, and Mentors during the year as concerns/questions arise.

3.14 Training Teacher Leaders (Coaches)

Describe how teacher leaders will be trained for their positions in this plan. *[Teacher leaders are the main face of your plan, so it is particularly important that they understand the Why, How and What of your plan. Be sure also to specify inter-rater reliability training and training for coaching conversations for those teacher leaders observing instruction and facilitating feedback conversations, as this is key to a consistent, effective experience for teachers.]*

Coaches

- ☐ Comprehensive training on characteristics to look for in an observation and protocol is essential and will be provided annually. Observers will be able to clearly and concisely identify the Observation Elements. Observations will focus on feedback and growth. Integrity with the observation system will occur with inter-rater reliability trainings. Observers will be required to self-evaluate and communicate with other observers, their trainers, and the **BILT Advisor Team** regarding challenges and successes experienced in this area.
- ☐ Finally, all observers will participate in trainings throughout the school year, where they will watch and individually evaluate taped lessons, share their ratings with the group, and come to a group consensus on scoring. This process will encourage dialogue that will ensure observation validity and refine measurement and methodology of the observers.
- ☐ The observation process will be sustainable because observation coaches will be on a one year commitment and be on a rotating basis.

Mentors

- ☐ Mentors attend an initial training prior to beginning school.
- ☐ Mentors meet with a member of the BILT at least three times during the school year.

3.14 Training the Building Instructional Leadership Team

Describe how school leaders/principals will be trained for their role in this plan. *[Very similar to the teacher leader prompt and subsequent text, school leaders also benefit from inter-rater reliability training WITH peer observers so that all parties are on the same page.]*

BILT members will attend a one day summer institute in August to prepare for the year. The Director of Teaching & Learning along with the Learning & Innovation Specialist will coordinate additional learning opportunities for the BILT throughout the year in response to the team's unique needs in serving their respective buildings.

~~3.15 Other Training~~

~~If other leaders or staff are involved (district office leaders, for example), how will they be trained?~~

[Enter text here](#)

Performance Pay & Alternative Salary Schedule

The Q Comp plan must reform the salary schedule, prevent a teacher's compensation from being reduced and base 60 percent or more of any increase in compensation on teacher performance in three areas:

- Schoolwide student achievement gains based on a standardized assessment
- Measure of student academic growth
- Observations of classroom instruction

The reformed/alternative salary schedule refers to a change in how the “steps and lanes” salary schedule functions. Performance pay refers to opportunities to earn an additional financial award based on demonstrated performance.

See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

4.1 Summary: Compensation & Q Comp

Summarize the role of compensation in your Q Comp plan. *[Thinking again of a general audience, this is an opportunity for you to explain the role of performance pay, the reformed salary schedule or both. A paragraph highlighting the “Why” for alternative pay can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.]*

In the past, teachers have moved from step to step based on attaining another year of service in the school system. According to the new, alternative salary schedule, teachers are able to move to the next step only if they receive a percentage of the performance pay available in a least of two of the four performance pay award areas available during that particular school year.

4.2.a Salary Schedule

School Districts only: Describe how the salary schedule has been reformed to determine a teacher’s vertical movement is based in part on indicators of student or teacher performance. *[Most district Q Comp participants have met this requirement by withholding a step for teachers who are not meeting professional teaching standards based on their TDE system, particularly their teacher observation process.]*

Continuing contract and probationary teachers must meet all requirements in these four areas in order to receive performance pay (approximately \$2,250 pending budget):

- ☐ Job-Embedded PLC Work (30%)
 - ☐ Required engagement in PLC work (as measured by -and work related to designated work streams)
 - ☐ Focus Area Reflections and related products as designated
- ☐ Individual Goal (30%)
 - ☐ Initial approval
 - ☐ Progress check 1
 - ☐ Progress check 2
 - ☐ Year-end review
- ☐ Observations (35%)
 - ☐ Pre-observation report
 - ☐ Observation tool
 - ☐ Post-observation report
 - ☐ All parts must be submitted for each required observation
- ☐ Building Goal (5%)
 - ☐ Data collected through each assessment cycle

~~**4.2.b Charter schools only: Describe how a teacher’s permanent base salary increase is based in part on indicators of student or teacher performance.** *[This must be based on one of the three performance measures referenced above. If*~~

~~teachers are only eligible for a cost of living (no more than 5 percent annually) increase when school budgets state and performance pay, please specify that.]~~

[Enter text here](#)

4.3 Performance Pay & Teacher Compensation

Outline how performance pay will be used to increase a teacher's compensation in the following areas: [Note: Performance pay is needed in items a-c below to meet statutory requirements. Item d is not required]

- a) \$ **112.50** for schoolwide student achievement gains will be awarded to teacher if the schoolwide site goal (updated annually) is met.
- b) \$ **675.00** for **individual goals** ~~measures of student growth and literacy will be awarded to each teacher if their annual measures of student growth goal described in Teacher Evaluation is met.~~
- c) \$ **787.50** for teacher observation/evaluation will be awarded to each licensed staff member who **completes the** teacher observation/evaluation process.
- d) \$ **675.00** for performance pay related to job-embedded professional development activities that will be awarded to each licensed staff member who meets performance expectations as described in 2.4. [This performance pay area is optional.]

4.4 Modification for Part-Time Staff

What modifications, if any, are in place for part-time staff? [MDE's guidance requires that all staff 0.5 FTE or higher must participate in Q Comp, so that leaves part time staff 0.49 FTE and lower a local decision. This applies for any of the program components, not just the performance pay component.]

Q Comp Partial Year Payment Plan

Required Participation & Compensation				
Time/Year Reduction	Building Goal	Individual Goal	Observations	PLC Requirements
Part Time	Prorated based on FTE or duty time	Full Compensation	Full Compensation	Full Compensation if teacher schedule allows OR prorated according to the teacher's specific situation
Late Hire	Prorated based on start date	If possible, full participation (goal must take place over 2 quarters or 1 semester) OR prorated compensation based on start date	If possible (not more than one observation per month), full participation OR Prorated compensation based on number of observations completed	Prorated based on start date
Leave of Absence	Prorated based on non leave time	If possible, full participation (goal must take place over 2 quarters or 1 semester) OR prorated compensation based on non leave time	If possible (not more than one observation per month), full participation OR prorated compensation based on number of observations completed	Prorated based on leave time/number of PLC meetings attended
Resignation (mid-year)	Teachers who resign during the school year will not be compensated for Q Comp performance pay.			

Resignation (end of year)	Teachers who resign at the end of the school year are eligible for all performance pay areas.
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In the case that an individual in a Q Comp-funded position is unable to fulfill their duties due to absence/leave, the Building Instructional Leadership Team along with the Learning & Innovation Specialist and the relevant building principal(s) will gather to determine an appropriate resolution.

Optional Compensation Components

Q Comp programs have the opportunity to leverage program revenue to recruit and retain teachers by offering hiring and retention bonuses, provide incentives for teachers to obtain a master's degree/advanced certification, or to fund a Grow Your Own program for new teachers:

See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices:

A response to the following item(s) is only required if you are using Q Comp funds for these activities:

5.1 Describe how first-year teachers hired in a high-need/hard-to-fill positions or hard-to-staff school can receive a hiring bonus or other compensation. *[Be sure to describe things like what determines if a bonus is offered? How is the determination made? What portion of Q Comp funds are used for this purpose? What other key timelines and standards are part of determining the hiring bonus?]*

[Enter text here](#)

5.2.a Describe the incentives for teachers to obtain a master's degree or other advanced certification with at least 18 credits in their content field of licensure required for teaching concurrent enrollment or College in the Schools courses. *[Be sure to describe things like what determines if a teacher receives the incentives? How are incentives awarded and provided to teachers? What must be demonstrated to receive the incentive? What portion of Q Comp funds are used for this purpose? What other information is important to understand how this additional compensation can be earned?]*

[Enter text here](#)

5.2.b Describe the incentives for teachers to pursue the training or education necessary to obtain an additional licensure in shortage areas identified by the district or charter school. *[Be sure to describe things like what determines if a teacher receives the incentives? How are incentives awarded and provided to teachers? What must be demonstrated to receive the incentive? What portion of Q Comp funds are used for this purpose? What other information is important to understand how this additional compensation can be earned?]*

[Enter text here](#)

5.3 Describe how Q Comp funding is used to help fund a Grow Your Own new teacher initiative involving non-licensed education professionals, including paraprofessionals and cultural liaisons. *[Be sure to describe things like who is eligible for these funds? How is it determined who receives the fund? What portion of Q Comp funds are used for this purpose? What other information is important to understand how funds will be used in a Grow Your Own new teacher initiative?]*

[Enter text here](#)

Statement of Assurances

- The Q Comp plan outlined in this document has been developed and aligned with the requirements outlined in Minnesota Statutes, section 122A.414.
- The Q Comp plan outlined in this document aligns with the Staff Development Plan as defined under Minnesota Statutes, section 122A.60 and 122A.61.
- The Q Comp plan outlined in this document aligns with the Teacher Development and Evaluation Plan as defined under Minnesota Statutes, sections 122A.40, subd 8 or 122A.41, subd 5.
- The Q Comp plan outlined in this document aligns with the World Best Workforce Plan as defined under Minnesota Statutes, Section 120B.11.

The undersigned hereby certifies on behalf of the district/charter school that all of the above statements of assurances are true.

Superintendent/Charter Executive
Director Name

Signature

Date

Local Union President Name*

Signature

Date

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