

# Q Comp Compensation Structure



## K-12 Academic Community

2018 - 2019 update

The following explanation reflect the terms and conditions of the Quality Compensation (Q Comp) Aid Application is authorized under First Special Session Laws 2005, Chapter 5, Article 2, Section 39-46; Minnesota Statutes, sections 122A.414 and 415 for the school year 2018 - 2019.

The Q Comp Oversight Committee is comprised of the Superintendent of Schools, Director of Curriculum, Instruction and Learning Services, Directors, Q Comp Coordinator, and a Q Comp Representative from each site (PLC Lead, SAC, etc.)

All of these documents may also be located on the District website under "Staff" and through the Google docs.

### **Q Comp Compensation Structure**

A teacher will be eligible to receive additional compensation for the participation in Q Comp related activities at a rate of up to **\$1500.00** added as salary augmentation plus benefits such as TRA and FICA prorated F.T.E. basis on or before June 30 for participation, completion, and attainment of the following areas:

- Individual Professional Growth Plan
- Building School Improvement (SIP) or Q Comp Goal
- Staff Development and PLC Participation

Goal attainment compensation will be approved annually at the June board meeting and will be paid out in the **June 30** Payroll.

#### **Staff Development Goal and PLC Participation-\$300**

A teacher will receive additional compensation for the attainment of district-wide staff development goal. To obtain this goal, teachers will be active participants in the district wide staff development implementing these strategies in their classrooms. Teachers must to supply evidence that they have integrated the researched based strategies in their classrooms.

#### **Building SIP/PLC Goal- \$200**

A teacher will receive additional compensation for the establishment and attainment of site improvement plan goals. These goals will be established through the collaborative planning of teachers and directors, based upon established district goals, submitted, and approved by their site Director. The successful attainment of the site goal will be determined by the data collected for the Minnesota Comprehensive Assessments for math or reading, whichever the sites chooses for the year. Directors will notify payroll of goal attainment. Goal attainment is approved annually at the June board meeting and will be paid out in the June 30 payroll.

### **Individual Professional Growth Plans - \$1000:**

Teachers will consider their building School Improvement Plan (SIP) goal or Q Comp Goal to identify an area for professional growth to pursue this school year. This goal should influence and improve their current practice. Teachers will create a portfolio providing evidence of growth and goal attainment.

### **PLCs:**

Teachers are expected to be active members of the PLC that they are assigned. Active membership includes attending all PLC meetings. The attendance that is required to be considered active and participating members is defined

- Attendance-Teachers may have no more than one (1) absence without prior approval by the Director and no more than one (1) unexcused tardy in the PLC. Teachers absent from meetings due to family leave, extended leave, and/or leaves of absence will not receive compensation for PLC meeting missed during the leave period. PLC leads will record attendance weekly. The Director will determine the status of all absences.
- Active Membership- This is defined as contributing to the success of the PLC through participating in meeting discussions and sharing best practices during PLC meetings. Active membership will be documented in the PLC meeting agendas and minutes as well as reported to the Q Comp Coordinator. PLC Members will be asked to put into practice researched based strategies in the classroom to support the attainment of the PLC goal. The strategies that are researched and decided upon by PLC. PLC members will implement the research-based strategy in their classrooms. Also determined by the PLC, will be how to collect data to measure the results of the strategy. The data collected will be brought back to the PLC meeting to share with team members on the results to further the PLC discussion to determine to what the next steps are. The data for this work will also be determined by the PLC. The results will be collected for data to support reaching the PLC Goal. Examples of work/data to collect can be for example: pre and posttests, work samples, video tapes, and exemplars that shows the work that was done and the result of that work.

In the event of unexcused absences and tardies and/or not meeting the Active Involvement criteria, teacher compensation for PLC participation will be prorated. The Building Director will notify payroll of PLC Participation completion of any individual teachers who did not receive full compensation for this category.

### **Q Comp Compensation Appeals**

In the event of a disagreement of compensation for completion of Individual Professional Goals, PLC participation and/or Peer Observations, said teacher may appeal the decision to the Q Comp Oversight Committee using the approved process of appeals. (See the following documents for a complete explanation of the appeals process.)

### **Leaves of Absence and Family Leave**

As compensation of PLC participation and PLC Peer Reviews are based on the teacher's contributions and participation in this area, absences due family leave or other extended leaves of absence will not be considered excused absences. For those on leave, the number of meetings attended will prorate compensation for PLC participation, and the number of observations completed will prorate compensation for PLC Peer Reviews. Teachers on leave are still eligible for Site Improvement Goals, and District Wide Staff Development Goals by completing the processes explained above. In the event that a family leave extends beyond the 12 weeks provided through FMLA, Site Improvement and District Wide Goal attainment will be prorated by the number of months in active employment.

### **Mid-Year Employment**

Mid-year F.T.E. replacements or new hires of licensed staff will be eligible for Q Comp Compensation. The number of PLC meetings attended will prorate PLC participation. Compensation for Site Goals and District Wide Professional Development Plans will be prorated by the number of months in employment.

The observation cycles listed below were developed to meet the requirements set forth in the [Minnesota Teacher Development and Evaluation law \(MN statute 122A.40\)](#).

## **Minnesota Transitions Charter School Observation Process**

**Observation Team - The observation team is comprised of the Director and/or Asst. Director, PLC Leads, and PLC Members.**

### **Director/Observation Team:**

- Number of Observations- Each Cycle One teacher will be observed a minimum of three times each school year. Teachers who have been in the district for more than three years will be put in a formal or informal cycle determined by their Site Directors (See Observation Chart.)
- The Director/Observation Team completes an Teachers Evaluation rubric on Frontline of all twenty-two component areas in all four domains.

### **Observation Ladder (Peer Review):**

- PLC Leads will perform at least one Peer Review on members of the PLC. These Peer Reviews should be set up for the year with the PLC Lead. The PLC Lead will give schedule of the Peer Reviews to the Director or Assistant Director of the building.
- PLC Leads will be observed by the the Building Director.

### **Observations:**

**Cycle One teachers (Probationary)** have been in the district for 3 years or less and are evaluated 3 times during the year using the Teachers Evaluation rubric on Frontline by their administrator or Observation team (ie. Curriculum Director, Director of Special Education, Principal of another program...). At the end of the year they will have a summative evaluation using the rubric with their Director.

- Director/Observation Team will observe the probationary teacher three times over the course of the year as per MN law.

- End of the year Summative evaluation by Director.
- PLC Lead Peer Review as indicated in the Observation Chart.

**Cycle Two teachers** have been in the district between 4 to 6 years and are evaluated 2 times using the Teachers Evaluation rubric on Frontline by their administrator or Observation team (ie. Curriculum Director, Director of Special Education, Principal of another program...). They also perform a recorded self-evaluation accompanied by a goal meeting with their director/principal in Quarter 2. At the end of the year they will have a summative evaluation using the rubric with their Director.

- Director/Observation Team will observe the teacher three times over the course of the year as per MN law.
- Self-evaluation - Cycle Two teacher will video record their lesson, completes an evaluation rubric of all twenty-two component areas in all four domains. Evaluation Rubric and have goal setting meeting with their director/principal using rubric and video.
- End of the year Summative evaluation by Director.
- PLC Lead Peer Review as indicated in the Observation Chart.

**Cycle Three teachers** have been in the district 7+ years are evaluated 1 time using the Teachers Evaluation rubric on Frontline by their administrator or Observation team (ie. Curriculum Director, Director of Special Education, Principal of another program...) including the end of year summative observation. They will perform a recorded self-evaluation accompanied by a goal meeting with their director/principal. Quarter 3 is a follow up goal meeting with their director/principal. At the end of the year they will have a summative evaluation using the rubric with their Director.

- The Director/Observation Team will observe the probationary teacher one time over the course of the year as per MN law.
- Self Video Recorded Evaluation, fill out Self - Evaluation Rubric and have goal setting meeting with their director/principal using rubric and video.
- Goal setting outcome meeting with Director/Principal.
- End of the year Summative evaluation by Director/Principal or Observation Team.
- PLC Lead Peer Review observations as indicated in the Observation Chart.

## **Observations Rubrics:**

- Directors/Observation Team will use the 4 Domain Observation Rubric in Frontline. This teacher observation form is based on the Standards of Effective Practice for Teachers.
- Self Observations will use the 4 Domain Observation Rubric in Frontline.
- Peer Observations of classroom teachers will use the **Domain 3: based in the Charlotte Danielson Observation Model** to provide peers with feedback for the purpose of continuous improvement and to ensure inter-rater reliability.

### Number of Observations Per Year

**Observation Schedule-** In order to encourage continuous improvement and meet the Payroll deadline, observations must be completed according to the following schedule.

MTCS Evaluation	Semester 1		Semester 2	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Tier One Probationary Teachers (1-3 years)	Observation by Director/Observation Team	Observation by Director/Observation Team	Observation by Director/Observation Team	Summative by Director
Tier Two Teachers (4-6 years) Formal Appraisal Year	Observation by either Director, Asst. Director or Q Comp Coordinator, or other designee	Self-Evaluation and goal meeting with Director	Evaluation by either the Director, Assistant Director or Q Comp Coordinator or other designee	Summative by Director
Tier Three Teachers (7+ years) Informal Appraisal Year	Observation by either the Director, Assistant Director or Q Comp Coordinator	Self-Evaluation and goal meeting with Director	Goal Meeting with Director/Observation Team	Summative by Director
Peer Review		Peer Review 1/Goal Meeting with Peer	Peer Review 2	
PLC Leaders review		PLC Survey		PLC Survey

## PEER OBSERVATION

The Peer observer will use the criteria outlined in the **Charlotte Danielson Model Observation**

**Tool** to provide the teacher with feedback as to how the Lesson was incorporated in the classroom.

**Observation Focus- *Peer review should focus on instructional strategies*** that directly influence and align with the teachers' personal goals, the goals of the PLC and will have an impact on student achievement.

### For Example:

- Site Goal/PLC \_\_\_% of \_\_\_ grade students' will \_\_\_\_\_.
- Observation Focus - ex. Learning Targets and staff development strategies for example equity and restorative practices.

### Observation Process:

1. **Pre-Observation Conference**-Teacher and Observer will meet before the observation to discuss the content of the lesson to be observed, instructional strategies to be used, and what the teacher wants the observer to view. Focus of the observation should align with personal and/or PLC goals. (See Pre-Observations Questions handout for suggested conference questions.)
2. **Observation**-Observer will observe the teacher and use the Domain 4 Rubric as a tool for providing feedback and direction for continuous improvement. The purpose of the rubric is to ensure inter-rater reliability, provide consistent evaluation form district wide, and promote self-reflection and continuous improvement. NOTE: Teachers are not paid for this component based on the observer's feedback but solely on completion of two peer observations.
3. **Post-Observations Conference/Reflection**- Teacher and observer will meet after the observation to reflect on the experience. At this time, the observer will provide the



teacher with feedback concerning what was observed and promote self-reflection. (See Post-Observation Reflection Questions handout for suggested conference questions.)

4. **Observer** will complete the Observation Form and submit one copy to the teacher observed and one to the PLC Lead who will turn these into the Director and/or Asst. Director of the Building.
5. **PLC leads will keep** all copies of observations for his/her PLC Members. The PLC Lead will also keep a spreadsheet detailing the following information: teacher observed, pre-observation date, observation date, post-observation date, and name of observer.
6. **Once the PLC Lead has completed a peer review, they will complete the observation spreadsheet. Once all observations have been completed, the PLC Lead will forward spreadsheet to Building Director.**

### Charlotte Danielson Model Observation Domain 3: Instructional Strategies -

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

<p><b>3a: Communicating with Students</b></p>	<p>Teacher's purpose in a lesson or unit is unclear to students. Teacher's directions and procedures are confusing to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language. Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher attempts to explain the instructional purpose, with limited success. Teacher's directions and procedures are clarified after initial student confusion. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.</p>	<p>Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's directions and procedures are clear to students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.</p>	<p>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.</p>
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<p><b>3b: Using questioning and discussion techniques</b></p>	<p>Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Teacher attempts to engage all students in the discussion, but with only limited success.</p>	<p>Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.</p>	<p>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p><b>3c: Engaging students in learning</b></p>	<p>Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</p>	<p>Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p>	<p>Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</p>	<p>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</p>

<p><b>3d: Using assessment in instruction</b></p>	<p>Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self assessment or monitoring of progress.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</p>
<p><b>3e: Demonstrating flexibility and responsiveness</b></p>	<p>Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher ignores or brushes aside students' questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p>	<p>Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</p>

Source: Danielson, C. (2007) Enhancing Professional Practice: A Framework for Teaching ASCD.

### Pre-Observation Conference Questions

You may use the following questions as a guide to drive the pre-observation conference conversation. Include a summary of our pre-observation conference on the Observation form.

- What will the students be expected to learn during this time? What is the objective of this lesson and how will that be made clear to the students?

- What instructional strategies and materials will you use to reach these instructional goals?
- How do you plan to assess the student achievement of these goals? What procedures will you use?
- What evidence would you like me to collect to support you and/or your students selected learning?
- How do the instructional goals support the district standards/outcomes? The goals of the PLC?
- How do you plan to engage the students in the content? What will you do? What will the students do? How will we know that they are engaged?
- What difficulties do students typically experience in this area? What is the plan to address these difficulties?
- Is there an area that you have been working on that you want me to notice?
- What have the students learned prior to this lesson to support their learning?
- What is the primary value of this lesson/strategy to your students?

### **Post- Observation and Self-Reflection Questions**

You may use the following questions as a guide to drive the post-observation conference. Include a narrative summary of your post-observation conference on the Observation Form.

- What was successful about your lesson? Did this go as anticipated?
- For the students, who did well today in class? To what do you attribute that student's success?
- Did the students learn what you intended them to learn? How do you know?
- Were the instructional goals met? How do you know?
- Did you make modifications to your plan during the lesson? IF so, what were they, and what motivated these changes?
- Were the assessment strategies effective?
- The next time you implement this plan, what would you do differently?
- What assistance or support can I offer to help you be more successful?
- As a result of this discussion, I discovered-ideas, changes in thinking, new ways of thinking about students, instructional planning. Etc.
- Given what I know because of these interactions, I plan to\_\_\_\_\_.

**Minnesota Transitions Charter Schools- Classroom  
Pre-Observation/ Observation/Post Observation (pg 1 of2)**

School/Site:	<b>Observation</b> 1 2 (Circle one)
Instructor:	Date:
Observer:	Grade/Subject :

Pre-Observation Date:	<i>Observation Date:</i>	Post Observation Date:
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**Pre-Observation Summary**

Use pre-observation questions to prepare for the observation. Summarize pre-observation conference here.

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**Observation Data**

<b>Record evidence observed from any of the five criteria of the Domain 3 Rubric</b>
3a: Communicating with students <ul style="list-style-type: none"><li>● Expectations for learning</li><li>● Directions and procedures</li><li>● Explanations of content</li><li>● Use of oral and written language</li></ul>
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"><li>● Quality of Questions</li><li>● Discussion techniques</li><li>● Student participation</li></ul>
3c.: Engaging Students in Learning <ul style="list-style-type: none"><li>● Activities and assignments</li><li>● Instructions materials and resources</li><li>● Grouping of students</li><li>● Structure and pacing</li></ul>
3d: Engaging students in Learning <ul style="list-style-type: none"><li>● Assessment criteria</li><li>● Monitoring of student learning</li><li>● Feedback to students</li></ul>

- Student self-assessment and monitoring of progress

3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

### Post -Observation and Self Reflection Summary

Using the Reflection Questions, discuss, reflect, and summarize the post-observation conference here.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

### District 4018 Q Comp Compensation Appeal Process

This procedure will be used for teacher appeals of Q Comp Compensation decisions involving:

- PLC Participation and District Wide Staff Development Goal Attainment
- Peer Observation

Procedure:

1. The teacher will submit the Q Comp Appeal Form in writing to the Q Comp Coordinator within five (5) working days from the knowledge of the decision in question.
2. The Q Comp Coordinator will arrange for the Q Comp Oversight Committee to meet and review the appeal. The Q Comp Oversight Committee comprised of the Superintendent, Director of Curriculum, Instruction, Q Comp Coordinator, Directors, and One PLC Lead

from each site. The role of the Oversight committee will be to support the intent of the 4017 Q Comp Plan. No one on the committee will serve as an advocate for either party involved in the issue brought to appeal. The Committee has the authority to address the concerns in an effort to reach a resolution.

3. The teacher initiating the appeal will be present at the meeting and will be given five (5) minutes to explain his/her case. Those directly involved in the decision will not be present for this explanation.
4. The party responsible for the decision will also be present at the meeting and will be given 5 minutes to explain his/her decision. The teacher initiating the appeal will not be present for this explanation.
5. After reviewing the written appeal and hearing the two sides of the issue, the Q Comp Oversight Committee, excluding members directly involved in the appeal, will either uphold or overturn the decision being challenged. The decision of the Q Comp Oversight Committee is final.
6. The Q Comp Coordinator will notify the parties involved of the final decision in writing the final decision determined by the committee.

**Q Comp Appeal Form**  
**(Submit these forms to the Q Comp Coordinator)**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site:** \_\_\_\_\_ **Director:** \_\_\_\_\_

**I am appealing the Q Comp Compensation decision involving my:**



\_\_\_\_\_ **Staff Development and PLC participation**

\_\_\_\_\_ **Site/PLC Goals**

**Statement of Concern: Please describe why you believe the decision(s) referenced above should be reversed.**

- **Attach any supporting documentation you would like considered along with your appeal.**

-----**For Oversight Committee Use Only**-----

**Date Received** \_\_\_\_\_ **Date Meeting OF meeting:** \_\_\_\_\_

**Decision of the Q Comp Oversight Committee:**

## **Resource(s)**

[Q Comp Compensation Form \(Individual Teacher\)](#)

[18-19 Pre/Post Observation Discussion Form](#)

**Q Comp Positions - Job Description**

[MINNESOTA TRANSITIONS PLC Lead](#)

[Restorative Coach Job Description](#)

[MINNESOTA TRANSITIONS SITE ASSESSMENT COORDINATOR](#)

[MINNESOTA TRANSITIONS MENTOR Job Description](#)