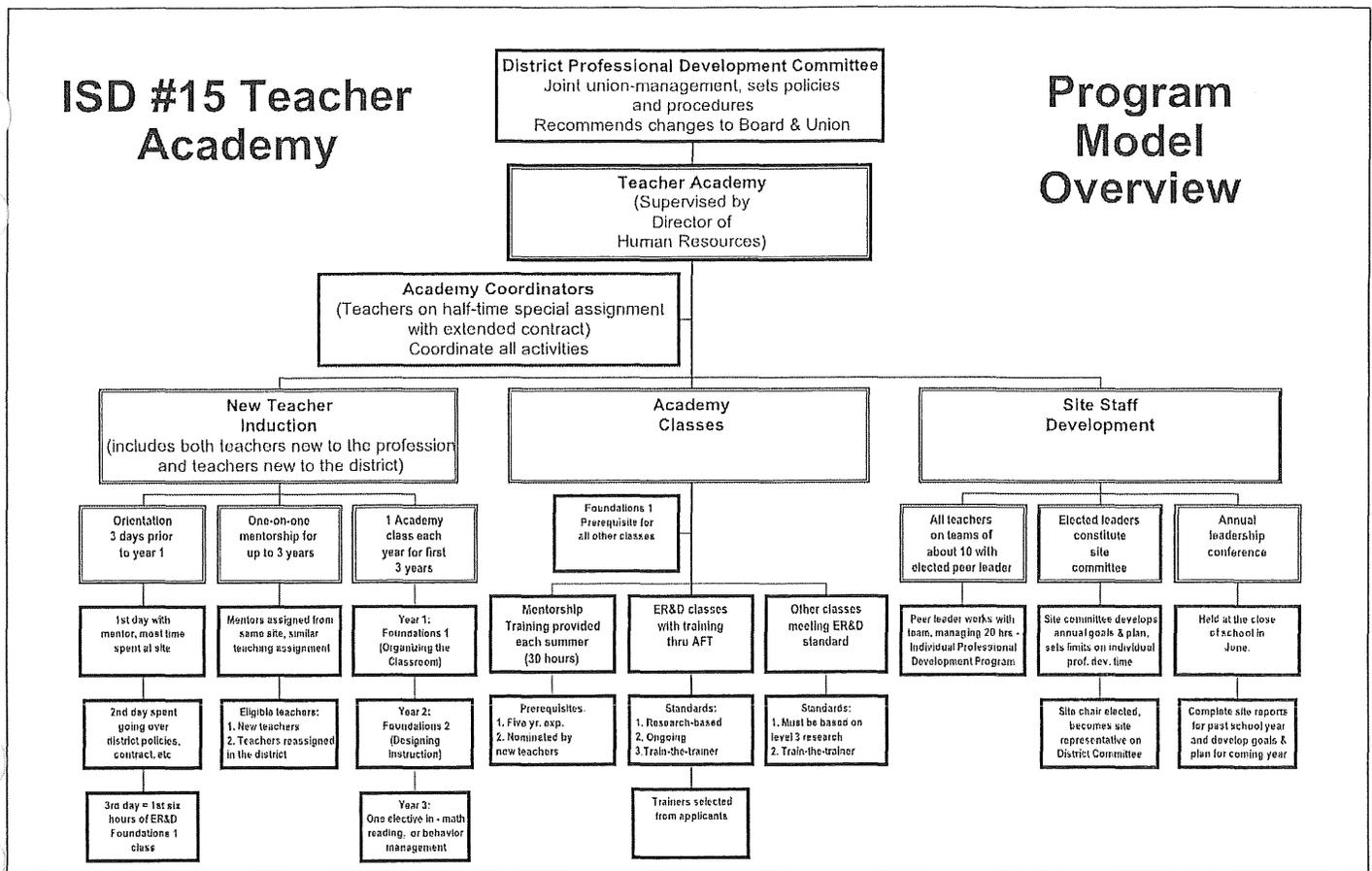


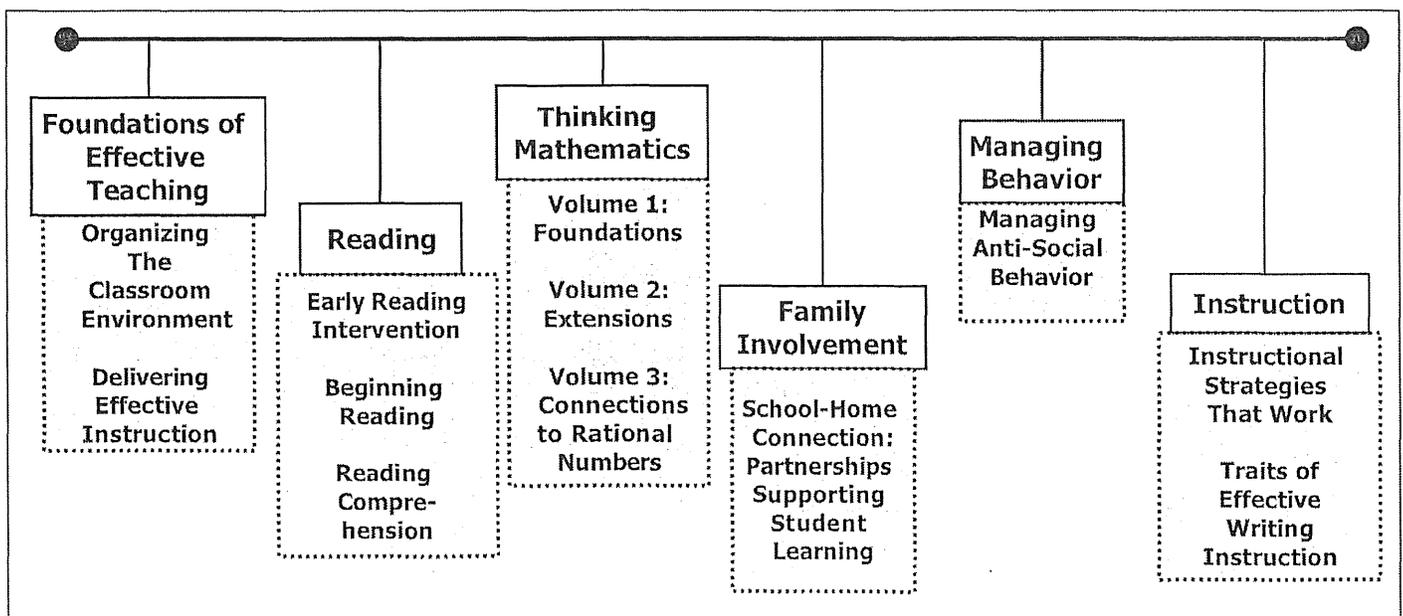
Student Performance Improvement Program

Implemented October 1, 2005
Independent School District 15,
St. Francis, Minnesota

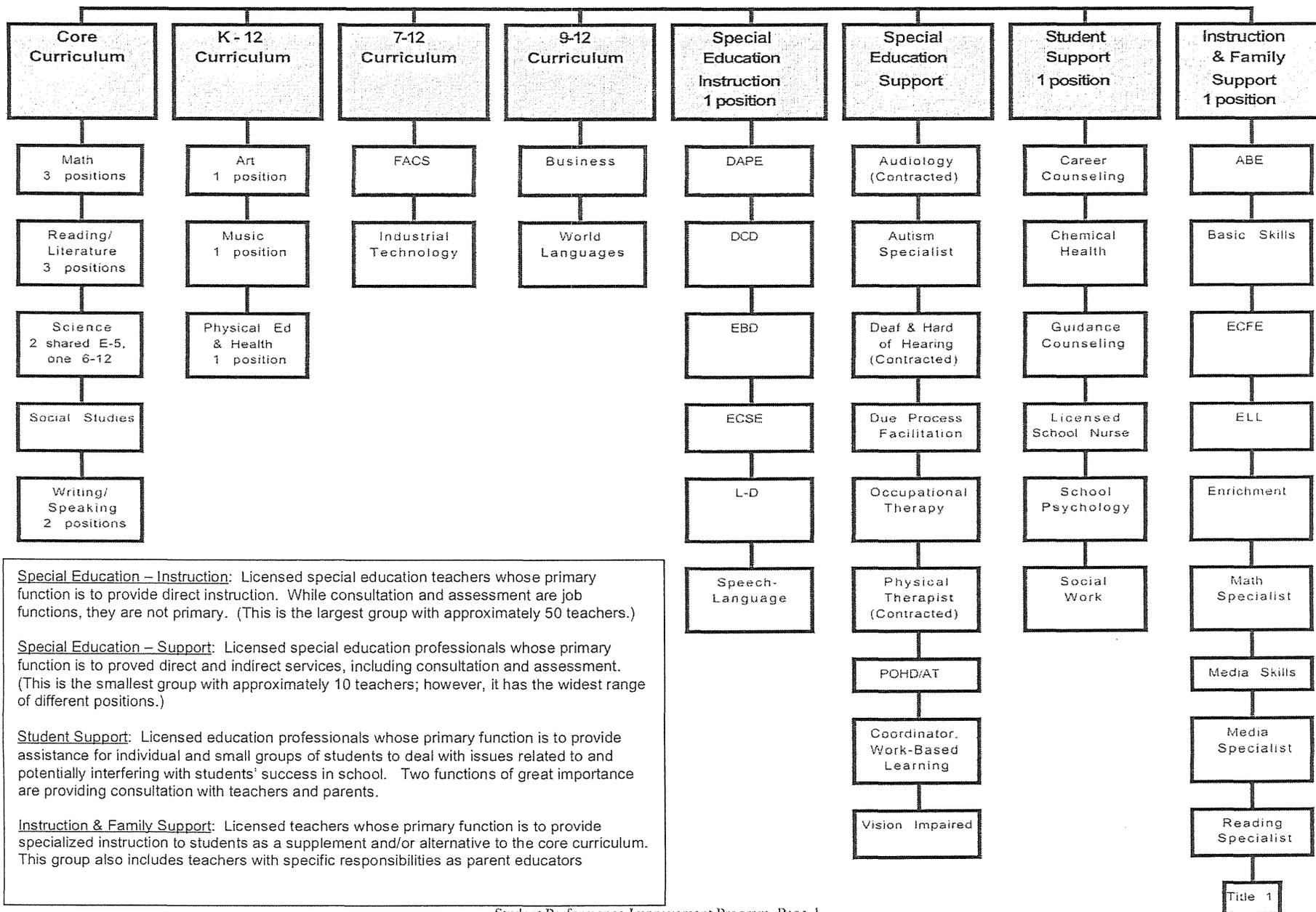
Teacher Academy Structure:



Teacher Academy courses/ER&D Strands:



District Early Childhood – Adult Curriculum and Program Structure for Purposes of Assignment of Curriculum/Program Specialists



Special Education – Instruction: Licensed special education teachers whose primary function is to provide direct instruction. While consultation and assessment are job functions, they are not primary. (This is the largest group with approximately 50 teachers.)

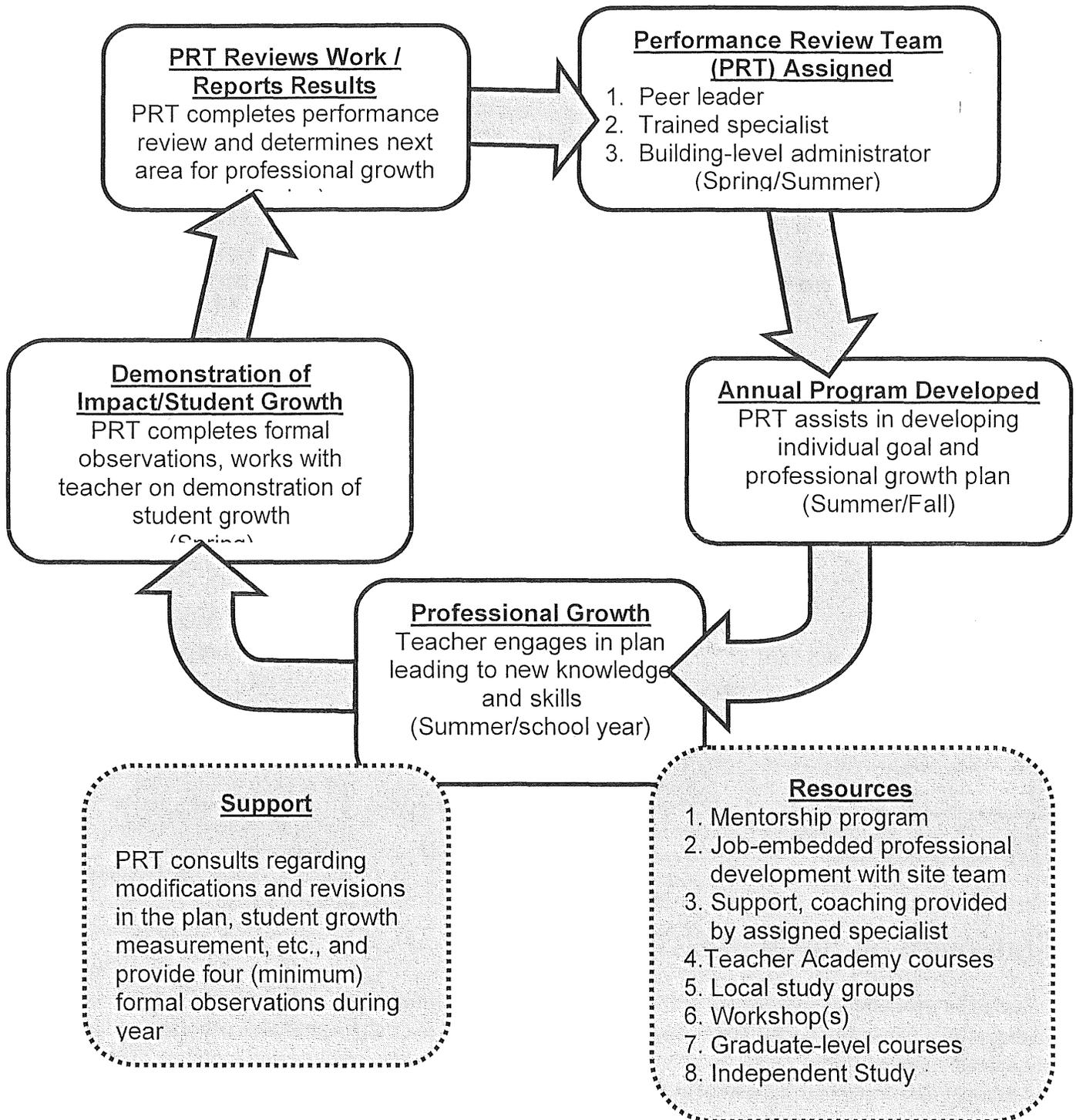
Special Education – Support: Licensed special education professionals whose primary function is to provide direct and indirect services, including consultation and assessment. (This is the smallest group with approximately 10 teachers; however, it has the widest range of different positions.)

Student Support: Licensed education professionals whose primary function is to provide assistance for individual and small groups of students to deal with issues related to and potentially interfering with students' success in school. Two functions of great importance are providing consultation with teachers and parents.

Instruction & Family Support: Licensed teachers whose primary function is to provide specialized instruction to students as a supplement and/or alternative to the core curriculum. This group also includes teachers with specific responsibilities as parent educators

Student Performance Improvement Program

Annual Process for Individual Teachers



Student Performance Improvement Program Explanation

The Student Performance Improvement Program attempts to recognize the nature of growth in the career of a teacher. Recognizing that teaching is complex, taking at least five to ten years to truly become an established professional teacher, the program provides focused support through those years of the emerging professional. And, while teaching can be viewed holistically, that is not how teachers move from novice to expert (nor, indeed is that how anyone learns anything.) Furthermore, the program attempts to recognize that meaningful learning for teachers (learning that is reflected in classroom practice) takes both time and support. One review of the research literature concludes, “Through the mentoring process teachers become more autonomous as professionals, reflective of experience, and aware of the students' needs. This process of growth, however, can take as long as 6 months of intentional, close order coaching to substantially change one adult behavior in any permanent way” (Kelehear, 2003). Additionally, the program attempts to recognize that teachers need different growth opportunities at different times in a career, depending both on individual need and the teaching role. Below are examples of what the teacher growth focus might look like for different teachers during the six years (or more, if needed) the program provides for them to “emerge as professional teachers.”

Teacher A Second grade Classroom	Teacher B Middle School Language Arts	Teacher C High School Business
Year 1 – Classroom Management Year 2 – Building Academic Success Year 3 – Early Reading Intervention Year 4 – Thinking Math (elementary focus) Year 5 – Beginning Reading Year 6 – School-Home Connection	Year 1 – Classroom Management Year 2 – Building Academic Success Year 3 – Instructional Strategies Year 4 – Reading Comprehension Year 5 – Effective Writing Classroom Year 6 – Managing Student Behavior	Year 1 – Classroom Management Year 2 – Building Academic Success Year 3 – Instructional Strategies Year 4 – Thinking Math (secondary) Year 5 – Reading Comprehension Year 6 – School-Home Connection
Teacher D Elementary School Social Worker	Teacher E Licensed School Nurse	Teacher F High School Special Education
Year 1 – Classroom Management Year 2 – Building Academic Success Year 3 – Managing Student Behavior Year 4 – Critical Issues in Special Education (study group) Year 5 – School-Home Connection Year 6 – Health Study Group	Year 1 – Classroom Management Year 2 – Building Academic Success Year 3 – School-Home Connection Year 4 – Health Study Group Year 5 – Intervention Strategies Study Group Year 6 – Critical Issues in Special Education (study group)	Year 1 – Classroom Management Year 2 – Building Academic Success Year 3 – Critical Issues in Special Education (study group) Year 4 – Managing Student Behavior Year 5 – Helping SPED/ELL Students (study group) Year 6 – School-Home Connections

Statement on Student Growth

The student growth that schools are accountable for has many dimensions, not all of which are easily captured on a paper and pencil test – some not at all. That, however, does not mean schools and teachers are not accountable for finding ways to examine the relationship between teaching and learning. The purpose of the Student Performance Improvement Plan is to assure that these two underlying assumptions about the nature of education are not allowed to cancel each other out.

The integrity of this process relies on the Team meeting its professional obligation to assure that the measurement dimension chosen is both relevant to the individual teachers’ goal and a measurement of meaningful student growth. It is the team’s responsibility to guide the teacher through the process of discovering what kind of measures of student growth are applicable, how to collect the data, and finally to see how that information empowers teachers as they grow professionally.

**STUDENT PERFORMANCE IMPROVEMENT PLAN
32 CONTINUING EDUCATION CLOCK HOURS
Independent School District 15, St. Francis, Minnesota**

Name		School Year	
Building		Current Teacher Level	
Number of annual reviews at current Teacher Level of "Proficient" or above	(Check one) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	Total Annual Reviews at "Established" Level	

Current Annual Overall Rating:

<p>In progress Proficient Established</p> <p align="center"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
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Performance Review Definitions for Overall Rating

- A. In Progress – Teacher fails to demonstrate value-added student growth
- B. Proficient – Teacher successfully demonstrates value-added student growth
- C. Established – Through formal observations, PRT determines that teacher models effective practice in performance review area and should be a candidate for a leadership position.

Completion & Approval:

Teacher's Signature	Date
Peer Leader's Signature	Date
Specialist's Signature	Date
Principal/Program Supervisor's Signature	Date

Performance Review Team:

Administrator	
Specialist	
Peer Leader	

Individual Goal for the Year:

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Performance Review Area (Check applicable box):

<input type="checkbox"/>	Year 1 - Classroom Management (F 1)	<input type="checkbox"/>	Rational Numbers (Thinking Math 3)
<input type="checkbox"/>	Year 2 - Building Academic Success (F 2)	<input type="checkbox"/>	Parent Involvement (School-Home Connection)
<input type="checkbox"/>	Behavior Management (MASB)	<input type="checkbox"/>	Early Reading Intervention
<input type="checkbox"/>	Instructional Strategies	<input type="checkbox"/>	Beginning Reading
<input type="checkbox"/>	Addition & Subtraction (Thinking Math 1)	<input type="checkbox"/>	Reading Comprehension Instruction)
<input type="checkbox"/>	Multiplication & Division (Thinking Math 2)	<input type="checkbox"/>	Writing Instruction (EWC)
<input type="checkbox"/>	Curriculum Study Group – Specify:		
<input type="checkbox"/>	Other Study Group – Specify:		
<input type="checkbox"/>	Individual Plan – Specify:		

Formal Observations (a minimum of two observations by two different Performance Review Team members):

Observation	Observer	Period	Date Completed
1		Oct. 1 – March 1	
2		Nov. 15 – March 15	
3		Jan. 1 – April 1	
4		Feb. 1 – April 15	

Evidence of student growth (Check applicable box(es) – may be changed during the year):

<input type="checkbox"/>	Internally developed (from within ISD #15) pre- and post-test
<input type="checkbox"/>	Externally developed (from outside ISD #15) pre- and post-test
<input type="checkbox"/>	Alternative assessment process (with baseline data), e.g. student portfolios
<input type="checkbox"/>	Case study(ies)
<input type="checkbox"/>	Teacher observation
<input type="checkbox"/>	Student self-reporting (with baseline data)
<input type="checkbox"/>	Parent reporting (with baseline data)
<input type="checkbox"/>	Teacher Portfolio
<input type="checkbox"/>	Other – Specify:

Attach four formal observation worksheets. Peer leader will send original copy to Program Coordinator. Original will be placed in teacher's file by Human Resources. One copy will be provided for the teacher. Peer leader must ensure that the completed form with observations is received by Human Resources no later than June 30th annually.

Performance Review Area for Next School Year:

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Student Performance Improvement Program Formal Observation Worksheet

Overview

The purpose of the formal observation process is to provide licensed professionals with meaningful, helpful input as they seek to improve their professional practice in specific, limited areas that are listed on pages 1 and 2 of the worksheet. While the observer may provide general comments (page 4) with the purpose of supporting growth outside of the specific areas listed on the worksheet, those comments should never be considered as part of ratings that emerge from the post-observation conference. Nor should the general comments become part of the summative, overall rating provided at the Performance Review Team's concluding conference (end of the school year).

The formal observation process is to be seen by all participants as supportive in nature, not supervisory. Should an administrator find it necessary to take on the role of a supervisor in a matter related to an observation, it would be essential to inform the teacher that the nature of the discussion has changed from supportive to supervisory, so both parties have a clear understanding of what is at stake.

The four formal observations completed during the school year are formative. The observations are diagnostic, seeking to identify and promote the professional's growth during the year. In contrast, the Performance Review Team's concluding conference is summative. The overall rating for the year should reflect the level the licensed professional's performance has reached at the end of the year; it should not simply be adding up or averaging the results of the four observations.

Observation Protocol

Pre-observation conference

1. The pre-observation conference should be held within 24 to 48 hours in advance of the observation to give the observer the clearest sense of what is happening at that specific point in time.
 - **Suggestion:** *The conference should be planned at a time and place to avoid interruptions for the 15 to 20 minutes it will typically take. Both parties should make the conference a priority, not allowing interruptions to take precedence. If possible, holding the conference in the individual's work area may support the process.*
2. During the pre-observation conference, the licensed professional and observer should agree on the observation objective, as well as the specific considerations from the performance review that are to be included in the observation (both on page 2). A range of one to five specific considerations must be included.

Observation

1. The final general consideration (page 1) should be marked after completion of the observation and both conferences.
2. The observer should remain throughout the lesson discussed in the pre-observation conference.
 - **Suggestion:** *It is essential that both parties make it a priority to hold the observation as scheduled.*
 - **Suggestion:** *If possible, hold the conferences in the licensed professional's own work area.*
 - **Suggestion:** *Do not fill out the "In Progress", "Proficient", "Established" part of the worksheet until the post conference. Use that as a discussion point with the observee.*

Post-observation conference

1. The post-observation conference should be held within the week of the observation to provide both parties with the clearest recollection of the events during the observation.
 - **Suggestion:** *If possible, hold the conference in the observee's work area.*
2. Any general comments (page 4) from the observation should be discussed during the post-observation conference, following the instructions on page 4.
3. The licensed professional should be given the original formal observation worksheet. The observer should make one copy as a back up copy. Both parties should bring their copies of the worksheet to the final team meeting. After the final team meeting, the observer copies should be given to the licensed professional or destroyed.

Note

Additional tools are provided for observers on pages 7 and 8. It is not required that these be used or completed. If the observer chooses to use one or both of the alternate forms, it is not necessary to complete the corresponding consideration section(s) on pages 3 and 4.

Formal Observation Worksheet

Pre-Observation Conference with

Observer		Date of Conference	
Objective of interaction to be observed			
Student profile (unique characteristics to be noted regarding specific student(s) to be observed)			
<p>Pre-observation questions to guide discussion.</p> <ol style="list-style-type: none"> 1. How does this observation fit into the district curriculum or program? What has come before and will come after this observation that the observer needs to understand? 3. What adjustments have you made for this specific student or group of students? 4. What steps will you take to assure all are engaged? 5. How will you know that they know that the student(s) have reached the point you set as your goal? 			

Observation – General Considerations

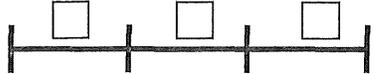
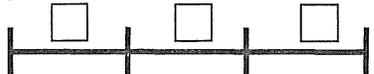
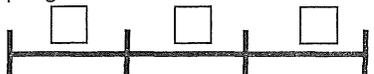
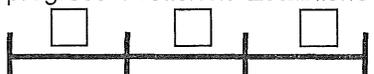
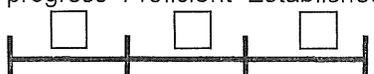
Date of Observation

Consideration	Rating	Observer Notes
A – Demonstrates knowledge and communicates that knowledge for student understanding	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
A – Follows district curriculum/program (see question #3 from pre-observation conference)	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
B – Establishes an environment of respect and rapport	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
B – Demonstrates high expectations for each student	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
C – Checks to make sure student(s) understand(s)	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
C – Provides equitable feedback	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
D – Articulates analysis of own work (includes both pre- and post-observation conferences)	In progress Proficient Established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	

Observation Objective (What is the specific purpose of this observation?)

--

Observation – Relevant Instructional Considerations from Performance Review (complete up to five)

Consideration	Rating	Observer Notes
	In progress Proficient Established 	
	In progress Proficient Established 	
	In progress Proficient Established 	
	In progress Proficient Established 	
	In progress Proficient Established 	

Post-Observation Conference

Post-observation questions to guide discussion.

1. What are the next steps you will take?
2. How did specific student(s) respond to the interaction? Did you feel that your plan to engage all students was successful? What could you have done to improve student engagement?
3. Did student(s) reach the point you wanted?

In the future, what changes or modifications would you make in the lesson or situation?	
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What are the next steps for you in addressing personal areas to be strengthened?	
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Observer's signature	Date	
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Teacher's signature	Date	
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By signing this form, both parties are acknowledging that the observation process was completed, including both conferences, following the protocol prescribed by the district and listed on the cover page of this document.

Performance Review Rubric*

In Progress	Proficient	Established
<p><u>A – Instruction</u> Sees teacher as presenter of knowledge</p> <p>Uses one instructional method</p> <p>Treats curriculum as “carved in stone”</p> <p>Rigid in lesson design with little self-direction</p> <p>Demonstrates concrete thinking</p> <p>Theory & fact treated the same</p>	<p><u>A – Instruction</u> Teaches for generalizations as well as skills</p> <p>Makes some adjustment in teaching for student differences</p> <p>Can vary structure of curriculum</p> <p>Open to innovation and some adaptations</p> <p>Awareness of difference between abstract & concrete thinking</p> <p>Separates fact from theory & opinion</p>	<p><u>A – Instruction</u> Comfortable with a variety of teaching models</p> <p>Flexible in adapting structure</p> <p>Fluid ongoing adjustment of curriculum to perceived needs of students</p> <p>Originality in adapting innovations</p> <p>Demonstrates high tolerance for ambiguity & frustration</p> <p>Understands knowledge as a process</p>
<p><u>B – Environment</u> Discipline is inconsistent</p> <p>Limited recognition of feelings</p> <p>Learning is seen as non-collaborative</p>	<p><u>B – Environment</u> Consistent expectations for student behavior</p> <p>Sensitive to student emotional needs</p> <p>Teacher allows some opportunities for students to work together</p>	<p><u>B – Environment</u> Students and teachers respect others in the classroom</p> <p>Responds appropriately to student emotional needs</p> <p>Teacher builds a collaborative environment for student work</p>
<p><u>C – Interaction</u> Questions at Bloom’s Taxonomy Levels 1 and 2</p> <p>Feedback is limited</p> <p>Assessment does not match goals</p>	<p><u>C – Interaction</u> Employs Bloom’s Taxonomy Levels 1 through 4</p> <p>Feedback is given</p> <p>Assessment and criteria are clear</p>	<p><u>C – Interaction</u> Employs Bloom’s Taxonomy Levels 1 through 6</p> <p>Students are given feedback to use in learning</p> <p>Assessment is congruent with instructional goals</p>
<p><u>D – Reflection</u> Blames students for problems; talks only reluctantly about teaching problems</p>	<p><u>D – Reflection</u> Self-directed learning goal for self and students</p>	<p><u>D – Reflection</u> Articulates analysis of own teaching</p>

*Based on the stages of teacher growth from the work of Dr. David Hunt.

1. Mentoring: A Resource & Training Guide for Educators. Regional Laboratory for Educational Improvement of the Northeast & Islands, 1994.
2. "Mentoring the Organization: Helping Principals Bring Schools to Higher Levels of Effectiveness." Zach Kelehear. National Association of Secondary School Principals. December 2003
3. "Teachers' adaptation: Reading and flexing to students." Hunt, D. E. *Journal of Teacher Education* 27, 268-275. 1976.
4. "Teachers' adaptation: Reading and flexing to students." Hunt, D. E. In B. Joyce, C. Brown, & L. Peck (Eds.), *Flexibility in teaching: An excursion into the nature of teaching and training* (pp. 59-71). New York: Longman. 1981.

BLOOM'S TAXONOMY: Sample Questions

1. KNOWLEDGE

- Remembering
- Memorizing
- Recognizing
- Recalling identification and recall of information
 - Who, what, when, where, how ...?
 - Describe

2. COMPREHENSION

- Interpreting;
- Translating from one medium to another;
- Describing in one's own words;
- Organization and selection of facts and ideas
 - Retell...

3. APPLICATION

- Problem solving;
- Applying information to produce some result;
- Use of facts, rules and principles
 - How is...an example of...?
 - How is...related to...?
 - Why is...significant?

4. ANALYSIS

- Subdividing something to show how it is put together;
- Finding the underlying structure of a communication;
- Identifying motives;
- Separation of a whole into component parts
 - What are the parts or features of...?
 - Classify...according to...
 - Outline/diagram...
 - How does...compare/contrast with...?
 - What evidence can you list for...?

5. SYNTHESIS

- Creating a unique, original product that may be in verbal form or may be a physical object;
- Combination of ideas to form a new whole
 - What would you predict/infer from...?
 - What ideas can you add to...?
 - How would you create/design a new...?
 - What might happen if you combined...?
 - What solutions would you suggest for...?

6. EVALUATION

- Making value decisions about issues;
- Resolving controversies or differences of opinion;
- Development of opinions, judgements or decisions
 - Do you agree...?
 - What do you think about...?
 - What is the most important...?
 - Place the following in order of priority...
 - How would you decide about...?
 - What criteria would you use to assess...?

General Comments

This page is reserved for constructive comments from the observation that are *outside* of the specific criteria for observation listed on pages 1 and 2 of the worksheet. Any general comments are not to be considered when completing any of the formative ratings from the observation, nor should they be part of the summative overall rating completed by the Performance Review Team at the end of the year.

A peer member of the team will give the original copy of the General Comments Section to the teacher observed at the end of the post-observation conference. No other copy should be made.

An administrative team member may make a copy of the comments, provided the teacher observed is advised that the administrator is making a copy for ongoing supervisory purposes.

Comments:

ISD #15 Performance Review Team

Code of Ethics

1. The Minnesota Teacher and Administrator Codes of Ethics will govern all actions of the Performance Review Teams.
2. The intent of all Performance Review Team members will be to assure that all meetings convey an overall sense of collegial support directed to improvement and success.
3. All members of the Performance Review Teams will set aside any personal feelings, whether positive or negative, about a colleague when observing and participating in formative and summative reviews.
4. Performance Review Team members shall not relate any discussion or decisions regarding the team or its members to any other party, except for necessary confidential communication to the Human Resources Department.
5. Performance Review Team members shall objectively support the work of a colleague based only on District-approved tools and procedures.
6. Performance Review Team members shall only participate in reviews if properly trained and prepared to do so.
7. Performance Review Team members shall fully disclose the basis for any remark or rating for a formative or summative review.
8. Performance Review Team members shall be available outside of time with students between formal observations for support and guidance toward goal attainment.
9. The colleague being observed may request that another Performance Review Team member, other than the observer, be present for a pre-observation or post-observation conference.
10. Performance Review Team members shall always provide a colleague the right to be present during formal or informal conferences regarding the teacher's performance.
11. Others, besides the observer, may be present for the pre-observation or post-observation conferences only with the approval in advance of the colleague observed.
12. The pre-observation and post-observation conferences and other conversations about the observation shall remain private between the observer and the colleague.
13. The Performance Review Team members' function is to support, guide, and protect the licensed professional, not to judge, pressure, or attempt to change a colleague more to the liking of the team.

Teacher Performance Review: Organizing the Classroom Environment

Model Annual Individual Goals (may be used or adapted)

1. Demonstrate established ability as a classroom manager.
2. Demonstrate established ability as a manager of students in a small group setting.
3. Demonstrate established ability as a manager of students working with individual students.

Beginning of the Year Classroom Management (Page references below refer to the BYCM section. Overall review of concepts is on pages 14 and 15.)

Consideration	Possible ways to Demonstrate Student Impact	Notebook Reference
Before the School Year Plans how the classroom will function and develops rules & procedures to meet the expectations	Decreased disruptions Increased allocated time Teacher's reflective journal	Page 3
Hierarchy of Consequences Establishes a set of consequences from low to high, consistently applied	Decreased disruptions Decreased student out of class time Increased allocated time Teacher's reflective journal	Pages 8 & 9
Teaching of Rules & Procedures Presents, explains, discusses, practices, provides feedback, reviews and re-teaches	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 4 & 5
Reinforcement Has a system for consistent reinforcement includes positive feedback and rewards for good behavior and consequences for inappropriate behavior	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 6 – 8
Re-evaluation Re-evaluates and adjusts rules and procedures during the year	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 6 – 10
Room Arrangement <ul style="list-style-type: none"> • Ensures high visibility so the teacher can quickly and easily monitor all students throughout room • All students can easily see instructional displays and presentations • Permits easy flow of traffic throughout the room and avoids congestion in high-traffic areas • Facilitates ready access to necessary materials and storage space 	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 27a – 27h

Teacher Performance Review: Organizing the Classroom Environment

Effective Group Management (Page references below refer to the EGM section. Overall review of concepts is on pages 19 – 21.)

Consideration	Possible ways to Demonstrate Student Impact	Notebook Reference
Group Format Lesson designed to actively engage all students – performing and non-performing.	Student survey Videotape	Pages 5 & 6
Group Alerting Lesson designed to grab and keep student attention focused on learning activity	Student survey Videotape	Pages 6 & 7
Accountability Lesson designed to hold students accountable for work completion and for participation in learning activity.	Student survey Videotape Pre-/Post-test	Pages 7 & 8
Progress Lesson designed to create a student awareness of progress – builds on previous learning, recognizes accomplishment, and instruction appropriate & at brisk pace.	Student survey	Pages 8 & 9
Valence & Challenge Arousal Teacher uses specific techniques to generate student curiosity and enthusiasm for new learning activity.	Student survey Videotape	Page 9
Variety Lessons designed with different learning activities to get and keep attention.	Student survey Videotape	Pages 9 & 10
With-It-Ness Teacher creates impression that he/she knows what students are doing in the classroom at all times.	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 10 & 12
Overlapping Teacher's ability to effectively handle two or more classroom events at the same time.	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 12 & 13
Smoothness Teacher provides smooth transitions from one activity to another, attending to minor misbehavior after a group activity	Student survey Decreased disruptions Increased allocated time	Pages 14 & 15
Momentum Teacher provides a steady sense of progress with continuous academic signal or tasks for student focus	Student survey Videotape Pre-/Post-test	Pages 16 – 18

Teacher Performance Review: Organizing the Classroom Environment

Interactive Direct Instruction (Page references below refer to the IDI section. Overall review of concepts is on pages 37 – 40.)

Consideration	Possible ways to Demonstrate Student Impact	Notebook Reference
Instructional Leadership Selects instructional goals and materials and structures the learning activities	Decreased disruptions Increased allocated time Teacher's reflective journal	Pages 5 – 8
Active Teaching Actively teaches and interacts with students continuously	Assessments Pre-/Post-Tests Increased engaged time	Pages 5 – 8
Direct Instruction Uses major instructional functions for skill and knowledge acquisition	Assessments Pre-/Post-Tests	Pages 9 – 17
Cognitive Strategies Uses supports as students develop internal procedures to complete less structured tasks	Assessments Pre-/Post-Tests	Pages 19 – 26
Pacing Moves students briskly from step to step, keeping steps small and easily attainable.	Assessments Pre-/Post-Tests	Pages 27 – 30
Success Rate Provides work at a difficulty level so about 75% of the assignment can be successfully completed	Assessments Pre-/Post-Tests	Pages 27 – 30
Questioning <ul style="list-style-type: none"> • Uses pattern and random questioning as appropriate • Asks questions before calling on a student to respond • Uses wait time 	Assessments Pre-/Post-Tests	Pages 30 – 33
Feedback <ul style="list-style-type: none"> • Provides specific, timely feedback • Provides praise that is specific, contingent, and credible 	Assessments Pre-/Post-Tests Student survey	Pages 33 – 36
Adjusts to student level Adjusts instructional technique to student age and ability level	Assessments Pre-/Post-Tests Student survey Decreased disruptions	Pages 35 & 36

Teacher Performance Review: Organizing the Classroom Environment

Time on Task (Page references below refer to the Time on Task section. Overall review of concepts is on pages 17 – 19.)

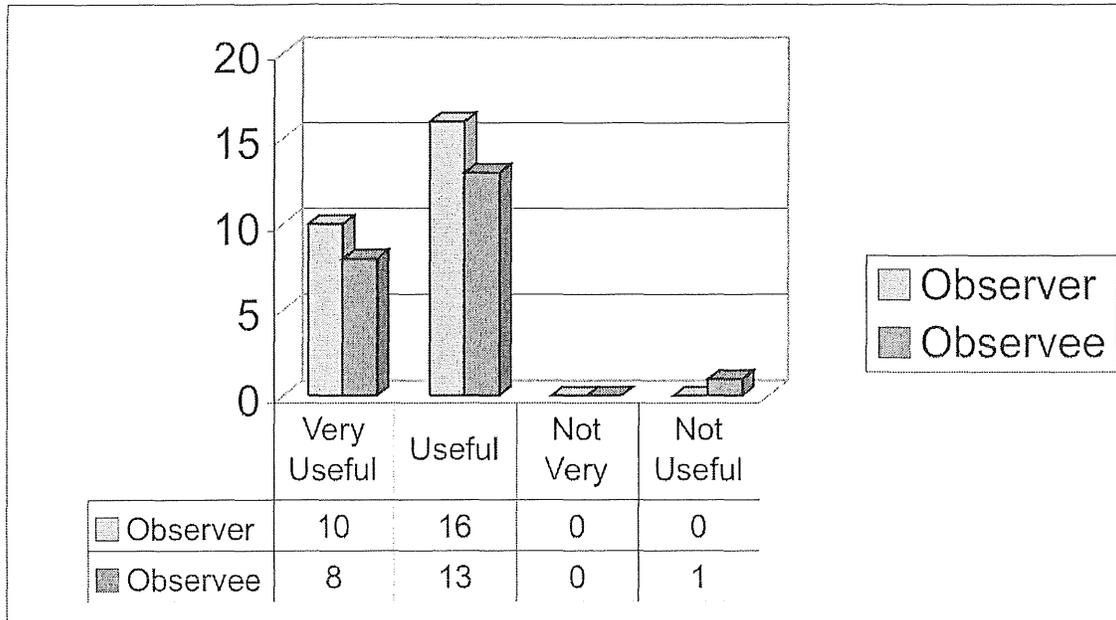
Consideration	Possible ways to Demonstrate Student Impact	Notebook Reference
Allocated Time Employs strategies throughout the day to maximize time available for instruction	Student survey Videotape Teacher reflective journal	Pages 2- 7
Engaged Time Employs strategies throughout the day to maximize time students actively spend paying attention to instruction or working on a learning activity	Student survey Videotape Teacher reflective journal	Pages 7 – 10
Academic Learning Time Employs a variety of strategies throughout the day to maximize amount of time students spend working on learning activities or tasks of an appropriate level of difficulty	Assessments Pre-/Post-Tests	Pages 10 – 11

Homework (Page references below refer to the Homework section. Overall review of concepts is on pages 13 & 16 – 17.)

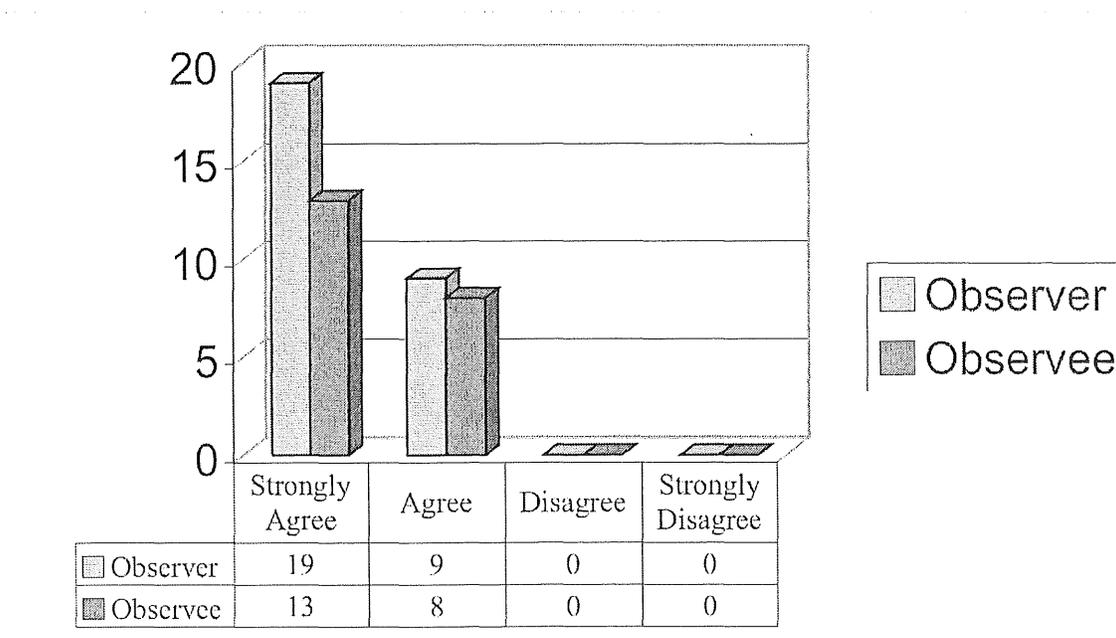
Consideration	Possible ways to Demonstrate Student Impact	Notebook Reference
Homework Effectiveness Designs homework at an appropriate level of difficulty, covering material previously taught	Increased homework completion Assessments Pre-/Post-Tests	Pages 1 – 5
Purposes of Homework Uses homework for <ul style="list-style-type: none"> • Practice • Preparation • Extension 	Student survey Parent survey Assessments Pre-/Post-Tests	Pages 5 – 9
Feedback Provides timely, corrective feedback to help understand errors and complete work correctly	Student survey Assessments Pre-/Post-Tests	Pages 9 – 11
Family Involvement Provides home learning ideas and materials and guides families in how to help	Student survey Parent survey Assessments Pre-/Post-Tests	Pages 11 – 12

Student Performance Improvement Program Formal Teacher Observation Observer-Observee Evaluations (2005-2006)

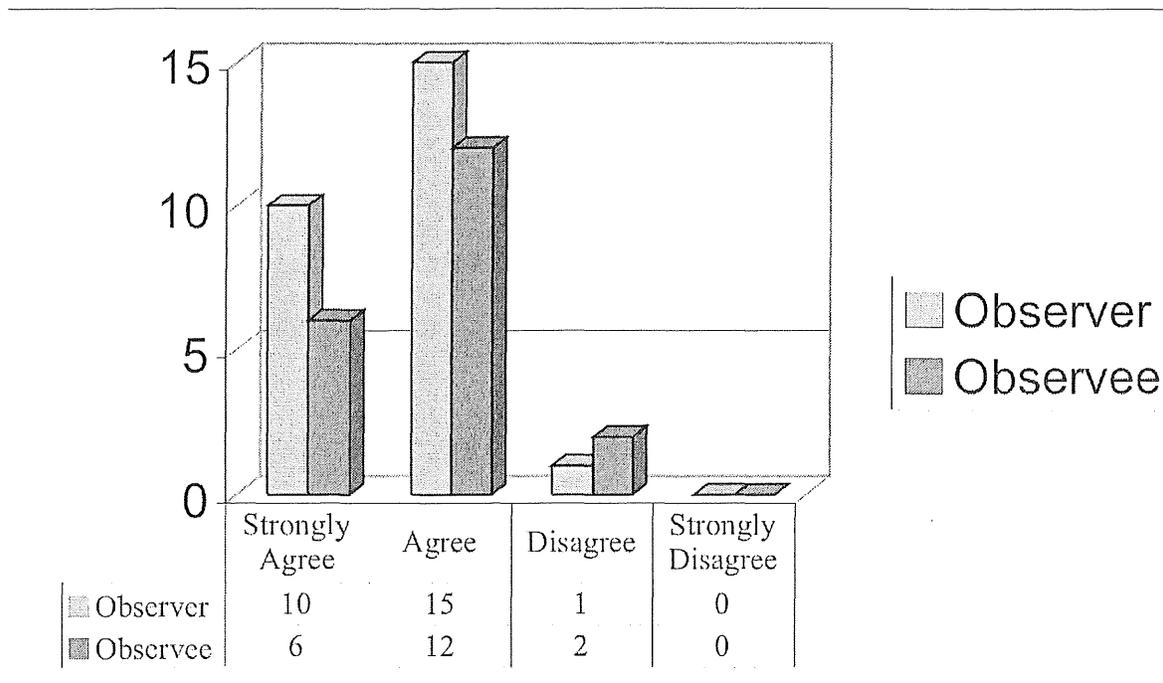
In General, I found the observation process to be:



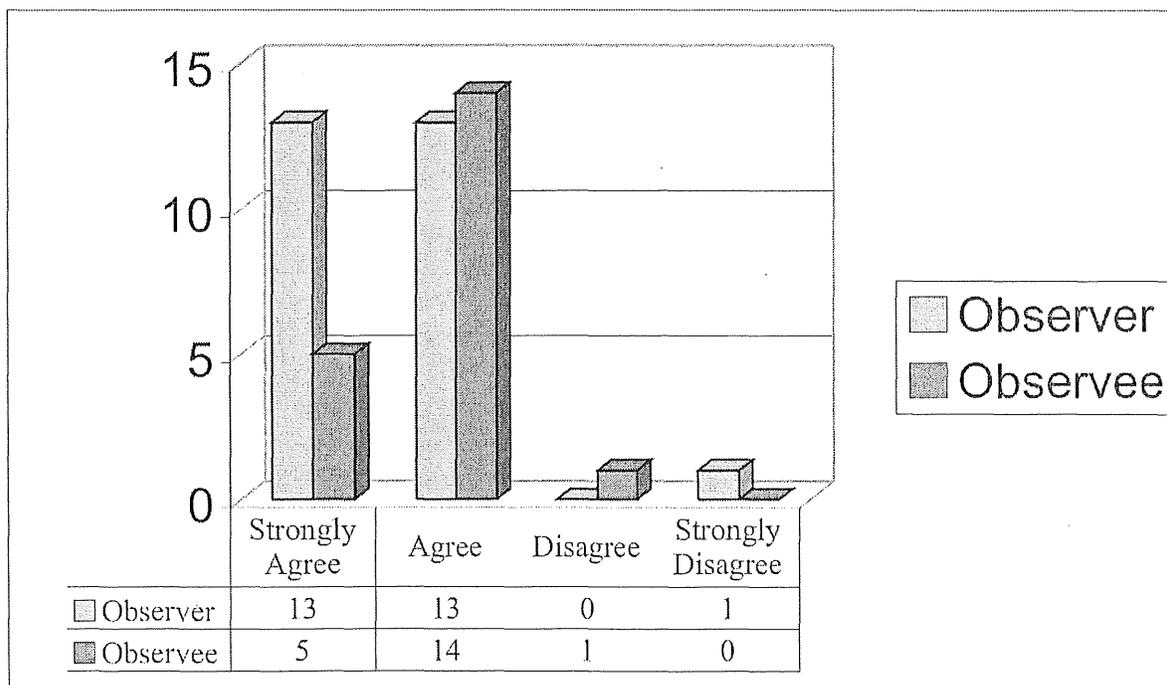
The goal of the observation was clearly to support the teacher's improvement:



The observation overview helped me understand how the process is designed to work:



The instructions were helpful in knowing exactly what and when to do each part of the observation:



Pre-Observation Conference

Scale:

5 - Must be required for all future observations

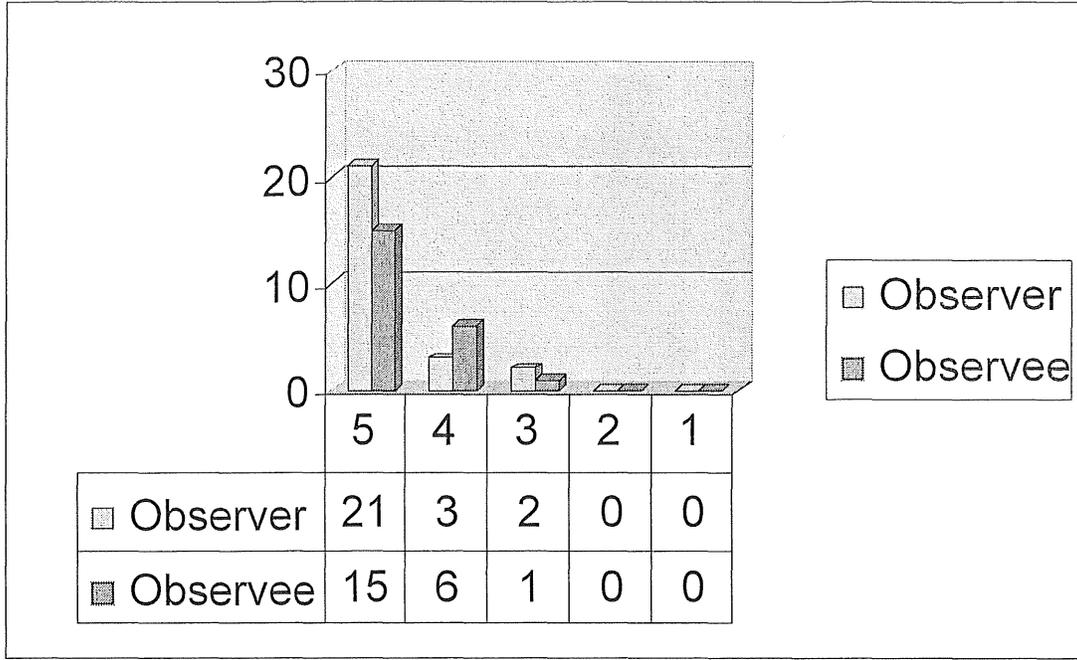
4 - Very important, but not necessarily required

3 - No Opinion

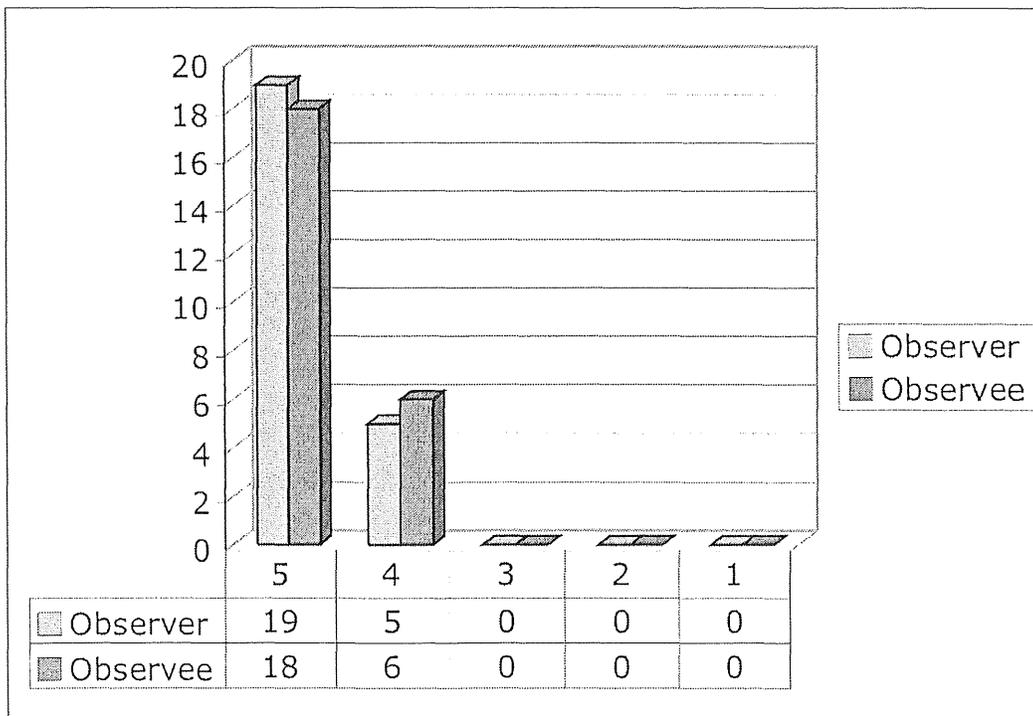
2 - Unimportant, could be removed from the Formal Observation Worksheet

1 - Negative impact on process, must be removed

Stating and recording a lesson objective for the class to be observed.

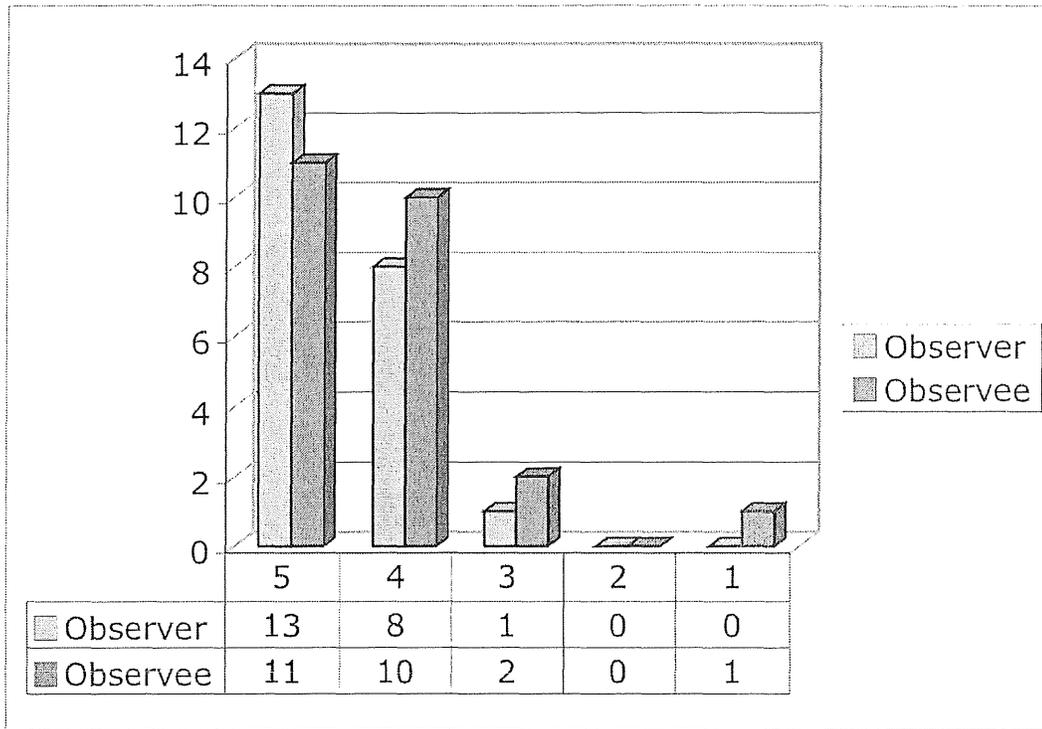


In general, including a pre-conference before a formal observation?



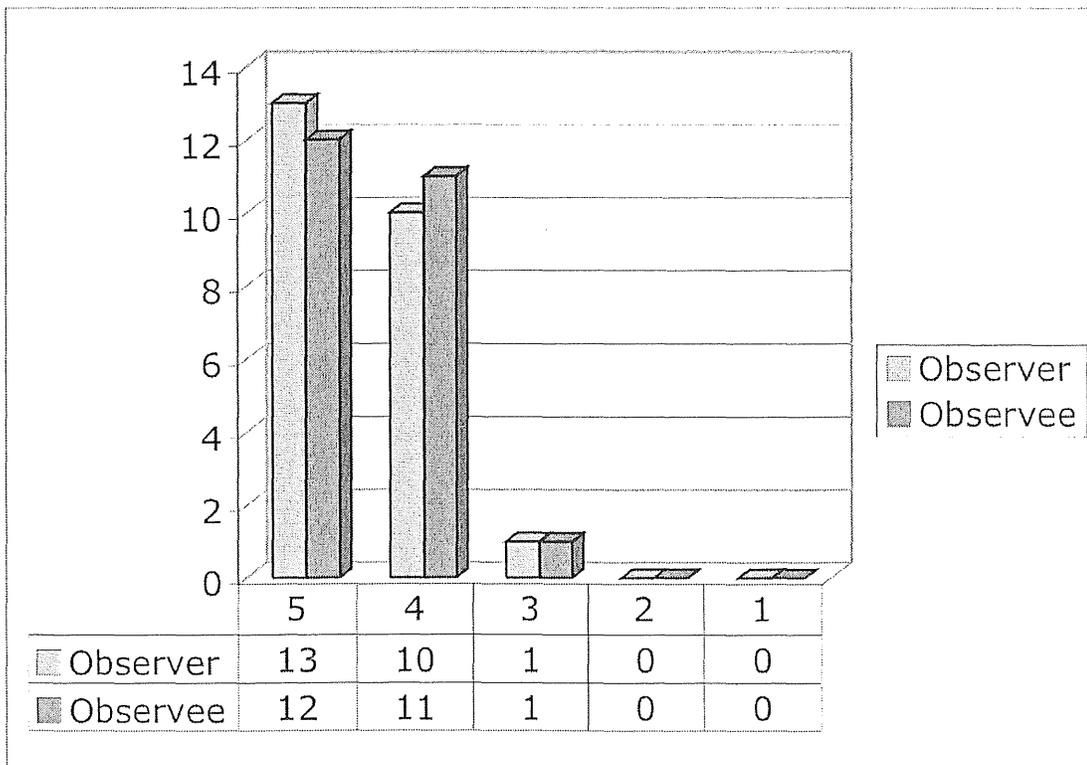
Observation- General Considerations

In general, including some standard, general considerations for all formal observations



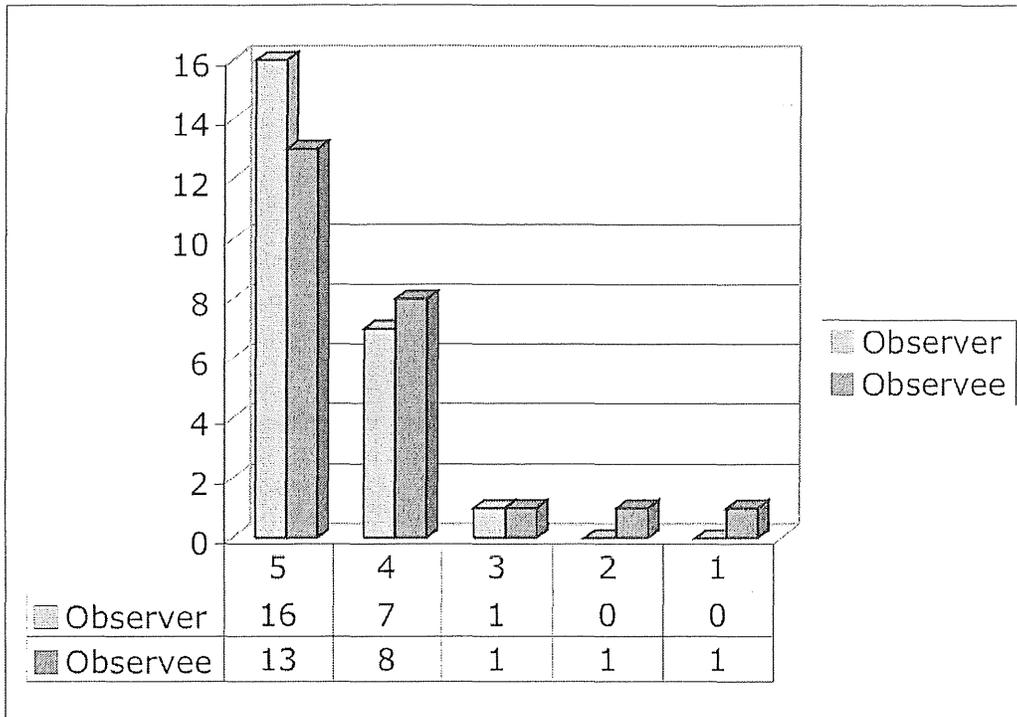
Observation- Relevant Instructional Considerations from Performance Review

Setting a specific objective for the observation prior to the observation



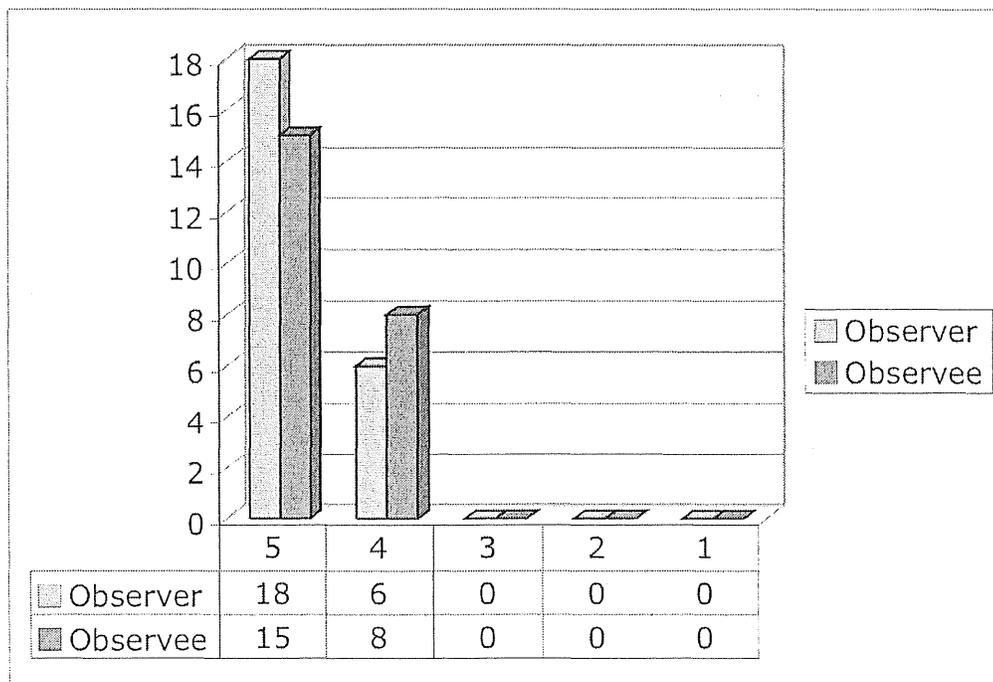
Observation- Relevant Instructional Considerations from Performance Review

Selecting One to Five considerations specific to a performance review area (Academy class) to use for the observation



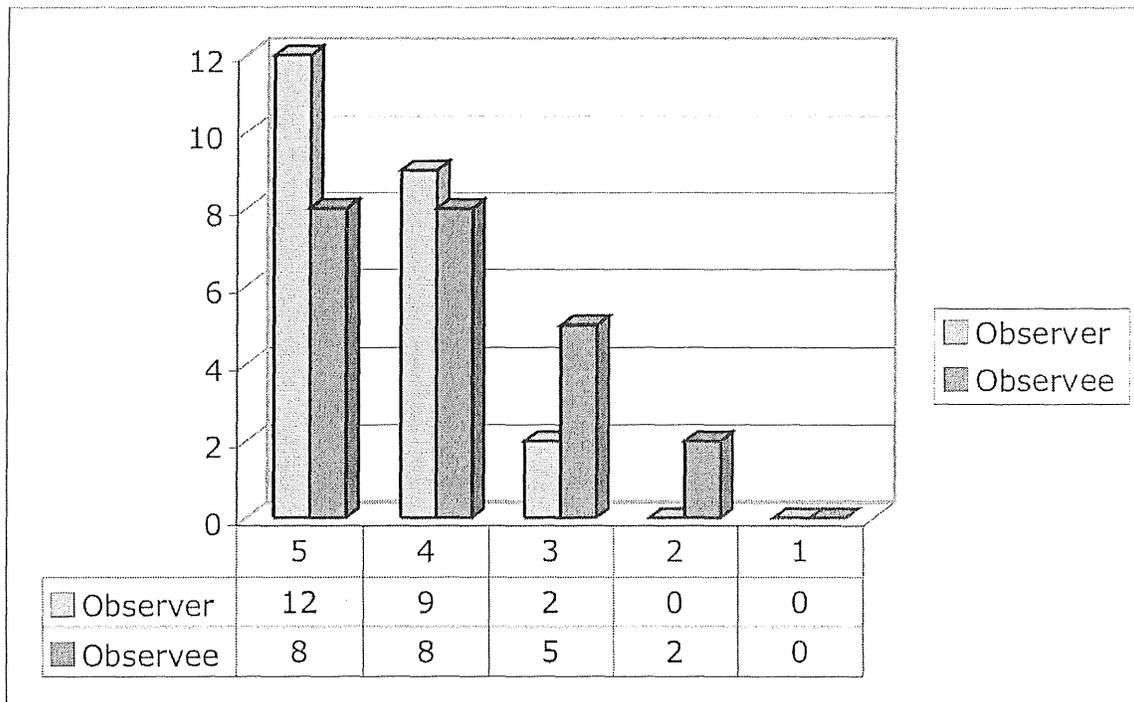
Post Observation Conference

Post-observation question- In general, including a post-observation conference to promote the teacher's reflection on his/her teaching?



Post Observation Conference

Post-observation question - In general, providing a copy of the rubric for the both parties?



Student Performance Improvement Program 2006-2007 Salary Schedule

Professional Teacher Development

Teachers are provided with support during a minimum of the first six years of their careers to develop the skills of the professional teacher, as required in their particular area of licensure. After this six-year development period, teachers can extend their earnings by participating in the district's mentor training program and making themselves available to mentor teachers new to the district.

Teacher Level	Bachelor's	Bachelor's Mentor	Master's	Master's Mentor	Minimum Years of Experience to Achieve Step
Teacher 1	\$37,454		\$39,015		
Teacher 2	\$43,697		\$45,778		3
Teacher 3	\$49,939		\$53,060		6
Teacher 3 Mentor		\$50,980		\$54,101	7

Career Classroom Performance

After reaching Teacher 3, teachers may increase their salary through earning annual reviews of "established." Teachers may, but are not required to, participate in district mentor training and agree to act as a mentor. However, in order to be eligible for career steps, teachers must hold an approved Master's degree. The Career Classroom Performance Master's Mentor Career 1 salary is equal to the base salary of the Teacher 4 base salary. The Master's Mentor Career 2 salary is equal to Teacher 5 base. The Master's Mentor Career 3 salary is equal to Teacher 6 base.

Teacher Level	Master's	Master's Mentor	Minimum Years of Experience to Achieve Step
Career 1	\$57,222	+\$1,041	10
Career 2	\$61,384	+\$1,041	13
Career 3	\$68,495	+\$1,041	16

Career Ladder in Teacher Leadership

At any time after reaching Teacher 3 and completing the district mentorship program, teachers, who have gained a district-approved Master's degree (or its equivalent), are eligible to apply for open positions in the career ladder. Successful applicants will receive a base salary increase and earn an extended responsibility stipend. In order to assure that the base salary increase continues after leaving a teacher leadership role, teachers will need to continue to work their way through the Career Classroom Performance steps.

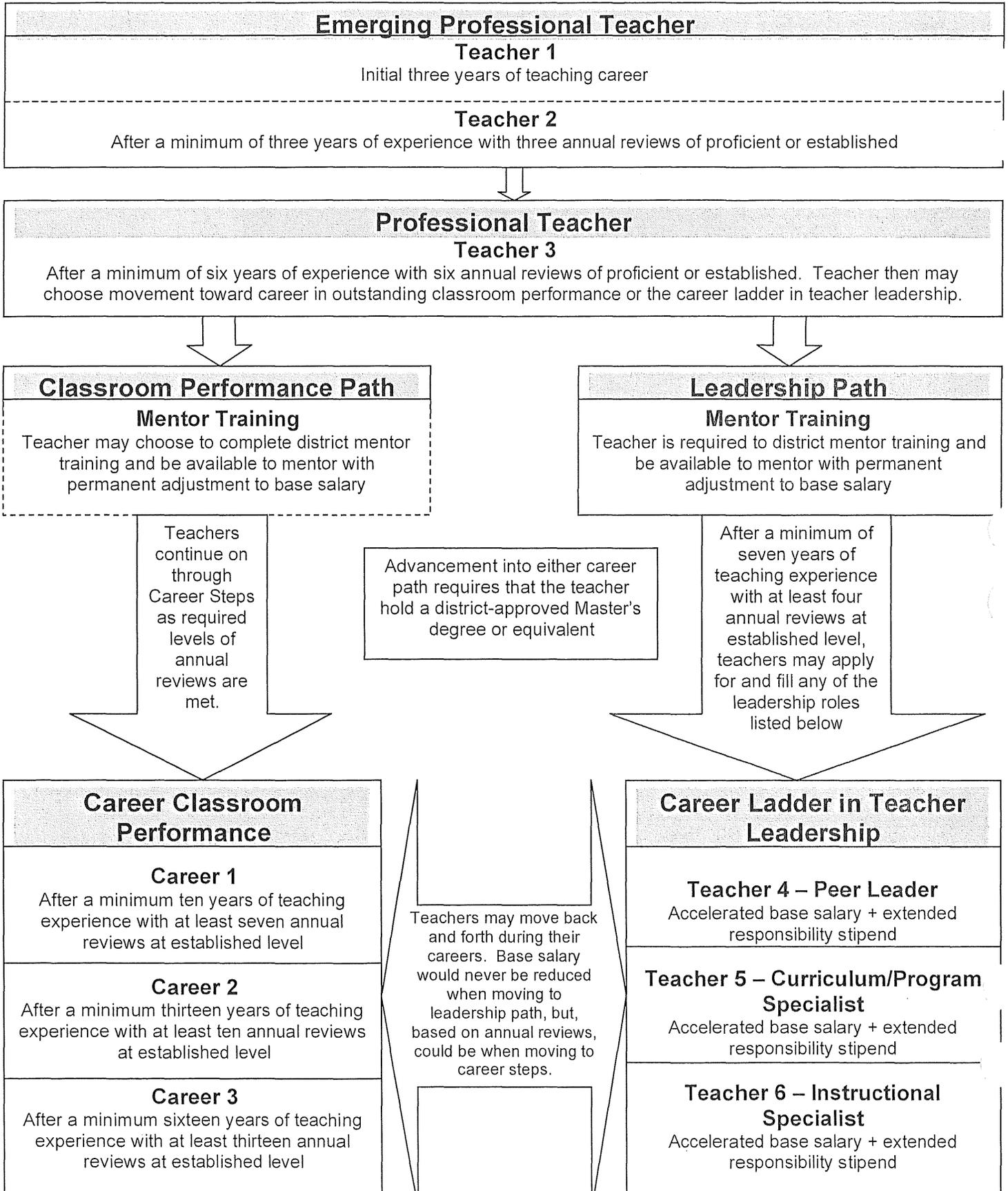
Teacher Level	Teacher 4	Teacher 5	Teacher 6
Job Title	Peer Leader	Curriculum/Program Specialist	Instructional Specialist
Minimum Years of Experience Needed to Apply	7	7	7
Base Salary	\$58,262 / \$62,424 / \$69,535	\$62,424 / \$69,535	\$69,535
Extended Responsibility Stipend	\$4,162	\$8,323	\$10,404

Schedule D Addendum

Study Group Facilitator \$4,162
 (Per facilitator – based on a 32-hour study group with two facilitators per study group)
 Site Peer Leader Chair \$2,081

Student Performance Improvement Program

Teacher Career Paths



School District/Charter School	FY 2007 Adj Enrollment	FY 2006		FY 2007 Potential Basic Aid			
		Approved Basic Aid	Old Alternative Comp	FY 2006 Approvals	New FY 2007 Applications	Additional from Letters of Intent	Total FY2007 Potential Basic
METRO	396,685	8,401,900	2,967,455	6,030,980	8,724,420	48,218,770	65,941,625
OUTSTATE	380,872	4,575,220	159,095	3,275,220	2,756,330	32,934,790	39,125,435
CHARTER	20,605	276,120	0	297,180	277,420	1,625,000	2,199,600
STATEWIDE	798,162	13,253,240	3,126,550	9,603,380	11,758,170	82,778,560	107,266,660
METRO							
1 MINNEAPOLIS	4,633	1,268,020	2,967,455	880,270	0	0	3,847,725
6 SOUTH ST. PAUL	3,251	0	0	0	0	617,690	617,690
11 ANOKA-HENNEPIN	41,596	0	0	0	0	7,903,240	7,903,240
12 CENTENNIAL	7,000	0	0	0	0	1,330,000	1,330,000
13 COLUMBIA HEIGHTS	2,976	0	0	0	0	0	0
14 FRIDLEY	2,532	656,240	0	481,080	0	0	481,080
15 ST. FRANCIS	6,129	1,555,580	0	1,164,510	0	0	1,164,510
16 SPRING LAKE PARK	4,591	0	0	0	0	0	0
108 NORWOOD	1,007	0	0	0	0	191,330	191,330
110 WACONIA	2,770	0	0	0	0	0	0
111 WATERTOWN-MAYER	1,549	0	0	0	0	0	0
112 CHASKA	8,523	0	0	0	0	0	0
191 BURNSVILLE	10,688	0	0	0	0	2,030,720	2,030,720
192 FARMINGTON	5,855	0	0	0	0	1,112,450	1,112,450
194 LAKEVILLE	11,034	0	0	0	0	0	0
195 RANDOLPH	480	0	0	0	0	0	0
196 ROSEMOUNT-APPLE	28,264	0	0	0	0	5,370,160	5,370,160
197 WEST ST. PAUL	4,703	0	0	0	0	893,570	893,570
199 INVER GROVE	3,787	0	0	0	0	719,530	719,530
200 HASTINGS	5,111	0	0	0	0	0	0
270 HOPKINS	8,070	2,154,620	0	1,533,300	0	0	1,533,300
271 BLOOMINGTON	10,669	0	0	0	0	2,027,110	2,027,110
272 EDEN PRAIRIE	9,986	0	0	0	1,897,340	0	1,897,340
273 EDINA	7,567	0	0	0	0	1,437,730	1,437,730
276 MINNETONKA	7,703	0	0	0	0	1,463,570	1,463,570
277 WESTONKA	2,259	0	0	0	0	0	0
278 ORONO	2,616	0	0	0	0	0	0
279 OSSEO	21,792	0	0	0	4,140,480	0	4,140,480
280 RICHFIELD	4,164	0	0	0	0	791,160	791,160
281 ROBBINSDALE	13,360	0	0	0	0	2,538,400	2,538,400
282 ST. ANTHONY-NEW	1,705	0	0	0	0	323,950	323,950
283 ST. LOUIS PARK	4,330	0	0	0	822,700	0	822,700
284 WAYZATA	9,810	0	0	0	1,863,900	0	1,863,900
286 BROOKLYN CENTER	1,679	0	0	0	0	319,010	319,010
287 INTERMEDIATE SCHOOL	1,836	0	0	0	0	0	0
621 MOUNDS VIEW	10,378	2,767,440	0	1,971,820	0	0	1,971,820
622 NORTH ST. PAUL-M	11,104	0	0	0	0	2,109,760	2,109,760
623 ROSEVILLE	6,394	0	0	0	0	1,214,860	1,214,860
624 WHITE BEAR LAKE	8,680	0	0	0	0	0	0
625 ST. PAUL	41,256	0	0	0	0	7,838,640	7,838,640
716 BELLE PLAINE	1,473	0	0	0	0	0	0
717 JORDAN	1,534	0	0	0	0	0	0
719 PRIOR LAKE	6,241	0	0	0	0	1,185,790	1,185,790
720 SHAKOPEE	5,539	0	0	0	0	0	0
721 NEW PRAGUE	3,206	0	0	0	0	609,140	609,140
831 FOREST LAKE	7,560	0	0	0	0	1,436,400	1,436,400
832 MAHTOMEDI	3,103	0	0	0	0	0	0
833 SOUTH WASHINGTON	16,239	0	0	0	0	3,085,410	3,085,410
834 STILLWATER	8,785	0	0	0	0	1,669,150	1,669,150
916 N.E. METRO	584	0	0	0	0	0	0
917 INTERMEDIATE SCHOOL	584	0	0	0	0	0	0
OUTSTATE							
1 AITKIN	1,325	0	0	0	0	251,750	251,750
2 HILL CITY	335	0	0	0	0	0	0
4 MCGREGOR	457	0	0	0	0	0	0
22 DETROIT LAKES	2,657	0	0	0	0	0	0
23 FRAZEE	1,104	0	0	0	0	0	0
25 PINE POINT	64	0	0	0	0	0	0
31 BEMIDJI	4,834	0	0	0	0	918,460	918,460
32 BLACKDUCK	719	0	0	0	0	136,610	136,610
36 KELLIHER	260	0	0	0	0	0	0
38 RED LAKE	1,395	0	0	0	0	0	0
47 SAUK RAPIDS	3,771	0	0	0	0	0	0
51 FOLEY	1,676	0	0	0	0	318,440	318,440
62 ORTONVILLE	489	0	0	0	0	0	0
75 ST. CLAIR	640	0	0	0	0	0	0
77 MANKATO	7,118	0	0	0	0	1,352,420	1,352,420
81 COMFREY	154	0	0	0	0	0	0

School District/Charter School	FY 2007 Adj Enrollment	FY 2006		FY 2007 Potential Basic Aid			
		Approved Basic Aid	Old Alternative Comp	FY 2006 Approvals	New FY 2007 Applications	Additional from Letters of Intent	Total FY2007 Potential Basic
84 SLEEPY EYE	694	0	0	0	0	0	0
85 SPRINGFIELD	626	0	0	0	0	0	0
88 NEW ULM	2,213	0	0	0	0	420,470	420,470
91 BARNUM	685	0	0	0	0	0	0
93 CARLTON	582	0	0	0	0	0	0
94 CLOQUET	2,310	0	0	0	0	438,900	438,900
95 CROMWELL	316	0	0	0	0	0	0
97 MOOSE LAKE	753	0	0	0	0	0	0
99 ESKO	1,130	0	0	0	0	0	0
100 WRENSHALL	364	0	0	0	0	0	0
113 WALKER-AKELEY	961	0	0	0	0	0	0
115 CASS LAKE	1,063	0	0	0	0	201,970	201,970
116 PILLAGER	743	0	0	0	0	141,170	141,170
118 REMER	529	0	0	0	0	0	0
129 MONTEVIDEO	1,459	0	0	0	0	0	0
138 NORTH BRANCH	4,034	0	0	0	0	0	0
139 RUSH CITY	990	0	0	0	0	0	0
146 BARNESVILLE	781	0	0	0	0	0	0
150 HAWLEY	899	0	0	0	0	0	0
152 MOORHEAD	5,354	0	0	0	0	0	0
162 BAGLEY	1,079	0	0	0	0	0	0
166 COOK COUNTY	597	0	0	0	0	0	0
173 MOUNTAIN LAKE	514	0	0	0	0	0	0
177 WINDOM	955	0	0	0	0	0	0
181 BRAINERD	7,143	0	0	0	1,357,170	0	1,357,170
182 CROSBY	1,271	0	0	0	0	0	0
186 PEQUOT LAKES	1,535	0	0	0	0	0	0
186 PEQUOT LAKES	913	0	0	0	0	0	0
204 KASSON-MANTORVIL	1,991	0	0	0	0	0	0
206 ALEXANDRIA	4,039	1,080,820	0	767,410	0	0	767,410
207 BRANDON	316	0	0	0	0	60,040	60,040
208 EVANSVILLE	193	0	0	0	0	0	0
213 OSAKIS	723	0	0	0	0	137,370	137,370
227 CHATFIELD	929	0	0	0	0	0	0
229 LANESBORO	364	0	0	0	0	0	0
238 MABEL-CANTON	320	0	0	0	0	0	0
239 RUSHFORD-PETERSO	662	0	99,845	0	0	0	99,845
241 ALBERT LEA	3,600	0	0	0	684,000	0	684,000
242 ALDEN	409	0	0	0	77,710	0	77,710
252 CANNON FALLS	1,371	0	0	0	0	0	0
253 GOODHUE	621	0	0	0	0	0	0
255 PINE ISLAND	1,248	0	0	0	0	0	0
256 RED WING	2,920	0	0	0	0	0	0
261 ASHBY	280	0	0	0	0	0	0
264 HERMAN-NORCROSS	112	0	0	0	0	21,280	21,280
294 HOUSTON	1,108	0	0	0	0	0	0
297 SPRING GROVE	340	0	0	0	0	64,600	64,600
299 CALEDONIA	872	0	0	0	0	0	0
300 LACRESCENT	1,481	395,980	0	281,390	0	0	281,390
306 LAPORTE	293	0	0	0	0	0	0
308 NEVIS	517	0	0	0	0	0	0
309 PARK RAPIDS	1,628	0	0	0	0	309,320	309,320
314 BRAHAM	916	0	0	0	0	0	0
316 GREENWAY	1,281	0	0	0	0	0	0
317 DEER RIVER	980	0	0	0	0	186,200	186,200
318 GRAND RAPIDS	3,925	0	0	0	0	745,750	745,750
319 NASHWAUK-KEEWATI	630	0	0	0	0	0	0
330 HERON LAKE-OKABE	315	0	0	0	0	0	0
332 MORA	1,911	0	0	0	0	363,090	363,090
333 OGILVIE	624	0	0	0	0	0	0
345 NEW LONDON-SPICE	1,604	0	0	0	0	304,760	304,760
347 WILLMAR	4,255	0	0	0	0	808,450	808,450
356 LANCASTER	205	0	0	0	0	0	0
361 INTERNATIONAL FA	1,340	0	0	0	254,600	0	254,600
362 LITTLEFORK-BIG F	335	0	0	0	0	0	0
363 SOUTH KOOCHICHIN	367	0	0	0	0	0	0
371 BELLINGHAM	64	0	0	0	0	0	0
378 DAWSON	544	0	0	0	0	103,360	103,360
381 LAKE SUPERIOR	1,593	0	0	0	0	0	0
390 LAKE OF THE WOOD	645	0	0	0	0	0	0
391 CLEVELAND	416	0	0	0	0	79,040	79,040
392 LECENTER	663	0	0	0	125,970	0	125,970
394 MONTGOMERY	1,032	0	0	0	0	0	0
402 HENDRICKS	176	0	0	0	0	0	0
403 IVANHOE	181	0	0	0	0	0	0
404 LAKE BENTON	187	0	0	0	0	0	0

School District/Charter School	FY 2007 Adj Enrollment	FY 2007 Potential Basic Aid					
		FY 2006 Approved Basic Aid	Old Alternative Comp	FY 2006 Approvals	New FY 2007 Applications	Additional from Letters of Intent	Total FY2007 Potential Basic
409 TYLER	206	0	0	0	0	0	0
411 BALATON	78	0	0	0	0	0	0
413 MARSHALL	2,222	576,940	0	422,180	0	0	422,180
414 MINNEOTA	449	0	0	0	0	0	0
415 LYND	106	0	0	0	0	0	0
417 TRACY	761	0	0	0	0	144,590	144,590
418 RUSSELL	145	0	0	0	0	0	0
423 HUTCHINSON	3,085	0	0	0	0	586,150	586,150
424 LESTER PRAIRIE	469	0	0	0	0	89,110	89,110
432 MAHNOMEN	668	0	0	0	0	0	0
435 WAUBUN	607	0	0	0	0	0	0
441 NEWFOLDEN	360	0	0	0	0	0	0
447 GRYGLA	192	0	0	0	0	36,480	36,480
458 TRUMAN	363	0	0	0	0	0	0
463 EDEN VALLEY	861	0	0	0	0	163,590	163,590
465 LITCHFIELD	1,851	0	0	0	0	0	0
466 DASSEL-COKATO	2,303	0	0	0	0	437,570	437,570
473 ISLE	600	0	0	0	0	114,000	114,000
477 PRINCETON	3,449	0	0	0	0	655,310	655,310
480 ONAMIA	816	0	0	0	0	0	0
482 LITTLE FALLS	2,687	0	0	0	0	0	0
484 PIERZ	1,063	0	0	0	0	0	0
485 ROYALTON	698	0	0	0	0	0	0
486 SWANVILLE	359	0	0	0	0	0	0
487 UPSALA	394	0	0	0	0	74,860	74,860
492 AUSTIN	4,276	0	0	0	0	812,440	812,440
495 GRAND MEADOW	359	0	0	0	68,210	0	68,210
497 LYLE	224	0	0	0	0	0	0
499 LEROY-OSTRANDER	340	0	0	0	0	64,600	64,600
500 SOUTHLAND	632	0	0	0	0	0	0
505 FULDA	475	0	0	0	0	90,250	90,250
507 NICOLLET	311	0	0	0	0	0	0
508 ST. PETER	1,914	0	0	0	0	363,660	363,660
511 ADRIAN	637	0	0	0	0	0	0
513 BREWSTER	146	0	0	0	0	0	0
514 ELLSWORTH	187	0	0	0	0	35,530	35,530
516 ROUND LAKE	161	0	0	0	0	0	0
518 WORTHINGTON	2,225	0	0	0	0	0	0
531 BYRON	1,609	0	0	0	0	305,710	305,710
533 DOVER-EYOTA	1,140	0	0	0	0	0	0
534 STEWARTVILLE	1,756	0	0	0	0	333,640	333,640
535 ROCHESTER	15,981	0	0	0	0	3,036,390	3,036,390
542 BATTLE LAKE	534	0	0	0	0	101,460	101,460
544 FERGUS FALLS	2,689	0	0	0	0	510,910	510,910
545 HENNING	362	0	0	0	0	0	0
547 PARKERS PRAIRIE	568	0	0	0	0	0	0
548 PELICAN RAPIDS	1,089	0	0	0	0	206,910	206,910
549 PERHAM	1,598	0	0	0	0	303,620	303,620
550 UNDERWOOD	492	0	0	0	0	0	0
553 NEW YORK MILLS	735	0	0	0	0	139,650	139,650
561 GOODRIDGE	179	0	0	0	0	34,010	34,010
564 THIEF RIVER FALL	2,052	0	0	0	0	0	0
577 WILLOW RIVER	433	0	0	0	0	82,270	82,270
578 PINE CITY	1,681	0	0	0	0	0	0
581 EDGERTON	278	0	0	0	0	0	0
584 RUTHTON	238	0	0	0	0	0	0
592 CLIMAX	145	0	0	0	0	0	0
593 CROOKSTON	1,427	0	0	0	0	0	0
595 EAST GRAND FORKS	1,779	0	0	0	0	0	0
599 FERTILE-BELTRAMI	503	0	0	0	0	0	0
600 FISHER	311	0	0	0	0	0	0
601 FOSSTON	642	0	0	0	0	0	0
611 CYRUS	77	0	0	0	0	14,630	14,630
627 OKLEE	178	0	0	0	0	0	0
628 PLUMMER	176	0	0	0	0	0	0
630 RED LAKE FALLS	395	0	0	0	0	75,050	75,050
635 MILROY	37	0	0	0	0	0	0
640 WABASSO	409	0	0	0	0	0	0
656 FARIBAULT	4,086	0	0	0	0	0	0
659 NORTHFIELD	3,892	0	0	0	0	739,480	739,480
671 HILLS-BEAVER CRE	312	0	0	0	0	0	0
676 BADGER	214	0	0	0	0	0	0
682 ROSEAU	1,393	0	0	0	0	0	0
690 WARROAD	1,228	0	0	0	0	0	0
695 CHISHOLM	755	0	0	0	0	143,450	143,450
696 ELY	644	0	0	0	0	0	0

School District/Charter School	FY 2007 Adj Enrollment	FY 2006		FY 2007 Potential Basic Aid			
		Approved Basic Aid	Old Alternative Comp	FY 2006 Approvals	New FY 2007 Applications	Additional from Letters of Intent	Total FY2007 Potential Basic
698 FLOODWOOD	399	0	59,250	0	0	0	59,250
700 HERMANTOWN	2,016	0	0	0	0	383,040	383,040
701 HIBBING	2,533	0	0	0	0	0	0
704 PROCTOR	1,771	0	0	0	0	336,490	336,490
706 VIRGINIA	1,584	0	0	0	0	0	0
707 NETT LAKE	73	0	0	0	0	0	0
709 DULUTH	10,530	0	0	0	0	2,000,700	2,000,700
712 MOUNTAIN IRON-BU	604	0	0	0	0	114,760	114,760
726 BECKER	2,625	0	0	0	0	498,750	498,750
727 BIG LAKE	3,442	0	0	0	0	653,980	653,980
728 ELK RIVER	11,461	0	0	0	0	2,177,590	2,177,590
738 HOLDINGFORD	1,060	0	0	0	0	0	0
739 KIMBALL	771	0	0	0	0	146,490	146,490
740 MELROSE	1,439	0	0	0	0	273,410	273,410
741 PAYNESVILLE	1,107	0	0	0	0	0	0
742 ST. CLOUD	9,496	2,521,480	0	1,804,240	0	0	1,804,240
743 SAUK CENTRE	1,071	0	0	0	0	203,490	203,490
745 ALBANY	1,594	0	0	0	0	0	0
748 SARTELL	3,012	0	0	0	0	0	0
750 ROCORI	2,327	0	0	0	0	442,130	442,130
756 BLOOMING PRAIRIE	735	0	0	0	0	0	0
761 OWATONNA	4,983	0	0	0	0	0	0
763 MEDFORD	728	0	0	0	0	0	0
768 HANCOCK	228	0	0	0	0	43,320	43,320
769 MORRIS	1,009	0	0	0	0	0	0
771 CHOKIO-ALBERTA	182	0	0	0	0	0	0
775 KERKHOVEN-MURDOC	585	0	0	0	0	0	0
777 BENSON	1,050	0	0	0	0	199,500	199,500
786 BERTHA-HEWITT	490	0	0	0	0	0	0
787 BROWERVILLE	509	0	0	0	0	0	0
801 BROWNS VALLEY	94	0	0	0	0	0	0
803 WHEATON	445	0	0	0	0	84,550	84,550
806 ELGIN-MILLVILLE	488	0	0	0	0	92,720	92,720
810 PLAINVIEW	1,111	0	0	0	0	211,090	211,090
811 WABASHA	680	0	0	0	0	0	0
813 LAKE CITY	1,370	0	0	0	0	0	0
818 VERNDALE	445	0	0	0	0	0	0
820 SEBEKA	559	0	0	0	0	0	0
821 MENAUGA	742	0	0	0	0	0	0
829 WASECA	2,022	0	0	0	0	384,180	384,180
836 BUTTERFIELD	212	0	0	0	0	0	0
837 MADELIA	587	0	0	0	0	111,530	111,530
840 ST. JAMES	1,252	0	0	0	0	237,880	237,880
846 BRECKENRIDGE	883	0	0	0	0	0	0
850 ROTHSA Y	221	0	0	0	0	41,990	41,990
852 CAMPBELL-TINTAH	115	0	0	0	0	0	0
857 LEWISTON	752	0	0	0	0	0	0
858 ST. CHARLES	1,064	0	0	0	0	0	0
861 WINONA	3,809	0	0	0	0	723,710	723,710
876 ANNANDALE	1,898	0	0	0	0	0	0
877 BUFFALO	5,497	0	0	0	0	0	0
879 DELANO	2,080	0	0	0	0	395,200	395,200
881 MAPLE LAKE	996	0	0	0	0	0	0
882 MONTICELLO	4,016	0	0	0	0	763,040	763,040
883 ROCKFORD	1,647	0	0	0	0	0	0
885 ST. MICHAEL-ALBE	4,221	0	0	0	0	801,990	801,990
891 CANBY	550	0	0	0	0	0	0
911 CAMBRIDGE-ISANTI	5,060	0	0	0	0	961,400	961,400
912 MILACA	1,925	0	0	0	0	0	0
914 ULEN-HITTERDAL	288	0	0	0	0	0	0
2071 LAKE CRYSTAL-WEL	796	0	0	0	0	151,240	151,240
2125 TRITON	1,086	0	0	0	0	0	0
2134 UNITED SOUTH CENTRAL	896	0	0	0	0	0	0
2135 MAPLE RIVER	1,237	0	0	0	0	0	0
2137 KINGSLAND	821	0	0	0	0	155,990	155,990
2142 ST. LOUIS COUNTY	2,270	0	0	0	0	431,300	431,300
2143 WATERVILLE-ELYSIAN-MO	1,027	0	0	0	0	195,130	195,130
2144 CHISAGO LAKES AREA	3,594	0	0	0	0	0	0
2149 MINNEWASKA	1,271	0	0	0	0	0	0
2154 EVELETH-GILBERT	1,340	0	0	0	0	0	0
2155 WADENA-DEER CREEK	1,234	0	0	0	0	234,460	234,460
2159 BUFFALO LAKE-HECTOR	563	0	0	0	0	0	0
2164 DILWORTH-GLYNDON	1,355	0	0	0	0	257,450	257,450
2165 HINCKLEY-FINLAYS	1,061	0	0	0	0	0	0
2167 LAKEVIEW	609	0	0	0	0	115,710	115,710
2168 NRHEG	993	0	0	0	0	0	0

School District/Charter School	FY 2007 Adj Enrollment	FY 2007 Potential Basic Aid					
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2169 MURRAY COUNTY	736	0	0	0	0	0	0
2170 STAPLES-MOTLEY	1,428	0	0	0	0	271,320	271,320
2171 KITTSOON CENTRAL	349	0	0	0	0	66,310	66,310
2172 KENYON-WANAMINGO	896	0	0	0	0	0	0
2174 PINE RIVER-BACKU	1,062	0	0	0	0	201,780	201,780
2176 WARREN-ALVARADO-	515	0	0	0	0	0	0
2180 MACCRAY	790	0	0	0	0	150,100	150,100
2184 LUVERNE	1,254	0	0	0	0	0	0
2190 YELLOW MEDICINE EAST	1,087	0	0	0	0	0	0
2198 FILMORE CENTRAL	643	0	0	0	0	0	0
2215 NORMAN COUNTY EAST	366	0	0	0	0	0	0
2310 SIBLEY EAST	1,265	0	0	0	0	0	0
2311 CLEARBROOK-GONVICK	496	0	0	0	94,240	0	94,240
2342 WEST CENTRAL AREA	811	0	0	0	0	0	0
2358 KARLSTAD-STRANDQ	263	0	0	0	0	0	0
2364 BELGRADE-BROOTEN-ELR	757	0	0	0	0	0	0
2365 G.F.W.	828	0	0	0	0	157,320	157,320
2396 A.C.G.C.	860	0	0	0	0	0	0
2397 LESUEUR-HENDERSO	1,278	0	0	0	0	0	0
2448 MARTIN COUNTY	867	0	0	0	0	0	0
2527 HALSTAD-HENDRUM	305	0	0	0	0	0	0
2534 OLIVIA-BIRD ISLA	869	0	0	0	0	0	0
2536 GRANADA HUNTLEY-	297	0	0	0	0	0	0
2580 SANDSTONE-ASKOV	860	0	0	0	0	0	0
2609 WIN-E-MAC	534	0	0	0	0	0	0
2683 GREENBUSH-MIDDLE RIV	469	0	0	0	0	0	0
2687 HOWARD LAKE-WAVERLY-	1,003	0	0	0	0	0	0
2689 PIPESTONE-JASPER	1,202	0	0	0	0	228,380	228,380
2711 MESABI EAST	912	0	0	0	0	0	0
2752 FAIRMONT AREA SCHOOLS	1,749	0	0	0	0	332,310	332,310
2753 LONG PRAIRIE-GREY EA	1,302	0	0	0	0	0	0
2754 CEDAR MOUNTAIN	425	0	0	0	0	0	0
2759 EAGLE BEND-CLARISSA	336	0	0	0	0	0	0
2805 ZUMBROTA-MAZEPPA	1,159	0	0	0	0	0	0
2835 JANESVILLE-WALDO	559	0	0	0	0	106,210	106,210
2853 LAC QUI PARLE VALLEY	1,007	0	0	0	0	191,330	191,330
2854 ADA-BORUP	553	0	0	0	0	105,070	105,070
2856 STEPHEN-ARGYLE	388	0	0	0	0	0	0
2859 GLENCOE-SILVER LAKE	1,674	0	0	0	0	0	0
2860 BLUE EARTH-DELAVAN-EL	1,272	0	0	0	0	241,680	241,680
2884 RED ROCK CENTRAL	497	0	0	0	94,430	0	94,430
2886 GLENVILLE-EMMONS	362	0	0	0	0	0	0
2887 MCLEOD WEST SCHOOLS	438	0	0	0	0	0	0
2888 CLINTON-GRACEVILLE-BE	434	0	0	0	0	0	0
2889 LAKE PARK-AUDUBON	640	0	0	0	0	0	0
2890 DRSH	656	0	0	0	0	0	0
2895 JACKSON COUNTY	1,189	0	0	0	0	0	0
2897 REDWOOD AREA	1,347	0	0	0	0	0	0
2898 WESTBROOK-WALNUT	574	0	0	0	0	0	0
CHARTER							
4000 CITY ACADEMY	120	0	0	0	0	0	0
4001 BLUFFVIEW MONTESSORI	193	0	0	0	0	50,180	50,180
4003 NEW HEIGHTS CHARTER S	128	0	0	0	0	0	0
4004 CEDAR RIVERSIDE COMMU	109	0	0	0	0	0	0
4005 METRO DEAF CHARTER SC	67	0	0	0	0	0	0
4006 SKILLS FOR TOMORROW C	70	0	0	0	0	0	0
4007 MINNESOTA NEW	112	0	0	0	0	29,120	29,120
4008 PACT CHARTER SCHOOL	555	0	0	0	0	0	0
4011 NEW VISIONS CHARTER S	210	0	0	0	0	0	0
4012 EMILY CHARTER SCHOOL	73	0	0	0	0	18,980	18,980
4015 COMMUNITY OF PEACE AC	590	0	0	0	0	0	0
4016 WORLD LEARNER	140	0	0	0	0	0	0
4017 MINNESOTA TRANSITIONS	1,067	0	0	0	277,420	0	277,420
4018 ACORN DUAL LANGUAGE C	375	0	0	0	0	97,500	97,500
4019 ST. PAUL FAMILY LEARN	68	0	0	0	0	17,680	17,680
4020 EDISON CHARTER SCHOOL	773	200,720	0	200,980	0	0	200,980
4021 VILLAGE SCHOOL OF NOR	41	0	0	0	0	10,660	10,660
4025 CYBER VILLAGE ACADEMY	129	0	0	0	0	0	0
4026 E.C.H.O. CHARTER SCHO	173	0	0	0	0	44,980	44,980
4027 HIGHER GROUND	413	0	0	0	0	0	0
4028 ECI' NOMPA WOONSPE	34	0	0	0	0	0	0
4029 NEW SPIRIT SCHOOL	337	0	0	0	0	87,620	87,620
4030 ODYSSEY CHARTER	184	0	0	0	0	0	0
4031 JENNINGS EXPERIENTIAL	36	0	0	0	0	9,360	9,360
4032 HARVEST PREP SCHOOL/S	415	0	0	0	0	0	0

School District/Charter School	FY 2007 Adj Enrollment	FY 2007 Potential Basic Aid					
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4035 CONCORDIA CREATIVE LE	108	0	0	0	0	0	0
4036 FACE TO FACE ACADEMY	58	0	0	0	0	0	0
4038 SOJOURNER TRUTH	229	0	0	0	0	59,540	59,540
4039 HIGH SCHOOL FOR RECOR	229	0	0	0	0	0	0
4042 TWIN CITIES ACADEMY	184	0	0	0	0	0	0
4043 MATH & SCIENCE ACADEM	301	0	0	0	0	78,260	78,260
4044 HEART OF THE EARTH CH	197	0	0	0	0	0	0
4045 PEAKS-ALEXANDRIA	78	0	0	0	0	0	0
4046 LAKE SUPERIOR HIGH SC	86	0	0	0	0	22,360	22,360
4048 GREAT RIVER EDUCATION	33	0	0	0	0	0	0
4049 COON RAPIDS LEARNING	159	0	0	0	0	0	0
4050 LAFAYETTE PUBLIC CHAR	94	24,180	0	24,440	0	0	24,440
4052 FOUR DIRECTIONS CHART	95	0	0	0	0	0	0
4053 NORTH LAKES ACADEMY C	193	0	0	0	0	50,180	50,180
4054 LACRESCENT	69	0	0	0	0	0	0
4055 NERSTRAND CHARTER	153	0	0	0	0	39,780	39,780
4056 ROCHESTER OFF CAMPUS	117	0	0	0	0	0	0
4057 EL COLEGIO CHARTER SC	78	0	0	0	0	0	0
4058 SCHOOLCRAFT LEARNING	163	0	0	0	0	42,380	42,380
4059 CROSSLAKE COMMUNITY	127	0	0	0	0	33,020	33,020
4061 STUDIO ACADEMY CHARTE	123	0	0	0	0	0	0
4062 FAMILY ACADEMY CHARTE	214	0	0	0	0	0	0
4064 RIVERWAY LEARNING COM	81	0	0	0	0	0	0
4065 MINNESOTA BUSINESS AC	230	0	0	0	0	59,800	59,800
4066 RIVERBEND ACADEMY CHA	108	0	0	0	0	0	0
4067 AURORA CHARTER	217	0	0	0	0	56,420	56,420
4068 EXCELL ACADEMY	259	0	0	0	0	67,340	67,340
4070 HOPE ACADEMY CHARTER	481	0	0	0	0	0	0
4072 YANKTON COUNTRY	37	0	0	0	0	0	0
4073 ACADEMIA CESAR CHAVEZ	245	0	0	0	0	0	0
4074 AGRICULTURAL FOOD SCI	187	0	0	0	0	48,620	48,620
4075 AVALON SCHOL	143	0	0	0	0	0	0
4077 TWIN CITIES INTERNATI	456	0	0	0	0	0	0
4078 MN INTERNATIONAL MIDD	239	0	0	0	0	0	0
4079 FRIENDSHIP ACADEMY OF	92	0	0	0	0	0	0
4080 PILLAGER AREA CHARTER	42	0	0	0	0	0	0
4081 COVENANT	24	0	0	0	0	0	0
4082 BLUESKY	102	0	0	0	0	26,520	26,520
4083 RIDGEWAY COMMUNITY	75	0	0	0	0	19,500	19,500
4084 NORTH SHORE	253	0	0	0	0	0	0
4085 HARBOR CITY INTERNATI	205	0	0	0	0	0	0
4086 WOODSON INSTITUTE FOR	237	0	0	0	0	61,620	61,620
4087 SAGE ACADEMY CHARTER	87	0	0	0	0	0	0
4088 URBAN ACADEMY	195	0	0	0	0	0	0
4089 NEW CITY SCHOOL	109	0	0	0	0	0	0
4090 PRAIRIE CREEK COMMUNI	112	0	0	0	0	0	0
4091 SE MN ARTS & TECHNOLO	104	24,180	0	27,040	0	0	27,040
4092 WATERSHED HIGH	124	0	0	0	0	0	0
4093 NEW CENTURY CHARTER	155	0	0	0	0	40,300	40,300
4095 TRIO WOLF CREEK DISTA	89	0	0	0	0	23,140	23,140
4097 PARTNERSHIP ACADEMY,	192	0	0	0	0	49,920	49,920
4098 NOVA CLASSICAL	266	0	0	0	0	0	0
4099 TAREK IBN ZIYAD	251	0	0	0	0	0	0
4100 GREAT EXPECTATIONS	36	0	0	0	0	0	0
4101 MINNESOTA NORTH STAR	19	0	0	0	0	0	0
4102 MN INTERNSHIP	439	0	0	0	0	0	0
4103 HMONG ACADEMY	235	0	0	0	0	0	0
4104 LIBERTY HIGH SCHOOL	158	0	0	0	0	41,080	41,080
4105 GREAT RIVER SCHOOL	155	0	0	0	0	0	0
4106 TREKNORTH HIGH	127	0	0	0	0	33,020	33,020
4107 VOYAGEURS EXPE	69	0	0	0	0	17,940	17,940
4108 GENERAL JOHN VESSEY L	75	0	0	0	0	19,500	19,500
4109 SOBRIETY HIGH	152	0	0	0	0	0	0
4110 MAIN STREET SCHOOL OF	163	0	0	0	0	0	0
4111 AUGSBURG ACADEMY FOR	44	0	0	0	0	0	0
4112 ST PAUL CONSERVATORY	146	0	0	0	0	0	0
4113 FRASER ACADEMY	74	0	0	0	0	0	0
4114 ASCENSION ACADEMY	74	0	0	0	0	0	0
4115 MINNEAPOLIS ACADEMY	101	0	0	0	0	0	0
4116 LAKES INTERNATIONAL L	284	0	0	0	0	73,840	73,840
4118 KALEIDOSCOPE CHARTER	221	0	0	0	0	0	0
4119 RIVER HEIGHTS CHARTER	75	0	0	0	0	0	0
4120 ST. CROIX PREPARATORY	251	0	0	0	0	65,260	65,260
4121 UBAH MEDICAL ACADEMY	175	0	0	0	0	0	0
4122 EAGLE RIDGE ACADEMY	156	0	0	0	0	0	0
4123 DAKOTA AREA	64	0	0	0	0	16,640	16,640

School District/Charter School	FY 2007 Adj Enrollment	FY 2006		FY 2007 Potential Basic Aid			
		Approved Basic Aid	Old Alternative Comp	FY 2006 Approvals	New FY 2007 Applications	Additional from Letters of Intent	Total FY2007 Potential Basic
4124 BEACON ACADEMY	172	27,040	0	44,720	0	0	44,720
4125 WORTHINGTON AREA	84	0	0	0	0	0	0
4126 PRAIRIE SEEDS ACADEMY	148	0	0	0	0	0	0
4127 TEAM ACADEMY	72	0	0	0	0	0	0
4129 MARY MCVOY EARLY LITE	45	0	0	0	0	0	0
4131 LIGHTHOUSE ACADEMY OF	86	0	0	0	0	22,360	22,360
4135 ADAM ABDULLE ACADEMY	146	0	0	0	0	0	0
4136 SOUL ACADEMY CHARTER	71	0	0	0	0	18,460	18,460
4137 SWAN RIVER MONTESSORI	109	0	0	0	0	0	0
4138 MILROY AREA CHARTER S	45	0	0	0	0	0	0
4139 LOVEWORKS ACADEMY	148	0	0	0	0	0	0
4141 PAIDEIA ACADEMY CHART	203	0	0	0	0	0	0
4142 STRIDE ACADEMY CHARTER	166	0	0	0	0	43,160	43,160
4143 NEW MILLENNIUM ACADEM	186	0	0	0	0	0	0
4144 GREEN ISLE COMMUNITY	61	0	0	0	0	15,860	15,860
4145 BIRCH GROVE COMMUNITY	32	0	0	0	0	8,320	8,320
4146 NORTHERN LIGHTS	81	0	0	0	0	0	0
4148 ACADEMY OF BIOSCIENCE	172	0	0	0	0	44,720	44,720
4150 MINNESOTA ONLINE HIGH	50	0	0	0	0	13,000	13,000
4151 EDVISIONS OFF CAMPUS	27	0	0	0	0	7,020	7,020
4152 TWIN CITIES GERMAN IM	42	0	0	0	0	0	0
4153 DUGSI ACADEMY	154	0	0	0	0	40,040	40,040
4154 RECOVERY SCHOOL OF SO	37	0	0	0	0	0	0
4155 NAYTAUWAUSH	78	0	0	0	0	0	0

Hand delivered
by Linda
on Mar. 2

March 1, 2006

VIA FACSIMILE AND U.S. MAIL

Maureen Gunderson, Q Comp Supervisor
Sue Jensen
Deb Dwyer
Le Center Public Schools
150 W. Tyrone
Le Center, MN 56057

Dear Ms. Gunderson, Ms. Jensen, and Ms. Dwyer:

We regret to inform you that at this time the application review committee has not approved the Le Center Public Schools Q Comp application. At this time, you would need to resubmit your application and begin the review process again.

If you should choose to submit your application, the following suggestions were made by the review committee as areas that needed further revision or clarification.

COMPONENT #1: Provide career ladders or career advancement opportunities for teachers.

The career ladder component was not accepted. The main concerns include:

- Describe the process for Instructional Leaders and Instructional Coaches to "facilitate" evaluations within the Learning Communities.
- Specify who is responsible for field testing instructional strategies and providing specific professional development based on these strategies.
- Provide the Instruction Leader ratio in the same method as the Instructional Coach ratio is provided.
- Identify the indicators for each of the performance levels on the rubric used to evaluate the Instructional Leader and/or Instructional Coach.

COMPONENT #2: Integrated, job-embedded, ongoing, site-based and teacher-led professional development activities to improve instructional skills and learning that are aligned with student needs under section 122A.413 and 122A.60 and led during the day by trained teacher leaders.

The job-embedded professional development component was not accepted. The main concerns include:

statement

- X Select a Q Comp goal with a focus on the implementation of instruction to improve student achievement. Currently the district goal is: "Implementing all curriculum to the state standards, with a special emphasis on mathematics. NWEA tests will be used to assess student progress."
- X Reverse the site goal and measurable objective. It appears that these two were placed in the opposite spots they were intended on the application form.
- X Identify the standardized assessment that will be used for grades 11 and 12.
- X Explain the rationale for paying teachers additional monies for attending professional development meetings during the teacher's contract day.
- X Explain the rationale for limiting professional development sessions to one 30 minute meeting per week.
- X Detail the specific instructional strategies that will be the focus for the job-embedded professional development at the various levels.
 - o Explain how the book study will result in job-embedded professional development that leads to classroom implementation of instructional strategies and coaching opportunities.
 - o Identify the person(s) responsible for presenting a specific instructional strategy aligned with the school-wide student achievement goal that will be implemented and practiced by teachers within the professional learning community.
- Provide the "Initial Timeline for Implementation of Q Comp Program" mentioned in section 2.2 and include the when each of the following will be introduced and used with teachers: the Annenberg Tuning Protocol, the Summative Evaluation rubric and report form, and the Portfolio Evaluation rubric and report form.
- Clarify discrepancies within the application between the formal evaluation process mentioned in the professional development calendar during the months of November through April (Week Two-Week Four) and teacher evaluation schedules referenced elsewhere.

COMPONENT #3: Describe how at least 60 percent of teacher compensation increases within a performance pay system aligns with teacher performance measures with student academic achievement and progress under section 122A.414, subdivision 2, clause 3.

The performance pay component was not accepted. The main concerns include:

- Explain how the following meet the performance pay criteria outlined in the law:
 - o "...completion of the student growth demonstration as part of the Student Performance Improvement Plan,"
 - o completion of an Individual Professional Improvement Plan, and
 - o payment of \$1070 to each teacher for attending meetings

on it standard

Have math strategies in content areas

Content areas performance project based on math goal

add a Performance Review Rubric

align Pre/Post Conf. doc.

- Explain the video/portfolio formal evaluation process. Descriptions in this component of each differ from previous references of the evaluation process.
- The "Parent and Community Involvement Survey" is appropriate for the Educational Improvement Plan but is not appropriate for the 60% of a teacher increase based on student or teacher performance as outlined in the law.

Statement

COMPONENT #4: Objective and comprehensive teacher evaluation system based on the educational improvement plan, the staff development plan, and multiple evaluations of a teacher's performance conducted by a locally selected and trained evaluation team that includes classroom observations of instructional practice.

Video Protocol

The teacher evaluation component was not accepted. The main concerns include:

- Attach all rubrics, protocols and forms to be used in any type of evaluation, including: M-Val, Portfolio/video rubric, Annenberg Tuning Protocol, Summative Evaluation Rubric, the Performance Review Rubric and any forms to be completed for evaluation and/or the portfolio. Include the indicators for the performance levels of each criterion in each rubric.
- Align the evaluation team members and duties in section 4.3 with the evaluation plan previously defined so that all references to the formal evaluation process identify the same process and the same individuals. This section appears to be disconnected from the previous explanations.
- Detail why the portfolio/video formal observation applies to the statements regarding time out of class mentioned in the narrative as it relates to a fair, equitable and objective evaluation system. Based on the ratio between lead teacher and career teacher, evaluators would only need to be out of the classroom at total of 6 hours each per year to complete teacher observations.

Staff Development Training

Justify the statement in section 4.4 paragraph 4 which states: "A teacher who chooses not to fully participate in the taping and creating of a portfolio must still attend Learning Community meetings, read the chosen book and write a reflection of the application of the strategy tried, attend Staff Development trainings, and be part of the evaluation process of the Learning Community. (Since the Learning Community meetings are non-contractual time, the teacher will be compensated at \$50 per month.)" How does this meet the intent of the law?

- Explain the final paragraph in section 4.4 where it states: "All team members will have the right to challenge the work of other team members, seeking outside input from a joint team of Instructional Coaches and Leaders. Team members who repeatedly violate evaluation norms may be removed from the evaluation team."
 - Is this a step in an appeals process or for inter-rater reliability?
 - What are the consequences with performance pay if someone is removed from a primary portion of the Learning Communities activities?
- Describe the Pre and Post Conference within the observation cycle of the teacher evaluation process.

- Clarify in section 4.5 the averaged ratings needed by probationary teachers and what rubric these relate to. Please note in this section that under the 2005 Minnesota Statutes 122A.40 subdivision 5 the probationary period for teachers is three years unless the probationary teacher has previously established tenure in another Minnesota school district.
- Develop the indicators for the professional teaching standard's criteria enough to provide an objective and fair evaluation system. Define specific indicators that apply to the various performance levels for each of the categories found on the rubric.

COMPONENT #5: Alternative professional pay schedule

One of the requirements in this area is to "reform" the steps and lanes salary schedule and to tie pay to teacher performance and student performance. The alternative pay schedule component was not accepted. The main concerns include:

- Specify how the statement: "For all teachers new to the district and for all teachers who choose to transition to the Student Performance Improvement Program..." in component 5 aligns with the intent of the law. It appears by this statement and by statements made in Article II, Section 2 and Section 3 (including all subdivisions) that this is an optional program in which teachers do not have to participate.
- Justify the statement in the Memorandum of Understanding under Article I, Section 2, Subdivision 2, "the district will only limit the ability to transition based on availability of funds provided through the State of Minnesota Alternative Teacher Professional Pay System." The law governs that there should be no quota for participation.

When you are ready to resubmit a new application, please send all parts of the application to the department in care of Kristie Anderson. Please follow the submission requirements in the Q Comp procedures manual that was sent to all superintendents and is available on our website at www.education.state.mn.us.

Sincerely,



Alice Seagren
Commissioner

cc: Kay McLean
Linda Trevorrow

**2005-2006 Applications
Received and Approved**

**2005-2006 Applications Received-
School Districts:**

- ❖ Minnetonka
- ❖ Waseca
- ❖ Rushford-Peterson
- ❖ St. Francis
- ❖ St. Cloud
- ❖ Alexandria
- ❖ LaCrescent-Hokah
- ❖ Minneapolis (8 school sites)
- ❖ Fridley
- ❖ Mounds View
- ❖ Marshall
- ❖ Hopkins

**2005-2006 Applications Approved-
School Districts:**

- ❖ St. Francis
- ❖ St. Cloud
- ❖ Alexandria
- ❖ LaCrescent-Hokah
- ❖ Minneapolis (8 school sites)
- ❖ Fridley
- ❖ Mounds View
- ❖ Marshall
- ❖ Hopkins

**2005-2006 applications approved-
Charter Schools:**

- ❖ Beacon Academy
- ❖ Duluth Public Schools
Academy-Edison charter
- ❖ Northfield School of Arts and
Technology (ARTech)
- ❖ Lafayette Charter School

**2005-2006 Applications Received-
Charter Schools:**

- ❖ Achieve Language Academy
- ❖ Aurora Charter School
- ❖ Blue Sky Charter School
- ❖ Dugsi Academy
- ❖ Excel Academy
- ❖ Green Isle Community
School
- ❖ Jennings Experiential High
School
- ❖ Lighthouse Academy of
Nations
- ❖ Math and Science Academy
- ❖ Minnesota Business
Academy
- ❖ Minnesota New Country
School
- ❖ Nerstrand Charter School
- ❖ New Spirit School
- ❖ New Voyage Academy
Charter School
- ❖ Ridgeway Community
School
- ❖ STRIDE Academy
- ❖ TrekNorth High School
- ❖ TRIO Wolf Creek
- ❖ Village School
- ❖ Lafayette Charter School
- ❖ Minnesota Transitions
Charter School
- ❖ Beacon Academy
- ❖ Duluth Public Schools
Academy-Edison Charter
School
- ❖ Northfield School of Arts and
Technology (ARTech)

2006-2007 Applications Received as of March 2, 2006

Public School District:

- ❖ Brainerd
- ❖ Albert Lea
- ❖ Alden-Conger
- ❖ Eden Prairie
- ❖ Osseo
- ❖ St. Louis Park
- ❖ Wayzata
- ❖ International Falls
- ❖ LeCenter
- ❖ Grand Meadow
- ❖ Red Rock Central
- ❖ Clearbrook-Gonvick

Charter Schools:

- ❖ Minnesota Transitions

Intermediate Districts:

School Sites with a Public School District:

Minnesota Department of Education

Quality Compensation Program 2005-2006

Alexandria Public Schools

ARTech Charter School

Beacon Charter School

Duluth Public Schools Academy

Fridley Public Schools

Hopkins Public Schools

LaCrescent-Hokay Public Schools

Marshall Public Schools

Minneapolis Public Schools

Mounds View Public Schools

St. Cloud Public Schools

St. Francis Public Schools

Alexandria Public Schools
Superintendent Ric J. Dressen & Dave A. Peper, AEA
Quality Compensation Program 2005-2006

Alexandria Public School District has six K-6 schools (one includes preschool), one junior high school (7-9), and one high school. The district serves more than 4,000 students each school day and employs 300 teaching staff.

Career advancement opportunities:

Learning Resource Teacher – These positions are part-time and exploring the possibility of becoming a teacher through a traditional or alternative pathway.

Site Leader – These teachers are responsible for building goals, staff development, analysis of data, site council team and recommending new staff selection.

Instructional Assessment (IA) Coach – These teachers conduct teacher evaluations and observations (three (3) per year), participate in writing smart goals and consult with a teacher's professional development team.

Integrated professional development: Each school site will develop a professional development plan for the school year that is approved by the school board. The plan includes weekly professional development activities conducted during the school contract day.

Integrated Professional Development: Each school develops a professional development plan based on standardized assessment data for the school year. The professional development takes place during the work day, on professional development release days and during extended time. Here are some sample measurable objectives that guide Alexandria's professional development.

Washington Elementary School: The grade level student population will increase by 1% the building average as measured by the 2006 MCA II data in the area of main idea.

Discovery Middle School: By the spring of 2006, students will score 5% or more above the state average in comprehension according to the MCA II assessment.

Jefferson High School: The grade-level student population will average at least 2.8% above the state average based on the 2006 MCA II Reading Assessment in the area of literature, analyze/evaluate text.

Performance pay: Teacher increases will be based on professional growth goals linked to student achievement; a teacher's individual growth plan determined by the Instructional Assessment coaches and principals; student gains through assessments including the NWEA and MCAs and teacher evaluations.

Alexandria Public Schools
Superintendent Ric J. Dressen & Dave A. Peper, AEA
Quality Compensation Program 2005-2006

An alternative pay schedule: The district is working on transitioning to an alternative salary schedule for the 2006-07 school year. Currently, teachers must successfully meet performance increases before salary increases are granted.

Comprehensive and objective teacher evaluation system: Teachers will be observed using the District 206 Framework over the course of the school year by IA coaches, on multiple occasions. Three observations are required each year for teachers.

ARTech Charter School
Tim Goodwin, Director
Quality Compensation Program 2005-2006

Northfield School of Arts and Technology first opened its doors in the fall of 2003. Students at ARTech initiate projects of their own interest that have been approved by their advisors. Each project meets a portion of the required curriculum which is aligned with the Minnesota Graduation Requirements. Projects are assessed using holistic rubrics which assess not only the content of the project but also the broader learning skills that are attributes of a life-long learner. ARTech currently enrolls 103 students.

Career advancement opportunities: There will be two career ladders for teachers:

Master Teacher – Master teacher duties will include testing and implementing research-based instructional strategies, teaching instructional strategies to faculty collaboratively with other master and lead teachers and facilitating weekly staff development meetings.

Lead Teacher – Lead teacher duties will be responsible for curriculum direction and will lead the staff evaluation processes.

Integrated professional development: Master teachers will collaborate to identify research-based strategies to improve evaluative comprehension of all students across curriculum areas. Each will pilot the instructional strategies using pre- and post-tests to identify success and train other teachers. Teachers will meet in teams at weekly staff meetings and evening professional development sessions.

Measurable objective: The number of students who meet their “Target Growth” as measured by NWEA will improve from 39% (as measured spring of '04) to 49% (as measured Spring of '05)

Performance pay: Teachers will be expected to develop an individual growth plan documenting observations by a master or lead teacher and showing implementation efforts of strategies and effects in student achievement as measured by final NWEA MAP test scores.

An alternative pay schedule: “Steps and lanes” have been eliminated and replaced with a performance appraisal system for all faculty members. The salary schedule distinguishes between novice license staff, base licensed staff and master teacher assignment. Performance pay is determined by a 40 percent award for staff meeting annual Q Comp goals and 60 percent for successful performance reviews.

**ARTech Charter School
Tim Goodwin, Director
Quality Compensation Program 2005-2006**

Comprehensive and objective teacher evaluation system: Teachers will be observed by a peer and the lead teacher using a site-specific rubric. Objective, multiple evaluations include one by the administrator, one by a master teacher and teaching partner and at least one peer of their choice (but possibly more).

Beacon Academy Charter School
Janet Carlson, Dean of Students
Quality Compensation Program 2005-2006

Beacon Academy Charter School serves 171 students this year and employs 11 teachers at the school site.

Career advancement opportunities: There will be career ladders for teachers:

Peer Leader – Additional duties include: serving on the Q Comp Planning team and various committees, model instructing that field tests research based instructional strategies, coaching teachers in instructional and curricular strategies and using facilitation skills to build collegial relationships with school staff. Additional annual stipend of \$1,000.

Instructional Mentor – Additional duties include: advising and supporting teachers with instructional skills and feedback, field testing instructional strategies, modeling job-embedded professional development, planning and leading weekly teacher support meetings and supporting other teacher's professional development. Additional annual stipend of \$1,000.

Curriculum Mentors – Additional duties include: participating in the selection, establishment, maintenance and evaluation of a specific curricular area, serving as an instructional leader and resource to other teachers, planning and conducting staff development and performing teaching demonstrations. Additional annual stipend of \$500.

Integrated professional development: Teachers have two 40-minute blocks of common planning time each week and 40 minutes of individual planning time eight times per week. All groups meet once a week to focus on staff development discussions, demonstrations, as well as resource and lesson planning related to Q Comp goals.

Measurable objective: Staff will use writing rubrics to ensure that students meet standards and improve scores on MCAs, (grade 3-4) MAPS (grades 2-4) and ITBS (grades K-1). In May 2006, 80% of 2-4th grade students will score at or above grade level on the NWEA MAPS test. 85% of K-1st graders will score at or above grade level on the ITBS language usage portion. Students who performed below grade level on either test, will improve scores to reach at least the 50th percentile. Grade level students will reach at least the 60th percentile and above grade level students will maintain that status.

Performance pay: The teacher salary schedule is based 100 percent on performance pay as follows:

Teacher evaluation: 25 percent determined by the teacher being rated proficient or established in at least 8 of the 10 Minnesota Standards of Effective Practice after three observations;

Student gains: 50 percent determined on student growth on the NWEA/MAPS, ITBS and writing rubrics scores of student work within individual classrooms; and

School-wide gains: 25 percent determined on school-wide gains on NWEA/MAPS, ITBS and writing rubrics scores of student work

**Beacon Academy Charter School
Janet Carlson, Dean of Students
Quality Compensation Program 2005-2006**

Comprehensive and objective teacher evaluation system: The Professional Practice Standards tool will be used for evaluation. There are four domains used as a basis for this tool: planning and preparation, classroom environment, instruction and professional responsibilities.

An alternative pay schedule: The teacher salary schedule is based 100 percent on performance pay.

Duluth Public Schools Academy Edison Charter School
Bonnie Jorgenson, Director
Quality Compensation Program 2005-2006

Duluth Public Schools Academy Edison Charter School is in its ninth year as a public charter school. With more than 770 students, the school's curriculum includes a strong emphasis on the core subjects of language arts, math, science and social studies enhanced by the specialist subjects of Spanish, music, physical education/health and visual arts.

Career advancement opportunities: There will be two career ladders for teachers:

Lead Teacher – Additional duties include: leading job-embedded professional development activities, observing each teacher on his/her team at least two times during the school year, conducting pre- and post-observations, working with individual teachers to shape professional development goals, and presenting building's and team's professional development plan for approval. Additional annual stipend of \$2,500-\$5,000.

Curriculum Coordinator – Additional duties include: observing teachers based on goals identified in each teacher's professional growth plan, conducting pre- and post-observations, and completing observation forms and sharing them with individuals observed. Additional annual stipend of \$500-\$1,500.

Integrated professional development: House team meetings for job-embedded professional development include a group of 3-5 teachers who meet every other day. There will be four house team meeting groups at the K-5 building and two to three at the 6-8 building. The job-embedded professional development meetings will be led by the lead teachers. Additionally, six professional development days are scheduled.

Measurable objective: Washburn Junior Academy will improve student achievement on reading by 5% on the MCAs and 70% of students will demonstrate increased scores on the Scholastic Reading Inventory (SRI) from 1st quarter to 4th quarter.

Performance pay: Teacher increases will be based on school-wide gains on MCA assessments, student gains made using the SRI, Roots Assessment and Diebls, and multiple evaluation reviews which include a Professional Growth Plan.

An alternative pay schedule: The charter school salary schedule and increases are based on teacher evaluation, school-wide gains and student gains as described in the performance pay bullet above.

Duluth Public Schools Academy Edison Charter School
Bonnie Jorgenson, Director
Quality Compensation Program 2005-2006

Comprehensive and objective teacher evaluation system: The charter school has developed an objective evaluation that includes an instructional performance tool and the following evaluations components: (1) Curriculum, assessment, and instruction; (2) Building and learning environment; (3) Partnership with families; (4) Technology; and (5) Student achievement plan. All teachers are observed by academy directors, lead teachers and curriculum coordinators three times per year.

Fridley Public Schools
Superintendent Mark Robertson & Jeanne Andrews, FEA
Quality Compensation Program 2005-2006

Fridley's Quality Compensation plan, which includes an emphasis on focused staff development, individual growth plans, teacher evaluations, and student achievement goal-setting, will have a positive effect on student achievement. The focus on student data, best practices, problem-solving and collaboration, and individual and group accountability will serve the Fridley School District well as the plan is fully implemented. Fridley Public School District has two elementary schools (K-4), one middle school (5-8), one high school (9-12), and a community center, with an area learning center. The total district serves nearly 2,600 students each school day and employs 176 teaching staff.

Career advancement opportunities: There will be two career ladders for teachers.

Instructional Lead Teachers – Some additional duties include: spend 50% of time in the classroom and 50% of time mentoring, training, etc., oversee professional growth groups, collaboratively teach with colleagues, analyze school and teacher-student achievement data, and evaluate teachers using the Charlotte Danielson model. Additional annual stipend of \$6,000.

Instructional Leaders – Some additional duties include: spend 75% of time in the classroom and 25% of time observing and mentoring, assist in planning and facilitating groups and collaboratively teach and construct benchmark units, courses and lessons with colleagues. Additional annual stipend of \$4,000.

Integrated professional development: Weekly professional development meetings around the goals the district has set for each building will be conducted. The teams at each building will meet at least one hour per week and other groups and teams may meet for additional time each month.

Measurable Objective: Hayes Elementary will increase growth in literal comprehension as follows: 75% of Kindergarten students will master 40 high frequency words; 75% of grade 1 student will master 200 high frequency words; 75% of regular education students in grades 2,3, and 4 will meet their normed target growth number in reading from fall to spring using the NWEA MAP assessment; 75% of ELL students will meet their normed target growth number in reading from fall to spring using the NWEA MAP assessment; 75% of Special Education students will meet their normed target growth in reading number from fall to spring using the NWEA MAP assessment; 85% of Title One students will meet their normed target growth number in reading from fall to spring using the NWEA MAP assessment.

Fridley Middle School: Math-Meet or exceed growth expectations based on NWEA by grade level.

Fridley High School: Writing – Building goal of improvement on 10th grade MCA writing by utilizing 6+1 Traits of Writing.

Fridley Public Schools
Superintendent Mark Robertson & Jeanne Andrews, FEA
Quality Compensation Program 2005-2006

Performance pay: Teacher increases will be based on (at a rate of 25% for each): school-wide gains of student achievement data using the state MCA-II tests, NWEA local assessment, or Gates MacGinitie; teacher evaluations using the Charlotte Danielson model; teacher's individual growth plan; and school-based professional development activities, reflective activities and participation.

An alternative pay schedule: The district already has included a performance award per teacher in its current contract based on student achievement. Additionally, the district contract currently does not allow teachers to automatically move up on the salary schedule unless they have met performance indicators.

Comprehensive and objective teacher evaluation system: Teachers will be observed and evaluated using the selected criteria on the Charlotte Danielson model over the course of the school year. Each teacher will receive three formal observations per year.

Hopkins Public Schools
Superintendent Michael Kremer & Paula Klinger, HEA
Quality Compensation Program 2005-2006

In Hopkins, all schools will adopt Q Comp through establishing new career paths for master teachers as well as site instructional and content leaders. Teachers' pay in Hopkins will no longer follow the "steps and lanes" or seniority model. Instead, 80 percent will be based on regular teacher evaluations and the rest on advances in student achievement. Hopkins will receive almost \$2.2 million in Q Comp funding for the 2005-06 school year.

Career advancement opportunities: The Hopkins Q Comp plan provides three career ladders and provides compensation as follows:

Master Teacher is a contracted position. The master teacher is a part-time teacher and receives additional compensation through release time and additional days worked. They will collaborate with site level Q-Comp support teams, mentor teachers, and classroom teachers; coach and provide feedback to tenured teachers on Q-Comp Goals and individual teacher professional growth plan; model instructional strategies to support attainment of Q-Comp and other professional or instructional goals; provide peer observation of classrooms and instructional strategies related to Q Comp goals and; collaborate with administration to provide feedback on Q-Comp goal progress.

Site Instructional Leaders are compensated through release time and through additional time required for staff development. The individuals are chosen annually based on the site's Q-Comp goal for that school year. They will bring classroom expertise to the modeling, evaluations, and professional development of instructional strategies in Q-Comp professional development goal; collaborate with site level Q-Comp support teams, mentor teachers, and classroom teachers; facilitate, coach, and monitor implementation of instructional strategies related to Q-Comp and other student achievement goals.

Site Content Leaders will receive a stipend and release time. They will provide curriculum and instructional expertise in specific content areas to classroom teachers; provide classroom expertise in modeling, conducting teacher evaluations, and plan professional development of instructional strategies in Q-Comp professional development goal; collaborate with site level Q-Comp support teams, mentor teachers, and classroom teachers; facilitate, coach, and monitor implementation of instructional strategies related to Q-Comp and other student achievement goals.

Integrated professional development: At each site, the professional development activities include weekly team meetings with length varied by the agenda, bi-weekly meetings with master teachers and monthly National Urban Alliance meetings. The meetings and professional development activities will include team meetings, modeling of instructional strategies, demonstration teaching, team teaching, mentoring, content coaching, analysis of student work, and peer or cognitive coaching.

Hopkins Public Schools
Superintendent Michael Kremer & Paula Klinger, HEA
Quality Compensation Program 2005-2006

Measurable Objective:

Katherine Curren Elementary School – 61% or more of 4th grade students will reach proficiency level in math on the spring 2006 MCAs.

North Junior High School: By May 2006, 92% of our 7th grade students will reach reading proficiency on the MCAs. The percent of students in levels 1 and 2 will be reduced by 2% while increasing the percentage of students in levels four and five students to 70%.

Hopkins High School: By May 2006, Hopkins High School will reduce the number of students scoring below proficiency level (1 or 2) on the MCA reading test by 1%. HHS will increase the number of students scoring at 4 or 5 on the MCA reading test by 2%.

Performance pay: Teacher Evaluation – Using the Hopkins developed teacher evaluation, 80 percent of performance pay component will be based on use of this evaluation rubric.

School-wide Student Gains – The Hopkins Public Schools will use the MCAs, and/or the ACT Explore and Plan assessment for school-wide performance measures. 10 % percent of performance pay will be based on these measures.

Student achievement – Hopkins will use components of the Hopkins Indicators to determine the remaining 10 percent of the performance pay component.

An alternative pay schedule: Formal classroom observations will be scheduled as outlined by Hopkins' staff development calendar. Classroom observations of teachers working on Q Comp school wide achievement goals will be scheduled differently than other staff members' to ensure that modeling and coaching of instructional strategies to meet Q-Comp goals are maximized. Classroom observations are based on the Hopkins Framework for Effective Teaching. The formal observations have been modified to focus on instructional practice and other indicators will be used as well but will not be included for performance compensation. Teachers must obtain 100 percent proficiency in the bolded criteria by the end of the second formal observation in order to receive 80 percent performance pay under the teacher evaluation.

Comprehensive and objective teacher evaluation system: The Hopkins Compensation Model represents a transition to a performance appraisal system for all of its faculty members and (1) includes career advancement options for teachers with salary augmentation and release time, (2) formal classroom observations and teacher evaluations aligned with professional teaching standards and performance indicators, (3) on-going professional development focused on classroom instruction that is linked to the formal observation cycles coupled with continuous coaching and feedback, and (4) growth measures for teacher quality and student achievement.

La Crescent-Hokah Public Schools
Superintendent David Krenz
Quality Compensation Program 2005-2006

La Crescent-Hokah Public School District has four schools. The total district serves nearly 1,500 students each school day and employs 210 staff, 104 of them teachers.

Career advancement opportunities: There will be two career ladder for teachers:

Lead Teachers – must be trained in learning community facilitation, designing quality action research, and trained in the Q Comp process. The teachers review the student achievement data, establish building goals and objectives, develop strategies to meet the goals and objectives and provide leadership for decision making at the building level. Teachers are provided with release time.

Oversight Committee Members – must review all evaluation materials and action plans submitted to assure compliance with Q Comp requirements and to make final determination. Must evaluate all action research plans to see that research is linked to building level and district level goals and evaluates questions, success indicators and research methods to assure research quality. Additional stipend of \$750 and release time.

Integrated professional development: Weekly team meetings around the goals the district has set for each building will be conducted. The teams will meet three to four hours per month.

La Crescent-Hokah Elementary School: Students at and below the 30th percentile on the NWEA math assessment will improve achievement in the goal area of math computation. To see a 10% increase in the number of students meeting and exceeding their growth targets as defined by the NWEA MAP norm groups.

La Crescent-Hokah Middle School: Students at and below the 30th percentile on the NWEA reading assessment will improve achievement in the goal area of word recognition. To see a 10% increase in the number of students meeting and exceeding their growth targets as defined by the NWEA MAP norm groups.

La Crescent-Hokah High School: Students at the 9th grade level with scores below the mean RIT score will demonstrate a growth in computation/operations from the Spring 2005 8th grade scores to the Spring of 2006 9th grade scores as measure by the NWEA assessment. We will establish a mean growth target of 5.4% in this strand as measured by the NWEA assessment.

Performance pay: Teacher increases will be based on completion of the action research that is connected to student achievement data and the evaluation system, teachers must be active members of their learning community, complete evaluations, and attain student growth and school-wide growth on a district-approved standardized assessment.

La Crescent-Hokah Public Schools
Superintendent David Krenz
Quality Compensation Program 2005-2006

An alternative pay schedule: The district has removed “steps and lanes” and replaced it with a performance appraisal system for all of its faculty members using the performance pay outlined above.

Comprehensive and objective teacher evaluation system: Teachers will be observed and evaluated using the Charlotte Danielson model over the course of the school year. Each teacher will receive three formal observations per year.

Marshall Public Schools
Superintendent Klint W. Willert & Wayne Ivers, MEA
Quality Compensation Program 2005-2006

Marshall Public Schools includes East Side, Park Side and West Side Elementary Schools, Marshall Junior High School, MEC Learning Alternatives and Marshall Senior High School. Marshall employs 179 teaching staff to instruct approximately 2187 students.

Career advancement opportunities: The Marshall Q Comp plan provides three career ladders and provides compensation as follows:

Peer Coach Teacher is a contracted position. The Peer Coach teacher will receive additional compensation for the 05-06 school year and may be released part-time during the 06--07 school year. They will assist with the direction of individual professional development in a professional learning community; lead small group learning community focused on targeted professional development needs aligned to district continuous improvement goals; and conduct activities related to continuous improvement goals, e.g. peer review of learning community team members, leadership of team meetings and participation in an annual site-level goal setting processes.

Leadership Team Teacher is a contracted position. The Leadership Team teacher will receive \$700 augmentation to the base salary. They will serve as a liaison between the learning community(ies) and the district administration; assist the site leadership team in leading site-level goal setting process and participates in the annual Baldrige Continuous Improvement Model, which has been incorporated into the district.

Coordinator Teacher is a contracted position and receives augmentation to base salary that is to be negotiated in the 2005-2007 salary schedule. They will work with Director of Curriculum, Instruction, and Learning Services to develop the goals of the peer review teams, the school system's professional development goals and plans, and annual goal setting at the site levels.

Integrated professional development: The professional development model aligns with student assessment data and personal goals of the teacher's professional growth plan. At each site, the professional development team meetings will average an hour a week and focus on instructional strategies specific to disaggregated student data with a clearly defined measurable objective. A tentative professional development contract has been signed and will include but not be limited to the following strategies: coaching, individualized professional development plan or professional development student achievement review process to improve instruction, leadership development, mentoring, and observations.

Measurable Objective:

Marshall Primary Learning Level: In the NWEA reading assessment, the goal area of Interpretive Comprehension, student overall improvement will average one grade-level equivalent annually.

Marshall Public Schools
Superintendent Klint W. Willert & Wayne Ivers, MEA
Quality Compensation Program 2005-2006

Marshall Public Schools Middle Learning Level: In the NWEA reading assessment, the goal area of Interpretive Comprehension, student overall improvement will average one grade-level equivalent annually. The Middle Learning Level staff will seek improvements in the Interpretive Comprehension strand of the NWEA Reading Assessment by specifically targeting the Middle Level low SES student population. (29% of the Middle Learning Level student body)

Marshall Public Schools Secondary Learning Level: In the NWEA reading assessment, the goal area of Literacy Response and Analysis, student overall improvements will average one grade-level equivalent annually.

Performance pay: Marshall Public Schools has a professional pay salary plan for all certified faculty members. The professional pay plan is based on school-wide achievement results based on MCA II scores; NWEA student results aligned with individual growth plans; summative reviews with peer coaches, coordinators, and administrators.

Comprehensive and objective teacher evaluation system:

Teachers will be observed using the Standards and Criteria for Instructional Best Practices over the course of the school year by multiple evaluators and multiple times. The Peer Coach will conduct two formal observations per year; the Coordinator a minimum of one formal observation per year and the administrator a minimum of two per year. The formal summative assessment will be compiled at the end of the year and incorporated into the teacher's base salary.

An alternative pay schedule: Under the Marshall Compensation Model, "steps and lanes" have been eliminated and replaced with a performance appraisal system for all of its faculty members.

Minneapolis Public Schools
Interim Superintendent Bill Green & Louise Sundin, MFT
Quality Compensation Program 2005-2006

Eight Minneapolis schools (Andersen Elementary, Andersen Open K-8, Edison High School, Folwell Middle School, Hall Elementary, Northeast Middle School, Seward Montessori K-8 and Webster Open School) will adopt Q comp with mentor teachers and instructional coaches assisting their peers. At these schools, half of teacher pay will be determined from regular evaluations and half from student performance gains.

Career advancement opportunities: The Minneapolis Q Comp plan provides two career ladders:

Mentor Teacher is a contracted position. The mentor teacher is assigned part-time to classroom teaching assignment and is released the rest of the time to serve as a school's on-site professional developer. The mentor teacher receives additional compensation through release time and additional days worked. The position is responsible for collaborating with Site Level Teacher Advancement Program Leadership Teams, Cluster Teams, Mentor Teachers, and Coaches. The Mentors will (1) coach and provide feedback to tenured teachers on Q-Comp goals and Teacher Individual Growth Plan, (2) will model instructional strategies to support attainment of Q-Comp and other professional or instructional goals and (3) will collaborate with administration to provide feedback on Q-Comp goal progress.

Instructional Coaches are compensated through release time and through salary augmentation. They bring classroom expertise to the modeling, evaluation, and professional development of instructional strategies in the Q-Comp professional development goal. They will collaborate with site level teacher advancement program leadership teams, mentor teachers, and classroom teachers. Instructional coaches facilitate, coach, and monitor implementation of instructional strategies related to Q-Comp and other student achievement goals.

Integrated professional development: At each site, the professional development activities include weekly cluster team meetings with mentor teachers varied in length by the agenda. The meetings and professional development activities will include team meetings, modeling of instructional strategies, demonstration teaching, team teaching, mentoring, content coaching, analysis of student work, and peer or cognitive coaching.

Measurable Objectives:

Andersen Open School (elementary): The median score of all kindergarten students who are continuously enrolled will show an increase of 5 or more points, in their instructed language, as measured by the Minneapolis Public Schools Beginning and End of Kindergarten Assessment. All students in grades 1-5 will improve performance on, language appropriate, Rigby PM Benchmark assessments by at least one grade level in reading comprehension. All students in

Minneapolis Public Schools
Interim Superintendent Bill Green & Louise Sundin, MFT
Quality Compensation Program 2005-2006

grades 6-8 will show an increase of 10% or more on their respective grade level Jerry Johns' Basic Reading Inventory assessments comparing fall 2005 results to spring 2006 results.

Folwell Middle School: By May 2006, all students will use reading strategies to increase their instructional reading level as demonstrated by a 10% increase in the DRP (Degrees of Reading Power) test given in October 2005, January and May of 2006. Students at the highest DRP level will maintain their scores. Students' instructional reading levels will also increase as teachers demonstrate proficiency teaching comprehension and vocabulary strategies using the TAP instructional rubric.

Edison High School: Increase the percentage of students attaining a score of 1420 or higher on the MCA Reading and Math test by 10% in order to make AYP. To achieve AYP, by May 2006 20% of 10th and 11th grade students predicted (by spring 2005 Reading/Math NALT) to score at levels 1,2,3 on the MCA reading and math test will move up at least one level. Those predicted to score at levels 4 and 5 will maintain or exceed their predicted scores (by spring 2005 Reading and Math NALT).

Performance pay: The Teacher Advancement Program teacher compensation model includes a total performance compensation, i.e., 100% of teacher compensation is based on teacher and student performance. The performance awards are divided as follows:

50% Teacher Evaluation – Using the Teacher Advancement Program developed teacher evaluation, 50 percent of performance pay component will be based on use of this evaluation rubric. AND

50% Student Gains – The Minneapolis Public Schools will use the NALT and MCAs assessment for school-wide performance calculated by valued-added measures.

The Minnesota Department of Education understands that the eight schools receiving Q Comp funding will follow the Teacher Advancement Program guidelines for determining performance pay based on student gains. These guidelines include 50% school-wide gains or 30% classroom gains and 20% school-wide gains for teachers teaching grade-levels or subjects that link student to teacher.

Minneapolis Public Schools
Interim Superintendent Bill Green & Louise Sundin, MFT
Quality Compensation Program 2005-2006

Comprehensive and objective teacher evaluation system: Classroom observations will be scheduled according to Minneapolis Teacher Advancement Program professional development calendar for the eight schools applying for Q Comp funding and included in its Q Comp application. Classroom observations are based on the Teacher Advancement Program instructional rubric. The teacher's scores for each evaluation will be totaled and averaged. The teachers will be formally observed four times over the course of a year: twice by the mentor teacher, once by the instructional coach, and once by an administrator. Each of the evaluation team members are annually certified as TAP evaluators and meet weekly as the site TAP Leadership Team. Teacher evaluations are discussed during the team meetings to ensure inter-rater reliability and to decrease the chance of score inflation.

An alternative pay schedule: The Minneapolis Public Schools has three different pay components within the district – Pro-Pay, TAP, and steps and lanes. MPS is working toward merging or consolidating Pro-Pay and TAP so that there is one comprehensive professional pay system in the district. It is our understanding that teachers in TAP will receive the same guaranteed salary, as required by Q Comp, and will receive the performance pay as one-time compensation with the understanding that a new salary schedule and professional pay system, merging TAP and Pro-Pay, will be negotiated through the master agreement.

Mounds View Public Schools
Superintendent Jan Witthuhn & Barb Kettering, MVEA
Quality Compensation Program 2005-2006

Mounds View is among the largest districts in Minnesota. With eight elementary schools, three middle schools, two high schools, one alternative school and an Area Learning Center, the district serves more than 10,000 students and employs more than 1,400 staff. The Mounds View School District will receive \$2,769,000 for the 2005-06 school year to implement Q Comp efforts.

New career paths: The plan provides multiple opportunities for career advancement
Instructional Strategies Facilitators function as coaches to support their colleagues in selecting and implementing instructional strategies to meet the needs of students.
Mentors are teachers with advanced experiences and training who establish a supportive environment and facilitate professional skills with colleagues
Building Instructional Leaders will be responsible for implementing Q Comp and undertake activities that include observing teachers, leading professional development activities, and setting goals.

Integrated professional development: At each site, the professional development activities include weekly team meetings for 60 minutes at the elementary sites, 30 minutes twice a week at the two middle school sites, and one hour every other week at the high school sites. The meetings and professional development activities are described in the application and include setting measurable, specific goals for Q Comp.

Performance Pay: All increases for teachers will be based on successful completion of formal teacher evaluations, school-wide gains, student achievement gains and the Mounds View certification process. Percentage increases will vary among teachers. Mounds View has eliminated the “step and lanes” salary schedule in favor of a model that recognizes Career I and Career II levels of teachers and performance pay.

Teacher Evaluation – Using the Mounds View-developed teacher evaluation, teachers will receive increases based on the outcome of three formal evaluations. Teachers must be judged to be at a level of 3 or higher on the goal setting worksheet rubric.

School-wide Student Gains – The Mounds View Public Schools will use the NWEA, MCAs and AIMSWEB for school-wide performance measures. All teachers will receive increases based on the outcome of these student assessments.

Student Achievement – Mounds View will use the achievement of each teacher’s students in determining each teacher’s end of year performance pay. Team leaders and individual teacher assess yearly student growth by reviewing students’ baseline level of performance at the beginning of the year or term and comparing the student at the end of the year.

Mounds View Public Schools
Superintendent Jan Witthuhn & Barb Kettering, MVEA
Quality Compensation Program 2005-2006

Assessments that will be used include MAP-reading or math; AIMSWEB-reading or math; course-specific common assessments; locally designed criterion referenced tests; kindergarten basic skills tests.

All increases for teachers will be based on successful completion of formal teacher evaluations, school-wide gains, student achievement gains, and the Mounds View certification process or an approved Masters Degree program.

Percentage increases will vary among teachers.

Measurable Objectives:

Valentine Hills Elementary School: All kindergarten students will show improvement from Fall '05 to Spring '06 on the vocabulary sub-test of the MV kindergarten assessment so that their performance reaches the state level indicator of proficiency in the areas of alphabetic principles and phonemic awareness. Grade 1 students scoring in Quartile 1 and Quartile 2 will meet or exceed the 32 words per minute district average gain in reading fluency on the spring '06 aims Web fluency measure. The median score for grades 2,3,4, and 5 on the Word Meaning Strand of the Spring, 2006 NWEA will be at or above the District grade level median with a reduced performance discrepancy between Word meaning and Inferential comprehension.

Edgewood Middle School: Students at each grade level will increase student performance on the NWEA word meaning strand to the district's spring 2005 median RIT scores (grade 6 – 224.03; grade 7 – 225.25; grade 8 – 233.91) as measured by the 2006 NWEA.

Irondale Senior High School: Students will demonstrate increased achievement in the area of word meaning as demonstrated on summative and/or formative assessments including content area common assessments (will increase median scores on pre and post assessment by 10% in word meaning), MCAs (9th grade students will increase median scores on pre and post MCA reading exams by 10%, numbers of 10th graders tested who are proficient will increase from 86% to 90%) and MAP (55% of students are expected to make target growth).

Mounds View Senior High School: Students will demonstrate increased achievement in the area of word meaning as demonstrated in criterion-reference locally designed assessments, including content area common assessments (Students in content area classrooms will increase median scores on pre and post assessments of 10% or more), MCA (Results of the MCA reading test administered to 10th graders in April, 2006 will reflect an increase in proficiency from 96% to 98%) and MAP assessments (55% of more students taking the 2006 Spring MAP assessment will exceed targeted growth).

An alternative pay schedule: MVTPPS has components which provide teachers with multiple opportunities for career advancement.

Mounds View Public Schools
Superintendent Jan Witthuhn & Barb Kettering, MVEA
Quality Compensation Program 2005-2006

Career I Teachers Upon successful completion of the expectations during the probationary period, teachers advance to Career I. Teachers remain in Career I until they have successfully completed all four modules of Mounds View Certification Program (MVCP) or an approved Master's degree program. The modules are: (1) Foundations; (2) Instructional Strategies; (3) Student Assessment and Curriculum Strategies; (4) Instructional Design (5) Professional Reflection and Capstone Project.

Career II Teachers Teachers in Career II are expected to engage in advanced collaboration through professional development activities and projects. Teachers in Career II are eligible for salary augmentation in a number of different development and leadership roles, described earlier. Career II teachers are encouraged to participate in advanced education or training that focuses on continuous improvement to increase student achievement.

Objective and comprehensive teacher evaluation system: Mounds View will use a team evaluation system developed by the district and its teachers. The team leader will participate in 15 hours of training to prepare for their role in evaluating teachers. Teachers will undergo three formal evaluations in a timely observation cycle with time for self-analysis.

St. Cloud Public Schools
Superintendent Bruce Watkins & Mary Broderick, SCEA
Quality Compensation Program 2005-2006

St. Cloud Public School District is the largest school district in Central Minnesota. With one preschool, eight K-6 schools, two 7-8 schools, three alternative learning centers, and two high schools, the district serves nearly 10,000 students each school day and employs 782 teaching staff.

Career advancement opportunities: There will be three career ladders for teachers:

Mentor Teacher – Some additional duties include: contribute to the professional development of new teachers by mentoring, observing mentees in classrooms and providing feedback. Annual stipend of \$1,200.

Instructional Leader – Some additional duties include: develop and facilitate implementation of annual district action plan, facilitate implementation of standards-based instruction, develop, align and communicate building and district curriculum, instruction and assessment, and participate in district –wide instructional leader training. Annual stipend of \$1,750.

Lead Teacher – Some additional duties include: observe teachers and facilitate follow-up, participate in demonstration teaching and team teaching, lead professional learning communities, and participate in district-wide Lead Teacher meetings and trainings. Annual stipend of \$2,000.

Integrated professional development: Each school site will use student data to develop a narrower focus for the site with a measurable objective. Professional development focus will be determined by the teachers researching best practices. Teachers will also meet at pre-determined times.

Measurable Objectives:

Clearview Elementary School: Success will be measured with an increase in the number of students proficient on the Reading MCAII.

North Junior High School: North Junior High School will improve student achievement in reading.

Apollo High School: Success will be measured with an increase in the number of students proficient on the Reading MCAII.

St. Cloud Public Schools
Superintendent Bruce Watkins & Mary Broderick, SCEA
Quality Compensation Program 2005-2006

Performance pay: Teacher increase are determined by 10% on school-wide gains on the state MCA-II tests; by 10% on achievement of goals tied to Professional Development Plan; by 10% on the demonstration of proficiency in factors shown to directly impact student achievement; and by 70% on multiple evaluation reviews conducted by peer teachers and administrators.

An alternative pay schedule: the Negotiated Memorandum of Understanding between the St. Cloud Education Association (SCEA) and the district lays the framework for a transition from steps and lanes to performance-based pay. As a condition of approval, SCEA and the district are to continue to work on the transition and provide the Minnesota Department of Education with updates.

Comprehensive and objective teacher evaluation system: Teachers will be observed using the Standards and Criteria for Instructional Best Practices over the course of the school year by multiple evaluators on multiple occasions. Each teacher will receive a minimum of four formal observations per year.

St. Francis Public Schools
Superintendent Edward Saxon & Randy Keillor, SFEA
Quality Compensation Program 2005-2006

St. Francis Public School District has two community schools, a K-3 elementary school, an intermediate, a junior high school and a high school. The district serves more than 5,900 students each school day and employs approximately 385 teaching staff.

Career advancement opportunities: The St. Francis Q Comp plan provides three career ladders and provides compensation as follows:

Peer Teachers receive an additional \$4,000 salary augmentation and faster movement through career teacher salary schedule as demonstrated by a performance level of distinguished. They collaborate with site level Q-Comp support teams, curriculum specialist, instructional specialist, the administration, classroom teachers and where appropriate, mentor teachers, coach and provide feedback to tenured teachers on Q-Comp goals and individual teacher professional growth plan; directs attainment of individual, school-wide and district-wide Q-Comp and other professional or instructional goals; provide peer observation of classrooms and instructional strategies related to Q Comp goals; and collaborate with administration to provide feedback on Q-Comp goal progress.

Site Curriculum Specialists receive a salary augmentation of \$8,000, and release time and faster movement through career teacher steps based on teacher evaluation and compensation. They provide curriculum and instructional expertise in specific content area to classroom teachers; brings classroom expertise to the modeling, evaluations, and professional development of instructional strategies based on the Q-Comp professional development goal; collaborate with site level Q-Comp support teams, mentor teachers, and classroom teachers and facilitate, coach and monitor implementation of instructional strategies related to Q-Comp and other student achievement goals.

Site Instructional Leaders are compensated through release time and a salary augmentation of \$10,000 plus faster movement through career teacher steps based on teacher evaluation and expertise. They bring classroom expertise to the modeling, evaluations, and professional development of instructional strategies based on the Q-Comp professional development goal; collaborate with site level Q-Comp support teams, mentor teachers, and classroom teachers; facilitate, coach, and monitor implementation of instructional strategies related to Q-Comp and other student achievement goals; and have extensive training in mentoring and research-based professional development.

Integrated professional development: Integrated professional development includes team meetings, modeling of instructional strategies, demonstration teaching, team teaching, mentoring, content coaching, analysis of student work, and peer or cognitive coaching. Teachers will be observed seven times per year and student work will be analyzed at follow-up team meetings as well as with individual teacher conferences.

St. Francis Public Schools
Superintendent Edward Saxon & Randy Keillor, SFEA
Quality Compensation Program 2005-2006

Measurable Objective:

East Bethel Community School students will improve student achievement on NWEA goal area of computation/operations, so students will perform at above the NWEA national grade-level standard. Student populations will score at or above the national standard on the spring 2006 NWEA mathematics test in the academic goal of computation/operations.

St. Francis Elementary School will improve student achievement on the NWEA goal area of computation/operations, so student will perform at above national NWEA grade-level standard. Student populations will score at or above the national standard on the spring 2006 NWEA mathematics test in the academic goal of computation/operations.

St. Francis Intermediate School will improve student achievement on the SWEA goal area of computation/operations, so student will perform at above the national NWEA grade-level standard. The grade level populations will show gains in mathematics test in the academic goal area of computation/operations equal to that in other mathematic goals areas on the spring 2006 NWEA.

St. Francis Junior High School will improve student achievement on the SWEA goal area of evaluative comprehension in reading, so students will demonstrate growth during the year. From fall 2005 to spring 2006, seventh graders will score an average gain of 4.2 RITs (NWEA). From fall 2005 to spring 2006, eighth graders will score an average gain of 2.9 RITs (NWEA).

St. Francis High School will improve student achievement on the NWEA goal area of literal comprehension, so students will demonstrate growth during the year. From fall 2005 to spring 2006, ninth graders will score an average gain of 2.9 RITs (NWEA).

Performance pay: The St. Francis Student Improvement Program is student focused and consists of teacher evaluations and classroom measures of student achievement. The Teacher Academy, a professional development model from the American Federation of Teachers, consists of research-based instructional strategies focused on improving teacher quality. All teachers are required to attend a series of Teacher Academy sessions and demonstrate an established performance level to advance on the career ladder.

Teacher compensation is directly linked to the Individual Teacher Student Performance Improvement Process coordinated by the Performance Review Team, which consists of the peer leader, curriculum specialist, instructional specialist and building-level administrator. The team assists in the development of individual teacher goals and professional development plans. The Peer Review Team is held accountable for the relevance and quality of support provided to each teacher, is required to participate in on-going leadership training to ensure inter-rater reliability on all aspects of the review process, and reviews evidence of student growth for each teacher. Teacher compensation is based on two areas:

St. Francis Public Schools
Superintendent Edward Saxon & Randy Keillor, SFEA
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Teacher Evaluation – 50% of a teacher’s performance is determined by four teacher evaluations. Teachers must rate “distinguished” on all criteria to receive an increase in compensation.

Student Gains - 50% of a teacher’s compensation is determined by student achievement measured by appropriate measures, e.g., classroom teachers who teach math and reading will receive compensation based on student growth on the NWEA; classroom teachers in other areas will receive compensation based on student achievement on standardized assessments specific to the content area; and non-instructional licensed staff will be compensated based on appropriate measures of student growth (case studies for social workers.)

The St. Francis Student Performance Improvement Process includes additional performance compensation based on the St. Francis Educational Improvement Plan and the Q Comp Focused Goals. These awards are directly linked to student achievement as measured by standardized assessments.

School-wide Student Achievement Gains– St Francis will reserve a performance pay pool for performance awards to schools that demonstrate student achievement gains as measured by NWEA and MCAs per the schools Q Comp goal. The site will determine how the money will be spent.

District-wide Student Achievement Gains – A second performance pool will be reserved for a quality performance award if the district meets the student-focused Q Comp goal and meets annual year progress based on No Child Left Behind guidelines.

Comprehensive and objective teacher evaluation system: Classroom observations will be scheduled according to St Francis’ Site Goal Setting Process flow chart. A district professional development calendar and a professional development calendar for each of the school sites is included in the Q Comp application.

Classroom observations are based on the Performance Review Rubric. The evaluation tool and rubric for teachers are aligned with the Minnesota Standards of Effective Practice and the St. Francis Standards. To ensure a fair and equitable system, all St. Francis teachers complete core professional development trainings that are aligned with the St. Francis Educational Improvement Plan. Because of the St. Francis’ teacher induction model, St. Francis teachers are socialized into a performance appraisal system with an alternative salary schedule and all teachers are expected to demonstrate proficient levels of performance for each of the Teacher Academy sessions they complete. Once tenured, the teachers are encouraged to participate in mentor training and to mentor other teachers. In addition, a performance review team consisting of the lead teacher positions, the principals and the mentor meet on a regular basis to ensure

The Formal Teacher Observation Worksheet will be used to document teacher evaluations of classroom instruction. All teachers will be observed and evaluated seven times during the school year. Four of the evaluations will be used to

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determine performance compensation as aligned with salary increases. Teachers must obtain 100% *established* performance level for all criteria to receive an increase in compensation on the salary schedule.

An alternative pay schedule: An alternative pay schedule that requires specific teacher levels and teacher increases and is based entirely on performance. Probationary teachers must complete a rigorous training program and will receive significant pay increases upon successful completion. Pay increases for career teachers is based 100 percent on performance broken down as follows: 50 percent on teacher evaluations and 50 percent on student achievement gains.

Q COMP FUNDING SUMMARY AND STATUS
 BASED ON APPLICATIONS AS OF FEBRUARY 25, 2006

<u>Funding Formula Summary</u>	<u>FY 2006</u>	<u>FY 2007</u>
Maximum Revenue	260	260
Basic Aid - School Districts	260	190
Equalized Levy - School Districts	-	70
Basic Aid - Charters and Intermediat	260	239 *
Maximum Basic Aid Limit	19,329,000	75,636,000
Initial Charter School Portion	522,000	3,374,000
Initial Metro District Portion (53.1%)		38,371,000
Initial Outstate District Portion (46.9%)		33,891,000
Old Alternative Comp		
Metro	2,967,455	2,967,455
Outstate	159,095	159,095
Total	3,126,550	3,126,550
Net Metro District Portion		35,403,545
Net Outstate District Portion		33,731,905

<u>FY 2007 Current Basic Aid Status</u>	<u>Old Alt Comp</u>	<u>FY 2006 Approvals</u>	<u>FY 2007 New Applications</u>	<u>Addl. Letters of Intent</u>	<u>Total Potential</u>
Metro Districts					
Number	1	5	4	28	38
Amount	2,967,455	6,030,980	8,724,420	48,218,770	65,941,625
% of Maximum Limit	8%	16%	23%	126%	172%
Outstate Districts					
Number	2	4	8	103	117
Amount	159,095	3,275,220	2,756,330	32,934,790	39,125,435
% of Maximum Limit	0%	10%	8%	97%	115%
Charter Schools					
Number	-	4	1	45	50
Amount	-	297,180	277,420	1,625,000	2,199,600
% of Maximum Limit	0%	9%	8%	48%	65%
Statewide Total					
Number	3	13	13	176	205
Amount	3,126,550	9,603,380	11,758,170	82,778,560	107,266,660
% of Maximum Limit	4%	13%	16%	109%	142%

<u>February Forecast Aid and Levy</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>
Certified Levy Estimates				
Current Year Certified Levy	-	6,153,800	23,199,100	25,392,700
Make-up Levy Adjustment	-	9,678,100	-	-
Total Certified Levy	-	15,831,900	23,199,100	25,392,700
Total Levy Authority	-	22,343,000	24,420,000	25,392,700
% Underlevy **		71% **	95%	100%
Aid Entitlement				
Basic Aid Entitlement ***	16,379,800	75,636,000	75,636,000	75,636,000
Equalization Aid Entitlement	-	2,284,800	2,370,700	1,474,900
Total Aid Entitlement	16,379,800	77,920,800	78,006,700	77,110,900
Total Revenue	16,379,800	93,752,700	101,205,800	102,503,600

Notes:

* Charter and intermediate district basic allowance for FY 2007 prorated based on February Forecast estimate of school district underlevies.

** Assumes 60% of FY 2007 make-up levy will be certified.

*** Includes Grandfather Alternative Compensation funding for FY 2006 and FY 2007.

Minnesota Statutes 2005, Table of ChaptersTable of contents for Chapter 122A**122A.413 Educational improvement plan.**

Subdivision 1. **Qualifying plan.** A district or intermediate school district may develop an educational improvement plan for the purpose of qualifying for the alternative teacher professional pay system under section 122A.414. The plan must include measures for improving school district, intermediate school district, school site, teacher, and individual student performance.

Subd. 2. **Plan components.** The educational improvement plan must be approved by the school board and have at least these elements:

(1) assessment and evaluation tools to measure student performance and progress;

(2) performance goals and benchmarks for improvement;

(3) measures of student attendance and completion rates;

(4) a rigorous professional development system, consistent with section 122A.60, that is aligned with educational improvement, designed to achieve teaching quality improvement, and consistent with clearly defined research-based standards;

(5) measures of student, family, and community involvement and satisfaction;

(6) a data system about students and their academic progress that provides parents and the public with understandable information;

(7) a teacher induction and mentoring program for probationary teachers that provides continuous learning and sustained teacher support; and

(8) substantial participation by the exclusive representative of the teachers in developing the plan.

Subd. 3. **School site accountability.** A district or intermediate school district that develops a plan under subdivisions 1 and 2 must ensure that each school site develops a board-approved educational improvement plan that is aligned with the district educational improvement plan under subdivision 2 and developed with the exclusive representative of the teachers. While a site plan must be consistent with the district educational improvement plan, it may establish performance goals and benchmarks that meet or exceed those of the district.

HIST: 1Sp2001 c 6 art 2 s 53; 1Sp2005 c 5 art 2 s 39

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122A.4144 Supplemental agreements; alternative teacher pay.

Notwithstanding section 179A.20 or other law to the contrary, a school board and the exclusive representative of the teachers may agree to reopen a collective bargaining agreement for the purpose of entering into an alternative teacher professional pay system agreement under sections 122A.413; 122A.414, and 122A.415. Negotiations for a contract reopened under this section must be limited to issues related to the alternative teacher professional pay system.

HIST: 1Sp2005 c 5 art 2 s 41

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Minnesota Statutes 2005, Table of ChaptersTable of contents for Chapter 122A**122A.415 Alternative compensation revenue.**

Subdivision 1. **Revenue amount.** (a) A school district, intermediate school district, school site, or charter school that meets the conditions of section 122A.414 and submits an application approved by the commissioner is eligible for alternative teacher compensation revenue.

(b) For school district and intermediate school district applications, the commissioner must consider only those applications to participate that are submitted jointly by a district and the exclusive representative of the teachers. The application must contain an alternative teacher professional pay system agreement that:

(1) implements an alternative teacher professional pay system consistent with section 122A.414; and

(2) is negotiated and adopted according to the Public Employment Labor Relations Act under chapter 179A, except that notwithstanding section 179A.20, subdivision 3, a district may enter into a contract for a term of two or four years.

Alternative teacher compensation revenue for a qualifying school district or site in which the school board and the exclusive representative of the teachers agree to place teachers in the district or at the site on the alternative teacher professional pay system equals \$260 times the number of pupils enrolled at the district or site on October 1 of the previous fiscal year. Alternative teacher compensation revenue for a qualifying intermediate school district must be calculated under section 126C.10, subdivision 34, paragraphs (a) and (b).

(c) For a newly combined or consolidated district, the revenue shall be computed using the sum of pupils enrolled on October 1 of the previous year in the districts entering into the combination or consolidation. The commissioner may adjust the revenue computed for a site using prior year data to reflect changes attributable to school closings, school openings, or grade level reconfigurations between the prior year and the current year.

(d) The revenue is available only to school districts, intermediate school districts, school sites, and charter schools that fully implement an alternative teacher professional pay system by October 1 of the current school year.

Subd. 2. Repealed, 1Sp2005 c 5 art 1 s 55

Subd. 3. **Revenue timing.** (a) Districts, intermediate school districts, school sites, or charter schools with approved applications must receive alternative compensation revenue for each school year that the district, intermediate school district, school site, or charter school implements an

alternative teacher professional pay system under this subdivision and section 122A.414. For fiscal year 2007 and later, a qualifying district, intermediate school district, school site, or charter school that received alternative teacher compensation aid for the previous fiscal year must receive at least an amount of alternative teacher compensation revenue equal to the lesser of the amount it received for the previous fiscal year or the amount it qualifies for under subdivision 1 for the current fiscal year if the district, intermediate school district, school site, or charter school submits a timely application and the commissioner determines that the district, intermediate school district, school site, or charter school continues to implement an alternative teacher professional pay system, consistent with its application under this section.

(b) The commissioner shall approve applications that comply with subdivision 1, and section 122A.414, subdivisions 2, paragraph (b), and 2a, if the applicant is a charter school, in the order in which they are received, select applicants that qualify for this program, notify school districts, intermediate school districts, school sites, and charter schools about the program, develop and disseminate application materials, and carry out other activities needed to implement this section.

(c) For applications approved under this section before August 1 of the fiscal year for which the aid is paid, the portion of the state total basic alternative teacher compensation aid entitlement allocated to charter schools must not exceed \$522,000 for fiscal year 2006 and \$3,374,000 for fiscal year 2007. For fiscal year 2008 and later, the portion of the state total basic alternative teacher compensation aid entitlement allocated to charter schools must not exceed the product of \$3,374,000 times the ratio of the state total charter school enrollment for the previous fiscal year to the state total charter school enrollment for the second previous year. Additional basic alternative teacher compensation aid may be approved for charter schools after August 1, not to exceed the charter school limit for the following fiscal year, if the basic alternative teacher compensation aid entitlement for school districts based on applications approved by August 1 does not expend the remaining amount under the limit.

HIST: 1Sp2001 c 6 art 2 s 55; 1Sp2003 c 9 art 2 s 9,10;
1Sp2005 c 5 art 2 s 42,43

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Minnesota Statutes 2005, Table of ChaptersTable of contents for Chapter 122A**122A.414 Alternative teacher pay.**

Subdivision 1. **Restructured pay system.** A restructured alternative teacher professional pay system is established under subdivision 2 to provide incentives to encourage teachers to improve their knowledge and instructional skills in order to improve student learning and for school districts, intermediate school districts, and charter schools to recruit and retain highly qualified teachers, encourage highly qualified teachers to undertake challenging assignments, and support teachers' roles in improving students' educational achievement.

Subd. 1a. **Transitional planning year.** (a) To be eligible to participate in an alternative teacher professional pay system, a school district, intermediate school district, or site, at least one school year before it expects to fully implement an alternative pay system, must:

(1) submit to the department a letter of intent executed by the school district or intermediate school district and the exclusive representative of the teachers to complete a plan preparing for full implementation, consistent with subdivision 2, that may include, among other activities, training to evaluate teacher performance, a restructured school day to develop integrated ongoing site-based professional development activities, release time to develop an alternative pay system agreement, and teacher and staff training on using multiple data sources; and

(2) agree to use up to two percent of basic revenue for staff development purposes, consistent with sections 122A.60 and 122A.61, to develop the alternative teacher professional pay system agreement under this section.

(b) To be eligible to participate in an alternative teacher professional pay system, a charter school, at least one school year before it expects to fully implement an alternative pay system, must:

(1) submit to the department a letter of intent executed by the charter school and the charter school board of directors;

(2) submit the record of a formal vote by the teachers employed at the charter school indicating at least 70 percent of all teachers agree to implement the alternative pay system; and

(3) agree to use up to two percent of basic revenue for staff development purposes, consistent with sections 122A.60 and 122A.61, to develop the alternative teacher professional pay system.

(c) The commissioner may waive the planning year if the commissioner determines, based on the criteria under subdivision

2, that the school district, intermediate school district, site or charter school is ready to fully implement an alternative pay system.

Subd. 2. **Alternative teacher professional pay system.**

(a) To participate in this program, a school district, intermediate school district, school site, or charter school must have an educational improvement plan under section 122A.413 and an alternative teacher professional pay system agreement under paragraph (b). A charter school participant also must comply with subdivision 2a.

(b) The alternative teacher professional pay system agreement must:

(1) describe how teachers can achieve career advancement and additional compensation;

(2) describe how the school district, intermediate school district, school site, or charter school will provide teachers with career advancement options that allow teachers to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills;

(3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation paid before implementing the pay system from being reduced as a result of participating in this system, and base at least 60 percent of any compensation increase on teacher performance using:

(i) schoolwide student achievement gains under section 120B.35 or locally selected standardized assessment outcomes, or both;

(ii) measures of student achievement; and

(iii) an objective evaluation program that includes:

(A) individual teacher evaluations aligned with the educational improvement plan under section 122A.413 and the staff development plan under section 122A.60; and

(B) objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning;

(4) provide integrated ongoing site-based professional development activities to improve instructional skills and learning that are aligned with student needs under section 122A.413, consistent with the staff development plan under section 122A.60 and led during the school day by trained teacher leaders such as master or mentor teachers;

(5) allow any teacher in a participating school district, intermediate school district, school site, or charter school that implements an alternative pay system to participate in that system without any quota or other limit; and

(6) encourage collaboration rather than competition among

teachers.

Subd. 2a. **Charter school applications.** For charter school applications, the board of directors of a charter school that satisfies the conditions under subdivisions 2 and 2b must submit to the commissioner an application that contains:

(1) an agreement to implement an alternative teacher professional pay system under this section;

(2) a resolution by the charter school board of directors adopting the agreement; and

(3) the record of a formal vote by the teachers employed at the charter school indicating that at least 70 percent of all teachers agree to implement the alternative teacher professional pay system, unless the charter school submits an alternative teacher professional pay system agreement under this section before the first year of operation.

Alternative compensation revenue for a qualifying charter school must be calculated under section 126C.10, subdivision 34, paragraphs (a) and (b).

Subd. 2b. **Approval process.** (a) Consistent with the requirements of this section and sections 122A.413 and 122A.415, the department must prepare and transmit to interested school districts, intermediate school districts, school sites, and charter schools a standard form for applying to participate in the alternative teacher professional pay system. An interested school district, intermediate school district, school site, or charter school must submit to the commissioner a completed application executed by the district superintendent and the exclusive bargaining representative of the teachers if the applicant is a school district, intermediate school district, or school site, or executed by the charter school board of directors if the applicant is a charter school. The application must include the proposed alternative teacher professional pay system agreement under subdivision 2. The department must convene a review committee that at least includes teachers and administrators within 30 days of receiving a completed application to recommend to the commissioner whether to approve or disapprove the application. The commissioner must approve applications on a first-come, first-served basis. The applicant's alternative teacher professional pay system agreement must be legally binding on the applicant and the collective bargaining representative before the applicant receives alternative compensation revenue. The commissioner must approve or disapprove an application based on the requirements under subdivisions 2 and 2a.

(b) If the commissioner disapproves an application, the commissioner must give the applicant timely notice of the specific reasons in detail for disapproving the application. The applicant may revise and resubmit its application and related documents to the commissioner within 30 days of receiving notice of the commissioner's disapproval and the commissioner must approve or disapprove the revised application, consistent with this subdivision. Applications that are revised and then approved are considered submitted on the date the

applicant initially submitted the application.

Subd. 3. **Report; continued funding.** (a)
Participating districts, intermediate school districts, school sites, and charter schools must report on the implementation and effectiveness of the alternative teacher professional pay system, particularly addressing each requirement under subdivision 2 and make annual recommendations by June 15 to their school boards. The school board or board of directors shall transmit a copy of the report with a summary of the findings and recommendations of the district, intermediate school district, school site, or charter school to the commissioner.

(b) If the commissioner determines that a school district, intermediate school district, school site, or charter school that receives alternative teacher compensation revenue is not complying with the requirements of this section, the commissioner may withhold funding from that participant. Before making the determination, the commissioner must notify the participant of any deficiencies and provide the participant an opportunity to comply.

Subd. 4. **Planning and staff development.** A school district that qualifies to participate in the alternative teacher professional pay system transitional planning year under subdivision 1a may use up to two percent of basic revenue that would otherwise be reserved under section 122A.61 for complying with the planning and staff development activities under this section.

HIST: 1Sp2001 c 6 art 2 s 54; 1Sp2003 c 9 art 2 s 8; 1Sp2005 c 5 art 2 s 40

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126C.10 General education revenue.

Subd. 34. Basic alternative teacher compensation aid.

(a) For fiscal year 2006, the basic alternative teacher compensation aid for a school district or an intermediate school district with a plan approved under section 122A.414, subdivision 2b, equals the alternative teacher compensation revenue under section 122A.415, subdivision 1. The basic alternative teacher compensation aid for a charter school with an approved plan under section 122A.414, subdivision 2b, equals \$260 times the number of pupils enrolled in the school on October 1 of the previous school year, or on October 1 of the current fiscal year for a charter school in the first year of operation.

(b) For fiscal year 2007 and later, the basic alternative teacher compensation aid for a school district with a plan approved under section 122A.414, subdivision 2b, equals 73.1 percent of the alternative teacher compensation revenue under section 122A.415, subdivision 1. The basic alternative teacher compensation aid for an intermediate school district or charter school with a plan approved under section 122A.414, subdivisions 2a and 2b, if the recipient is a charter school, equals \$260 times the number of pupils enrolled in the school on October 1 of the previous fiscal year, or on October 1 of the current

fiscal year for a charter school in the first year of operation, times the ratio of the sum of the alternative teacher compensation aid and alternative teacher compensation levy for all participating school districts to the maximum alternative teacher compensation revenue for those districts under section 122A.415, subdivision 1.

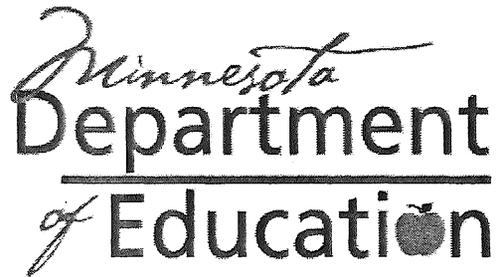
(c) Notwithstanding paragraphs (a) and (b) and section 122A.415, subdivision 1, the state total basic alternative teacher compensation aid entitlement must not exceed \$19,329,000 for fiscal year 2006 and \$75,636,000 for fiscal year 2007 and later. The commissioner must limit the amount of alternative teacher compensation aid approved under section 122A.415 so as not to exceed these limits.

Subd. 35. **Alternative teacher compensation levy.** For fiscal year 2007 and later, the alternative teacher compensation levy for a district receiving basic alternative teacher compensation aid equals the product of (1) the difference between the district's alternative teacher compensation revenue and the district's basic alternative teacher compensation aid times (2) the lesser of one or the ratio of the district's adjusted net tax capacity per adjusted pupil unit to \$5,913.

Subd. 36. **Alternative teacher compensation aid.** (a) For fiscal year 2007 and later, a district's alternative teacher

compensation equalization aid equals the district's alternative teacher compensation revenue minus the district's basic alternative teacher compensation aid minus the district's alternative teacher compensation levy. If a district does not levy the entire amount permitted, the alternative teacher compensation equalization aid must be reduced in proportion to the actual amount levied.

(b) A district's alternative teacher compensation aid equals the sum of the district's basic alternative teacher compensation aid and the district's alternative teacher compensation equalization aid.



Q COMP PROGRAM REVIEW RUBRIC

Component #1: Career Ladder/Career Advancement Options				
Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 - Needs Improvement
Are hired through a documented competitive process.	More than 75% of career ladder teachers are hired through a documented competitive process.	75% of career ladder teachers are hired through a documented competitive process.	50% of career ladder teachers are hired through a documented competitive process.	Less than 25% of career ladder teachers are hired through a documented competitive process.
Positions were posted as part of the process.	The district posted the various career ladder positions as part of the hiring process.	The district posted the various career ladder positions as part of the hiring process.	The district did not post the various career ladder positions as part of the hiring process.	The district did not post for the various career ladder positions as part of the hiring process.
Demonstrated documented student achievement in their prior position.	More than 75% of career ladder positions hired showed documented student achievement gains in their prior position.	75% of career ladder positions hired showed documented student achievement gains in their prior position.	50% of career ladder positions hired showed documented student achievement gains in their prior position.	Less than 25% of career ladder teachers showed documented student achievement gains in their prior positions.
Were interviewed and recommended by a committee of teachers, administrators and other district staff.	A committee of teachers, administrators and other district staff interviewed and recommended candidates for the teacher leader positions.	A committee of teachers, administrators and other district staff interviewed and recommended candidates for the teacher leader positions.	No committee of teachers, administrators and district staff was used to recommend candidates for the teacher leader positions.	The teacher leader positions were not selected by a committee of teachers, administrators and other district staff.
Receive salary augmentation for additional hours/days worked.	The career ladder positions work additional hours/days and receive augmented salary supplements.	The career ladder positions work additional hours/days and receive augmented salary supplements.	Career ladder teachers work additional hours/days but do not receive augmented salary compensation.	Career ladder teachers are not required to work additional hours/days and do not receive augmented salary compensation.

Component #1: Career Ladder/Career Advancement Options				
Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 - Needs Improvement
Receive release time during the school day.	The career ladder position(s) receive release time during the school day.	The career ladder position(s) receive release time during the school day.	Career ladder position(s) do not receive release time during the school year.	The career ladder position(s) do not receive release time.
Have copies of their contract and their roles and duties are clear.	Career ladder teachers have copies of their contract. Their roles and duties are very clear.	Career ladder teachers have copies of their contract. Their roles and duties are very clear.	It is not clear whether career ladder teachers have received copies of their contract. Their roles and duties are unclear.	Career ladder teachers did not receive copies of their contract. Their roles and duties are unclear.
Are evaluated by a review process for their position.	The district has implemented a teacher evaluation review process for career ladder teachers.	The district has implemented a teacher evaluation review process for career ladder teachers.	It is not clear whether the district has implemented a teacher evaluation process for career ladder teachers.	The district has not implemented a teacher evaluation process for career ladder teachers.
Are trained specific to their main job functions; including teacher evaluation and professional development.	Career ladder teachers received training on teacher evaluation and professional development.	Career ladder teachers received training on teacher evaluation and professional development.	Career ladder teachers received training on teacher evaluations only.	Career ladder teachers did not receive any training as it relates to their new roles and job duties.

Component #2: Job-Embedded Professional Development				
Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 – Needs Improvement
Meetings are ongoing and occur weekly or biweekly.	Professional development meetings are ongoing and meet weekly.	Professional development meetings are ongoing and meet once every other week.	Professional development meetings are ongoing and meet once every other week.	Professional development meetings either did not occur or are only “staff development” days that occur infrequently.
Meetings occur during the teacher contract day.	Professional development meetings occur during the teacher contract day.	Professional development meetings occur during the teacher contract or school day.	Professional development meetings occur immediately before or after the teacher contract day.	Professional development meetings occur infrequently or do not occur at all.
Team composition is appropriate.	Composition of professional development teams are appropriate and aligned.	Composition of professional development teams are appropriate and aligned.	Composition of professional development teams is not appropriate and not aligned.	Composition of professional development teams is not appropriate and not aligned.
During teacher meeting times students are engaged in meaningful learning.	When teachers are meeting, students are engaged in meaningful learning designed to address state academic standards or other state and local requirements.	When teachers are meeting, students are engaged in meaningful learning designed to address state academic standards or other state and local requirements.	The majority of time teachers are meeting (at least 75%), students are engaged in meaningful learning designed to address state academic standards or other state and local requirements.	When teachers meet, the students are not engaged in meaningful learning designed to address state academic standards or other state and local requirements.
Professional development goals are clearly defined.	The professional development goal is clearly defined in terms of student learning gains and is directly aligned to the school improvement plan and district improvement plan.	The professional development goal is clearly defined in terms of student learning gains and is directly aligned to the school improvement plan and district improvement plan.	The professional development goal is not clearly defined in terms of student learning gains but is directly aligned to the school improvement plan and district improvement plan.	The professional development goal is not defined or is unclear in terms of student learning gains and is not directly aligned to the school improvement plan and district improvement plan.
Learning in meetings is linked to school goal and classroom implementation of instructional strategies.	There is a clear link between what is being learned in the professional development meetings, the school goal, and the implementation of instructional strategies in the classroom to address the identified student learning need.	There is a clear link between what is being learned in the professional development meetings, the school goal, and the implementation of instructional strategies in the classroom to address the identified student learning need.	There is no clear link between what is being learned in the professional development meetings, the school goal, and the implementation of instructional strategies in the classroom to address the identified student learning need.	There is no clear link as to what is discussed and learned in professional development meetings and the school goal that should be designed to address student work and needs.

Component #2: Job-Embedded Professional Development				
Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 – Needs Improvement
Meetings have agendas, are structured, documented, and focused on strategies that will raise student achievement.	The professional development meetings have agendas, are well-structured, documented and focused on strategies and data that will raise student achievement.	The professional development meetings have agendas, are well-structured, documented and focused on strategies and data that will raise student achievement.	The professional development meetings do not have agendas for all meetings, are generally not well-structured and only infrequently focus on student work and student achievement.	The professional development meetings do not have agendas and are generally not focused on strategies that will raise student achievement.
Data is used appropriately.	Standardized assessment data is used and analyzed in an appropriate manner.	Standardized assessment data is used and analyzed in an appropriate manner.	Standardized assessment data is not used and analyzed or is used in an inappropriate manner.	Standardized assessment data is not used and analyzed or is used in an inappropriate manner.
There is follow-up with each teacher on the team between meetings that occurs in a variety of forms.	There is follow-up with teachers before the next professional development meeting in order to provide teachers with further assistance in the form of classroom-based demonstration, coaching, team teaching, etc.	There is follow-up with teachers before the next professional development meeting in order to provide teachers with further assistance in the form of classroom-based demonstration, coaching, team teaching, etc.	There is little, infrequent, or inconsistent follow-up with teachers before the next professional development meeting in order to provide teachers with further assistance in the form of classroom-based demonstration, coaching, team teaching, etc.	There is no follow-up with teachers before the next professional development meeting to provide teachers with further assistance in the form of classroom-based demonstration, coaching, team teaching, etc.
Both meetings and follow-up assistance ensure all members transfer their learning to the classroom.	The professional development meetings and follow up assistance ensure that all members effectively transfer new learning to their students in the classroom.	The professional development meetings and follow up assistance ensure that all members effectively transfer new learning to their students in the classroom.	The professional development meetings and follow-up assistance do not ensure that all members effectively transfer new learning to their students in the classroom.	The professional development meetings and follow-up assistance are ineffective and do not ensure that all members effectively transfer new learning to their students in the classroom.
Professional development goals focus on improving student work and student achievement.	The school and district goals focus on student work and student achievement.	The school and district goals focus on student work and student achievement.	The school and district goals do not focus on student work and student achievement.	The school and district goals do not focus on student work and student achievement.

Component #3: Performance Pay				
Criteria Measured	4 – Exemplary	3 – Proficient	2 – Developing	1 – Needs Improvement
Performance payout allocation increases are based on school-wide and classroom student gains using local and/or state standardized assessments and teacher evaluations.	Allocations for performance payouts included using more than 25% of a teacher's increase based on school-wide and classroom student gains using a local standardized or state assessment.	Allocations for performance payouts included using at least 25% of a teacher's increase based on school-wide and classroom student gains using a local standardized or state assessment.	Allocations for performance payouts included using less than 25% of a teacher's increase based on school-wide and classroom student gains using a local standardized or state assessment.	Allocations for performance payouts did not include any links to school-wide or classroom student gains using a local standardized or state assessment.
Student testing program that uses growth measures calculation is in place.	Student testing program uses growth measures for student performance.	Student testing program uses growth measures for student performance.	Student testing program does not use growth measures for student performance.	Student testing program does not use growth measures for student performance.
There is a measurable and specific performance pay pool or payout per teacher.	Performance pay pool or payout is \$1,500 or more per teacher.	Performance pay pool or payout is \$1,000 or more per teacher.	Performance pay pool or payout is \$500 or more per teacher.	Performance pay pool or payout is less than \$500 per teacher.
Training and documentation has been received by teachers outlining how performance payouts will be distributed.	Teachers have been trained and have documentation that outlines how performance payouts will be distributed.	Teachers have been trained and have documentation that outlines how performance payouts will be distributed.	It is unclear whether teachers have been trained and have documentation that outlines how performance payouts will be distributed.	Teachers have not been trained and do not have documentation that outlines how performance payouts will be distributed.

Component 4: Teacher Evaluation System

Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 - Needs Improvement
Conduct practice evaluations and conferences during training.	Principal and career ladder teachers conducted practice evaluations and conferences as part of their training. All career ladder teachers, principals, assistant principals and teachers participated in the rigorous training program.	Principal and career ladder teachers conducted and implemented a rigorous training program regarding the teacher evaluation system. All career ladder teachers, principals, assistant principals and teachers participated in the rigorous training program.	Principal and career ladder teachers conducted and implemented a training program regarding the teacher evaluation system, but it is unclear as to whether all teachers and administrators received necessary training.	Principal and career ladder teachers did not conduct any practice evaluations.
Leadership team(s) defined by district worked to improve inter-rater reliability through practice evaluations and periodic score reviews.	Leadership team(s) defined by the district worked to improve inter-rater reliability by using the practice evaluations process in pairs or teams and through periodic review of scores.	Leadership team(s) defined by the district worked to improve inter-rater reliability by using the practice evaluations process in pairs or teams and through periodic review of scores.	Leadership team(s) meets infrequently and did not use meetings to compare scores and improve inter-rater reliability.	Do not have an evaluation system in place to compare scores and ensure inter-rater reliability.
There is a minimum number of teacher evaluations conducted for each teacher.	Teachers participated in four or more evaluations and conferences.	Each teacher participated in three or more evaluations and conferences.	Each teacher participated in two evaluations and conferences.	Teachers did not participate in required teacher evaluations or it was infrequent across the building.
Teacher evaluations include follow-up conferences with each evaluation.	All evaluations included a follow-up conference with teachers.	All evaluations included a follow-up conference with teachers.	All evaluations do not include follow-up conferences with teachers or follow-up conferences were infrequent.	All evaluations did not include follow-up conferences with teachers.
A standard record of performance evaluation scores is kept current	There is a standard record-keeping system for performance evaluation scores and it is current.	There is a standard record-keeping system for performance evaluation scores and it is current.	There is no standard record-keeping system for performance evaluation scores.	There is no standard record-keeping system for performance evaluation scores.
Score inflation is prevented through a review system used routinely by the principal and/or leadership team.	There is a review system to ensure score inflation does not occur on teacher performance evaluations. The principal or leadership team routinely reviews all scores for this flaw.	There is a review system to ensure score inflation does not occur on teacher performance evaluations. The principal or leadership team routinely reviews all scores for this flaw.	There is no review system to ensure score inflation does not occur on teacher performance evaluations. The principal or leadership team does not review scores for score inflation or check for inter-rater reliability.	There is no review system in place to ensure score inflation does not occur on teacher performance evaluations.

Component #4: Teacher Evaluation System

Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 – Needs Improvement
Teacher evaluations include self-analysis/reflection, examine strengths and weaknesses and tie teacher performance to student learning.	All teacher evaluations include self-analysis or reflection that probes questions of progress from general to specific, examines both strengths and weaknesses and ties teacher performance to student learning.	All teacher evaluations include self-analysis or reflection that probes questions of progress from general to specific, examines both strengths and weaknesses and ties teacher performance to student learning.	Teacher evaluations do not include self-analysis or reflection that probes questions of progress from general to specific, examines both strengths and weaknesses and ties teacher performance to student learning.	The teacher evaluations do not include self-analysis or reflection that probes questions of progress from general to specific, examines both strengths and weaknesses and ties teacher performance to student learning.
Teacher evaluations include clear and focused ways for teachers to improve.	Teacher evaluations include clear and focused ways for teachers to improve their instruction.	Teacher evaluations include clear and focused ways for teachers to improve their instruction.	Teacher evaluations include clear and focused ways for teachers to improve their instruction.	Teacher evaluations are not clear, are not focused and do not include ways for teachers to improve instruction.
Teacher evaluations include positive reinforcement mechanisms.	Teacher evaluations include positive reinforcement mechanisms.	Teacher evaluations include positive reinforcement mechanisms.	Teacher evaluations inconsistently include positive reinforcement mechanisms.	Teacher evaluations do not include positive reinforcement mechanisms.
Teacher evaluation rubric and standards are clear, and focused on both teacher instruction and student achievement.	The teacher evaluation rubric and standards are clear and focused on teacher instruction and student achievement.	The teacher evaluation rubric and standards are clear and focused on teacher instruction and student achievement.	The teacher evaluation rubric and standards are not clear and are not focused on teacher instruction and student achievement.	The teacher evaluation rubric and standards are not clear and are not focused on teacher instruction and student achievement.
All teachers are trained on the evaluation rubric and standards.	All teachers have been trained on the evaluation rubric and standards.	All teachers have been trained on the evaluation rubric and standards.	It is not clear whether or not teachers have been trained on the evaluation rubric and standards.	Teachers have not been trained on the evaluation rubric and standards.

Component #5: Salary Schedule

Criteria Measured	4 - Exemplary	3 - Proficient	2 - Developing	1 – Needs Improvement
An alternative salary schedule or detailed MOA are in place for the district and negotiations are ongoing or completed.	A new alternative salary schedule is in place for the 2005-06 school year.	Detailed Memorandum of Agreement (MOA) is in place that outlines the transitional period that will allow an alternative salary schedule to be put in place during the 2006-07 school year; local negotiations teams are meeting regularly and/or issues have been resolved and a transition to an alternative salary schedule is in place.	Detailed Memorandum of Agreement (MOA) is complete and outlines the transitional period that will allow an alternative salary schedule to be in place during the 2006-07 school year; negotiations have stalled and it is not clear the transition to an alternative salary schedule will occur.	An alternative salary schedule or a negotiated Memorandum of Agreement (MOA) outlining a transition to an alternative salary schedule is not in place.
“Steps and lanes” salary schedule has been reformed or a transition plan is in place for an alternative salary schedule for the 2006-2007 school year.	The alternative salary schedule reforms steps and lanes by eliminating steps (seniority) and automatic lanes (education credits). This allows teachers to move on the salary schedule faster based on performance pay indicators.	The alternative salary schedule reforms steps and lanes by eliminating steps (seniority) but allows for lanes (education credits).	The MOA or alternative salary schedule allows for a Cost of Living Adjustment (COLA) along with a lane (education credits) and with embedded or partially embedded performance pay.	The district and local teachers union has not met or made progress to a new alternative salary schedule.
There is a minimum percentage for teacher increased based on performance pay indicators.	The alternative salary schedule allows teachers to move based at least 80% on performance pay indicators.	The alternative salary schedule allows teachers to move based at least 60% on performance pay indicators.	The alternative salary schedule allows teachers to move based on less than 60% performance pay indicators.	The alternative salary schedule allows teachers to move based on less than 60% performance pay indicators.
Salary augmentation is provided on the alternative salary schedule for career ladder positions or career advancement options.	The alternative salary schedules provides for salary augmentation for career ladder positions.	The alternative salary schedules provides for salary augmentation for career ladder positions.	The alternative salary schedule does not provide for salary augmentation for career ladder positions.	There is no augmented pay allocated for career ladder positions.
Teachers receive training and understand the alternative salary schedule.	Teachers have received training and understand the alternative salary schedule.	Teachers have received training and understand the alternative salary schedule.	It is unclear whether teachers have received training and understand the alternative salary schedule or MOA.	Teachers did not receive training and do not understand the alternative salary schedule or MOA.