

Minnesota Department of Education
Q Comp Application Rubric
2008-2009

| Component 1: Career Ladder/Advancement Options | | | |
|---|---|---|--|
| Law | Criteria | Meets Expectations ___ Yes ___ No | Recommendations/Suggestions for Improvement |
| <p>122A.414 Subd. 2. (1) describe how teacher 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;</p> <p>122A.413 Subd. 2. The education improvement plan must be approved by the school board and have at least these elements: (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</p> | District Narrative | The total number of students and teachers in the district is provided along with a narrative summary of the overall district demographics and how the Q Comp plan will be implemented. | |
| | 1.1 Provide the teacher leadership position titles, job descriptions, qualifications and responsibilities | Position titles, job descriptions, qualifications and responsibilities are listed. The responsibilities and qualifications include: field-testing instructional strategies, providing professional development, coaching, mentoring, observing and/or evaluating other teachers, leadership experiences at a school and the facilitating skills needed to foster collegial relationships with adult learners. | |
| | 1.1 Provide the hiring process for each position | The hiring process includes posting of the position opening, an application process, and an interview process where a team interviews and selects or recommends the selection of qualified candidates. | |
| | 1.1 Provide the evaluation process for each position | The positions are evaluated and a process is in place if a teacher in a career ladder position is found to be ineffective. The rubrics or standards are included for these positions. | |
| | 1.1 Provide the salary augmentation and/or release time for each position | Each position receives an adequate salary augmentation and/or release time for the duties of the position. It is clear how much of an augmentation and/or release time each position will receive. | |

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| <p>standards; (7) a teacher induction and mentoring program for probationary teachers that provides continuous learning and sustained teacher support;</p> | <p>1.1 Provide the ratio of teacher leadership positions to career teachers</p> | <p>The ratios of career ladder/advancement option positions to career teachers is approximately 1:30 or lower, and is reasonable in light of the other duties of the position. The ratio also allows for multiple teacher evaluations including ongoing feedback, coaching and informal observations in the midst of job-embedded professional development.</p> | |
| | <p>1.2 Describe how career ladder positions will earn salary augmentations and performance pay using the evaluation process described for each position.</p> | <p>A clear, transparent and equitable process is in place for career ladder positions to earn salary augmentation and performance pay based on the evaluation process for each position.</p> | |
| | <p>1.3 Provide a narrative summary of the career ladder and how it meets the stated requirements</p> | <p>The narrative clearly summarizes the component and explains how it meets the requirement of providing options for some teachers to take on leadership roles (i.e., working with other teachers by facilitating professional development opportunities, field-testing instructional strategies, coaching teachers, mentoring, and completing observation-based evaluations).</p> | |

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Component 2: Job-embedded Professional Development

| Law | Criteria | Meets Expectations ___ Yes ___ No | Recommendations/Suggestions for Improvement |
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| <p>122A.414 Subd. 2 (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;</p> <p>(6) encourage collaboration rather than competition among teachers</p> <p>122A.413 Subd. 2 (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;</p> <p>(7) a teacher induction and mentoring program for probationary teachers that</p> | 2.1 Provide the district student achievement goal for Q Comp focus. | The district goal(s) is general and focuses on student achievement. The same district goal is used for all sites applying for Q Comp. | |
| | 2.1 Provide the site student achievement SMART goal for Q Comp focus. | The site goal(s) is limited to one or two skills and identifies a specific amount of desired growth. It is a SMART goal. | |
| | 2.1 Provide a summary of the needs assessment used to determine the goal. | Disaggregated data is provided and analyzes student scores at all levels for subgroups and sub-skills that need the most improvement. This information clearly was used to select the goal and create the action plan. | |
| | 2.1 Provide the action plan designed to facilitate the achievement of the site student achievement SMART goal. | The action plan is aligned with the goal, is based on the needs assessment, and answers: who will do what as well as when and how will this be accomplished for both students and teachers. | |
| | 2.1 Provide the total number of students, licensed staff, teacher teams, teacher team leaders, and teacher team members at each site. | All total numbers are provided and align with the rest of the application. The number of teachers on a team is appropriate, manageable, and aligned with the career ladder ratios. | |
| | 2.1 Provide the team composition. | Team configurations are reasonable in number and arrangement, include all teachers and match the ratios from the career ladder. | |
| | 2.1 Provide the team meeting frequency and length. | Team meetings are held weekly or semi-monthly during the contract or school day. It is recommended that these meetings be at least 60 minutes per week or 90 minutes if they are semi-monthly. | |

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| <p>provides continuous learning and sustained teacher support; 122A.60 Subd. 1a(a) (1) focus on the school classroom and research-based strategies that improve student learning; (2) provide opportunities for teachers to practice and improve their instructional skills over time; (3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement; (4) enhance teacher content knowledge and instructional skills; (5) align with state and local academic standards; (6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and (7) align with the plan of the district or site for an alternative teacher professional pay system.</p> | <p>2.2 Provide the scope and sequence for the site action plan to increase student achievement and improve teacher instruction in the district and site goal area.</p> | <p>The scope and sequence for professional development activities (and how the activities will impact school-wide student achievement) is clear, comprehensive and aligned with the professional development calendar that is provided.</p> | |
| | <p>2.2 Attach a complete professional development calendar for the site.</p> | <p>A monthly calendar for the delivery of professional development, coaching cycles, observation/evaluation cycles, and the introduction of instructional strategies is provided. Team meetings (weekly or semi-monthly) are reflected. Teams meet during the contract or school day.</p> | |
| | <p>2.3 Provide a narrative summary of the job-embedded professional development plan.</p> | <p>The narrative clearly summarizes the component and explains how the requirements have been met.</p> | |

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| Component 3: Teacher Evaluation | | | |
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| Law | Criteria | Meets Expectations ___ Yes ___ No | Recommendations/Suggestions for Improvement |
| <p>122A.414 Subd. 2 (b) The alternative teacher professional pay system agreement must: (3) ...base at least 60 percent of any compensation increase on teachers' performance using: (iii) an objective evaluation program that includes: (A) individual teacher evaluations aligned with the educational improvement plan under sections 122A.413 and the staff development plan under section 122A.60; and (B) objective evaluations using multiple criteria conducted by locally selected and periodically trained evaluation team that understands teaching and learning</p> | 3.1 Describe the positions that make up the evaluation team that will be responsible for conducting at least three formative evaluations based on classroom observations for each teacher and/or licensed staff member. | There are two or three identified evaluators for each licensed staff member. | |
| | 3.1 State how many times each evaluation team member will complete a formative evaluation based on direct classroom observation of each teacher and/or licensed staff member. | There are at least three formative evaluations completed each year which each include direct classroom observation and are focused on the instructional strategies being utilized to help students reach the site goal(s). | |
| | 3.1 Describe how the objective, formative evaluation rubric applies to the site goal action plans, including how this process will be conducted for specialists and other licensed staff members (counselors, nurses, psychologists, etc.). | The rubric for evaluations is clear, transparent and able to be understood by teachers. It is focused on instructional skills and comprehensive standards, has clear categories for different levels of performance, is not overly burdensome, and provides a standard level of expected performance. The rubric is focused on instruction and is designed to assess the implementation of instructional strategies utilized to reach the school-wide student achievement goal. | |
| | 3.1 Attach complete copies of all rubrics that will be used in the formative evaluation process. | The complete evaluation rubric for all teachers is attached. This includes all forms that will be used in the process. | |

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| | 3.2 Provide a process for ensuring inter-rater reliability and preventing score inflation. | The process for maintaining inter-rater reliability and preventing score inflation is clear and includes initial training, follow-up trainings and a checks and balances system. | |
| | 3.2 Provide a process for including teacher self-analysis/reflection. | Self-analysis/reflection is shown as an important and integral part of the evaluation process. | |
| | 3.2 Provide a process for scheduling pre- and post-observation conferences. | A clear and consistent process is in place for conducting and scheduling pre- and post-observation conferences, and they are timely and constructive. | |
| | 3.2 Provide a description of the optional appeals process (if a process will be in place). | The provided appeals process is comprehensive and includes what the process is, when it can be used and how it will work. | |
| | 3.3 Describe the formative and summative evaluation processes for probationary teachers. | The probationary teacher evaluation process is clearly defined, meets the requirements of the law. | |
| | 3.3 Explain any similarities and differences between the evaluation processes for probationary teachers and the evaluation process for tenured teachers. | The relationship between the probationary teacher and tenured teacher evaluation processes is clearly explained and shows equity between the standards, rubrics, and forms used in each. (Comment on both formative and summative evaluations.) | |
| | 3.3 Explain how the probationary teachers will transition from their current evaluation process to any differences that exist in the formative evaluation process for tenured teachers. | The transition plan from the probationary teacher evaluation process to the tenured teacher evaluation process is clear, transparent and equitable. | |
| | 3.4 Provide a narrative summary of the formative evaluation program and how it relates to performance pay. | The narrative clearly summarizes the component and explains how the requirements have been met. A specific evaluation result is clearly necessary in order to earn performance pay. | |

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| Component 4: Performance Pay | | | |
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| Law | Criteria | Meets Expectations ___ Yes ___ No | Recommendations/Suggestions for Improvement |
| 122A.414 Subd. 2(b) (3) ...base at least 60 percent of any compensation increase on teachers' performance using: (i) School wide 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 locally selected and periodically trained evaluation team that understands teaching and learning; | 4.1 Provide the amount of performance pay and how it ties to school-wide student achievement gains. | There is a clear and direct connection between school-wide student gains (based on the site goals) and performance pay. The measurement aligns to the site goals set in Component 2. | |
| | 4.1 Provide the amount of performance pay and how it ties to measures of student achievement. | There is a clear and direct connection between student achievement gains at the individual student level (or small group level) and performance pay. | |
| | 4.1 Provide the amount of performance pay and how it ties to teacher evaluation. | There is a clear and direct connection between the results of formative, objective teacher evaluations (based on classroom observations) and performance pay. | |
| | 4.2 Provide, if necessary, the amount of performance pay and how it ties to an IGP/PDP/PGP. | Performance pay is clearly tied to teacher growth on an IGP/PDP/PGP and is in alignment with the required elements. | |
| | 4.2 Provide, if necessary, the amount of performance pay and how it ties to any other area (please identify the area). | Pay related to another area as selected by the district and the evidence necessary to earn this pay is clearly explained. | |
| | 4.3 Describe how career ladder, part-time and itinerant teachers/licensed staff will earn performance pay in each of the areas outlined above. | There is a clear explanation of how earning performance pay for career ladder, part-time and itinerant staff is equitable, feasible, valid and transparent. | |
| | 4.4 Provide a narrative summary of how the performance pay system will work. | The narrative clearly summarizes the component and explains how the requirements have been met. | |

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| Component 5: Alternative Salary Schedule | | | |
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| Law | Criteria | Meets Expectations ___ Yes ___ No | Recommendations/Suggestions for Improvement |
| 122A.414 Subd. 2 (b) The alternative teacher professional pay system agreement must: (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 teachers performance using: (i) School wide 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 locally selected and periodically trained evaluation team that understands teaching and learning | 5.1 Attach the alternative salary schedule that reforms steps and lanes. | The reformed salary schedule is attached and clearly shows a complete, clear schedule. | |
| | 5.2 Explain how the alternative salary schedule has been reformed and how teachers will move through this revised schedule. | A clear explanation is provided and it can be determined how the reform has been made. Movement on the new schedule has been changed so that step movement is no longer guaranteed and a performance measure of some kind must be completed successfully in order to make a vertical gain. | |
| | 5.3 Provide a narrative summary of how the alternative salary schedule aligns with the other components of the plan. | The narrative clearly summarizes the component and explains how the salary schedule aligns with career advancement, professional development and teacher evaluations. | |
| | 5.4 Provide any other narrative information you feel may be helpful in understanding your district and the proposed Q Comp plan. | Any additional narrative is clear, aligns with the application and provides valuable information that enhances the clarity of the entire application. | |

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| Budget | | | |
|--|-----------------|--|--|
| Law | Criteria | Meets Expectations ___ Yes ___ No | Recommendations/Suggestions for Improvement |
| <p>The budget should show an integration of the education improvement plan and the staff development plan with Q Comp. <i>(implied in law)</i></p> <p>The budget should show an integration of the education improvement plan and the staff development plan with Q Comp. <i>(implied in law)</i></p> <p>The budget should show an integration of the education improvement plan and the staff development plan with Q Comp. <i>(implied in law)</i></p> | Expenditures | The expenditures are clear and complete, aligned with all UFARS restrictions and completely account for all Q Comp funds. All expenditures in each section are totaled and the budget balances. | |
| | Revenues | All Q comp funds are clearly accounted for and, where applicable, additional revenue sources including general funds and staff development funds are integrated to cover program costs. The budget balances. | |

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