

## Q Comp Program Review Process

Level 1	Level 2	Level 3
<p><b>Document Review</b> The following documents will be collected from each district :</p> <ul style="list-style-type: none"> <li>• An update on all components (a form will be provided) comparing what was approved in the application, what has been done so far, and any anticipated future changes or items that still remain to be completed</li> <li>• A copy of each job posting used for the career ladder positions</li> <li>• An outline of the selection process used including copies of the interview questions</li> <li>• An updated professional development calendar for each site</li> <li>• A complete set of team meeting agendas and minutes for two teams per site (if there is only one team per site, a complete set of agendas and minutes for that team must be submitted)</li> <li>• Copies of the materials used to train all staff on the Q Comp plan</li> <li>• Five redacted (names removed) observation/evaluation forms and IGP/PGP plans (IGP/PGP plans are only required if used by the district) <ul style="list-style-type: none"> <li>○ Preferably the five forms will include at least one high-performing, one average-performing, and one low-performing and include two specialists or other licensed staff.</li> </ul> </li> </ul> <p><b>Documents are reviewed internally by MDE staff using a specific rubric. Follow-up documents may be requested.</b></p>	<p><i>To reach a Level 2 review, a district must be determined to be proficient in a Level 1 review.</i></p> <p><b>Document Review</b> The following documents will be collected from each district :</p> <ul style="list-style-type: none"> <li>• An update on all components based on changes made after the previous Program Review and any other changes made by the district after year 1</li> <li>• An updated professional development calendar for each site</li> </ul> <p><b>Documents are reviewed internally by MDE staff using a specific rubric. Follow-up documents may be requested.</b></p>	<p><i>To reach a Level 3 review, a district must be determined to be proficient in a Level 1 and Level 2 review.</i></p> <p>If the district* has had successful Program Reviews in year 1 and year 2, the district may choose any of the following options:</p> <ol style="list-style-type: none"> <li>1. No Program Review</li> <li>2. Full or Custom Document Review</li> <li>3. Full or Custom Peer Review</li> <li>4. Full or Custom Program Review</li> </ol> <p><i>* The No Program Review option may be chosen in each successive year unless a problem arises.</i></p> <p><b>Document Review (District determined)</b> In year 3 and beyond, the Document Review for districts will be the same as that in year 2 including:</p> <ul style="list-style-type: none"> <li>• An update on all components based on changes made after the previous Program Review and any other changes made by the district after year 1</li> <li>• An updated professional development calendar for each site</li> </ul> <p><b>Documents are reviewed internally by MDE staff using a specific rubric. Follow-up documents may be requested.</b></p>

\* District is defined collectively as the exclusive representation of the teachers, teachers and/or licensed staff, management and school board members. All eligible entities (schools, school districts, intermediate districts and charter schools) will be referred to as “district”.

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<p><b>Peer Review</b> The Peer Review site visit will be conducted by a combination of MDE staff and trained peers from other implementing districts.</p> <p>This portion of the Peer Review may include some documents to aid the peer reviewers in understanding comments made during the site visit or further documents required by MDE after conducting the Document Review.</p> <p>The Peer Review will consist of:</p> <ul style="list-style-type: none"> <li>• District-level presentations</li> <li>• Interviews with various staff groups               <ul style="list-style-type: none"> <li>○ Career ladder teachers</li> <li>○ District administration (including school board members) and members of the exclusive representative of the teachers</li> <li>○ Classroom teachers</li> <li>○ Etc...</li> </ul> </li> <li>• Individual school site visits (minimum of two sites per level for districts with multiple sites at each level)               <ul style="list-style-type: none"> <li>○ Including viewing of team meetings and interviews</li> </ul> </li> <li>• Wrap-up time at the end of the day for district questions and discussion among the Peer Review team</li> </ul>	<p><b>Peer Review</b> The Peer Review site visit will be conducted by a combination of MDE staff and trained peers from other implementing districts.</p> <p>This portion of the Peer Review may include some documents to aid the peer reviewers in understanding comments made during the site visit or further documents required by MDE after conducting the Document Review.</p> <p>The Peer Review will consist of:</p> <ul style="list-style-type: none"> <li>• District-level presentations</li> <li>• Interviews with various staff groups               <ul style="list-style-type: none"> <li>○ Career ladder teachers</li> <li>○ District administration (including school board members) and members of the exclusive representative of the teachers</li> <li>○ Classroom teachers</li> <li>○ Etc...</li> </ul> </li> <li>• Randomly selected, predetermined school site visits (minimum of one site per level for districts with multiple sites at each level)               <ul style="list-style-type: none"> <li>○ Including viewing of team meetings and interviews</li> </ul> </li> <li>• Wrap-up time at the end of the day for district questions and discussion among the Peer Review team</li> </ul>	<p><b>Peer Review</b> <i>(District determined)</i> The Peer Review site visit will be conducted by a combination of MDE staff and trained peers from other implementing districts.</p> <p>This portion of the Peer Review may include some documents to aid the peer reviewers in understanding comments made during the site visit or further documents required by MDE after conducting the Document Review.</p> <p>The Peer Review will consist of:</p> <ul style="list-style-type: none"> <li>• District-level presentations</li> <li>• Interviews with various staff groups               <ul style="list-style-type: none"> <li>○ Career ladder teachers</li> <li>○ District administration (including school board members) and members of the exclusive representative of the teachers</li> <li>○ Classroom teachers</li> <li>○ Etc...</li> </ul> </li> <li>• Visits to school sites selected by the district               <ul style="list-style-type: none"> <li>○ Including viewing of team meetings and interviews</li> </ul> </li> <li>• Wrap-up time at the end of the day for district questions and discussion among the Peer Review team</li> </ul>
<p><b>Final Summary Report</b> Following the Document Review and Peer Review, MDE staff will prepare a final report detailing the commendations and recommendations being made to the district based on the findings of both portions of the Program Review. This final report will be mailed to the superintendent.</p>	<p><b>Final Summary Report</b> Following the Document Review and Peer Review, MDE staff will prepare a final report detailing the commendations and recommendations being made to the district based on the findings of both portions of the Program Review. This final report will be mailed to the superintendent.</p>	<p><b>Final Summary Report</b> If the district has chosen to have any part of the Program Review process completed, MDE staff will prepare a final report detailing the commendations and recommendations being made to the district based on the findings of the Program Review. This final report will be mailed to the superintendent.</p>

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