

Quality Compensation for Teachers Q Comp

Program Overview
October 25, 2013

What is Q Comp?

- **Q Comp is a school improvement model that focuses on teacher effectiveness and student achievement to improve teacher recruitment and retention.**

Why Q Comp?

- **Because we know that effective teachers will raise student achievement levels and close the achievement gap.**
 - **Dr. Marzano’s research indicates that effective teachers has a 43 percent positive impact on student achievement, the highest school-based factor. By comparison, class size only had an 8 percent positive impact (Marzano, 2003).**
 - **A Dallas study found that the performance gap between students assigned three effective teachers in a row, an those assigned three ineffective teachers in a row, was 49 percentile points (McKinsey, 2007).**
- **Teacher recruitment and retention will be crucial for Minnesota. Current state data indicates 33 percent of new teachers leave the profession in the first five years (MDE Supply and Demand Report, February 2013).**

History of Alternative Compensation in Minnesota

- **2002 began the alternative teacher compensation grant program pilot.**
 - **\$3.6 million was allocated to five districts.**
 - **Focused on alternative salary schedule and career ladder teachers.**
 - **Results were used to develop the Q Comp program.**
- **2005 began the Q Comp program.**
 - **\$75.636 million allocated annually.**
 - **Proposed by Governor Tim Pawlenty and passed with bi-partisan legislative support.**
 - **Focused on student and teacher growth.**

Current Q Comp Participation

- **68 school districts** approved and implementing in the 2013-14 school year.
- **67 charter schools** approved and implementing in the 2013-14 school year.
- Approximately **380,214 students** (about 46% of the statewide student population) are being served in Q Comp schools during 2013-14.
- Approximately **22,700 FTE** of licensed staff (about 43% of the statewide licensed staff population) are working at Q Comp schools during 2013-14.

Q Comp Funding

- **75.636 million in basic state aid for FY 2013.**
 - **Categorical aid program and part of general education.**
 - Not a grant program.
- **\$260/student maximum funding per district.**
 - **\$169/student state aid.**
 - Charter Schools receive equalized state aid, approximately \$240/student depending on the average levy.
 - **Up to \$91/student board approved levy.**
- **Unspent funds remain with the district program and are not to be used for other district needs.**

How can Q Comp funding be used?

- **Since Q Comp funding is categorical aid, it is controlled in the same manner as other similar funding and can be used in the same manner as all other state funding.**
 - **However, administrative costs are limited to 5 percent of the total allocation.**
- **Common uses:**
 - **Career ladder salary augmentation.**
 - **Training for career ladder teachers.**
 - **Professional development resources and training.**
 - **Evaluation training.**
 - **Performance pay.**

General Program Considerations

- **Districts are encouraged to align the Q Comp program with school improvement and staff development programs.**
- **Districts are encouraged to build on what is already in place in their district and design a program that meets their needs within the parameters provided by MDE.**
- **The focus should be on collaboration among staff not on competition.**

What is included in a Q Comp plan?

- **Q Comp consists of five basic components:**
 1. **Career Ladders or Advancement Options for Teachers.**
 2. **Job-embedded or Integrated Professional Development.**
 3. **Teacher Observation/Evaluation.**
 4. **Performance Pay.**
 5. **Alternative or Reformed Salary Schedule.**
- **Each component has a set of standards, around which each district designs a Q Comp program to fit the needs of the licensed staff members and students.**

Component 1: Career Ladders or Advancement Options for Teachers

- **Statutory requirements [Minn. Stat. 122A.414 Subd. 2(b)]:**
 - **Describe how teachers can achieve career advancement and additional compensation.**
 - **Provide teachers with career advancement options that allow teachers to:**
 - Retain primary roles in student instruction.
 - Facilitate site-focused professional development that helps other teachers improve instructional skills.

Component 1: Career Ladders or Advancement Options for Teachers

- **MDE Requirements:**

- **Each position will need:**

- A title.
 - Qualifications.
 - Responsibilities.
 - Hiring Process.
 - Evaluation Process.
 - Compensation.
 - Salary augmentation.
 - Release time or substitute coverage.
 - Ratio.
 - The total number of individuals who will hold the position and how many licensed staff members with which each will work.

Component 1: Career Ladder or Advancement Options for Teachers

- **MDE Requirements (cont.):**
 - **Responsibilities for positions need to include:**
 - Implementing professional development.
 - Facilitating or leading learning team meetings.
 - Conducting observations.
 - Coaching.
 - Demonstrating/modeling instructional strategies.
 - Co-planning and team-teaching lessons.
 - Mentoring new teachers.
 - Field-testing/researching instructional strategies.

Component 1: Career Ladder or Advancement Options for Teachers

- **Teachers become instructional leaders and take on new school roles to guide and improve teacher practice.**
 - **Promote the focus on student learning.**
 - **Lead school learning teams.**
 - **Plan and engage in professional development linked to instructional goals.**
 - **Review assessment data and plan activities to improve teaching and learning.**

Component 1: Career Ladder or Advancement Options for Teachers

- **How many additional or new teachers are needed to implement Q Comp?**
 - **The district does not need to hire additional teachers to implement Q Comp.**
 - **The only time a district needs to hire additional teachers is if the district chooses to release career ladder teachers for all or part of the day to complete the duties of the leadership positions.**
 - **Many plans allow teachers to take on career ladder positions while still maintaining their full teaching load.**

Teacher Leader Qualification Examples

- **Peer Coach**

- Current full-time staff member in the district.
- Minimum of five years of teaching experience in the district preferred.
- Masters degree preferred.
- Demonstrated skills in the areas of effective teaching, leadership and communications.
- Clear understanding of data-driven decision-making for instructional planning.
- Broad knowledge of evidence-based teaching practices and proven application of those practices in the current role.
- Ability to work collaboratively and cooperatively with colleagues.
- Excellent oral, written, interpersonal and organizational skills.

Teacher Leader Qualification Examples

- **Professional Development Site Facilitator**
 - Current, full-time staff member in the district. Demonstrated skills in the areas of effective teaching, leadership and communications.
 - Minimum of five years of teaching experience in the district preferred.
 - Clear understanding of data-driven decision-making for instructional planning.
 - Broad knowledge of evidence-based teaching practices and proven application of those practices in the current role.
 - Ability to work collaboratively and cooperatively with colleagues.
 - Excellent oral, written, interpersonal and organizational skills.
 - Experience in staff development or educational leadership preferred.

Teacher Leader Qualification Examples

- **Mentor Teacher**

- Current, full-time staff member in the district.
- Minimum of five years of teaching experience in the district preferred.
- Demonstrated skills in the areas of effective teaching, leadership and communications.
- Broad knowledge of curriculum and instruction.
- Ability to work collaboratively and cooperatively with colleagues.
- Excellent oral, written, interpersonal and organizational skills.

Teacher Leader Responsibility examples

- **Peer Coach**

- Conduct formal observations and provide ongoing instructional support, including pre- and post-observation conferences, to help licensed staff members improve instructional skills and increase student achievement.
- Research and field-test instructional strategies to determine which new strategies will be most effective in improving instruction and increasing student achievement.
- Model best practice instructional strategies and collaborate with PLC/Professional Development Site Facilitators and building or district administration to plan professional development opportunities for all staff that will improve instruction and increase student achievement.
- Review licensed staff members' professional growth plans (PGPs) during each observation cycle, meet with licensed staff members regarding individual student achievement goals at the end of the year, which will be verified by the building administrator, and submit documentation to the Q Comp Coordinator.
- Assist and attend other PLC meetings as appropriate.

Teacher Leader Responsibility Examples

- **Professional Development Site Facilitator**
 - Support building PLCs in analyzing data and accessing resources to aid in locating and identifying evidence-based strategies to improve instruction and increase student achievement.
 - Facilitate monthly meetings of the Building Professional Development Team, in conjunction with the site administrator(s) to coordinate professional development and learning opportunities for staff.
 - Receive input from PLCs to determine building professional development needs.
 - Attend district meetings for Q Comp and professional development.
 - Document building professional development activities throughout the year and in collaboration with the building administrator, and complete the site Staff Development Report as required by MDE.
 - Support probationary licensed staff members and connect them to building and district resources and personnel to help them acclimate to the school climate and improve instructional skills.

Teacher Leader Responsibility Examples

- **Mentor**

- Introduce probationary licensed staff members to programs at departments or grade levels.
- Meet with probationary licensed staff members on a regular basis to provide instructional and collegial support.
- Attend Mentor Teacher workshops with probationary licensed staff members during fall in-service days and during the year.
- Spend one to two professional leave days with the probationary licensed staff member during the year to support them through instructional strategies and curriculum resources.

Teacher Leader Selection Process Examples

A. Hiring Process:

- The job vacancy will be posted in the staff lounge and emailed to all staff.
- Interested teachers will submit an application to the hiring committee made up of Q Comp committee members and led by the director of learning and accountability. They will review the applications and interview qualified candidates.
- The hiring committee will recommend candidates to the superintendent who will make the final hiring decision.

B. Hiring Process:

- Position will be posted via email to all staff.
- Interested teachers will submit applications to the hiring committee consisting of the Q Comp coordinator; the director of learning and accountability; and the principal at the building where the teacher leader will reside.
- The hiring committee will review applications, conduct interviews with qualified candidates and make the final hiring decision.

Teacher Leader Selection Process Examples

C. Hiring Process:

- Positions will be posted within the district.
 - Postings will include the qualifications and requirements of the position.
- Interested applicants will apply to the superintendent and union president using the Q Comp Application form.
- Qualified applicant names will be forwarded to the Q Comp Council members, who will be responsible for interviewing candidates and making a hiring recommendation.
 - In event that a Q Comp Council member has applied for the position, the selected alternate will serve on the Q Comp Council during the interview.
- The superintendent and union president will make the final hiring decision.

Teacher Leader Evaluation Examples

A. Evaluation:

- Each teacher leader is evaluated by the building principals twice per year with input from Q Comp Teacher Leader and the PLC team leads in their respective building using a position-specific rubric.
 - The Q Comp Coordination Committee will support this process.
- The teacher leader must demonstrate an average score of Proficient or higher in each rubric element in order to earn the position salary augmentation and retain the position for the following year.

B. Evaluation:

- Teacher leaders are evaluated by their supervisors once per year using a position-specific rubric and survey with input from the Q Comp Teacher Leader and all teachers with whom they are assigned to work.
 - The Q Comp Oversight Committee will support this process.
- The teacher leader must demonstrate proficiency in each rubric element to earn the salary augmentation for the position.

Teacher Leader Evaluation Examples

C. Evaluation:

- The evaluation will be done twice per year, via Survey Monkey, by the staff with whom they work.
 - The Q Comp Council will receive and review the data from the survey given twice per year.
 - The Q Comp Council will share the evaluation data with the teacher leader during a meeting at an appropriate time.
 - Each teacher leader will also have time for personal reflection of their practices on their evaluation.
- If a teacher leader is found not fulfilling the duties for the positions, as determined by the Q Comp Council, and no reasonable solution can be reached, the position will be reopened, and the outgoing leader will receive a prorated salary augmentation.

Component 2: Job-embedded or Integrated Professional Development

- **Statutory requirements [Minn. Stat. 122A.414 Subd. 2(b)]:**
 - **Provide integrated ongoing site-based professional development activities to improve instructional skills and learning.**
 - **Align professional development activities with student needs in the Educational Improvement Plan (EIP) and the staff development plan.**
 - **Ensure professional development is led during the school day by trained teacher leaders.**

Component 2: Job-embedded or Integrated Professional Development

- **MDE Requirements:**
 - **Licensed staff meet weekly for 50-60 minutes or every other week for 90 minutes during the teacher contract day in learning teams.**
 - **Learning teams consist of approximately 5-7 staff members.**
 - Configurations are most often based on grade levels or content areas.
 - Specialists are either included in learning teams or meet as their own team.
 - **Teacher leaders facilitate meetings and field-test instructional strategies that are later shared during team meetings.**

Component 2: Job-embedded or Integrated Professional Development

- **Licensed staff meet regularly in small groups for professional development to:**
 - **Focus on student learning.**
 - **Engage in results-oriented dialogue.**
 - **Build shared knowledge.**
 - **Use data to inform decisions.**
 - **Explore new instructional strategies.**
 - **Develop assessments of student learning.**
 - **Share instructional practices.**
- **Professional development is focused around specific schoolwide student achievement goals measured through a standardized assessment(s).**

Component 2: Job-embedded or Integrated Professional Development

- **Through modeling, licensed staff are taught new instructional strategies.**
- **Licensed staff are given time during team meetings to develop their own lessons using the strategies.**
- **Teacher Leaders follow up, via observations and coaching, with each licensed staff member to ensure the strategy is implemented.**
- **After using the strategy, licensed staff members bring student work to subsequent meetings for team analysis to inform next instructional steps.**

Job-embedded Professional Development Examples

- **Learning Teams**

- Professional Learning Communities (PLCs) will be divided into three grade bands: kindergarten and first grade, second and third grade and fourth through sixth grade. Specialists will be divided so there is one on each PLC. These PLCs will meet every two weeks for 90 minutes in a rotating schedule with staff meetings. Teachers will also work with their team leader to design, implement, and reflect on their professional goal and their achievement of that goal through the completion of a professional growth plan. Final determinations regarding the professional growth plan achievement and the earning of performance pay related to plan achievement will be measured by the team leaders, building instructional leader or the school director using the plan itself as a guide.

Job-embedded Professional Development Examples

- **Learning Teams**

- A total of 10 FTE teacher instructional coaches throughout the district will facilitate professional development teams of 3-10 grade level or department teachers to meet for a minimum of 50 minutes per week embedded during the teacher employment contract day. The teams will also have five late-start and early-release days for additional meetings. These meetings will include the professional development activities regarding modeling instructional strategies, demonstration teaching, team teaching, mentoring, lesson study, analysis of student work, peer or cognitive coaching and content coaching. Learning Teams will cover these topics:
 - Review, share and refine instructional strategies for math, especially in the area of computation and number sense.
 - Develop appropriate resources and supplemental materials for math instruction, especially in the area of computation and number sense.
 - Review assessment data and its implications and applications to instructional planning and delivery (NWEA, MCA, CBM, and classroom assessments)

Job-embedded Professional Development Examples

- **Overall job-embedded professional development**
 - There are three primary elements tying the district job-embedded professional development plan together. These elements apply to all schools in the district.
 - The district establishes the Framework for Effective Teaching, based on the best practice model of Charlotte Danielson. Teachers develop a professional growth plan aligned with chosen elements within the domains of this model. Trained colleagues and supervisors evaluate and coach teachers in those elements leading to continued professional growth.
 - Sites develop site-specific, content-based strategies aligned with the building academic achievement goal. Introduction and training on those strategies are provided through the district and building staff development program. Trained teacher leaders, supervisors, and content area experts provide teaching and modeling.
 - Sites establish a PLC team model to ensure integrated and ongoing dialogue and the implementation of instructional strategies aligned with each teacher's professional growth plan and building goals.

Component 3: Teacher Observation/Evaluation

- **Statutory requirements [Minn. Stat. 122A.414 Subd. 2(b)]:**
 - **Have an objective evaluation program.**
 - **Align individual teacher evaluations with the EIP and staff development plan.**
 - **Use multiple criteria conducted by locally selected and periodically trained evaluation team that understands teaching and learning.**

Component 3: Teacher Observation/Evaluation

- **MDE Requirements:**
 - **All licensed staff receive 3 live, full-class-period observations of direct classroom instruction annually.**
 - **Over the course of the 3 live observations, each licensed staff member is seen by at least two different trained observers/evaluators.**
 - Commonly this includes teacher leaders and administrators.
 - **Staff members are trained annually on the observation process.**
 - **The process includes pre- and post-observation conferences as well as opportunities for staff to reflect on their instruction and self-analyze.**

Component 3: Teacher Observation/Evaluation

- **MDE Requirements (cont.):**
 - **Observations are based on a detailed rubric focused on instructional domains that tightly aligns with the *Minnesota Standards of Effective Practice for Teachers*.**
 - The rubric includes:
 - Multiple elements that can be directly observed in the classroom.
 - Detailed descriptors of performance at various levels for each element.
 - **The forms used to provide feedback to the staff members is aligned with the rubric and includes space to record scores on each rubric element, comments and suggestions regarding performance and an overall rating for the observation.**

Component 3: Teacher Observation/Evaluation

- **Goals for the observation/evaluation process:**
 - Improve teacher effectiveness through evidence-based measures.
 - Identify areas of strength and have teachers share these with colleagues.
 - Identify areas of need that are then used to design individual support and professional development for staff members.
 - Encourage collaboration and collegiality among staff through a supportive environment.
 - Focus on the implementation of instructional strategies aligned with professional development and goals.

Observation/Evaluation Team Examples

- A. Licensed staff members will participate in three observations per year performed by Peer Coaches or administrators.
- B. All teachers will be observed twice by their Learning Team Leader and once by an administrator. On each of these three observations, which will include a pre- and post-observation conference, teachers must demonstrate an overall rating of Proficient in order to earn performance pay.
- C. The team that observes each licensed staff member will consist of the Elementary or Secondary Leader and the building principal. The Elementary or Secondary Leader will conduct two observations for each tenured teacher individually and will conduct one observation for each tenured teacher with an administrator.

Observer/Evaluation Training Examples

- In order to ensure that the process is transparent, all teachers and administrators will attend a one-day training provided by Charlotte Danielson regarding her evaluation system. In addition, inter-rater reliability will be ensured by the following methods:
 - Team Leaders will practice teacher observations as part of their extended-day contract.
 - Refresher or follow-up training will be held periodically using the district Framework for Effective Teaching Assessment Rubric.
 - Team Leaders and administrators will work together to ensure that they are compatible in the rating of teachers.
 - Teachers will have the option of an additional observation with a different observer if inter-rater reliability is questioned.
- To ensure inter-rater reliability is maintained and the scoring process is valid, all observers will receive training that includes having the observers view and score videos of classroom teachers instructing students. The scored results will be compared and discussed to ensure consistency among teacher observers. Training will be ongoing to enable coaches to refine their coaching skills and to maintain consistency among coaches.

Reflection and Coaching Examples

- Teachers will be asked to complete a self-evaluation each time they are observed. Information from the teacher self-evaluation will be used at the post-observation conference. Following the observation, the teacher will engage in conversations with the observer, which will promote authentic professional examination of teaching practices in an atmosphere of mutual support, trust and continuous learning and improvement. The self-evaluation process will promote dialogue in conferencing and inform the formative evaluation process.
 - Evaluators will discuss areas of growth identified on the rubric through pre- and post-observation conferences with staff. This information, along with the teacher self-assessment, review of student data and input from the PDP team regarding growth, will be used by evaluators as they come to a consensus regarding areas of strength and areas for growth to be reflected in the summative report.
 - A teacher whose performance is found to be below Proficient will be referred to the Peer Assistance and Review Team. An assigned member of that team will coach the teacher and provide resources to help the teacher grow as a professional and meet the required standard.

Component 4: Performance Pay

- **Statutory requirements (Minn. Stat. 122A.414 Subd. 2(b)):**
 - **Prevent a teacher's compensation from being reduced.**
 - **Base at least 60% of the total compensation increase on the following performance indicators:**
 - Schoolwide student achievement gains on the Minnesota Comprehensive Assessment (MCA) or another standardized assessment(s).
 - Measures of student achievement.
 - Objective teacher evaluations.

Component 4: Performance Pay

- **MDE Requirements:**
 - **The majority of performance pay MUST be based on:**
 - Attaining a schoolwide goal based on a standardized assessment.
 - Schoolwide goals are outlined in Component 2 and updated annually.
 - Attaining a measure of student achievement goal, such as a grade level, team or classroom goal based on pre and posttests.
 - A process must be developed to review goals to ensure equity and review data to determine if the goal is met and pay earned.
 - Attaining a specific average performance standard by the end of the year on the annual teacher observations.
 - The standard of performance should be at least an average of Proficient.

Component 4: Performance Pay

- **MDE Requirements (cont.):**
 - **One additional area of performance pay MAY be added if the district desires. This area must be based on:**
 - **Attaining a specific standard of student or teacher performance.**
 - The measure of student or teacher performance must be defined.
 - A process must be in place to review goals in this area for equity and to determine if they are met and pay has been earned.
 - **The amount of compensation for a performance measure in the optional area must be less than in any of the required areas.**

Component 4: Performance Pay

- **Why performance pay?**
 - **Professionalize teaching as a career.**
 - **Attract and retain high-quality licensed staff.**
 - **Address perceptions that beginning salaries are too low.**
 - **Provide additional compensation to experienced teachers who currently have a cap on salary increases later in their career.**
 - **Address the fact that teacher movement through the traditional ‘steps and lanes’ salary schedule is slow and not based on performance.**

Component 4: Performance Pay

- **Examples of performance pay systems:**
 - **Each licensed staff members is eligible for a total performance pay package of \$1,000 annually.**
 - \$250/25% for schoolwide student achievement gains will be awarded to each licensed staff member at the site if the schoolwide goal (updated annually) is met.
 - \$250/25% for measures of student achievement will be awarded to each licensed staff member on the learning team if the team's goal for student achievement is met.
 - Team goals and measurement plans will be reviewed by the Q Comp Committee to ensure equity at the start of each school year.
 - At the end of the year teams will submit data to the Q Comp Committee for review and to determine if pay has been earned.
 - \$500/50% for observation/evaluation results will be awarded to each licensed staff member who earns a rating of Proficient or higher when all three evaluations are averaged together.

Component 4: Performance Pay

- **Examples of performance pay systems:**
 - **Each licensed staff member is eligible for a total performance pay package of \$2,000 each year.**
 - \$500/25% for schoolwide student achievement gains will be awarded to each teacher at the site if the schoolwide goals (updated annually) are met.
 - \$250/50% for meeting the reading goal.
 - \$250/50% for meeting the mathematics goal.
 - \$500/25% for measures of student achievement will be awarded to each teacher if the classroom goal for student achievement is met.
 - Classroom goals will be reviewed by the principal to ensure equity at the start of each school year.
 - At the end of the year staff members will submit data to the principal for review and to determine if pay has been earned.
 - \$1,000/50% for observation results will be awarded to each teacher who earns a rating of Proficient or higher when all three evaluations are averaged together and has no unsatisfactory ratings on the final evaluation.

Component 5: Alternative Salary Schedule

- **Statutory requirements (Minn. Stat. 122A.414 Subd. 2(b)):**
 - Reform the “steps and lanes” salary schedule.
 - Prevent any teacher’s compensation from being reduced as a result of participation in Q Comp.
 - Base at least 60% of any compensation increase on teacher performance.

Component 5: Alternative Salary Schedule

- **MDE Requirements:**
 - **If the district has a salary schedule it must reform the salary schedule so that vertical movement is based on at least one of the following measure of performance:**
 - Attainment of the schoolwide goal based on a standardized assessment.
 - Attainment of the measure of student achievement goal.
 - Attainment of the teacher observation/evaluation standard.
 - **If the district does not have a salary schedule it must explain how base salary is currently increased annually and how at least one of the above performance measures will affect these increases under Q Comp.**

Looking to the Future

- **Opportunities:**

- Focus on teacher effectiveness and promote teacher collaboration.
- Provide professional development based on student and teacher needs.
- Attract and retain high-quality teachers.
- Reward teachers for demonstrating growth in instructional practice and increased student achievement.
- Align the Q Comp Program with new teacher evaluation statutes

- **Challenges:**

- Sustainability of funding.
- Transparency in the planning process for teachers and the public.
- Clarity of defined objectives and purposes of implementation.

Lessons Learned

- **Create a rotation cycle for replacing positions so that experienced teacher leaders can mentor the new ones.**
- **Ensure the compensation and release time are fair and equitable to the work expected.**
- **Use multiple roles to spread the work out rather than to overburden a teacher leader.**
- **Provide training at the start of positions and throughout the year to help teacher leaders improve their skills.**
- **Include teacher leaders in future decision making processes.**

Lessons Learned

- **Make sure the qualifications, responsibilities, hiring process and evaluation process are clear from the beginning.**
- **Include an application (or letter of interest) and interview in the hiring process to ensure the best candidate is selected.**
- **Give ample time for teachers to apply for positions, but also recruit some that you think would fit the role well.**
- **Tie the teacher leader position evaluation with the specific leadership responsibilities.**

Lessons Learned

- **Include teacher feedback in the evaluation of teacher leaders in the leadership role.**
- **Establish a leadership team of administrators and teacher leaders that meets regularly to discuss staff needs and upcoming professional development is a good idea.**
- **Use of a program coordinator can be helpful in keeping the program on-track and ensuring consistent implementation.**
- **Plan to review and refine the program annually to ensure implementation fidelity and ensure it is effective in meeting the desired goals.**

Resources

- **Q Comp** (<http://education.state.mn.us/MDE/SchSup/QComp/index.html>).
 - **Application information.**
 - Letter of intent forms.
 - Application form and guidelines.
 - **Implementation information.**
 - Site Goal Update form and related guidance.
 - Information about aligning Q Comp and Teacher Growth and Evaluation Requirements.
 - Model Plan for Rural Districts.
 - Q Comp Activity Fund information.
 - List of participating districts for the current year.
 - Plan Change form.
 - **Program Review information.**
 - This section will be updated with the new Review and Report Guidelines and Annual Report form by November 4.

Resources

- **Q Comp Professional Development**
(<http://education.state.mn.us/MDE/EdExc/ProDev/QComp/index.html>).
- **Conference and Networking.**
 - Announcement for annual networking sessions and any other available trainings.
- **Planning.**
 - Job-embedded professional development resource.

Resources

- **Professional Development Best Practices**

(<http://education.state.mn.us/MDE/EdExc/ProDev/BestPrac/index.html>).

- **Job-embedded Professional Development.**

- Video on forming ground rules in the learning team.
- Teacher observation videos: an overview, components, inter-rater reliability, sample rubrics, terms of reference, coaching scenario, and pre- and post-observation conference scenarios.
- Guide and tool for instruction-focused learning teams.

- **Teacher Induction and Mentoring.**

- Brief on the components of a comprehensive teacher induction program.
- Framework for developing an induction system for all educators.

Contact Information

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