

Northfield Education Association
Q-Comp Design: Career Ladder Positions

Draft

- A. Eligibility
 - a. Must have continuing contract status with Northfield Schools.
- B. Term Length for first year of Implementation
 - a. Term lengths are outlined in individual descriptions contained in this component, with the following exceptions.
 - i. Advisory Committee: One half of initial placements will be defined 1 year terms.
 - ii. Site Leaders: One half of initial placements will be defined as 1 year terms.
 - iii. Building Instructional Leaders: One half of initial placements will be defined as 1 year terms.
 - b. All teachers who are hired for these initial, one-year terms are eligible for rehire for subsequent full terms.
 - c. After year one, this section may be struck from this Memorandum of Understanding.
- C. Q-Comp Advisory Committee
 - a. Membership
 - i. Two members from each site (Bridgwater, Greenvale Park, Longfellow, High School, Middle School, and Sibley)
 - ii. One member from each site will be a Site Leader.
 - iii. Efforts will be made to select representatives to include at least one Special Education and one Student Support Services.
 - iv. District Q-Comp Coordinator
 - v. One Representative of the Superintendent, Secondary Principal and one Elementary Principal.
 - b. Responsibilities:
 - i. Oversight and revision of Q-Comp Budget
 - ii. Hire Career Ladder Positions for year two and beyond under advisement of administrative representation
 - iii. Meet monthly
 - iv. Assist Coordinator in Review and evaluation of overall program
 - 1. Structure
 - 2. Performance of career ladder positions
 - 3. Compensation for the career ladder positions
 - 4. Update plan and communicate legislative requirements
 - v. Design staff development relevant to Q-Comp
 - vi. Conduct peer review of Q-Comp Program
 - vii. Review program monthly
 - 1. What works
 - 2. Is paperwork done
 - 3. Record on-going needs for plan changes
 - c. Term and Term Limits
 - i. Two year term
 - d. Costs and remuneration
 - i. Release Time: Up to 9 days for monthly meeting

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- ii. Stipend: \$1,050
- D. District Q-Comp Coordinator
 - a. Responsibilities:
 - i. "Face of Q-Comp"
 - ii. Oversees the Memorandum Of Understanding with District
 - iii. Completes necessary Minnesota Department of Education requirements and reports.
 - iv. Monitor the Q-Comp budget.
 - v. Serve as Q-Comp representative on District Educational Program Advisory Council (DEPAC).
 - vi. Attend meetings and participate on DEPAC and the Q-Comp Advisory Committee. Work with Q-Comp Advisory Committee to design of staff development relevant to Q-Comp.
 - vii. Support the efforts of SITE Leaders, Building Instructional Leaders, PLC Leaders, Mentors and the Teachers of Northfield Public Schools.
 - viii. Works to ensure each career ladder position has equitable representation from disciplines and gender across the District.
 - ix. Lead hiring process for Career Ladder Positions for year two and beyond under advisement of Superintendent, one Secondary and one Elementary Administrator.
 - x. Lead review and evaluation of overall program
 - 1. Structure
 - 2. Performance of career ladder positions
 - 3. Compensation for the career ladder positions
 - 4. Update plan and communicate legislative requirements
 - xi. Conduct peer review of Q-Comp Program
 - xii. Review program monthly
 - 1. What works
 - 2. Is paperwork done
 - 3. Record on-going needs for plan changes
 - xiii. Additional responsibilities as required by legislation and plan documents
 - b. Term and Term Limits
 - i. Two year term
 - ii. District Q-Comp Coordinator may apply for subsequent terms contingent on evaluation.
 - c. Costs and remuneration
 - i. Release Time: Full time release
 - ii. Stipend: \$10,500
- E. Site Leaders (2 per building - 1 ALC , 1 Early Childhood)
 - a. Responsibilities:
 - i. Serve on building level committee responsible for setting educational goals.

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- ii. Ensure that building goals are reasonable and attainable.
 - iii. Collect the Proficiency Ratings from the Building Instructional Leaders.
 - iv. Support the efforts of the Building Instructional Leaders
 - v. Serve as communication link between teaching staff and District Q-Comp Coordinator.
 - vi. Work with individual classroom teachers, departments, grade levels and Building Instructional Leaders to support them in implementing instructional strategies to meet the needs of students.
 - vii. Be knowledgeable of building initiatives.
 - viii. Provide coaching for individual teachers, groups of teachers, and Building Instructional Leaders in developing effective instructional strategies to differentiate curriculum.
 - ix. Participate in ongoing personal professional development activities to maintain and expand current knowledge base and effectiveness.
 - x. Serve as a resource to Building Instructional Leaders Team in developing and monitoring of professional development plan goals (Teacher Development and Evaluation (TDE))
 - xi. Work closely with probationary teachers and mentors to ensure that the entire professional staff has the necessary support to succeed
- b. Term and Term Limits
 - i. Two year term
 - ii. Site Leaders may apply for subsequent terms contingent on evaluation.
 - c. Costs and remuneration
 - i. Release Time: Dependent upon participation in Q-Comp Advisory Committee
 - ii. Stipend: \$1,800
- F. Building Instructional Leaders
- a. Representation
 - i. Every effort should be made to have equitable representation for this position across the District.
 - ii. Building Instructional Leaders will be assigned at a ratio of one per seven (1:7) FTE
 - b. Responsibilities:
 - i. Support members in developing annual goals and conducting formal observations along with pre/post observation contact.
 - ii. A Leader for guiding all aspects of Q-Comp process at their prospective site.
 - iii. Work with fellow Building Instructional Leaders and building Principal to coordinate classroom visits, and observation schedule.
 - iv. Ensure that grade level or departments meet timelines of the Q-Comp Process.
 - v. Attend required Leadership Training Sessions

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1. Current Teacher Development and Evaluation (TDE) plan
 2. Observer Training
 - vi. Must demonstrate a clear understanding of the roles and requirements for a variety of disciplines.
 - vii. Assist members in completing reflection as necessary.
 - viii. Work with individual PLC and Site Leader to ensure that goals are SMART goals which align with building goals.
 - ix. Formally observe licensed staff using the Teacher Development and Evaluation (TDE) system
 1. Conduct 3 observations per staff member each year.
 2. Include both pre/post contact for each observation.
 3. Provide overall ratings for observations which will determine performance pay.
 - c. Term and Term Limits
 - i. Two year term
 - ii. Building Instructional Leaders may apply for subsequent terms contingent on evaluation.
 - d. Costs and remuneration
 - i. Release Time: Up to 7 days per year for observations, pre/post contact.
 - ii. Stipend: \$2,400
- G. Mentor
- a. Representation of mentors to mentees shall be a maximum 1:3 ratio.
 - b. Responsibilities:
 - i. Attend Leadership Mentor training
 - ii. For the purposes of this section, "new teacher" shall be defined as any teacher who is not under continuing contract.
 - iii. Become trained and familiar with Northfield Public Schools Teacher Development and Evaluation (TDE) rubric
 - iv. Participate in portion of Northfield Education Association new teacher luncheon.
 - v. Meet with Mentee approximately one hour per week or as needed and document meetings.
 - vi. Collaborate with other mentors to coordinate and attend monthly opportunities for Mentors and Mentees to provide support and build community among new hirees.
 - vii. Collaborate with the BIL's
 - viii. Observe new teachers instruction a minimum of twice per school year and provide both oral and written feedback.
 - ix. Arrange for new teachers to observe mentor classrooms a minimum of twice per year.
 - x. Arrange for new teacher to observe another teacher in the mentees area of speciality at least once per year.

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- xi. Work with tenured teachers who choose to seek mentorship to be successful in meeting goals towards performance pay or movement on salary schedule.
- c. Term and Term Limits
 - i. One year term
 - ii. Mentors may apply for subsequent terms contingent on need at building level and evaluation.
- d. Costs and remuneration
 - i. Release Time: None
 - ii. Stipend: \$800 plus \$200 per mentee.

Questions:

- A. For District:
 - a. What can be done for start up costs (initial work in summer prior to implementation)?
 - b. In order to attract the maximum number of quality candidates, can the Memorandum of Understanding be written to allow for District Q-Comp Coordinator to return to their previous assignment after the first two year term?

Northfield Education Association
Q-Comp Design: Career Ladder Hiring And Evaluation
Draft

A. Initial Hiring Committee

- a. Q-Comp Design Group under advisement of District Representatives will hire initial District Q-Comp Coordinator. District representatives will consist of one representative of the Superintendent, one Secondary Principal and one Elementary Principal.
- b. District Q-Comp Coordinator will work with Initial Hiring Committee to hire Site Leaders.
- c. District Q-Comp Coordinator will work with Initial Hiring Committee, and Site Leaders to hire Building Instructional Leaders, Mentors, and remaining members of Advisory Committee. This larger hiring committee will be broken into Elementary and Secondary groups for hiring Building Instructional Leaders and Mentors.
- d. Open positions that occur in the first year, but after all initial placements have been made shall be filled under the guidance of the Q-Comp Advisory Committee as outlined above.

B. Ongoing Hiring Committee will hire positions for year two and forward.

- a. Q-Comp Advisory Committee under advisement of District Representatives will hire District Q-Comp Coordinator. District representatives will consist of one Representative of the Superintendent, one Secondary Principal and one Elementary Principal.
- b. District Q-Comp Coordinator will work with Q-Comp Advisory Committee to hire Site Leaders.
- c. District Q-Comp Coordinator will work with Q-Comp Advisory Committee, and Site Leaders to hire Building Instructional Leaders, Mentors, and remaining members of Advisory Committee. This larger hiring committee will be broken into Elementary and Secondary groups for hiring Building Instructional Leaders and Mentors.

C. Evaluation of Career Ladder Positions

- a. Site Leaders
 - i. Evaluations are administered by District Q-Comp Coordinator
 - ii. Survey is given to Building Instructional Leaders using Rubrics in appendix A.
 - iii. Site Leaders who earn "insert rating" will receive stipend for school year. Rating, rubric and proration TBD
- b. Building Instructional Leaders

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Q-Comp Design: Career Ladder Hiring And Evaluation

Draft

- i. Evaluations are administered by Site Leaders
 - ii. Survey is given to all staff participating in Q-Comp Observation and Evaluation using Rubrics in appendix A.
 - iii. Building Instructional Leaders who earn "insert rating" will receive stipend for school year. Rating, rubric and proration TBD.
- c. District Q-Comp Coordinator
- i. Evaluations are administered by Site Leaders Survey is given to all staff participating in Q-Comp Observation and Evaluation using Rubrics in appendix A.
 - ii. District Q-Comp Coordinator must earn "insert rating" to receive stipend for school year. Rating, rubric and proration TBD.
- d. Mentors
- i. Evaluations are administered by Site Leaders
 - ii. Survey is given to all Mentees using Rubrics in appendix A.
 - iii. Mentors who earn "insert rating" will receive stipend for school year. Rating, rubric and proration TBD.

Northfield Education Association
Q-Comp Design: Performance Pay and Salary Schedule Reform
Draft

Note: Our understanding is that in order to qualify for Q-Comp funding from the state, we must have a mechanism by which a teacher would move steps on the salary schedule. The schedule itself will not change. Performance pay is modeled after other districts which are currently in the program. No two Districts are the same, but we used models from the Montgomery, St. Louis Park, Farmington, Lakeville and Dakota County United Educators.

A. Salary Schedule Reform

- a. Teachers who received a rating of Effective or higher on 2 of 3 formative observations will move to the next step on the salary schedule for the start of the next school year.
- b. Teachers who do not move to an eligible step may remediate this loss by earning an Effective rating in the first two formative observations in the subsequent school year. Pay will be prorated and follow the calendar set by the Professional Growth Committee.

B. Performance Pay Total per Teacher: Total amount per teacher will vary slightly each year as determined by the overall budget. After career ladder expenses have been paid, the total amount left over will be divided by the number of full time equivalent teachers (FTE) and each teacher will be eligible to earn this amount pro-rated from the date of qualification according to FTE. Estimated amount can be found in Q-Comp budget document.

C. Percent of Performance Pay per category

- | | |
|--------------------------------------|-----|
| a. Peer Observation Process | 55% |
| b. Building Achievement Goal | 10% |
| c. PLC Student Growth and Reflection | 25% |
| d. Student Engagement Reflection | 10% |

D. Description of each element of performance.

- a. **Professional Learning Community (PLC) Student Growth and Reflection:** Twenty-five percent (25%) of the performance pay stipend can be earned through reaching the Professional Learning Community (PLC) Student Growth goal and successful completion of the reflection (Evidence of Practice) on results of that goal. Three-fifths of this stipend is

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Q-Comp Design: Performance Pay and Salary Schedule Reform

Draft

earned from reflection of Evidence of Practice In Action, two-fifths of this stipend shall be earned by meeting your PLC Student Growth goal.

- b. **Student Engagement Reflection:** Earned through student engagement survey and reflection as outlined in Teacher Development and Evaluation (TDE). Teachers who successfully complete the engagement reflection will earn 10% of the performance pay stipend.
- c. **Observation Process** (including peer observation, pre/post conference): Two observations must be effective to attain this portion of the stipend. Teachers who do not reach effective on their first two observations, but do reach effective on the third observation may schedule a fourth observation to earn this portion of the stipend. Any teacher may elect to work with a mentor during any time of the year. Teachers attain at least two effective observation ratings will earn 55% of the performance pay stipend.
- d. **Building Achievement Goal:** Building Growth Goals must be attained to achieve this stipend. Teachers who work in buildings where the building-level growth goal is achieved will earn 10% of the performance pay stipend. Form should be in appendix.

Northfield Education Association
Q-Comp Design: Job Embedded Professional Development
Draft

District Goals

District Goals are set on an annual basis by the School Board based on proposed goals from the District Education Program Advisory Council and aligned with the District's adopted strategic plan.

Membership: Superintendent, Director of Teaching and Learning, Director of Special Services, principal representative, district administration representative, parent representatives, school board representatives, teacher representatives, student representatives, ATPPS coordinator, ATPPS advisory committee representatives.

Meetings: DEPAC meets approximately six times each year and proposes the goals to the School Board in March.

Site/Building Goals

Building goals are established by site teams. They are SMART (specific, measurable, attainable, realistic, and time-bound) in nature.

Membership: Teacher representatives, parent representatives, principals, PLC coaches, ATPPS representatives, and other administrators.

Meetings: Site team schedules are different at each building but generally meet at least once per month.

Professional Learning Community (PLC) Goals

PLC goals are developed by PLC members and are SMART in nature.

Membership: Teachers, related service providers as needed.

Meetings: PLCs meet every Wednesday (one hour late start for students) during the school year.

Individual Teacher Goals

Individual teachers, SMART in nature, are set on an annual basis, usually in alignment with PLC goals or through the student engagement feedback process.

Northfield Education Association
Q-Comp Design: Teacher Observations and Evaluations
Draft

A. Process

- a. Observations outlined in this document are part of the Q-Comp program and will not be shared with Administration and will not be utilized as part of TDE. Probationary teachers will be observed additionally by administration as part of Teacher Development and Evaluation (TDE) plan.
- b. Reflection and Coaching:
 - i. Teachers will be asked to complete a reflection each time they are observed by the Building Instructional Leader.
 - ii. Information from the teacher reflection will be used at the post-observation conference.
 - iii. Following the observation, the teacher will engage in conversations with the Building Instructional Leader.
 1. These conversations will promote authentic professional examination of teaching practices in an atmosphere of mutual support, trust and continuous learning and improvement.
 2. The reflection process will promote dialogue in conferencing and inform the formative evaluation process.
 3. Building Instructional Leaders will discuss areas of growth identified on the rubric through pre/post observation conferences with staff.
 - iv. Licensed staff members will participate in three observations per year by Building Instructional Leaders.
 1. Staff may choose an available Building Instructional Leader, but must work with two different Building Instructional Leaders each year.
 2. Elementary staff will be observed by Elementary Building Instructional Leaders.
 3. Secondary staff will be observed by Secondary Building Instructional Leaders.
 4. Each of these three observations, will include a pre and post observation contact (conference, email etc.) as agreed upon. The first pre-observation conference shall be face to face.

B. Timeline for Observations

- a. Three evaluation cycles will be completed throughout the school year.
 - i. These dates will be set by Q-Comp Advisory Committee prior to the start of the school year.
 - ii. First evaluation will be completed by the end of October.
 - iii. Second evaluation will be completed by the end of January.
 - iv. Final evaluation will occur by the end of April.
 - v. At least one and a half months will separate each evaluation cycle, allowing adequate time for coaching.

Northfield Education Association
Q-Comp Design: Teacher Observations and Evaluations

Draft

- b. Post Observation Conference: Within three days after the evaluation the teacher observed and the Building Instructional Leader who conducted the observation will meet for a post-observation conference.
 - i. This conference will give the teacher and the Building Instructional Leader the opportunity to discuss the observation and rubric.
 - ii. Both the teacher and Building Instructional Leader will identify strengths and areas needing improvement and will collaborate to discuss areas of strength and growth.
 - c. Building Instructional Leader will provide the teacher with ideas, resources and coaching as appropriate to help the teacher address areas needing improvement so performance in these areas shows growth over subsequent observations.
- C. Training of Building Instructional Leaders
- a. All possible Building Instructional Leaders (District Q-Comp Coordinator, Site Leaders, and Building Instructional Leaders) will attend a one-day training provided by Education Minnesota.
 - b. Training will occur prior to beginning of school.
 - c. Training dates will be set by District Q-Comp Coordinator under the advisement of the Advisory Committee.
- D. Inter-Rater Reliability: Every effort will be made to ensure inter-rater reliability.
- a. Building Instructional Leaders will practice teacher observations as part of their yearly training. Practice observations will take place followed by thorough discussions of ratings given with rationale.
 - b. As observations are completed during the year, the District Q-Comp Coordinator, Site Leaders and Building Instructional Leaders will meet in small groups to discuss the ratings given.
 - i. Meetings will compare discrepancies and alignments.
 - ii. Every effort will be made to maintain anonymity.
 - c. Refresher or follow-up training will be held periodically using the district Teacher Development and Evaluation Rubric (Kim Marshall Standards).
- E. Performance Pay and Salary Schedule Advancement
- a. Teachers will earn performance pay and Advancement to the next step on the Salary Schedule by receiving overall rating of Effective on two of three observations during the year.
 - b. Staff who disagree with ratings will have the option of an additional observation with a different Building Instructional Leader as outlined in Appeals Process.
 - c. Building Instructional Leader for the additional observation can be any available Building Instructional Leader as agreed upon by Site Leader and Staff Member.

Northfield Education Association
Q-Comp Design: Teacher Observations and Evaluations
Draft

F. Teacher Remediation

- a. A teacher whose performance is judged below the district standard Effective on any observation will be offered assistance in the form of:
 - i. Mentoring.
 - ii. Cognitive Coaching as available.
 - iii. Working with Building Instructional Leaders to explore opportunities:
 - 1. To observe other classrooms, staff, or programs.
 - 2. To research available outside resources for growth.
 - iv. Opportunities for outside training will also be considered.

- b. A teacher whose performance is judged below the district standard Effective on the first two observations and receives an overall rating of Effective on the third observation.
 - i. May request a fourth observation.
 - ii. Earning an overall rating of Effective on the fourth observation shall result in earning both the Performance Stipend and movement on the Salary Schedule.

Northfield Education Association
Q-Comp Design: Q-Comp Appeals Process
Draft

- A. The Q-Comp Appeals Committee
 - a. District Q-Comp Coordinator
 - b. Either the President or Vice-President of Northfield Education Association
 - c. A Site Leader and Building Instructional Leader from another grade level (Secondary or Elementary)
- B. Timeline
 - a. Any teacher with a concern about any aspect of Q-Comp is encouraged to work with the appropriate mentor, building instructional leader or Site leader to resolve the issue before filing an appeal.
 - b. A formal appeal request should be submitted to the Appeals Committee in writing within 10 school days of the conference, observation, or report that is at issue, if possible.
 - c. If this timeline is not met because the teacher is pursuing an informal resolution to the issue within 10 school days as outlined above, the deadline for submission of an appeal shall be extended.
 - d. The Q-Comp Appeals Committee shall meet within 14 calendar days of receipt of the written appeal. This timeline may be extended upon mutual agreement of the Q-Comp Appeals Committee and the teacher.
- C. The Association has the right to appeal both the reasonableness and the evaluation of the Site Goals.
- D. Appeals Hearing.
 - a. The teacher and other involved parties shall have the opportunity to speak to the Appeals Committee, though an individual may present information in writing instead if she/he so chooses. There shall be a 30-minute limit to each side's arguments and/or testimony. Appeals Committee members may question individuals who testify.
 - b. The teacher has the right to association representation at the appeals hearing. The association representative may speak as part of the teacher's allotted time.
 - c. Upon conclusion of the appeals hearing, the Appeals Committee shall meet in private to deliberate. Decision is by majority vote.
 - d. The Appeals Committee may uphold an appeal, deny an appeal, or recommend another course for resolution.
 - e. The teacher must be notified in writing of the results of the appeal no more than seven (7) calendar days following the hearing.
- E. This process shall not be subject to the grievance procedure.

Position	#	Release Time	Release Time Unit	Per Unit	Release Subtotal	Stipended Hours	Per Hour	Stipend Subtotal	Per Position w/FICA Subtotal	Subtotal-All Positions	
District Coordinator	1	1	FTE	\$45,000.00	\$45,000.00	350	\$30.00	\$10,500.00	\$63,908.25	\$63,908.25	Pending Verification about 8.7
Site Leader	12	9	Days	\$120.00	\$1,080.00	60	\$30.00	\$1,800.00	\$3,152.70	\$37,832.40	
Building Instructional Leader	42	7	Days	\$120.00	\$840.00	80	\$30.00	\$2,400.00	\$3,603.60	\$151,351.20	
	0	0			\$0.00		\$30.00	\$0.00	\$0.00	\$0.00	
Mentor	6	0		\$0.00	\$0.00	40	\$30.00	\$1,200.00	\$1,381.80	\$8,290.80	
Q-Comp Advisory Committe	12	9	Days	\$120.00	\$1,080.00	35	\$30.00	\$1,050.00	\$2,289.08	\$27,468.90	
	73										

Total Cost of Career Ladder Positions	\$288,851.55
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Givens:	Sub Per Hour	\$20.00	Estimate, pending verification
	Sub Day	\$120.00	Estimate, pending verification
	Hourly Rate	\$30.00	Based on Value of Curriculum Writing
	FICA Multiplier	1.15	Social Security etc. pending verification
	FTE	330.00	Estimate, pending verification
	Students	3900	October 2015 Count
	Per Pupil	\$260.00	Can be \$169 plus up to \$91 additional local lev

Stipend Breakdown		
Category	Percentag	Amount
PLC Student Growth and Reflection	25.00%	\$477.08
Student Engagement Reflection	10.00%	\$190.83
Observations	55.00%	\$1,049.57
Building Achievement Goal	10.00%	\$190.83

Total	100.00%	\$1,908.31
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Total Budget	\$1,014,000.00
Career Ladder	\$288,851.55
Remaining	\$725,148.45
Per Teacher	\$1,908.31

QComp Discussion Outline | September 12, 2016

Northfield High School Math teacher Ray Coudret represented the Northfield Education Association (NEA) at the August 22nd School Board meeting and shared initial progress of the NEA's current work on developing a QComp application. The purpose of this document is to share more specifics about QComp and to create a dialogue and set of questions to explore.

To review the basics of QComp:

- QComp's official name is Alternative Teacher Professional Pay System (ATPPS). The program is more than a decade old.
- The intent of the program is to increase effective professional development and growth for teachers while also providing funding to assist in financing the accompanying programming and incentives.
- QComp offers funding in the form of \$169 per pupil in aid and the authority for local districts to levy another \$91 per pupil for a total of \$260 per pupil in funding. As of this Fall, the QComp fund is completely depleted. However, the last several legislative sessions have funded districts with approved plans. It seems the legislature is increasing this funding on a case-by-case basis. However, we would not engage in the QComp activities without securing the funding.
- In order to qualify, a district and their local teacher collective bargaining unit must develop a plan to be approved by the Minnesota Department of Education. The plan must address five key areas:
 - *Career Ladder/Advancement Options.* This component provides veteran teachers with opportunities to coach and mentor other teachers in the system while maintaining their connection to the classroom.
 - *Job-embedded Professional Development.* The District is significantly ahead of other applicants with our weekly Professional Learning Communities. PLCs are currently in a state that aligns with QComp's requirements for job-embedded professional development and should further strengthen them.
 - *Teacher Evaluation.* This portion, connected to the career ladder, allows for selected teachers to provide peer evaluations for colleagues. Specific training would be part of this approach. While this is a completely separate feedback system from our formal supervisor's evaluation process, it would provide a significant increase in the amount of feedback that teachers receive to help improve their instruction.
 - *Performance Pay.* Performance pay is designed to provide financial recognition for several items within a plan. For example, teachers who are part of a PLC that achieves their SMART goal could receive a performance pay stipend. Teachers could also receive a performance pay stipend if their building achieves its SMART goal.
 - *Alternative Salary Schedule.* An alternative salary schedule can take many forms. In the case of the NEA's concept plan, teachers moving through the salary schedule could only move to the next step if their peer evaluation indicates they are effective. While some QComp plans have embedded some of their dollars within the salary schedule itself, the NEA's current plan does not do so.

There are a series of steps that districts must take to be eligible for QComp:

- Complete a letter of intent. The MDE sample letter of intent is attached to this document.
- Finalize the application process. This must be completed by one of the MDE deadlines. During the 2016-2017 school year, the deadlines are October 15, January 15, and March 15.
- Complete a revised application as part of the MDE review process.

The District would only be committed to QComp after the Commissioner has approved the final application and an affirmative vote by the Board of Education and NEA membership.

A key component of making QComp work is the local levy. We could elect to levy for both Payable 2017 and Payable 2018 when certifying our Payable 2018 levy in September 2017. The District would only consider levying the dollars if the legislature authorized the QComp state aid.

A potential QComp timeline that would meet the January 15th deadline, could look like this:

- September 26: Board considers approving the letter of intent.
- October 10: Board discusses application.
- October 24: Board considers authorizing application.
- February/March 2017: Board discusses MDE requests for modification to the application.
- March 2017: Board considers authorizing final application.
- March/April 2017: MDE approval of final application followed by NEA and Board vote.
- May/June 2017: Legislature considers approval of additional QComp funds.

If we would like to make the October 15th deadline, the timeline would look like this:

- September 26: Board considers approving the letter of intent and discusses application.
- October 10: Board considers authorizing application.
- November/December: Board discusses MDE requests for modification to the application.
- January 2017: Board considers authorizing final application.
- February/March: MDE approval of final application followed by NEA and Board vote.
- May/June 2017: Legislature considers approval of additional QComp funds.

The most important component right now is determining whether or not we agree to the letter of intent. My recommendation is for the Board to authorize the District's signature on the letter of intent because it gets the QComp process started, but does not yet commit the District to QComp. The letter of intent does ask us to indicate our intention regarding the potential \$91 levy. The NEA has completed a significant amount of work on a conceptual plan. District administration has completed an initial and cursory review of the application and has been impressed with the level of detail and completeness of consideration. In addition, NEA is open to questions and suggestions the District has for the plan.