Minnesota Department of Education	**School Improvement Division** 1500 Highway 36 West Roseville, MN 55113-4266	**Application for Q Comp Aid**	**ED # 02382-01**

General Information: The Quality Compensation (Q Comp) Aid application is authorized under First Special Session Laws 2005, Chapter 5, Article 2, sections 39-46; Minnesota Statutes, sections 122A.413, 414, and 415. Submit the completed application (per instructions in the Guidelines available on the MDE website) to the above address, attention: Kristie Anderson.

DISTRICT IDENTIFICATION INFORMATION

District Name and Number:
Tri-City United

Superintendent: **Matthew Helgerson**	**Phone: 507-364-8101**
Email: mhelgerson@montlonsdale.k12.mn.us>,	**Fax: 507-364-8103**

CHARTER SCHOOL IDENTIFICATION INFORMATION

Charter School Name and Number:

School Board Chair:	**Phone:**
Email:	**Fax:**
Authorizing Organization:	
Authorizer Liaison:	**Phone:**
Email:	**Fax:**

SCHOOL IDENTIFICATION INFORMATION

School Name and Number:
Tri-City United High School #2905; Montgomery PreK-8; Lonsdale K-4; Le Center PreK-8

Principal: **Alan Fitterer; Melissa Barnett; Dave Dooley; Deb Dwyer**	**Phone: 507-364-8111**
Email: **alan.fitterer@montlonsdale.k12.mn.us;** **melissa.barnett@montlonsdale.k12.mn.us;** **dave.dooley@montlonsdale.k12.mn.us;** **dwyer.deb@lc.k12.mn.us**	**Fax: 507-364-8410 (Montgomery)** **507-357-4825 (Le Center)**

ADDITIONAL CONTACT INFORMATION

Contact Person's Name: **Maureen Gunderson or Susan Jensen**	**Phone: 507-357-6802**
Email: gunderson.maureen@lc.k12.mn.us **jensen.susan@lc.k12.mn.us>,**	**Fax: 507-357-4825**

Street Address: 150W Tyrone

City: LeCenter	**State: MN**	**Zip Code: 56057**

ASSURANCE OF AUTHENTIC WORK

This Q Comp application is authentic and is written by the applying entity. Sources are sited appropriately on any material that is paraphrased or copied. Language taken from a template should be customized sufficiently to meet the needs of the entity that is applying. It is to be understood that failure to comply may result in denial of the application.

Updated 8-16-11

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EDUCATIONAL IMPROVEMENT PLAN (EIP) AND Q COMP ASSURANCES

1. The district and each of its sites have developed an aligned Educational Improvement Plan (EIP) based on student achievement needs.
2. The district's EIP has been approved by the School Board.
3. Teachers were involved in the process for developing the EIP.
4. The EIP includes measurable goals and objectives for improving school district performance, school site performance, teacher performance and individual student performance.
5. The EIP program includes measures of student, family and community involvement and satisfaction.
6. The EIP includes measures of student attendance and completion rates.
7. The Q Comp program includes an objective and comprehensive teacher evaluation system, based on the educational improvement plan and multiple evaluations of a teacher's instructional performance that include classroom observations by a locally selected evaluation team during the school year.
8. The Q Comp program includes career advancement options for teachers who will be responsible for implementing professional development activities.
9. The EIP and the Q Comp program clearly identify the assessment that will be used to measure schoolwide achievement gains (Minnesota Comprehensive Assessments, Series II or locally selected standardized assessments or both) and student achievement gains, where applicable, that will be used to measure student performance and progress.
10. The EIP and Q Comp program include an integrated, ongoing, site-based professional development plan with activities held during the individual employment contract day that are aligned with the goals and objectives.
11. The EIP and Q Comp program include a data system with information about students and their academic progress.
12. The EIP and Q Comp program include a teacher induction and mentoring program for probationary teachers that provides for continuous learning and sustained teacher support.

The undersigned hereby certifies on behalf of the school, intermediate site, district or charter school that all of the above statements of assurances and the requirements of Minn. Stat. § 122A.413, Subd. 3 are true.

The undersigned further certifies the educational improvement plan (EIP) documents required to meet the standards of Minn. Stat. § 122A.413 Subd. 2 are on file in the district for review at request.

Signature ***District Superintendent or Charter Board Chair*** ***Date***

Signature	***District Exclusive Representative of the Teachers***	***Date***
	Charter Authorizer/ Liaison for Charter Schools	

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DISTRICT SUBMISSION FOR PRE-APPROVAL OR APPROVAL STATUS

Check the appropriate box below: (Double-click on the shaded check box field to select the *Checked* option.)

- [x] All teachers in the district
- [ ] All teachers at the following school site(s):

72 teachers from Montgomery-Lonsdale; 40 teachers from Le Center = 112 teacher; 80 yes, 2 no, 30 chose not to vote, because o retirements, ULA, and unconcerned. 73% of all Tri-City United Staff is in favor of Q-Comp; of those voting 98% were in favor.

(identify each site)

If a district authorizes individual sites to implement a plan, a Memorandum of Agreement (MOA) must be submitted with the application explaining how the salary schedule is amended for the site(s).

Check the appropriate box below regarding the district's master agreement status:

1. [ ] Current ratified master agreement or ratified MOA includes the Q Comp application.
2. [x] Ratification of the master agreement or MOA is pending during the Q Comp application process.

If a district has a ratified master agreement without a professional pay system (notwithstanding Minn. Stat. § 179A.20 or other law to the contrary), a school board and the exclusive teacher bargaining unit may enter into a supplemental agreement solely for the purpose of complying with the alternative teacher pay provisions.

If checking box 1 above, please include the following information with this application:

1. A copy of the formally adopted collective bargaining agreement, MOA or other binding agreement that authorizes the implementation of the Q Comp program consistent with Minn. Stat. § 122A.414,

2. A copy of the official school board resolution, **and**

3. A copy of the vote certification or licensed staff vote for individual sites applying for Q Comp signed by the superintendent or building principal and the president of the teachers union indicating the percent of teachers/licensed staff voting to implement Q Comp, the total number of teachers in the district/site and the number of students in the district/site.

If checking box 2 above, please send the above information once the master agreement has been ratified to MDE

The undersigned hereby certifies the information is accurate and complete. All documentation is attached, the Q Comp a binding contract between the district or site and the Minnesota Department of Education (MDE). All changes to the approved plan must be reported and approved by MDE.

Signature	***District Superintendent***	***Date***
Signature	***District Exclusive Representative of the Teachers***	***Date***

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CHARTER SCHOOL SUBMISSION FOR PRE-APPROVAL OR APPROVAL STATUS

Teacher* Vote Certification:

All teachers at (charter school) were informed that the school intends to apply for Q Comp, given a chance to review and provide input on the plan, and voted on whether or not they wanted the plan implemented at the school.

Please indicate the results of the vote:

Total number of teachers at the school:
Total number of teachers voting to implement Q Comp:
Percent of licensed teachers voting for Q Comp implementation:
Date the vote was conducted:
Give a reason for any discrepancy between the total number of teachers at the school and the total number of teachers voting to implement Q Comp:

School Board Approval Certification:

Attach a copy of the board minutes showing that the school board approved the submission and implementation of the Q Comp application (charter school). The minutes should show that the school board was informed on the content of the plan, given a chance to review and provide input on the plan, and intends to support the school in implementing the plan as outlined in the application.

The undersigned hereby certify all of the following: (Double-click on the shaded check box field to select the *Checked* option.)

☐ The application is the authentic work of the charter school.
☐ The teacher vote information is true and accurate.
☐ The attached board minutes are true and accurate.
☐ The school is in full compliance with all applicable Minnesota Statutes and reporting requirements.

Signature ***Charter School Board Chair*** ***Date***

Signature ***Charter School Authorizer Liaison*** ***Date***

**Teacher* includes all licensed staff at the school such as classroom teachers, school nurses, school psychologists and school counselors.

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Q COMP PROGRAM

To qualify for Q Comp Aid under Minn. Stat. § 122A.413, district, school site, charter school or intermediate district (entity) must have an alternative teacher professional pay system as described in Minn. Stat. § 122A.414. All components of the Q Comp Program must meet the state requirements. To apply, complete the following sections (1-6) describing the applicant's design of a Q Comp Program. Each entity may reference specific sections of the master agreement, if appropriate, and may attach additional pages as supplements if needed. Incomplete applications or applications stating "see attached" will not be accepted.

Open the Q Comp Guidelines located on the MDE Website, which explains each component and provides examples of how to design and implement plans (http://education.state.mn.us/MDE/Teacher_Support/QComp/QComp_Application_Process/index.html).

Q Comp Application – Components 1-5

Component 1
Career Ladder/Advancement Options

Teachers holding career ladder positions are referred to as teacher leaders in this application. (Teacher leaders are expected to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills.)

1.1 Provide a comprehensive overview of the district that describes the demographics and other vital information.

Montgomery is a larger school district than Le Center, with similar characteristics. However, Le Center has a larger Hispanic population. Per conversation on January 12, 2012, with Kristie Anderson, Item 1.1 and 1.2 need not be filled in.

1.2 Describe how teacher leaders will support individual teacher growth in instructional practices and promote student achievement gains districtwide.

What has occurred in Le Center will transition easily to the new Tri-City United District.

1.3 In the table below, please identify the position title, qualifications, responsibilities and teacher ratios for each teacher leader position. (Insert additional rows as needed in order to identify teacher leaders who will support the Q Comp program. This table will expand as needed.)

Position Title	Qualifications (bulleted list)	Responsibilities (bulleted list)	Ratio
	• *Identify the specific qualifications needed for this position.*	• *Identify the specific responsibilities for the person in this position.*	
Instructional Leader	• Be a tenured staff member	• Team curriculum and professional development leader	TCU Montgomery

	• Served as an Instructional Coach for at least 2 years (This will be waived for the 1st year of consolidation for those in Montgomery-Lonsdale District. Those applying must have served in leadership roles in the past.) ● Taught for at least 5 years • Trained in Annenberg Tuning Protocol (The Annenberg Tuning Protocol is an instructional tool for looking at student work. It focuses on teaching and learning. Student work is looked at not to score but to discuss the relationship between the teaching and the learning. Through reflection teacher will see what areas of improvement may be needed.) • Trained in Tri-City rubric and evaluation process (This will be modeled and practiced during a training day prior to opening school workshops.)	• Identify strategies to be brought back to staff and assist in modeling teaching strategies in Learning Communities based upon Best Practice Strategies, which have been field tested. • Attends all Advisory Team Meetings and assists in planning Staff Development. The Advisory Team shall be made up of standing members who include a principal/assistant principal; five Instructional Leaders, the business manager; the academic standards technician, one board member; the TCUEA President, and a community member. The ratio of this Advisory Team will be 6 teachers to 5 others. • Facilitates evaluation of Instructional Coaches within the Instructional Coaches PLC • Leads team in setting, focusing on, and meeting annual site goal • Meets monthly with Instructional Coaches to plan and/or to review Staff Development and PLC meetings • Participates in the establishment and maintenance of a comprehensive standards aligned curriculum ● Organize and complete the Peer Review ● Assist in completing the Annual Q-Comp Report and presenting to the School board in June ● Completes the Staff Development Report in November ● Submits monthly PLC attendance to Business Office ● Submit results of Portfolio Evaluations to the Business Office ● Analyzes test results to see if Site has met Site Goal ● Conducts trainings for Instructional Coaches and Staff • Teaches full-time	7-12 2:10-11 PLCs <u>PreK-6</u> Le Center 1:5 PLCs Montgomery 1:5 PLCs <u>K-4</u> Lonsdale 1:3 PLCs
Instructional Coach	● Be a tenured staff member • Experienced in license area	● Assist in the development of individual improvement plans	TCU – <u>Le Center</u> PreK-6 (1 : 6) 5 PLCs

	• Trained in Annenberg Tuning Protocol (The Annenberg Tuning Protocol is an instructional tool for looking at student work. It focuses on teaching and learning. Student work is looked at not to score but to discuss the relationship between the teaching and the learning. Through reflection teacher will see what areas of improvement may be needed.) ● Trained in Tri-City rubric and evaluation process (This will be modeled and practiced during a training day prior to opening school workshops.)	• Attends monthly meetings conducted by the Instructional Leaders to focus on Staff Development training to be brought to Learning Communities • Conducts Team Meetings/Professional Learning Communities (Coaching/Modeling each member in development of the portfolio and setting and attaining individual goals) • Facilitates evaluation process in PLC and formally evaluates Career and Probationary teachers • Formally evaluates Instructional Leader • Keeps notes of minutes of meetings to be sent to Instructional Leaders ● Facilitates sharing of monthly action research • Leads pre and post conferencing of PLC members' formal evaluations • Leads PLC in focusing on and meeting annual site goal and monitors annual individual growth plan ● Completes monthly checklist • Leads Team PLC in looking at student work • Models Best Practice Strategies with specific instruction to our site goal and provides individual coaching if needed • Participates in development of site and PLC goals • Teaches full-time	Montgomery PreK-6 (1 : 6) 5 PLCs Lonsdale K-4 (1 : 6) 3 PLCs Montgomery 7-12 (1 : 6) 10-11 PLCs

1.4 In the table below, please identify the student and teacher/licensed staff count as of October 1, 2011.

Total Student Count October 1, 2011	Teachers/Licensed Staff Count October 1, 2011
1,949	112

(Montgomery-Lonsdale & Le Center Districts combined)

1.5 Describe the hiring process for each teacher leader position in the following areas:

a) Describe how teachers will be made aware the teacher leader positions are available.

Instructional Leader and Instructional Coach

- Instructional Coaches notify PLC members of openings.

- Posted in all work areas
- Listed in Daily Bulletin of each site
- E-mails are sent to all staff notify of openings.

b) Describe how teachers express interest in the various teacher leader positions.

Instructional Leader and Instructional Coach

- Teachers interested complete a letter of application which includes evidence of interest in and qualification for peer leadership

c) Describe how the candidates will be selected to fill each teacher leader position to be given to the Advisory Committee.

Instructional Leader and Instructional Coach

Selected by Advisory Team. The Advisory Team consists of: standing members who include a principal/assistant (on a rotating basis) principal; five Instructional Leaders (2 from the Montgomery Site 7-12, one from each of the Lonsdale K-4, Le Center K-8, and Montgomery K-6), the business manager; the academic standards technician, one board member; the TCUEA President, and a community member. The ratio of this Advisory Team will be 6 teachers to 5 others.

- Interviews will be conducted by the Advisory Team.
- If there are more applicants for each positions posted, the best possible candidate will be chosen based upon experiences, knowledge, and background.
- If necessary, the final decision will be made by the district superintendent.

Interview Questions for the Leadership Position

1. What skills and knowledge would you bring to the position?
2. What did you learn in your coach's experience that will help you in this position?
3. What challenges did you find?
4. What new ideas can you bring to this position?
5. What interpersonal skills do you feel are your strengths and how will they play a role in this leadership position?
6. Why are you interested in this position?

Interview Questions for the Coach Position

1. What skills and knowledge would you bring to the position?
2. What did you learn in as a member of your PLC that will help you in this position?
3. What challenges did you find?
4. What new ideas can you bring to this position?
5. What interpersonal skills do you feel are your strengths and how will they play a role in this leadership position?
6. Why are you interested in this position?

1.6 Specify the amount of release time and/or salary augmentation each identified teacher leader will earn as compensation for completing the extra duties of the position.

No release time is necessary due to extended day.

Instructional Leader $1,150 + 151.83 (taxes and TRA) = $1,301.83 per Instructional Coach (based on approximate time per coach and other professional development opportunities)
Instructional Coach $620.00 + $81.53(taxes and TRA) = $701.53 per PLC Member
(based on approximate time per PLC member)
Observations are done through videos and during PLC times.

Compensation for the Leaders and Coaches is based on the number of PLCs and members each Leader or Coach is expected to oversee. Numbers vary and to insure fairness and equitability a per PLC or member rate was established.

1.7 Describe the evaluation process for each teacher leader position in the following areas:

a) Describe how the evaluation is based on the fulfillment of the position's responsibilities.

Instructional Leader

Formal evaluations will be completed by the Instructional Coaches with input from the PLC members. The following is the evaluation form that will be used in this process: This will be completed during January and May PLCs.

Instructional Coach

Formal evaluations will be completed by the Learning Communities and Instructional Leaders. On the next page is the evaluation form that will be used in this process: This will be completed during January and May PLCs.

Process: Occurs each January and May. Evaluations will be compiled and discussed with the individual Leaders and Coaches. A copy is given to the individual and the signed original is kept on file.

b) Describe how the results of the evaluation will be used to determine salary augmentation.

If an Instructional Leader or Instructional Coach is Rehired for the next year, a $100 stipend is awarded to the Instructional Leader or Instructional Coach; Monitored will receive a $50 stipend and will be mentored by the Leaders and/or Coaches. If Removed, the position will be posted and the Leader or Coach will not receive any monetary award.

To receive a Rehire rating all 6 areas evaluated must be rated Agree; to receive a Monitor rating 4 areas evaluated are Agree, and to receive a Remove rating 3 or fewer areas evaluated are Agree.

Tri City United Public Schools

Instructional Leader Evaluation

Leaders are evaluated by the Instructional Coaches with input from the PLC members**. These evaluations are reviewed at the June site meeting. If the Leader is rehired without monitoring a $100 stipend is awarded.**

Leader:		**Date:**	

Criteria	Rating	Comments
Subject Matter ▪ Demonstrates knowledge of content appropriately. ▪ Selects instructional goals and materials and structures the learning activities. ▪ Conducts trainings for Instructional Coaches and Staff ▪ Meets monthly with Instructional Coaches to plan and/or to review Staff Development and PLC meetings ▪ Participates in the establishment and maintenance of a comprehensive standards aligned curriculum	Agree / Disagree	
Meeting Procedures ▪ Treating all Site Team members equally ▪ Monitoring progress of Site Team members ▪ Adjusting expectations as needed ▪ Encouraging effort and persistence ▪ Facilitation of all Site Meetings and PLC meetings when needed	Agree / Disagree	
Strategies ▪ Employs a variety of strategies ▪ Uses questioning and discussion techniques ▪ Provides feedback to Learning Community members ▪ Demonstrates flexibility and responsiveness Assists in modeling teaching strategies during Staff Development and Learning Communities based upon Best Practice Strategies, which have been field tested. Models Best Practice Strategies with specific instruction to our site goal.	Agree / Disagree	
Communication ▪ Demonstrates ability to - ● Communicates in an open, positive manner with colleagues ● Listens ● Interacts effectively with staff and school community ● Promotes teamwork and collegiality among all staff ● Works flexibly with others ● Provides information in a form that is understandable and useful ● Completes all reports and communication with the Business Office and State Dept and/or Instructional Leaders. ●Meets monthly with Instructional Coaches to plan and/or to review Staff Development and PLC meetings ●Organize and complete the Peer Review ●Assist in completing the Annual Q-Comp Report and presenting to the School board in June ●Completes the Staff Development Report in November ●Submits monthly PLC attendance to Business Office ●Submit results of Portfolio Evaluations to the Business Office ●Analyzes test results to see if Site has met Site Goal	Agree / Disagree	

<table>
<tr><td>●Conducts trainings for Instructional Coaches and Staff
●Monitor Coaches when needed</td><td></td><td></td></tr>
<tr><td>Reflection and Staff Development
▪ Models reflective teaching practices
▪ Involves Learning Community members in speaking or writing about their knowledge and thought process
▪ Engages Learning Community members in looking back over their performance on tasks and evaluating their actions
▪ Grows and develops professionally
▪ Organize and complete the Peer Review
▪ Meets monthly with Instructional Coaches to plan and/or to review Staff Development and PLC meetings
▪ Assist in completing the Annual Q-Comp Report and presenting to the School board in June
Completes the Staff Development Report in November</td><td><table><tr><td>Agree</td><td>Disagree</td></tr><tr><td></td><td></td></tr></table></td><td></td></tr>
<tr><td>Collaboration, Ethics, and Relationships
▪ Demonstrates
● Adherence to code of ethics
● Supports district policies and goals
● Willingness to bring issues and concerns to supervisor’s attention in an appropriate, timely manner
● Attends all Advisory Team Meetings and assists in planning Staff Development
●Leads team in setting, focusing on, and meeting annual site goal</td><td><table><tr><td>Agree</td><td>Disagree</td></tr><tr><td></td><td></td></tr></table></td><td></td></tr>
<tr><td colspan="3">Recommendation of the position: ____ Rehire ____ Monitor ____ Remove</td></tr>
</table>

Leader Signature _____ Date _____

Tri City United Public Schools

Instructional Coach Evaluation

Coaches are evaluated by each member of their PLC. Coaches evaluations are turned in to the Team Leaders for anonymity. These evaluations are reviewed at the June site meeting. If the Coach is rehired without monitoring a $100 stipend is awarded.

Coach:		**Date:**	

Criteria	Rating	Comments
Subject Matter ▪ Demonstrates knowledge of content appropriately. ▪ Selects instructional goals and materials and structures the learning activities. ▪ Conducts trainings for PLC members ▪ Meets monthly with Site Team to plan and/or to review Staff Development and PLC meetings ▪ Participates in the establishment and maintenance of a comprehensive standards aligned curriculum	Agree / Disagree	
Meeting Procedures ▪ Treating all PLC members equally ▪ Monitoring progress of PLC members ▪ Adjusting expectations as needed ▪ Encouraging effort and persistence ▪ Organizes and facilitates PLC meetings ▪ Keeps minutes and submits them to the Instructional Leader	Agree / Disagree	
Strategies ▪ Employs a variety of strategies ▪ Uses questioning and discussion techniques ▪ Provides feedback to Learning Community members ▪ Demonstrates flexibility and responsiveness Models teaching strategies during PLCs based upon Best Practice Strategies, which have been field tested. Models Best Practice Strategies with specific instruction to our site goal.	Agree / Disagree	
Communication ▪ Demonstrates ability to - ● Communicates in an open, positive manner with colleagues ● Listens ● Interacts effectively with staff and school community ● Promotes teamwork and collegiality among all staff ● Works flexibly with others ● Provides information in a form that is understandable and useful ● Completes all reports and communication with the Instructional Leaders. ●Meets monthly with Site team to plan and/or to review Staff Development and PLC meetings ●Submits monthly PLC attendance to Instructional Leader ●Submit results of Portfolio Evaluations to the Instructional Leader ●Keeps minutes and submits them to the Instructional Leader ●Provides individual coaching when needed	Agree / Disagree	

<table>
<tr>
<td>Reflection and Staff Development
▪ Models reflective teaching practices
▪ Involves PLC members in speaking or writing about their knowledge and thought process
▪ Engages PLC members in looking back over their performance on tasks and evaluating their actions
▪ Grows and develops professionally
▪ Meets monthly with Site Team to plan and/or to review Staff Development and PLC meetings
▪ Leads PLC in looking at student work</td>
<td><table><tr><td>Agree</td><td>Disagree</td></tr><tr><td></td><td></td></tr></table></td>
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<td>Collaboration, Ethics, and Relationships
▪ Demonstrates
● Adherence to code of ethics
● Supports district policies and goals
● Willingness to bring issues and concerns to supervisor's attention in an appropriate, timely manner
● Attends all Site Team Meetings and assists in planning Staff Development
● Leads team in setting, focusing on, and meeting annual site goal</td>
<td><table><tr><td>Agree</td><td>Disagree</td></tr><tr><td></td><td></td></tr></table></td>
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<tr>
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</tr>
</table>

Coach Signature _____ Date _____

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~~Component 2~~

Job-Embedded Professional Development

Each district or Charter school is required to select one district student achievement goal from their educational improvement plan (EIP) as the achievement focus for this Q Comp application. Additional goals may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development and teacher evaluation.

Once the district student achievement goal is determined, each site (organizational unit) within the district is required to develop a schoolwide SMART goal based on the district goal. Once a schoolwide SMART goal is identified, each implementing site (organizational unit) within the district must complete sections 2.3–2.6 and identify the job-embedded professional development activities to be implemented to meet the schoolwide SMART goal.

Schoolwide goals must be updated annually, no later than October 1, based on new student achievement data. Site and district goals must align with each other.

ALL INFORMATION WAS TAKEN FROM APPROVED SMART GOALS FOR 2011-2012 SCHOOL YEAR.

These are the goals used in Le Center for 2011-2012. New goals for all sites will be determined by Oct. 1, 2012. (As directed by Kristie Anderson on January 12, 2012)

2.1 Identify the district student achievement goal for Q Comp focus:

Both sites will implement vocabulary and comprehension strategies to show improvement in reading from fall 2011 to spring 2012, using the NWEA, MCAII, and classroom data to assess student progress. The percent of all Le Center students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA (All (All accountability tests) will increase by 5% from Spring 2011 to Spring 2012.

2.2 In the table below, identify each site (organizational unit) within the district: (This table will expand as needed.)

Site (organizational unit) Name
TCU High School 7-12
Lonsdale Elementary K-4
Le Center PreK-6
Montgomery PreK-6

Replicate sections 2.3 – 2.6 for each site listed in section 2.2 above.

2.3 Identify the student achievement schoolwide SMART goal as the focus of job-embedded professional development for

High School Site

(Examples of SMART goals can be found in the Q Comp Guidelines. Note that the starting value should match with the trend data of the current year found in 2.4c.)

The percent of all students in 7, 8, and 10 at Le Center Schools who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCAII(All accountability tests) will increase by 2.0% from Spring 2011 to Spring 2012, going from 71.22 to 73.22.

2.4 Provide the rationale and supporting data used to determine the student achievement schoolwide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal: *(Explain the reasoning behind choosing the content area and how the amount of increase is strategic and fits into a larger context.)*

Grade level data was disaggregated in Reading from Spring 2010 to Spring of 2011noting the percentage of students achieving Meets the Standards or Exceeds the Standards. Reading was chosen because the District Goal is focused on improving reading and this is consistent with our AYP plan. We are consolidating with Montgomery-Lonsdale next year and would like to continue our upward trend. Our long-term goal is to be at 80% by 2016. Our 7th graders and 10th graders far exceeded our 8th graders on the 2011 test, so we know to achieve this goal, we will need to continue the embedded Staff Development through Q-Comp.

b) Outcome Statement: *(Complete this statement based on the best forecast of students tested.)*
The 2% percent increase represents about 3 students based on a predicted enrollment of 136 total students being tested at the site.

c) Aligned Supporting Data*: (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)*

MCA-II data must include MTELL and MTAS results.

c) Add any additional supporting data needed to explain your rationale (as needed)

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Specific description of the site's job-embedded professional development plan:

- Working with the Instructional Leaders and Instructional Coaches in the goal area of their site the team will learn strategies to incorporate instruction in PreK – 12.
- Teachers will use new strategies in the goal area of their site in their classrooms and, as a team, will development assessments to measure student progress.
- Classroom observations with Student Performance Improvement Program with the development of portfolios to document changes in instructional practice, using teacher-made assessments followed by the spring NWEA test for students.
- The following forms & guidelines will be used to measure teacher success in improving student growth:
    - Professional Development Plan
    - Annenberg Tuning Protocol
    - Summative Evaluation
    - Portfolio guidelines
    - Portfolio evaluation

Identify standardized assessment in the SMART goal: MCA (All accountability tests)									
☒Reading ☐athematics ☐Other (academic content)	**Identify assessed grades in the SMART goal:** 7, 8, &10						District trend data for all grades		
	School trend data*			District trend data					
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Valid measure of achievement (e.g., percent proficient, index rate): **Percent Proficiency**	50%	70.07%	71.22%	62.88%	75.22%	77.28%	62.88%	75.22%	77.28%
Number of students actually tested	143	127	136	319	325	331	319	325	331
Number of students eligible for testing	157	138	145	353	352	357	353	352	357

Specific description of the site's job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

- In the Fall a workshop we held mini-courses Formative and Summative Assessments (Pretest, Exit Forms) Comprehension Strategies for Any Content Area (Before, During, and After Reading Strategies (K-W-L, Word Sorts, 3-2-1 Strategy); Vocabulary Strategies (Frontloading, Vocabulary Notebooks); Strategies to Help Struggling Readers (Give One/Get One, Three Facts and a Fib) Resources from the Reading Cohort (SQ3R, Pair and Share, Graphic Organizers), and ELL Strategies (SIOP)

- All teachers are aligning their curriculum to address the 7th, 8th, and 10th new English Language Arts Standards.
- Monthly newsletters from Better Teaching are posted on-line at the Elementary and Secondary Levels
- NWEA tests will be used to identify students needing remedial work in both Reading and Math.
- Benchmarks continue to be established in all classes

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

2011-2012 PLCs

English and Social Studies PLC	6 members
Math and Science	5 members
Music, Ag, Counselor, Computer, ELL	5 members
PE, Art, Special Ed	6 members

2012-2013 TCU Montgomery 7-12 PLCs

Math/Business Ed.	6 members
Science	6 members
Social Studies	6 members
English	6 members
Specialist- Ag/FCS/Counselors	5 members
Languages/ELL	5 members
Social Workers/Psych.	5 members
Music/Art	5 members
Physical Education/Health/Nurse	6 members
Special Education – High School	4 members
Special Education – Middle School	7 members

c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated schoolwide SMART goal.

- All teachers are responsible to implement goal strategies in the content areas. The video evaluations are to show implementation of goal strategies of across the curriculum. Video evaluations must be complete January 19th and April 27th, 2013.
- Benchmarks are done in January to make sure students are on target for meeting the SMART goal
- Teachers implement monthly strategies and reflect on the effectiveness of the strategy in helping to meet the SMART goal
- Instructional Leaders provide trainings on Effective Engagement during the fall Coaches' Training.

d) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

- Teachers meet for 2 hours the first Monday of the month for Staff Development training and PLC meetings
- PLCs meet for 2 hours each month during an extended contract day by an established schedule.
- Attendance for the PLC meetings is reported monthly to the Instructional Leaders.

2.3 Identify the student achievement schoolwide SMART goal as the focus of job-embedded professional development for **Elementary Site**

The percentage of all students at Le Center Elementary Schools in grades 1-6 will improve their performance in Reading by meeting or exceeding the individual RIT score growth target on the NWEA MAPS by increasing from 82.3% from the fall of 2010 to the spring of 2011, to 84.3% for the fall of 2011 to spring of 2012.

2.4 Provide the rationale and supporting data used to determine the student achievement schoolwide SMART goal as the focus of job-embedded professional development by completing the following:

a) Rationale for this goal: *(Explain the reasoning behind choosing the content area and how the amount of increase is strategic and fits into a larger context.)*

Grade level data was disaggregated in Reading from Fall 2010 to Spring of 2011, arriving at an average gain. Reading was chosen because the District Goal is focused on improving reading and this is consistent with our AYP plan. Our 82.3% of the students reaching their Target RIT Goal is high. We want to move forward, but we want our goal to be attainable.

This year in First through 6th Grade there are approximately 30% Hispanic families. Many parents have very limited English skills and are not able to assist their children in Reading.

b) Outcome Statement: *(Complete this statement based on the best forecast of students tested.)*
The 2% percent increase represents about 6 students based on a predicted enrollment of 290 total students being tested at the site

c) Aligned Supporting Data*: (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)*

Identify standardized assessment in the SMART goal: NWEA MAP ☒Reading

d) Add any additional supporting data needed to explain your rationale (as needed):

Grade Level	No. of Students Tested	No. Students Meeting Growth Target	% of Students Meeting Growth Target Fall 2008-Spring 2009	No. of Students Tested Fall 2009 To Fall 2010	No. Students Meeting Growth Target	% of Students Meeting Growth Target Fall 2009-Spring 2010	No. of Students Tested Fall 2010 To Spring 2011	No. Students Meeting Growth Target	% of Students Meeting Growth Target Fall 2010-Spring 2011
First Grade	57	47	82.5%	43	36	83.7%	58	56	96.5%
Second Grade	58	42	72.4%	56 (55)	45	81.8%	41	29	69.1%
Third Grade	41	34	82.9%	58	49	84.5%	49	46	93.7%
Fourth Grade	36	16	44.4%	41	22	53.7%	57	44	77.7%
Fifth Grade	50	38	76.0%	40 (39)	34	87%	42	33	78.1%
Sixth Grade	39	27	69.2%	53	30	56.6%	42	30	70.1%
Total	281	204	73% Overall	291	216	74.7% Overall	289	238	82.3% Overall

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

Specific description of the site's job-embedded professional development plan:

- Working with the Instructional Leaders and Instructional Coaches in the goal area of their site the team will learn strategies to incorporate instruction in PreK – 12.
- Teachers will use new strategies in the goal area of their site in their classrooms and, as a team, will development assessments to measure student progress.
- Classroom observations with Student Performance Improvement Program with the development of portfolios to document changes in instructional practice, using teacher-made assessments followed by the spring NWEA test for students.
- The following forms & guidelines will be used to measure teacher success in improving student growth:
  - Professional Development Plan
  - Annenberg Tuning Protocol
  - Summative Evaluation
  - Portfolio guidelines
  - Portfolio evaluation

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

- In the Fall a workshop we held mini-courses Formative and Summative Assessments (Pretest, Exit Forms) Comprehension Strategies for Any Content Area (Before, During, and After Reading Strategies (K-W-L, Word Sorts, 3-2-1 Strategy); Vocabulary Strategies (Frontloading, Vocabulary Notebooks); Strategies to Help Struggling Readers (Give One/Get One, Three Facts and a Fib) Resources from the Reading Cohort (SQ3R, Pair and Share, Graphic Organizers), and ELL Strategies (SIOP)
- All teachers are aligning their curriculum to address the new English Language Arts Standards.
- Monthly newsletters from Better Teaching are posted on line at the Elementary and Secondary Levels
- NWEA tests will be used to identify students needing remedial work in both Reading and Math.
- Benchmarks continue to be established in all classes

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

<u>2011-2012</u>

PreK-K	4 members
1st - 2nd Grade	5 members
3rd- 4th Grade	4 members
5th - 6th Grade	4 members
Specialists	5 members

<u>2012-2013</u>

Le CenterPreK-8		<u>Montgomery PreK-6</u>	<u>Lonsdale Elementary</u>
PreK-K	4 members	One – PreK-1	One – K & 1
1st - 2nd Grade	5 members	One – Grades 2 – 4	One – Grades 2 – 4
3rd- 4th Grade	4 members	One – Grades 5 & 6	One – Specialists
5th - 6th Grade	5 members	One – Specialists	
Specialists	5 members		

c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated schoolwide SMART goal.

- All teachers are responsible to implement reading strategies in the content areas. The video evaluations are to show implementation of reading strategies across the curriculum. Video

evaluations must be complete January 19th and April 27th, 2013.

- Benchmarks are done in January to make sure students are on target for meeting the SMART goal
- Teachers implement monthly strategies and reflect on the effectiveness of the strategy in helping to meet the SMART goal
- Instructional Leaders provide trainings on Effective Engagement during the fall Coaches' Training.

d) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

- Teachers meet for 2 hours the first Monday of the month for Staff Development training and PLC meetings. 1st hour Staff Development is carried through subsequent PLCs.
- PLCs meet for 2 hours each month during an extended contract day by an established schedule.
- Attendance for the PLC meetings is reported monthly to the Instructional Leaders.
- We meet for approximately 240 minutes each month.
- Additional time for September is completed in August. Additional time for May is completed on other workshop days.

e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

i. Teacher team meetings/PLC meetings.
ii. Introduction of specific instructional strategies.
iii. Coaching cycles.
iv. Teacher evaluation timeline.
v. Occurrence of any other professional development activities.

<u>This is the current 2011-2012 for all job-embedded professional development. The new calendar for professional development will be generated during a summer Q-Comp work session with the new Instructional Leaders and Coaches.</u>

Quick View
August 29th Coaches & New Teachers

- Handouts for PLCs
- Budget
- Calendar
- Dispersing of Materials
- Newsletter
- Training for Evaluation
- Refresher on PLC components
- Directions & goals for looking at data & how to apply it
- Training for New Teachers using Video examples

AUGUST 2011

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29 New Teacher and Coaches Workshop	30 Q-Comp Update **Autism Wkshp**	31 **OPEN HOUSE**		

1.5 hours

SEPTEMBER 2011

Quick View
September

- Work on Individual Improvement Plans\
- Discuss requirements for portfolio
- Begin planning schedule for evaluations
- Discuss standards alignment
- Update Web Pages within PLC time
- **Site Meeting develop goals& direction for looking at data**

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Mini-Sessions 1.5 hours	**2**
5 Labor Day	**6**	**7** **BEGIN NWEA TESTING**	**8**	**9**
12	**13**	**14**	**15**	**16**
19	**20**	**21**	**22** Advisory Meeting 3:10	**23**
26	**27**	**28** Site Meeting 3:10 HS Media Center	**29**	**30**

2 PLC hours

OCTOBER 2011

Quick View
October
Early Release
Data Review from MCAII and Fall NWEAs
HS discussion of how to look at data
PLC

- Discuss Reading
- Discuss Strategies used
- Work on compilation of portfolio requirements
- Pre/post conference with PLC members
- Set formal evaluation schedule

Site Meeting: Set up goals for Nov.
Early Out

Monday	Tuesday	Wednesday	Thursday	Friday
3 Early Release **Data Review From results of NWEA & MCAII**	**4**	**5**	**6**	**7**
10	**11**	**12**	**13** Advisory Meeting	**14**
17 Conferences	**18** Conferences	**19** Conferences 8-12 Elem	**20** Education Minnesota Conference	**21**
24 Individual Professional Development Plans Due	**25**	**26** Site Meeting	**27**	**28**

Quick View
November
Early Release
1 Hour Structured
Meet in Curricular areas: 5-12 English; Math-Business; Science; Social K-12 Specialists K-4 Reading; Math
1 Hour Discussion

PLC
- Discuss Reading
- Discuss Strategies used
- Work on compilation of portfolio requirements
- Pre/post conference with PLC members
- Review student work

2 PLC hours

NOVEMBER 2011

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7 **EARLY RELEASE**	8	9	10 End of Quarter Advisory Meeting	11 ½ Day Workshop
14	15	16 Site Meeting	17	18
21	22	23 No School	26 Thanksgiving	27 No School
28	29	30		

Quick View
December
Early Release
- If consolidation invite M-L to review Q-Comp & PLCs
- If not, mini sessions

PLC
- Discuss Reading
- Discuss Strategies used
- Work on compilation of portfolio requirements
- Pre/post conference with PLC members
- Review student work

1.5 PLC Hours

DECEMBER 2011

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 Early Release	6	7	8	9
12	13	14 Advisory Meeting?	15	16
19	20	21	22	23
26	27	28	29	30

Quick View

January

Early Release

PLC time – Book, site, and article reflection discussion

Completing Portfolios

1 hour PLC to finish Portfolios

PLC

- Discuss Reading
- Discuss Strategies used
- Work on compilation of portfolio requirements
- Pre/post conference with PLC members
- Review student work
- Set schedule for Video Evaluations

Site to set goals for Feb. Early Out

2 PLC Hours

JANUARY 2012

Monday	Tuesday	Wednesday	Thursday	Friday
2	**3**	**4** **HS TESTING** **NWEA**	**5**	**6**
9 Early Release **PLCs – Completion of Portfolios**	**10**	**11**	**12**	**13**
16	**17**	**18**	**19** First Portfolio Due Turn in Monthly Checklists **ADVISORY MEETING**	**20**
23	**24**	**25** **SITE MEETING**	**26** End of Semester	**27** **WORKSHOP**
30	**31**			

2 PLC Hours

FEBRUARY 2012

Monday	Tuesday	Wednesday	Thursday	Friday
		1	**2**	**3**
6 Early Release	**7**	**8**	**9**	**10**
13	**14**	**15**	**16** **Advisory Meeting**	**17**
20 President's Day	**21**	**22** **Site Meeting**	**23**	**24**
27	**28** Conferences	**29**		

Quick View
February
Early Release
- Data Review & Language Arts alignment
- State Rubric Evaluation by PLC

PLC
- Discuss Reading
- Discuss Strategies used
- Work on compilation of portfolio requirements
- Pre/post conference with PLC members
- Review student work

Site to set goals for Mar.

2 PLC Hours

MARCH 2012

Quick View
March
1 Hour Structured
Meet in curricular

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Conferences	**2** Conferences 8-12 (K-6)
5 Early Release	**6**	**7**	**8**	**9**
12	**13**	**14**	**15**	**16**
19	**20**	**21**	**22** **Advisory Meeting**	**23**
26	**27**	**28** **Site Meeting**	**29**	**30** End of 3rd Quarter

APRIL 2012

2 PLC Hours

Quick View

April

PLC book, site, and article reflection discussion

Portfolios

PLC

- Discuss Reading
- Discuss Strategies used
- Work on compilation of portfolio requirements
- Pre/post conference with PLC members
- Review student work

Monday	Tuesday	Wednesday	Thursday	Friday
2	**3**	**4**	**5** No School Spring Break	**6** No School Spring Break
9	**10**	**11**	**12**	**13**
16 **Early Release**	**17**	**18**	**19** **Advisory Meeting**	**20**
23	**24**	**25** **Site Meeting**	**26**	**27** 2nd Portfolio Due Turn in Monthly Checklists
30				

MAY 2012

1 PLC Hour

Quick View

May

Early Release

1 HOUR

Meet in curricular areas: 5-12 English; Math-Business; Science; Social

K-12 Specialists

K-4 Reading & Math

1 HOUR

- PLC Meeting –Coaches & Leader Evaluations
- AYP Quality Indicator

PLC

- Discuss Reflection of Year and Strategies used
- Evaluation of Coaches and Leaders
- AYP Quality Indicator filled out in PLC

Monday	Tuesday	Wednesday	Thursday	Friday
2	**3**	**4**	**5**	**6**
7 Early Release Curriculum PLC: Evaluations AYP Quality Indicator	**8**	**9**	**10**	**11**
12	**13**	**14**	**15** **Advisory Meeting**	**16**
21	**22**	**23**	**24**	**25**
28 Memorial Day	**29**	**30** **Site Planning Meeting**	**31** End of Classes Recognition	**1** Teacher Workshop 8-12

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**Application for Q Comp Aid**	**ED # 02382-01**

Component 3:
Teacher Evaluation/Observation

An objective and comprehensive teacher evaluation/observation system includes all of the following:

- **Aligned with the district educational improvement plan and the staff development plan;**
- **Conducted at least three times per year using an objective performance evaluation rubric;**
- **Implemented by a locally selected and trained evaluation team; and**
- **Based on classroom observations of instructional practice.**

Overall description of the teacher evaluation/observation system:

3.1 Describe the overall teacher evaluation/observation process and how it is implemented under the guidance of the teacher leaders and supported by the job-embedded professional development plan.

1. Three formal Observations: One Administrative Evaluation by the building administrator, Two video PLC Evaluations by the trained instructional coach or leader
2. Completion of the Individual Professional Development Plan and turned into the building administrator
3. This will be documented using the Portfolio Evaluation Rubric and one administration evaluation using the Tri-City United rubric and evaluation form, which is aligned to Minnesota Standards of Effective Practice. The rubric is a guide to aid the evaluator when filling out the evaluation form.

Administration Formal Evaluation will use the Summative Evaluation rubric aligned to Minnesota Standards of Effective Practice, addressing the following areas: Standard 1: Subject Matter; Standard 2: Student Learning; Standard 3: Diverse Learners; Standard 4: Instructional Strategies; Standard 5: Learning Environment; Standard 6: Communication; Standard 7: Planning Instruction; Standard 8: Assessment; Standard 9: Reflection and Staff Development; and Standard 10: Collaboration, Ethics, and Relationships. This aligns with the educational improvement plan and staff development plan for the Tri-City United Public Schools. The ultimate goal of the Tri-City United Public School staff development is to increase student achievement.

Formal evaluation of video tapes and portfolios will use the Portfolio/Video rubric, addressing the following areas: Subject Matter, Student Learning, Instructional Strategies, Communication, Assessment, and Reflection. This aligns with the improvement plan and staff development plan of Tri-City United Public Schools by formally evaluating instructional strategies and student learning within one's Learning Community which consists of administration, an Instructional Leader, an Instructional Coach, and Learning Community members. Research tells us that students will benefit when we make sure teachers consistently have the necessary knowledge and skills to teach successfully. The school experience for staff has to be as much about learning as it is about teaching. Staff must have time to learn, critique student work, and support improvement as members of learning communities. Schools must be centered on learning communities where staff members establish common goals for student success. Our improvement plan contains the necessary elements to support increased student achievement and staff success.

Detailed description of the teacher evaluation/observation rubric and system:

3.2 Provide a description of the teacher evaluation/observation rubric and process for all staff in these areas:

a) Describe how all teachers will be informed of and trained on the teacher evaluation/observation rubric and process.

During the Fall in-service all teachers receive additional training for evaluations and observations. Each year the process is refined to improve our inter-rater reliability. The trainings include PowerPoint presentations, video of a mock evaluation, and rubric clarifications.

b) Describe when the following components are conducted during the evaluation/observation cycle:

i. Pre- and post-observation conferences.

One observation pre and post conference is held with the building principal

The pre-observation and post-observation forms are completed prior to and after the administrative evaluation

Two observations pre and post conferences, and analyzing student work are held during PLC meetings.

Pre Observation: The person being evaluated shares with the PLC what the lesson is about, a clarifying question, and types of assessment using the Pre-Observation Form

Observation: PLC views the video of the classroom lesson.

Post Observation: After viewing the video, discussion is held concerning student work, ideas for improvement, and positive reinforcement for areas well done using the Post-Observation Form and the Annenberg Tuning Protocol Form

ii. Self-analysis and reflection.

After Principal observation before post-conference, teachers reflect on the lesson and respond in writing to present to the Principal at the post-conference.

After the video taped lesson, teachers write a reflection as part of the post-video form and present the reflection to the PLC during the evaluation process.

3.3 Describe the process that will be used to instruct all evaluators/observers in their duties to ensure integrity and sustainability of the process. Please include the following elements of the process:

a) Prevention of score inflation or deflation.

Each PLC member during the observation process completes the Rubric Checklist individually, including comments. The Coach or Leader compiles the information from everyone's checklist to place the score on the continuum on the Video Evaluation form.

b) Adherence to formal observation cycles.

The administrative evaluation is completed within the first semester.

A peer evaluation must be completed before the end of each semester.

c) Initial training and ongoing training to all evaluators/observers.

During the Fall in-service all teachers receive additional training for evaluations and observations. Each year the process is refined to improve our inter-rater reliability. The trainings include PowerPoint presentations, video of a mock evaluation, and rubric clarifications. This year the training will be in depth for approximately six hours for all coaches and leaders. This will be done prior to fall workshop. The rest of the licensed staff will receive training during the fall workshop. On-going training occurs between portfolios within the PLC.

d) Ensuring inter-rater reliability.

Rubric or Rubric Checklist completed by PLC members independently. Each member is evaluated by 3-5 other observers.

The Final Summative Evaluation is completed by the Instructional Coach or Leader using the information collected from the Rubric checklists completed by the PLC members.

3.4 Describe the evaluation/observation process designed for licensed staff not assigned to direct classroom instruction (e.g., nurses, school counselors, psychologists) and explain how all staff will be provided with initial and ongoing training in the differences.

At this time the Nurse, Social Workers, School Psychologist, and Counselors all have some direct classroom

instruction and will be evaluated using the same criteria as career and probationary teachers. Because all are part of a PLC, they will receive the same type of evaluation, feedback, and mentoring as the teachers.

3.5 Describe any differences in the evaluation/observation process between probationary and tenured teachers (*if applicable*) and explain how all staff will be provided with initial and ongoing training.

Probationary teachers are evaluated 3 times by the Administration and two observations within the PLC.

3.6 In the table below, please identify each teacher evaluation/observation position title and identify their responsibilities.
NOTE: There must be at least two different individuals assigned to evaluate/observe each teacher each year.

3.7

Position Title	Number of teachers this person will observe	Number of times per year this teacher will observe each teacher	If applicable, other evaluation/observation responsibilities
Site Principals	All teachers on staff	one per year for tenured three per year for probationary	
Instructional Leader HS 7-12	6	twice	Compilation of PLC members' checklists for the PLC Coach; mentoring and assisting in improving instruction for Coaches
Instructional Leader HS 7-12	5	twice	Compilation of PLC members' checklists for the PLC Coach; mentoring and assisting in improving instruction for Coaches
Instructional Leader Montgomery Pre K-6	5	twice	Compilation of PLC members' checklists for the PLC Coach; mentoring and assisting in improving instruction for Coaches
Instructional Leader Le Center PreK-6	5	twice	Compilation of PLC members' checklists for the PLC Coach; mentoring and assisting in improving instruction for Coaches
Instructional Leader Lonsdale K-4	3	twice	Compilation of PLC members' checklists for the PLC Coach; mentoring and assisting in improving instruction for Coaches
HS 7-12 Instructional Coaches	6	twice	Compilation of PLC members' checklists for the PLC members; mentoring and assisting in improving instruction
Montgomery PreK-6 Instructional Coaches	6	twice	Compilation of PLC members' checklists for the PLC members; mentoring and assisting in improving instruction
Le Center PreK-6 Instructional Coaches	6	twice	Compilation of PLC members' checklists for the PLC members; mentoring and assisting in improving instruction
Lonsdale K-4 Instructional Coaches	6	twice	Compilation of PLC members' checklists for the PLC members; mentoring and assisting in improving instruction

Attach the following teacher evaluation/observation documents.

- Evaluation/observation rubrics.
- Pre-observation conference forms.
- Post-observation conference forms.
- Self-analysis and reflection forms.

- Other forms, as applicable, to ensure the reviewer is able to completely understand the process

The Rubric Checklist was developed from the original Portfolio Video Tape Rubric. To make the rubric more user friendly we created the checklist from the items listed in the rubric. The use of the checklist has greatly improved our inter-rater reliability.

Tri-City United Public Schools
Video Pre-observation

Teacher:		**Date:**	
SubjectGrade:		**PLC**	
Placement Within Unit	**____ Introduction _____Mid-Unit ____Near End**		
Standard Addressed			

1. How did you prepare for the lesson? What learning activities and/or materials will be used with the lesson?

2. What are the lesson objectives?

3. What is your plan for meeting the needs of all learners?

4. How are you going to check/assess student understanding/learning and master of the lesson objective?

Informal assessment:

Summative/Formal assessment:

Why did you choose these assessments?

5. Are there any teaching behaviors on which you want specific feedback? If so, please list.
CONNECTING LEARNING
In what ways does this lesson build on previous lessons?
Describe the connection between this lesson and future lessons.

Note: Reflect on your teaching performance and the effectiveness of your lesson. (Be sure to fill out the Video Post-Observation and Reflection prior to the post-conference with your PLC)

Coach Signature: _____ Date: _____

Tri-City United

Video Post-Observation Reflections

Teacher:		**Date:**	
Grade:		**Subject**	

INSTRUCTIONAL STRATEGIES AND ACTIVITIES

If you were going to teach this lesson again to the same students, what would you do the same? What would you do differently? Why?

LEARNING GOALS AND OBJECTIVES

To what extent did students achieve the goals of this lesson? How do you know?

Tri-City United Public Schools
Video Post-Observation Reflection

INSTRUCTIONAL STRATEGIES AND ACTIVITIES
Which of the strategies and activities you used were effective or ineffective? Why or why not?
EVALUATION AND ASSESSMENT
Were your planned assessment measures useful in providing you with evidence of student learning for this lesson? How do you know?
SUGGESTIONS FROM PLC MEMBERS
Name: Focus: Suggestions: Outcomes (only 2nd portfolio)

Coach Signature: _____ Date: _____

Tri-City United Public Schools
Portfolio/Videotape Rubric

Rating	In Progress	Proficient	Established
Subject Matter	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. All materials and resources support the instructional goals, and most engage students in meaningful learning.	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge. All materials and resources support the instructional goals, and engage all students in meaningful learning.
Student Learning	The lessons have a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable. Goals are only moderately clear o include a combination of goals and activities. Some goals do not permit viable methods of assessment. Teacher displays generally accurate knowledge of developmental characteristics of age group.	The lessons have a clearly defined structure that activities are organized around. Time allocations are reasonable. Most of the goals are clear but may include a few activities. Most permit viable methods of assessment. Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	The lessons' structure is clear and allows for different strategies according to student needs. Time allocations are appropriate. All the goals are clear, written in the form of student learning, and permit viable methods of assessment. Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns and the extent to which each student follows patterns.

Instructional Strategies	Only some of the learning activities are suitable to students or instructional goals. Progression of activities is uneven, and only some activities reflect recent professional growth. The teacher does not consistently address individual learning differences and/or use effective instructional strategies.	Most of the learning activities are suitable to students and instructional goals. Progression of activities is fairly even, and most activities reflect recent professional growth. The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. The teacher successfully meets the individual learning needs of all student groups through effective instruction within a variety of settings.
Communication	The teacher is ineffective in communicating with students, staff, parents, or community and/or inconsistently communicates concepts and class expectations to students.	The teacher communicates effectively with students, staff, parents/guardians, and the community.	The teacher clearly communicates expectations and content to all student groups in a variety of ways and initiates communication with parents and the community.
Assessment	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Reflection	Teacher has few suggestions for how the lesson may be improved another time. Teacher is not receptive to assistance or collaboration with colleagues.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes some suggestions about how a lesson may be improved. Teacher occasionally collaborates with colleagues.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Teacher can cite specific examples to support his/her assessment. Teacher makes specific suggestions of what to monitor and adjust for next time. Teacher collaborates with colleagues.

Rubric Checklist

RATING	IN PROGRESS	PROFICIENT	ESTABLISHED
SUBJECT MATTER	____Basic content ____Does not connect with other curricular areas ____Some resources support the instructional goals ____Resources engage some students in meaningful learning	____Solid content ____Connects content with other curricular areas ____Most resources support instructional goal ____Resources engage most students in meaningful learning	____Extensive knowledge of content ____Connects content with multiple curricular areas ____All resources support instructional goal ____Resources engage all students in meaningful learning
STUDENT LEARNING	____Lesson has recognizable structure ____Structure not maintained throughout lesson ____Objective somewhat clear ____Some activities allow for some assessment ____Some knowledge of developmental characteristics of age group	____Lesson structure clear with organized activities ____Includes a few organized activities ____Objective clear ____Most activities allow for assessment ____Thorough understanding of developmental characteristics of age group	____Lesson structure clearly defined ____Different strategies according to student needs ____Objective clear and written inform of student learning ____All activities allow for assessment ____Thorough understanding of developmental characteristics of age group and exceptions to the age group
INSTRUCTIONAL STRATEGIES	____Some activities suitable to the objective ____Some activities reflect professional development ____Does not address learning differences	____Most activities suitable to the objective ____Most activities reflect professional development ____Addresses learning differences	____Activities highly relevant to the objective ____All activities reflect professional development ____Successfully meets student learning needs
COMMUNICATION	____Communicates concept and class expectations	____Effectively communicates concept and class expectations	____Clearly communicates concept and class expectations in a variety of ways
ASSESSMENT	____Some of the objectives are aligned to the assessment	____Most of the objectives are aligned to the assessment	____All objectives are aligned to the assessment
REFLECTION	____Has a few suggestions on how to improve the lesson ____Not receptive to colleague suggestions	____Some suggestions on how to improve the lesson ____Occasionally receptive to colleague suggestions	____Accurate view of lesson and ways to improve the lesson ____Collaborates with colleagues

Rubric Comments

RATING	
SUBJECT MATTER	
STUDENT LEARNING	
INSTRUCTIONAL STRATEGIES	
COMMUNICATION	
ASSESSMENT	
REFLECTION	

Tri-City United Public Schools

Portfolio/Videotape Evaluation

Teacher:		**Date:**	
Grade/Subject:		**Evaluator:**	

In Progress	Proficient	Established
Demonstrates understanding of the concepts and attempts to implement benchmarks. However, implementation is not always achieved or successful.	Demonstrates understanding of concepts and underlying benchmarks and implements elements at a high level; already shows attributes of accomplished practice.	Demonstrates thorough understanding of concepts and benchmarks and implements elements at consistently high level; already shows attributes of accomplished practice and has classroom that functions at qualitatively different level, consisting of learners that are highly motivated and engaged.

Criteria	Rating	Comments
Subject Matter ▪ Demonstrates knowledge of content appropriately for student understanding. ▪ Structures the learning activities aligned to the District Achievement Goal	In Progress Proficient Established 	
Student Learning ▪ Lesson designed to actively engage all students – performing and non-performing ▪ Adjusts instructional technique to student age and ability level ▪ Determines students' background knowledge, knowledge and vocabulary	In Progress Proficient Established 	
Instructional Strategies ▪ Lessons designed with different learning activities to get and keep attention. ▪ Employs a variety of strategies throughout the lesson to maximize amount of time students spend working on learning activities or tasks of an appropriate level of difficulty.	In Progress Proficient Established 	
Communication ▪ Clarity & Usefulness ● Provides information in a form that is understandable ● Provides information that is important and useful ● Provides information to relate the lesson to the District Achievement Goal	In Progress Proficient Established 	
Assessment ▪ Lesson designed to hold students accountable for work completion and for participation in earning activity Expectations of students need to be clear	In Progress Proficient Established 	
Reflection ▪ Models reflective teaching practices ● Through completion of a reflective summary of lesson ▪ Looks back over his/her video evaluating progress of meeting the District Achievement Goals	In Progress Proficient Established 	
Progressive on a Continuum		Overall Rating: _____

Tri-City Public Schools
Reflection On An Analysis of Student Work Samples
Using the Annenberg Tuning Protocol

Clarifying Question:				
	Student	Student	Student	Student
Understandings evident in work samples				
Missing or incorrect elements evident in work samples				
Striking or unusual features in the work				
What follow up might you plan for this student?				

Adapted from the work of Charlotte Danielson for Pathwise, Educational Testing Service

Tri-City Public Schools

Self-Reflection of Questioning Strategies Used in Video

Gender Equity	Ability Equity	Level of Questioning
Male	Higher Level	Knowledge/Comprehension
	Average Level	Application
Female	Lower Level	Analysis
		Synthesis
		Evaluation

3.8 Describe the appeals process for teachers who have concerns with the reliability/accuracy of their formative evaluations.

A teacher who receives less than Proficient rating in the formal evaluations may appeal the rating. The appeal shall be heard by one appointee of the administration and one appointee of the President of TCU Education Association. The decision of these two appointees shall be final. In the instance when the two appointees cannot agree, the original decision shall stand.

Substantial Dispute

In the event that an Instructional Leader and Instructional Coach assigned to any review team agree that the rating provided by the assigned administrator varies substantially from teacher performance, they may file a written report with the superintendent specifying their disagreement with the administrator's decision. If, during the year of the implementation of the Improvement Plan, should an administrator continue to receive such reports from different Instructional Leaders and Instructional Coaches, the superintendent shall remove the administrator from the performance review process and replace that administrator for the balance of that school year, or until the superintendent has determined remediation has resolved the problem.

In the event that a principal assigned to any review team has concerns about the input provided by the assigned Instructional Leader or Instructional Coach, the principal may file a written report with the Teachers' Rights representative with the TCU Education Association, specifying his or her concerns. If, after the year of implementation, should an Instructional Leader or Instructional Coach continue to receive such reports from administrators, the Executive Board of the TCU Education Association shall remove the Instructional Leader or Instructional Coach from the performance review process and replace that teacher for the balance of the school year, or until the Executive Board of the TCU Education Association has determined remediation has resolved the problem.

Value-added Assessment

All performance reviews and demonstrations of improved student performance shall be exclusively limited to value-added assessments and analysis. For the purposes of this Memorandum, value-added assessments and analysis shall apply to any assessment or analysis that compares the same student or group of students on performance measures from the beginning to the end of an instructional period.

Grievance Procedure

The process outlined under this section of this Memorandum shall not be subject to the Grievance Procedure as provided in the Master Agreement.

Component 4:
Performance Pay

A performance pay system rewards teachers for demonstrated student and teacher performance and aligns with the professional development plan and teacher evaluation/observation process described in the previous components.

The performance pay system must include the following:

- **Meeting schoolwide student achievement goals on standardized assessments.**
- **Demonstrating attainment of measure(s) of student achievement such as a grade level, team or classroom student achievement goal based on a measureable assessment that does not need to be standardized.**
- **Earning a set performance standard through the teacher evaluation/observation process.**

4.1 Describe how the performance pay system is based on student and teacher growth through the implementation of the professional development and teacher evaluation/observation processes. (This should include the total amount of performance pay for which each teacher is eligible if all student and teacher performance standards are met.)

School-Wide Student Achievement Goal -	$ 260 +	TRA and FICA
PLC Achievement Goal	$ 520 +	TRA and FICA
Individual Teacher Evaluations -	$1,100 +	TRA and FICA
Action Research Teaching Strategies to meet goals -	$ 980 +	TRA and FICA
	$2,600 +	$354.90

These figures are based on our original plan. $1,620 is the majority of the amount a teacher is awarded.

4.2 Identify the amount of performance pay each teacher is eligible to earn for meeting the schoolwide student achievement goal identified in Component 2.

$ 260 is earned by each teacher if the schoolwide site goal is met.
10 % is how much of the total performance pay this dollar amount represents.

4.3 Describe the measure(s) of student achievement and provide any forms, directions or instructions related to this measurement of student performance.

Montgomery 7-12 will be using the MCAII to measure student achievement. In the fall the data from the previous is desegregated and a smart goal is established to measure the achievement. If the achievement is attained, the performance pay is awarded to those PLC members.

The Elementary Schools will be using the NWEA growth RIT attainments for each student. After the fall NWEA testing, each elementary site will desegregate the data and create a smart goal to measure the achievement. If the achievement is attained, the performance pay is awarded to those PLC members of the Site.

Each PLC will identify a common curricular goal to be assessed with a common assessment at appropriate learning levels. This goal may be reflected in individual PLC member's IPDs. The goal set will be based on the site achievement goal.

Goals will be submitted to the Site Team for review to ensure equity among PLCs. Each student will take a pretest by October 1st with scores recorded with the PLC. Benchmark assessments will be given during the mid-point of the course duration. A posttest will be given at the end of the course. The Site Team will review the end results to determine if performance pay has been earned.

Tri-City United Public Schools
Early Release and Professional Learning Community Meeting Reflections

Name	**Month**
Early Release Topic **What happened today? Brief summary of discussion and activities** **What major implication does what you did today have for you?**	
PLC What happened today?	**DATE** _____
Reflection:	

Tri-City United
Professional Learning Community Goal Data Sheet

Professional Learning Committee _____

Goal

_____

_

PLC What happened today?	**DATE** _____
Reflection	

ACTION RESEARCH REFLECTIONS

Name _____ **Date: _____**

Chapters/Website/Newsletter: _____

Which strategy (-ies) did you try this month?
How was this strategy incorporated into your lesson(s)?
Reflect on this strategy (-ies) effectiveness. Will you try this strategy again? Why or why not?

4.4 Identify the amount of performance pay each teacher is eligible to earn for meeting the measure(s) of student achievement identified in section 4.3.

$ 520 is earned by each teacher if the measure(s) of student achievement is met.
20 % is how much of the total performance pay this dollar amount represents.

4.5 Describe the standard of performance teachers are expected to attain through the teacher evaluation/observation process and identify when this standard must be attained.

Twice a year each teacher must achieve a rating of Proficient or Established to earn the performance pay. Included in this rating is the evaluation of a portfolio, which includes Monthly Early Release Reflections, all PLC meeting reflections, Individual Professional Development Plans updated monthly, Monthly Strategy Reflections, Pre-Observation Form, Tuning Protocol, Post-Observation Form, and a video of the observed lesson.

4.6 Identify the amount of performance pay each teacher will earn through the teacher evaluation/observation process.

$1,100 is earned by each teacher through the evaluation/observation process.
42% is how much of the total performance pay this dollar amount represents.

4.7 (*Optional) Describe any additional measures of teacher or student performance for which teachers can earn performance pay.

Each month teachers are to research a best practice strategy, implement it into their lessons, and reflect on the effectiveness of this strategy in relationship to the site goal. The action research is documented on the Action Research Reflection and turned into the PLC Coach. The results are then shared and discussed within the PLC meetings. Members are encouraged to add this strategy to their repertoire of teaching tools to meet the needs of all learners.

Members of each PLC reflect on Early Release Staff Development and Extended Day PLC meetings and share how they have implemented new techniques into their lessons.

4.8 (*Required only if 4.7 is completed) Identify how much performance pay each teacher can earn for attaining the teacher or student performance standard identified in 4.7.

$ 980 is earned by each teacher if this other measure of performance is met.
38% is how much of the total performance pay this dollar amount represents.

Tri-City United
Professional Learning Community Goal

Professional Learning Committee _____

Goal

_____

_

Approved by Site Team _____ Date

_____

Activities within PLC to achieve goal (Action Research on Teaching Strategies):
Sept:
Oct:
Nov:
Dec:
Jan:
Feb:
Mar:
Apr:

Results
Pretest _____ % Benchmark _____% Posttest
_____%

Payment award _____ Yes _____No

Tri-City United
Professional Learning Community Goal Data Sheet

Professional Learning Committee _____

Goal

_____

_

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**Application for Q Comp Aid**	**ED # 02382-01**

~~Component 5~~
Alternative Salary Schedule

A reformed salary schedule, at a minimum, determines increases to a teacher's base salary on the attainment of specific student and teacher performance indicators rather than years of service and continued employment.

5.1 Describe how the alternative salary schedule relates to the job-embedded professional development system, the teacher evaluation/observation process and the performance pay system.

Up to $1,060 of the possible $2,600 all teachers can earn will be placed on the individual teacher's salary base.
$1,000 is for receiving a Proficient or higher rating for all 3 evaluations.
$60 is for achieving the School-Wide goal.

5.2 School district, school site, and intermediate district applicants:

a) Describe how the salary schedule has been reformed to determine a teacher's vertical movement on indicators of student and teacher performance.

Up to $1,060 of the possible $2,600 all teachers can earn will be placed on the individual teacher's salary base.
$1,000 is for receiving a Proficient or higher rating for all 3 evaluations.
$60 is for achieving the School-Wide goal.

d) Provide a copy of the salary schedule grid and an example of how teachers now move through this reformed schedule.
This is the current Le Center schedule grid which will be updated with new salary bases by Tri-City United upon ratification of the new consolidated school contract for 2012-2013.

Experience Level	BA Salary	MA Salary
0-3	$32,731 - $34,101	**$36,031 - $37,401**
4-7	**$34,396 - $37,052**	**$37,696 - $40352**
8-11	**$38,000 - $41,062**	**$41,300 -$44,362**

Increment Schedule

BA+15	BA+30	BA+45	MA	MA+15	MA+30	MA+45
$725	$800	$875	$900	$1,025	$1,100	$1,175

5.3 Charter school applicants:

a) Describe the impact of student and teacher performance on increases to a teacher's permanent base salary.

b) Provide examples of how a teacher's base salary will increase under the new system.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**Application for Q Comp Aid**	**ED # 02382-01**

Q Comp Application –Budget Changes per Phone Conference

~~Q Comp Budget~~

The following budget accounts for all Q Comp funding in alignment with the plan as outlined in Components 1-5. In addition, the budget adheres to all Uniform Financial Accounting and Reporting System (UFARS) requirements and restrictions.

Please complete the following charts as needed. The charts will expand to include all related expenditures:

6.1 Career Ladder Expenditures: Teacher leader salary augmentation/release time cost

Position Salary Augmentation	Accounting Calculation (Repeat the calculation for each position.)	Expenditure Subtotal
Identify Position(s): Instructional Leader	$5,000 (salary augmentation) + $682.50 (applicable benefits TRA/FICA) multiplied by 5 (the number of teachers in the position) $400 + $54.60 (any related extended time pay/substitute coverage); multiplied by 5 (the number of teachers in the position) = $30,685.50 (Total cost for the position)	$30,685.50
Instructional Coaches	$ 3,500(salary augmentation) + $477.75(applicable benefits TRA/FICA) x 22 (the number of teachers in the position) + $ 400 + 54.60 (any related extended time pay/substitute coverage); multiplied by 22 (the number of teachers in the position) = $97,511.70(Total cost for the position)	$97,511.70

6.2 Other Career Ladder Expenditures: Training, resources or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal
Trainings outside of the school year on evaluations, PLCs, and Differentiation	$950 + $129.68 (applicable benefits TRA/FICA) x 5	$ 5,398.40
Differentiation Conference for Instructional Leaders Training for Best Practice Strategies	$474 x 5 = $2,370	$ 2,370.00

6.3 Job-Embedded Professional Development Expenditures: Resources, training, substitute teachers or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal

Action Research on Teaching Strategies aligned to the site goal, research and observations	$ 720 (salary augmentation) + $98.28 (applicable benefits/FICA) all multiplied by 115(the number of teachers) = $94,102.20	$94,102.20
Materials for staff development aligned to the site goal, Trainings for Leaders and Coaches; Transition to Direct Peer Review	Monthly Newsletters – Better Teaching (strategies at Elementary and Secondary level), Books (books study aligned to the site goal, Speakers (presenting material aligned to the goal)	$26,933.40

6.4 Teacher Evaluation/Observation Expenditures: Resources, training, substitute teachers (not calculated under Career Ladder)

Purpose	Accounting Calculation	Expenditure Subtotal
Flip Video Cameras (recording devices) to be used in video taping lessons and kept by the PLC Coach until needed by a teacher for taping	$200 x 19 = $3,800	$3,800.00

6.5 Performance Pay Expenditures:

Performance Pay Area	Accounting Calculation	Expenditure Subtotal
Schoolwide student achievement goals	$ 260 (performance pay) + $ 35.49 (applicable benefits--TRA/FICA); all multiplied by 115 (the number of teachers) = $ 33,981.35 (Total possible performance pay cost)	$ 33,981.35
Measures of Student Achievement	$ 520 (performance pay) + $ 70.98(applicable benefits--TRA/FICA); all multiplied by 115 (the number of teachers) = $67,962.70 (Total possible performance pay cost)	$ 67,962.70
Teacher Evaluation/Observation	$ 1,100 (performance pay) + $ 150.15 (applicable benefits--TRA/FICA); all multiplied by 115 (the number of teachers) = $ 143,767.25(Total possible performance pay cost)	$143,767.25
Other: Coaches & Leaders Performance Augmented Pay based on evaluation by PLCs	$ 100. (performance pay) + $ 13.65 (applicable benefits--TRA/FICA); all multiplied by 29 (the number of Leaders and Coaches) = $ 3,295.85 (Total possible performance pay cost)	$ 3,295.85

6.6 Other Program Expenditures:

Purpose	Accounting Calculation	Expenditure Subtotal
Peer Review	Site Team Compensation $100 + $13.65 x 12 (Compensation for Peer Review Trainings, interviews, and compilation of results to submit to Share Point) X 3 (DAYS)	$ 1,363.80

6.7 Total Expenditures: $ 506,740.00 Add the Expenditure Subtotal column from all tables above.)

6.8 Revenues:

Revenue Source	Calculation of Revenue Amount	Revenue Subtotal
Q Comp Funding	Number of students on 10/1/11 multiplied by the per student amount of aid available = Total Q Comp funding • **District** amount: between $169 (no levy) and $260 ($169 with $91 full levy) • **Charter or intermediate district** amount: estimate $240 (amount can change depending on the average of all levies)	$506,740.00
Staff Development Funding		$0
Federal Funding		$0
Other District Funding	Up to $1,060 per teacher added to the base salary yearly for proficient or higher evaluation and meeting the site goal	$121,900.00

6.9 Total Revenue: $ 628,640.00 (Add the Revenue Subtotal column from the table above.)

Addendum to Tri-City United Q-Comp Plan

Tri-City United agrees to work on a plan to implement direct peer review in 2013-2014.

Minnesota Department of Education	School Support Division Quality Compensation Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Plan Change Form	Deadlines: 1/15/2013 or 4/15/2013	ED # 02439

General Information: This form is to be used by any implementing district as a means of providing information to MDE regarding changes to its Q Comp program as outlined in Minn. Stat. 122A.414. Subd. 3(a). Please complete all sections of this form and send it via e-mail to mde.q-comp@state.mn.us or via the address printed above. Plan changes must be submitted to MDE and approved prior to implementation. Deadlines for submitting Q Comp Plan Changes for the 2013-14 school year are January 15 and April 15, 2013.

DISTRICT IDENTIFICATION INFORMATION	
District Name and Number: **Tri-City United 2905**	
Superintendent: **Matthew Helgerson**	**Phone:** **507-364-8101**
Email: **MHelgerson@tcu2905.us**	**Fax:** **507-364-8103**
CHARTER SCHOOL IDENTIFICATION INFORMATION	
Charter School Name and Number:	
School Board Chair:	**Phone:**
Email:	**Fax:**
SCHOOL IDENTIFICATION INFORMATION	
School Name: **Tri-City United High School #2905; Montgomery K-8; Lonsdale K-4; Le Center PreK-8**	
Principal: **Alan Fitterer; Deb Dwyer, Melissa Barnett, Dave Dooley**	**Phone:** **507-364-8111**
Email: afitterer@tcu2905.us ddwyer@atcu2905.us **mbarnett@tcu2905.us ddooley@tcu2905.us**	**Fax: 507-364-8410 (Montgomery)** **507-357-4825 (Le Center)**
ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION	
Contact Person's Name: **Maureen Gunderson or Susan Jensen**	**Phone:** **507-364-8111 507-357-6802**
Email: mgunderson@tcu2905.us **SJensen@tcu2905.us**	**Fax: 507-364-8410 (Montgomery)** **507-357-4825 (Le Center)**

ADDRESSES	
School Street Address: **101 2nd Street NE**	**District Street Address:** **101 2nd Street NE**
Montgomery, MN 56069 (city, state zip)	Montgomery, MN 56069 (city, state zip)

This report was created by _____ (name of person completing the report). These changes were approved by the exclusive representative of the teachers on _____ (date) and were approved by the school board on _____(date) in accordance with the exclusive representative's local bylaws and the school boards local policy. Everything contained in this report is true and accurate, and evidence of this can be made available upon request.

_____ _____

Superintendent's signature **Date**

_____ _____

School Board Chair's signature **Date**

_____ _____

President of the Exclusive **Date**

Representative of the Teachers

Please detail each of the changes the district intends to make to the approved Q Comp plan. When making changes, please keep in mind that a change in one component often requires a change in another component. Describe how each component will be affected and be as detailed as possible.
(THIS FORM IS NOT FOR CHANGES IN Q COMP GOALS.)

1) Career Ladder
    a) What change is being proposed?

    b) Describe how this change is different from the current approved plan. (If the district is changing or adding new career ladder positions, you must include all of the following information: Title, Qualifications, Responsibilities, Hiring Process, Evaluation Method, Compensation and Ratio of the Leadership position to teachers.)

2) Job-embedded Professional Development
    a) What change is being proposed?

    b) Describe how this change is different from the current approved plan.
3) **Teacher Observation/Evaluation**
    a) **What change is being proposed? The evaluation process will have 3 live formal observations, one administrative evaluation and 2 evaluations done by trained observers.**

    b) **Describe how this change is different from the current approved plan. The earlier evaluation process had 3 formal evaluations, one administrative evaluation and 2 video- taped lesson evaluations.**

    SEE ATTACHED

4) Performance Pay
    a) What change is being proposed?
    b) Describe how this change is different from the current approved plan.
5) Alternative Salary Schedule
    a) What change is being proposed?
    b) Describe how this change is different from the current approved plan.

Component 3
Teacher Evaluation/Observation

An objective and comprehensive teacher evaluation/observation system includes all of the following:

- **Aligned with the district educational improvement plan and the staff development plan;**
- **Conducted at least three times per year using an objective performance evaluation rubric;**
- **Implemented by a locally selected and trained evaluation team; and**
- **Based on classroom observations of instructional practice.**

Overall description of the teacher evaluation/observation system:

3.1 Describe the overall teacher evaluation/observation process and how it is implemented under the guidance of the teacher leaders and supported by the job-embedded professional development plan.

1. Three formal observations: One Administrative Evaluation by the building administrator, Two Evaluations by a trained observer (instructional coach or leader)
2. Completion of the Individual Professional Development Plan and turned into the building administrator
3. Documentation will use the Portfolio Evaluation rubric and one administration evaluation using the Tri-City United rubric and evaluation form, which is aligned to Minnesota Standards of Effective Practice. The rubric is a guide to aid the evaluator when filling out the evaluation form.

    Administration Formal Evaluation will use the Tri-City United Public School rubric, which is based on the

Minnesota Performance Standards of Teacher Practice, addressing the following areas: Domain 1: Planning, Domain 2: Environment, Domain 3: Instruction, and Domain 4: Professionalism.

Two formal evaluations by trained evaluators will use the Tri-City United rubric and evaluation form which is based on the Minnesota Performance Standards of Teacher Practice, addressing the following areas: Domain 1: Planning, Domain 2: Environment, Domain 3: Instruction, and Domain 4: Professionalism.

The evaluation process includes a pre observation meeting discussing the lesson to be observed, a live observation, and a post observation meeting discussing the lesson, offering suggestions.

4. This aligns with the educational improvement plan and staff development plan for the Tri-City United Public Schools. The ultimate goal of the Tri-City United Public School staff development is to increase student achievement.

Detailed description of the teacher evaluation/observation rubric and system:

3.2 Provide a description of the teacher evaluation/observation rubric and process for all staff in these areas:

a) Describe how all teachers will be informed of and trained on the teacher evaluation/observation rubric and process.

During the Fall in-service all teachers receive additional training for evaluations and observations. Each year the process is refined to improve our inter-rater reliability. The trainings include PowerPoint presentations, video of a mock evaluation, and rubric clarifications. It will also include training in using a protocol to look at student work.

b) Describe when the following components are conducted during the evaluation/observation cycle:

i. Pre- and post-observation conferences.

One observation pre and post conference is held with the building principal. The pre-observation and post-observation forms are completed prior to and after the administrative evaluation.

Two observations pre and post conference is held with a trained observer.

Pre Observation: The person being evaluated shares what the lesson is about, a clarifying question, and types of assessment using the Pre-Observation Form

Post Observation: After the observation, a discussion is held concerning student work, ideas for improvement, and positive reinforcement for areas well done using the Post-Observation Form and the Annenberg Tuning Protocol Form

ii. Self-analysis and reflection.

After the Principal observation before post-conference, the teacher reflects on the lesson and responds in writing to present to the Principal at the post-conference.

After observation by a trained observer, the teacher writes a reflection as part of the post-observation.

3.3 Describe the process that will be used to instruct all evaluators/observers in their duties to ensure integrity and sustainability of the process. Please include the following elements of the process:

a) Prevention of score inflation or deflation.

Trained observers complete annual training to insure inter-rater reliability

b) Adherence to formal observation cycles.

The administrative evaluation is completed within the first semester.

The evaluation by a trained observer must be completed before the end of each semester.

c) Initial training and ongoing training to all evaluators/observers.

Each year the trained observers will receive additional training for evaluations and observations. Each year the process is refined to improve our inter-rater reliability. Trainings will be held prior to the fall workshops. The rest of the staff will be trained during the fall workshop. On-going training occurs between portfolios.

d) Ensuring inter-rater reliability.

Each teacher will be evaluated using the Tri-City United Public Schools rubric. The Final Summative Evaluation is completed by the trained observer.

3.4 Describe the evaluation/observation process designed for licensed staff not assigned to direct classroom instruction (e.g., nurses, school counselors, psychologists) and explain how all staff will be provided with initial and ongoing training in the differences.

At this time the Nurse, Social Workers, School Psychologist, and Counselors all have some direct classroom instruction and will be evaluated using the same criteria as career and probationary teachers. .

3.5 Describe any differences in the evaluation/observation process between probationary and tenured teachers (if applicable) and explain how all staff will be provided with initial and ongoing training.

Probationary teachers are evaluated 3 times by the Administration and two observations by a trained observer.

3.6 In the table below, please identify each teacher evaluation/observation position title and identify the responsibilities.

NOTE: There must be at least two different individuals assigned to evaluate/observe each teacher each year.

Position Title	**Number of teachers this person will observe**	**Number of times per year this person will observe each teacher**	**If applicable, other evaluation/observation responsibilities**
Site Principals	All teachers on staff	one per year for tenured; 3 times per year for probationary	
Instructional Leaders (5)	5-7	twice	mentoring and assisting in improving instruction for coaches
Instructional Coaches (22)	5-7	twice	mentoring and assisting in improving instruction

3.7 Attach the following teacher evaluation/observation documents.

- Evaluation/observation rubrics
- Pre-observation conference forms
- Post-observation conference forms
- Self-analysis and reflection forms
- Other forms, as applicable, to ensure the reviewer is able to completely understand the process

3.8 Describe the appeals process for teachers who have concerns with the reliability/accuracy of their formative evaluations.

A teacher who receives less than Proficient rating in the formal evaluations may appeal the rating. The appeal shall be heard by one appointee of the administration and one appointee of the President of TCU Education Association. The decision of these two appointees shall be final. In the instance when the two appointees cannot agree, the original decision shall stand.

Substantial Dispute

In the event that an Instructional Leader and Instructional Coach assigned to any review team agree that the rating provided by the assigned administrator varies substantially from teacher performance, they may file a written report with the superintendent specifying their disagreement with the administrator's decision. If, during the year of the implementation of the Improvement Plan, should an administrator continue to receive such reports from different Instructional Leaders and Instructional Coaches, the superintendent shall remove the administrator from the performance review process and replace that administrator for the balance of that school year, or until the superintendent has determined remediation has resolved the problem.

In the event that a principal assigned to any review team has concerns about the input provided by the assigned Instructional Leader or Instructional Coach, the principal may file a written report with the Teachers' Rights representative with the TCU Education Association, specifying his or her concerns. If, after the year of implementation, should an Instructional Leader or Instructional Coach continue to receive such reports from administrators, the Executive Board of the TCU Education Association shall remove the Instructional Leader or Instructional Coach from the performance review process and replace that teacher for the balance of the school year, or until the Executive Board of the TCU Education Association has determined remediation has resolved the problem.

Value-added Assessment

All performance reviews and demonstrations of improved student performance shall be exclusively limited to value-added assessments and analysis. For the purposes of this Memorandum, value-added assessments and analysis shall apply to any assessment or analysis that compares the same student or group of students on performance measures from the beginning to the end of an instructional period.

Grievance Procedure

The process outlined under this section of this Memorandum shall not be subject to the Grievance Procedure as

provided in the Master Agreement.

Tri-City United Public Schools
Pre-Observation Form

Teacher:		**Date:**	
SubjectGrade:		**PLC**	
Placement Within Unit	**____ Introduction _____Mid-Unit ____Near End**		
Standard(s) Addressed **Question:**			
1. How did you prepare for the lesson? What learning activities and/or materials will be used with the lesson?			
2. What are the lesson objectives?			
3. What is your plan for meeting the needs of all learners?			
4. How are you going to check/assess student understanding/learning and master of the lesson objective? Informal assessment: Summative/Formal assessment: Why did you choose these assessments?			
5. Are there any teaching behaviors on which you want specific feedback? If so, please list.			
CONNECTING LEARNING			
In what ways does this lesson build on previous lessons?			
Describe the connection between this lesson and future lessons.			

Note: Reflect on your teaching performance and the effectiveness of your lesson. (Be sure to fill out the Video Post-Observation and Reflection prior to the post-conference with your PLC)

Observers Signature: _____ Date: _____

Tri-City United
Post-Observation Reflections

Teacher:		**Date:**	
Grade:		**Subject**	

INSTRUCTIONAL STRATEGIES AND ACTIVITIES

If you were going to teach this lesson again to the same students, what would you do the same? What would you do differently? Why?

LEARNING GOALS AND OBJECTIVES

To what extent did students achieve the goals of this lesson? How do you know?

INSTRUCTIONAL STRATEGIES AND ACTIVITIES

Which of the strategies and activities you used were effective or ineffective? Why or why not?

EVALUATION AND ASSESSMENT

Were your planned assessment measures useful in providing you with evidence of student learning for this lesson? How do you know?

SUGGESTIONS

Name:
Focus:

Suggestions: (Evaluated teacher should fill out during discussion of lesson)

Outcomes (only 2nd portfolio)

Observer Signature: _____ Date: _____

Tri-City Public Schools
Reflection On An Analysis of Student Work Samples
Using the Annenberg Tuning Protocol

Clarifying Question:				
	Student	Student	Student	Student
Understandings evident in work samples				
Missing or incorrect elements evident in work samples				
Striking or unusual features in the work				
What follow up might you plan for this student?				

Tri-City United Public Schools
Portfolio/Observation Evaluation

Teacher:		**Date:**	
Grade/Subject:		**Evaluator:**	

Ineffective (1)	**Developing (2)**	**Proficient (3)**	**Exemplary (4)**

Criteria	Rating	Reflective Comments of Observation
Domain 1: Planning A: Aligns learning targets with standards and student data inform planning B: Uses content, resources and student knowledge to design coherent instruction C: Plans for assessment and differentiation	Ineffective Developing Proficient Exemplary 1 2 3 4	
Domain 2: Environment A: Creates a respectful classroom culture of trust, safety and high expectations B: Establishes and maintains clear expectations for classroom and behavior management	Ineffective Developing Proficient Exemplary 1 2 3 4	
Domain 3: Instruction A: Communicates learning targets and content effectively B: Facilitates activities and discussions that promote high cognitive engagement C: Uses varied assessment techniques to advance student learning	Ineffective Developing Proficient Exemplary 1 2 3 4	
Domain 4: Professionalism A: Reflects on teaching practice B: Engages in professional development	Ineffective Developing Proficient Exemplary 1 2 3 4	

*Incorporates Minnesota Standards of Effective Practice for Teachers
**Based on Minnesota Teacher Evaluation Domains

Average Score: _____

To receive performance pay, teachers must show improvement and have an average rating of Proficient at the end of the school year.

TRI-CITY UNITED PUBLIC SCHOOLS

RUBRIC FOR PORTFOLIO/OBSERVATION EVALUATION

Teacher:		Date:		Grade/Subject:	

ELEMENT	Ineffective1)	Developing (2)	Proficient (3)	Exemplary (4)
DOMAIN 1: PLANNING A: Aligns learning targets with standards and student data inform planning				
Plans units and lessons effectively	**No evidence** of planning	Planning is **inconsistent;** targets **connected** to content or standards	Planning is **consistent**, builds on prior know-ledge;	*Planning is thoroughly **consistent**, builds on prior knowledge
Selects learning targets and activities	targets **unconnected** to content or MN standards	**limited** student engagement;	**multiple opportunities** for student engagement	variety of opportunities for student engagement
Applies content knowledge and understanding of how students learn	knowledge of content is **limited**	knowledge of content **mostly accurate**	knowledge of content is accurate;	;continuously applies best practices
Uses student data to inform planning	**no evidence** of lesson informed by student data	lesson design **informed** by analysis of **grade-level** data	lesson design **informed** by analysis of **grade-level** and **individual** data	lesson design **extensively informed** by analysis of **grade-level** and **individual** data
DOMAIN 1: PLANNING B: Uses content, resources and student knowledge to design coherent instruction				
Designs coherent instruction	Activities are **unsupportive** of targets;; teacher; choice of activities	Activities **support targets**, but are **unorganized**	**Well-organized** activities **support** the target	***Well-organized** activities **support** the target and give student ownership of learning
Creates interdisciplinary and extended learning experiences	**No attempt** to connect to other content areas	**Limited** connections made to other content areas	Connections with other content areas is **evident**	**Connections with other content areas and the community is **evident**
Uses available resources and technology	**does not** use available resources	**use of relevant, core** resources	Use of **relevant resources beyond the core** resources	*Use of a **variety of relevant resources** in teacher and student led activities
Designs student centered instructional strategies	**shows misunderstanding** of student exceptionalities	shows **some understanding** of student exceptionalities	activities **informed** by student exceptionalities	**activities **well-informed** by student exceptionalities
DOMAIN 1: PLANNING C: Plans for assessment and differentiation				
. *Plans formative and summative assessments*	**Most assessment is summative** and used for grading	**Formative & summative assessments** used primarily for **grading** purposes;	**Formative & summative** assessments used to make instructional **adjustments**;	*Formative & summative assessments used; plans for student self-assessment, rubrics established;
Plans for differentiation	**no evidence** of differentiation	**limited evidence** of differentiation	differentiation is **based on student data**	Differentiation is **based on student data & learning experience**
DOMAIN 2: ENVIRONMENT A: Creates a respectful classroom culture of trust, safety and high expectations				
Creates a safe learning environment	**Unsafe** classroom culture that **does not** support positive social skills	Classroom culture **partially supported** by positive social skills	Classroom culture **supported** by positive social skills	**Classroom culture **supported** by positive social skills; builds positive relationships with students;
Establishes an environment for learning	instruction characterized by **low expectations**	instruction characterized by **modest expectations**	instruction characterized by **high expectations**	*students engage in **complex tasks with high expectations** for all students
Creates an environment for persistence	**no evidence** that the teacher perseveres through challenges, instead gives up	**teacher** takes responsibility for achieving learning targets	**students and teacher** take responsibility for achieving targets	***provides support** so that students persevere with challenging activities;
DOMAIN 2: ENVIRONMENT B: Establishes & maintains clear expectations for classroom & behavior management				
Establishes and maintains classroom routines and procedures	Directions and procedures **unclear**;	**Clear expectations** but **inconsistent** management of routines **losing instructional time;**	Teachers & students **establish clear expectations** for routines, minimal instructional time lost;	*Teachers and students **establish clear expectations** for routines and are **flexible** to adapt to learning goals, **no loss** of instructional time;
Monitors and provides feedback on student behavior	**little or no** student feedback on positive behavior, **instruction disrupted** by behavior incidents	students receive **behavior feedback**, but **infrequently** receive positive behavior, instruction **occasionally disrupted** by incidents	students **receive** behavior and **positive feedback**, **respectful and appropriate** for individual needs	*students **receive behavior and positive** feedback, students assume responsibility for monitoring behavior, approaches are **preventative**, **respectful** and **appropriate** for individual needs

DOMAIN 3: INSTRUCTION A: Communicates learning targets and content effectively				
Uses content knowledge to promote learning	Important concepts and skills **not emphasized**, **limited opportunity** to apply content vocabulary	Important concepts and skills **sometimes emphasized**, **some opportunity** to apply content vocabulary	Important concepts and skills **regularly emphasized, multiple opportunities** to apply content vocabulary	Important concepts and skills **regularly emphasized**, students **internalize and apply** content vocabulary
Communicates learning targets and content	learning targets, expectations or directions **unclear**	learning targets, expectations or directions are **somewhat clear**	learning targets and expectations are indicated in a **variety of formats**; students understand learning target	explanations are **creative and connected** to students' background knowledge, students able to explain content to their colleagues
DOMAIN 3: INSTRUCTION B: Facilitates activities and discussions that promote high cognitive engagement				
Uses instructional strategies to engage students	Instructional strategies **minimally** engage students;	Instructional strategies may engage **some, but not all** learners	Instructional strategies engage **most** learners	*Instructional strategies engage **all** learners,
Uses questioning and discussion techniques	**higher order thinking skills** used **rarely** and engages **few** students in the discussion	**higher order thinking skills** used **infrequently** and the teacher **attempts** to engage all students	**higher order thinking skills** used **frequently** and **all** students are accountable to answer questions	**higher order thinking skills and inquiry** used frequently; **provides** appropriate **options** for student choice; **all** students accountable to answer questions and engage in discussions
Uses appropriate pacing and structure	lesson has **no evidence** of structure, pacing is **too slow** or **too fast**	lesson **generally meets** some of the goals of the lesson, pacing is generally **appropriate** for the class	lesson **meets** the goals of the lesson, pacing is **appropriate**	lesson **meets the goals** of the lesson with students having **multiple opportunities** for engagement and reflection, pacing is appropriate
DOMAIN 3: INSTRUCTION C: Uses varied assessment techniques to advance student learning				
Uses formative assessments to inform instruction	**No use** of formative assessments	Uses **some** formative assessment techniques	**Uses** formative assessment practices to monitor & adjust instruction	**Uses** formative assessment practices to monitor & adjust instruction to meet learning target and the **needs of all students**
Provides feedback to advance learning	provides **nonspecific** feedback	**provides specific** feedback, but **emphasis** is **on grades**	**provides specific** feedback that promotes cognition	**provides specific** feedback that **promotes** higher levels of the thinking
Promotes student self-assessment	**does not engage** students in self-assessment	students **engage in some** self-assessment to be aware of their own achievement	**provides** students **frequent opportunities** to assess and monitor the quality of their work	**provides** students **frequent opportunities** to assess and monitor the quality of their work and **set goals**
DOMAIN 4: PROFESSIONALISM A: Reflects on teaching practice				
Uses self-reflection to improve instruction	**Does not effectively** use reflection and self-assessment of instruction	**Occasionally uses** reflection and self-assessment of instruction	**Regularly assesses** effectiveness using student data to identify areas	**Continuously and accurately assesses** own effectiveness using student data to identify areas
Uses feedback to improve instruction	feedback is **resisted and does not** result in changes	**occasionally uses** feedback	**seeks and uses** feedback	**continuously** seeks and uses feedback
Plans for professional growth	**does not** use reflection & feedback for professional growth	**occasionally uses** reflection & feedback for professional growth	**regularly uses** reflection & feedback for professional growth	**regularly uses** reflection & feedback for professional growth and **implements** an action plan
DOMAIN 4: INSTRUCTION B: Engages in professional development				
Participates in professional development	**Does not** contribute to or actively participate in professional learning activities	**Participates** in professional learning activities; **occasionally** implements practices from activities	**Continual participation** relevant professional learning activities, implementing practices from activities to increase student learning	**Creates and engages** in meaningful professional growth activities resulting in increased student learning
A positive, active PLC member	**resists** collaboration and **detracts** from collaborative process	**positive, active** member of the collaborative process;\	**collaborates** to analyze student data, set goals, and analyze student work	**collaborates to analyze** student data, set goals, and analyze student work to improve instructional effectiveness
Contributes to school and district culture for learning	**does not** support the culture of professional learning	**occasionally** supports culture of professional learning	**contributes** to development of a productive learning environment	**shows initiative**, has made substantial **contributions** school and district culture of learning

To receive Established

*Model, coach, and mentor colleagues and/or pre-service teachers

1Ai.	in planning high-quality units and lessons
1Aii.	in selecting learning targets matched with effective learning activities
1Bi.	in the design of coherent instruction that engages the student in the learning process
1Biii.	in the use of available resources and technology in instructional design that engages the student in the learning process
1Ci.	in the developing, implementing and analyzing formative and summative assessment data to inform next instructional decisions at various levels (such as classroom, department, program, grade levels, and/or school/district)
2Aii.	in establishing a collaborative culture for learning
2Aiii.	in creating a classroom and schoolwide culture of persistence
2Bi.	in how to establish classroom routines and procedures
2Bii.	in effective approaches in student behavior and providing feedback on student/classroom behavior
3Ai.	to deepen content knowledge
3Aii.	in understanding and communicating learning targets and content
3Bi.	in applying appropriate instructional strategies to engage students in learning
3Bii.	in facilitating discussion
3Biii.	in lesson structure and pacing
3Ci.	in formative assessment strategies to inform instruction
3Cii.	in student feedback methods to advance learning
3Ciii.	with student self-assessment strategies
4Ai.	in reflective practice methods to improve instruction
4Aii.	in the use of feedback to improve instruction
4Bi.	by providing and/or leading professional development activities
4Bii.	in analyzing student data, setting goals, designing assessments, and/or analyzing student work
4Biii.	in selecting appropriate venues that contributes to the school and district culture of learning

Provides leadership and collaboration

1Aiv.	in analyzing student data to plan instruction
1Bii.	for interdisciplinary instruction
1Biv.	with colleagues and community in designing culturally relevant instruction
1Cii.	for differentiation of instruction for targeted groups of students in the team, grade level, department, program and/or school in planning
2Ai.	with others to build a positive classroom and school learning environment
4Aiii.	in planning for professional growth