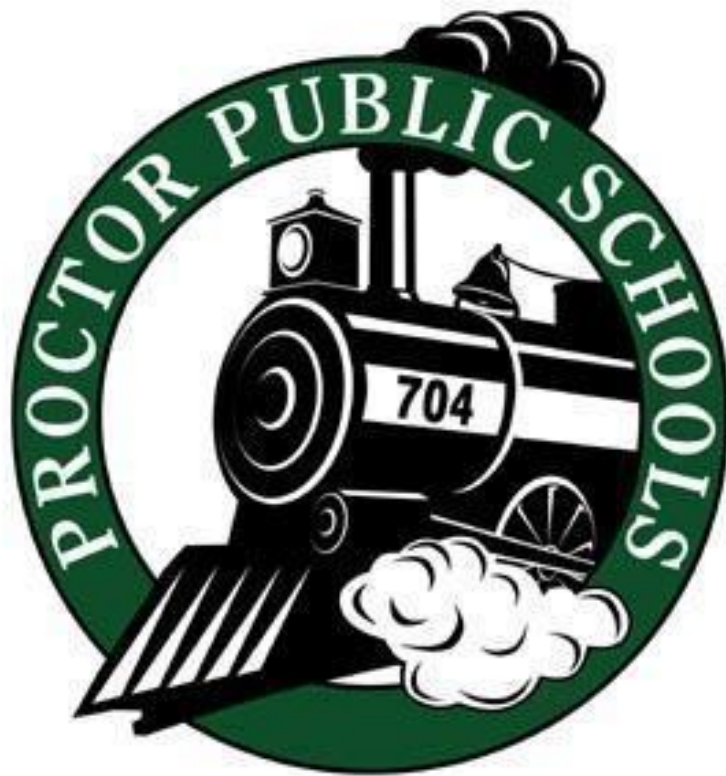


Proctor Public Schools ISD #704

ATPPS Plan 2023-25



Educate, Engage, Inspire

Proctor Public Schools

Alternative Teacher Professional Pay System (ATPPS) Plan

*Revised May 2023

ATPPS = Alternative Teacher Professional Performance System

Proctor Plan Final Approval: August 2006 (23rd district in state to be accepted)

ATPPS = State funded program – monitored by the MN Department of Education (MDE) School Improvement Division

Monetary Award to a recipient district = \$260 per pupil in additional funding

(Majority is from state monies; some is levied and paid by district taxpayers)

Often referred to as “Q-Comp” by state agencies, short for “Quality Compensation.”

This program participation is contractual within the master agreement in the form of an MOU. (See Master Agreement pages 43-46)

Five Parts of Proctor ISD #704 ATPPS (Q-comp) Plan/Program

1. Teacher Leaders - Proctor Program Teacher Leader (Career Ladder) Opportunities:

Sometimes referred to as “Career Ladders” which simply means opportunities within your district to serve in a teacher “leadership” capacity and receive extra compensation for doing so. Teacher leaders must apply and be recommended by the school leadership, ATPPS Advisory Council with final approval by the School Board. The application process for all teacher leader positions will be initiated before the end of April and be completed at the beginning of the following school year.

Advisory Council - 9 members serve on the council in three-year rotating terms. The council has representation from each school site, a special education representative, an at-large teacher, and one teacher union representative. The council meets regularly (approximately 6 times a year) during and outside the school day. A full position description is available by clicking the link above. (Stipend = \$500)

Career Ladder Coach (Coordinator) - 1 Teacher on special assignment who coordinates the operation of the ATPPS/Proctor Public Schools Teacher Development Program and serves as a liaison with staff development, administration, school board, and the state. The coordinator manages the daily operation of the ATPPS program and is the 3rd year mentor for the district. The position has a 4 year term limit at which time the applicant must re-apply for the position if desired. A full position description is available by clicking the link above. (Stipend = \$4900)

Learning Team Leader - One Team Leader for each Learning Team, dependent upon the number of teams in the district (up to 23). Team Leaders, tenured teachers in the district, must apply for their positions. The Team Leader is responsible for observations, leading teacher teams, and communicating team progress with the Career Ladder Coach and administration. A full position description is available by clicking the link above. (Stipend = \$1200 + 4 to 6 release days per year - see full description)

Mentor - A mentor may have responsibility for one 1st year teacher, or a small group of 2nd year teachers. This teacher is responsible for guiding mentees, answering questions, and providing support. The mentor must be a tenured teacher in the district and attend group and/or one-on-one training/planning sessions with the Career Ladder Coach. The Career Ladder Coach will mentor the 3rd year teachers in the Mentoring Plan. The Mentoring Plan is administered through the Staff Development Plan. (Stipend = \$500 + 1 release day per year from the site staff development monies where the mentor is assigned)

Member - A member is every teacher involved in a Learning Team.

2. Job-Embedded Staff Development

Professional Learning Communities will be known as Learning Teams.

The ideal Learning Team will be 5-7 members and may shift from grade based (individual grade levels banded as necessary) to curriculum based as needed.

Team Leaders are responsible for conducting observations, facilitating the continued learning of staff and students, and communicating progress of the learning with the Career Ladder Coach and administration. Team leaders will be observed by the Coordinator/Career Ladder Coach. Teams will be observed by administration and Coordinator/Career Ladder Coach. Summative Evaluation/Observations will include a review of a teacher's Individual Growth and Development Plan (IGDP).

Learning Teams will meet weekly at a time collaboratively determined and supported by the site administrator, advisory council, and coordinator.

The work of the Learning Team will include discussions of 1) what we want students to learn, 2) how we will know that they have learned it, 3) what we will do if students have not learned it, 4) what we will do if students already know it.

3. Performance Pay and 4. Teacher Evaluations

60% of ATPPS pay is tied to student achievement. 40% is based on communicating at least four data points (student achievement progress monitoring) through meeting summaries.

5% = \$50 Site Goal

30% = \$600 Three observations by two different people each year. (\$200 per observation max)

25% = \$550 Student Learning Goal (Individual Student Achievement Goal)

40% = \$800 Four data points (progress monitoring of student achievement) included in meeting summaries and submission of IGDP. Stipends in this area may be prorated due to a leave of absence or for those working less than a full school year.

1. The site goal is the goal in which the entire site is considered the community of professional educators working toward the determined common goal. Each site will set a science, math and reading goal, designating one as the ATPPS goal - collaboratively developed with administration and based on the NWEA or MCA assessments.
2. Administrative Evaluation & Peer Review Observation/Evaluation - 3 per year with at least one obtaining a visual average of proficiency.
 - In a formative year, all educators will be observed twice by their Learning Team leader or by a trained observer. The third observation will be conducted by another trained observer of their choice or participate in a classroom observation of another certified teacher in the district.
 - In a summative year (year 3), every educator will be observed twice by their Learning Team leader. The third will be conducted by an administrator as a formal summative evaluation.
3. Student Learning Goal- Each educator will have a specific, individual goal that is based on an assessment that measures the essential standards in one course he or she teaches. Learning Teams are essential in helping to develop and support all teacher's growth and work toward achievement of this goal. Learning Teams are a place to discuss curriculum, strategies, and methods that will help ensure everyone meets this goal. Goals will be reviewed by principals and team leaders with final approval made by the Advisory Council.

5. Performance Pay Schedule

The salary schedule has been reformed to comply with the MDE letter of revision dated April 2, 2010. Vertical movement through the salary schedule is no longer based on automatic annual increases. Teachers move through steps on the schedule through completion of a satisfactory performance evaluation.

- Each professional educator will be evaluated annually using the ISD 704 Frameworks for Effective Teaching.
- Attaining a visual average of proficiency or better on the identified elements of the evaluation will gain one vertical movement/performance increment on the salary schedule at the beginning of the subsequent school year. The determination of “proficient or better” will be documented on at least one of three formative evaluations (2/3 years) and the summative evaluation (1/3 years) based on cumulative evidence throughout three years, demonstrated from results of the formative evaluations and the documentation of work toward the IGDP, and the summative evaluation.
- Any professional educator not achieving an acceptable evaluation level by MARCH 1 in a given school year, will have recourse to the following remediation steps:
 1. The teacher will be notified in writing by the site administrator.
 2. The teacher will be given an opportunity to appeal to the advisory council.
 3. The teacher will be given an opportunity to work with a qualified mentor and/or administrator to develop an improvement plan.
 4. The teacher will have an opportunity to be re-evaluated by another administrator.
 5. The teacher may develop a portfolio designed by the Advisory Council to be evaluated by the site administrator.
 6. The teacher will be granted a performance increment when the individual has completed an improvement plan and received an acceptable evaluation.
 7. The teacher will not be eligible for the year’s individual performance increment for the year if this acceptable level has not been achieved by May 30th of the school year.

ADVISORY COUNCIL MEMBERS

Staff Development/ATPPS Coordinator: Mark Hagemeyer
Bay View Elementary: Emily Vos and Thereasa Hansmeier
Pike Lake Elementary: Renee Pedersen
Jedlicka Middle School: Nicole Appelwick
Proctor High School: Jeff Gunderson and Gordon Westendorf
At Large: Julie Lysher
Special Ed: Betsy Allen
Union President or Designee: Elizabeth Proepper

Relevant documents:

- [ATPPS Checklist](#)
- [Classroom Observation Report Form](#)