



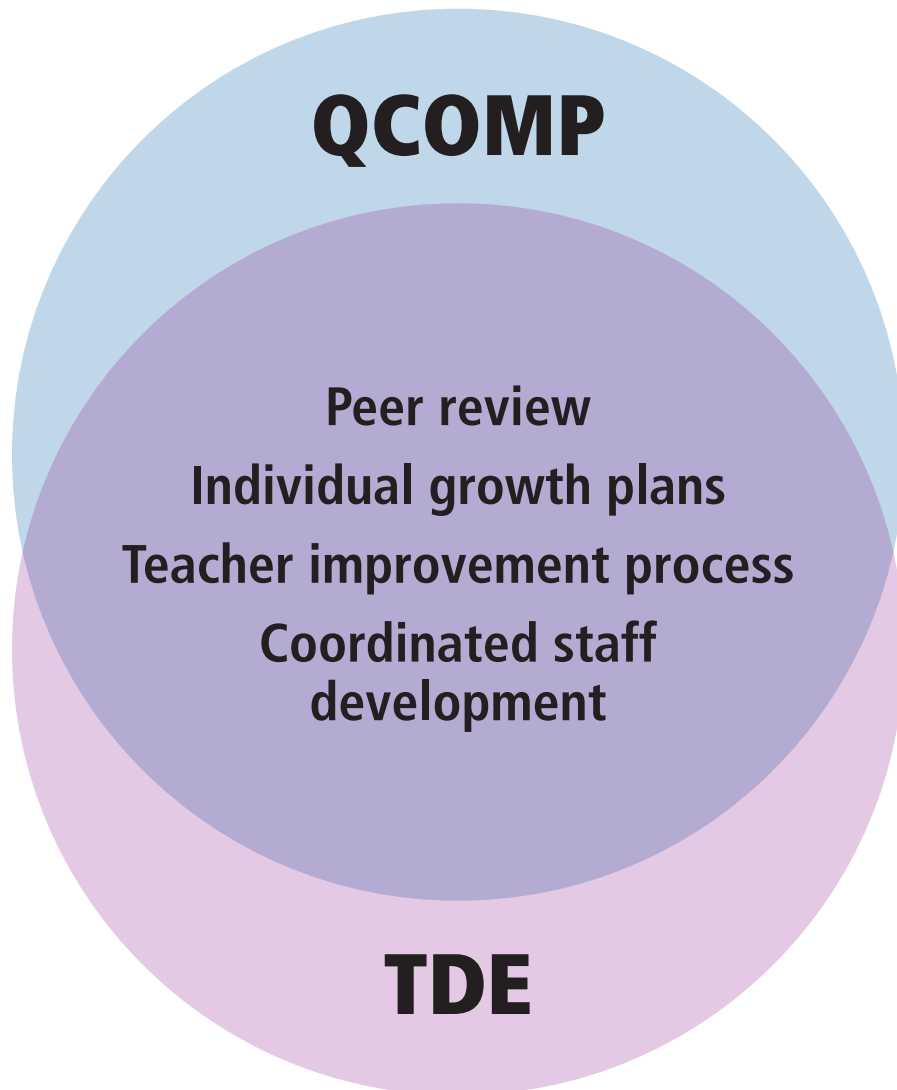
Writing an Alternative Compensation (ATPPS) Plan

Using your teacher development and evaluation plan to start



Sept. 2015

Introduction



Teacher Development and Evaluation, or TDE, plans required under state law share many components with the Alternative Teacher Performance Pay Systems (also known as ATPPS or QComp) program. The overlap between the two makes it easier for locals that have already created a TDE plan to use it as the foundation of an application to the state for funding for an ATPPS program.

This guide walks through each section of an ATPPS application and indicates what pieces from your TDE plan or other strategic plans likely contain the required information. Decisions about alignment between TDE plans and a QComp program are locally made, but this document attempts to assist locals in determining areas of overlap and sources for the information needed to complete an ATPPS application.

The terms “ATPPS” and “QComp” are used interchangeably throughout.

Component 1: Career Ladder/Advancement Options

1.1 District Overview: This information can be easily taken from district strategic plans including the “World’s Best Workforce” plan or the district’s Educational Improvement Plan (EIP), both of which are required by the state annually. Districts also need to file a Teacher Equity Report with the state containing information that might be helpful in completing this section.

The following links may be helpful to obtain relevant data for this section.

- Minnesota State Report Card (with district and school-level data):
<http://rc.education.state.mn.us/>
- Information on the World’s Best Workforce reports:
<http://education.state.mn.us/MDE/SchSup/WorldsBestWorkforce/>
- Teacher equity data:
<http://education.state.mn.us/MDE/Welcome/AdvBCT/TeacherEquity/>

1.2 Narrative on the role of teacher leaders may already be a part of the existing TDE plan. This is a section that you may need to expand on or write from scratch.

1.3 Description of Teacher Leaders: TDE components likely in place that will work here:

- Teacher leaders performing observations, mentoring, leading PLCs, coaching peers or other roles associated with the TDE plan are compatible with career ladder or teacher leader positions.
- Additional teacher leader positions that may exist or can be created include program coordinators and members of oversight teams.
- If your TDE plan does not include leadership roles, consider how existing roles can grow to take on additional responsibilities or earn additional compensation. Please note that this does not need to be a large piece of your plan application.
- Qualifications, responsibilities and ratio for existing leadership roles should all be clear based on your TDE plan.

1.4 Teacher demographic information can be easily obtained from numerous district sources (see 1.1).

1.5-1.7 Hiring, Compensation and Evaluation of Teacher Leaders

- Based on the existing TDE plan, some of these may already be in place.
- Practices from the first year of TDE implementation can help determine amount of release time or the additional compensation that may be warranted for these positions.
- Examples from other plans may be helpful in determining hiring, compensation and evaluation practices for leadership positions.
- Some evaluation models have rubrics for specialists (for example, peer coaches) available in their documentation, including Danielson, Marzano and Marshall.
- Sample job descriptions and rubrics can be obtained from the Minnesota Department of Education and Education Minnesota.

Component 2: Site Goals

2.1 to 2.4 TDE plans likely do not include goals at the school/site level. This component will have to be developed based on information in the district Educational Improvement Plan or World's Best Workforce plan as well as data on student outcomes that are collected each year. Title I and SIG schools may have plans that do this.

MDE requires that goals be based on testing data and that MCA outcomes are the basis for site goals.

EXAMPLE: By June 2016, 85 percent of the students at Snowville Community School in grades 3-5 will earn achievement levels of "Meets the Standards" or "Exceeds the Standards" as measured by the MCA (all accountability tests). This is an improvement of 5 percent over the proficiency rate of 80 percent in 2015.

2.5 and 2.6 Explanation of the district's overall and site-specific professional development plans.

- The district has a staff development plan that should contain an outline of professional development programming that supports the evaluation and observation process. This plan can serve as the basis for sections 2.5 and 2.6 in the QComp application.
- The application requires the following to be outlined; each of these should already exist within the TDE plan:
 - Teacher team meetings, PLC meetings and other opportunities for collaboration already occurring
 - Coaching cycles
 - Teacher evaluation timeline
- These items may be included in the TDE plan:
 - Occurrence of any other professional development activities
 - Introduction of specific instructional strategies

Component 3: Observations and Evaluations

The sections in Component 3 should be easy to answer based on your existing TDE plans. You will need to include explanations of the following:

- An overall description of the observation and evaluation process. This is generally referred to in most TDE plans as the peer review process.
- Training on rubrics used during observations, and a description of pre- and post-conferences and self-analysis and reflection statements.
- Training for peer reviewers to ensure that all observations are conducted with validity and reliability.
- Peer review processes for nurses, school counselors and psychologists.
- Differences between evaluation processes for continuing contract and probationary teachers.
- The positions responsible for peer review and how often observations are conducted.
- How appeals of evaluation outcomes are conducted. We recommend that the grievance procedure be used for this. Absent agreement on using the grievance process, contact your field staff for a copy of recommendations for an appeals process.

You will also need to append copies of the rubrics used for your peer review observations in the application.

Component 4: Performance Pay

Performance pay is a new element for locals with a TDE plan. Performance pay is required for three elements:

1. Successful completion of site goals from Component 2 of the application
2. Individual teacher work based on some measure of student achievement
3. Observation outcomes

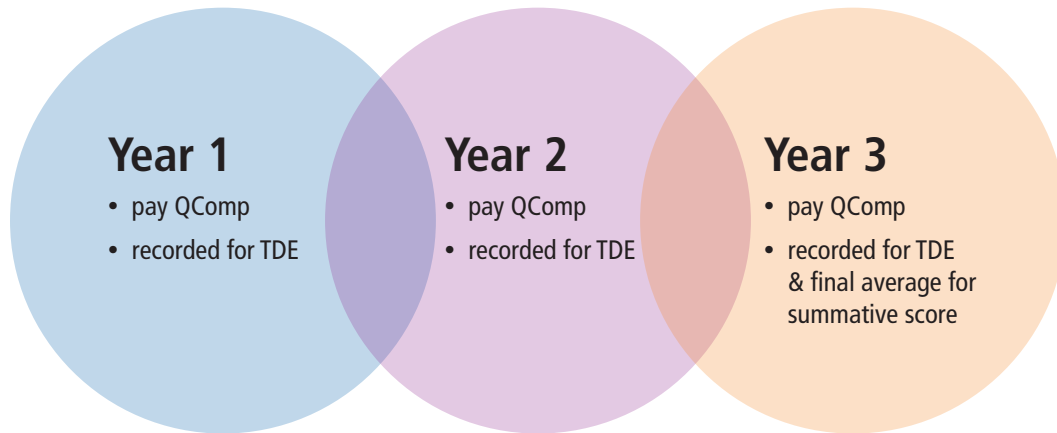
Some questions to consider:

- What behaviors or outcomes do we want to compensate under alternative compensation? What components of performance pay deserve more emphasis than others?
- How will instruction translate into earning additional salary for teachers?
- Will a new system result in higher pay for teachers?
- How much overall performance pay do we wish to include in the application and how should it be divided among required and optional components?

Required performance-pay elements:

- Site goals
 - All staff working at each school site can earn performance pay when the site goal is reached.
 - Pay amounts can be prorated based on partial achievement of goals (for instance, if growth is 50 percent of the way to the overall goal, teachers may earn 50 percent of the performance pay amount).
 - Because many teachers do not work in tested subjects, the amount of pay for this area is generally limited to the smallest amount of the performance pay elements.
- Individual teacher goals using student achievement evidence
 - Teacher development and evaluation plans contain a number of elements that can serve as the basis of performance pay required for this component:
 - ♦ Individual growth and development plans
 - ♦ PLC work, typically where there are goals set within PLCs
 - ♦ Portfolios used to showcase student achievement over the year

- Evaluation outcomes
 - The key to linking evaluation outcomes for TDE plans to performance pay is to translate a three-year cycle to annual compensation.
 - A final, summative evaluation outcome determined by an administrator every third year need not be the basis for annual performance pay.
 - Peer observations that are conducted each year can be used to show if a teacher is performing at proficient levels. Performance pay is most often earned when observations demonstrate that teachers are meeting annual observation expectations.



- Your TDE plan is required to contain a Teacher Improvement Process, or TIP, for remediation for teachers who are not meeting expectations. The TIP may serve as a model for remediation for teachers when it comes to performance pay.
 - If teachers who are not performing according to expectations enter the TIP, it is likely that they are not earning performance pay via QComp.
 - As teachers show progress towards proficiency via the TIP, QComp plans frequently provide a way for them to earn performance pay retroactively.
 - Retroactive performance pay is not always paid in full, but may be earned in prorated amounts.

Component 5: Salary Schedule Reform

- The Minnesota Department of Education requires that a reformed schedule be implemented. Teachers do not move through the schedule vertically by accruing years of service through step movement. Vertical movement on the schedule must be triggered by some other factor.
- The structure of a salary schedule can remain intact. Reform requires eliminating automatic annual movement.
- The most common “trigger” for step movement under QComp is the teacher’s evaluation or observation. If a teacher earns performance pay connected to successful completion of an evaluation or observation process (as outlined in the plan), it triggers step movement
- A memorandum of agreement that implements the QComp plan (following approval from MDE) should specify how members move through the salary schedule and when the memorandum must be renegotiated and re-ratified.
- Many local unions and districts renew their ATPPS memorandum of understanding annually. Regardless of the terms of the agreement, Education Minnesota recommends an opt-out clause that details the conditions under which parties may withdraw from the agreement and the contractual conditions that will exist should the agreement fail to be renewed. Conditions that may cause the agreement to be non-renewed are:
 - Amendments to the ATPPS statute substantively change the requirements for participation.
 - Funding levels change in any way.
- An opt-out clause should specify not only the conditions under which the agreement ceases to have effect but also what happens to key provisions of the contract should ATPPS be eliminated:
 - Salary: An MOU should specify that members will not lose pay on revision from a QComp schedule to a traditional schedule, how revision back to annual step movement will work, and that no member loses base salary in reverting away from QComp.
 - Evaluation: The MOU should clarify how the evaluation process will work for continuing contract and probationary teachers should QComp be eliminated.

Budget

Budgetary decisions under QComp should be made jointly by the union and district. Budgets will vary according to the provisions of individual plans. The following questions may be helpful in considering how to allocate the ATPPS revenue:

- Will the district levy the full or partial amount for ATPPS?
- How can the plan keep dollars closest to the students?
- How can the plan maximize the revenue going to compensation and minimize administrative overhead?
- Will other sources of funds (for example, staff development or general fund money) be used to supplement ATPPS revenue? How will those decisions be reached?

Example

The following illustration from Rosemount-Apple Valley-Eagan may be helpful in showing how annual QComp elements align with the three-year TDE cycle.

	Q Comp: All Staff	TDE: Non-Probationary (Tenured) Staff	TDE: Probationary Staff
Year One	<ul style="list-style-type: none">▸ Individual Growth Plan▸ Observations by Peer Leader▸ Collegial forms▸ Summative conversation with Peer Leader	<ul style="list-style-type: none">▸ Collect and save data on student engagement and connection*	<ul style="list-style-type: none">▸ Participation in the Performance Appraisal System including observations and written evaluations by administrator
Year Two	<ul style="list-style-type: none">▸ Individual Growth Plan▸ Observations by Peer Leader▸ Collegial forms▸ Summative conversation with Peer Leader	<ul style="list-style-type: none">▸ Collect and save data on student engagement and connection*	<ul style="list-style-type: none">▸ Participation in the Performance Appraisal System including observations and written evaluations by administrator

	Q Comp: All Staff	TDE: Non-Probationary (Tenured) Staff	TDE: Probationary Staff
Year Three: Summative Evaluation	<ul style="list-style-type: none"> ▸ Individual Growth Plan (Shared with the administrator) ▸ Observations by Peer Leader ▸ Collegial forms ▸ Summative conversation with Peer Leader 	<ul style="list-style-type: none"> ▸ Share Individual Growth Plan with administrator ▸ Collect and save data on student engagement and connection* ▸ Observations by administrator (at least one formal evaluation cycle and 6-9 informal observations with feedback) ▸ Summative meeting with administrator to review: student achievement goal data* from the individual growth plan; longitudinal data on student engagement and connection; self-reflection; and, administrator's comments 	<ul style="list-style-type: none"> ▸ Participation in the Performance Appraisal System including observations and written evaluations by administrator
Year Four	<ul style="list-style-type: none"> ▸ Continue Q Comp responsibilities 	<ul style="list-style-type: none"> ▸ Return to Year One of Teacher Development and Evaluation process 	<ul style="list-style-type: none"> ▸ Begin Year One of Teacher Development and Evaluation process for tenured teachers



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