



QComp/ATPPS Local Team Guidance

*MDE's Aligning QComp and Teacher Growth and Evaluation Requirements
District Program Planning Process for Blending Two Initiatives*

This document offers Education Minnesota's perspective on the Minnesota Department of Education's guidance to locals and districts that have jointly implemented an QComp/ATPPS plan. This information is intended to help local teams assess MDE's guidance and its applicability to the local context. This guidance should assist locals in aligning their ATPPS plans with requirements of the new teacher development and evaluation (TDE) statute.

A critical consideration for all QComp/ATPPS locals: **Nothing in law compels local unions to agree to changes to compensation levels, change their existing ATPPS plan to comply with the TDE statute, or resubmit a plan to the Department of Education. Only locals that choose to make changes to their QComp/ATPPS plans need to submit a plan change form.**

For each component of teacher development and evaluation (see the left-hand column on the following pages), the document provides descriptions of the level of examination to give each element as well as questions for districts to consider in developing their own plan.

Levels of examination are listed according to these categories:

- **Routine**—These elements will probably work for most local plans, but should still be reviewed with the district context in mind.
- **Moderate**—These elements could work well, but may require a deeper look.
- **Substantial**—These elements may challenge local beliefs, require substantial resources, or add procedures that feel complicated or may not meet district needs.

The right-hand column lists, for each element, the ATPPS statutory requirement, MDE's "program requirements," which state what they would like locals to include in their ATPPS plans, and the statutory requirement for teacher development and evaluation.

Education Minnesota will continue to work with locals that have questions regarding MDE's guidance.

For more information, please contact your field staff.

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>ESTABLISH A TEAM</p> <p>Routine scrutiny: MDE’s guidance is similar to the guidance in Education Minnesota’s “Agreeing on a Local Plan” document.</p>	<p>Step A. Exploration and Foundations. Begin the District Planning Process.</p> <p>QComp/ATPPS Program Requirements: Step A1: Team.</p> <p>Establish a team, its function and timelines.</p> <ul style="list-style-type: none"> Action Steps and Key Questions are found in the MDE document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>IDENTIFY A VISION</p> <p>Routine scrutiny: MDE’s guidance is similar to the guidance in Education Minnesota’s “Agreeing on a Local Plan” document.</p>	<p>Step A2: Vision.</p> <p>Identify a vision for teacher growth and evaluation.</p> <ul style="list-style-type: none"> Action Steps and Key Questions are found in the MDE document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>PURPOSE OF TEACHER EVALUATION AND OBSERVATION</p> <p>Routine scrutiny: The document “Successfully Agreeing on a Local Plan” describes how union/district joint teams can develop shared beliefs and goals for TDE.</p>	<p>QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2(b)3</p> <p>“(b) The alternative teacher professional pay system agreement must...base at least 60 percent of any compensation increase on teacher performance using...</p> <p>...(iii) an objective evaluation program that includes:</p> <p>(A) individual teacher evaluations aligned with the educational improvement plan under section 122A.413 and the staff development plan under section 122A.60; and</p> <p>(B) objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning;”</p> <p>QComp/ATPPS Program Requirements: Encourage teachers to improve their knowledge and instructional skills in order to improve student learning.</p> <p>Encourage collaboration rather than competition.</p> <p>Teacher Development & Evaluation (TDE) Requirements: Develop, improve and support qualified teachers and effective teaching practices and improve student learning and success.</p>

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>PURPOSE OF TEACHER EVALUATION AND OBSERVATION</p> <p>Routine scrutiny: Review the “Successfully Agreeing on a Local Plan” document and consider following all 10 steps.</p>	<p>QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2(b)3 “(b) The alternative teacher professional pay system agreement must... ...(iii) an objective evaluation program that includes: (A) individual teacher evaluations aligned with the educational improvement plan under section 122A.413 and the staff development plan under section 122A.60; and (B) objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning;”</p> <p>QComp/ATPPS Program Requirements: Encourage teachers to improve their knowledge and instructional skills in order to improve student learning. Encourage collaboration rather than competition.</p> <p>Teacher Development & Evaluation (TDE) Requirements: Develop, improve and support qualified teachers and effective teaching practices and improve student learning and success.</p>
<p>ALIGNED WITH TEACHING STANDARDS</p> <p>Moderate scrutiny: The requirements in the QComp/ATPPS law do not require a specific standard for successful evaluation. Standards for earning performance pay should be differentiated from standards for placement on or removal from a teacher improvement process.</p> <ul style="list-style-type: none"> Does the plan provide appropriate performance standards for non-continuing contract vs. probationary teachers? 	<p>QComp/ATPPS Statutory Requirement: Statute is silent on teaching standards and rubrics.</p> <p>QComp/ATPPS Program Requirements: Observation rubrics are based on professional teaching standards established in rule (8710.2000 – Minnesota Standards of Effective Practice for Teachers) and aligned with the district educational improvement and staff development plans.</p> <p>A rubric is clear, transparent and research-based, and has multiple specific categories with defined, observable performance indicators.</p> <p>A rubric sets “Proficient” as the standard for a successful evaluation.</p> <p>Teacher Development & Evaluation (TDE) Requirements: Evaluations must be based on professional teaching standards established in rule (8710.2000 – Minnesota Standards of Effective Practice for Teachers).</p>

Teacher Evaluation Component, Scrutiny Level and Guidance

Requirements

PROFESSIONAL REVIEW CYCLE

Moderate scrutiny: Consider aligning the TDE review cycle with the QComp/ATPPS review cycle.

- Does the final summative evaluation use data from all three years rather than only data from the third year?

QComp/ATPPS Statutory Requirement: Statute is silent on the length of a professional review cycle.

QComp/ATPPS Program Requirements: QComp is an annual program.

For probationary teachers, evaluations must occur at least three times annually. The first evaluation must take place within the first 90 days of employment.

Teacher Development & Evaluation (TDE) Requirements: There is a three-year professional review cycle with an annual evaluation process for tenured or continuing contract teachers. A summative evaluation takes place at least once during the cycle from a qualified and trained evaluator.

For probationary teachers, evaluations must occur at least three times annually. The first evaluation must take place within the first 90 days of employment.

OBSERVATION REQUIREMENTS

Moderate scrutiny: The observation requirements in the QComp/ATPPS statute are limited. Local teams might use their existing practices.

QComp/ATPPS Statutory Requirements: Minn. Statute 122A.414, subd. 2(b)3
“(b) The alternative teacher professional pay system agreement must...

“(iii) an objective evaluation program that includes:

(A) individual teacher evaluations aligned with the educational improvement plan under section 122A.413 and the staff development plan under section 122A.60; and

(B) objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning”

QComp/ATPPS Program Requirements: All eligible teachers (licensed staff members) participate in three live, full-class period observations of direct classroom instruction.

Annual observation results determine eligibility for a performance award.

Feedback is provided after each observation that allows teachers to track growth and progression toward attaining performance standards.

Teacher Development & Evaluation (TDE) Requirements: Frequency of observations is not addressed in statute.

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>OBSERVERS</p> <p>Substantial scrutiny: The requirements for observers in the QComp/ATPPS statute are limited. Local teams might use their existing practices.</p> <p>Both QComp/ATPPS and TDE statutes address training for observers.</p> <ul style="list-style-type: none"> • What annual training will observers require? • What qualifications should observers possess? • How many observations are needed and how are they scheduled? • Is the observation process defined? 	<p>QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2(b)3-iii “(b) The alternative teacher professional pay system agreement must... (B) objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning”</p> <p>QComp/ATPPS Program Requirements: A locally selected and annually trained observation team that understands teaching and learning implements the observation process.</p> <p>Administrators may be members of the observation team.</p> <p>Each teacher is observed annually at least three times by at least two trained observers.</p> <p>Teacher Development & Evaluation (TDE) Requirements: Trained peer reviewers/observers participate in the review cycle.</p> <p>Qualified and trained evaluators such as school administrators perform summative evaluations.</p>
<p>OBSERVATION TRAINING FOR OBSERVERS & INTER-RATER RELIABILITY</p> <p>Substantial scrutiny: MDE’s standards for observer training in QComp/ATPPS far exceed statute. Local district/union teams should examine current practices and discuss what is reasonable, practical and required by law.</p> <ul style="list-style-type: none"> • Do observers need the same amount of training every year? • Are training needs different for veteran coaches/peer observers and for new coaches/observers? 	<p>QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2(b)3-iii “(b) The alternative teacher professional pay system agreement must...base at least 60 percent of any compensation increase on teacher performance using: (B) objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning”</p> <p>QComp/ATPPS Program Requirements: Annual comprehensive training is required for all observers to ensure that they have a clear understanding of the process for ensuring inter-rater reliability.</p> <p>Comprehensive training is at least one day in duration and contains at least one high-quality, inter-rater reliability activity.</p> <p>Observers receive ongoing training at least twice during the year to ensure inter-rater reliability of the scoring process.</p> <p>Teacher Development & Evaluation (TDE) Requirements: There are qualified and trained evaluators such as school administrators.</p> <p>Trained observers serve as peer coaches.</p>

Teacher Evaluation Component, Scrutiny Level and Guidance

Requirements

STUDENT ACHIEVEMENT RESULTS

Substantial Scrutiny: We do not recommend changing performance pay standards to reflect untested value-added measures.

- Do existing student learning goals satisfy the requirements of the TDE law?
- Do student learning goals for non-classroom teachers exist? How will they work within the requirements of the TDE law?
- Do existing goals fit within your union/district shared beliefs?
- If using a value-added model, how will teachers in non-tested subjects use student learning goals? How will alignment and equity be preserved?

QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2(b)3-iii

“(b) The alternative teacher professional pay system agreement must...

(3) reform the “steps and lanes” salary schedule, prevent any teacher’s compensation paid before implementing the pay system from being reduced as a result of participating in this system, and base at least 60 percent of any compensation increase on teacher performance using:

(i) schoolwide student achievement gains under section 120B.35 or locally selected standardized assessment outcomes, or both;

(ii) measures of student achievement;”

QComp/ATPPS Program Requirements: Sixty percent of any compensation on teacher performance is based on (1) school student achievement gains based on a standardized assessment outcomes, (2) measures* of student achievement and (3) an objective evaluation program.

*Districts jointly develop plans to determine “measures of student achievement.” An approved QComp/ATPPS plan will indicate if this measure is determined at the classroom or teacher level or by groups of teachers (e.g., grade, team, content area, program).

Teacher Development & Evaluation (TDE) Requirements:

The annual evaluation process for teachers must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation.

INDIVIDUAL GROWTH AND DEVELOPMENT PLAN (IGDP)

Moderate scrutiny: Many QComp/ATPPS plans use an annual IGDP as part of their alternative compensation system.

- Does your plan have a IGDP that meets the requirements of the TDE law?
- Will the IGDP align with student learning goals, district learning goals, building learning goals or all of these?
- How will the evaluation system support the professional development activities specified in IGDPs?
- Does your current system use professional learning communities? If so, how will PLCs be aligned with IGDPs?

QComp/ATPPS Statutory Requirement: Statute is silent on IGDP.

QComp/ATPPS Program Requirements: QComp/ATPPS does not require an IGDP.

Teacher Development & Evaluation (TDE) Requirements: The professional review cycle must include an IGDP.

Teacher Evaluation Component, Scrutiny Level and Guidance

Requirements

STUDENT ENGAGEMENT RESULTS

Moderate scrutiny: We do not recommend changing performance pay standards to reflect student engagement data measures.

- Does your current system address student engagement through individual goals or observations? If so, do they meet TDE requirements?
- Have the teachers and district agreed on a workable definition of student engagement and connection for purposes of teacher development and evaluation?
- How will student engagement and connection be measured? What data will be collected?
- Will the teacher's own reflection on student engagement and connection be included as part of this component?
- Will the system differentiate effectively among grade levels, content areas and non-classroom teaching assignments?
- Will longitudinal data encompass the entire three-year review cycle so student engagement and connection is factored fairly into the evaluation system?
- Will teachers be held accountable only for factors under their control? Will efforts be made to ensure that teachers are not evaluated on student behaviors resulting from conditions outside the teacher's influence?

QComp/ATPPS Statutory Requirement: Statute is silent on longitudinal data on student engagement and connection.

QComp/ATPPS Program Requirements: QComp/ATPPS does not address student engagement.

Teacher Development & Evaluation (TDE) Requirements: The teacher evaluation process must use longitudinal data on student engagement and connection.

Teacher Evaluation Component, Scrutiny Level and Guidance

Requirements

PORTFOLIO

Moderate scrutiny: Use of a portfolio to provide evidence of teacher performance and professional practice may be considered as part of an alignment between teacher development and evaluation and ATPPS.

- Are resources available to help teachers understand how to develop a portfolio to effectively showcase their teaching?
- Is it clear what elements are to be included in the portfolio?
- Will student work samples be included in the portfolio, and how will they be defined?
- Is it clear which pieces of a teacher's portfolio may be submitted for evaluative purposes and which are to be kept confidential for purposes of reflection and growth?
- Will the portfolio be developed and refined over the three-year evaluation cycle, or will it be limited to the summative year?
- Will the parameters for the final product be clearly defined so teachers do not feel compelled to create products beyond those required?
- Who will evaluate the portfolio, and what training will they receive?

QComp/ATPPS Statutory Requirement: Statute is silent on a portfolio option.

QComp/ATPPS Program Requirements: QComp/ATPPS does not require a teacher portfolio.

Teacher Development & Evaluation (TDE) Requirements: The process must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and growth and include teachers' own performance assessment.

Teacher Evaluation Component, Scrutiny Level and Guidance

Requirements

ROLE OF TEACHER LEADER

Routine scrutiny: MDE's current guidelines for teacher leaders in QComp/ATPPS far exceed statute. Local district union teams should discuss what is reasonable.

- Are current career ladder leadership positions sufficient to meet the needs of the plan and statute? If not, will additional positions be added to the QComp/ATPPS program or maintained separately via district funds?
- How will the union ensure that teacher leaders in teacher on special assignment(TOSA) positions maintain instructional responsibilities?

QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2

"(b) The alternative teacher professional pay system agreement must:

- (1) describe how teachers can achieve career advancement and additional compensation;
- (2) describe how the school district, intermediate school district, school site, or charter school will provide teachers with career advancement options that allow teachers to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills;"

QComp/ATPPS Program Requirements: Trained teacher leaders provide integrated, ongoing, site-based professional learning activities to improve instructional skills and learning that are aligned with student needs, consistent with the staff development plan and led during the school day.

Teacher leaders provide support that includes but is not limited to the following:

1. Teacher observation.
2. Learning team meetings.
3. Professional development activities.

Teacher Development & Evaluation (TDE) Requirements: The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.

For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by peer review.

Teacher Evaluation Component, Scrutiny Level and Guidance

Requirements

STAFF DEVELOPMENT ACTIVITIES

Routine scrutiny: Both the QComp/ATPPS and TDE statutes address professional development. The joint team should examine existing professional development practices to determine if they are meeting teacher and student needs.

QComp/ATPPS Statutory Requirement: Minn. Statute 122A.414, subd. 2

“(b) The alternative teacher professional pay system agreement must:

(4) provide integrated ongoing site-based professional development activities to improve instructional skills and learning aligned with student needs under section 122A.413, consistent with the staff development plan under section 122A.60 and led during the school day by trained teacher leaders such as master or mentor teachers;”

QComp/ATPPS Program Requirements: Provide integrated, ongoing, site-based professional learning activities to improve instructional skills and learning that are aligned with student needs, consistent with the staff development plan and led during the school day by trained teacher leaders.

There is dedicated time for learning teams to meet weekly or every two weeks for professional development aligned specifically to the student achievement goals.

Learning team meetings occur for an average of at least 50 minutes per week or 90 minutes every two weeks to ensure continuity of teacher learning aligned to the student achievement goals.

Learning team activities apply directly to classroom instruction and are aligned with student achievement goals.

Teachers are provided mentoring and coaching.

Teacher Development & Evaluation (TDE) Requirements: The teacher evaluation system must coordinate staff development activities with the evaluation process and evaluation outcomes.

Teacher evaluation system may include the following:

- Time during the school day for peer coaching and teacher collaboration.
- Induction and mentoring.

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>TEACHER EVALUATION TRAINING</p> <p>Routine scrutiny: Most existing QComp/ATPPS plans provide training for teachers on the evaluation system. The joint team should examine existing training practices to determine if they are meeting teacher needs.</p>	<p>QComp/ATPPS Statutory Requirement: Statute is silent on teacher training.</p> <p>QComp/ATPPS Program Requirements: All teachers receive one or more hours of training in the teacher observation process and on the use of the scoring rubric for observations.</p> <p>Teacher Development & Evaluation (TDE) Requirements: Districts must coordinate the staff development activities with the evaluation process and evaluation outcomes.</p>
<p>SUMMATIVE RATING</p> <p>Moderate scrutiny: Where possible, we recommend aligning the review cycle required by TDE with the cycle for QComp/ATPPS.</p> <ul style="list-style-type: none"> QComp/ATPPS plans with a “high cycle” may wish to consider changing their structure to mimic the state TDE statute requiring a summative evaluation using three years of data rather than relying only on data from every third year to produce a summative result. 	<p>QComp/ATPPS Statutory Requirement: Statute is silent on summative ratings.</p> <p>QComp/ATPPS Program Requirements: QComp/ATPPS does not require a summative rating except in determining annual performance pay.</p> <p>Teacher Development & Evaluation (TDE) Requirements: Thirty-five percent of the summative evaluation is based on student growth data. The remaining 65 percent is based on other evidence in the local model.</p>
<p>TEACHER IMPROVEMENT PROCESS</p> <p>Moderate scrutiny: Joint teams should examine existing support for teachers not showing proficiency.</p> <ul style="list-style-type: none"> What triggers a teacher’s placement on a teacher improvement plan (TIP)? What supports will be provided to help teachers placed on a TIP? Will the peer review process be integrated with the TIP? Does the TIP provide adequate time for improvement? How does a teacher exit the teacher improvement process? 	<p>QComp/ATPPS Statutory Requirement: Statute is silent on a teacher improvement process.</p> <p>QComp/ATPPS Program Requirements: QComp/ATPPS does not specify additional support for teachers not meeting standards.</p> <p>Teacher Development & Evaluation (TDE) Requirements: The evaluation process must identify teachers not meeting standards.</p> <p>The evaluation process must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines.</p>
<p>DISCIPLINE</p> <p>Moderate scrutiny: Nothing in the new statutory teacher evaluation language changes or replaces other provisions of Minnesota law governing employment of licensed teachers. While the new language requires districts to discipline a teacher who is not making “adequate progress” in a teacher improvement process, the level of discipline is not mandated by the statute.</p>	<p>QComp/ATPPS Statutory Requirement: Statute is silent on discipline.</p> <p>QComp/ATPPS Program Requirements: QComp/ATPPS does not specify discipline for teachers not making adequate progress in the teacher improvement process.</p> <p>Teacher Development & Evaluation (TDE) Requirements: The process must discipline teachers for not making adequate progress in the teacher improvement process.</p>

Step C: Solutions. As a team, seek solutions for additions or clarifications recorded in Step B.

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>Routine scrutiny: A concise version of this guidance can be found in Education Minnesota’s document “ Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law.”</p>	<p>Step C1: Teacher Observation.</p> <p>Determine how the district will use the QComp/ATPPS annual observation process in a three-year professional review cycle and the role of teacher leaders (peer reviewers) in the teacher observation process.</p> <ul style="list-style-type: none"> • Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>Routine scrutiny: A concise version of this guidance can be found in Education Minnesota’s document “ Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law.”</p>	<p>Step C2: Student Achievement Results.</p> <p>Determine how the district Q Comp plan will fit requirements for “measures of student achievement” (QComp/ATPPS requirement) and “measures of student growth” (teacher evaluation requirement).</p> <p>Step C2a: (regarding teachers with value-added data).</p> <p>Determine what data will demonstrate student learning as 35 percent of evaluation.</p> <ul style="list-style-type: none"> • Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.” <p>Step C2b: (regarding teachers for whom value-added data are unavailable).</p> <p>Determine what data will demonstrate student learning as 35 percent of evaluation.</p> <ul style="list-style-type: none"> • Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.” <p>Step C2c: Measures of student growth.</p> <p>Determine how student growth measures will be used to determine 35 percent of the summative rating in the three-year professional review cycle.</p> <ul style="list-style-type: none"> • Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>Routine scrutiny: A concise version of this guidance can be found in Education Minnesota’s document “Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law.”</p>	<p>Step C3: Longitudinal data on student engagement.</p> <p>Determine how longitudinal data on student engagement will be collected and used in a three-year professional review cycle.</p> <ul style="list-style-type: none"> Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>Routine scrutiny: A concise version of this guidance can be found in Education Minnesota’s document “Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law.”</p>	<p>Step C4: Individual growth and development plans (can be included in your QComp/ATPPS plan).</p> <p>Determine how individual growth and development plans will be used in a three-year professional review cycle.</p> <ul style="list-style-type: none"> Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>Routine scrutiny: A concise version of this guidance can be found in Education Minnesota’s document “ Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law.”</p>	<p>Step C5: Portfolios.</p> <p>Identify the optional portfolio process that will be available to teachers in the three-year professional review cycle.</p> <ul style="list-style-type: none"> Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>Routine scrutiny: A concise version of this guidance can be found in Education Minnesota’s document “ Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law.”</p>	<p>Step C6: Summative rating.</p> <p>Identify how to determine a summative rating during the three-year professional review cycle.</p> <ul style="list-style-type: none"> Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”

Teacher Evaluation Component, Scrutiny Level and Guidance	Requirements
<p>Routine scrutiny: The document “Building a Teacher Development and Evaluation Plan: Components of the Minnesota Law” will help your team define what needs to be done.</p>	<p>Step C7: District teacher evaluation model.</p> <p>Design a three-year professional review cycle that incorporates practices and results in implementing the QComp/ATPPS program.</p> <ul style="list-style-type: none"> • Action Steps and Key Questions are found in the MDE Document “Aligning QComp and Teacher Growth and Evaluation Requirements: District Program Planning Process for Blending Two Initiatives.”
<p>Before you change a QComp/ATPPS plan to align with a Teacher Development & Evaluation (TDE) Requirement, contact your field staff.</p>	<p>If changes are being made to the QComp/ATPPS program, districts must submit a QComp/ATPPS plan change request and gain program approval prior to implementation. Plan changes are accepted twice per year: Jan. 15 and April 15.</p>



The union of 70,000 educators

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*Education Minnesota is an affiliate of the American Federation of Teachers,
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